



BRIEFING NOTE: Meeting with the Auckland Primary Principals' Association Executive on 25 March 2021

To:	Hon Chris Hipkins, Minister of Education Hon Jan Tinetti, Association Minister of Education		
Date:	23 March 2021	Priority:	High
Security Level:	In Confidence	METIS No:	1254025
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Messaging seen by Communications team	No	Round Robin:	No

Purpose

- 1 This briefing note provides information to support Hon Chris Hipkins meeting with Auckland Primary Principals' Association Executive (APPA) on 25 March 2021 and Hon Jan Tinetti meeting with APPA on the same day.
- 2 APPA would like to raise the following key issues and opportunities with **Minister Hipkins**:
 - Auckland Education Context
 - Auckland Education Infrastructure and Growth
 - Auckland Schools Covid Response
 - How APPA can support Minister Hipkins.
- 3 APPA would like to raise the following key issues and opportunities with **Minister Tinetti** about:
 - Curriculum Review and Refresh
 - Supported Learner Provision – Learning Support
 - Auckland Education Context
 - How APPA can support Minister Tinetti.

4 It is recommended that you:

- Agree that this Briefing will be proactively released.

Agree / Disagree


Katrina Casey
Deputy Secretary
Sector Enablement and Support

23/3/2021


Hon Chris Hipkins
Minister of Education

25/3/2021

Hon Jan Tinetti
Associate Minister of Education

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Auckland Primary Principals' Association - Executive

President:

Mr Stephen Lethbridge

stephenl@ptchev.school.nz

s 9(2)(a)

Stephen is the Principal of Point Chevalier Primary School, a decile 10 school in central Auckland. The school is part of the Waitemata Kāhui Ako. Stephen is also a member of the Auckland Regional Group for the Urgent Response Fund that meets weekly to make decisions about the use of the fund in the region.

Vice President:

Dr Wendy Kofoed

Wendy is the Principal of Newmarket Primary School, a decile 7 school in central Auckland. The school is part of the Auckland Central Community of Schools.

Secretary and

Immediate Past President:

Mr Heath McNeill

Heath is the Principal of Ormiston Primary School, a decile 7 school in South Auckland. The school is not part of a Kāhui Ako.

Business Partner Liaison:

Mr Kevin Bush

Kevin is a past President of APPA and is Principal of Te Hihi School, a decile 7 school in Karaka. The school is part of the Rosehill Community of Learning.

Treasurer:

Mr Stephen King

Stephen is the Principal of Remuera Primary School, a decile 10 school located in Remuera. The school is part of the Auckland Central Community of Schools.

Background information about Auckland Primary Principals' Association

- 1 APPA is the collective voice for 424 primary and intermediate school principals in the greater Auckland region – from Franklin to Hibiscus Coast.
- 2 APPA is the largest local principals' association in New Zealand, and has a history of service, advocacy and representation of principals' interests in addressing the needs of primary and intermediate school education in New Zealand.
- 3 APPA is represented on many groups including the New Zealand Principals' Federation, the NZEI (New Zealand Educational Institute), the School Support Group and the Property Forum. All local principal cluster groups are also represented on the APPA Council, providing meaningful and direct communication, feedback and exchange of information at a local level.

Key issues and opportunities APPA would like to raise

Auckland Education Context

- 4 In Auckland there are 574 schools and kura and 292,468 ākonga as at July 2020. This includes 10 Ngā Kura Kaupapa Māori and 1 Kura-a-Iwi which have a roll of 1,370 ākonga.
- 5 Of the 292,468 ākonga in Auckland as at July 2020:
- 101,810 (35%) are NZ European
 - 43,868 (15%) are Māori
 - 56,008 (19%) are Pacific
 - 72,069 (25%) are Asian
 - 11,363 (4%) are Middle Eastern, Latin American and African
 - 2,165 (<1%) are Other
 - 5,185 (2%) are International Students
- 6 There are 1,508 Early Learning Services with 63,977 tamariki attending those services.
- 7 The Auckland Specialist School network includes:
- 10 specialist schools (day)
 - 2 sensory schools (residential)
 - 1 residential school for students with learning and social difficulties
 - The Northern Health School

See Annex 1 for information about the network.

Draft Education Service Agency Proposal

- 8 On 22 March, one of the Ministry's Deputy Directors in Auckland met with the members of APPA executive to share the draft Education Service Agency (ESA) proposal. The initial feedback and questions from the executive included:
- being 'surprised' by the proposal for one ESA grouping for Auckland and Northland. The executive members felt that this proposal was quite different from what was signalled in the Tomorrow School's Report
 - the change doesn't seem close to schools; for example the Tomorrow's Schools report mooted a potential career path for Principals, and the sector to be fluid with moving into/out of a redesigned Ministry
 - the complaints process that was mooted in the Tomorrow's Schools report isn't visible in this proposal, for example parent complaints could have gone to the ESA to manage
 - how is the Ministry signalling the proposed changes to the education sector?
 - how will this proposal benefit and enhance the role of a Principal?
 - how many Deputy Secretary roles are there now compared to the proposed model?
 - where does Initial Teacher Education sit within the ESA?
 - noting the impact and possible anxiety for Ministry staff with the proposed changes.

Schooling Network Provision

- 9 On 12 March the Ministry met with the APPA executive. They were particularly interested in the apparently contradictory demand projections for student places and

teachers in Auckland. They were comparing a staffing report projecting fewer students in five years, which appeared contrary to the National Education Growth Plan (NEGP) and their own observations.

- 10 This 'staffing report' likely refers to the Ministry's National School Roll Projections (NSRP), which differs from the NEGP forecast in a number of ways. For example, the NSRP forecasts the number of additional FTE students relative to current rolls across the country; whereas the NEGP identifies the additional classrooms we need in areas where student populations are growing (the 39 high growth catchments across the country).
- 11 This means the NEGP forecast only captures student growth and any deficit in provision and the capital infrastructure required, e.g. buildings don't move but students can.
- 12 Further, the NSRP nets off decline across the student rolls where the NEGP doesn't factor in, or net-off, declining student populations.
- 13 APPA sought clarification of the Ministry's view of student population growth in Auckland and assurance that Auckland's growth was well understood at a national level as well as at the regional level.
- 14 The NEGP, incorporating the Auckland Education Growth Plans is designed to address the complexity and transformation required across all of New Zealand's high growth regions to ensure that sufficient capacity is delivered nationwide in the right place at the right time.
- 15 The NEGP covers 39 high growth catchments across the network, of which 20 are in Auckland.
- 16 As communities change, so too do the schooling needs of their children and young people. We manage school networks using a range of data including population projections, planned housing developments, census data, local council information, how well schools are utilised, enrolment data and other local factors.
- 17 In Auckland, there is a historical deficit in schooling infrastructure and school rolls and student populations are still growing. In high growth catchments, we will see an ongoing demand for student places and new capital infrastructure to meet that demand.
- 18 The Ministry's Auckland team is finalising network assessments and options analysis for green field growth areas and Kāinga Ora urban regeneration areas, to determine the appropriate demand response and timing.

Covid-19 and Auckland context

- 19 Schools, kura and early learning services advised the Ministry's Auckland team that the recent alert level 3 felt "harder" than previous alert levels 3 and 4 – reasons shared include:
 - going in and out of level 3 over a short timeframe was challenging and fatiguing
 - it's early in the school year and students and staff were still in the process of building new relationships and expectations
 - further impact on akōnga and whānau without access to digital resources to fully engage in learning programmes while at home.

- 20 Akōnga access to digital resources including household connectivity continues to be a key issue for schools, kura and their communities, particularly for South Auckland and West Auckland.
- 21 The key issues raised by the APPA executive with the Ministry's Auckland office during the recent Alert level 3 operations include:
- the impact on learning and wellbeing for akōnga and families who do not have access to digital resources while learning from home
 - the Ministry providing further support to schools and kura to assist their preparedness for the distribution of learning and resources to their ākongā while learning from home
 - the Ministry providing further support for the small number of schools challenged by the Alert Level requirements, for example keeping their school sites open for ākongā who needed to physically attend.
- 22 The Ministry's Auckland team acknowledges and appreciates APPA executive's support and guidance for their members and the Ministry during Covid-19 Alert Levels that included helping to channel key messages through their networks to support school operations.
- 23 The Ministry's Auckland team is taking a multi-pronged approach to further support schools, kura, early learning services and communities over the next few months as they settle back into onsite learning environments, carry out further assessments of the needs of ākongā and their whānau and identify what additional supports are needed. This will include:
- targeted approaches to communication and support for schools, kura and services
 - encourage and support schools, kura and services to access the Urgent Response Fund and ORS Covid Fund
 - targeted approach for the schools and services in Papatoetoe, including working with other agencies to streamline processes for providing support to akōnga and families
 - working with contracted providers to identify gaps, opportunities and glean insights
 - working alongside Iwi to support ākongā through the Whānau Engagement Fund
 - continue connecting with education sector peak bodies to glean insights and opportunities to further support the needs of ākongā and the sector.

National schooling curriculum review and refresh

- 24 In February 2021 the Government announced that the New Zealand Curriculum will be refreshed in a phased approach so that it's bicultural, inclusive, clearer and easier to use.
- 25 The Ministry will be inviting a large number of stakeholder groups including APPA to work with them over the next five years to refresh the schooling curriculum and ensure the right supports are in place for teachers, leaders, learners and whānau.
- 26 Stephen Lethbridge, the President of APPA, has been involved in the background work to the refresh and was a member of Curriculum Working Group which helped define the directions for the refresh.

- 27 The Ministry will continue to work with educators (including school leaders) to co-design the refreshed curriculum content, support its implementation, and collaborate on a range of curriculum initiatives that support teaching and learning.
- 28 The Aotearoa New Zealand Histories draft curriculum is now available for public feedback. The draft curriculum content embraces the histories of all the people who live in Aotearoa New Zealand and encourages schools and kura to develop local curriculum and marau ā kura that reflect the histories of communities.
- 29 Nationally there are 234 schools and kura that have attended the staff testing zoom sessions around Aotearoa New Zealand Histories, 62 of those schools and kura are in the Auckland. The Ministry is implementing strategies to encourage more schools and kura to engage with the draft Aotearoa New Zealand Histories. The aim is for the schools and kura to sign up for zoom sessions to learn more about the framework for the draft curriculum content and find out how they can test it alongside other staff members or in class.
- 30 The Ministry's Auckland office has established a new Curriculum Lead team that will start engaging with the education sector from term two. This team will provide hands-on support to teachers and Kaiako and help schools, kura, early learning services and kōhanga reo deliver high-quality local curriculum and marau ā kura. This includes supporting them to:
- work alongside parents, families, whānau and iwi on curriculum design
 - incorporate newly developed curriculum resources and guidelines in their local curriculum or marau ā-kura
 - build education-related networks and share best practice.

Supported Learner Provision – Learning Support

Learning Support Delivery Model and He Pikorua

- 31 The Learning Support teams have over the last three years been working with groups of schools on the implementation of the Learning Support Delivery Model (Delivery Model). The Delivery Model brings together the Ministry, schools, early learning services, kōhanga reo and kura to identify local needs and resources so that learning support is provided to learners' needs at the right place and time.
- 32 Our new practice framework, He Pikorua, supports the work of learning support specialists and Resource Teachers Learning and Behaviour in the Delivery Model as they work together alongside whānau and educators to provide support to learners.
- 33 He Pikorua is guided by seven practice principles; that learning support services are mokopuna and whānau-centred, collaborative, strengths-culturally affirming, inclusive, ecological and evidence informed. He Pikorua provides a mandate and vehicle to support practice shifts. It provides a single framework which will support the induction of new staff and provide a clear expectation about the different types of support that can be provided for learners.
- 34 We expect that the successful implementation and embedding of He Pikorua will result in practice shifts in line with the intent of the Delivery Model.

Learning Support Register (sLSR)

- 35 One of the six elements of the Delivery Model is better sharing of data.

- 36 The standardised Learning Support Register (sLSR) – Te Rito has been developed to support information gathering and sharing at a local school level and across groups of schools and early learning services. Currently there are two clusters in the Bay of Plenty where the sLSR is fully functional.
- 37 An implementation plan is being developed nationally to onboard as many schools as possible by the end of 2021. Schools can request support from their local Ministry office to get ready for the sLSR on Te Rito by approaching their local Service Manager.
- 38 Guidance has been developed to support schools get ready to onboard their student management system to Te Rito and then the sLSR. Schools will need to develop information sharing protocols to ensure that student information is protected, and only accessible to those who have been given authority to access it.

Additional supports for learners

- 39 The Ministry's Auckland team supports around 5000 students each year with a high level of need for behaviour & wellbeing, communication and disability support. The Ministry employs psychologists, speech-language therapists, special education advisers, advisers on deaf children, occupational therapists and physiotherapists who provide the specialist input for these students. The Ministry's team of specialists work alongside the Resource Teacher Learning and Behaviour (RTLb) service who support a similar number of students with moderate learning, behaviour and neurodiverse needs.
- 40 Support provided to students ranges from professional learning and development for teachers, to tailored and targeted support for groups of students, and some more individualised one-to-one support which may include assistive technology, provision of resources or teacher aide support.

Additional supports for learners with challenging behaviours

- 41 APPA is interested to know whether the Ministry has projections of children with challenging behaviour. This is difficult to accurately predict as a student's behaviour is a function of their environment and their relationships. It is also difficult to predict the numbers of children entering school who will have previously displayed significant and challenging behaviour as they are often not known to the Ministry's Early Intervention teams.
- 42 The Auckland Ministry Learning support teams provide support to around 1000 students each year who have challenging behaviours at school.
- 43 In addition to this, the Intensive Wrap Around Service (IWS) provides support to around 120 students each year who need the highest level of support for behaviour and wellbeing.
- 44 Further support may be provided to a smaller number of students by other interagency wrap around services such as High and Complex Needs.
- 45 Auckland has also developed an Intensive Early Support (IES) package for 5-8 year-old students. This has provided a wrap-around support for up to 30 students a year over the last 3 years.

- 46 There are currently 159 children in early learning services receiving behaviour support from the Ministry's Early Intervention Team. These children are supported by early intervention trained teachers and/or psychologists with a range of interventions from individualised support, parenting programmes and teacher support. Ninety-one of these children turn five in 2021. Some of these children may need ongoing support once they enter school.
- 47 There are approximately 70 psychologists employed by the Auckland Ministry and they work with the schools, kura and early learning services to support behaviour and wellbeing.

Urgent Response Fund

- 48 Auckland schools, kura and early learning services have to date submitted 1923 applications to the Urgent Response Fund (URF) – amounting to \$10.3 million. There is \$3.7 million of Auckland's allocated fund remaining. As at 10 March 2021 \$9.3m to support 155,447 ākonga had been approved and allocated to Auckland schools and kura.
- 49 An online survey was conducted in November 2020 with institutions that received URF funding before the start of Term 4 2020. They were asked for their views on the outcomes being achieved through their URF support. The majority (over 80%) of the 102 institutions in Auckland that responded told us that learners supported by the URF show improved re-engagement with learning and wellbeing, and that their organisation has achieved, or will likely achieve, the intended outcomes for which the funding was provided.
- 50 This year the Auckland office has been receiving around 35 applications each week. We have advised the education sector that the fund will close for new applications on 16 April.

ORS Covid Fund

- 51 The Ministry's Auckland office has received applications from 156 schools and kura for the ORS Covid Fund. There is still funding available and the Auckland team is working with schools and kura who have not applied yet to do so, should it be needed.

New Zealand Principal Federation's 'call for action'

- 52 The Ministry received 128 letters from school leaders across New Zealand in response to the New Zealand Principal Federation's 'call for action' regarding supports for children with significant behaviour challenges. Almost a third of those letters were from Auckland school leaders.
- 53 In Auckland, the Ministry phoned each school principal who wrote with their concerns. The concerns raised by the Principals included:
- being worried about a fellow Principal's issue in their school
 - wanting more resources in the way of specialist teachers and teacher aide support
 - parenting practices.
- 54 Principals recommended that the education system should take an entirely different approach to supporting these young people and the need for trauma and mental health support, including specialised programmes where small groups of students attend.

- 55 Overall, there was general acknowledgement from Principals that the challenges facing ākonga, schools and families was bigger than education alone could address and solve. Many of the situations described by the Principals relate to neurodiverse learners who don't have ongoing support such as some students receive through Ongoing Resourcing Scheme (ORS).
- 56 The Ministry has and will continue to listen to and respond to the education sector through partnering on the Learning Support Delivery model, and maximising local resources and solutions.
- 57 In addition to current Ministry behaviour supports and the Resource Teacher of Learning and Behaviour (RTLb), there are a number of local initiatives across the regions that provide intensive support for students with significant behaviour challenges, including:
- Waitakere Alternative Education Consortium's Managed Moves (for approximately 270 students)
 - the Riroriro model ('the West Five') trauma informed approach to supporting students, developed by Fruitvale Primary School in Auckland and now expanded to four other schools.
- 58 You are aware that NZPF have proposed an expansion of the Te Tupu pilot currently operating in Napier. While these initiatives alleviate some of the pressures that schools are experiencing, more work is needed on our broader system level response across the universal, targeted, and individual tiers to promote positive behaviour in schools. Our most recent advice to you favours supporting evidence based local initiatives to support students and their whānau as part of inclusive practice (METIS 1251788 refers).

The Attendance Service

- 59 There are nine Attendance Service Providers in the Auckland Region:
- Mount Albert Grammar School – Auckland Central
 - STRIVE – South West Auckland provider
 - National Urban Maori Authority who subcontract Waipareira Trust – West and North Auckland
 - Bluelight Ventures – South Auckland B Police initiative Non-Enrolled Service
 - Greenmeadows Intermediate – Manurewa Cluster South Auckland B Pilot
 - Kereru Park Campus - Papakura Cluster South Auckland B Pilot
 - Pukekohe Intermediate – Franklin Cluster South Auckland B Pilot
 - Howick Primary School - Howick Cluster South Auckland B Pilot
 - Tuakau College – North Waikato Cluster South Auckland B Pilot

South Auckland B Attendance Service Pilot

- 60 In Term 1 and 2 2020, the Ministry consulted with a group of school leaders to tailor an approach in South Auckland based on their local relationships and on local knowledge of what works in each of their communities regarding attendance.

- 61 The South Auckland pilot has been being split into two work streams (unjustified absences and non-enrolled):
- Unjustified Absences – the service area has been divided into five clusters: Howick, Manurewa, Papakura, Franklin and North Waikato. These clusters have a lead school who employs school-based Attendance Advisors/ Kaiāwhina. These Kaiāwhina then manage the referrals for the schools in their cluster.
 - Non-enrolled cases in the whole service area are managed separately by a contracted provider.
- 62 The contract for the pilot ends in December 2021. The next steps in re-designing the national Attendance Service will be to engage with stakeholders, including schools, current Attendance Service providers and Iwi, and undertake a co-design process to determine any changes to the Service beyond 2021.

Proactive release

- 63 We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be redacted in line with the provisions of the Official Information Act 1982.

Annex 1: Specialist School Network

Day Specialist Schools

- Catchment base currently extends from Pukekohe to the North Shore
- Learning support network planning supports expansion of provision mainly through additional satellite unit provision to areas north, west, east and south of Auckland
- The majority of students enrolled in these schools are verified in the Ongoing Resourcing Scheme (ORS)
- Linked to the 10 base schools is a network of 80 satellite units in local schools.
- Satellite unit pathways through schooling from primary through to secondary schooling are a feature of all day specialist schools
- Transition programmes for students aged 18 -21years are a feature of specialist school programmes. Six transition programmes are within the community i.e. located within a leased building in the community.
- There is a programme of satellite units in delivery and planning for future provision in Learning Support Planning (previous reference)
- All schools operate an Outreach Teacher Service to local schools within their catchment

Sensory Residential Schools

These are National Specialist Schools

- Blind Low Vision Education Network NZ (BLENNZ)
- Ko Taku Reo Deaf Education NZ
- The above include two base sites in Auckland and a network of 9 satellite units
- The majority of enrolled students are verified in the ORS
- The provision includes early childhood programmes and schooling for students aged 5 – 21 years
- Outreach services are provided through teachers based in Sensory Resource Centres.

Westbridge School

- This is a residential school, part of national provision of intensive support for students with highly complex and challenging behaviour, social or educational needs.

Northern Health School

- Northern Health School is one of three regional health schools in New Zealand
- It supports ākonga to continue their education when health related challenges prevent them from attending their usual school
- Ākonga are supported in student support centres, hospitals or their own home
- Ākonga are dual enrolled; at a base school and at Te Aho o Te Kura Pounamu (correspondence school).
- The Northern Health School works closely with Te Aho o Te Kura Pounamu, the correspondence school, for additional NCEA senior secondary support

- The key goal of the school is to purposefully support students to transition back into regular schooling or further education and training when appropriate.

Proactively Released