



Dear [REDACTED]

Thank you for your email of 31 May 2017 to the Minister of Education Hon Nikki Kaye for documents she received in her previous capacity as Associate Minister of Education. Your request was transferred to the Ministry of Education under section 14(b)(i) of the Act, as the information is more closely connected to our functions. You requested copies of the following documents:

1. *Briefing Note: School Payroll*
2. *Briefing Note: Education Payroll Limited: Audit for the year ended 30 June 2016*
3. *Briefing Note: Schools payroll debt recovery*
4. *Briefing Note: Briefing on implications of Brexit to the NZ Education sector*
5. *Aide Memoire: Ministerial Oversight Group on Gangs meeting, 14 Feb 2017*
6. *Briefing Note: Background information for a possible meeting with Todd Muller MP to discuss "tsunami-proofing" Papamoa Primary School*
7. *Briefing Note: Papamoa Primary School*
8. *Aide Memoire: Background information for meeting with Apple*
9. *Briefing Note: Thorndon School Asbestos*
10. *Briefing Note: Accommodation issues at Browns Bay School*
11. *Briefing Note: Update on capacity issues*

Your request has been considered under the Official Information Act 1982 (the Act). A list of my decisions regarding the release of these documents is attached to this letter as **Appendix A**.

Ministerial Oversight Group on Gangs

Document 5

The New Zealand Gang Intelligence Centre (NZGIC) was established on 1 March 2016 as one of the initiatives for a whole-of-Government approach to reducing the harm caused by gangs. The NZGIC supports initiatives to improve intelligence on gangs and their activities.

Since this report was provided to the Minister, we agreed to join the New Zealand Gang Intelligence Centre, and become a party to its Approved Information Sharing Agreement (AISA). AISAs are formal legal mechanisms enabled by the Privacy Act 1993 which authorise the sharing of information between or within agencies to facilitate the provision of public services.

Following a consultation process, the Ministry agreed to be party to the NZGIC's draft AISA. Although we have relatively little information that will be required to support the AISA, we advised the Police that we need to ensure our ability to act in the best educational interests of children and young people. We are confident we can achieve this in the following ways:

- Dealing with requests for information on a case-by-case basis
- Ensuring all requests include information about how the data will be used, and
- Denying requests to share information where we believe there will be adverse outcomes for students, schools or to the Ministry.

GIC Agencies may use GIC Intelligence products to produce anonymised or statistically confidentialised information for monitoring, research, and evaluation. Provision for this is described in the AISA. We do not currently intend to create an individual level database of gang-related information.

Asbestos at Thorndon School

Document 9

Asbestos was a widely used building material up until the 1980s and does not present a danger to human health when it is correctly handled.

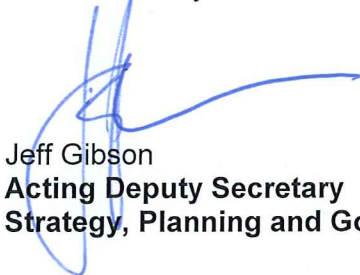
Boards of Trustees are responsible for the management of any asbestos identified in a school. Before any demolition or construction work occurs, a work area must be assessed to determine if there are asbestos-containing materials within it. If asbestos is identified, it must be managed appropriately — the Ministry has a thorough process to ensure the safe handling and removal of asbestos. The Ministry's process complies with all WorkSafe NZ safety standards and all relevant health and safety legislation.

Asbestos removal was completed at Thorndon School in July. The school has kept its community well informed about its redevelopment through a community newsletter, and by providing information on its website.

Thank you again for your request. If you have any further questions on the matters referred to in these documents, please contact our Media Team in the first instance. You can do this by emailing Media.Team@education.govt.nz.

Under section 28(3) of the Act, you have the right to refer this response to an Ombudsman for review. You can do this by writing to info@ombudsman.parliament.govt.nz.

Yours sincerely



Jeff Gibson
Acting Deputy Secretary
Strategy, Planning and Governance

Appendix A

List of documents requested and decisions regarding their release

	Document	Decision
1	<i>Briefing Note: Schools payroll</i>	Some Ministry contact information not already in the public domain has been withheld under section 9(2)(a) of the Act, to protect the privacy of natural persons Some information relating to advice currently being prepared has been withheld under section 9(2)(f)(iv) of the Act, to protect the confidentiality of advice between Ministers of the Crown and officials.
2	<i>Briefing Note: Education Payroll Limited: Audit for the year ended 30 June 2016</i>	Some Ministry contact information not already public withheld, s9(2)(a) Some statements about negotiations with Education Payroll Limited have been withheld under s9(2)(f)(iv) of the Act
3	<i>Briefing Note: Schools payroll debt recovery</i>	Some Ministry contact information not already public withheld, s9(2)(a)
4	<i>Briefing Note: Briefing on implications of Brexit to the NZ Education sector</i>	Some Ministry contact information not already public withheld, s9(2)(a)
5	<i>Aide Memoire: Ministerial Oversight Group on Gangs meeting, 14 Feb 2017</i>	Released in full
6	<i>Briefing Note: Background information for a possible meeting with Todd Muller MP to discuss "tsunami-proofing" Papamoa Primary School</i>	Some Ministry contact information not already public withheld, s9(2)(a)
7	<i>Briefing Note: Papamoa Primary School</i>	Some Ministry contact information not already public withheld, s9(2)(a)
8	<i>Aide Memoire: Background information for meeting with Apple</i>	Released in full
9	<i>Briefing Note: Thorndon School Asbestos</i>	Some Ministry contact information not already public withheld, s9(2)(a)
10	<i>Briefing Note: Accommodation issues at Browns Bay School</i>	Released in full
11	<i>Briefing Note: Update on capacity issues</i>	Some contact information not already public withheld, s9(2)(a)

BRIEFING NOTE: In confidence: Schools payroll

Date:	10 February 2017	Priority:	High
Security Level:	Sensitive	METIS No:	1045529
Approved by:	Kim Shannon Head of Education Infrastructure Service	DDI:	[REDACTED] s 9(2)(a) OIA

Purpose

1. This paper responds to your initial questions relating to the schools payroll that arose in a briefing with the Ministry earlier this week. It provides information on the programme of work to address non-compliance with the Holidays Act 2003 and the schools payroll sustainability investment Budget 17 bid. It also includes a diagram showing schools payroll service provision arrangements.
2. You have also received a briefing outlining the other Education Infrastructure Service Budget 17 bids.
3. We have continued to provide fortnightly payroll performance reporting since the change in ministerial responsibility for the schools payroll. We would welcome feedback on your preferences for reporting on payroll operations.

Holidays Act compliance review

4. Compliance with the Holidays Act 2003 is an issue that employers across New Zealand in both private and public sectors are grappling with. The Holidays Act introduced a number of complex prescriptive requirements for assessing holiday pay that have proved difficult for some payroll providers to implement. This has been particularly problematic where employees have fluctuations in the hours they work, or receive additional pay on top of their normal wages, as is common in the education sector.
5. In early 2016, the Ministry and Education Payroll Limited (EPL) identified the need for a structured approach to investigate the nature and extent of non-compliance in the schools payroll. Deloitte was selected to lead and facilitate this review. Deloitte reported in December 2016 identifying significant areas of non-compliance in the schools payroll, and provided a high level 26 month implementation plan to address this.
6. The implementation exercise is complex and time consuming because of:
 - a. the characteristics of the education workforce noted above;
 - b. the need to work with around 2,500 schools, which are effectively individual employers with varying levels of payroll expertise;
 - c. the numbers of employees (both current and former) potentially affected (around 120,000 in some areas of non-compliance);
 - d. the need to be certain that the calculation methodology for assessing resolution payments to affected school employees produces demonstrably accurate results that can be readily explained to affected parties; and
 - e. the need to ensure that the timing for paying resolution and achieving system compliance aligns so that no further non-compliance arises.

7. In order to get a robust estimate of resolution payments to affected school employees, the Ministry will need to make decisions on a set of calculation assumptions that feed into the development of a calculation model. These include, for example, how to calculate potential arrears across holiday pay and other forms of leave, dealing with third party payments and deductions, and managing data unavailability, including the role of schools in this situation.
8. Once all of the factors are known, we will design and test the calculation model. The model will then be used to identify the costs of resolution. These costs will become firmer as we work through the different phases of the work plan. By July 2017 we would expect to have the design of calculation methodologies, processes and systems completed.

s 9(2)(f)(iv) OIA

9. The other cost associated with the Holidays Act compliance review relates to system and process remediation to ensure the payroll service is compliant going forward.

s 9(2)(f)(iv) OIA

10. We are finalising a more detailed briefing on the Holidays Act compliance review and this will be available shortly.

Schools payroll sustainability investment Budget 17 bid

11. The schools payroll sustainability investment budget bid is necessary to manage critical technology risks, increase efficiency and compliance, and create future options for delivery of the schools payroll.
12. The table below provides a summary of the major categories of funding sought.

RELEASED UNDER THE OFFICIAL INFORMATION ACT

Holidays Act Work Programme	2016/17	2017/18	2018/19	2019/20	2020/21	4 year total	6 Out years to 2026/27	10 Year Total
Discovery*	0.6	-	-	-	-	0.6	-	0.6
Establish *	2.0	s 9(2)(f)(iv) OIA						
Design & Implement	-							
Total - Holidays Act Work Programme	2.6	8.7	6.1	-	-	17.4	-	17.4

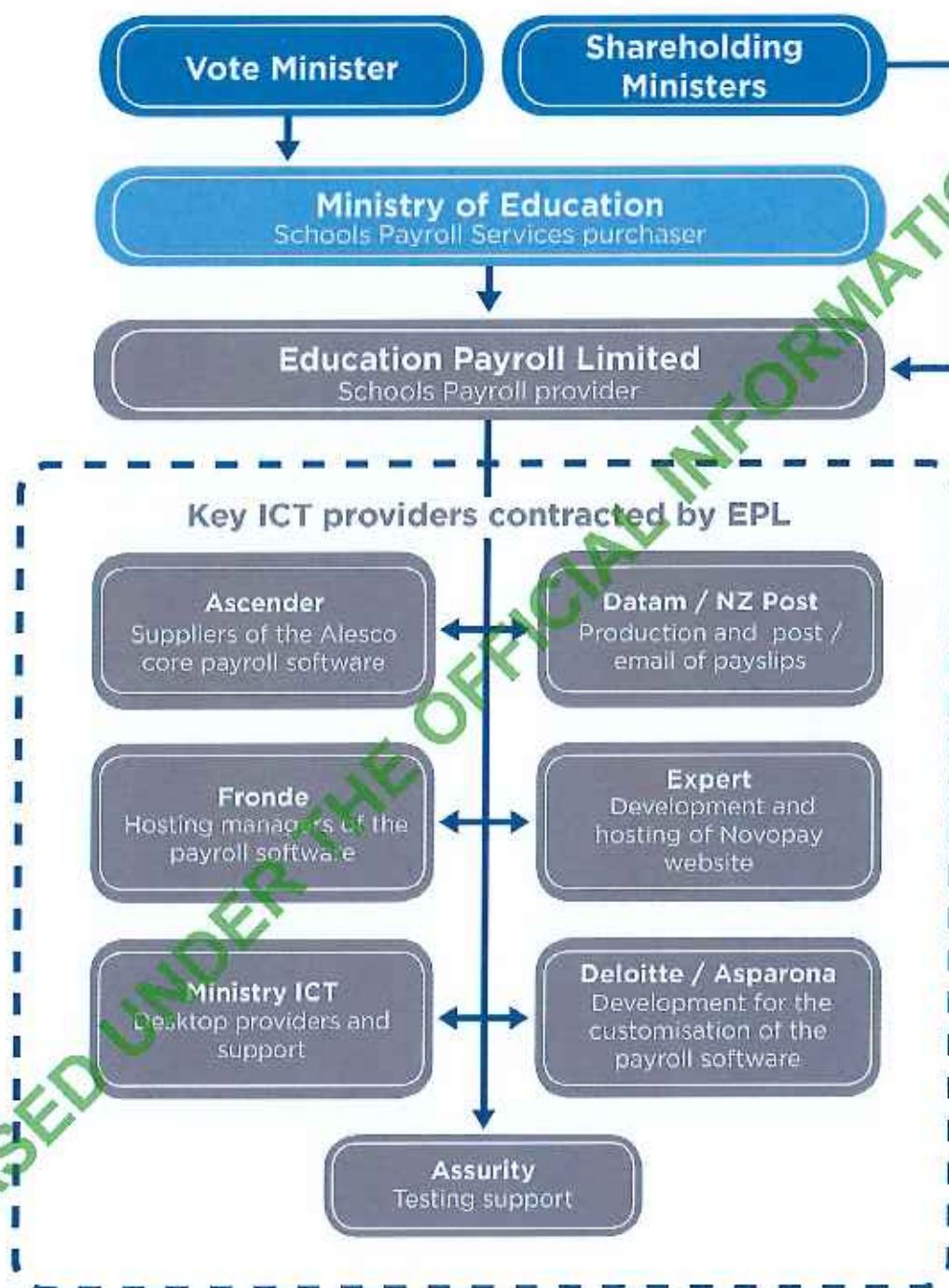
* The Ministry is currently investigating funding the Discovery and Establish phases out of existing funds so that the work can continue in early 2017.

s 9(2)(f)(iv) OIA

Schools payroll service provision arrangements

13. The schools payroll is provided by Education Payroll Limited (EPL) on behalf of the Ministry. The contract for services (the Services Agreement) is managed by the payroll group within the Education Infrastructure Service. The payroll group works closely with the Ministry's employment relations and resourcing groups to facilitate the payroll function.
14. EPL itself contracts a number of core ICT-related services from other organisations. The diagram below provides a high-level picture of current arrangements.

Schools Payroll Service Provision



BRIEFING NOTE: Education Payroll Limited: Audit for the year ended 30 June 2016

To:	Hon Hekia Parata Minister of Education	Cc:	Hon Nikkī Kaye Associate Minister of Education
Date:	15 February 2017	Priority:	High
Security Level:	Sensitive	METIS No:	1046132
Approved by:	Kim Shannon Head of Education Infrastructure Service	DDI:	[REDACTED] s 9(2)(a) OIA

Purpose

1. This paper updates you on the results of the audit carried out by the Office of the Auditor-General (OAG) on Education Payroll Limited (EPL) for the year ended 30 June 2016. A copy of the letter from the Office of the Auditor-General is attached. The OAG also separately audits delivery of the schools payroll service – the next report will cover the year to 31 December 2016.
2. Given that EPL ownership is held equally between two shareholding Ministers, with Treasury responsible for ownership advice to Ministers, we would expect you will also be provided with advice from Treasury.

Summary of results

3. The OAG noted that:
 - a. EPL's management control environment and its financial information systems and controls had been assessed and graded as good
 - b. EPL's service performance information (and associated systems and controls) needs improvement. OAG notes that 2015/16 was the first time EPL reported its service performance.

4.

s 9(2)(f)(iv) OIA

Provision of payroll services

5. The OAG also makes comments on other matters arising from the audit, including the control environment set up to support the provision of outsourced payroll services. The OAG concludes that although improvements have been made, significant opportunities for improvement remain.
6. The Ministry is working with EPL on improving the service delivery control environment, including documenting all controls and embedding related assurance tests so that errors are detected and able to be corrected before the fortnightly pay is run. Priority is being given to documenting service delivery controls in the areas impacting directly on delivery of the pay. Following this, assurance tests will be put in place to ensure the controls are working as expected.



3 February 2017

File: EN/CGO-0155

Hon Hekia Parata
Minister for Education
Parliament Buildings
WELLINGTON



E170081

Dear Minister

EDUCATION PAYROLL LIMITED: AUDIT FOR THE YEAR ENDED 30 JUNE 2016

1 Summary of audit results

- 1.1 The purpose of this letter is to inform you of the results of our audit of Education Payroll Limited (EPL) for the year ended 30 June 2016 and of the main matters arising from the audit.
- 1.2 We issued a standard audit report, which means that we were satisfied that the information we audited fairly reflected the company's activities for the year and its financial position at the end of the year.
- 1.3 In carrying out our audit, we identified the following matters that we wish to bring to your attention:
 - We assessed and graded EPL's management control environment and its financial information systems and controls as good.
 - The company reported its service performance for the first time in 2015/16. We assessed and graded its service performance information and associated systems and controls as needing improvement.
- 1.4 The rest of this letter provides more detailed information about our assessments and the matters arising from the audit.
- 1.5 We have already advised the results of the audit and matters arising to EPL's Chief Executive and the Board's Audit Committee. We will report the results to the Education and Science Committee as part of the 2016/16 annual review process. We will also advise the State Services Commission, the Treasury, and the Department of the Prime Minister and Cabinet.

2 Significant matters noted during the audit

Recognition and valuation of intangible assets

Carrying value of intangible assets

- 2.1 EPL recognised intangible assets amounting to \$16.6 million as at 30 June 2016. The company completed the valuation of intangible assets in 2014/15 as part of an initial capital contribution from the Crown (arising from the settlement between the Ministry of Education and Talent2). We reviewed the carrying amounts of intangible assets to assess the appropriateness of the valuation, with a particular focus on whether EPL needed to make a provision for the impairment of any assets. We were satisfied that EPL did not need to include a provision for impairment.

Capital improvement work

- 2.2 The company continues to make improvements to Novopay. As a result of these improvements, EPL recognised \$2.1 million of capital work in progress as at 30 June 2016. We reviewed a sample of the costs that were capitalised for key projects and were satisfied that appropriate costs were capitalised. We also reviewed the Project Initiation Documents and were satisfied that these documents appropriately captured the nature, intent, and expected cost of new projects.

Assessment of remaining useful lives of intangible assets

- 2.3 The useful economic life of intangible assets was set up in accordance with rights to use the assets. The rates used to determine the amortisation charge were consistent with those used in 2014/16. A key consideration in this is the remaining life of the software license for Alesco, without which Novopay cannot be operated.

s 9(2)(f)(iv) OIA

[REDACTED] We concluded that the assessment of the useful life of the assets was appropriate.

Service Level Agreements and the application of the going concern assumption

- 2.4 EPL was set up to provide payroll services for the Ministry of Education. The future of the company depends on the Ministry's intention to keep payroll services outsourced to it. EPL's financial statements are prepared based on a going concern assumption. A change in the going concern assumption could significantly affect the valuation of the intangible assets and the completeness of liabilities recorded by EPL.

- 2.5 We discussed the application of the going concern assumption with management and reviewed management's going concern assessment. We also reviewed the service level agreement between the company and Ministry of Education and discussed the intended form of the future agreement. EPL has a detailed business case that provides for a range of business process improvements focused on the provision of the payroll service.

s 9(2)(f)(iv) OIA

[REDACTED] we accept that applying the going concern assumption is reasonable.

- 2.6 EPL and the Ministry of Education agreed a new service line agreement during 2015/16. EPL recognised a service fee of \$27.1 million as a result of the service level agreement.

Provision of Education Services Payroll

- 2.7 We assessed the control environment set up to support the provision of outsourced payroll services to the Ministry of Education. 2015 was the first full year where EPL provided these services. We also audited the payroll reporting to schools for the year ended 31 December 2015.

- 2.8 During 2015, EPL and the Ministry worked to improve the control environment associated with Novopay. The initiatives included setting up a quality assurance team and some improved data analytics and exception reporting. EPL also restructured its customer service teams to strengthen relationships with the sector and improve service performance.

- 2.9 Although improvements were made, we consider that significant opportunities for improvement remain – there are still application-based, processing, and sector-related issues in the Novopay payroll application and broader service.

- 2.10 We have been discussing with EPL its implementation of a full suite of identifiable and documented controls for Novopay. We will discuss this further with EPL in our assurance work for the 2017 payroll year.

Service Performance Reporting

2.11 For 2015/16, EPL was required by the Crown Entities Act 2004 to provide full service performance reporting in its annual report. Given how new the business is, we consider EPL has brought together an effective performance story in its annual report. It has supplemented historic performance measures with more customer-focused survey results and other measures.

2.12 The core measures for service performance reporting used by the Ministry of Education and included in EPL's Statement of Intent and Statement of Performance Expectations need to improve. We have suggested these measures reflect more tangibly the provision of services to schools and sector employees so that they better demonstrate customer service quality and timeliness.

3 Environment, systems, and controls for measuring financial and service performance

3.1 Our conclusions on EPL's management control environment, systems, and controls for measuring financial performance and service performance information, for the year ended 30 June 2016, are set out in the table below.

3.2 We made our conclusions in the context of our work in forming an opinion on the financial and service performance statements. The purpose of commenting on the underlying environment, systems, and controls is to highlight areas for improvement we identified during our audit. The grades assigned for 2015/16 are based on the accountability documents for that year. They are not an assessment of overall management performance or of EPL's effectiveness in achieving its financial and service performance objectives. We note that the effectiveness of the Novopay payroll service has been included in the Ministry's assessment because the funds are recorded in the Ministry's Non-Departmental schedules within the votes for Secondary and Primary education. The obligation to operate an education payroll service sits with the Secretary for Education (as set out in the Education Act 1989).

Management control environment	
2015/16 – Good	We have recommended that some improvements be made.
2014/15 – Good	Deficiencies we identified in 2014/15 have been resolved in part.
Comment	
EPL has a sound management control environment and has implemented many good practice features since last year. We note that the policies, procedures, and structures in the business provide for an effective control environment. EPL has formalised most policies for its core processes.	
After 30 June 2016, EPL re-assessed the position and role of the assurance group in its operational payroll functions. We recommend that EPL implement its plans to place this in an independent role from operations and ensure that the operations team own its own controls. This will allow the quality team to be more aligned with an internal audit or organisational improvement-focused team.	
During our review, the procurement policy was still being formally approved by the senior leadership team. We recommend that this be adopted and applied and that all policies be reviewed and refreshed in a timely manner. Other than these issues, and based on our reviews during 2015/16, we found that appropriate policies, systems and controls were in place and appeared to be operating.	

Financial information systems and controls	
2015/16 – Good	We have recommended that some improvements be made.
2014/15 – Good	Deficiencies we identified in 2014-2015 have been resolved in part.
Comment	
<p>We reviewed EPL's financial information systems and controls. EPL's reporting demonstrates a number of features of good practice. We noted operational processes for EPL's intangible assets how sensitive expenditure items are incurred and approved, and recording of year-end accruals were operating effectively.</p> <p>The areas where, in our view, the company's financial reporting could benefit from further improvement include:</p> <ul style="list-style-type: none"> • Vendor Masterfile changes are not independently monitored – we recommend that a list of Vendor Masterfile changes be reviewed regularly by a senior member of the finance team independent of the payment processes. • Formal documentation of impairment assessment for intangible assets – we recommend that EPL consider establishing an annual, formal documented approach for the assessment of intangible assets for impairment. We recommend this includes an assessment of the continued effective operational provision of services and consideration of the reasonableness of assumptions about the asset's future use. <p>EPL has started to assess the controls over its key services. This is requiring EPL to document and more fully understand its operational processes, controls, and compensating controls. We recommend that this be completed and that all teams in EPL take ownership of this control framework and assessment.</p>	
Performance information and associated systems and controls	
2015/16 – Good	We have recommended that some improvements be made.
Comment	
<p>EPL produced its service performance information for external reporting purposes for the first time in 2016. Performance measures were reported in accordance with the company's 2016 Statement of Service Performance Expectations.</p> <p>During 2015/16, EPL continued to develop the performance framework and use performance information to better inform its decision-making.</p> <p>Our discussions with management have focused on encouraging the continued improvement in the performance measures. The historic measures adopted from the Ministry of Education do not adequately reflect the real customer experience. We recommend that EPL enhance the clarity of performance information and the story it tells to ensure that EPL's annual report accurately reports performance against objectives and targets.</p>	

4 Legislative compliance

- 4.1 We reviewed the systems and procedures that Education Payroll Limited uses to identify and comply with legislative requirements. Our work focused on areas that could pose a risk to the statements on which we express an opinion – the financial statements.

We would be pleased to meet with you if you require further information about the matters mentioned in this letter or, more generally, about our audit of Education Payroll Limited.

Yours faithfully


 Mark Evans
 Sector Manager

APPENDIX

Explanation of the approach, scope and grades used

1. The reporting under Part 3 of this letter, *Environment, systems, and controls for measuring financial performance*, (ESCO) is a by-product of the underlying audit work carried out to form an opinion on the financial and service performance statements. Its scope is limited to those aspects of the management control environment, information systems, and controls that the auditor has given attention to during the course of the audit. The approach taken covers the following three aspects.

Aspects	
A. Management control environment	<p>This is the foundation of the control environment and may include consideration of the following:</p> <ul style="list-style-type: none"> • clarity of strategic planning/the way the entity manages and reports performance; • communication and enforcement of integrity and ethical values; • commitment to competence; • participation by those charged with governance – for example, the involvement and influence of Audit Committee and Board (or equivalent); • management philosophy and operating style; • organisational structure; • assignment of authority and responsibility; • human resources policies and practices; • risk assessment and risk management; • key entity-level control policies and procedures; • information systems and communication (including information technology planning and decision-making); • monitoring; and • legislative compliance arrangements.
B. Financial information systems and controls	<p>These are the systems and controls (including application-level computer controls) over financial performance and financial reporting, and include the following:</p> <ul style="list-style-type: none"> • appropriateness of information provided and reported; • presentation of financial information; • reliability of systems; • control activity (including process-level policies and procedures); and • monitoring.
C. Performance information and associated systems and controls	<p>This concerns the quality of the main measures of outcomes or impacts and performance measures selected for reporting against, as well as the systems and controls (including application-level computer controls) over performance reporting, and includes the following:</p> <ul style="list-style-type: none"> • appropriateness of information provided and reported; • review of the associated forecast information and information supporting the estimates; • the audit of the current reporting period statement of service performance and main measures of outcomes/impacts in the annual report; • reliability of systems; • control activity (including process-level policies and procedures); and • monitoring. <p>Comments and grades are based on conclusions drawn from the statement of service performance and annual report for the current reporting period. Further comment on improvements in progress may be included in a subsequent section on significant matters of audit interest.</p>

2. Recommendations for improvement are generally limited to those findings that the auditor considers are the more notable weaknesses in the design or operation of the management control environment, information systems, or controls. The recommended improvements

determine the grade assigned. A single, serious deficiency drawing a recommendation for improvement may, of itself, determine the grade. Similarly, the most serious deficiency among several will draw a stronger recommendation and affect the grade accordingly.

3. Deficiencies in the management control environment, information systems, or controls are the gaps between what auditors observe and what auditors consider, in their professional judgement, constitutes best practice. Auditors' professional judgement is informed by many factors, including national and international standards, knowledge of best practice, and standards and expectations for the public sector in New Zealand.
4. To help ensure the relevance to all entities of the auditor's recommendations and grading, the auditor's recommendations are made with reference to what is considered best practice, given the size, nature, and complexity of the entity. Thus, notions of best practice will vary among entities because what is considered necessary, sufficient, or beneficial for some entities may not be so for others. There is, therefore, not a "one size fits all" standard across the public sector. Rather, recommendations for improvement are based on the auditor's assessment of how far short the entity is from a standard that is appropriate for the entity's size, nature, and complexity of its business.
5. Further, notions of best practice may vary over time in response to change – for example, changes in the operating environment, changes to standards, and changes in general expectations. Therefore, grades assigned to entities may fluctuate from year to year depending on how entities respond to changes in the environment and in best-practice expectations. Grades may also be affected from year to year because of changes in emphases, in line with the auditor's risk-based approach to testing systems and controls.
6. Improvements are recommended only when it is considered, in the auditor's judgement, that the benefits of the improvements would justify the costs.
7. Recommendations for improvement are based on the auditor's conclusions about the state of the entity's management control environment, information systems, and controls as at the end of the financial year.
8. The following table explains what each grade means:

Grade	Explanation of grade
Very good	We have made no recommendations for improvement.
Good	We have recommended that some improvements be made.
Needs improvement	We have recommended that major improvements be made at the earliest reasonable opportunity.
Poor	We have recommended that fundamental improvements be made urgently.

BRIEFING NOTE: Schools payroll debt recovery

Date:	1 March 2017	Priority:	High
Security Level:	Sensitive	METIS No:	1049258
Approved by:	Kim Shannon Head of Education Infrastructure Service	DDI:	[REDACTED] s 9(2)(a) OIA

Purpose

1. This paper responds to your rapid response request for background information about schools payroll debt recovery. It provides information on:
 - a. changes to the debt collection process after Novopay 'go live'
 - b. key reasons for overpayments
 - c. debt recovery process and criteria
 - d. high level statistics relating to overpayment debt recovery.
2. These are addressed in turn below.

Changes to the debt collection process after Novopay 'go live'

3. The schools payroll has always had a debt management function. This function became more prominent after Novopay 'go live' in **August 2012**.
4. In **March 2013**, the Ministry suspended the use of a debt collection agency for the collection of Novopay generated debt. Talent 2 (and then Education Payroll Limited) continued to collect overpayment debt through its debt management unit during this period.
5. In **May 2013**, the Ministry introduced a schools payroll overpayment debt forgiveness policy. It provides for payroll overpayments of \$100 or less, with an accumulated ceiling of \$300 per employee, per calendar year to be forgiven with no requirement for the school employee to pay it back. More detail is provided on the Novopay website at the following link: https://novopay.govt.nz/Site/Tools_to_help_you/A-Z-of-Payroll/O/Overpayments.aspx
6. In **November 2015**, the Minister responsible for Novopay (Minister Joyce) reintroduced the use of a debt collection agency for those individuals who did not engage in the debt management process managed by Education Payroll Limited (EPL). The media statement can be found at the following link: <https://www.beehive.govt.nz/release/debt-collection-resumes-education-payroll>

Key reasons for overpayments

7. There are a number of causes of errors that result in debt, including:
 - a. defects in the system
 - b. manual work arounds which are by their nature error-prone

- c. Novopay Online (NOL) functionality, including inadequate data validations to prevent schools entering incorrect data, and difficulty for schools in using NOL
- d. incomplete assurance processes to detect errors before the pay is run
- e. errors by schools, for example, incorrect payroll instructions or late completion of forms
- f. data entry errors by EPL staff.

Debt recovery process and criteria

8. The debt recovery process can be summarised as:

Overpayment Discovered	Debt Management Unit attempts to engage individual (up to 3 letters including via email if available)	Debt transferred to debt collection agency
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- 9. All payments made through the schools payroll, irrespective of funding source, are Crown monies and as such the Ministry of Education and each Board of Trustees has a duty to ensure fiscal responsibility and recover overpayments where possible. Unless otherwise authorised, for example, under the Ministry's debt forgiveness policy, recovery of all debt funded in full or part from Ministry funds must be sought.
- 10. Some debt will be written off. Ministry of Education approval is required for all write off requests where the debt funding is Teacher Salaries (TS). The Ministry may also offer assistance to EPL or a school should the overpayment arise out of Operating Funding, however in that case any approval for write off is required by the School Board of Trustees or Principal.
- 11. Write off criteria are as follows:
 - a. administrative – uneconomic to collect, compassionate grounds, personal bankruptcy, or the debtor is deceased
 - b. payroll provider errors in treatment of policy, or incorrect notification to schools
 - c. Ministry of Education errors in treatment of policy or Employment Relations Group policy advice
 - d. legislative – as provided for under the Judicature Act 1908, the Limitations Act 2010, the Limitations Act 1950, an Employment Relations Authority ruling, or a Court order.

High level statistics relating to overpayment debt recovery

- 12. EPL reports on current debt levels to the Minister on a fortnightly basis through the Education Payroll Fortnightly Progress Update. An update of these figures will be provided in this week's report.

BRIEFING NOTE: Briefing on implications of Brexit to the New Zealand education sector

Date:	15 February 2017	Priority:	Low-medium
Security Level:	Restricted	METIS No:	
Approved by:	Claire Douglas	DDI:	02 [REDACTED] –s 9(2)(a) OIA

Purpose

1. This briefing note is to inform you of a paper by the Ministry of Foreign Affairs and Trade (MFAT) to the Cabinet External Relations and Defence Committee (ERD) on the implications of Brexit and the New Zealand response. The paper is on the ERD agenda for 20 February.

Implications of Brexit on New Zealand education arrangements

2. There are no immediate implications as a result of Brexit that will affect New Zealand's education arrangements with United Kingdom (UK) and European Union (EU) governments and institutions.

Background

3. The Cabinet paper outlines potential implications of Brexit for New Zealand's economic and other interests; details the New Zealand response to date; and seeks approval for a high-level negotiating mandate to protect and promote those interests.
4. At the request of MFAT, the Ministry of Education provided a stocktake of all education arrangements with United Kingdom (UK) and European Union (EU) governments and institutions on behalf of New Zealand's education agencies. In assessing the relative priority of these agreements and considering their economic or other impact on New Zealand, our arrangements were grouped into Category Three: "Arrangements which are unlikely to have implications for NZ, or which raise low-risk, longer-term issues".
5. While not outlined in the Cabinet paper, New Zealand may experience some effects from Brexit in the area of our international education industry. For instance, non-UK EU nationals who study in the UK may incur higher international student fees and visa restrictions if they enrol after the UK leaves the EU¹. Official statistics have already shown a small decline in EU enrolment in the UK through 2015/16, and indicate that non-EU student numbers have remained flat for the second year in a row². Depending on what the UK decides in terms of restrictions on foreign student mobility, more international students may choose alternative study destinations to the UK. This presents both an opportunity and a challenge for New Zealand.

New Zealand's response to Brexit

6. Following a referendum on 23 June 2016, the UK Government is implementing the decision of UK voters to leave the European Union.
7. In consultation with other agencies, MFAT has established, and is leading, several processes to ensure a co-ordinated, all-of-Government response to the referendum outcome.

¹ <https://www.timeshighereducation.com/student/news/how-could-brexit-impact-international-students>

² <http://monitor.icef.com/2017/01/uk-projecting-brexit-fallout-non-eu-enrolment-stays-flat/>

8. A cross-agency Brexit Taskforce meeting of senior representatives from 14 Government agencies, including from the Ministry of Education, met monthly to monitor the Brexit process to identify New Zealand's interests and to work on a strategy to respond to the longer term implications for New Zealand. The Ministry of Education represented the wider network of education agencies.
9. New Zealand agencies also contributed to a stocktake of the government-to-government architecture that New Zealand shares with the UK and the EU, and assessed the likelihood of a need for renegotiation.
10. In assessing the relative priority of these agreements, officials considered their economic or other impact on New Zealand, their legal status, the likelihood of a need for renegotiation, and timing issues. Officials then identified New Zealand's 'bottom line' and 'preferred' positions.
11. The triage process produced three relevant categories of agreement, with education arrangements falling into the lowest priority Category Three:
 - i. Category One: Priority agreements for which Brexit could have trade, fiscal or other implications for New Zealand, and for which some renegotiation/replication may be necessary.
 - ii. Category Two: Agreements where Brexit could result in possible loss of support for New Zealand's position or impact on the bilateral relationship in other ways.
 - iii. Category Three: Arrangements which are unlikely to have implications for New Zealand, or which raise low-risk, longer-term issues.

Category Three: Education arrangements with the UK and the EU

- Lisbon Convention³
- Education Cooperation Programme (EU ICI-ECP) framework, the Inclusive Journalism Initiative: Reporting Europe and the Asia-Pacific
- Education Council arrangement with the UK Department for Education allowing them to seek information on the conduct of NZ teachers who have taught in the UK (no formal MOU)
- Bilateral education cooperation arrangements with Spain and France. Our main interaction with the UK/EU is limited to workforce supply work.

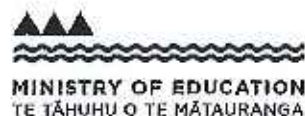
Next steps in the Brexit process

12. The UK Government's stated deadline for triggering Article 50 is 31 March 2017, after which the Great Repeal Bill⁴ is likely to be introduced to Parliament. The EU has signalled October 2018 by which time it considers a deal must be reached in order to be approved by the European Council, the UK and EU27 Governments and the European Parliament within the two-year Article 50 timeframe. The end of the initial two year timeframe for Article 50 negotiations (which can be extended if all EU27 member states agree) is March 2019. If no extension is agreed, the UK exits the EU.
13. The UK cannot start formal trade negotiations with other countries until it has completed its exit from the EU. If the UK and EU fail to reach a deal and agree to extend the two year negotiations' period, New Zealand (and other countries) may have to wait several years before we can negotiate an FTA with the UK. New Zealand can continue to pursue an FTA with the EU, which is currently in progress.

³ The Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region 1997 (Lisbon Convention) is an agreement to facilitate the recognition of secondary and tertiary (higher education) qualifications. New Zealand ratified the Convention on 4 December 1997. This came into force on 1 February 2008.

⁴ The 'Great Repeal Bill' will transpose relevant EU legislation into UK law (some 14,000 pieces) and provide a legal basis for UK regulations that are based on EU legislation.

AIDE MEMOIRE



To: Hon Nikki Kaye
Associate Minister of Education

From: Susan Howan, Acting Deputy Secretary, Sector Enablement and Support

CC: Alison Anderson, (04) 463 7084

Date: 13/02/17

Subject: Ministerial Oversight Group on Gangs meeting, 14 February 2017

Purpose

1. This provides you with advice to support your attendance, as Associate Minister of Education, at the Ministerial Oversight Group on Gangs (MOGG) meeting.
2. You have also received advice about this meeting from the Ministry of Youth Development.
3. Education is involved in the Government's work on gangs because children from gangs are part of the at-risk population group and are likely to receive a number of Education's targeted interventions. Children in this group are also likely to receive support through cross-agency initiatives that we participate in, such as the Children's Teams, family violence pilots and Place-Based Initiatives.

Key Messages

4. At the meeting, Ministers will be asked to endorse the New Zealand Gang Strategy 2017-22 (the Strategy).
5. We recommend that you endorse the Strategy in your capacity as Associate Minister of Education.

Background

6. The Ministry of Education was involved in the initial Gang Action Plan (GAP), starting in 2014, and we have been involved in the development of the new Strategy.
7. Once endorsed, the new Strategy will support development of the next iteration of the GAP.
8. In our feedback to Police on the Strategy, we noted that we expect the detail and expectations on agencies (eg, resourcing commitments) will be worked through as part of the next iteration of the GAP, and that we will participate in these discussions.

Becoming a member of the Gang Intelligence Centre

9. The Minister for Police may also be looking for a commitment from other Ministers to maintain and grow the benefits of the Gang Intelligence Centre (GIC).
10. The Ministry of Education is currently negotiating with Police with a view to becoming a member of the GIC and a party to the proposed Approved Information Sharing Agreement (AISA) that will underpin the GIC.
11. Becoming a member of the GIC could enable us to identify the students that are children from gang members and produce reports for this population group, as we do for children in care. This extra level of information will also support Education's investment approach.
12. We have just received an update on the AISA which indicates there is further work to be done. We expect to confirm our involvement with the GIC and AISA within the next month.



Susan Howan
Acting Deputy Secretary
Sector Enablement and Support

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Briefing Note: Background information for a possible meeting with Todd Muller MP to discuss 'tsunami-proofing' Papamoa Primary School

Date:	24 February 2017	Priority:	Low
To:	Hon Nikki Kaye Associate Minister of Education	Cc:	Hon Hekia Parata Minister of Education
Security Level:	In Confidence	METIS No:	1047544
Approved by:	Kim Shannon Head of Education Infrastructure Service	DDI:	04 463 8384 [REDACTED] s 9(2)(a) OIA
EIS contact:	Craig Mallett Senior Policy Manager, Education Infrastructure Service	DDI:	04 439 5459 [REDACTED] s 9(2)(a) OIA

Purpose

1. To provide advice for a possible meeting with Todd Muller MP on a proposal from the principal of Papamoa Primary School, Phil Friar, to 'tsunami-proof' a new classroom block planned for the school.

Key messages

2. The cost of tsunami-proofing the new classroom block at Papamoa Primary School has shown to be financially prohibitive, according to engineers commissioned by the school's architects. The Board of Trustees is already struggling to keep the proposal within budget.
3. The Ministry questions the operational practicality of requiring students to remain on the school site during a tsunami, rather than seeking higher ground, as encouraged by the Ministry of Civil Defence and Emergency Management (Appendix 1).
4. We have referred Mr Friar to the relevant local Civil Defence manager to develop effective evacuation systems for Papamoa Primary School that fit with wider community plans. This should significantly improve student safety in the event of a tsunami.

Background

5. Earthquakes caused the 2004 Boxing Day Tsunami and the 2011 Tohoku Tsunami in Japan. A major tsunami caused by seismic activity in the Hikurangi subduction zone could endanger the North Island's East Coast, including students in schools, such as Papamoa Primary School.

6. The full extent of the tsunami risk to New Zealand is unknown. The Government has funded GNS Science with \$6.5 million to investigate the issue over the next five years.
7. Phil Friar, the principal of Papamoa Primary School, visited Japan in September 2016 to investigate how the 2011 Tohoku Tsunami affected Japanese schools, and what measures have been undertaken since.
8. On 21 November 2016, Mr Friar met with the MP for Bay of Plenty (Todd Muller) to discuss his research findings and how they may affect schools along the North Island's East Coast.

What this means for the Ministry

9. Mr Friar's research in Japan found that many lives could have been saved if schools had clearer and more widely understood evacuation procedures, and adequate 'safe' areas that students could have evacuated to.
10. A new two-storey classroom block is to be constructed at the school. This is a Board of Trustees-led project, with a budget of less than \$2,300 per square metre. The architecture firm, Darryl Church Architecture Ltd, has been through two redesign processes to deliver a plan that falls within the budgetary constraints. The project is currently out for tender to see if it is feasible. The Board of Trustees is looking at ways to reduce the cost of the project.
11. Mr Friar would like the new classroom block to be a 'tsunami reinforced' structure with a roof-top evacuation platform as allowed for in Japanese coastal school designs. Based on past Japanese experiences, Mr Friar believes that this could potentially save lives if a tsunami was to strike Papamoa. This would require significant additional funding from the Board, noting that the Ministry is not contributing to this project.
12. Mr Friar sees a further opportunity to create a new building standard for schools located in coastal areas. He suggests that 'tsunami-proofing' school buildings should be fast tracked using Vote Education funds that have been set aside for new schools and existing school modernisation.
13. In response to his meeting with Mr Friar, Todd Muller MP would now like to meet with you to discuss these opportunities.

The Ministry's response

14. The Ministry welcomes Mr Friar's informative report on the effects that the 2011 Tohoku Tsunami had on Japanese schools.
15. The possibility of 'tsunami-proofing' the new building has been investigated and found to be unfeasible. Analysis from structural engineers at BCD Group Ltd working for the project architects has shown an evacuation platform would need to be on a three-storey building to be effective. An additional storey would significantly increase costs.
16. Pressure placed on the structure from an emergency platform would prohibitively increase the costs of the structural beams, foundations and bracing. Installing

reinforced glazing on the seaward-facing windows would also substantially increase costs.

17. Additional costs for this project would make it exceptionally difficult to deliver within budget.
18. According to Bay of Plenty Emergency Management, Papamoa Primary School is located in the 'orange' tsunami evacuation zone (Appendix 1). There are publicised evacuation points for the community (Appendix 1). If a large tsunami was to occur during school hours, students would be evacuated to either the 'yellow zone' or the 'safe' zone (Appendix 1). Assuming the proposed evacuation platform would only accommodate students and not the wider community, logistical complications and confusion could arise in the aftermath of a tsunami. For example, parents and children would be separated.
19. We note that the new structure planned for Papamoa Primary School will comply with the Building Act 2004 and the Resource Management Act 1991. Provisions in both Acts help ensure buildings are designed with regard to any potential natural hazards.
20. We encourage Mr Friar to develop effective warning and evacuation systems for Papamoa Primary School, and have referred him to the local Civil Defence Manager for further advice. Such systems could significantly reduce the risks posed to students in the event of a tsunami.
21. We consider that any tsunami building design guidance requires a consistent, national approach, and should not be solely focused on school buildings. Guidance and requirements have not yet been established at a national level. Any attempt to do so should be part of a wider government project that is led by relevant agencies, including the Ministry of Business, Innovation and Employment, Standards New Zealand, the Ministry of Civil Defence and Emergency Management, GNS Science and NIWA.
22. To date, funding has been granted to NIWA and GNS Science to undertake limited research that could lead to the development of requirements and design guidance. Both agencies will continue to keep us informed on any progress.

TSUNAMI EVACUATION ZONES: Papamoa East

Use this map to plan your walk to safety.

- 1** A tsunami may arrive 50 minutes after a major earthquake. Don't wait for an official warning.
- 2** Walk inland or to high ground. Use the map to identify your nearest safe zones and safe locations ahead of time.
- 3** Evacuate on foot. Roads will block very quickly. Take your emergency pack. Tsunami flooding can last for many hours.

More maps and info at: www.tauranga.govt.nz/tsunami

**If the quake is
LONG or STRONG get GONE.
WALK, DON'T DRIVE**



3 things you need to know to survive a tsunami

1 WHEN TO EVACUATE

The first tsunami warning is an earthquake.

A tsunami could arrive 50 minutes after a major earthquake. Don't wait for an official warning to evacuate.

2 WHERE TO EVACUATE

Inland or high ground

We have taken the best possible scientific information to show where tsunami flooding is predicted to go and where you will be safe. Use the map on the other side of this flyer to plan your escape route.

3 HOW TO EVACUATE

Use your feet

In a big tsunami emergency there will be crippling traffic jams. Most people should be able to walk to a safe area or safe location shown on the map within 40 minutes.

Subscribe to emergency alerts at
www.bopdofwildfire.govt.nz

With only 50 minutes, emergency services will not be able to get you out in time. Make a plan with your neighbours, especially if you know they will need assistance getting to safety.

Tsunami can arrive in several waves over a long period of time. That is why you need an emergency pack. You must be prepared to wait for many hours before the water subsides.

Tsunami warning signs

- Any earthquake that lasts LONGER than a minute.
- A big earthquake that is STRONG enough to knock you off your feet.
- Strange ocean behaviour: loud or strange noises, sudden changes in sea level or ocean drawing away from the shore.

If the earthquake is LONG or STRONG, you need to be GONE

Tsunami evacuation zones

Red zone – You should always evacuate the red zone if there is any sort of tsunami warning, even if it is just a test from your friends.

Orange zone – In a formal evacuation for a tsunami that is more than 2 hours away, Civil Defence may ask you to move from the orange zone into the yellow zone.

Yellow zone – A devastating local source tsunami will probably flood the yellow zone. There will be no time for official warnings. After a major earthquake it will take about 50 minutes for this tsunami to reach the coast, plus another 30 minutes to flood the yellow zone.

View more tsunami maps at

www.taunanga.govt.nz/tsunami

This information reflects our best knowledge at December 2016. Please check our website for the latest info.

MAP
4



Tsunami Evacuation Zones Papamoa East



A tsunami could follow a major earthquake. Don't wait for official warnings. Use this map to plan your evacuation.



Taunanga City





Briefing Note: Papamoa Primary School

Date:	30 March 2017	Priority:	Medium
To:	Hon Nikki Kaye Associate Minister of Education	Cc:	
Security Level:	In Confidence	METIS No:	1054096(B)
Approved by:	Kim Shannon Head of Education Infrastructure Service	DDI:	04 463 8384 [REDACTED]
EIS contact:	Rob Giller, Group Manager, Infrastructure Advisory Services		04 439 5038 027 839 9290

s 9(2)(a) OIA

Purpose

1. As requested by your office on 29 March, this note provides further advice about the property project being managed by the Papamoa Primary School Board of Trustees.

Key messages

2. You are meeting with the MP for The Bay of Plenty, Todd Muller, on Monday 3 April.
3. The principal of Papamoa Primary School, Mr Phil Fryer, has talked to Mr Muller about the level of funding available for a current construction project, and the idea of using this project to test a new "tsunami-proof" design [refer our advice of 24 February, METIS 1047544].
4. The Ministry contributed \$2 million to this school-led 5YA property project. The Board added around \$500K of its own funds (total budget approx. \$2.51 million).
5. The school originally went to tender for a nine classroom replacement project but was unable to secure services within the funding envelope, and agreed to change the project to a six classroom replacement.
6. The refined project is expected to deliver a new classroom block by Term 1, 2018.
7. The school has sufficient space to accommodate its roll. Replacing the other buildings will be addressed through future property plans.

Background

8. The school took over a year to finalise a design and go to market.
9. When school boards experience changing market conditions that impact their property projects, the Ministry can't simply continue to increase the budget unless there are health and safety risks to consider that make it a priority.
10. Instead we ask schools to adapt their plans to fit with Budget parameters.

11. The school has sufficient classroom space to accommodate its roll. The issue is ageing facilities.
12. Re-scoping the project will mean the school can replace six buildings now, and the others later.
13. The school principal, Mr Phil Fryer, has been in contact with MP Todd Muller, and is seeking to link this project to the idea of testing a new "tsunami-proof" design.
14. Our detailed advice on this on 24 February 2017 [METIS 1047544] stated that:
- The cost of tsunami-proofing the new classroom block at Papamoa Primary School has shown to be financially prohibitive, according to engineers commissioned by the school's architects. The Board of Trustees is already struggling to keep the proposal within budget.
 - The Ministry questions the operational practicality of requiring students to remain on the school site during a tsunami, rather than seeking higher ground, as encouraged by the Ministry of Civil Defence and Emergency Management (Appendix 1).
 - We have referred Mr Friar to the relevant local Civil Defence manager to develop effective evacuation systems for Papamoa Primary School that fit with wider community plans. This should significantly improve student safety in the event of a tsunami.
15. The school is progressing its project to replace six classrooms. Current timeframe estimates are as follows:
- The school has appointed its Project Manager and identified a preferred construction contractor.
 - A letter of intent has been issued for demolition and site enabling works which are expected to commence during the Easter 2017 school holidays.
 - A revised, single-storey concept design is underway which is expected to be completed in May 2017.
 - The anticipated commencement date for construction is July/August 2017.
 - Estimated completion date at this time is for Term 1, 2018.

TSUNAMI EVACUATION ZONES: Papamoa East

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More maps and info at: www.taurenga.govt.nz/tsunami/

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AIDE MEMOIRE



To: Hon Nikki Kaye
Associate Minister of Education
From: Glen Johnson
CC: 04 463 8679
Date: 16/03/2017
Subject: Background information for meeting with Heather Grell (Apple)

Purpose

1. To provide you with background information on digital education and digital literacy for your meeting with Heather Grell (Senior Manager, Government Affairs for Apple South-East Asia, Australia and New Zealand)

Key messages

2. Heather Grell (Apple) has requested a meeting with you to demonstrate their interest in digital education in New Zealand schools. They would like to showcase the range of programmes they offer.
3. Apple has significant interest and is making a significant impact for digital education in New Zealand schools. The range of programmes they offer combined with programmes across a number of ICT industry organisations means NZ schools have significant choice in the digital education opportunities they offer their students.
4. Heather has indicated she is well placed to provide details on digital education policies across the Pacific region.

Background

5. Apple is a significant international producer of digital hardware. Alongside this they offer a large range of support, software and education programmes to operate on their devices.
6. New Zealand education has a BYOD policy. Many schools supplement devices for students who are unable to access their own.
7. The Ministry provides TELA teacher laptop scheme to subsidise devices for teachers and leaders in state and state integrated schools. This scheme includes Apple devices.
8. The Ministry contributes funding to the 20/20 Trust's Computers in Homes programme which provides devices and training to families of low socio-economic status.
9. Digital Literacy is commonly defined as knowing how to use digital technologies and what to do with them. In contrast, Digital Fluency is knowing when to use specific

digital technologies to achieve an outcome, and being able to articulate why the tools will provide this desired outcome. Digital Fluency is a currently a Professional Learning and Development (PLD) priority.

10. Digital Education can refer to e-learning (or learning with/through digital technology) and learning in digital technology. Any student of compulsory schooling age will be able to enrol in a COOL with a provider who will determine whether students need to physically attend for all of the school day. We also fund partnership schools and are currently requesting expressions of interest to establish a STEM focussed school.
11. Our National Curriculum design is focusing on strengthening learning in digital technology. This design will ensure students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. These solutions and information are created through the application of computational, design and systems thinking, and technical skills. This implies a fundamental shift from expectations of students as mere users of digital technologies to becoming innovative creators of digital technologies.
12. All the programmes we have mentioned are available to state and state integrated school and kura. Therefore it is of interest to explore programmes that: are inclusive of English and Te Reo, have demonstrated raising achievement and are available across a range of operating systems (Apple, Windows, Android etc...) to match the diversity and needs of our Communities of Learning | Kāhui Ako.
13. Apple Distinguished Educators recognises practitioners who transform classroom teaching and learning using iPad and Mac products. This includes teachers from ECE to Tertiary and those of teaching students to code using Apple's Swift Playground.
14. Apple Distinguished Schools recognises innovation, leadership and educational excellence, and demonstrates Apple's vision of exemplary learning environments.
15. You may wish to seek clarification on the following:
 - Have your programmes demonstrated equitable access to devices and achievement?
 - Are your programmes available in Te Reo?
 - Are your programmes accessible across a range of devices and operating systems (eg Apple, Android and Windows)?

Glen Johnson

Acting Group Manager Pathways and Progress



Briefing Note: Thorndon School Asbestos

Date:	21 March 2017	Priority:	Medium
To:	Hon Nikki Kaye Associate Minister of Education	Cc:	
Security Level:	In Confidence	METIS No:	1053623
Approved by:	Kim Shannon Head of Education Infrastructure Service	DDI:	04 463 8384 [REDACTED] s 9(2)(a) OIA
EIS contact:	Angela Hawkings Director Capital Works Central and Southern	DDI:	[REDACTED] s 9(2)(a) OIA

Purpose

1. This briefing note provides you with background and assurance on the treatment of asbestos at Thorndon School, for the school's sod-turning on Thursday 23 March. This follows our Briefing Note provided earlier this week (METIS No. 1051569).

Key messages

2. The Ministry is providing 13 new teaching spaces to full Innovative Learning Environment (ILE) standards. The total project budget is \$9 million.
3. The majority of our schools contain elements of asbestos and we deal with asbestos-related issues on a regular basis.
4. As anticipated there is asbestos in the cladding and the soil at Thorndon School. The Ministry is taking the following steps to ensure it is managed well, both in terms of health and safety and school communications:
 - a. We have carried an investigation of likely asbestos across the school, and provided the report to the school.
 - b. Our construction contractors will be submitting a detailed plan on how they plan to safely remove the asbestos.
 - c. We will discuss and plan timings with the school to ensure we remove all risk to children and local community, in line with regulatory requirements and our own standards.
 - d. We will work closely with the school and the neighbouring early childhood education centre to help them inform their community.
5. We have established health and safety processes and our projects comply with all national industry regulations.



Briefing Note: Accommodation issues at Browns Bay School

Date:	22 March 2017	Priority:	Low
To:	Hon Nikki Kaye Associate Minister of Education	Cc:	1051972
Security Level:	In Confidence	METIS No:	1051972
Approved by:	Jerome Sheppard Acting Head of Education Infrastructure Service	DDI:	04 463 8004 027 243 5133

Purpose

1. This note provides you with a further update on accommodation issues at Browns Bay School, Auckland following the letter you received from Hon Murray McCully on 21 February. We attach a draft reply from you to the Minister, and a response from the Ministry.

Background

2. Hon Murray McCully, in his role of MP for East Coast Bays, wrote to you on 21 February about accommodation issues at Browns Bay School.
3. Our advice to you on 8 February detailed the property situation at the school and provided responses to all issues raised [METIS 1044282].
4. Browns Bay School is concerned that it will have insufficient accommodation to support the approximately 50-60 new entrant students expected to enrol in Term 3.
5. Our School Property Advisor met with the school in September and November 2016, and again in February 2017, to discuss the school's growing roll and accommodation needs.
6. At a meeting with the Board on 16 March 2017, we agreed to provide the school with two relocatable temporary classrooms by Term 3 this year.
7. Browns Bay School will be one of the schools considered for further roll growth support post Budget 2017 decisions.
8. Pending Budget decisions, schools will be prioritised for roll growth funding based on their enrolment data, demographic growth projections, the condition and status of their existing property, and the accommodation situation of their wider network of schools.

9. Master planning will get underway at the school to work through long-term property options once we can confirm funding.
10. Further temporary accommodation will be provided if the school needs more space prior to the finalisation of a long-term property solution.

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BRIEFING NOTE: Update on Capacity Issues

To:	Hon Nikki Kaye Associate Minister of Education		
Date:	24 March 2017	Priority:	Medium
Security Level:	Sensitive	METIS No:	1051905
Approved by:	Kim Shannon Head of Education Infrastructure Service	DDI:	[REDACTED] s 3(2)(a) OIA
EIS contact person:	Rob Giller Group Manager Infrastructure Advisory Service	DDI:	027 839 9290

Purpose

1. As requested by your office on 15 March, this note provides feedback on capacity issues highlighted by the media in recent weeks. Included is information requested about the use of caravans by schools as supplementary space. We also provide talking points to assist with questions about capacity pressures.

Key Messages

2. All state schools have property advisors. They are encouraged to contact them to discuss property concerns. Schools are also aware who to contact if they want to escalate issues and talk to a senior official.
3. School capacity is a frequent topic of print and broadcast media but many articles do not necessarily reflect the situation communicated to us through our regular, ongoing contact with schools.
4. Media articles are often triggered by short-term issues and do not present the wider context that may influence the situation such as fluctuating rolls, shifting demographic patterns and the status of property improvement and expansion programmes.
5. Often, issues like schools enrolling out of zone students, which puts pressure on their accommodation while creating surplus accommodation in other schools, are either not mentioned or explained.
6. Our information, and in some cases, the feedback we receive from schools, can tell a very different story.
7. An example is recent claims quoted in the media about the lack of a library at Cannons Creeks School, when a search of our records indicated the school had a library of 140sqm and an Assistant Librarian staff member. The presence of a library was confirmed by the school's property project manager.
8. Another recent example is statements made by the Southland Times and Radio NZ about accommodation pressures in Southland schools, which were largely due to schools enrolling out of zone students, for which they receive no property entitlement.

9. A Waverley Park School Board member was quoted as saying "...the school was not in the business to split up families (and that) ...the school valued community, family and whanau, so family members of current students who were out-of-zone were accepted, she said."
10. Following the publication of this article, our school property advisor received, unsolicited, the following email from the school Principal:

From: K Hawkins
Sent: Wednesday, 25 January 2017 9:24 p.m.
To: Gavin McKenzie
Subject: Southland Times

Hi Gavin

Just so you know; one of our trustees spoke with the new Southland Times education reporter today.....and is mortified by how her words have been 'twisted'...she is mortified by what's in the article.

So - we actually do have a sound grip on where we are and what we need to do next; we have no issue with you guys.

You are free to share this with anyone in the Ministry who needs to know this.

Cheers
Kerry
Kerry Hawkins

Principal

*Waverley Park School
"Living the Learning"*

a: 55 Eden Crescent Invercargill 9810
p: 03 217 9332
f: 03 217 9359
m: 0274 349 111
e: principal@waverleypark.school.nz

Managing roll growth

11. Each year the Ministry bids for funding through the Budget process to expand school accommodation in line with projected growth.
12. Once Budget decisions are known, roll growth is allocated in tranches to allow an assessment of the most up to date information about capacity pressures or more than one occasion during the year.
13. We identify the schools most likely to come under the greatest accommodation pressure over a sustained period of time by considering enrolment data, projected demographic growth, status and condition of existing property, and the accommodation situation of neighbouring schools in the network.
14. We then prioritise schools for assistance based on the amount of funding available. In some cases, these schools will receive temporary accommodation to extend capacity while planning, feasibility and long-term property options are considered.
15. Budget 2016 roll growth funding has been fully committed. The next group of priority schools will be identified following Budget 2017 announcements.

Caravans

16. The Ministry sets standards to ensure permanent and modular buildings comply with building codes and other regulations.
17. The Ministry also provides suitable, fit for purpose temporary accommodation solutions to assist schools experiencing short-term increases in student numbers, or to ease pressures when they are awaiting delivery of long-term property solutions.
18. The Ministry does not provide, fund or recommend the use of caravans to extend school accommodation.
19. We are unaware of any specific health and safety concerns about the use of caravan spaces.
20. The Ministry does have guidelines available for outdoor learning areas that schools can apply to ensure an ancillary space such as a caravan is made fit for purpose.
21. An article on Radio NZ released on 13 March stated that Houghton Bay School was using a parent's caravan as classroom space.
22. When we contacted the school it was clear that this was not an accurate representation.
23. The school had decided to create a pop-up library on site using a caravan, truck or container. The idea was to create a "fun" place for students to visit and to house their collection of books.
24. This approach will enable the school to use part of its existing library space as a classroom later this year when the roll is expected to spike for a short period of time. The school's roll is expected to return to a lower level next year.
25. The school does not currently require more accommodation long-term. We are, however, working with the school to identify ways its existing enrolment zone can be adjusted to help manage student numbers.

Level of investment in school infrastructure

26. This Government has committed around a billion dollars in the last two Budgets to deliver new and upgraded schools and classrooms to schools around the country.
27. Because we want students to learn in environments that inspire them to achieve to the best of their abilities, we're transforming schools to address legacy issues such as old, leaky buildings, and providing the extra classrooms needed to accommodate growing rolls.

Auckland growth

28. Across Auckland, schools are operating on average at about 90% capacity. In areas of particularly high demand schools are likely to be in excess of 90%. Some schools have surplus space:
29. We currently have a temporary accommodation programme in place to assist schools experiencing rapid growth.

30. The programme transfers existing relocatable accommodation between schools, and in some cases, leases new temporary units to ease pressures while longer-term property solutions are worked through and finalised.
31. In response to high demand we have invested in a high number of roll growth classrooms, school redevelopments and new schools:
- Since 2014 the Government has committed funding needed to deliver 17,000 additional student places by 2019.
 - 7,000 of these additional places have already been delivered and funding has been committed to delivering the remaining 10,000 places.
32. Budget 2016 committed around \$153 million in school property in greater Auckland. Including:
- \$19 million for a new primary school in Hingia South (planned roll of 700)
 - \$7.3 million to expand Ormiston Primary School to cater for a roll of 720 (up from 300 currently)
 - Around \$100 million for four new schools which will be delivered as part of public private partnerships (PPPs):
 - Kumeu Primary (planned roll of 700)
 - Scott Point Primary (planned roll of 900)
 - Flat Bush South East Primary (planned roll of 700)
 - Ormiston Junior College (planned roll of 1,130)
 - \$14 million for additional classrooms:
 - Helensville School – four new classrooms
 - Stanmore Bay School – two new classrooms
 - Mt Albert Grammar – 12 new classrooms at (this is in addition to 12 recently completed classrooms).
 - Belmont Primary School – three new classrooms
 - Rongomai School – two new classrooms (and three replacement classrooms)
 - Flat Bush School – one new classroom (and one replacement classroom)
 - Long Bay School – a two storey teaching block (six teaching spaces).
33. Another Auckland roll growth project is currently under consideration for potential announcement in April this year.
34. As noted earlier in this paper, Budget 2016 roll growth funding has now been fully committed and the next group of priority schools will be identified following Budget 2017 announcements.