



Briefing Note: Visit to Pakiri School on Tuesday 06 September 2022

To:	Hon Jan Tinetti, Associate Minister of Education (School Operations)		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	01 September 2022	Priority:	Medium
Security Level:	In Confidence	METIS No:	1294282
Drafter:	Sanjalin Naicker	DDI:	09 6382831
Key Contact:	Kirsty Ross	DDI:	09 6329417
Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Briefing Note

- The purpose of this paper is to support your visit to Pakiri School on Tuesday 06 September 2022 from 11.15 am to 11.45 am.
- A run sheet for the visit is attached. Annex [1] refers.

Core Pakiri School Information

Pakiri School [1074]

Contact Name: Nigel Rogers
9(2)(a)

Address: Bathgate Road
Wellsford 0972

Key People

Board chairperson: Kelly Ayres
9(2)(a)

Principal: Nigel Rogers
9(2)(a)

Ministry Officials: TelwiNgaro Dunn – Education Manager
09 632 9301

Allan Jon - Learning Support Service Manager
09 632 9427

Kirsty Ross - Senior Education Adviser
09 632 9417

Profile Information

Authority	State
School Type	Full Primary (Year 1-8)
School Gender	Co-ed
Education Medium	English
Decile	4
Electorate	Kaipara ki Mahurangi

The July 2022 breakdown of roll information is shown below:

July 2022 Roll	Number	Percentage (%)
Māori	10	76.9%
Pacific	0	0 %
Asian	0	0%
Other	0	0 %
European/ Pākehā	3	23.1%
International	0	0 %
Total	13	100 %

Pakiri School context

- 1 Pakiri School's whakatauki, "Kotahi te Hikoi Whakamua," translates as "Forward, Together as One." The community developed a shared vision based on four guiding principles (pou) - Unity/Kotahitanga, Love/Aroha, Whakaute/Respect and Ako - a reciprocal learning approach.
- 2 Pakiri School has strong iwi connections with Ngāti Manuhiri and Ngāti Wai. The Board has an iwi Representative and the iwi community support the school in day-to-day activities, as well as to realise the school's strategic plans.
- 3 Ngāti Manuhiri donated a container that has been transformed into a learning space.

- 4 The principal is encouraging the use and normalisation of Te Reo Māori at school. He leads weekly Kapa Haka for his school and his neighbouring school, Tomarata School.
- 5 The two schools collaborate on several other activities including Nature Classroom, Club and sports. This provides the ākonga of the small school an opportunity to be with a larger group of students and to share skills and talents of the staff in each school.
- 6 The ākonga are involved in environmental programmes including working with the Forest Bridge Trust and Catchit programme to learn about tracking and trapping pests, field-based learning and Nature Zones. They are planning to make Pakiri a more biodiverse area and safe place for kiwi to return.
- 7 'Pakiri School participates in the Trees for Survival environmental education programme, which involves the ākonga growing and planting native trees to restore local natural habitats.
- 8 In 2021 the school won a lotteries grant to help purchase a van which is used to access their broader curriculum and resources.
- 9 The school has recently travelled to Auckland for the Writer's Festival and to MOTAT to consolidate and extend their learning around flight. They are planning their EOTC trip to Wellington where they will visit Te Papa, Planetarian, Wellington Zoo and Weta Workshops.
- 10 Marja Lubeck will support their learning about how governments work.
- 11 The school works with North Harbour Sports who provide a programme that develops an understanding of nutrition, well-being and physical activity.
- 12 The school began Positive Behaviour for Learning (PB4L) in 2022 after a delay due to COVID19.
- 13 In July 2019 a Montessori unit was established at the school which closed at the end of 2021. The Board decided the Montessori unit was not sustainable for such a small school. The closure resulted in a significant roll drop from 35 to 13 in July 2022.

Statutory Intervention

- 14 Following a request from the Board for support, Jill Corkin was appointed as Limited Statutory Manager (LSM) because of risk to the operation and welfare of students at the school at that time. Jill Corkin holds powers for employment and communication with advisory powers for curriculum and finance.
- 15 Over the course of 2020 several staff changes took place including the appointment of the current principal, Nigel Rogers, who took up the position in January 2021, as a beginning principal.

- 16 Nigel is leading a substantial change management programme of work, and the LSM has recognised the impact of this for a beginning principal. The principal is being well supported by the LSM, Principal Adviser and the Board.
- 17 The Ministry supported the school with additional staffing for 2020 and 2021 as a contribution towards releasing the beginning principal to proceed with operationalising the board's new strategic plan.
- 18 Nigel continues to lead a full curriculum review. He completed a comprehensive consultation process with the parent community in 2021.
- 19 The Ministry expects to meet with the new Board of Trustees to review the Statutory Intervention during September and October 2022.

Education Review Office

- 20 The school was last visited by the Education Review Office (ERO) in 2020.
- 21 ERO noted that for sustained improvement and future learner success, the school can draw on existing strengths in:
- the vision of one school based on shared values and promoting equity and excellence
 - relevant, place-based curriculum aimed at promoting high levels of achievement
 - teachers' collaborative planning for learner success and enhanced wellbeing.
- 22 Trustees and ERO agreed that trustees continue to work with the LSM on issues identified at the time of the review.
- 23 ERO recommended that the Secretary for Education consider continuing the intervention under Part 7A of the Education Act 1989 in order to bring about improvement in personnel management and communication.

Kāhui Ako | Communities of Learning

- 24 The school belongs to Mahurangi Kāhui Ako.

Learning Support

- 25 The Resource Teacher of Learning and Behaviour (RTLb) - has engaged with the school using spiral of inquiry methodology and some hands-on work with students.
- 26 The school has recently begun Positive Behaviour for Learning (PB4L) professional learning and development.

- 27 The Ministry's Learning Support Service Manager discussed Te Ara Hauora with the school in 2021 as the school was continuing to notice a level of anxiety in some students.

Learning Support Coordinators

- 28 The Mahurangi Kāhui Ako has been allocated six Learning Support Coordinators (LSCs).
- 29 The LSC for Pakiri School is based at Warkworth School and shared across the cluster due to the small sizes of the schools. The LSC is yet to engage with Pakiri School.
- 30 There are no current or waiting cases for Learning Support services.

Participation in government programmes

School Donations Scheme

- 31 The school opted-in to the School Donations Scheme for 2021 and 2022. The school received \$6,555 in 2021 and \$5,250 in 2022 in lieu of donations based on the July roll returns.

Ka Ora, Ka Ako | Healthy School Lunch Programme

- 32 The school is ineligible for the programme.

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

- 33 Pakiri School have opted-in to the initiative but has not ordered period products.

Creatives in schools

- 34 Pakiri School did not apply for Round 1 or 2 of the Creatives in Schools projects.

Impact of COVID-19

- 35 The school received the following funding to support it through COVID19 in 2022:
- \$12,000 Wellbeing Funding – First Time Principal
 - \$5,415 Regional Response Fund and
 - \$3,000 COVID19 Distance Learning Grant.
- 36 The school received the following funding to support it through COVID19 in 2021:
- \$5,117 Urgent Response Fund and
 - \$2,069 Rapid Response Fund.

Property

- 37 Pakiri School is a decile 4 full primary school located in Pakiri, Wellsford in the Auckland region. As of July 2022, the school had a total roll of 13 students.
- 38 Overall, the school property is in fair condition.
- 39 The school has a current 5 Year Agreement (5YA) allocation of \$45,000 and an annual maintenance grant of \$6,000. The school also received \$45,000 from the Accelerated Modernisation Scheme (AMS) and \$50,000 from the School Investment Package (SIP).
- 40 The school recently completed a 5YA project to replace the sewer system and to establish an increased water supply. The school also recently completed converting the school library into a flexible learning area by using a combination of its 5YA, AMS, and SIP funding.
- 41 The school has an ongoing project to improve the changing shed and to modify the spouting, cladding, and fencing throughout the site by using its 5YA and SIP funding.
- 42 As of 25 August, the school has been sent a total of two portable air cleaners through all three distributions under the Ministry's COVID-19 ventilation response. The school has also received three CO2 monitors, 2 from the term 1 and 2 distributions at the start of the year and one from the term 3 distribution.

Other known risks or issues

- 43 The Principal is concerned that *principal release time* isn't equitable for small, rural schools who have the same number of tasks but fewer staff to share the load. This large load places high stress on the wellbeing of teaching principals.
- 44 The drop in roll has staffing implications for 2023. The principal has budgeted with that knowledge and with the support of the Board through the LSM.
- 45 The principal is concerned about the low visibility his school and students have in the Mahurangi Kāhui Ako. He feels more affiliated with Wellsford schools, who are more rural.

Proactive Release

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



Tanya Harvey
Director of Education
Area 2 -Southwest, West, North
Te Mahau | Te Tai Raro

31/08/2022

Agree / Disagree



Hon Jan Tinetti
Associate Minister of Education
School Operations

04/09/2022