



BRIEFING NOTE: Visit to Maitai School, on invitation from the local Member of Parliament, on Friday 8 April 2022.

To:	Hon Jan Tinetti, Associate Minister of Education		
Date:	6 April 2022	Priority:	High
Security Level:	In Confidence	METIS No:	1284733
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose

This briefing provides you with information to support your visit to Maitai School on Friday 8 April 2022 at the invitation of Rachel Boyack, Member of Parliament for Nelson.

Proactive Release

Agree that the Ministry of Education release this briefing in full once it has been considered by you.



Nancy Bell
Hautū
Te Tai Runga

06 / 04 / 2022



Hon Jan Tinetti
Associate Minister of Education

06 / 04 / 2022

MAITAI SCHOOL (3202)

Contact Name: Jenny Milne (Principal)

9(2)(a)

Address: 93 Tasman Street, Nelson 7010

Key People

Board chairperson: Koren Grason

9(2)(a)

Principal: Jenny Milne

9(2)(a)

There is no Ministry official attending this visit with you as the event has been arranged by the local MP.

COVID-19 compliance requirements for the visit

1. Please wear a mask when on the school grounds. Observe a 1 metre distance where practical.

Background information about Maitai School

2. Maitai is a State Specialist School. Their staffing consists of teachers, support staff, therapists, and outreach teachers.
3. The school operates from a base site which you are visiting and three satellite classes where students share activities and education with host schools. The satellites are located at:
 - a) Victory Primary School (Nelson),
 - b) Henley School (Richmond)
 - c) Nayland College (Stoke)
4. The school is in the process of establishing a new satellite class at Tahunanui School which will replace the satellite at Victory school. The Nayland College satellite is operational in an existing class and is being redeveloped.
5. The base school site is being relocated to the current site of Salisbury School (Richmond) where both schools will be co-located.
6. As part of the Maitai School Curriculum, they offer a range of Enrichment Programmes. These Programmes support the focus and direction of learning. Enrichment Programmes include physical activities, inclusion opportunities in regular schools and education outside the classroom.
7. Transition from education is a key area of their senior students' curriculum. The emphasis is placed on individual student interests, strengths, priorities, development of key competencies, and how each of these will be extended into adult life. Transition plans focus on enabling students to have a community presence and purpose,

alongside supporting our young adults to make choices about their everyday living experiences.

Issues

8. In March 2022, the Principal and Board contacted the Ministry of Education regarding the time taken to action property developments at the school. These are detailed in the Property section below.

Profile Information

Authority	State
School Type	Specialist School
School Gender	Co-Ed
Education Medium	English-Medium
Decile	7
Electorates	Nelson / Te Tai Tonga

9. The July 2021 breakdown of roll information is shown below:

July 2021 Roll	Number	Percentage (%)
European/ Pākehā	27	69%
Māori	9	23%
Asian	2	5%
Pacific	1	3%
Total	39	100%

Impact of COVID-19

10. The school has managed staff and student absences due to Omicron with a strong business continuity plan.
11. The school was supported last year with funding from the Ongoing Resourcing Scheme (ORS) COVID-19 Response Fund.
12. The funding enabled them to support twelve ākonga with needs relating to increased anxiety levels, disengagement with learning, regression of behaviour and difficulties interacting in the community or appropriately engaging with others

Teacher/student or school achievements

13. The school recently completed a sensory garden space. This is important as it provides a space that meets sensory needs of students who undertake learning outdoors.

Education Review Office

14. The school was last visited by the Education Review Office (ERO) in 2019. ERO found that the staff work collaboratively to set appropriate learning and life skill goals. They work together effectively to reach these goals and most students achieve accelerated rates of progress against the goals in their IEPs. The leadership have a clear and

shared vision for the school, and staff prioritise student learning and wellbeing; this promotes continuous high achievement for ākonga.

Kāhui Ako | Communities of Learning

15. The school belongs to Te Kāhui Ako o Ōmaio ki Tahunanui (Stoke-Tahunanui Community of Learning).
16. Their focus is on Relationships Based Learning, Emeritus Professor Russell Bishop's research on effective teaching and learning for marginalised learners in New Zealand schools. This professional development has seen some positive changes in teacher practice which in turn has seen improved outcomes for some learners. A challenge has been putting this research into practice in an environment which has many non-verbal learners. Staff have worked conscientiously to embed this research and should be commended for their tenacity and passion in doing so.

Participation in government programmes

School Donations Scheme

17. The school opted into the School Donations Scheme for 2020, 2021 and 2022.
18. The school received \$6450 ex-GST in lieu of donations in 2021 and received \$5850 ex-GST in 2022 based on the July 2021 roll return.

Ka Ora, Ka Ako | Healthy School Lunch Programme

19. The school have been invited to take part in this programme in the future.

Access to Period products

20. Maitai school has not yet opted into the initiative.

Learning Support Coordinators

21. The Te Kāhui Ako o Ōmaio ki Tāhunanui did not receive an allocation of LSCs.
22. There have been no concerns raised from the school about not having a Learning Support Coordinator. However, the wider Kāhui Ako have shared their concerns about not receiving an allocation of LSC as part of tranche one.

Creatives in schools

23. Matai School did not apply for Round 1, 2 or 3 of the Creatives in Schools projects.

Property

24. Although the school's existing facilities are in serviceable condition, they have both accessibility and weathertightness issues and do not adequately meet the specific requirements of the school's special needs students.
25. We have been planning its relocation and the construction of a purpose-built new school on the Salisbury Residential School site. The scope of the project will provide a new school to host 24 students.

26. The school has an annual property maintenance allocation of \$11,000, and its current 5YA allowance of \$168,000.
27. \$2.8 million was also provided to complete the build of a standalone Maitai School satellite unit with two teaching spaces at Tāhunanui School. The Tāhunanui satellite project has attracted significant engagement from the local iwi - Ngāti Apa ki te Rā Tō – which is working in partnership with Maitai School and Tāhunanui School to develop a cohesive cultural narrative that expresses the unique identity of each school and of the land.

Recent concerns raised by the school about property:

28. In early March, Maitai School wrote to the Ministry detailing concerns about property matters including:
 - frustration that the Base School project was approved back in 2019 but is yet to progress past master planning
 - concerns about the location and suitability of the planned Maitai Base School rebuild on the Salisbury Residential School site, centring around the location and space available for Maitai, and how the two schools would operate alongside each other; and
 - concerns about progress of the Maitai satellite unit planned for Nayland College, in particular that no location on the Nayland College site has yet been agreed between the schools and Ministry.
29. The Ministry is proactively engaging with Maitai School to understand and address its concerns on these matters, so we can progress the redevelopment and deliver the facilities the school needs.
30. We recently met with the Maitai School Board virtually and following that we have presented an alternate proposal for the Base School master plan which we expect will address a number of the concerns raised about the Salisbury site. We await the school's consideration of the proposals.
31. We also continue to work with both schools to ensure progress is made on agreeing a location for the satellite at Nayland College.