



Thank you for your email of 12 July 2018 requesting the following reports:

- *Meeting between Hon Damien O'Connor and Ministry Officials re: Westlands High School*
- *Prioritising of initiatives for 2017/2018*
- *Transforming the disability support system: Approval to commence MidCentral Prototype Cabinet Paper*
- *Innovative Learning Environments*
- *Export Education Levy 2017 review - findings and options*
- *2018 Schooling Improvement Process*
- *Guidance for Boards of Trustees on funding overseas travel for students and staff.*

Thank you also for your email of 6 August 2018 requesting the following reports:

- *Contingent liabilities for Ministry of Education as at 31 December 2017*
- *TPP Cabinet Paper*
- *School High Health Needs fund*
- *Update on illegally occupied education houses in Turangi*
- *Draft Cabinet Paper on Wellbeing, Equity and the Future Direction of the Funding Review*
- *Sector engagement on introducing a property disposal threshold for tertiary education institutions and on the risk assessment criteria.*

Your request has been considered under the Official Information Act 1982 (the Act).

Please find attached as Appendix One a document table detailing the release status of each report.

The Ministry is withholding information from a number of documents under the following sections of the Act.

- Section 9(2)(a) of the Act, to protect the privacy of natural persons.
- Section 9(2)(b)(ii) of the Act, to protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information.

- Section 9(2)(f)(iv) of the Act, to maintain the constitutional conventions for the time being which protect the confidentiality of advice tendered by Ministers of the Crown and officials.
- Section 9(2)(g)(i) of the Act, to maintain the effective conduct of public affairs through the free and frank expression of opinions by or between or to Ministers of the Crown or members of an organisation or officers and employees of any department or organisation in the course of their duty.
- Section 9(2)(h) of the Act, to maintain legal professional privilege.
- Section 9(2)(j) of the Act, to enable a Minister of the Crown or any department or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).

The Ministry is also refusing two documents under section 18(d) of the Act, as the information requested is already publicly available or will soon be released on the Ministry website.

Thank you again for your requests. You have the right to ask an Ombudsman to review this decision. You can do this by writing to [info@ombudsman.parliament.nz](mailto:info@ombudsman.parliament.nz) or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely



Emily Fabling  
**Deputy Secretary**  
**Strategy, Planning and Governance**





## Appendix One

	Reference	Date	Title	Decision On Release
1	1121358	27/04/2018	<i>Meeting between Hon Damien O'Connor and Ministry Officials re: Westlands High School</i>	<b>Released in Part.</b> Cell phone numbers withheld under section 9(2)(a). Information related Principals who resigned withheld under section 9(2)(a). Financial details withheld under section 9(2)(b)(ii). Free and frank advice withheld under section 9(2)(g)(i).
2	1121062	20/04/2018	<i>Prioritising of initiatives for 2017/2018</i>	<b>Released in Part.</b> Direct dial and cell phone number withheld under section 9(2)(a). Recommended initiatives as priorities from underspends from 2017/18 withheld under section 9(2)(f)(iv). Information around negotiations withheld under section 9(2)(j).
3	1114172	14/05/2018	<i>Briefing Note: Meeting with disabled people's representatives: Disability Support System Transformation and Education</i>	<b>Released in Part.</b> Cell phone numbers withheld under section 9(2)(a). Note the Cabinet paper referenced in your request is a Ministry of Health paper and it can be found publicly available at the following link: <a href="https://www.health.govt.nz/system/files/documents/media/dss-transformation-cabinet-paper-appendices-approval-commence-prototype.pdf">https://www.health.govt.nz/system/files/documents/media/dss-transformation-cabinet-paper-appendices-approval-commence-prototype.pdf</a>
4	1115460	28/03/2018	<i>Innovative Learning Environments</i>	<b>Released in Full.</b>
5	1108379	14/03/2018	<i>Export Education Levy 2017 review - findings and options</i>	<b>Withheld in Full</b> under section 9(2)(f)(iv).
6	1104280	27/02/2018	<i>2018 Schooling Improvement Process</i>	<b>Released in Part.</b> All details related to the new schooling improvement process withheld under section 9(2)(f)(iv).

7	1105274	20/02/2018	<i>Guidance for Boards of Trustees on funding overseas travel for students and staff.</i>	<b>Released in Full.</b>
8	1104383	20/02/2018	<i>Contingent liabilities for Ministry of Education as at 31 December 2017</i>	<b>Withheld in Full</b> under section 9(2)(f)(iv).
9	1106247	14/02/2018	<i>TPP Cabinet Paper</i>	<b>Refused under section 18(d).</b> Available on Ministry' website at: <a href="https://www.education.govt.nz/assets/Documents/Ministry/Information-releases/2018-releases/Education-report-Cabinet-Paper-for-lodging-on-Tai-Poutini-Polytechnic-...-pdf">https://www.education.govt.nz/assets/Documents/Ministry/Information-releases/2018-releases/Education-report-Cabinet-Paper-for-lodging-on-Tai-Poutini-Polytechnic-...-pdf</a> <a href="https://www.education.govt.nz/assets/Documents/Ministry/Information-releases/Tai-Poutini-Polytechnic-Capital-Injection-and-Write-Off.pdf">https://www.education.govt.nz/assets/Documents/Ministry/Information-releases/Tai-Poutini-Polytechnic-Capital-Injection-and-Write-Off.pdf</a>
10	1107482	16/02/2018	<i>School High Health Needs fund</i>	<b>Released in Part.</b> Name of drafter and direct dial withheld under section 9(2)(a). Case studies withheld under section 9(2)(a).
11	1108402	10/04/2018	<i>Update on illegally occupied education houses in Turangi</i>	<b>Withheld in Full</b> under section 9(2)(h).
12	1121458	26/04/2018	<i>Draft Cabinet Paper on Wellbeing, Equity and the Future Direction of the Funding Review</i>	<b>Released in Part.</b> Contact information withheld under section 9(2)(a). An earlier version of the report is already publicly available. <a href="https://www.education.govt.nz/assets/Documents/Ministry/consultations/Ed-Funding-System-Review/R-7-Education-Report-Future-work-on-equity-v2.pdf">https://www.education.govt.nz/assets/Documents/Ministry/consultations/Ed-Funding-System-Review/R-7-Education-Report-Future-work-on-equity-v2.pdf</a>
13	1119921	18/04/2018	<i>Sector engagement on introducing a property disposal threshold for tertiary education institutions and on the risk assessment criteria.</i>	<b>Refused in Full</b> under section 18(d). Soon to be released on Ministry website.  <div>This report has recently been released. Available on Ministry website at: <a href="http://www.education.govt.nz/assets/Documents/Ministry/Information-releases/Ministerial/R-12-1119921-ER-Sector-engagement-property-disposal-threshold.pdf">http://www.education.govt.nz/assets/Documents/Ministry/Information-releases/Ministerial/R-12-1119921-ER-Sector-engagement-property-disposal-threshold.pdf</a></div>





## Briefing Note: Meeting between Hon Damien O'Connor and Ministry Officials re Westland High School

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	27 April 2018	<b>Priority:</b>	High
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1121358
<b>Drafter:</b>	Nancy Robbie	<b>DDI:</b>	[REDACTED]
<b>Key Contact:</b>	Sam Fowler	<b>DDI:</b>	[REDACTED]
<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	Yes / No s 9(2)(a) OIA

### Purpose of Report

The purpose of this paper is to provide background information in preparation for a meeting between Hon Damien O'Connor, MP for West Coast-Tasman, and Ministry Officials on 1 May 2018, during which the rebuild of the Hall at Westland High School will be raised.

### Summary

- A new hall and administration block is being built following a fire in 2016 which destroyed the previous block. The concept plan has been agreed and detailed design is underway.
- A Limited Statutory Manager has been assisting the Board since it sought Ministry support in 2017.
- A new Principal has been appointed and is to start on 30 April after a succession of 3 Acting Principals over the last ten months.

Sharyn Pilbrow  
Acting Head of Education Infrastructure Service

27/4/2018

## Background

1. Hon O'Connor has met with the Board Chair of Westland High School, Mr Latham Martin, and external consultant Ms Jackie Gurden, who has been engaged by the school to look at the interrelationship of the school facilities and a proposed Sports Centre development. Mr Martin and Ms Gurden raised the redevelopment of the school hall, and a 'lack of leadership', as impacting the project.
2. A meeting between Ministry Officials and Hon O'Connor has now been scheduled for 1 May 2018 to discuss the issues raised.

s 9(2)(g)(i) OIA

## Governance

3. [REDACTED]
4. An intervention under section 78M of the Education Act was applied to the school. A Limited Statutory Manager, Mr Jim Douglas, was appointed with responsibility for the functions, powers and duties of the Board that relate to employment and finance. Responsibility for property remained with the Board. s 9(2)(a) OIA
5. Mr Douglas resigned from this position in June 2017 [REDACTED]
6. A second Limited Statutory Manager, Ms Liz Clark, was appointed in June 2017 and continues in this role. Ms Clark has been actively involved in the school since her appointment.
7. A formal review of the first year of the intervention took place in March this year. The outcome of the review was for the intervention to continue.

## ERO review

8. The school was last visited by the Education Review Office (ERO) in May 2017, with the next visit due in 1-2 years. The ERO report released on 29 June 2017 identified a number of serious issues at the school that required immediate attention. It noted the following:

*School governance, leadership and teachers are not effective in their use of achievement information to make changes to learners' engagement, progress and achievement.*

*Overall student achievement is poor.*

*The school needs to significantly strengthen the way it promotes educational success for Māori, as Māori.*

*The school is not well placed to sustain and improve its performance.*

*There are significant shortcomings in the leadership, management and governance of the school.*



## Management

s 9(2)(a) OIA

9. The Principal, Mr Trevor Jones, went on leave on 25 July 2017 [REDACTED]
10. As an interim measure, one of the school's Deputy Principals', Ms Linda Hutt, acted as Principal for a three week period. s 9(2)(a), s 9(2)(g)(i) OIA
11. [REDACTED]
12. Mr Ross Willcocks then assumed the role, and concludes his appointment on 30 April, when the newly appointed permanent Principal, Mr Iain Murray, starts in time for the beginning of term two.
13. Mr Murray is an experienced Principal, who has until very recently held a Principal role overseas.
14. A permanent appointment was made as soon as practically possible, following Mr Jones' resignation on 27 November 2017. The recruitment process could not begin until a vacancy existed.

## Property

15. The school hall and administration block were destroyed by fire on 8 February 2016. s 9(2)(b)(ii) OIA
16. The Ministry provided initial funding [REDACTED] for the necessary demolition work. [REDACTED]
17. The Ministry is now focusing on the [REDACTED] rebuild of these facilities. s 9(2)(g)(i) OIA
18. The school has separately commissioned a feasibility study for the development of a Sports Centre to replace the gymnasium, and is incorporating other facilities as part of this proposal.
19. The Ministry recognises the school facilities are important to many families in the Hokitika and wider Westland community. [REDACTED]

## Board Run Project: Sports Centre

s 9(2)(g)(i) OIA

20. The Board engaged local consultant Jackie Gurden in 2016 to look at the inter-relationship of the school's facilities, the integration of education and community needs in the rebuild of the hall, and a privately funded venture to replace the aging gymnasium and incorporate other areas of development, collectively referred to as the Sports Centre project.
21. Ms Gurden received New Zealand Lottery Grants Board funding of \$20K to undertake a feasibility study to explore options for development of the school's gymnasium, netball courts, field options, hall and related multi-use classrooms, together with a new

Maori cultural centre for the school. Meeting and conference facilities, a community youth space and a cycling hub were also included in the scope of the study.

22. The school is seeking sponsors and donors for this project, and Westland District Council is reported to have approved funding of \$1.5m. [REDACTED]

*Ministry Run Project: Rebuild of Hall and Administration Block*

s 9(2)(g)(i) OIA

23. Master planning for this work was completed in March 2017, after delays on the part of the school as to the final location and interface with the proposed Sports Centre.
24. In September 2017 the school agreed to Ministry proceeding with the design procurement process. This took longer than expected as the school wished to view previous projects undertaken by those who had submitted tenders. Fulton Ross was appointed in November 2017 to undertake the lead design work.
25. Concept drawings were prepared, however these have been adapted a number of times in order to reach a consensus between the Board and teaching staff. Final concept designs were accepted by the Board on 30 March 2018. s 9(2)(b)(ii) OIA
26. Subsequently, the Board sought an increase to the hall space, with an associated increase to the overall project budget [REDACTED]. The Ministry has advised the school there will be no change to the proposed 850m2 footprint as this would exceed their entitlement. The school can, however, choose to adjust the space allocation across the combined hall and administration areas, as long as the overall footprint remains the same.
27. The concept plan was agreed with the Board Chair at a meeting with the Architect on 18 April 2018.
28. The school has since requested further design changes. The Ministry has advised the Architect to proceed to the detailed design stage, as agreed on 18 April. [REDACTED] s 9(2)(g)(i) OIA
29. It is anticipated the detailed design will be completed in approximately 3 months, with construction to start towards the end of the year. The new hall and administration area are expected be available for occupation in 2020.

*Other Funding*

s 9(2)(b)(ii) OIA

30. The school received [REDACTED] Five year Agreement (5YA) funding in 2016/17, which will be spent on projects agreed with the school as part of ten year planning process. These projects include the replacement of the gym roof, an upgrade to the boiler, and the refurbishment of teaching spaces.





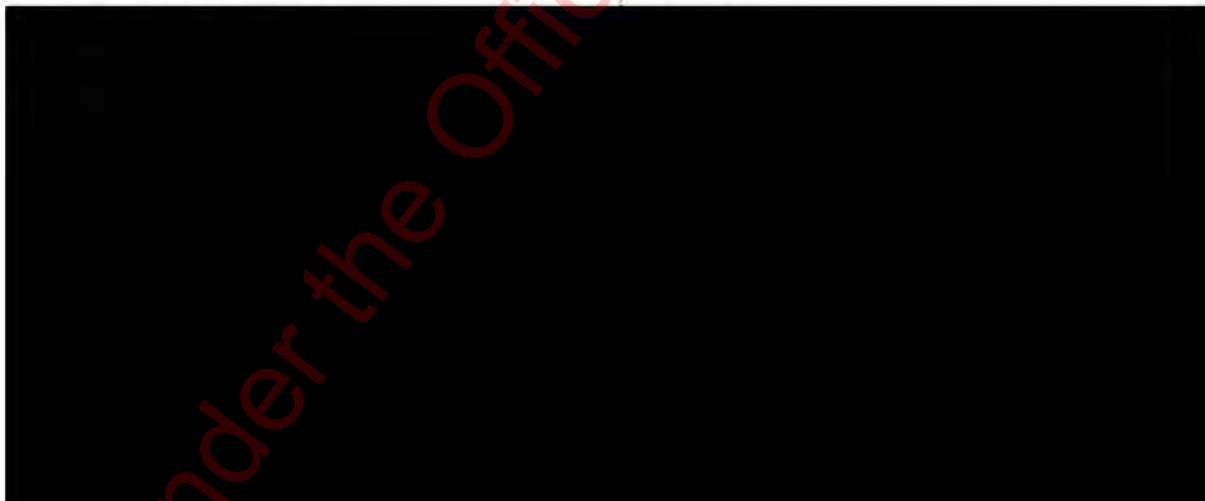
## Education Report: Prioritising of initiatives for 2017/18

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	20 April 2018	<b>Priority:</b>	Medium
<b>Security Level:</b>	Budget Sensitive	<b>METIS No:</b>	1121062
<b>Drafter:</b>	Trang Ly	<b>DDI:</b>	[REDACTED]
<b>Key contact and number:</b>	Damian Edwards [REDACTED]	<b>Round robin:</b>	No s 9(2)(a) OIA
<b>Messaging seen by Communications team:</b>	No s 9(2)(a) OIA		

### Summary

This paper seeks your direction on priorities for any potential underspends that may eventuate from 2017/18 and recommends the following initiatives as priorities for any potential underspends from 2017/18:

s 9(2)(f)(iv) OIA



Note the final level of underspends available from 2017/18 will be confirmed in the 2018 October Baseline Update.

## Recommendations

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The Ministry of Education recommends you:

- a. **indicate** your priorities for utilising any potential underspends in 2017/18
- b. **agree** that this Education Report is not proactively released at this time because the information contained in it is Budget sensitive.

**Agree/ Disagree**

Damian Edwards  
**Associate Deputy Secretary**  
**Education System Policy**

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Hon Chris Hipkins  
**Minister of Education**

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## Background

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1. Budget 2018 was decided in the context of a very tight fiscal environment. This meant a number of the initiatives that you submitted did not receive funding.
2. The final package totalled 25 initiatives, with a total value of approximately \$2,791 million (gross five year total including 2017/18). All of the initiatives, other than Forecast Changes, [REDACTED] and English for Speakers of Other Languages, have been scaled back from the original figures with some reduced to seed funding levels. § 9(2)(j) OIA
3. Going forward the Ministry will have to make active choices to ensure that it is able to continue to deliver its work programme under these tight conditions and manage emergent pressures and risks appropriately. We wish to discuss these with you so you are aware of the how we are actively managing our delivery commitments. § 9(2)(j) OIA
4. [REDACTED]
5. The Ministry is in the process of updating its forecast for the 2017/18 year to identify potential underspends and where to allocate those underspends. Early indications are that (due to delays in projects, recruitment and other factors outside the Ministry's control) not all of the appropriated funding will be required this year and there may be an opportunity to transfer some of this funding to 2018/19. Any uncommitted expenditure at the end of the year will be returned to the Treasury.
6. The level of funding available from the 2017/18 year will be confirmed in the 2018 October Baseline Update, once the financial year has ended and the year-end position has been confirmed by the Ministry's auditors.
7. This paper seeks your direction on priorities for allocating any potential underspends. This information will be used to inform our planning for 2018/19 and will be considered alongside other emerging pressures.

## Prioritisation of initiatives

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8. The following guiding principles provide a suggested starting point for identifying and prioritising initiatives:
  - requires no new funding from future budgets, i.e. any ongoing costs from the initiative must be met from within baselines
  - funds a known future commitment
  - consistent with approved policy settings
  - is consistent with the scope of appropriation(s) where the underspend has been identified
  - increases the Ministry's capability to deliver on the Government's priorities or generate savings that can be reinvested in the future

- supports the Government to achieve its priorities for education as set out in its manifesto and coalition agreements.

9. Using the guiding principles above, we are recommending the following initiatives for prioritising should any underspend eventuate:



10. Any decisions on where to allocate any underspends needs to considered alongside emerging risks.

#### Proactive Release

11. We recommend that this Education Report is not released at this time because the information it contains is Budget sensitive. This is consistent with section 9(2)(f)(iv) of the Official information Act 1982, which states that good reason for withholding official information exists if withholding it is necessary to maintain the constitutional convention that protects the confidentiality of advice tendered by officials.
12. A proactive release of Budget 2018 reports will be prepared for your consideration as part of a wider communications strategy for your Budget 2018 package of initiatives.





**Briefing Note:** Meeting with disabled people's representatives: Disability Support System Transformation and Education

<b>To:</b>	Hon Tracey Martin, Associate Minister of Education		
<b>Date:</b>	14 May 2018	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1114172
<b>Drafter:</b>	Sheryl Chase	<b>DDI:</b>	[REDACTED]
<b>Key contact and number:</b>	Ben O'Meara [REDACTED]	<b>Round robin:</b>	No s 9(2)(a) OIA
<b>Messaging seen by Communications team:</b>	N/A		

**Summary**

- On Wednesday 16 May 2018, you are meeting with Dr Esther Woodbury and other members of the disability support system transformation co-design group (the co-design group) to discuss aspects of disability support system transformation (the transformed system) as they relate to education and learning support.
- In March 2018, we provided you with a briefing on the co-design group, and on the potential inclusion of disability support funding from Vote Education in the transformed system [METIS 1114172 refers].
- To inform your discussion with members of the co-design group, this briefing updates you on our recent work with disabled people's representatives to identify which education funds could be in scope for transfer into the transformed system.

Ben O'Meara  
Group Manager, System & Schooling Policy  
Education System Policy

## Developments since March 2018

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### **Cabinet has agreed to test a prototype of the transformed disability support system**

1. The cross-government disability support system is being transformed to improve the assistance it provides to disabled people to overcome the barriers created by society. Education, including learning support, is a key part of this system.
2. Representatives of the disabled community have been working alongside officials to co-design the transformed system.
3. It is expected that through the transformed system, disabled children and young people and their whānau: will experience greater levels of education and training and increased employment participation; whānau with a disabled child will get earlier support; and there will be less fragmentation in specialist supports for developmental and behavioural needs.
4. In April 2018, Cabinet agreed to test a prototype of the transformed system in the MidCentral District Health Board (DHB) region, from October 2018. Key features of the prototype are:
  - a. people being welcomed into the system in multiple ways;
  - b. access to a connector who will walk alongside the disabled person to help them identify what they want in their life;
  - c. easy to use information and processes that meet the diverse needs of disabled people;
  - d. access to a personal budget that can be used flexibly;
  - e. seamless support across government;
  - f. capability funding for disabled people and their whānau;
  - g. greater system accountability to disabled people and their whānau.
5. The prototype is designed for people who would be eligible for Ministry of Health funded disability support services. We do not have detailed information about the number of children and young people in the education system who may be eligible for the prototype, as we do not seek or capture information about disability.

### **Policy work is underway on the potential transfer of Vote Education funding to enable and support a transformed system**

6. A paper led by the Ministry of Health is going to Cabinet in June 2018 to provide advice on a range of policy issues relating to the transformed system. One of these policy issues is the potential inclusion of disability support funding from across government, including Vote Education.
7. A key objective of the transformed system is to enable disabled people and their whānau to have greater choice and control over their lives. This includes: more flexibility in how people access and use support services and resources; more assistance for people to access available supports; and seamless support across government.
8. To progress our part of this policy work, we have met with disabled people's representatives in March and April to discuss what funding from Vote Education could potentially be moved to the transformed system. Subject to Cabinet agreement, any



transferred funds might be held by an agreed agency or included in personal budgets, held by the disabled child or young person themselves.

## Feedback from disabled people's representatives

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### **Disabled people's representatives are looking for a more flexible support system**

9. Disabled people's representatives have told us that disabled children and young people and their whānau need more choice and control over how their learning needs are met. Particular concerns they have relate to: the lack of flexibility in how the education system responds to learning needs; the lack of whānau input into how these needs are responded to; and the lack of transparency over how supports are allocated and used.
10. Representatives expressed a clear preference for a more flexible support system. These supports could be individualised funding used to purchase a range of supports, or co-designed services with more control exercised by disabled children and young people and their whānau. Representatives are of the view that any individualised funding would need to be in addition to the supports already provided to early learning services and schools to support disabled children and young people, so as not to take away from what is currently available
11. Representatives also raised the issue of inconsistency in how some supports, such as assistive technology or mobility equipment, are provided across systems. They gave the example of disabled children and young people only being able to use assistive technology funded through Vote Education at school when they will need to use it for the rest of their lives. They considered that supports that disabled children and young people will need for the whole of their life should be moved from individual government departments to the transformed system.

## Next steps

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12. We will provide you and the Minister of Education with a report by the end of May to seek your agreement to how education will support the prototype, including ways to provide disabled people with more choice and control as a part of the prototype.
13. Once we have your feedback on the report, we will work with the Ministry of Health on the June 2018 Cabinet paper.



## Briefing Note: Innovative Learning Environments

<b>To:</b>	Hon Chris Hipkins Minister of Education		
<b>Date:</b>	28 March 2018	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1115460
<b>Key contact and number:</b>	Craig Cliff, Senior Policy Manager, 04 463 8488	<b>DDI:</b>	04 463 8488
<b>Messaging seen by Communications team:</b>	No	<b>Round robin:</b>	No

### Purpose

This briefing provides you with:

- suggested talking points for an interview on innovative learning environments (ILE) with the *Marlborough Express*;
- background on the Ministry's approach to school property redevelopment and new builds; and
- the evidence base behind the design of learning spaces.

### Summary

*Marlborough Express* is writing an article on the evidence for modern or innovative learning environments and how that contributes to a tangible improvement in student outcomes. You have been invited to give an interview on this topic.

The Ministry introduced policy related to modern learning environments in 2010, but has used the term innovative learning environments (ILE) since 2013 to refer to the physical, social and pedagogical dimensions. The Ministry uses flexible learning spaces (FLS) to refer to the property elements.

Schools are responsible for determining how teaching and learning take place at their schools. The Ministry ensures that their educational vision informs the way the buildings operate by working closely with schools during the design phase of a redevelopment or a new build.

The Ministry does encourage flexibility as a feature of all redevelopments and new builds and this approach is based on local and international literature referenced on page 4 of this document.



Kim Shannon  
Head of Education Infrastructure Service



### Terminology regarding Learning Environments

1. The Ministry introduced policy related to *Modern Learning Environments* in 2010. This included making investment in upgrading learning spaces Priority Three (behind urgent health and safety and essential infrastructure work) for the use of Five Year Agreement (5YA) Capital Funding, and releasing the Modern Learning Environment Assessment Tool to help schools understand how learning spaces might be modernised to better support teaching and learning today and in the future.
2. This work was informed by international research (including **Kenn Fisher**<sup>1</sup> in Australia and **Prakash Nair**<sup>2</sup> in the US), and considering how New Zealand's National Curriculum could be best supported by physical environments.
3. In 2013, the Ministry switched to the term *Innovative Learning Environments* (ILE). ILE better aligns with the international community as it is the preferred term of the Organisation of Economic Co-operation and Development (OECD). Refreshing the terminology was also seen as a way to emphasise that learning environments comprise physical, social and pedagogical dimensions that need to be aligned to support good education outcomes.
4. The Ministry uses flexible learning spaces (FLS) to refer to the property elements. Within the work to develop the comprehensive reform of school property, discussions are underway on the concept of quality learning environments – including aspects of both condition and fitness-for-purpose.
5. We note that the reporter from the Marlborough Express **incorrectly used the term “modular classrooms” in her email**. We believe this is not meant to specifically refer to the Ministry's modular buildings, which are delivered through its contract with Interlink and make up a large proportion of roll growth classrooms, but rather to the more general arrangements of learning spaces that allow more than one teacher and larger numbers of students to collaborate.

### Terminology:

2010	<b>Modern Learning Environments (MLE)</b> are focused on modernising existing spaces to better support teaching and learning.
2013	<b>Innovative Learning Environments (ILE)</b> include all aspects of physical spaces, social interactions and pedagogy.
2013	<b>Flexible learning spaces</b> refer to physical spaces that provide a good internal environment and support a range of teaching and learning approaches.
2018	<b>Quality learning environments</b> include aspects of both physical condition and fitness-for-purpose.

*The design of learning environments is based on supporting the way the teachers want to teach, both now and in the future*

### Role of the Ministry in classroom design

6. Ministry-run school property projects begin with an Education Brief based on the school's specific vision for teaching and learning. This is paired with a Technical Brief (describing the budget, the amount of space to be delivered, technical requirements in terms of acoustics, heating, ventilation and lighting, etc.) and drives the design and construction of the project. This means that schools themselves determine how learning spaces are configured to meet their needs.

<sup>1</sup> Fisher, K. (2005) *Linking pedagogy and space*. Learning Futures Rubida Research Pty Ltd  
<http://www.education.vic.gov.au/documents/school/principals/infrastructure/pedagogyspace.pdf>

<sup>2</sup> Nair, P. (2017) *Design for learning in the creative age*. TEDx Guilford College  
[https://www.youtube.com/watch?v=6rA92x\\_YJ9A](https://www.youtube.com/watch?v=6rA92x_YJ9A)



7. The Ministry values school leaders' and boards of trustees' involvement in the design process as it ensures that the physical component of the learning environment meets the needs of their students and communities, and aligns with their approach to teaching and learning.
8. At a minimum, the Ministry's expectation is that the internal classroom environment has good acoustics, heating, ventilation and lighting, and that internal walls are not load-bearing, to ensure future flexibility. We encourage flexibility as a feature of all spaces we build or upgrade so they can easily be reconfigured as educational needs change over time.
9. Many schools are choosing to teach in more student-focussed and flexible ways to reflect what the evidence says about effective teaching. The FLS that are increasingly being included in school designs around the country are a result of this.
10. These designs reflect what individual school communities know about their students and what will work best for them.
11. Although the Ministry does not have a fixed view of what an FLS must look like, at the suggestion of schools we have developed reference designs for the upgrade of some standard school blocks. These provide a range of options for each block and their use is not compulsory.
- The Ministry does not have a fixed view of what a flexible learning space should look like, however it does have expectations on acoustics, heating, ventilation, lighting and structural strength*
- The Ministry does have some standard reference designs for upgrading school buildings – but these are shaped in discussion with schools*

### Improving school property

12. It is the Ministry's view that all schools should provide a learning environment that best supports educational success, and one that students, parents, whānau and communities can take pride in.
13. Additionally, we recognise that our education system needs to prepare young people for a world we can't yet imagine. They will need to be confident, connected, actively involved lifelong learners with competency in thinking, using language, symbols and texts, managing self, relating to others, participating and contributing.<sup>3</sup>
14. Physical learning environments at each of New Zealand's schools will need to be equipped to facilitate the development of these competencies. How this takes place, and the infrastructure that supports this approach to teaching and learning will look different at each school.
15. After the reform of school property, the Ministry will be positioned to ensure all schools have access to quality learning environments by 2030. The alignment of their teaching and learning approach to the configuration of a school's teaching spaces will be a key part of ensuring school property is fit for purpose (in addition to condition and sustainability measures).
- The Ministry is positioning itself to ensure all schools have access to quality learning environments by 2030*

<sup>3</sup> Vision for our young people and key competencies *The New Zealand Curriculum*  
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>



16. To support this, the Ministry is working on a Learning Environment Assessment Tool which updates and expands the 2010 MLE Assessment Tool to ensure a school's property is evaluated against its teaching and learning approach.

### **Evidence base supporting changing pedagogy**

17. In response to *Marlborough Express*' question about the evidence that ILEs contribute to tangible improvements in academic outcomes, it is worth acknowledging that better academic outcomes result from improved teaching and learning – not buildings in and of themselves.
- Improving student outcomes comes from better teaching. Flexible spaces provide teachers more options, but it is the teacher that is key*
18. The New Zealand Curriculum empowers boards of trustees and school leaders with the scope, flexibility, and authority they need to design and shape their own curriculum so that teaching and learning is meaningful and beneficial to their particular communities of students.
19. In our education system, schools are best placed to decide how teaching and learning should take place, and what sort of property, technology and equipment is needed to facilitate this learning.
- Schools are best placed to decide how they continuously improve teaching*
20. Schools choosing to teach in more student-focussed and flexible ways reflect what the evidence says about effective teaching. More information about this is available from the Ministry's [Best Evidence Synthesis](#) programme and from the OECD's [Innovative Learning Environments project](#).
21. The designs that may follow student-focussed and flexible teaching are determined by school leaders to suit the educational vision of their schools.

### **Impact of Physical Design on Student Outcomes**

22. Regarding the contribution of property to learning, in 2016 we undertook a literature review of local and international research (and supplementary research) on the impact of physical design on student outcomes and the findings have been published in two booklets, available here: <https://education.govt.nz/school/property/state-schools/design-standards/flexible-learning-spaces/design-student-outcomes/>
23. In summary, there is a strong consensus that elements such as acoustics, ventilation, temperature and lighting can impact on student outcomes. The literature also demonstrates that the teaching and learning approach and physical environment should be aligned.
- Poor conditions have been shown to negatively affect student outcomes. These conditions include noisy, poorly lit, stuffy or overly hot/cold spaces*
24. As an example, the University of Salford's *Clever Classrooms*<sup>4</sup> showed that design parameters of classrooms contributed to 16% of the variation in academic progress in UK primary schools. Design parameters included commonly agreed building blocks of a good space such as temperature, air quality and acoustics, but also flexibility, ownership and complexity (both too complex and too sterile are to be avoided).

### **Research on Innovative Learning Environments and Teacher Change (ILETC)**

25. The Ministry is a co-sponsor of the Innovative Learning Environments and Teacher Change (ILETC) project currently underway at the University of Melbourne. This is an

<sup>4</sup> Barret et al, (2015) *Clever Classrooms* <http://www.salford.ac.uk/cleverclassrooms>



Australian Research Council (ARC) Linkage Project funded for 4 years from 2016-2019. It brings together the expertise of leading researchers in education and learning environments, and partner organisations in education and learning environment design and technology.

26. Although it's only in year two, the information gathered so far suggests that students in more flexible learning spaces where teachers have changed their teaching practice demonstrate more "deep learning", when compared with students in traditional classrooms. As the project progresses, findings such as this will be further tested.

*There are international examples (like Fisher and Nair) but the most valid endorsements are often home grown*

27. Additionally, we recognise that research to date has only made some effort to consider non-mainstream needs and this could go much further. We have provided feedback to the ILETC work underway in Melbourne, reiterating the need to ensure the research considers the needs of students requiring learning support - as well as Māori and Pacific students.

*To gain this, we are part of an international study on the changes in teaching practices and how the physical environments support this*

#### **Other research/evaluations**

28. The Ministry is involved with the OECD's Learning Environment Evaluation Programme (LEEP), which is seeking to develop tools to measure the effectiveness of physical learning environments and create best practice guidelines supported by toolkits - to assist OECD countries in developing physical learning environments that meet the needs of 21st century learning and guide investment decisions.

29. The Ministry has also supported studies by New Zealand universities about the performance of specific aspects of flexible and traditional learning spaces, such as acoustics (Victoria University) and ventilation (Massey University).

#### **Do schools like the changes?**

30. We are measuring satisfaction levels for new school builds and major developments via post occupancy evaluation studies. We make these publically available but, more importantly, we take what we learn from these evaluations and feed them back into our design guidelines: <http://education.govt.nz/school/property/state-schools/design-standards/post-occupancy-evaluations-of-school-building-projects/>.

- Post-occupancy surveys are conducted for new schools and major redevelopments.
- These are publically available
- The surveys show a high degree of satisfaction but there is always room for improvements
- The feedback informs revisions of our design guidelines



**What is an ILE classroom?**

- “Innovative Learning Environment” or “ILE” refers to the complete physical, social and pedagogical context in which learning occurs.
- The learning environment is changing. Factors such as major advances in technology and a greater understanding of how people learn, have meant that schools and education systems are having to rethink their approach to teaching and learning.
- The physical learning environment plays an important part in supporting the success of its students. Good acoustics, heating, ventilation, lighting and inside and outside flow are key to this. The Ministry has set high standards to ensure teachers and students can teach and learn comfortably across the country.
- We also need to look to the future. How will we be teaching New Zealand children in ten years’ time? School buildings constructed today are expected to last fifty-plus years and need to provide the flexibility and the technology to move with the times. It is critical that education keeps pace with the world we are preparing young people for.

**Are New Zealand schools required to establish ILE or build flexible learning spaces?**

- No.
- The Ministry works with schools during the design stage of a new build or redevelopment to develop an Education Brief for the school. This drives the design and construction of the project which means that schools themselves determine how learning spaces are configured and built.
- At a minimum, the Ministry’s expectation is that the internal classroom environment has good acoustics, heating, ventilation and lighting, and that internal walls are not load-bearing, to ensure future flexibility.
- Flexibility is encouraged as a feature of all teaching spaces that are built or updated so they can easily be repurposed as educational needs change over time.
- The result of the Ministry’s collaboration with schools isn’t just a new building with modern furnishings. The result is the flexible learning space in which students can learn effectively today and tomorrow.

**How much do these spaces cost?**

- Building flexible learning spaces costs about the same as traditional classrooms.
- The cost of individual classroom projects vary based on factors that include location, site conditions, and the need for ancillary works.
- Budgets for new spaces and capital upgrades (5YA) do not differentiate between more traditional and more flexible configurations. Schools are able to configure their spaces to best fit their teaching and learning approach within the allocated budget.

**Does the Ministry believe that investment in ILEs is ahead of the evidence?**

- No, there is a good evidence base on what constitutes good quality teaching (see the Ministry’s [Best Evidence Synthesis](#)). This underpins the National Curriculum and should be reflected in the practice within ILEs.



- In terms of investing in infrastructure, the evidence shows the importance of good acoustics, ventilation, thermal comfort and lighting (the Ministry's baseline requirements for flexible learning spaces).
- It is also important the spatial configuration of school property is aligned with the school's approach to teaching and learning. That's why the Ministry makes sure each school's vision and approach, as set out in the Education Brief, inform the design of new learning spaces.
- The Ministry is interested in how well a school's educational vision is translated into teacher practice and what more can be done to support teachers to maximise the physical spaces they teach in, which is why it is co-sponsoring the University of Melbourne's ILETC research.

### **Why are schools implementing ILE??**

- The numerous schools that have embraced ILE have done so to support the way they want to teach. Schools choosing to teach in more student-focussed and flexible ways have enjoyed the opportunities that the new spaces provide for teaching.
- We recognise that our education system needs to prepare young people for a world we can't yet imagine. They will need to be resilient, creative, and adaptable, have great communication and interpersonal skills, and be prepared to work collaboratively as well as independently.
- Physical learning environments at each of New Zealand's schools need to be equipped to facilitate the development of key competencies. How this takes place, and the infrastructure that supports this approach to teaching and learning will look different at each school.

### **What is ILETC?**

- The Innovative Learning Environments and Teacher Change (ILETC) project is an Australian Research Council (ARC) Linkage Project funded for four years from 2016-2019. The focus of this work is on the change in teaching practice and the relationship to physical design decisions. It brings together the expertise of leading researchers in education and learning environments and partner organisations in education and learning environment design and technology.
- The project is led by Associate Professor Wesley Imms, who heads a cross-disciplinary team of researchers from the Melbourne Graduate School of Education and the Faculty of Architecture, Building and Planning at The University of Melbourne. The project is affiliated with the Learning Environments and Applied Research Network (LEaRN).

### **What does the ILETC research entail?**

- The study currently underway at the University of Melbourne is the first study of its scale. It aims to demonstrate how the use of ILEs facilitates improved teaching practices and learning outcomes. It will collect data on how teachers enable learning most effectively in ILEs and identify causal evidence concerning the relationship between quality teaching and effective use of ILEs.



- The project will investigate ILEs and teacher practices from a range of perspectives:
  - The opportunities and facilities for learning provided by different types of ILEs and how they are currently being used
  - Teacher practices in ILEs
  - Strategies to change teacher mind frames
  - Identifying evidence of learning.

#### **What further research is to be conducted?**

- The preliminary findings currently available are an initial stage of the research underway with ILETC. The Ministry, along with other stakeholders, have provided feedback to the project team. This will inform future iterations of the study.
- Additionally, the Ministry has supported studies by New Zealand universities about the performance of specific aspects of flexible and traditional learning spaces, such as acoustics (Victoria University) and ventilation (Massey University).
- In 2016 the Ministry undertook a literature review of local and international research (and supplementary research) on the impact of physical outcomes on student achievement and the findings have been published in two booklets, available here: <https://education.govt.nz/school/property/state-schools/design-standards/flexible-learning-spaces/design-student-outcomes/>

#### **Does this research cover the needs of students who require learning support?**

- The research has made efforts to consider the needs of diverse learners, however the Ministry has provided feedback to the ILETC to strengthen the ability of the research to collect and consider the needs of students with special learning needs, Māori and Pacific students.



## Education Report: 2018 Schooling Improvement Process

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	27 February 2018	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1104280
<b>Drafter:</b>	Anne-Margaret Campbell	<b>DDI:</b>	04 463 7704
<b>Key Contact:</b>	Suze Strowger	<b>DDI:</b>	027 229 4009
<b>Messaging seen by Communications team:</b>	Yes	<b>Round Robin:</b>	No

### Purpose of Report

This paper provides you with an update on the Ministry's 2018 schooling improvement process, including our work with the Education Review Office on Turnaround Schools (TAS).

### Summary

1. There are 2,453 schools in New Zealand, and most of these are performing well or very well.
2. The Ministry provides and facilitates support for all schools. Supports can range from self-help and self-referral to high level interventions, and are targeted to best support the unique context and situation found in the school and its community.

s 9(2)(f)(iv) OIA

3.

4.

5.

6.





7. The TAS pilot is trialling a more intensive evaluation and support approach for the six selected schools. We are working with the six TAS's to prepare Recovery Plans [REDACTED] [REDACTED] The Recovery Plans will set out intensive, time-bound and measurable plans for achieving fast-paced changes to improve the educational outcomes of children and young people currently attending these six schools.

s 9(2)(f)(iv) OIA

8. Nationwide schooling improvement teams are being formed to support each TAS's Recovery Plan. These teams include people with the right expertise, and will not be limited to particular regions or providers. The teams will be regionally led, and Directors of Education are responsible for coordinating the support.

9. We are working closely with the ERO to ensure that TAS are supported effectively and efficiently. We are aware that the schools may need considerable support, and we are focussing on innovative solutions that are resourced from within existing baseline resources.

10. While sustainable organisational development can take three to five years, learners cannot wait that long. Changes such as the development of coherent, locally-based curriculum, and the effective teaching and delivery of this, can occur in much shorter timeframes. Together with ERO, we are confident of achieving success, both in the short and longer term.

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11. [REDACTED]

12. We recommend that this Education Report is not released at this time, because of the sensitive nature of the content.

## Recommended Actions

The Ministry of Education recommends you:

s 9(2)(f)(iv) OIA

a.


b.

- c. **note** that we are working with the Education Review Office to provide more intensive support for six Turnaround Schools;


**Noted**

- d. **agree** that the Ministry will not release this Education Report at this time.

Agree / Disagree

  
Katrina Casey  
Deputy Secretary  
Sector Enablement and Support

26/2/2018

  
Hon Chris Hipkins  
Minister of Education

6/3/18



## Background

---

1. The Ministry of Education provides and facilitates support for schools ranging from self-help (information, guidance and resources) to high level statutory intervention.
2. The exact nature of the support provided depends on the unique circumstances and context of each school's governance, leadership, teaching and learning programme and relationships. A graduated continuum of support and guidance is provided through this process.
3. An example of the support we provide is the Principal Recruitment Allowance (PRA), which is made available to Boards of Trustees in schools that face significant challenges and have a principal vacancy. It is intended to attract principals who will provide highly effective management and instructional leadership. Eligible principals are paid an allowance of \$50,000 per annum for a period of three years, but this can be extended for up to seven years.
4. An evaluation of the PRA initiative's design and implementation was released this year. The evaluation confirmed that overall, schools facing significant challenges are getting the right principal at the right time – schools are using the PRA to attract greater pools of quality applicants, enabling them to appoint highly qualified principals. It also suggested several things the Ministry could do to strengthen the programme, including providing ongoing support for principals recruited with PRA, and focussing more on relationships with ERO, NZSTA and other stakeholders to maximise PRA potential.
5. While the supports we provide often achieve their aims in the short term, in some cases a small number of schools are not able to embed positive practice over an extended period of time. This can significantly disadvantage the children and young people attending these schools, and their communities.
6. There are approximately 2,500 schools in New Zealand, the majority of which perform well or very well. At any one time, there are also a small number of schools considered our highest priority for guidance and support. [REDACTED] s 9(2)(f)(iv) OIA
7. In 2016 the Ministry and the Education Review Office (ERO) began a programme of work for schools identified as repeatedly poorly performing. Of the 32 schools initially identified in 2015, 18 are considered to be no longer poorly performing in 2018. Further background information on the 2016 initiative can be found in Annex 1.
8. Since the 2016 programme of work, we have learnt more about what works for who and in what circumstances. It is therefore now timely to build on the 2016 work programme, to implement a new schooling improvement framework to further test and streamline our system approach.

## A system approach to schooling improvement

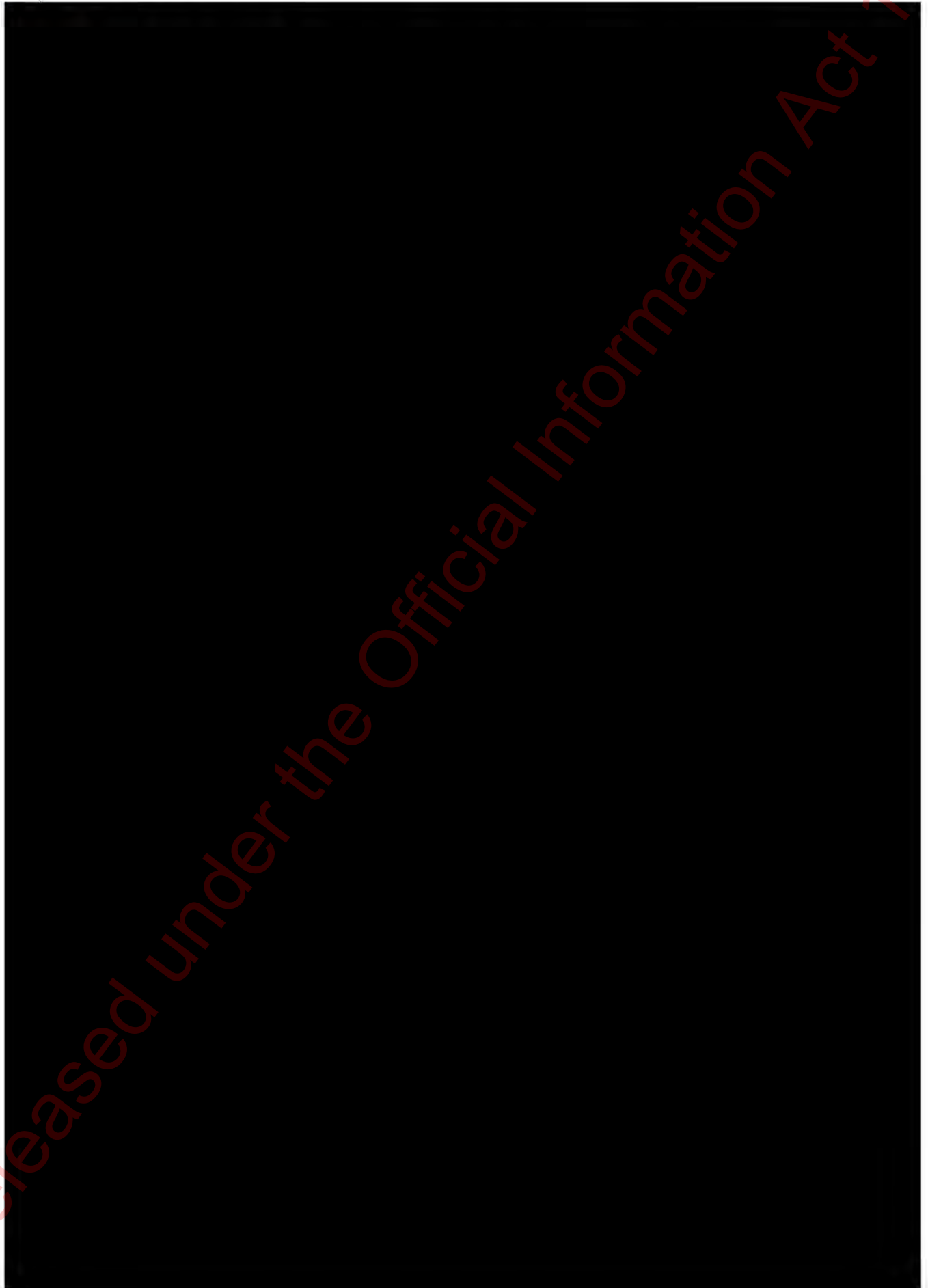
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### A new approach to identifying and defining risks

9. As evidenced above, schools can and do move from being repeatedly poorly performing - having low capability and requiring high support - to performing. As an illustration, 70 percent of the schools on ERO one to two year review cycles return to a three year cycle at their next review. In some cases, the length of time this transition takes means students and young people in these schools can be significantly disadvantaged over an extended period of time.

10. School performance can also be subject to rapid changes (either positive or negative) associated with events such as leadership or governance changes or significant staffing turnover. Early identification of schools at risk of poor performance, ongoing monitoring, and a coordinated, considered approach is therefore essential.

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12.

§ 9(2)(f)(iv) OIA

- Six schools that fit into a sub category ERO has termed "Turnaround Schools" (TAS).

13.

14.

in terms of their support requirements, we have considered four key areas of capability. Detailed descriptions of what we have considered in these areas,

The key areas are:

- Leadership
- Governance including finance
- Teaching and learning
- Relationships within school/with community.

§ 9(2)(f)(iv) OIA

15.

These areas of capability largely align with ERO's School Evaluation Indicators framework. ERO reviews and the ERO review cycle (which ERO determines based on its assessment of school performance) are important reference points to inform our consideration of what assistance is required.

16.

In addition, other factors that we take into consideration include:

- Achievement and NCEA School Leavers data
- Māori and Pasifika student achievement
- Length of time extra support has been put in place (eg. Student Achievement Function Practitioner, Commissioner, Limited Statutory Manager)
- New Zealand School Trustees Association's (NZSTA's) list of schools identified as requiring support
- The New Zealand Qualifications Authority (NZQA) list of schools requiring a follow up Managing National Assessment (MNA) review within one or two years
- Financial risk to school (using a range of indicators)
- Local office knowledge
- Conversations with ERO and NZSTA
- Engagement in Kāhui Ako or other collaborative networks.

17.

we will be able to:

- i. Understand progress – what has worked, for who and why.
- iii. Marshall the right assistance required for the priority schools, and work together to support them to identify the best approach.
- iv. Analyse trends and identify lessons learned.

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18.

[REDACTED]

[REDACTED] ability to self-manage and the level of support required to ensure sustained change and successful outcomes for all students.

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[REDACTED]

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## Student wellbeing

24. Wellbeing is an important factor in school performance. In 2018 the Ministry is requiring all schools to offer the New Zealand Council for Educational Research's (NZCER's) Wellbeing@School survey.
25. We recently negotiated updated deliverables for the NZSTA contract. NZSTA's revised schedule of services includes the outcome:  
*Boards foster a responsive environment that encourages parent participation and engagement in relation to their child's progress, achievement, and wellbeing.*
26. One of the performance measures includes:  
*NZSTA works with boards to use the Wellbeing@School survey, providing professional development on the use of the survey and how to respond to the survey results.*
27. While the Ministry does not receive school-by-school wellbeing data, schools use their results to consult with communities, and it is important tool for all schools.
28. Our regional staff will discuss the survey findings, and what schools are doing in response, with each school. These discussions will be a useful input to our regular assessments of each school's support requirements. For those schools requiring high priority support, these discussions are also a good way for the Ministry to work with the schools to help them better understand and respond to student and community feedback.
29. We have heard that some kura feel the Wellbeing@School survey is not useful in Māori medium environments. We are looking in to this further, with a view to better understanding how we can effectively support Māori medium schools to gauge student, whānau and community wellbeing.

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31. Regional Directors and their teams provide support to enable positive change to identify and meet local needs, providing both a coordinated approach across the Ministry and, when necessary, across agencies.

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- 32.

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33. [REDACTED] will identify the strategies and support the schools require, such as Professional Learning and Development, Special Reasons Staffing, the Principal Recruitment Allowance, Resource Teacher Learning and Behaviour (RTLb) and Positive Behaviour for Learning. A summary of the support available to schools is provided as Annex 6.



34.

[REDACTED] We are currently working on adjusting our policy settings to ensure these schools are prioritised and are able to get the support they need to lift their performance. This is likely to involve things like ensuring the schools are able to access sufficient PLD, and offering the Principal Recruitment Allowance for up to seven years (compared with the usual three years) to allow for the embedding of sustained best practice.

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35.

[REDACTED]

36.

There are regular meetings between the Secretary of Education, the Chief Review Officer and the President of NZSTA to discuss the progress and alignment of this work.

37.

Directors of Education from each region also meet monthly to share progress and discuss their observations. In week one of each term, regional Directors of Education [REDACTED] and undertake an analysis of progress.

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38.

A communications plan has been developed to support Directors with their engagement with schools (Annex 7).

### Turnaround Schools (ERO)

39.

ERO has recently identified six "Turnaround Schools" (TAS). In 2018 we are working with ERO to pilot a more urgent, responsive, specialised and targeted approach to supporting these schools.

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40.

[REDACTED]

41.

The Ministry will work with each TAS to develop a Recovery Plan. [REDACTED]

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[REDACTED] Recovery Plans will focus on achieving fast-paced changes to improve the educational experience of children currently attending these schools.

42.

We are forming nationwide schooling improvement teams to support each TAS's Recovery Plan. These teams will focus on delivering what and whomever is required, and will not be limited to particular regions or organisations. The Ministry's regional Directors will lead the specialist teams and will coordinate the support provided to TAS.

43.

When considering what support is required for TAS, we look at the ERO school evaluations. In these, ERO makes a series of recommendations of what they think is needed to turn around the school. It is important that we work with ERO to ensure these recommendations are able to be delivered on within the available resourcing. Therefore, it is important to note that the Ministry's participation in this pilot is dependent on our ability to provide this support from within current Ministry resources and budgets.

44.

Many of the TAS have multiple agencies on their doorstep. A careful balance between monitoring, evaluating, supporting, guiding and letting schools 'self-help' must be negotiated. We are also working with ERO to ensure that monitoring and assessment is at the right level and frequency to achieve outcomes for students and organisations. We know that over-assessing students is undesirable, and so is over-monitoring schools.

45. Sustainable organisational development for TAS might take three to five years, but real gains can be made in less than one year for learners.
46. [REDACTED] where we will be looking for further insights into system coherence, what works for who and in what context.

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### Next steps

47. Directors of Education and their staff will continue to work with and support all schools in their region. Priority will continue to be given to those schools identified as requiring high priority support, including TAS. The regular meetings between the Secretary of Education, the Chief Review Officer and the President of NZSTA are continuing, as are the monthly meetings of Directors of Education where TAS and schools requiring high priority support are discussed.
48. All TAS will be visited by their region's Director of Education and Associate Deputy Secretary during Term 1 2018 to discuss the pilot.
49. In week one of term two, regional Directors of Education will [REDACTED] undertake an analysis of progress.
50. The Ministry will continue to work with ERO on the TAS pilot programme. We will review this pilot quarterly, and provide you with a further update on this work programme in mid-2018.
51. We will work with your office to arrange a meeting between you, ERO and the Ministry to further discuss this work.

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### Proactive release of this Education Report

52. We recommend that this Education report is not released at this time.
53. This report relates to ongoing work, and is of a sensitive nature.
54. [REDACTED]

s 9(2)(f)(iv) OIA

### Annexes

- Annex 1: Further background – [REDACTED]
- Annex 2: [REDACTED]
- Annex 3: [REDACTED]
- Annex 4: [REDACTED]
- Annex 5: Recovery plan - for Turnaround Schools
- Annex 6: Examples of supports for schools (self-help to statutory intervention)
- Annex 7: Communications plan

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## Annex 1 – Further background – [REDACTED]

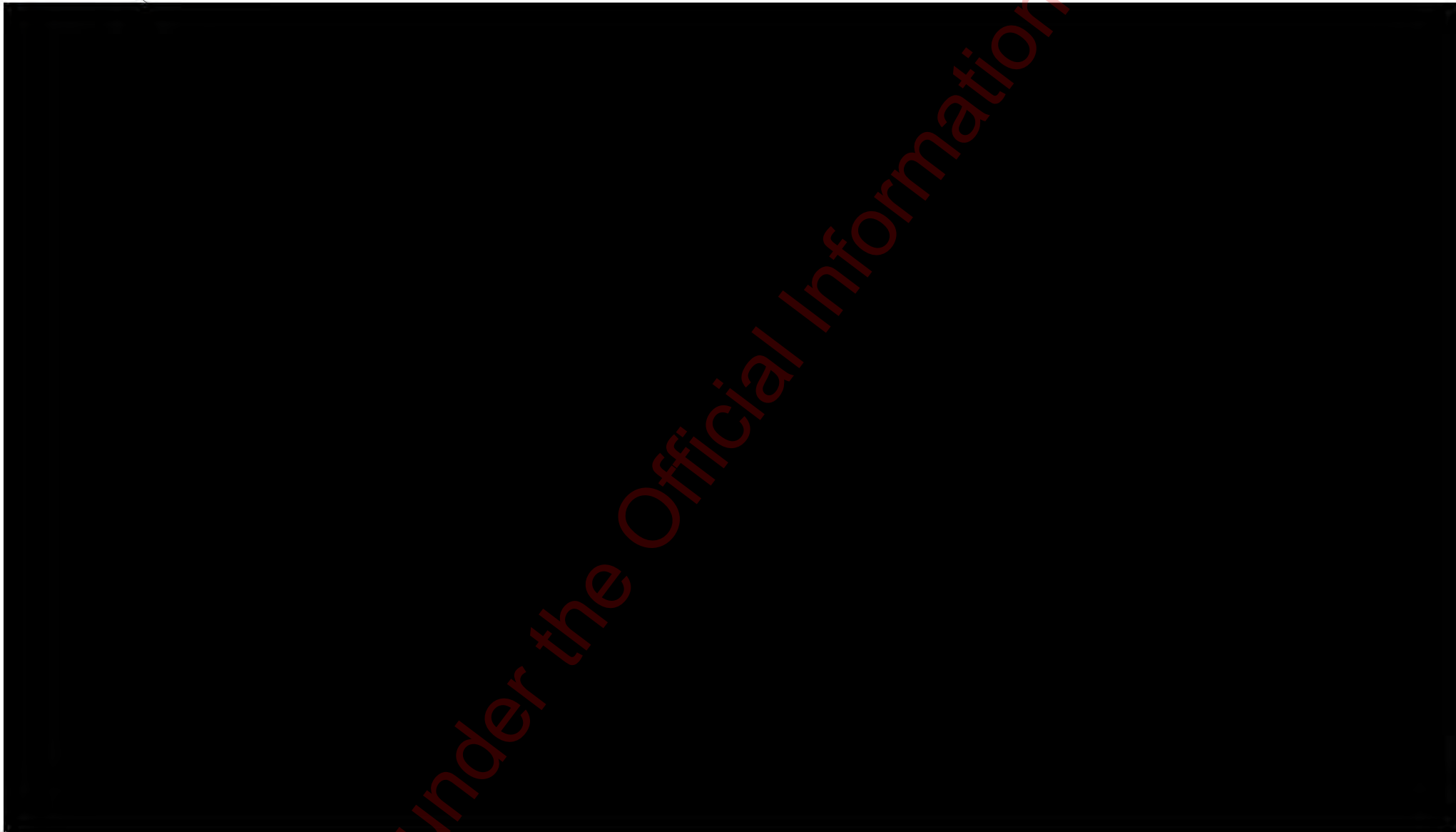
1. In June 2015, the Education Review Office (ERO) was asked by the New Zealand Initiative to identify the number of schools that were on a 1 – 2 year review return. A 1 – 2 year return period indicates that ERO's review found significant concerns with a school's performance. At that time there were 185 schools in this category. The New Zealand Initiative used the data provided to inform a subsequent report *Signal Loss: What we know about school performance*.
2. The report notes that among some promising indicators lies a layer of poor performance with basic literacy and numeracy declining. It highlights that 10% of students are leaving school without a formal qualification and 20% without NCEA level 2, with Māori and Pasifika students continuing to be over-represented in underachievement statistics.
3. In June 2016, ERO identified 32 schools as being repeatedly poorly performing (having three or more consecutive 1-2 year review returns or supplementary reviews between March 2006 and 30 June 2016).
4. In late 2016 and early 2017 the Ministry and ERO agreed a joint work programme focussing on 18 of the 32 schools which at that time were still considered to be repeatedly poorly performing.
5. The remaining 14 of the originally-identified 32 schools were no longer considered to be at strong risk, as with ongoing support from the Ministry and other agencies such as the New Zealand School Trustees Association (NZSTA) they had returned to a 3 year ERO review cycle.
6. It was subsequently agreed by ERO and the Ministry to include another [REDACTED] school in the list of repeatedly poorly performing schools, taking the number to 19 schools. s 9(2)(f)(iv) OIA
7. The Ministry has worked with each of the 19 RPP schools to develop action plans. The Ministry is also working closely with ERO, NZSTA, and the schools to monitor progress and concerns.
8. [REDACTED]  
[REDACTED] The PRA is designed to support school Boards to attract highly skilled Principals into schools with significant challenges by providing a \$50,000 per annum allowance to schools where a Principal vacancy exists. s 9(2)(f)(iv) OIA
9. [REDACTED] of the 19 schools are currently under a statutory intervention [REDACTED]  
[REDACTED] s 9(2)(f)(iv) OIA
10. [REDACTED] of the 19 schools have now returned to a 3 year review cycle; four of which are considered to no longer be repeatedly poorly performing, but remain under active watch by the Ministry regional staff.

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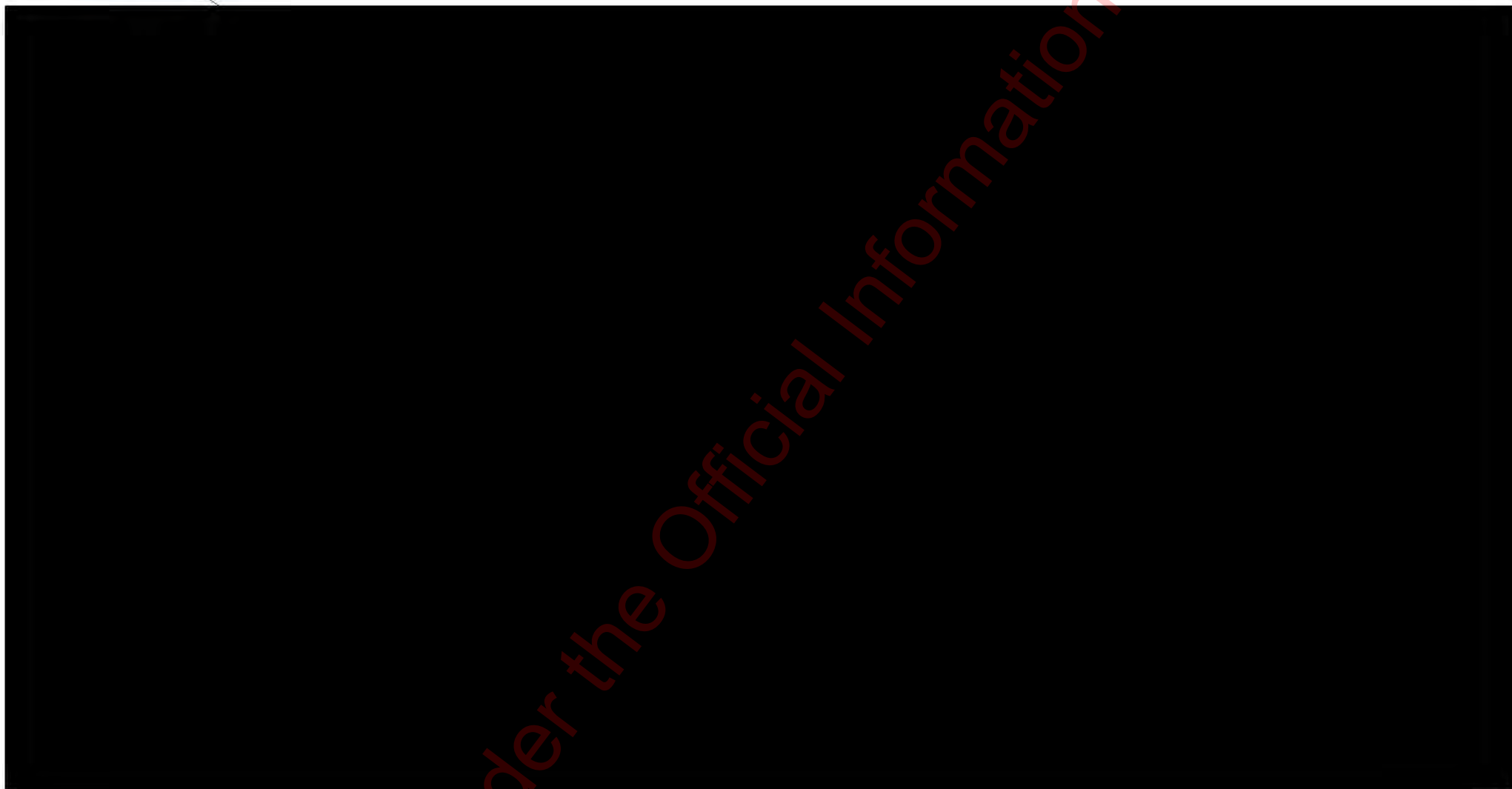




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## Annex 5 – Recovery plan for Turnaround Schools

### Recovery Plan – for Turnaround Schools

School name (#)					
Education Region					
Education Manager /Advisor					
Date of plan	From	Month / Year	To	Month / Year	
Date of ERO Review	Most recent	Month / Year	Next review		
Director sign off		__ / __ / __	Plan last updated	__ / __ / __	

### Considerations

Priority Focus	What do we want to change?	
Actions	What do we need to do? How will we do it?	
Timeframe	What can be achieved and by when?	
Responsibility	How will responsibility be shared across all partners?	
Resourcing	What strengths / expertise do we need?	
Risks and dependencies	What are the potential barriers to success and how will we minimise these?	

### Key Milestones (see below for detail)

Term 1		Term 2		Term 3		Term 4	
--------	--	--------	--	--------	--	--------	--

## Recovery Plan

Focus area	Desired State	Actions required	By who	By when
Leadership	•	•		
	•	•		
	•	•		
	•	•		
Governance	•	•		
	•	•		
	•	•		
	•	•		
Teaching and Learning	•	•		
	•	•		
	•	•		
	•	•		
Relationships	•	•		
	•	•		
	•	•		
	•	•		

## Evaluation

Focus area	How will we evaluate progress?	Evidenced by?
Leadership		
Governance		
Teaching and Learning		
Relationships		



## Annex 6 – Examples of supports for schools (self-help to statutory intervention)

Nature of support	Type of support
Self-help	Range of guidance re key legislation eg. Health and Safety at Work Act, Vulnerable Children Act
	TKI resources (curriculum focused support)
	Range of guidance to support positive behaviour in schools
	NZSTA web resources for Boards of Trustees
Self-referral	NZSTA / TRN / NKAI guidance for Boards
	Professional Learning and Development
	Programmes of students
	Ministry advisers – including education, finance, property, special education adviser
	Traumatic Incident team
Guided / facilitated	Wellbeing@school survey
	Connected Learning Advisory Service
	Leadership Advisor support for beginning principals
	Ongoing Resourcing Scheme (ORS)
	Behaviour Service
	Resource Teacher Learning Behaviour (RTLb)
	Attendance Service
	Alternative constitutions
	Combined boards
	RTLit / RT Māori
	Strategic Advisor Māori
	Student Achievement Function Practitioner (SAF)

Nature of	Type of support
Guided / facilitated cont.	Positive Behaviour 4 Learning (PB4L)
	Iwi and Māori Education Relationship contracts (IMER)
	Cross-agency support – eg. Oranga Tamariki
	Principal Advisor Secondary-Tertiary
	Special reasons staffing
	Financial assistance
	Principal Recruitment Allowance
Statutory Intervention	Statutory appointee to Board
	Performance notice
	Specialist audit
	Case conference
	Request for action plan
	Request for information
	Specialist advisor
	Limited Statutory Manager Commissioner

## Key:

✓ = most likely will be applicable for schools in this grouping

(✓) = could apply to schools in this grouping, but less likely



# Turnaround Schools Pilot

## Reactive communications material

DRAFT as at 22 February 2018


### Background

Information about the Turnaround School Pilot has been made public via an ERO briefing to the Minister.

### Key messages

- It's really important that all children, no matter what school they go to, are given every chance to succeed.
- The Ministry of Education has always provided and facilitated a wide range of support for schools.
- While the supports provided often successfully achieve their aims, in some cases a very small number of schools continue to need more in depth support, over an extended period of time.
- ERO has identified six schools (Turnaround Schools) that will benefit from focused and priority support. While we already support schools, we will be more deliberate and intensive in the way we use our resources for the six schools in the Turnaround Schools pilot.
- One of the strengths of the pilot is that we will be able to build a team of schooling improvement specialists to address any identified or emerging issues. The make up of the team will not be limited to any particular region or provider. For example, a specialist in small rural school primary curriculum development from one region could be bought in to work with a school/kura in another region.
- We will not be publicly naming the schools in the pilot, as this would not be in the students' best interests.

### Our approach

- All Turnaround Schools will be visited by their region's Director of Education and Associate Deputy Secretary during Term 1 2018 to discuss the pilot.
- 
- There has already been some media interest in the Turnaround Schools Pilot. If we receive more questions, we'll respond accordingly.

s 9(2)(f)(iv) OIA



## Reactive Q&A

### Parents:

#### **Why can't we have a list of schools that are poorly performing? Isn't it a parent's right to know?**

Our focus is on ensuring all students are given every chance to succeed. It would not be in the students' best interests to categorise schools. We know that expectations of success are a key driver of individual achievement, and we run the risk of having these students unfairly labelled, which will not help with that.

#### **Isn't it a parent's right to know if schools in their community aren't performing and have not been performing very well for a number of years?**

Parents have the right to know about the performance of their school. ERO publishes the results of all of their reviews. If parents have concerns about the performance of the school, we encourage them to read their ERO reports, and to talk to the school or their local Ministry of Education office.

#### **If it takes up to 7 years to improve schools, that's basically a child's entire time at the school. How is that acceptable?**

While embedding sustained change takes time, changes to teaching and learning can and do happen in a short space of time. Our work with Turnaround Schools is focussed on making positive changes that will make a real difference to children in both the short and the longer term.

### Other possible questions:

#### **How much money is being spent on all of this?**

This type of work is part of the Ministry of Education's business as usual. There is no specific budget for the Turnaround Schools Pilot. We will be using existing resources but will be targeting our support to where it's needed most.

#### **Is there still a role for LSMs and Commissioners in all of this?**

The decision to appoint a Limited Statutory Manager or Commissioner is made in consultation with the school Board of Trustees, where a need for additional support has been identified. As per usual this option for support is available to all schools.

#### **What's a Turnaround School? Does this mean they are the worst schools in the country?**

It's a term used widely in many parts of the world when looking into schools that require extra support to make significant and sustainable progress to lift their performance. We are targeting our approach to best support the unique context and situation found in the school and its community. These are schools that have been selected to trial a new approach.

#### **In regards to the schools in the pilot, what improvements have they made since the pilot started?**

The pilot is in the very early stages of the process and it is too early to tell if schools involved have shown sustainable improvement.

#### **Why have these schools been doing badly for so long?**

There are a number of reasons why a school may need more intensive support. This may include extreme natural events, changes in Board of Trustee membership or the school's senior leadership, and declines in the regional economy and/or population.

#### **Whose fault is it that they're failing?**

We realise everyone is doing their best, but some schools require more intensive support. It is the Ministry's role to facilitate and coordinate the support.



## Briefing Note:

## Guidance for Boards of Trustees on funding overseas travel for students and staff

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	20 February 2018	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1105274
<b>Drafter:</b>	Stephanie Ramirez	<b>DDI:</b>	04 439 5441
<b>Key Contact:</b>	Katrina Casey	<b>DDI:</b>	021 539 640
<b>Messaging seen by Communications team:</b>	Yes	<b>Round Robin:</b>	No

### Purpose of Report

This report provides you with information about guidance the Ministry of Education has prepared for Boards of Trustees (boards) considering using Crown funding for overseas travel.

### Summary

- The Office of the Auditor-General's (OAG's) 2016 School Audits raised concerns about some boards' decisions on funding overseas travel.
- The Ministry has developed updated guidance for boards considering proposals for overseas travel, in consultation with OAG and the New Zealand School Trustees Association. The New Zealand Principal's Federation and the Secondary Principal's Association of New Zealand have provided feedback on the guidance.
- The updated guidance will be published, along with an associated checklist, and promoted in the Ministry of Education's 5 March 2018 Schools Bulletin.
- We have developed comms material to support the release of the updated guidance in case of any media attention.

  
Katrina Casey  
Deputy Secretary  
Sector Enablement and Support

20/2/2018



## Background

1. The Ministry of Education provides a range of guidance to support Boards of Trustees (boards) to make appropriate decisions about how to spend their funding.
2. Current advice to boards on overseas travel is that:  
*Any overseas trips must be funded by locally raised funds, ie through fundraising or parent contributions towards the trip. Schools cannot use Crown funding to cover any overseas trip expenditure. **Financial Information for Schools Handbook.***
3. The Office of the Auditor-General's (OAG's) 2016 School Audits found that while the majority of schools used their funding appropriately, OAG had concerns about the way some schools funded overseas travel by staff and students.
4. Where the OAG has raised concerns, we are working closely with the schools to make sure they understand their responsibilities and avoid repeat activity. We will keep you advised of any significant developments.

## The updated guidance and checklist

5. Due to the concerns OAG has raised about some boards' decisions on overseas travel for students and staff, the Ministry decided to update our guidance on this issue. Updated guidance is attached at Annex 1.
6. The updated guidance is focussed around two main questions boards should ask when making decisions about overseas travel for students and staff:

Question	Rationale
How would the proposed trip support student achievement?	The Ministry has obtained legal advice that boards have discretion to exercise their powers as they see fit in achieving their primary objective, which is student achievement. This question prompts boards to ensure that student achievement is their foremost consideration when making decisions on overseas travel.
How would the trip be paid for?	This question encourages boards to think about whether the expenditure is justified, given the school's competing priorities for financial resources.

7. We have also developed a checklist to support boards to apply the guidance to the decisions they make on proposals for overseas travel. The checklist provides a record of board decisions, and schools will be instructed to retain completed and signed checklists for all decisions for audit purposes. The checklist is attached at Annex 2.
8. The revised guidance and checklist were developed in consultation with OAG, the New Zealand School Trustees Association (NZSTA) and Te Rūnanga Nui (TRN). They are focussed on encouraging board accountability rather than compliance. We have also consulted with the New Zealand Principal's Federation (NZPF) and the Secondary Principal's Association of New Zealand (SPANZ).
9. OAG and NZSTA shared the view that schools would benefit from more examples of the types of requests they will consider, and how best to demonstrate their consideration of competing priorities. The Ministry will be working with NZSTA and



TRN to provide exemplars for boards, which will show a variety of situations in which boards should and should not approve overseas travel.

### Publishing the updated guidance and checklist

10. We are intending to publish the updated guidance and checklist on our website to coincide with the Ministry's 5 March 2018 Schools Bulletin (the Bulletin). We have drafted an article for the Bulletin, which is attached at Annex 3.
11. The release of the OAG's 2016 School Audits generated some media attention, and there was particular interest in some of the decisions on overseas travel that were highlighted in the OAG's report.
12. Given the previous media interest in this issue, we have drafted some key messages and back-pocket questions and answers in preparation for media queries. These are attached at Annex 4.
13. We will liaise with your office to ensure you are appropriately supported for the release.

### Annexes

- |          |  |
|----------|--|
| Annex 1: | Guidance for schools funding overseas travel using Crown funding |
| Annex 2: | Checklist for funding overseas travel using Crown funding        |
| Annex 3: | School Bulletin Article (for publication on 5 March 2018)        |
| Annex 4: | Key messages and back-pocket questions and answers               |

## Annex one: Guidance for schools funding overseas travel using Crown funding

### **Guidance on Funding Overseas Travel Using Crown Funding**

#### *Introduction*

1. After reviewing the Office of the Auditor General's 2016 Audit of Schools, we've updated our guidance on funding overseas travel.
2. This guidance is intended to assist boards of trustees' (boards) financial decision making on overseas travel. Boards have discretion to govern their school as they think fit in order to meet their primary objective, including the right to make decisions on expenditure of Crown funding.
3. The primary objective of boards is "to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement". The board's obligations in meeting this objective are outlined in clause 5, Schedule 6 of the Education Act 1989.
4. In governing the school, boards must ensure they:
  - a. act in a way that is financially responsible;
  - b. set priorities and manage the school's total funding;
  - c. follow the National Education Guidelines and the National Administration Guidelines;
  - d. comply with legislative and contractual requirements.
5. The board should note that all students are entitled to benefit equitably from the school's financial resources.

#### *Crown funding*

6. The board is subject to standards expected of a Crown entity spending public money. As a Crown entity, the board must ensure that expenditure decisions:
  - a. have a justifiable business purpose;
  - b. preserve impartiality;
  - c. are made with integrity;
  - d. are moderate and conservative, having regard to the circumstances;
  - e. are made transparently; and
  - f. are appropriate in all respects.
7. Boards should note that locally raised funds are considered public money and are subject to the above standards. Locally raised funds include general donations, fundraising, bequests, trading and activities. Schools are entitled to fundraise for planned overseas trips but must ensure that the expenditure meets the standards above. Any parental contributions specific to a planned trip are not considered public money and must be paid back if the trip does not go ahead.

#### *Using Crown funding for overseas travel*

8. While a board has discretion to make decisions on the expenditure of Crown funding there must be reasonable justification for how the proposed expenditure supports the board's primary objective – student achievement.



9. A board can exercise its discretion to use its Crown funding accordingly if it:
- a. can demonstrate reasonable justification for how the proposed expenditure supports student achievement; AND
  - b. has considered the proposed expenditure alongside other competing priorities for the use of limited financial resources.
10. The board must complete the *Funding Overseas Travel for Students and Staff Using Crown Funding Checklist* for each proposed trip. It must record approval of the trip beforehand and retain completed and signed checklists for all decisions for audit purposes.
11. All expenditure should be accounted for and receipts returned following the trip.

*Overseas travel and its link to educational achievement*

12. The board must ensure that a curriculum is developed and implemented that has meaning for students and engages the support of families, whānau and communities.
13. Curriculum-based learning and teaching experiences that extend the four walls of the classroom, otherwise known as EOTC, is one way a school may implement its curriculum and is a key component of primary and secondary school life in New Zealand. It is acknowledged that the links that students are able to make between the classroom and real-world experiences can be critical to their long-term learning. These learnings may be shared with the larger community and can unify whānau.
14. EOTC can take place in the school grounds, in the local community, or in regions further afield, including overseas.
15. Examples of overseas travel that may further student achievement include but are not limited to: visiting the site of a significant cultural event (e.g. a battle where the school community had significant casualties – can aid healing within the whole community), senior Māori groups visiting Pacific Islands where ancestral stories originate (e.g. Tahiti), or language students visiting a country where the language of study is primarily spoken.

*Other policies*

16. The decision to approve expenditure on overseas travel should also consider any other relevant policies in place at the school (e.g. sensitive expenditure, giving gifts).
17. The board must also consider other responsibilities in relation to overseas travel (e.g. health and safety, risk management).

## Annex two: Checklist for funding overseas travel using Crown funding



### Funding Overseas Travel Using Crown Funding Checklist

After reviewing the Office of the Auditor General's 2016 Audit of Schools, we've updated our guidance on funding overseas travel.

This checklist is to be completed by boards when considering whether to approve expenditure on overseas travel for students and staff using Crown funding. A completed and signed checklist for each proposed trip must be kept for audit purposes, as well as a copy of the board minutes of each decision.

While a board has discretion to make decisions on the expenditure of Crown funding there must be reasonable justification for how the proposed expenditure supports the board's primary objective – achievement of all students at the school/kura. All boards must act in a way that is financially responsible. The two main questions a board must ask when considering whether an overseas trip is appropriate are therefore:

1. How would the proposed trip support student achievement?
2. How would the trip be paid for?

The checklist below provides boards with a framework to guide boards' thinking. Considering the following questions will help to demonstrate reasonable justification for approving expenditure on overseas travel.

Information about the proposed trip	
<ul style="list-style-type: none"><li>• Purpose?</li><li>• Where to and for how long?</li><li>• Who is attending?</li></ul> <p>There should be no personal gain or perception of personal gain for individuals on the trip (e.g. the school funding private travel by an individual on the trip or other family members).</p> <ul style="list-style-type: none"><li>• What is the budget?</li></ul> <p>Make sure the budget includes all associated costs, including any staffing implications (e.g. reliever costs), and how the trip might affect the school's overall financial position.</p>	



**Question one: How will the proposed trip support student achievement?**

**Guiding Questions**

How does the overseas travel for students and staff support the board's primary objective – student achievement?

- how does the overseas travel for students and staff link to learning outcomes?
- what curriculum outcomes is the experience likely to help students achieve?
- how might the learning of this trip be shared with other students, staff, and community members?
- how does the expenditure further the aims of the school as set out in its charter?

**Question two: How will the proposed trip be paid for?**

**Guiding Questions**

Has the overseas travel for students and staff been considered alongside other competing priorities for the use of limited financial resources?

- why is this experience likely to be more effective than a local or virtual alternative?
- how have you evaluated that the expenditure represents the best value for money?
- why is this spending justified for a select number of students (where applicable)?

Other competing priorities should include but are not limited to:

- curriculum expenses
- asset replacement/maintenance
- lease commitments
- cyclical maintenance
- staff development
- having sufficient working capital/available cash.

*Accounting for expenditure*

Overseas travel for students and staff using Crown funding must be reported in the notes section of their annual audited accounts.

The trip for \_\_\_\_\_ to travel to \_\_\_\_\_ is

APPROVED/DECLINED

Signed:

Board Chairperson

with the authority of the board on (date) \_\_\_\_\_

Released under the Official Information Act 1982



## Annex three: School Bulletin Article (for publication on 5 March 2018)

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### Updated guidance on funding overseas travel now available

After reviewing the Office of the Auditor General's 2016 Audit of Schools, we've updated our guidance on funding overseas travel. Overseas travel is recognised as an area of sensitive expenditure and should be carefully considered before it is approved.

While boards of trustees have discretion to make financial decisions concerning their school, they must comply with legal obligations and focus on their primary objective – student achievement.

Boards may use Crown funding for overseas travel if they can demonstrate that the two main conditions have been met:

- The overseas travel supports student achievement.
- They have considered the proposed spending against competing priorities for limited financial resources.

We've updated [chapter 2.4 of the \*Financial Information for Schools Handbook\*](#) and added a checklist [here](#), to help you decide whether funding overseas travel is appropriate. This checklist needs to be completed before your board approves any overseas travel by staff or students using Crown funding. You will also need to keep the signed and completed checklist for any travel approved in 2018, along with the board minutes of each decision, and make these available for audit purposes.

## Annex four: Key messages and back-pocket questions and answers

### Background

We are updating our advice to schools about overseas travel in the wake of the Office of the Auditor-General raising concerns about some schools' expenditure on overseas travel in its 2017 report on school audits. Previously we advised schools that Crown funds could not be used to cover any overseas trip expenditure, but last year we received legal advice that there were instances in which such expenditure could be justified.

The updated advice will be provided to boards on Monday 5 March in the third Ministry Bulletin of the year.

### Talking points

- We have updated our advice on overseas travel to school boards in the wake of the OAG raising concerns about some schools' spending on staff and student travel.
- The advice makes it clear that while boards have considerable discretion, they must comply with their legal obligations and focus on their primary objective – student achievement.
- There are circumstances in which spending on overseas travel may be justified, but only if three conditions are met. They are that:
  - The overseas travel supports student achievement
  - The board has weighed the proposed spending against competing priorities for limited financial resources such as resourcing the curriculum, teacher development, and meeting the school's financial obligations.
- To assist schools to interpret the new guidance we will work with the School Trustees Association and Te Rūnunga Nui, the national body representing kura kaupapa, to develop exemplars to show how some boards have worked through the decision-making process.
- We have also created a checklist for boards to complete before approving any overseas travel.

### Backpocket Q&As

***Why has the previous advice that Crown funds should not be used for overseas travel been scrapped?***

Because we have received legal advice that there are instances in which such expenditure can be justified.

***What action has the Ministry taken in response to concerns raised about particular schools' spending in last year's OAG report?***

It is disappointing that the OAG's audit of almost 2500 schools has raised concerns about a small handful. We have been following up all instances where the OAG has flagged concern and are working closely with those schools to make sure they meet their obligations.

***What action will be taken against schools that breach the new guidelines?***



The OAG's most recent report shows that the overwhelming majority of schools meet their obligations and comply with the rules. If concerns are raised about a particular school we will work closely with the school to make sure it understands its responsibilities and acts accordingly.

If any instances of fraud are identified, they will be reported to the appropriate enforcement agency.

Released under the Official Information Act 1982



## Briefing Note: School High Health Needs Fund (SHHNF)

<b>To:</b>	Hon Tracey Martin, Associate Minister of Education		
<b>CC:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	16 February 2018	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1107482
<b>Drafter / Key Contact:</b>	[REDACTED]		
<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Summary

- In light of recent comments about the School High Health Needs Fund (SHHNF) by [REDACTED] this briefing provides you with background information on the SHHNF, as well as information about the sorts of health conditions the fund covers.



Dr David Wales  
**National Director Learning Support  
Sector Enablement and Support**

16/2/18



## Overview of the School High Health Needs Fund (SHHNF)

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1. The School High Health Needs Fund (SHHNF) provides teacher aide support to students who have high health needs as a result of a significant health condition.
2. As at February 15 2018, the fund is supporting 1,066 students with high health needs. Students come on and off the fund daily and as their independence develops the support reduces.
3. Most students become independent in managing their needs by the time they reach secondary school age. A very small number of students (30) receive support for the duration of their schooling.
4. The SHHNF is funded to a total of \$9 million per year. SHHNF and Ongoing Resourcing (ORS) teacher aide funding is consolidated to give greater flexibility to meet the range of individual needs of children at any one time.
5. We closely monitor the number of students entering and leaving the SHHNF. We work with the Ministry of Health to address any gaps in knowledge schools may have and publish a number of guides for schools that help support their management of students' health conditions.

## Criteria for the SHHNF and allocation of support

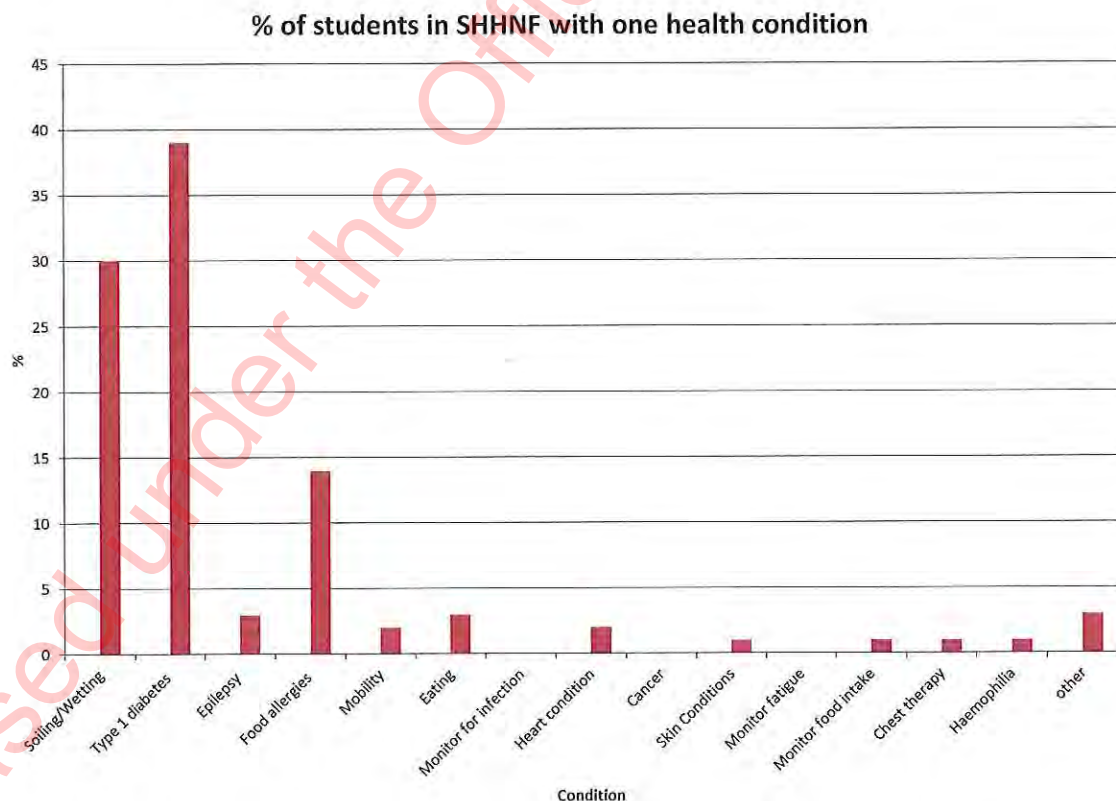
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6. The SHHNF is available at any stage of schooling. To be eligible for the SHHNF a student must meet the following criteria:
  - the student has a high health need and needs a support person at school to supervise them, help with physical tasks or respond appropriately in a crisis situation;
  - the support is essential to allow the student to access their usual educational environments and is expected to maintain or improve the student's attendance at school and their ability to self-manage their condition;
  - the student has a high health need of such intensity, frequency or duration that support is needed to; reduce severe effects on personal physical health, reduce accidents or injury to the student or reduce the risk of infection. Many conditions are life threatening unless appropriate support is provided.
7. Eligibility for the SHHNF is assessed by the Ministry's National Office Learning Support team.
8. Regional Offices determine the hours allocated to each student based on the health needs identified in the student's Individual Care Plan (ICP), and guidelines developed in collaboration with the New Zealand Paediatric Society. The guidelines are regularly reviewed by the Paediatric Society and the Ministry.
9. The Ministry of Education or fundholder school is responsible for making sure each student has an ICP that details:
  - a summary of the student's health needs;
  - the care and supervision tasks the support person (teacher aide) will carry out, how long each task takes and how many times a day and week the tasks are completed;

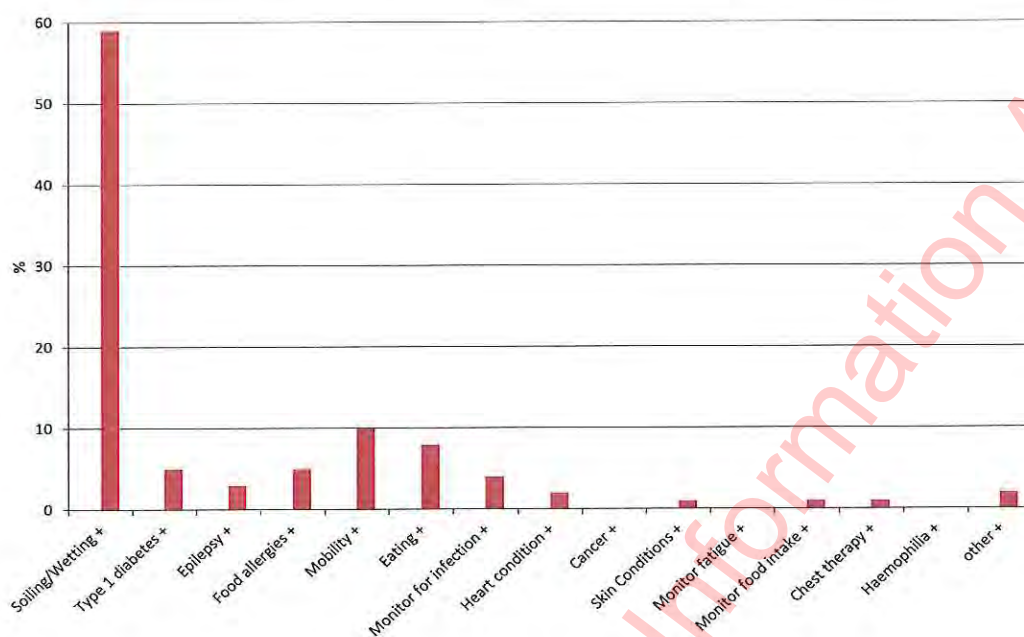
- what tasks the student can do independently and what tasks the student needs help with;
  - the plans and strategies the school has in place to help the student develop independence, if appropriate;
  - the monitoring system that will ensure the care remains appropriate to the student's needs during the year;
  - the evaluation process that will determine the student's ongoing level of need for care and supervision, together with information about the student's progress towards being able to manage their own needs; and
  - signatures of parent/caregiver and the educator.
10. Every student who received funding has a Ministry key contact who monitors the ICP and who is the school's point of contact.
11. At times and for a variety of reasons children may need more support time than what is allocated and the fund is flexible enough to respond to the changing needs of students. For example, in times of transition students may need more support and in adolescence health needs sometimes change

#### Health conditions supported by the SHHNF

12. The following graphs show the range and of health conditions supported by the SHHNF and the proportion of students in the fund with each condition in February 2018.

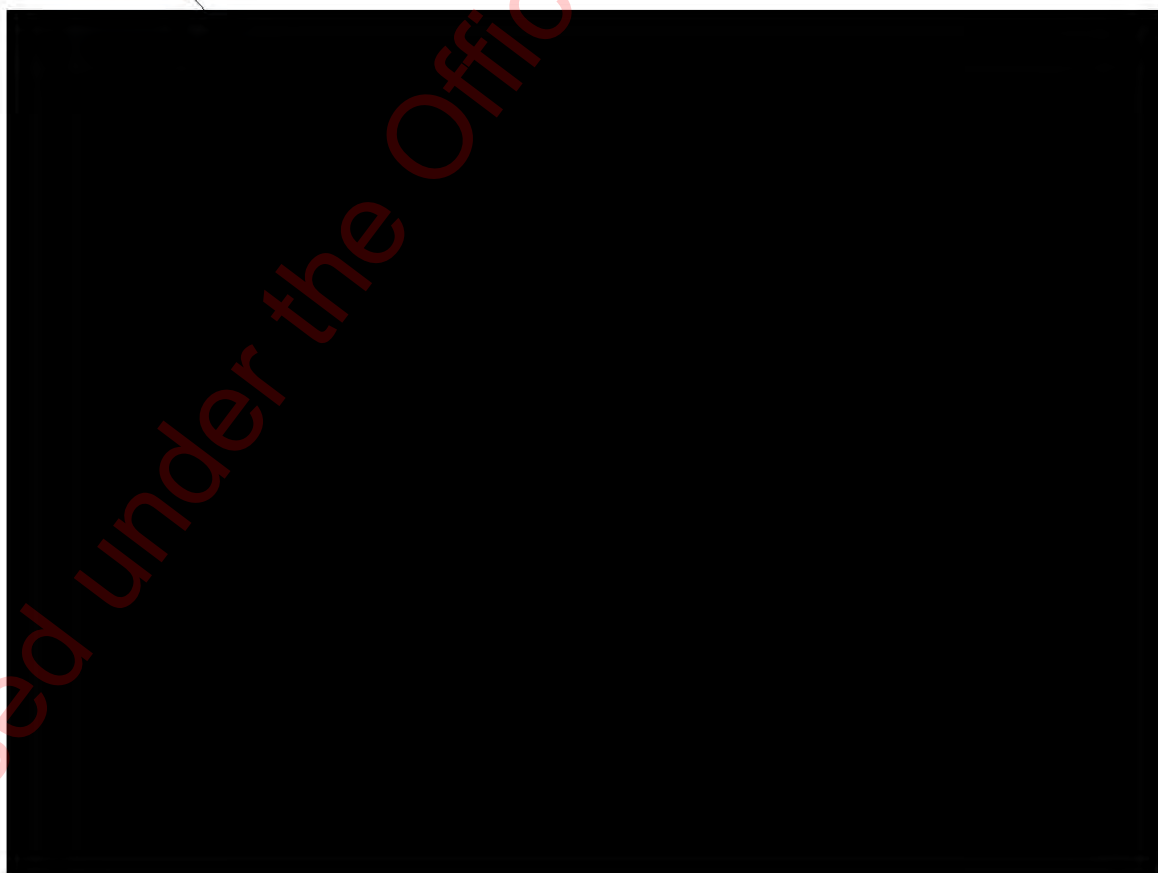


% of students in SHHNF with two or more health conditions

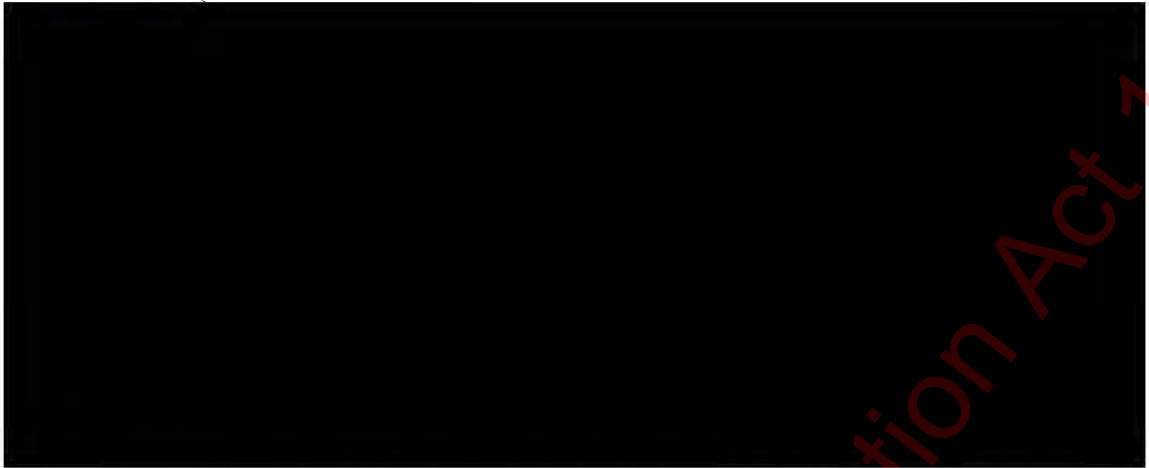


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13.








14. From the criteria and examples provided it can be seen that the focus of this fund has been for children and young people with significant physical health needs, rather than students with mental health disorders.
15. Any move to widen the fund to consider potentially a broad range of mental health needs would require further analysis and policy work.



## Education Report: Revised Draft Cabinet Paper on Equity and the Future Direction of the Funding Review

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	26 April 2018	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1121458
<b>Drafter:</b>	Richard Joblin	<b>DDI:</b>	
<b>Key Contact:</b>	Damian Edwards	<b>DDI:</b>	
<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	Yes / No <span style="border: 1px solid black; padding: 2px;">s 9(2)(a) OIA</span>

### Purpose of Report

Attached is a revised draft Cabinet to support consultation with relevant Ministers.

The paper will need to be submitted to Cabinet Office by 3 May 2018 to be considered by Cabinet Social Wellbeing Committee on 9 May 2018. The Ministry is consulting interested government agencies in parallel with Ministerial consultation to meet the 3 May deadline.

The paper has been revised to reflect comments at the agency meeting on 23 April. Specifically, we have added additional text on the impact of concentration and on the previous government's proposed approach to transition to its *Risk Index*. We have also included the timeframe for announcements in the publicity section and recommendations.

### Recommended Actions


The Ministry of Education recommends you:

- a. **consider** the attached Cabinet paper

**Agree / Disagree**

- b. **circulate** to interested Ministers seeking feedback in time for the paper to be revised and submitted to Cabinet Office by **10 am on 3 May 2018**.

**Agree / Disagree**

  
Damian Edwards  
Associate Deputy Secretary  
Education System Policy

26/4/18

Hon Chris Hipkins

Minister of Education

  /  /