



Briefing Note: Current state and strategic context for Māori medium property needs

To:	Hon Kelvin Davis, Associate Minister of Education (Māori Education)		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	25 February 2021	Priority:	Medium
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

This briefing responds to your request for detailed information about the existing Māori medium education (MME) school property portfolio and the strategic context for MME property needs.

Summary

- In December 2020 we provided your office with investment and condition information relating to property at existing MME schools (METIS 1246243 refers). This briefing responds to your subsequent request for more detailed information about the MME school property portfolio.
- As at 1 July 2020, there were 131 MME schools attended by 15,178 students. This includes all state schools delivering level 1 or 2 Māori immersion (it also includes a small number of schools where almost all students were learning at this level with a small proportion of students not learning in level 1 or 2 Māori immersion).
- Compared with the school property portfolio as a whole, MME schools are more likely to be smaller schools (110 have rolls fewer than 200), be lower decile (117 are decile 3 or lower) and be in a rural area (58 schools).
- Through Budgets 17, 18 and 19 and the Christchurch Rebuild programme \$158 million has been allocated to build new MME schools or expand existing ones. This includes \$65.8 million from Budget 19 to deliver roll growth as part of the National Education Growth Plan (NEGP).
- As we have previously advised, based on Ministry of Education (the Ministry) staff knowledge of MME schools, the asset condition of facilities at these schools appears to

broadly reflect that of equivalent schools across the wider property portfolio. As a whole, the MME school property portfolio can be described as in average condition.

- Based on current asset information it is not possible to provide a more detailed assessment about the condition of MME school property. However, the Ministry is developing a new asset condition assessment tool and once this is bedded-in we will be better positioned to provide a more comprehensive assessment of MME school property condition.
- This briefing also outlines some specific condition-related challenges MME schools may face. Most are not issues unique to MME schools, but rather affect schools with certain characteristics that are common among MME schools (such as schools with satellite units/off-site classes and small/rural schools).
- Appendix 1 provides a summary of key facts about the MME school portfolio, while Appendix 2 includes a full list of the 131 MME state schools, along growth funding information provided at a school level.

Proactive release

- **Agree** that this briefing is proactively released, subject to redactions to withhold any information that is commercially sensitive.

Agree / Disagree



Kim Shannon
Head of Education Infrastructure Service

25/02/2021



Hon Kelvin Davis
Associate Minister of Education
(Māori Education)

16/3/2021

Background

1. Māori medium education (MME) refers to education settings where the curriculum is delivered in te reo Māori over 51% of the time (that is, immersion levels 1 or 2). MME can be delivered in either:
 - *Dedicated MME settings* – Kura Kaupapa Māori, MME schools affiliated to Ngā Kura-ā-iwi o Aotearoa (NKAI) and other state schools where the curriculum is delivered through Māori immersion levels 1 or 2.
 - *Mixed-medium settings* – schools that have some students learning through Māori immersion level 1 or 2, while other students are in English medium education. An example of this is schools that have Māori immersion (rumaki) units.
2. The Ministry of Education (the Ministry) has a duty to uphold, honour and give practical effect to Te Tiriti o Waitangi | The Treaty of Waitangi. Under Te Tiriti o Waitangi, we have joint responsibility with iwi, hapū and whānau to ensure the education system supports, sustains and revitalises Māori language and Māori culture.
3. Current Government priorities also signal a commitment to continuing to foster and grow MME pathways. This is reflected in Ka Hikitia – Ka Hāpaitia (the Māori Education strategy) and Tau Mai Te Reo (the Ministry's Māori language strategy).
4. In December 2020, we provided your office with information about the condition of buildings at existing MME schools, as well as funding allocated to build or expand MME schools (METIS 1246243 refers). This briefing expands on the December analysis and provides more detailed information about the existing MME property portfolio.

Scope

5. For the purpose of this briefing, we have limited our analysis to state schools that are dedicated MME settings. Based on this scope, as at 1 July 2020, there were 131 MME schools in New Zealand,¹ with 15,178 students attending these schools. This does not include three state-integrated MME schools, as property ownership and management responsibility lies with these schools' Proprietors. Appendix 2 provides a full list of the 131 schools in scope.
6. At most of these schools all students are learning in MME settings. However, at 10 of the schools there are a small proportion of students who are learning in te reo Māori less than 51% of the time. These schools have been included given their primary focus is on delivering MME, with the students learning in te reo Māori a lower percentage of the time on a pathway to transitioning to learning in te reo Māori more than 51% of the time.
7. The majority of the schools are affiliated as either Te Rūnanga nui o ngā Kura Kaupapa Māori o Aotearoa (60 schools or 46%) or Ngā Kura a Iwi o Aotearoa (30 schools or 23%), however some have no affiliation (41 schools or 31%).

¹ Notes:

- This figure will be next updated after the Ministry receives 1 March 2021 roll return information from schools. Any change to the overall number of MME schools is expected to be small.
- The 131 figure varies slightly from the figure provided in December as it uses a slightly broader definition of MME schools (for example, it includes schools where a small proportion of students were not learning in level 1 or 2 Māori immersion).

Demographic information

8. MME schools are often smaller, lower decile schools, in rural areas. 110 of the MME schools have a student roll that is fewer than 200 (84%), of these schools 65 have a roll of less than 100 (50%). 58 of the schools (44%) are in rural areas and most are decile 3 or lower (117 schools or 89%).
9. Table 1 provides a breakdown of MME schools by school type and illustrates that the majority are composite schools.

Table 1: MME schools by school type (as at February 2021)

School Type	Number of schools
Composite (year 1-15)	62
Full primary (year 1-8)	59
Contributing primary (year 1-6)	4
Secondary – year 9-15	4
Secondary – year 7-15	2
Total	131

10. A summary of how the schools are spread across education regions is set out in Table 2 below. It shows that the majority of MME schools (123 schools or 94%) are in the North Island. Most of these schools are outside major population centres such as Auckland and Wellington, where we would have expected a higher concentration of schools in line with the higher populations.

Table 2: MME schools by education region (as at February 2021)

Education Region	Number of schools
Tai Tokerau	19
Auckland	10
Waikato	20
Bay of Plenty/Wairariki	32
Hawke's Bay/Tairāwhiti	20
Taranaki/Whanganui/Manawatū	15
Wellington	7
Nelson/Marlborough/West Coast	2
Canterbury/Chatham Islands	4
Otago/Southland	2
Total	131

Capital investment in MME schools

11. The Ministry seeks new capital funding through the annual budget process to invest in new schools and to build new classrooms at existing schools to address roll growth. Through Budgets 17, 18 and 19 and the Christchurch Rebuild Programme, \$158 million was allocated to build new or expand existing MME schools.

12. This includes \$65.8 million of funding set aside in Budget 2019 to deliver roll growth classrooms as part of the National Education Growth Plan (NEGP). Additional growth funding was not obtained in Budget 2020, as the focus of this Budget was largely on responding to COVID-19. Further funding is being sought through Budget 2021 to address growth in schools delivering MME. The level of this investment will be subject to Budget 2021 outcomes.
13. Table 3 provides a breakdown of growth investment in MME schools by education region, with Budget 19 information representing funding that has been allocated as part of the NEGP.



14. The funding in Table 3 represents 54 separate projects at MME schools. Table 4 summarises the delivery stage of each of these projects. Appendix 2 provides more detailed information about how funding has been allocated at an individual school level and the current delivery stage.

Table 4: Delivery Phase of Projects – Budget 17-19 and Christchurch Rebuild Programme (as at 31 December 2020)

	Current Phase				
	Planning	Design	Tender	Construction	Completed
No. of New School Projects	1	2	-	-	1
No. of Roll Growth Projects	14	10	1	10	8
No. of CSR Projects	-	1	-	-	1
No. of Temporary Classrooms ¹	1	2	-	-	2
Total No. of Projects	16	15	1	10	12

1. Temporary classrooms provide schools with additional space until permanent roll growth solutions can be delivered.

15. There have been three new MME schools built since October 2014. In addition, work is currently underway on delivering five new MME school builds. This includes the three new school projects shown as underway in Table 4 above, as well as two projects which received funding in pre-2017 budget cycles.

Planning for MME growth

16. The focus of the NEGP is expanding the schooling network in high growth regions. Therefore, funding to build new MME schools and expand existing MME schools, based on this plan, will generally be allocated to areas where there is population growth. However, demand for MME schools may also be in areas that are not experiencing wider population growth (for example, rural areas with higher Māori populations).

9(2)(f)(iv)

MME property condition

18. As we have previously advised, asset condition of facilities at MME schools broadly reflects that of equivalent schools across the wider property portfolio. This ranges from some schools in new facilities to some schools in older facilities in poor condition, with the majority of facilities fitting in between those two ends of the spectrum. Overall, the portfolio of MME schools is considered in average condition. This qualitative assessment of the MME school property portfolio is informed by experience-based reports from the Ministry's regional property staff.
19. The Ministry is taking significant steps to improve the quantitative information we hold about all state schools, including MME schools, through the Te Haratau programme. Through this programme a new model is being developed to measure "quality" of school property across asset condition, the performance of school internal environments (measuring whether schools' acoustics, lighting and indoor air quality are fit for purpose) and operational efficiency. As part of this work a new asset condition assessment framework is being developed, which should facilitate the collection of more consistent and comprehensive school property condition information across the portfolio.
20. Going forward, information from this programme, would mean that we are better positioned to more accurately assess and report on the condition of the state school portfolio, including MME schools. We are continuing to pilot this programme. The next phase involves 60-70 Christchurch schools (one of which is an MME school) starting later

this year and we expect to progressively roll this programme out across the entire school property portfolio over the next five years.

Property maintenance and condition funding

21. Like other state schools, MME schools are provided with property funding for capital maintenance, modernisation and upgrades to their state-owned school property. Where MME school property is not state-owned it does not generate this funding.
22. The key funding stream for capital maintenance, modernisation and upgrades work is five-year agreement (5YA) funding. This funding is driven off the amount of state-owned property a school has (or the amount of property they are entitled to based on their roll if this is smaller) and is to be used over a five-year period. 5YA funding allocated to MME schools over the five-year period ending in 2019/20 was \$22.32 million. Schools also receive a Property Maintenance Grant (PMG) for the operational maintenance of property (for example, to fund non-capital maintenance such as painting school buildings). Over the 2015-2019 school years \$12.65 million of PMG was allocated to MME schools.
23. In addition, there are a number of discretionary funding programmes administered by the Ministry through which MME schools, like other state-schools, can receive funding for property needs that 5YA funding is not sufficient to cover. For example, over the five-year period ending in 2019/20 MME schools were allocated \$6.09 million in Supplementary 5YA to address essential property needs and \$6.34 million as part of the Accelerated Modernisation Scheme (AMS) programme, which began in 2018/19 and supports the acceleration of work to modernise schools' teaching and learning environments.
24. MME schools also qualify for other specific property funding programmes. For example, MME schools have received \$10.39 million as part of the School Investment Package (SIP), announced in 2019, which is a one-off contribution to schools targeted at accelerating upgrade work that would otherwise be deferred due to lack of available funds.
25. The Ministry's redevelopment programme addresses serious school property condition or functionality issues that cannot be addressed within the normal 5YA funding allocation or through discretionary funding programmes. Table 5 provides a summary of redevelopment projects at MME schools.

Table 5: Redevelopment projects at MME schools (as at December 2020)

	Current projects	Completed projects (since 1 Jan 2019)	Total Funding
Redevelopments	23	16	9(2)(i)
Combined redevelopment and growth projects	8	3	
Total	31	19	

Specific challenges

26. Outlined below are some specific challenges MME schools face. Most of these issues are not unique to MME schools but rather are common amongst subsets of schools (such as schools with satellite units/off-site classes and small/rural schools).

27. We have not included issues that are prevalent across the school property portfolio as a whole (such as, condition issues arising as a result of deferred maintenance or where a Board of Trustees have not invested strategically to keep school buildings maintained).

MME schools with an off-site class

28. Traditionally, MME schools have often followed the kura tuakana/kura teina establishment model. Under this model the kura teina operates as an off-site class of the kura tuakana (an already established MME school) for a period of time before the kura teina is established as its own separate school.
29. It is common for established MME schools to form off-site classes under this model. These classes will operate from a separate site to the MME school and may also be in a different region. Off-site classes may be accommodated in property that is not state-owned. Where the off-site classes are not state-owned they will not generate 5YA or other property funding. As a result, it can be a challenge for these off-site classes to maintain their property.
30. Currently two MME off-site classes (one in Kaitaia and the other in Gisborne) are in leased accommodation. Funding for off-site MME is generated through providing split site funding to the kura tuakana (with either the kura tuakana or Te Rūnanga Nui, the national body for Kura Kaupapa Māori, holding the lease). There are also a small number of off-site classes that are on other non-state owned locations, such as maraes, where no property funding is generated.
31. In addition to the model outlined above, MME schools may be established (as other state schools are) with property provided before students enrol. Under this approach, the above issues should not arise, as the MME school would not be initially operating as an off-site class and it should enable more satisfactory property arrangements to be put in place during the school establishment phase.

MME schools in temporary sites

32. While some MME schools operate from new facilities others operate in older buildings. This includes some operating from temporary sites, including property leased by the Ministry. There are currently seven MME schools operating from land and buildings leased by the Ministry.
33. As noted above, the tuakana/teina model of establishment, that some MME schools use, means they are on temporary sites until the establishment process is triggered, property funding to purchase a new site is secured and a permanent site is identified. MME schools may also have cultural requirements that they wish to see reflected in a school site. This can mean finding a suitable permanent site may take longer than originally anticipated.
34. In cases of leased accommodation, as the property is not state-owned, schools will not receive property funding for capital maintenance and upgrades. However, when the Ministry agrees leasing arrangements with landlords, provisions and responsibilities are set out through the leasing process for how those buildings will be maintained or developed. Where schools raise concerns with the Ministry about their leased accommodation we will investigate and ensure obligations set out in the leasing agreement are met.

Small and rural MME schools

35. MME schools are often small schools in rural/remote areas. These schools face the same challenges as other small and remote schools. This includes the time that school boards and principals spend managing property projects due to inability to access relevant external project management expertise, as well as the high costs associated with

delivering property improvement projects due to school size and/or a school's location meaning there is a lack of proximity to tradespeople and other relevant infrastructure services.

36. In recognition of the issues these schools can face, the Ministry has developed a \$160 million Improving Classrooms in Small and Remote Schools programme, to improve the internal learning environments in small or remote schools over a four-year period. The programme will measure the performance of internal learning environments at small and remote schools to determine improvements needed to lighting, acoustics, temperature and energy efficiency. Based on the data collected, upgrades at schools can include LED lighting, acoustic panels and thermal insulation. To improve electrical safety Residual Current Devices (RCDs) will also be installed at every school. As it currently stands, 54 of the 131 MME schools will benefit from this programme. The programme is now in the procurement phase prior to delivery beginning later this year.

MME compared to non-Māori medium

37. Over the past 10 years, there has been significant investment in MME school property, compared to non-Māori medium. Figure 1 shows that the per-student spend for MME is higher than non-Māori medium across the portfolio as a whole, as well as when comparing small, low decile schools (rolls fewer than 200 and decile 3 or lower).
38. In general, student rolls at small, low decile schools are more likely to be declining than growing, meaning there is limited spending on expansion or new school sites for them. However, the higher spend on small, low decile MME schools indicates significantly more growth in these type of schools within the MME property portfolio.

Figure 1: Past 10 year spend per student at non-Māori medium v MME schools



*School expansion refers to funding for new classroom/s or non-teaching spaces.
 *10-year period is from 2010/11-2019/20 (inclusive).

39. The current number of redevelopment projects at MME schools are comparable to the number at non-Māori medium schools (there are redevelopment projects at 24% of MME schools, compared with 23% of non-Māori medium schools). Despite this, figure 1 shows that the per student spend on redevelopments at MME schools over the past 10 years is higher than for non-Māori medium schools across the portfolio. However, the spend at small, low decile schools is more comparable at MME and non-Māori medium (although MME is still slightly higher).
40. It should also be noted that part of the reason for the larger spend on new MME schools, expansions and redevelopments per student compared to non-Māori medium, will be because MME is funded to a larger property entitlement than non-Māori medium schools. This is because student to teacher ratios are smaller for MME than English medium² and, therefore, more classroom space is provided.

Proactive Release

41. We recommend that this briefing is proactively released, subject to redactions to withhold any information that is commercially sensitive.

Next steps

42. Please indicate whether you would like any further information on aspects of the MME school property portfolio, or further advice on any of the issues outlined in this briefing.

Appendices

- Appendix 1: Key facts about MME schools
Appendix 2: List of MME schools – property project information

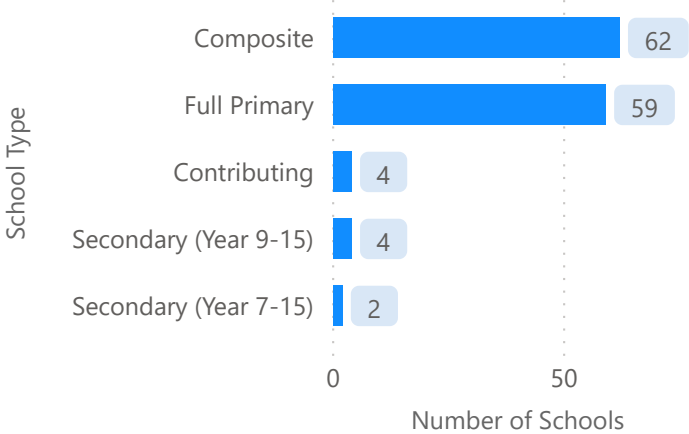
² The average teacher student ratio taken across all year levels for Māori medium classrooms is 1:18 compared to 1:24 for non-Māori medium classrooms

Appendix 1: Key facts about MME schools

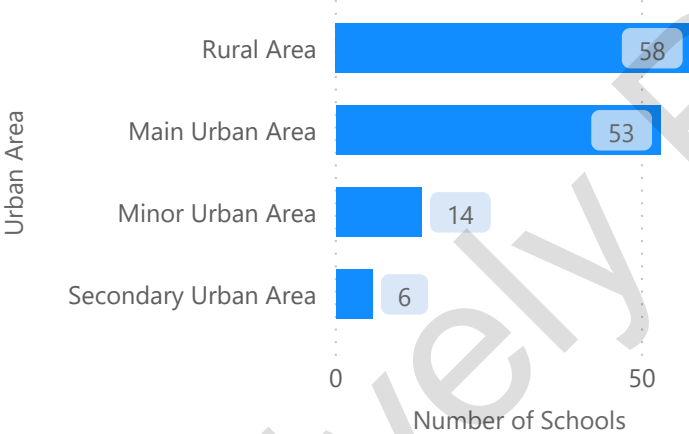
Māori Medium Schools - at a Glance

- Majority of Māori Medium Schools 123 (94%) are in the North Island
- Of the eight (6%) South Island Māori Medium Schools, four are in Canterbury/Chatham Islands, two in Nelson/Marlborough/West Coast, and two are in Otago/Southland
- Composite Schools 62 (47%) make up the majority of Māori Medium Schools followed by Full Primary: 59 (45%), Contributing: 4 (3%), Secondary Year 9-15: 4 (3%), Secondary Year 7-15: 2 (2%)
- Of the 131 Māori Medium Schools, 60 (46%) are Te Rūnanga Nui affiliated, while 30 (23%) have affiliations with Ngā Kura ā Iwi
- Most Māori Medium Schools are in Rural or Minor Urban areas (55%) and are Decile 3 or lower (89%)

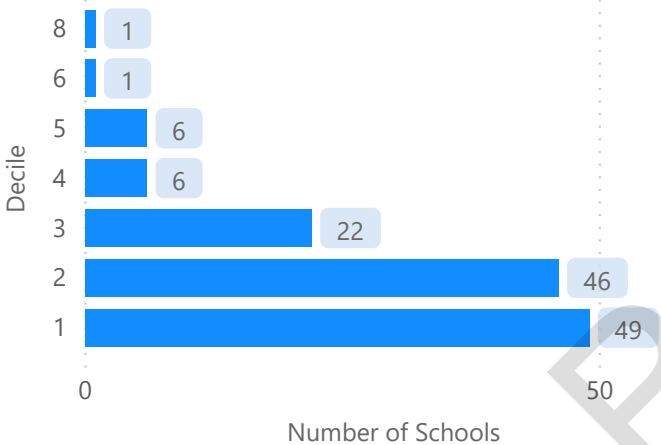
Number of Schools by School Type



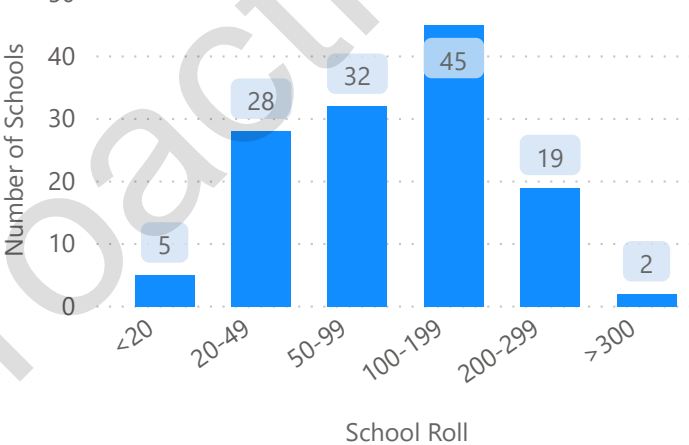
Number of Schools by Urban Area



Number of Schools by Decile



Number of Schools by Roll Size



Affiliation	Schools
Ngā Kura ā Iwi (NKAI)	30
Te Rūnanga Nui (TRN)	60
Not Affiliated	41
Total	131

Education Region	Schools
Tai Tokerau	19
Auckland	10
Waikato	20
Bay of Plenty/Waiariki	32
Hawke's Bay/Tairāwhiti	20
Taranaki/Whanganui/Manawatu	15
Wellington	7
Nelson/Marlborough/West Coast	2
Canterbury/Chatham Islands	4
Otago/Southland	2
Total	131

Levels/Rumaki/Reo Rua	Schools
L1	103
L1&2	12
L1-3	8
L1-4	1
L2	6
L2&3	1
Total	131



Appendix 2: List of MME schools – property project information

State schools teaching in Māori Medium at 1 July 2020										Growth Funding – Budget 17-19 Project Information				
	School ID	School Name	Affiliation	School Type	Area Type	Education Region	Total School Roll	Māori Roll	Decile	Funding type	Project Type	Phase	Budget Allocation	Teaching Spaces
1.	1	Te Kura o Te Kao	Ngā Kura ā Iwi (NKAI)	Composite	Rural Area	Tai Tokerau	41	40	2					
2.	10	Te Kura Taumata o Panguru	Not Affiliated	Composite	Rural Area	Tai Tokerau	102	99	1					
3.	221	Te Wharekura o Ruatoki	Not Affiliated	Composite	Rural Area	Bay of Plenty/Waiariki	216	216	2					
4.	279	TKKM o Hoani Waititi	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Auckland	229	229	3					
5.	282	Te Kura Amorangi o Whakawatea	Not Affiliated	Full Primary	Main Urban Area	Waikato	166	161	4					
6.	463	TKK Motuhake o Tawhiuau	Ngā Kura ā Iwi (NKAI)	Composite	Minor Urban Area	Bay of Plenty/Waiariki	83	83	1					
7.	465	Mana Tamariki	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Taranaki/Whanganui/Manawatū	71	71	5					
8.	488	Nga Taiatea Wharekura	Ngā Kura ā Iwi (NKAI)	Secondary (Year 9-15)	Main Urban Area	Waikato	255	255	2					
9.	497	Te Kura o Hirangi	Ngā Kura ā Iwi (NKAI)	Composite	Minor Urban Area	Bay of Plenty/Waiariki	223	222	1					
10.	545	Te Kura Toitu o Te Whaiti-nui-a-Toi	Not Affiliated	Composite	Rural Area	Bay of Plenty/Waiariki	24	23	1					
11.	558	TKKM o Te Kura Kokiri	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Bay of Plenty/Waiariki	202	196	2	B19	Roll Growth	Planning	\$ 3,500,000	5
12.	559	Te Wainui a Rua	Not Affiliated	Full Primary	Rural Area	Taranaki/Whanganui/Manawatū	27	27	2					
13.	567	Te Wharekura o Te Kaokaoroa o Patetere	Ngā Kura ā Iwi (NKAI)	Composite	Minor Urban Area	Waikato	232	229	2	B19	Roll Growth	Design	\$ 2,800,000	4
										B18	Roll Growth	Design	\$ 1,000,000	2
14.	589	Te Kura o Nga Ruahine Rangi	Te Rūnanga Nui (TRN)	Composite	Rural Area	Taranaki/Whanganui/Manawatū	41	40	2					
15.	600	TKKM o Ngaringa o Matariki	Te Rūnanga Nui (TRN)	Full Primary	Rural Area	Tai Tokerau	41	40	2					
16.	628	TKKM o Tuia te Matangi	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Nelson/Marlborough/West Coast	55	50	4					
17.	630	Te Kura Maori o Nga Tapuwae	Ngā Kura ā Iwi (NKAI)	Composite	Main Urban Area	Auckland	276	275	2					
18.	641	Te Wharekura o Nga	Not Affiliated	Composite	Main Urban	Waikato	101	95	3	B19	Roll Growth	Completed	\$ 1,400,000	2

		Purapura o Te Aroha			Area					B18	New School	Completed	\$ 10,866,879	9
19.	651	Te Whata Tau o Putauaki	Ngā Kura ā Iwi (NKAI)	Composite	Minor Urban Area	Bay of Plenty/Waiariki	53	53	1					
20.	706	Te Pa o Rakaihautu	Not Affiliated	Composite	Main Urban Area	Canterbury/Chatham Islands	223	216	4					
21.	719	TKKM o Te Orini ki Ngati Awa	Te Rūnanga Nui (TRN)	Full Primary	Secondary Urban Area	Bay of Plenty/Waiariki	50	50	2					
22.	737	Te Kura Kaupapa Maori o Horouta Wananga	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Hawke's Bay/Tairāwhiti	166	166	2					
23.	739	Manukura	Not Affiliated	Secondary (Year 9-15)	Main Urban Area	Taranaki/Whanganui/Manawatū	192	181	5	B18	New School	Design	\$ 19,946,340	21
24.	869	Te Kapehu Whetu (Teina)	Not Affiliated	Full Primary	Main Urban Area	Tai Tokerau	138	137	3					
25.	870	Te Kapehu (Tuakana)	Not Affiliated	Secondary (Year 9-15)	Main Urban Area	Tai Tokerau	78	78	3					
26.	872	Te Kōpuku High	Not Affiliated	Secondary (Year 7-15)	Main Urban Area	Waikato	269	264	3					
27.	878	Te Wharekura o Ngāti Rongomai	Ngā Kura ā Iwi (NKAI)	Composite	Main Urban Area	Bay of Plenty/Waiariki	108	108	2	B18	New School	Planning	\$ 9,870,000	7
28.	932	Te Kura o Hata Maria (Pawarenga)	Ngā Kura ā Iwi (NKAI)	Full Primary	Rural Area	Tai Tokerau	26	26	1					
29.	1013	Herekino School	Not Affiliated	Full Primary	Rural Area	Tai Tokerau	32	30	2					
30.	1044	Matauri Bay School	Not Affiliated	Contributing	Rural Area	Tai Tokerau	75	69	2					
31.	1046	Matihetihe School	Ngā Kura ā Iwi (NKAI)	Full Primary	Rural Area	Tai Tokerau	27	26	1					
32.	1053	Motatau School	Not Affiliated	Full Primary	Rural Area	Tai Tokerau	61	57	1					
33.	1060	Omanaia School	Not Affiliated	Full Primary	Rural Area	Tai Tokerau	63	59	1					
34.	1142	TKKM o Takapau	Te Rūnanga Nui (TRN)	Full Primary	Rural Area	Hawke's Bay/Tairāwhiti	13	13	3					
35.	1143	TKKM o Nga Mokopuna	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Wellington	90	89	8	B19	Roll Growth	Design	\$ 1,400,000	2
36.	1147	Te Rangi Aniwaniwa	Te Rūnanga Nui (TRN)	Composite	Rural Area	Tai Tokerau	158	158	1	B18	Roll Growth	Construction	\$ 1,000,000	2
37.	1151	TKKM o Te Puaha o Waikato	Te Rūnanga Nui (TRN)	Full Primary	Rural Area	Waikato	37	37	1					
38.	1153	TKKM o Te Koutu	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Bay of Plenty/Waiariki	245	240	3	B19	Roll Growth	Planning	\$ 2,800,000	4
39.	1154	TKKM o Te Rawhiti Roa	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Tai Tokerau	180	180	1					

40.	1165	TKKM o Ruamata	Te Rūnanga Nui (TRN)	Composite	Rural Area	Bay of Plenty/Waiariki	218	218	3	B19	Roll Growth	Planning	\$ 5,600,000	8
41.	1584	TKKM o Te Raki Paewhenua	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Auckland	81	81	6					
42.	1589	TKKM o Toku Mapihi Maurea	Not Affiliated	Full Primary	Main Urban Area	Waikato	110	109	5					
43.	1616	TKKM o Ngati Kahungunu o Te Wairoa	Te Rūnanga Nui (TRN)	Composite	Minor Urban Area	Hawke's Bay/Tairāwhiti	125	124	1	B18	Roll Growth	Completed	\$ 2,425,772	3
										B19	Roll Growth	Construction	\$ 1,400,000	2
										B17	Roll Growth	Construction	\$ 966,667	2
44.	1617	TKKM o Ngati Rangi	Te Rūnanga Nui (TRN)	Full Primary	Minor Urban Area	Taranaki/Whanganui/Manawatū	22	21	1					
45.	1618	TKKM o Te Whanau Tahī	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Canterbury/Chatham Islands	163	159	3	CSR	CSR	Design	\$ 2,364,537	
46.	1634	Te Kura Maori o Porirua	Ngā Kura ā Iwi (NKAI)	Composite	Main Urban Area	Wellington	289	288	3					
47.	1645	Te Kura o Torere	Ngā Kura ā Iwi (NKAI)	Full Primary	Rural Area	Bay of Plenty/Waiariki	22	22	2					
48.	1651	TKKM o Wairarapa	Te Rūnanga Nui (TRN)	Composite	Secondary Urban Area	Wellington	94	93	2					
49.	1666	Te Kura o Waikare	Ngā Kura ā Iwi (NKAI)	Composite	Rural Area	Tai Tokerau	78	77	1	B19	Roll Growth	Completed	\$ 751,017	1
50.	1670	TKKM o Te Ara Whanui	Not Affiliated	Composite	Main Urban Area	Wellington	291	291	3	B19	Roll Growth	Planning	\$ 2,800,000	4
51.	1672	TKKM o Nga Uri A Maui	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Hawke's Bay/Tairāwhiti	193	192	3	B17	Roll Growth	Design	\$ 1,344,595	2
52.	1673	TKKM o Te Waiu o Ngati Porou	Te Rūnanga Nui (TRN)	Composite	Rural Area	Hawke's Bay/Tairāwhiti	120	119	1					
53.	1674	TKKM o Te Wananga Whare Tapere o Takitimu	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Hawke's Bay/Tairāwhiti	143	141	2					
54.	1696	TKKM o Bernard Fergusson	Ngā Kura ā Iwi (NKAI)	Full Primary	Main Urban Area	Waikato	173	173	2	B18	Roll Growth	Completed	\$ 1,264,408	2
55.	1718	TKKM o Te Ara Rima	Not Affiliated	Full Primary	Main Urban Area	Waikato	215	214	2	B19	Roll Growth	Planning	\$ 2,800,000	4
										B19	Roll Growth	Design	\$ 1,323,368	2
56.	1748	TKKM o Huairau	Not Affiliated	Composite	Rural Area	Bay of Plenty/Waiariki	78	78	1					
57.	1773	TKKM o Harataunga	Te Rūnanga Nui (TRN)	Full Primary	Rural Area	Waikato	20	20	2					
58.	1786	Kutarere School	Not Affiliated	Full Primary	Rural Area	Bay of Plenty/Waiariki	20	20	1					
59.	1798	Te Wharekura o Manaia	Ngā Kura ā Iwi (NKAI)	Composite	Rural Area	Waikato	123	120	2					

60.	1806	Te Kura Mana Maori Maraenui	Ngā Kura ā Iwi (NKAI)	Full Primary	Rural Area	Bay of Plenty/Waiariki	59	59	1						
61.	1809	Te Kura Mana Maori o Matahi	Not Affiliated	Full Primary	Rural Area	Bay of Plenty/Waiariki	29	29	1						
62.	1811	Te Kura o Te Moutere O Matakana	Ngā Kura ā Iwi (NKAI)	Full Primary	Rural Area	Bay of Plenty/Waiariki	33	33	2						
63.	1815	Te Kura o Matapihi	Ngā Kura ā Iwi (NKAI)	Full Primary	Main Urban Area	Bay of Plenty/Waiariki	185	185	3	B17	Roll Growth	Completed	\$ 1,930,000	3	
64.	1847	Te Kura o Ngapuke	Ngā Kura ā Iwi (NKAI)	Full Primary	Rural Area	Waikato	47	47	2						
65.	1851	Ngati Haua School	Ngā Kura ā Iwi (NKAI)	Full Primary	Main Urban Area	Waikato	106	104	3	B19	Roll Growth	Completed	\$ 1,890,231	3	
66.	1861	Omarumutu School	Not Affiliated	Full Primary	Rural Area	Bay of Plenty/Waiariki	85	83	1						
67.	1865	Te Wharekura o Maniapoto	Ngā Kura ā Iwi (NKAI)	Composite	Rural Area	Waikato	129	129	3	B19	Roll Growth	Planning	\$ 1,400,000	2	
68.	1873	TKKM o Otepou	Te Rūnanga Nui (TRN)	Full Primary	Main Urban Area	Bay of Plenty/Waiariki	66	64	3						
69.	1888	Te Kura o Te Paroa	Not Affiliated	Full Primary	Secondary Urban Area	Bay of Plenty/Waiariki	301	298	2						
70.	1917	Te Wharekura o Rakaumangamanga	Ngā Kura ā Iwi (NKAI)	Composite	Minor Urban Area	Waikato	431	430	1	B18	Roll Growth	Construction	\$ 2,000,000	4	
71.	1919	Te Kura o Rangiriri	Ngā Kura ā Iwi (NKAI)	Full Primary	Rural Area	Waikato	30	30	1						
72.	1929	TKKM o Rotoiti	Te Rūnanga Nui (TRN)	Full Primary	Rural Area	Bay of Plenty/Waiariki	60	59	2						
73.	1996	Tawera Bilingual School	Not Affiliated	Full Primary	Rural Area	Bay of Plenty/Waiariki	63	62	2						
74.	2011	TKKM o Te Matai	Not Affiliated	Full Primary	Rural Area	Bay of Plenty/Waiariki	56	56	1						
75.	2023	Te Kura o Te Teko	Not Affiliated	Full Primary	Rural Area	Bay of Plenty/Waiariki	203	201	1						
76.	2047	Te Kura o Waharoa	Ngā Kura ā Iwi (NKAI)	Contributing	Rural Area	Waikato	22	22	1						
77.	2061	TKKM o Waioweka	Ngā Kura ā Iwi (NKAI)	Full Primary	Rural Area	Bay of Plenty/Waiariki	70	70	1						
78.	2062	Te Kura Maori-a-Rohe o Waiohau	Not Affiliated	Composite	Rural Area	Bay of Plenty/Waiariki	66	66	1						
79.	2068	Te Kura o Waitahanui	Ngā Kura ā Iwi (NKAI)	Contributing	Rural Area	Bay of Plenty/Waiariki	73	73	2	B19	Roll Growth	Construction	\$ 700,000	1	
80.	2083	Whangamarino School	Not Affiliated	Full Primary	Rural Area	Bay of Plenty/Waiariki	174	169	2	B19	Roll Growth	Design	\$ 500,000	1	
81.	2084	Te Kura Mana Maori o Whangaparaoa	Ngā Kura ā Iwi (NKAI)	Composite	Rural Area	Bay of Plenty/Waiariki	112	110	2	B19	Roll Growth	Construction	\$ 1,514,118	2	
										B19	Roll Growth	Design	\$ 1,400,000	2	

82.	2104	TKKM o Taumarere	Te Rūnanga Nui (TRN)	Composite	Minor Urban Area	Tai Tokerau	168	165	2					
83.	2346	Castlecliff School	Not Affiliated	Contributing	Main Urban Area	Taranaki/Whanganui/Manawatū	195	134	1					
84.	2351	TKKM o Otepoti	Te Rūnanga Nui (TRN)	Full Primary	Main Urban Area	Otago/Southland	39	38	2					
85.	2377	TKKM o Tupoho	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Taranaki/Whanganui/Manawatū	152	152	1	B19	Roll Growth	Planning	\$ 700,000	1
86.	2383	TKKM o Ngati Ruanui	Te Rūnanga Nui (TRN)	Composite	Secondary Urban Area	Taranaki/Whanganui/Manawatū	77	77	2	B19	Roll Growth	Design	\$ 1,400,000	2
										B19	Temporary Classroom	Design	\$ 550,000	1
87.	2384	Te Kura o Kokohuia	Not Affiliated	Composite	Main Urban Area	Taranaki/Whanganui/Manawatū	139	137	1					
88.	2401	Moawhango School	Not Affiliated	Full Primary	Rural Area	Taranaki/Whanganui/Manawatū	11	7	5					
89.	2436	Te Kura o Ratana	Not Affiliated	Full Primary	Rural Area	Taranaki/Whanganui/Manawatū	25	24	2					
90.	2445	TKKM o Ngati Kahungunu Ki Heretaunga	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Hawke's Bay/Tairāwhiti	176	173	1					
91.	2578	Hiruharama School	Not Affiliated	Full Primary	Rural Area	Hawke's Bay/Tairāwhiti	171	169	2	B19	Roll Growth	Design	\$ 2,800,000	4
92.	2600	TKKM o Mangatuna	Not Affiliated	Full Primary	Rural Area	Hawke's Bay/Tairāwhiti	35	33	1					
93.	2602	Manutuke School	Ngā Kura ā Iwi (NKAI)	Full Primary	Rural Area	Hawke's Bay/Tairāwhiti	141	135	3					
94.	2604	Maraenui Bilingual School (Napier)	Not Affiliated	Full Primary	Main Urban Area	Hawke's Bay/Tairāwhiti	179	176	1					
95.	2617	Muriwai School	Not Affiliated	Full Primary	Rural Area	Hawke's Bay/Tairāwhiti	29	25	1					
96.	2637	Te Kura o Pakipaki	Not Affiliated	Full Primary	Main Urban Area	Hawke's Bay/Tairāwhiti	34	34	1					
97.	2659	TKKM o Tapere-Nui-A-Whatonga	Te Rūnanga Nui (TRN)	Full Primary	Rural Area	Hawke's Bay/Tairāwhiti	27	26	1					
98.	2715	Waikirikiri School	Not Affiliated	Full Primary	Main Urban Area	Hawke's Bay/Tairāwhiti	193	190	1	B19	Roll Growth	Design	\$ 1,367,531	2
										B17	Roll Growth	Planning	\$ 966,667	2
99.	2736	Whangara School	Not Affiliated	Full Primary	Rural Area	Hawke's Bay/Tairāwhiti	77	67	4	B19	Roll Growth	Construction	\$ 1,868,462	3
100.	2739	Te Kura Kaupapa Maori o Whatatutu	Te Rūnanga Nui (TRN)	Full Primary	Rural Area	Hawke's Bay/Tairāwhiti	35	35	1					
101.	3100	TKKM o Te Hiringa	Te Rūnanga Nui (TRN)	Full Primary	Secondary Urban Area	Waikato	114	113	2					
102.	3101	Te Kura-a-iwi o Whakatapuranga Rua Mano	Ngā Kura ā Iwi (NKAI)	Composite	Minor Urban Area	Wellington	193	190	3	B19	Roll Growth	Planning	\$ 1,400,000	2
103.	3103	TKKM o Hurungaterangi	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Bay of Plenty/Waiariki	83	83	1	B19	Roll Growth	Planning	\$ 1,400,000	2

104.	3104	TKKM o Te Kotuku	Te Rūnanga Nui (TRN)	Full Primary	Main Urban Area	Auckland	140	139	4	B19	Roll Growth	Planning	\$ 4,900,000	7
										B17	Roll Growth	Tender	\$ 1,873,800	2
105.	3106	TKKM o Whangaroa	Te Rūnanga Nui (TRN)	Composite	Rural Area	Tai Tokerau	62	60	2					
106.	3107	TKKM o Te Ara Hou	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Hawke's Bay/Tairāwhiti	224	223	1					
107.	3113	Te Wharekura o Manurewa	Te Rūnanga Nui (TRN)	Secondary (Year 9-15)	Main Urban Area	Auckland	26	26	2	B17	New School	Design	\$ 23,624,830	18
108.	3114	TKKM o Pukemiro	Te Rūnanga Nui (TRN)	Composite	Minor Urban Area	Tai Tokerau	137	136	1	B18	Roll Growth	Completed	\$ 2,425,323	3
										B19	Roll Growth	Construction	\$ 1,394,352	2
109.	3115	Te Wharekura o Te Rau Aroha	Te Rūnanga Nui (TRN)	Composite	Rural Area	Waikato	116	115	2					
110.	3117	TKKM o Te Tonga o Hokianga	Te Rūnanga Nui (TRN)	Composite	Rural Area	Tai Tokerau	122	119	2					
111.	3118	Te Kura Kaupapa Maori o Taumarunui	Te Rūnanga Nui (TRN)	Full Primary	Minor Urban Area	Waikato	49	49	1					
112.	3119	TKKM o Kawakawa mai Tawhiti	Te Rūnanga Nui (TRN)	Composite	Rural Area	Hawke's Bay/Tairāwhiti	171	169	1					
113.	3280	Arowhenua Maori School	Not Affiliated	Full Primary	Rural Area	Canterbury/Chatham Islands	47	37	3	B18	Roll Growth	Construction	\$ 1,120,000	2
114.	3369	Hapuku School	Not Affiliated	Full Primary	Rural Area	Nelson/Marlborough/West Coast	12	11	2					
115.	4145	Te Pi'ipi'inga Kakano Mai i Rangiatea	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Taranaki/Whanganui/Manawatū	112	108	3					
116.	4160	TKKM o Te Atihaunui-A-Paparangi	Te Rūnanga Nui (TRN)	Full Primary	Main Urban Area	Taranaki/Whanganui/Manawatū	95	95	2					
117.	4205	TKKM o Otara	Te Rūnanga Nui (TRN)	Full Primary	Main Urban Area	Auckland	67	65	1					
118.	4207	TKKM o Nga Maungarongo	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Auckland	111	108	4	B19	Roll Growth	Planning	\$ 5,600,000	8
										B19	Temporary Classroom	Completed	\$ 160,000	1
										B19	Temporary Classroom	Design	\$ 375,000	1
119.	4208	TKKM o Mangere	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Auckland	264	257	1					
120.	4209	TKKM o Manawatū	Te Rūnanga Nui (TRN)	Full Primary	Main Urban Area	Taranaki/Whanganui/Manawatū	101	98	5					
121.	4211	TKKM o Te Rito	Te Rūnanga Nui (TRN)	Composite	Minor Urban Area	Wellington	94	94	5					

122.	4212	TKKM o Waitaha	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Canterbury/Chatham Islands	136	135	1	CSR	CSR	Completed	\$ 4,473,593	
123.	4217	Te Wharekura o Arowhenua	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Otago/Southland	190	188	2					
124.	4218	TKKM o Tokomaru	Te Rūnanga Nui (TRN)	Full Primary	Rural Area	Hawke's Bay/Tairāwhiti	18	18	2					
125.	4223	TKKM o Tamarongo	Te Rūnanga Nui (TRN)	Full Primary	Minor Urban Area	Taranaki/Whanganui/Manawatū	9	9	2					
126.	4226	TKKM o Tamaki Nui A Rua	Te Rūnanga Nui (TRN)	Composite	Rural Area	Wellington	69	68	3					
127.	4227	TKKM o Kaikohe	Te Rūnanga Nui (TRN)	Composite	Minor Urban Area	Tai Tokerau	248	245	1	B19	Roll Growth	Planning	\$ 2,800,000	4
										B17	Roll Growth	Completed	\$ 1,295,832	2
										B19	Temporary Classroom	Completed	\$ 426,629	2
128.	4228	Te KKM o Puau Te Moananui-a-Kiwa	Te Rūnanga Nui (TRN)	Composite	Main Urban Area	Auckland	104	103	2					
129.	4229	TKKM o Manurewa	Te Rūnanga Nui (TRN)	Full Primary	Main Urban Area	Auckland	71	67	1					
130.	4230	TKKM o Whakarewa I Te Reo Ki Tuwharetoa	Te Rūnanga Nui (TRN)	Composite	Secondary Urban Area	Bay of Plenty/Waiariki	198	196	2	B18	Roll Growth	Construction	\$ 1,470,130	2
131.	6962	Te Wharekura o Mauao	Ngā Kura ā Iwi (NKAI)	Secondary (Year 7-15)	Main Urban Area	Bay of Plenty/Waiariki	245	242	3	B19	Roll Growth	Planning	\$ 4,200,000	6
										B19	Temporary Classroom	Planning	\$ 500,000	2

Notes:

- B17, B18, B19 refer to Budget 17, Budget 18 and Budget 19
- Some schools have multiple growth projects, these projects are recorded separately in the above table
- School demographic information sourced from Education Counts Māori Medium Schools Directory (current as at February 2021), Growth Funding information internally sourced (current as a December 2020).