



Briefing Note: Visit to Aotea College for the Teacher Supply and Lost Learning due to Covid-19 Packages on Wednesday 14 September 2022

To:	Hon Jan Tinetti, Associate Minister of Education (School Operations)		
Date:	7 September 2022	Priority:	High
Security Level:	In Confidence	METIS No:	1294709
Drafter:	Chris Wells	DDI:	04 463 8693
Key Contact:	Roy Sye	Mobile:	9(2)(a)
Messaging seen by Communications team:	Yes	Round Robin:	No

Purpose of Briefing Note

- The purpose of this paper is to support your visit to Aotea College in Porirua to announce the Teacher Supply and Lost Learning due to Covid-19 Packages on Wednesday 14 September 2022 from 12:00pm to 1:00pm.
- A run sheet for the visit is attached. Annex 1 refers.

Proactive Release

- a **agree** that the Ministry of Education release this briefing once it has been considered by you and the visit has occurred.

Agree / Disagree



Nancy Bell
Hautū | Deputy Secretary
Te Mahau | Te Tai Runga

13/09/2022



Hon Jan Tinetti
Associate Minister of Education
(School Operations)

20/09/2022

AOTEA COLLEGE (253)

Contact Name: Kate Gainsford, Principal
9(2)(a)

Address: Okowai Road
Porirua

Key People

Principal: Kate Gainsford
9(2)(a)

Ministry Officials: Roy Sye
Director of Education
027 836 4850

Simon Mandal-Johnson
Senior Manager
9(2)(a)

Profile Information

Authority	State
School Type	Secondary (Years 9 – 15)
School Gender	Co-educational
Education Medium	English
Equity Index Rating	447
Electorates	Mana / Te Tai Hauāuru
Te Mahau Region	Te Tai Runga

The July 2022 breakdown of roll information by ethnicity is shown below:

July 2022 Roll	Number	Percentage (%)
European/Pākehā	570	52.1
Māori	269	24.6
Pacific	161	14.7
Asian	86	7.9
Other ethnicity	27	2.5
International	1	0.1
Total	1,114	100%

School Context

- 1 Aotea College has become a school of choice, and the roll has progressively grown as new housing subdivisions have opened near the school. The community served includes areas of Kāinga Ora homes and low-cost rental housing as well as the opposite end of the socio-economic spectrum.
- 2 The college gained the name Aotea College at a first Board meeting. The name represents the discovery by Ngāti Toa of a place with bountiful and beautiful resources. The whakatauki gifted to the school at the time represents the powerful connections of a community's strengths, commitments, hopes and aspirations supporting the learning of all those who come to the college.
- 3 Wellbeing of staff and students is a priority and recently a new faculty was formed to integrate all services that students and whānau can access. This includes counsellors, deans, careers, pathways, medical staff, learning support etc. There has been and will continue to be a growing demand on these services so spaces for these people to work effectively is an important aspect of future design planning.
- 4 The school approach to curriculum is that it is delivered with a focus on school values:
 - Being learner centred and flexible
 - Using digital devices and ICT to support learning
 - Connecting students in positive ways to the community and the wider world
 - Creating a sense of belonging and learning together
 - Achieving excellence to meet students' full potential
- 5 Many Aotea senior students pursue programmes that take them off the school site during the course of the school week, either for work experience or off-site learning at local tertiary institutions. It is anticipated these programmes will be augmented by tertiary level tutoring happening on site in Technology subjects in particular due to a long-standing shortage of secondary trained Technology teachers. This is likely to grow in the future. The school actively pursues learning partnerships with outside organisations.

Education Review Office

- 6 The school was last visited by the Education Review Office (ERO) in August 2020 where ERO recommended that the school was well placed.

Kāhui Ako | Communities of Learning

- 7 The school is a member of the Northern Porirua Kāhui Ako which consists of 11 local schools and 14 early learning centres. At present the principal of Aotea College is the lead principal for the Kāhui Ako.
- 8 The schools collaborate to ensure smooth transitions in learning from primary to secondary school.
- 9 The Kāhui Ako has a strong operational plan focusing on Hauora Wellbeing, Ara Tika Pathways and Auaha Innovation.

Learning Support

- 10 The school is part of the Porirua North Kāhui Ako, which has not been allocated any Learning Support Coordinators in the first tranche.
- 11 The Principal is the lead Principal of the Kāhui Ako and believes their Kāhui Ako has been severely disadvantaged by not having access to LSCs.
- 12 There are currently six students receiving Learning Support services at the school. Five of these students have high ORS verification and one receives support from the Behaviour Services team.

Participation in government programmes

School Donations Scheme

- 13 The school has opted-in to the School Donations Scheme for 2022. The school will receive \$195,270 in lieu of donations for 2022 based on the July roll return and received \$178,365 in 2021 and \$169,568 in 2020.

Ka Ora, Ka Ako | Healthy School Lunch Programme

- 14 The school is ineligible for the programme based on the equity index.

Ikura | Manaakitia te whare tangata – Period products in schools initiative

- 15 Students can access products by dispensers.
- 16 Aotea College has opted into the national initiative and to date has ordered products.

Creatives in Schools

- 17 Aotea College applied for Round 2 of Creatives in Schools and was successful. The name of their project was Theatre for Social Change which involved students from Years 11-12 and their creatives were Leda Farrow, Joel Baxendale and Andrew Laking.

Impact of COVID-19

- 18 The school applied for the Urgent Response Fund. \$10,000 and \$80,000 was approved on two separate occasions between October and December 2020.
- 19 The funding supported the establishment of a strong team of pastoral support across the school. It also forged links across the Kahui Ako. The College took responsibility for liaising with the primary schools, especially where there were tamariki enrolled across the schools.
- 20 The service initially prioritised ākonga in immediate significant need and then shifted to maintenance and preventative focus areas of service. The long-term plan was to utilise the funding announced in the 2020 Education Wellbeing package with locally raised funds to support the ongoing operations of this team.

- 21 The College team utilised a strength based therapeutic approach that identified and invested in ākonga and whānau capability and capacity to navigate challenges with support, thereby creating more resiliency and skills to manage future challenges.
- 22 Although the College has recently begun to see decreased illness in their community, they are still facing pressure in school covering staff absences.

Property

- 23 Overall, the school property is in good condition.
- 24 The school has a current 5 Year Agreement (5YA) allocation of \$200,000 and an annual maintenance grant of \$140,000. The school also received \$400,000 from the School Investment Package (SIP).
- 25 The majority of the school was rebuilt, and it has been occupying its new buildings since they were completed in 2019. The rebuild delivered 47 Teaching spaces with a replacement gym, administration block and an Auditorium. The rebuild project had an overall construction budget of approximately \$40 million and was funded by Redevelopment capital.
- 26 The school currently has two 5YA projects underway to replace the roofing and cladding of 4 blocks, and to complete pipe installation works on-site.
- 27 The school has used its SIP allocation to provide security cameras, install a retaining wall, and to improve the school's pathways.
- 28 The school received 3 Offsite Manufactured Buildings (OMBs) in 2020 to provide for Short Term Roll Growth and had its existing library building converted into 3 additional teaching spaces and toilets. In 2022, the school had a further 6 OMBs provided for Short Term Roll Growth.
- 29 Significant roll growth is expected for the school in the future, and funding has been allocated to investigate options for adding 20 new teaching spaces. It is likely that there will be a further 10 teaching spaces added to this number in the future. The school has sometimes been frustrated about the speed of delivery for roll growth property solutions.
- 30 Since the completion of the rebuild, there has been an increase in students with learning support needs. The current configuration of the existing space has created some accessibility challenges to affected learning support students. The local property team are working with the school to resolve this along with the roll-growth issues.
- 31 As of 5 September, the school is confirmed to have been sent a total of 15 portable air cleaners through all three distributions under the Ministry's COVID-19 ventilation response. The school have also received 15 CO2 monitors, 4 from the term 1 and 2 distributions at the start of the year and 11 from the term 3 distribution.