



# **Briefing Note: Completing the Christchurch Schools Rebuild Programme Cabinet Paper**

То:	Hon Chris Hipkins, Minister of Education	_			
Date:	1290225	Priority:	High		
Security Level:	In Confidence	METIS No:	27 June 2022		
Drafter:	Hilary Capon, Principal Advisor	DDI:	+64 4 463 8630		
Key Contact:	Sam Fowler, Associate Deputy Secretary	DDI:	+64 27 801 0100		

## Purpose of Report

This briefing note provides information to support the Completing the Christchurch Schools Rebuild Programme, which you have lodged for consideration by the Social Wellbeing Committee on 29 June 2022.

### **Proactive Release**

1. We recommend that this Briefing is not released at this time because it contains information relating to Cabinet decisions yet to be taken. It also contains information that is commercially sensitive.

Release / Not release

Scott Evans

Hautū - Hanganga, Matihiko

**Deputy Secretary - Infrastructure & Digital** 

Hon Chris Hipkins **Minister of Education** 

27 / 06 / 2022

#### Christchurch School Rebuild Programme

- 1. The Christchurch Schools Rebuild (CSR) Programme was established in 2013 to respond to build new, rebuild or repair 115 schools damaged by the 2010 and 2011 earthquakes in the wider Christchurch area.
- 2. I am seeking Cabinet's agreement to close out the CSR programme and return Christchurch schools to business-as-usual asset management. In closing out the programme, the Ministry will deliver all essential work, co-delivering some modernisation and upgrade works where it is efficient to do so. This will minimise outstanding liabilities at these schools and support equitable outcomes.
- 3. To achieve this, I seek Cabinet's agreement to update the programme envelope from \$1.353 billion to \$1.654 billion. The additional \$301 million includes a 9(2)(f)(iv) which will allow the programme to respond to further escalation.
- 4. Funding is not required immediately. The Ministry will seek funding annually through the Budget process as it is needed to deliver the programme. An annual approach will minimise the fiscal impact on the Crown, while the programme will have access to the funding needed in that financial year.

### Programme Status

- 5. The CSR programme is a well-established delivery programme. As of June 2022, the programme has spent \$998 million (including OpEx) and has completed 75 of 115 schools, representing around 30,000 students.
  - a. 75 schools are complete
  - b. 24 schools are in construction
  - c. 14 schools are in planning and design
  - d. 2 schools are yet to enter the programme

### Supporting information

#### Two schools yet to enter the programme

- 6. Two schools are yet to enter the programme:
  - a. **Ko Taku Reo** (formerly Van Asch Deaf Education Centre) service delivery arrangements are under consideration, which will inform the scope of the final project.
  - b. **Chisnallwood Intermediate** network recommendations are yet to be confirmed, which affects the final build roll and scope of the project.
- 7. The Ministry has invested in the current property of the two schools to ensure that the facilities are safe and secure, and the school is able to deliver education while final arrangements are confirmed.

### Programme Funding

8. Table two provides an annual (financial year) breakdown of the CSR programme funding. The funding includes baseline funding, insurance proceeds and capital injections.

Table One: Annual breakdown of CSR Capital funding

	FY 13/14	FY 14/15	FY 15/16	FY 16/17	FY 17/18	FY 18/19	FY 19/20	FY 20/21	FY 21/22
Baseline	23.67	44.98	47.27	47.63	0.00	64.60	22.64	50.91	88.03
Insurance Proceeds	61.10	113.40							
Capital Injection - Budget 16				21.00	106.79				
Capital Injection - Budget 18						62.00			
Capital Injection - Budget 19							84.29		
Capital Injection - Budget 20								91.42	N
Capital Injection - Budget 21									56.00
Total funding allocated	84.77	158.38	47.27	68.63	106.79	126.60	106.93	142.33	144.03

#### **Possible Questions & Answers**

Will the close out funding go towards what the programme set out to deliver?

- 9. The scope of CSR, for all 115 Christchurch school affected by the 2010 and 2011 earthquakes, covers; resolving earthquake damage, undertaking structural strengthening, remediation of weather tightness issues, and undertaking modernisation of the Christchurch education network to advance educational priorities such as raising student achievement, improving teaching environments and addressing pre-existing issues, such as social inequalities.
- 10. The close out funding will be applied to deliver the objectives of the CSR programme, delivering quality learning environments to ākonga. Supporting infrastructure and ground works are key components of any rebuild, and some refurbishments, but CSR outcomes are always new or refurbished teaching spaces that meet the Ministry's Designing Quality Learning Spaces (DQLS) requirements.

What mechanisms are in place to ensure that the projects will deliver what the school needs?

- 11. Project delivery managers meet regularly with school Principals, which are supplemented by regular project board meetings with representatives from the school and Board of Trustees.
- 12. The design process is collaborative between the Ministry and the school and includes advice and support from the Ministry's Education Advisors.
- 13. All schools will receive the essential earthquake remediation work required. It will also deliver significant modernisation and upgrade scope, where it can be efficiently codelivered with the essential works. The close out approach sought by this Cabinet paper will defer some modernisation and upgrade works at some schools in the programme.
- 14. Remaining liabilities at these schools will be transferred to the Ministry's other property programmes. This may mean that works are delivered over the next 10-20 years, as prioritised within the context of the national school property portfolio.
- 15. Considering and prioritising upgrade and modernisation work at Christchurch schools within a national programme will support equitable outcomes across New Zealand.