



Te Puna Hanganga Matihiko Infrastructure & Digital Group

Briefing for Incoming
Deputy Secretary

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1.0

Document purpose and content

This document presents a baseline picture of Te Puna Hanganga, Matihiko | Infrastructure & Digital as well as the issues, risks, and opportunities for the incoming Deputy Secretary and other interested stakeholders

The purpose of this document is:

- » To brief you as incoming Deputy Secretary for Te Puna Hanganga, Matihiko | Infrastructure & Digital on your accountabilities, issues and risks, and the work programme underway
- » To inform other Deputy Secretaries of Ministry of Education | Te Tāhuhu o te Mātauranga on the specific roles and responsibilities of Infrastructure & Digital
- » To identify key opportunities for improvement centred around Infrastructure and Digital and to note the other parts of the Ministry that will need to be involved.

This document sets out:

- » Key background about the Ministry, the Education Sector, and the creation of Te Puna Hanganga, Matihiko | Infrastructure & Digital (Section 2)
- » Your key responsibilities as Deputy Secretary of the new Group (Section 3)
- » A summary of the work programme underway you will need to direct (Section 4)
- » The issues and risks that you will need to be familiar with (Section 5)
- » Opportunities for improvement, both immediate and in the longer term (Section 6).

Appendices set out:

- » A summary of the delegations of powers and functions in Education legislation (Appendix A)
- » A full list of the IT Group workplan underway with high-level timelines (Appendix B).

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2.0

Background

The key background for this briefing document is the New Zealand education sector, the Ministry of Education | Te Tāhuhu o te Mātauranga, the redesign of the Ministry, and the creation of Te Puna Hanganga, Matihiko | Infrastructure & Digital Group.

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2.1 The education sector

The New Zealand education system is a major contributor to social and cultural participation and wellbeing, economic prosperity, and growth

The Ministry's vision for education is that every New Zealander:

- » is strong in their national and cultural identity
- » aspires for themselves and their children to achieve more
- » has the choice and opportunity to be the best they can be
- » is an active participant and citizen in creating a strong civil society
- » is productive, valued, and competitive in the world.

Ko ngā tāngata katoa o Aotearoa:

- » he pakari i roto i ō rātou ake tuakiritanga, ā-motu, ā-iwi anō
- » e whai wawata ana mō rātou ake mē ā rātou tamariki kia nui ake ai te whai
- » e taea ai te whiri, te whai huarahi hoki e tino taumata ai te puta
- » he tāngata takatū, e kirirarau ana ki te whakapakari i te hapori
- » he tāngata whai hua, whai mana, tauwhāinga anō i te ao.

**New Zealand and
New Zealanders
lead globally.**

**Ko runga kē a
Aotearoa me ōna
uri i te ao.**

We have a diverse and highly devolved education system

Responsibility for the delivery of formal education in New Zealand is highly devolved. The management, governance, and leadership of the early learning, schooling, and tertiary sectors is the responsibility of largely autonomous boards of trustees, councils of tertiary institutions, and

other individual providers. Each provider makes its own decisions within a regulatory framework about how to meet the learning and wellbeing needs of its young or adult learners.

The diverse nature of the sector is summarised in the following table.

TABLE 1 SUMMARY OF EDUCATION SECTOR

Early Learning	Primary and Secondary	Tertiary
Around 200,000 children Around 30,000 kaiako teachers Around 4,500 licensed Early Childhood Education (ECE) services	Around 800,000 ākonga learners Around 60,000 kaiako teachers Over 2,500 schools	Over 540,000 ākonga learners Over 300 providers
Early Learning options include: <ul style="list-style-type: none"> » Kindergartens (licensed) » Kōhanga reo (licensed) » Puna reo (licensed) » Playcentres (licensed) » Education and Care Services (licensed) » Home-based Care (licensed) » Playgroups (certificated) 	Primary and Secondary options including teaching in Māori and English-medium, as well as bi-lingual, dual-medium, and Pacific language settings: <ul style="list-style-type: none"> » State schools (Crown entities) » Designated character schools (State schools with special character) » Kura Kaupapa Māori Aho Matua, Kura-a-Iwi, and other schools where learning occurs through te reo Māori » Integrated schools (Crown entities with private proprietors) » Independent schools (private entities given some government funding) » Home education (parent-delivered schooling with Ministry approval) 	Tertiary options include: <ul style="list-style-type: none"> » Universities (Crown entities) » Wānanga (Crown entities) » Te Pūkenga (NZIST) (Crown entity) » Private Training Establishments (PTEs) » Transitional Industry Training Organisations (ITOs) » Community providers

New Zealand makes significant investment in education

The education portfolios account for \$17.1 billion in budgeted expenditure (Pre-election Economic and Fiscal Update 2020/21, GST excluded).

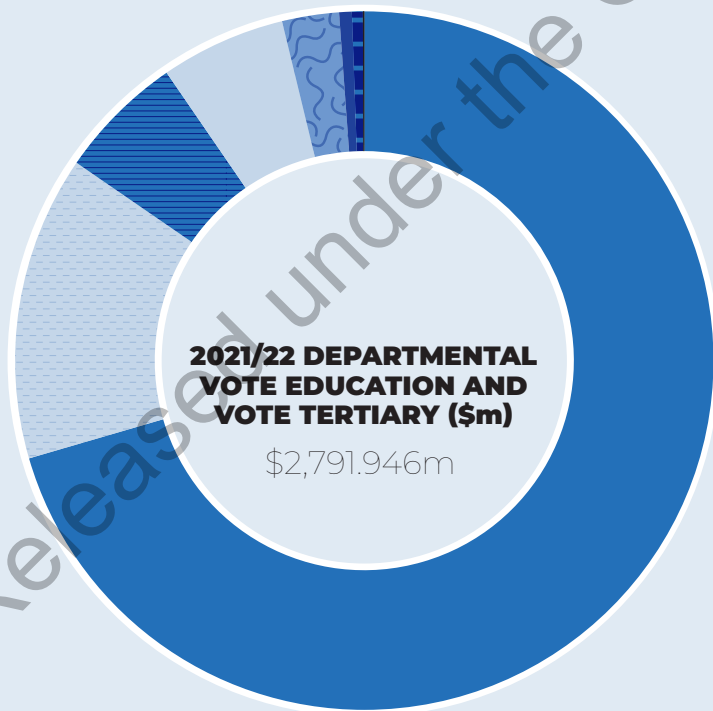
The Ministry of Education administers this expenditure in two Votes:

- » Vote Education
- » Vote Tertiary Education.

Each Vote consists of several Appropriations that are a mixture of Departmental and Non-Departmental expenditure.

The Ministry receives departmental funding (almost \$2.8 billion for 2021/22) which it uses to support and provide services directly to the education sector. Most of this departmental funding relates to management of the schooling property portfolio, nearly \$2 billion per annum (including \$1.751 billion of capital charge and depreciation). As well as this, the funding supports the Ministry's functions and services.

The 2021/22 departmental funding is summarised in the following diagram. A table also lists the key financial terms used here and in the remainder of this document.



● School property portfolio management	\$1,967.859
● Outcomes for target student groups: Interventions for target student groups	\$393.757
● Primary and Secondary Education: Support and resources for education providers	\$162.940
● Improved quality teaching & learning: Support and resources for teachers	\$161.693
● Stewardship and oversight of the education system	\$73.548
● Stewardship & oversight of TertEd system	\$16.321
● Support & resources for parents and the community	\$14.028
● Services to other agencies	\$1.800

FIGURE 1 SUMMARY OF DEPARTMENTAL EXPENDITURE

The Ministry of Education faces significant sustainability challenges to its departmental baseline

The Ministry is facing significant reductions in its core departmental baseline from the 2021/22 financial year onwards in the range of \$56 to \$75m. There is also pressure on the budgets for Te Puna Hanganga, Matihiko | Infrastructure & Digital.

TABLE 2 KEY FINANCIAL TERMS

Vote – a grouping of one or more appropriations that are the responsibility of a Minister and administered by a Ministry. Education has two Votes: Vote Education and Vote Tertiary Education.

Appropriation – a Parliamentary authorisation for Ministers to incur expenditure for a particular purpose (or Scope and Intention as set out in the Estimates). The total of all appropriations equals the total Vote. The Scope statement establishes the limits of what an appropriation can be used for, or the services that can be carried out with the appropriation.

Baseline – the level of funding approved for any spending area.

Departmental Expenditure – expenditure that is managed under the direct delegation of the Secretary for Education for the delivery of Ministry services.

Non-Departmental Expenditure – expenditure that is managed by the Ministry on behalf of the Crown – largely school operations. Examples include school operations grants, teacher salaries, schools' furniture, and equipment (which becomes a school asset), and school transport services.

2.2 Ministry of Education | Te Tāhuhu o te Mātauranga

The Ministry supports an education system that touches every person, whānau, and community in New Zealand

The Ministry of Education is the New Zealand Government's lead advisor on the education system.

We shape an education system that delivers equitable and excellent outcomes

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga

The Ministry's lead advisor role includes the following.

The education system

- » Administering Vote Education and Vote Tertiary Education.
- » Administering a range of legislative and regulatory controls, delivering funding and other resources, and providing services that support the governance, management, and operation of early learning and schooling education providers. We also monitor providers and schools and intervene where there is operational or educational risk.
- » Managing appointments to education entity boards, supporting the setting of Crown entity performance expectations, and monitoring the operational performance of Crown entities.

Advice

- » Providing advice on education, from early learning through schooling to tertiary education.
- » Providing advice on and support for the international education sector and the Ministry's international engagements. We also contribute to the education-related aspects of New Zealand's international reporting obligations.
- » Providing advice on and support for workforce negotiations, bargaining, and pay equity.
- » Undertaking research and analysis and monitoring the overall performance of the education system.

Support

- » Providing support and resources for educators to deliver equitable outcomes for ākonga | learners. This includes the development of curriculum and curriculum resources to support teaching, learning and assessment, professional development, and scholarships and awards for teachers.
- » Providing support and resources to the community. This includes empowering parents and whānau to engage with their learner's education, and working with whānau, iwi, employers, and community groups to strengthen engagement and achievement in education and to involve them in the education system.
- » Administering the learning support system to provide a wide range of services to learners, including targeted interventions, specialist support services, funding, and services for learners with additional needs.
- » Setting school payroll strategy and monitoring the operational performance of Education Payroll Limited which administers the largest payroll system in New Zealand, making payments to over 94,000 school staff each fortnight.

Property

- » Overseeing all education property owned by the Crown, and managing the continued performance of school property, school transport, and the school ICT network infrastructure.

Digital

- » Providing technology and network services to schools and kura through a contract with Network for Learning (N4L) and Te Mana Tūhono, our long-term programme to upgrade school network equipment and support schools to monitor, maintain and manage their networks.
 - » Supporting the effective delivery of communications, information, and services to the Ministry and education sector.
 - » Delivering and operating the digital services provided to the education system.

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2.3 The redesign of Te Tāhuhu o te Mātauranga | Ministry of Education

The Ministry of Education has been redesigned to establish Te Mahau to directly support schools, teachers, and learners

The document “Establishing Te Mahau within Te Tāhuhu o te Mātauranga | The Ministry of Education” (May 2021) sets out the confirmed design for the changes to the Ministry. This creates Te Mahau as a separately branded organisation within the Ministry for Education.

This new design for Te Tāhuhu o te Mātauranga | Ministry of Education is summarised in the following diagram.

As can be seen, your group – Te Puna Hanganga, Matihiko | Infrastructure & Digital – will play a crucial support role in supporting Te Mahu with property, transport, and digital services.

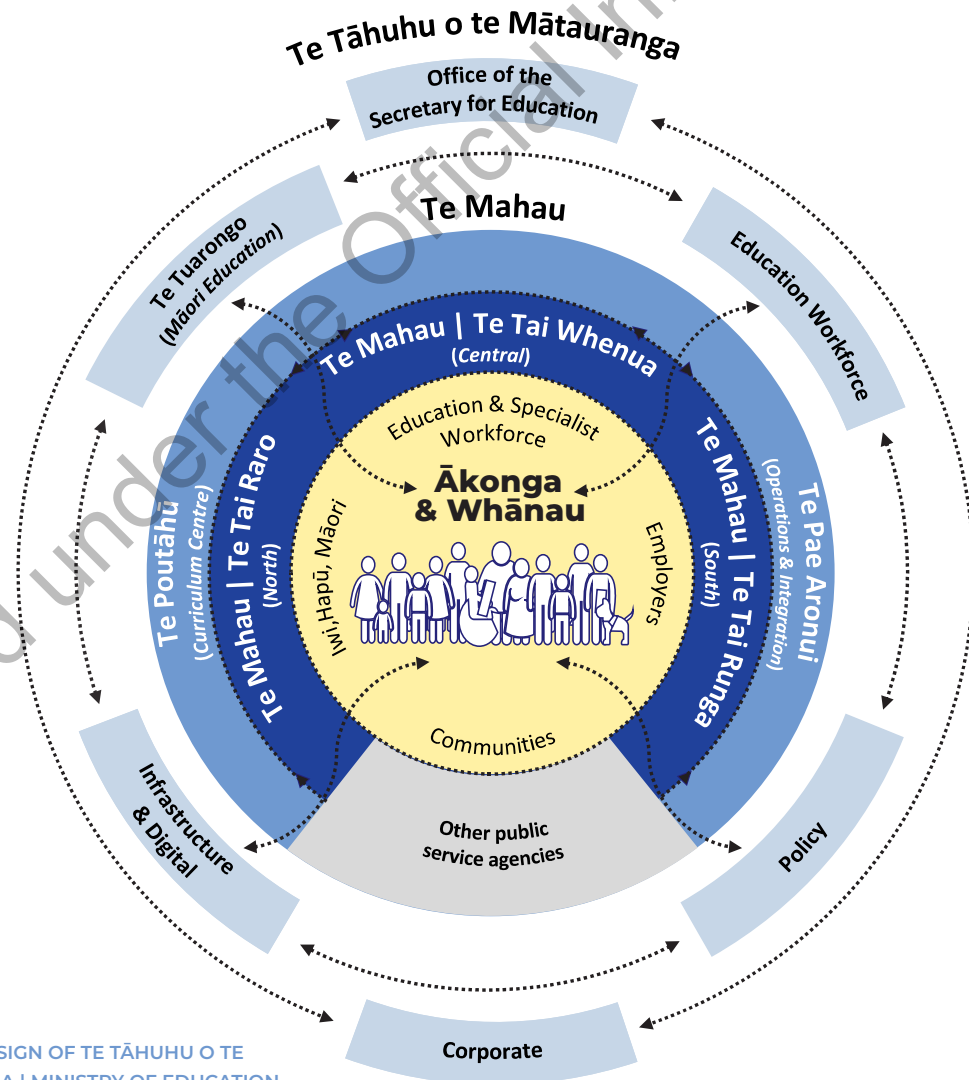


FIGURE 2 DESIGN OF TE TĀHUHU O TE MĀTAURANGA | MINISTRY OF EDUCATION

*Ka tū Te Mahau me Te Tāhuhu hei whakahaere kotahi |
Te Mahau and Te Tāhuhu are one organisation*

The new design for the Ministry is intended to support us to change the way we work across four substantive areas:

- » *Taking practical action to give effect to te Tiriti o Waitangi* – the Secretary for Education has clear expectations on Te Tāhuhu honouring te Tiriti o Waitangi, consistent with the statutory obligations we have under the Education and Training Act (2020) and the Public Service Act (2020). To do this we need to grow our capability to understand the complexity of te Tiriti o Waitangi and give expression and practical effect to all articles of te Tiriti o Waitangi with Māori both as tangata whenua and citizens.
- » *Giving priority to regional and local voice* – we require significantly strengthened sector voice and decision making across our organisation. To give more priority to regional and local voices, we have created a better balance in the leadership team that includes more Deputy Secretaries who will work directly with the sector.
- » *Delivering greater responsiveness, accessibility, and integrated services and support* – over time we will need to shift resources and develop new services in support of the sector. To deliver services and supports today, and to design the services and supports for tomorrow, Te Mahau will need to be connected and sector-facing with the right capabilities to drive change.
- » *Improving feedback loops and information flows* – we need to use the intelligence we gather from the sector to drive how we shape the education system.

*Te Mahau will be a demanding customer
of the services of Te Puna Hanganga,
Matihiko | Infrastructure & Digital*

Te Mahau is intended to be a demanding customer of the enabling functions of our organisation, including the services provided by Te Puna Hanganga, Matihiko | Infrastructure & Digital. As such, supporting Te Mahau is a key driver of your Group's work programmes. This positive tension is deliberate, as is the overarching priority to work with and across the organisation and sector.

For this design to be successful, it will need more than a structural shift. It will need us to have clear and strong communication, to work collaboratively across the organisation, and to be deeply connected to the work we do. More importantly, it requires us to be open to the potential that this design gives us to live up to our purpose.

Application of the service design and management framework and leveraging the service management platform in collaboration with the business will begin to transform how we operate in the education system. It will support greater integration between services, improve information flows (including using information we already hold), and increase the efficiency of the services we deliver, enabling resources to focus on delivery of services to the front line.

The new Te Mahau service portal is the first project in a wider initiative to establish a service platform for Te Mahau. It will give digital, personalised, role-based access to services. It will be easy for our customers to learn how to apply for or request something; plan something; update their information; and give feedback. Te Puna Hanganga, Matihiko will be actively involved in designing, implementing, and supporting these new services.

The organisation will require a significant cultural shift beginning with thinking about how our customers will consume our services. It will involve organising accordingly to provide an integrated service, leveraging common patterns, and having a higher degree of transparency and accountability.

2.4 Creation of Te Puna Hanganga, Matihiko | Infrastructure & Digital Group

Te Puna Hanganga, Matihiko | Infrastructure & Digital Group (IDG) will lead inclusive, accessible, and integrated national physical infrastructure, transport, and digital services to the education system

Te Puna Hanganga, Matihiko | Infrastructure & Digital will be a centre of excellence on national asset management, procurement, and capital cost efficiencies, and on delivery that is responsive to Te Mahau requirements for the network of schools and other provisions.

It will think broadly about technology solutions to deliver a more networked system, in which digital and technology solutions are considered alongside school network infrastructure solution design and the local and regional needs.

It will identify and address barriers to comprehensive and equitable education services including Māori medium education property and regional education pathways.

It will honour te Tiriti o Waitangi through the management of land banking and leasing of land for educational purposes from tangata whenua. This includes meeting government targets for investment spend with Māori-owned infrastructure service providers.

Te Puna Hanganga, Matihiko | Infrastructure & Digital will hold key relationships with Te Mahau, particularly the three Te Mahau frontline groups and Te Pae Aronui (Operations & Integration). It will work alongside these groups so that the schooling network plan and delivery of related property infrastructure and digital is closely coordinated with sector need as evidenced through data and insights.



The integration within Te Puna Hanganga, Matihiko | Infrastructure & Digital Group of property, transport, and digital will change our approach to managing the school network

The learning environments and digital platforms developed by Infrastructure & Digital are critical to quality teaching and learning. These have the potential to provide accessible, inclusive places, spaces, and platforms where ākonga and whānau feel that they belong and where their identity, language and culture can be supported.

Digital technologies will play an increasingly important role in education delivery in the future as the pressure mounts on the property portfolio. Digital will therefore need to be closely integrated with property and transport to help us solve our increasing school network issues. IDG will work across the wider organisation so that this potential is realised, with particularly strong links to quality teaching and support for local curriculum delivery.

IDG will provide advice to the Minister's office at the end of September on a comprehensive framework of support for IT in schools and kura.

Subject to the Minister's agreement this will see a shift to core digital services being centrally procured and managed on behalf of schools and kura and change in the way the Ministry's IT Group operates.

IDG will work closely with Te Poutāhū (Curriculum Centre) supporting and enabling more integrated support to teachers and leaders, including distance learning and the development of the replacement for an online curriculum hub.

IDG will be responsible for services to our internal customers within the Ministry to enable them to operate effectively and work seamlessly with the sector. This will be mostly through the provision of ICT infrastructure, solutions, and end user customer support. Service Level Agreements will be developed with our internal customers and implemented to support the maintenance of internal IT systems.

There will be future organisational design work across the Ministry that will impact Te Puna Hanganga, Matihiko | Infrastructure & Digital

Government signalled that local property advice and transport functions should be integrated within key frontline services of Te Mahau. This will be covered in future organisational design work and will impact how IDG manages property, transport, transport, and digital.

3.0

Your key responsibilities

The key responsibilities of the Deputy Secretary Te Puna Hanganga, Matihiko | Infrastructure & Digital Group are shaped by the overall legislative framework, financial delegations, the key services provided, customers and partners, immediate priorities, and funding.

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3.1 Summary of your responsibilities

as Deputy Secretary Te Puna Hanganga, Matihiko | Infrastructure & Digital

You inherit two existing organisations – the IT Group (ITG) and the Education Infrastructure Service (EIS) – with schools' payroll being transferred to Education Workforce

The redesigned IDG structure has been created as follows:

- » The core of the redesigned tier-one organisational structure is that inherited from EIS
- » The IT Group functions have been added under the Chief Digital Officer
- » Schools' payroll has been removed and transferred to Workforce
- » A secondary reporting line from the new Pou Ārahi position has been established.

To give effect to your accountabilities you are responsible for almost 800 staff, with ten positions directly reporting to you. The organisational structure and functions delivered proposed in the organisation redesign is summarised in the following diagram.

The Pou Arāhi – Māori positions have been established with a direct reporting line to the Hautū – Te Tuarongo | Deputy Secretary – Te Tuarongo to connect Māori capability across Te Mahau and Te Tāhuhu. These are leadership positions, as opposed to cultural advisor positions, that recognise the value of the full range of capabilities, skills, and relational networks that senior Māori public servants bring.

The Pou Ārahi – Māori will be a key mechanism for building our Māori and kāwanatanga capability. It will translate advice from Te Tuarongo into action for specific group operations and connect Māori capability across Te Tāhuhu.

Please note that:

- » The Director Risk and Assurance is on secondment to MBIE
- » Since the redesigned structure was published, School Transport has moved from Business Services to a direct report to the Deputy Secretary.

FIGURE 3 TE PUNA HANGANGA, MATIHIKO | INFRASTRUCTURE & DIGITAL ORGANISATIONAL STRUCTURE AND KEY FUNCTIONS (AS DESIGNED)

Deputy Secretary Te Puna Hanganga, Matihiko Infrastructure & Digital Group			
Associate Deputy Secretary Strategy & Policy TBA 43 staff <ul style="list-style-type: none"> • Strategy and policy for school infrastructure and transport • School design and engineering requirement and guidance • Prepares budgets and manages business cases • Strategic and performance reporting 	Chief Digital Officer Stuart Wakefield 276 staff <ul style="list-style-type: none"> • Strategy, planning, architecture • Operations, infrastructure, apps • Customer services • Contract management • ICT Project services • ICT assurance 	Director Strategic Asset Management Andrew Hutchinson 8 staff <ul style="list-style-type: none"> • Informs the policies, frameworks, tools and plans that support the achievement of the strategies • Lifts our asset management maturity and asset performance • Data analysis support to other teams 	Group Manager Infrastructure Procurement Alison Murray 40 staff <ul style="list-style-type: none"> • Infrastructure procurement • Corporate services procurement • Education and technology procurement • Schools buying • Procurement performance
Group Manager Finance and Investment James Shilling 39 staff <ul style="list-style-type: none"> • Property valuations • Project accounting • Dept/non-Dept accounting • Financial advice • Asset registers 	Group Manager Business Services Rob Campbell 105 staff <ul style="list-style-type: none"> • Technology in schools (N4L) • Schools transport • Infrastructure legal • Business improvement and engagement • Business systems 	Associate Deputy Secretary Property Delivery TBA 304 staff <ul style="list-style-type: none"> • Capital projects • Asset management – regional advisors • Portfolio management (focus on improving ICR) • Strategic support 	Executive Manager Simone Thompson [5 staff] <ul style="list-style-type: none"> • Scheduling, workflow, correspondence, QA, advice, and document drafting for Head of EIS • Coordination with offices of Ministers and Secretary for Education • Media inquiries and other information requests
Pou Ārahi Māori New position <ul style="list-style-type: none"> • Building Māori and kāwanatanga capability • Translating advice from Te Tuarongo into action • Connecting Māori capability across Te Tāhuhu. 	Director Risk and Assurance On Secondment <ul style="list-style-type: none"> • Assurance • Health and Safety 		

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You will be responsible for the management of the contract with a Crown owned company, Network for Learning (N4L)

Network for Learning (N4L) is a Crown owned company that was incorporated in 2012. The Company's Constitution states that the purpose of the Company is to establish and operate a student-focused network that offers schools and kura access to affordable, safe, fast broadband services and internet-based content and services over a dedicated network. Ownership is held equally between two shareholding Ministers, the Ministers of Finance and Education, with governance by a Crown-appointed Board of Directors.

The Ministry of Education has recently completed a 15-year project to upgrade schools' ICT network equipment and infrastructure, the School Network Upgrade Project (SNUP) and its descendant, the Wireless School Network Upgrade Project (WSNUP). Te Mana Tūhono is our long-term programme to upgrade school network equipment and support schools to monitor, maintain, and manage their networks. Te Mana Tūhono will also provide a long-term programme of support that removes the burden on schools to monitor, maintain, and manage their ICT networks. This programme is being delivered by N4L on behalf of the Ministry.

There are both centralising and devolving forces at work in the sector that need to be considered – IDG will be expected to take a more leading role in ICT, and in the immediate term, especially in cybersecurity

Within the redesigned Ministry structure, there is a desire to devolve more control and functions closer to schools through Te Mahau. This will require increased support for Te Mahau through the ICT functions provided by IDG. This will require the collaborative design of new services in short timeframes.

Government is also seeking to take a more centralised approach to digital services and architecture for schools, including cybersecurity.

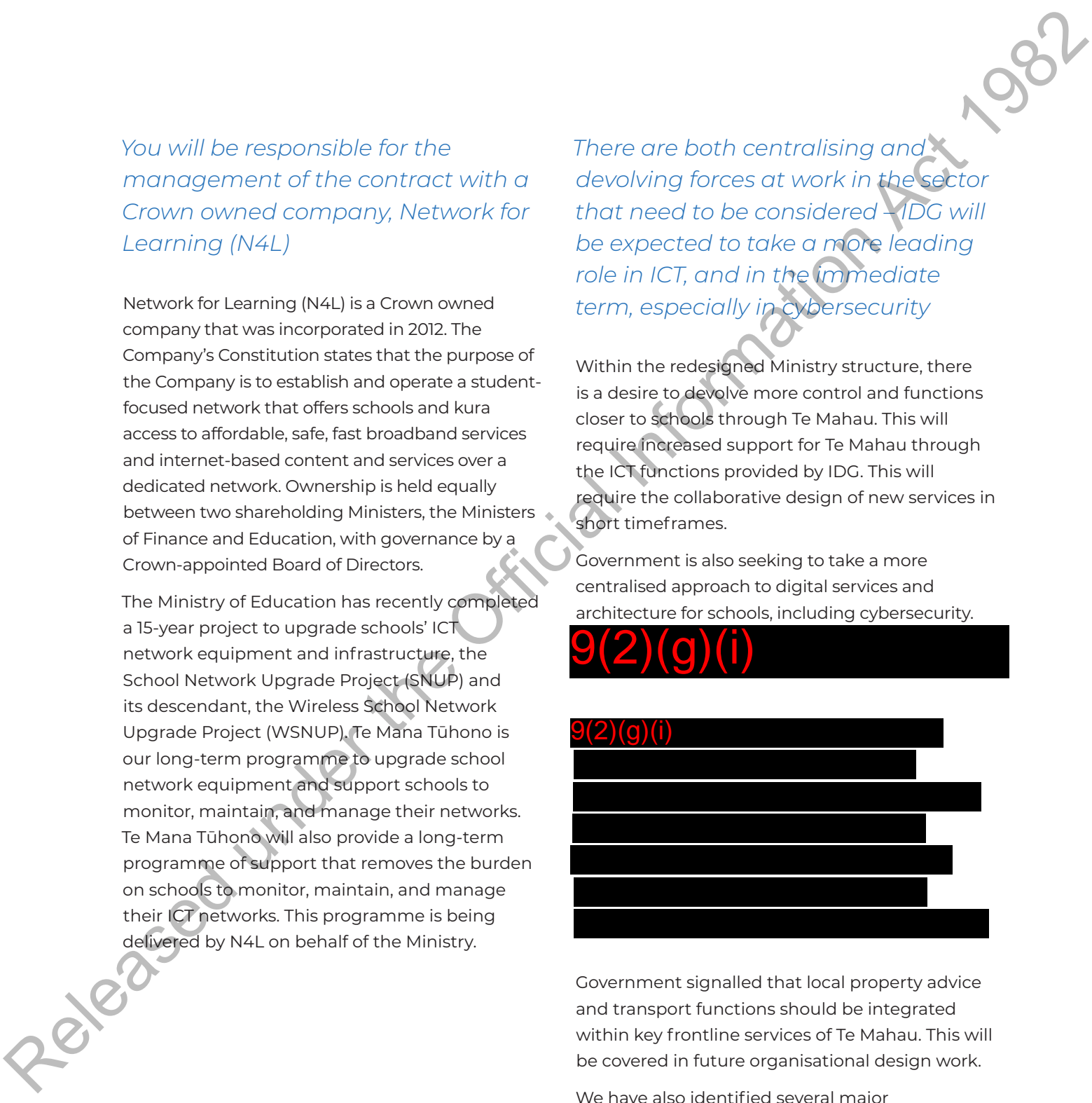
9(2)(g)(i)

9(2)(g)(i)

Government signalled that local property advice and transport functions should be integrated within key frontline services of Te Mahau. This will be covered in future organisational design work.

We have also identified several major opportunities for the new IDG (See Section 6).

9(2)(g)(i)



EIS and IT Group have had contrasting functions, customers, and ways of working

The following table compares the key parameters of EIS and the IT Group.

TABLE 3 EIS AND IT GROUP FUNCTIONS AND WAYS OF WORKING

CHARACTERISTICS	EIS	IT GROUP
Functions	<ul style="list-style-type: none"> » School property » School transport » School technology infrastructure / management of N4L » Support services (policy, finance, legal, Health & Safety, assurance, business services) 	<ul style="list-style-type: none"> » Digital solution delivery » Digital project services » Digital consulting » Digital operations » Sector digital services
Customers	<ul style="list-style-type: none"> » Schools » Parents and Caregivers » Third Parties (e.g. local councils, Iwi) 	<ul style="list-style-type: none"> » Ministry » Wider education sector » Schools
Staffing	550	300
Departmental Opex (non-asset-related)	\$232m pa (including PPP costs of \$62m)	\$50m pa
Departmental Opex (asset related)	\$1,751m pa	\$11m pa
Capex	\$1.6b pa	\$30m pa
Non-departmental	\$406m pa	\$29.63m pa \$6.02m COVID response learning from home in 2021/22
Delivery model	EIS undertakes no direct delivery – all its delivered services are contracted	IT Group uses a mixed model – some direct delivery, some outsourcing

3.2 The Legislative framework you will operate under

You operate under the Education and Training Act 2020, must give effect to our Te Tiriti o Waitangi expectations, and have legislative powers and duties under the Resource Management Act 1991 and the (Iwi) Claims Settlement Acts

Every senior leader in the public service operates under a wide legislative framework that includes the Public Sector Act, Public Finance Act, and the Health and Safety Act.

There are specific pieces of legislation or obligations where you have delegated responsibilities from the Secretary for Education or the Minister of Education. These are:

- » The Education and Training Act 2020
- » Te Tiriti o Waitangi | the Treaty of Waitangi expectations
- » Resource Management Act 1991
- » (Iwi) Claims Settlement Acts.

The Education and Training Act 2020

The Education and Training Act 2020 (the Act) provides the legal framework for our education system from early childhood education and compulsory schooling through to tertiary and international education. Its purpose statement includes establishing and regulating an education system that honours Te Tiriti o Waitangi | Treaty of Waitangi and supports Māori-Crown relationships.

The Act specifies education rights and obligations; statutory education entities' roles – including the Teaching Council of Aotearoa New Zealand, Education New Zealand (ENZ), the Tertiary Education Commission (TEC), and the New Zealand Qualifications Authority (NZQA) among others, and their governance, the licensing and funding of early childhood education (ECE) services, school management and governance, international education, and the tertiary and vocational education sector entities' roles and responsibilities.

Te Tiriti o Waitangi | the Treaty of Waitangi expectations

With recent legislative change in the Public Service Act 2020, and more specifically in the Education and Training Act 2020, Parliamentary expectations around Te Tiriti o Waitangi | Treaty of Waitangi are much greater. The Education and Training Act's purpose includes establishing and regulating an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships.

The Ministry is working to give practical effect to Te Tiriti o Waitangi | Treaty of Waitangi and all articles of the Treaty in relation to both how the Ministry and the education system form authentic and sustainable partnerships with Māori. The Education and Training Act 2020 provides that any statement of national education and learning priorities issued by the Minister must be consistent with instilling in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori.

The Minister and the Minister for Māori Crown Relations: Te Arawhiti may jointly issue and publish a statement that specifies what the agencies serving the education system must do to give effect to public service objectives (set out in any enactment) that relate to Te Tiriti o Waitangi.

One of a school board's primary objectives in governing a school is to ensure that the school gives effect to Te Tiriti o Waitangi, including by:

- » Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- » Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- » Achieving equitable outcomes for Māori students.

During the last year, we also released a new Te Tiriti o Waitangi | Treaty of Waitangi policy statement and support documents to staff, including education about Te Tiriti. We have also made cultural capability and local curricula priorities for teacher professional development. The establishment of Te Taumata Aronui is a landmark opportunity in the education sector to partner differently with Māori and to safeguard outcomes for Māori.

Resource Management Act 1991 and (Iwi) Claims Settlement Acts

You hold legislative powers and duties delegated from Ministers or the Secretary of Education under the Education and Training Act 2020 as well as under:

- » Resource Management Act 1991
- » (Iwi) Claims Settlement Acts.

Further details on your legislative powers and duties can be found in Appendix A.

3.3 Your financial delegations

You have financial delegations appropriate to a Deputy Secretary with your responsibilities, of up to \$5m operating and \$25m capital

The following table summarises the financial delegations for the Deputy Secretary Te Puna Hanganga, Matihiko | Infrastructure & Digital. We assume that these will be the starting point for your delegations until they are updated to reflect the change in responsibilities. The formal delegations document – see Financial-Delegations-Table-approved-10 Nov20.pdf (moe.govt.nz) – should be consulted for detail on the conditions and definitions.

**TABLE 4 SUMMARY OF FINANCIAL DELEGATIONS FOR DEPUTY SECRETARY
TE PUNA HANGANGA, MATIHIKO | INFRASTRUCTURE & DIGITAL**

Category	Type	Amount
Operating	Departmental expenditure Whole of Life Cost (WOLC)	\$5.000m
Operating	Non-Departmental expenditure WOLC	\$7.000m
Operating	Formula or contract driven funding: schools, transport, early learning, crown entities	Within approved appropriation and budget
Operating	Overseas travel and accommodation (pre-approved by Leadership Team)	\$0.150m
Operating	Koha	Over \$200
Operating	Publicity expenses	\$0.150m
Operating	Compensation or damages to settle claims	\$0.150m
Operating	Ex gratia payments	\$0.030m
Operating	Bad debt write-off Departmental	\$0.150m
Operating	Bad debt write-off Non-Departmental	Nil
Operating	Operating leases WOLC	\$15.000m
Capital – Non-schools	Capital expenditure, acquisition, construction of assets WOLC	\$5.000m
Capital – Non-schools	Sale, write-off, disposal of assets	Nil
Capital – Schools	Capital expenditure, acquisition, construction of assets for schools WOLC	\$25.000m
Capital – Schools	Sale, write-off, disposal of assets	\$5.000m

Note that capital must not be incurred until approved by:

- Cabinet if greater than \$35m whole of life cost
- The Vote Minister if \$25-35m whole of life cost.

If the amount is less than \$25m whole of life cost, it must also be approved by the appropriate governance authority within the Ministry.

3.4 Your services: School property

You are accountable for delivering property infrastructure services to schools, their staff, and learners

Te Puna Hanganga, Matihiko | Infrastructure & Digital brings together key elements needed to:

- » Give students access to safe, healthy, and inspiring learning spaces that support better educational outcomes
- » Help school leaders keep their focus on teaching and learning
- » Improve capital efficiency and effectiveness across the school estate
- » Deliver better value for money.

You oversee and support the property management at over 2,100 schools, 36,500 teaching spaces, more than 7,500 hectares of land, and over 16,000 buildings. You run the second largest property portfolio in New Zealand.

Property capital funding comes from two sources – depreciation funding (baseline) provided annually as part of the Ministry's baseline and new capital which is awarded through the annual budget bid process. IDC is responsible for and administers this funding according to the Public Finance Act 1989 and Cabinet Office operating procedures.

The portfolio generated around \$677m depreciation (baseline) funding in 2020/21. This is used to fund capital maintenance and to modernise and improve existing schools. Around \$370m of the depreciation funding is allocated directly to state schools to maintain their school property assets. The remainder of the depreciation funding is used to redevelop existing schools and on a variety of national property improvement programmes.

New capital is sought through the Budget bid process to expand the size of the portfolio to meet the demands of demographic change. This money is invested in expanding the capacity of existing schools (roll growth classrooms) and constructing new schools. The new capital expenditure for 2020/21 was over \$600 million.

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There is an overarching strategy in place for property – Te Rautaki Rawa Kura | School Property Strategy 2030 that informs its direction

The School Property Strategy continues our progress towards a more strategic, portfolio-wide approach to managing school property.

Our vision for school property

All schools will have quality learning environments as part of a well-managed and sustainable portfolio that helps deliver equitable and excellent outcomes for every child.

Ka whai horopaki ako kounga tiketike ngā kura katoa, ā, hei wāhanga nui tēnei o tētahi rārangi puritanga toitū e tino tika ana ōna whakahaere, hei āwhina i te horanga o ngā putanga ōrite, hira hoki mō ngā tamariki katoa.

Achieving this vision means that by 2030:

- » All schools will have quality learning environments that reflect agreed standards of condition, fitness for purpose, and operational efficiency. These will better support teaching and learning and help to maintain the portfolio for the long term.
- » We will be making better use of school property by reducing our environmental impact and supporting access to local communities.
- » The portfolio will be better utilised, and we will be working well across government to meet demographic and social challenges.
- » We will be working better with the construction industry to help it sustain jobs and develop skills.
- » The management of school property will be more consistently carried out, with more timely and effective maintenance, and with less of a burden falling on schools.

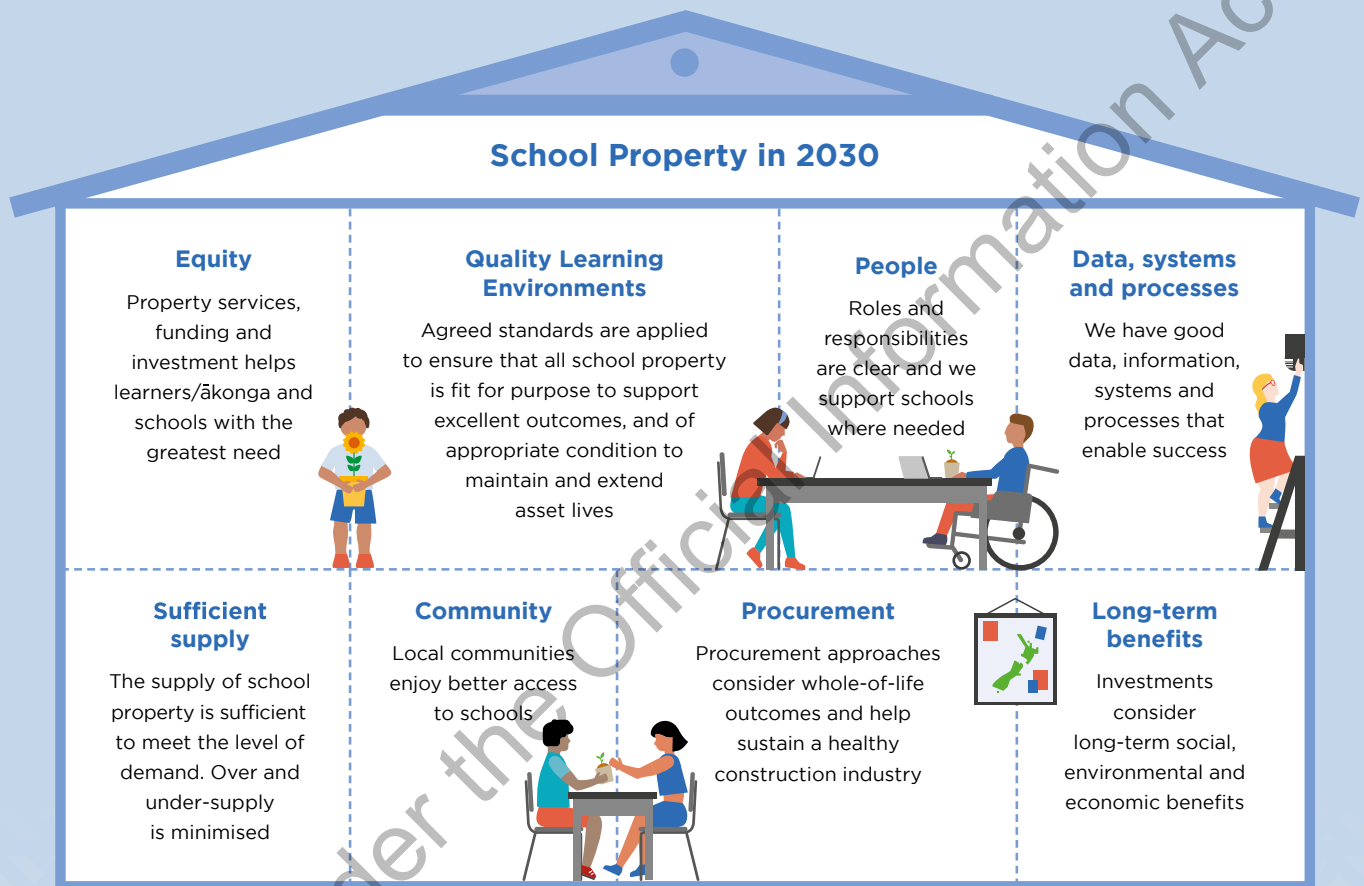


FIGURE 4 SCHOOL PROPERTY IN 2030

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These strategic objectives underpin all that we wish to achieve through school property

FIGURE 5 THE STRATEGIC OBJECTIVES FOR PROPERTY



Quality learning environments

School property meets agreed standards to support learners/ākonga and teachers to succeed.

Ngā horopaki ako kouna tiketike

Ka tutuki i ngā rawa kura ngā paerewa i āta whakaetia e tika ana kia tino eke ai ngā ākonga me ngā kaiako ki te taumata.



Well-managed property

Everyone knows their role in managing school property and is supported to deliver.

He rawa e tino tika ana ōna whakahaere

Kei te mārāma ngā tāngata katoa ki tō rātou tūnga i te whakahaere rawa kura, a, he pai te tautoko i a rātou.



Sustainable portfolio

Policies, planning and investment optimise long-term social, environmental and economic benefits.

He rārangi puritanga toitū

Ka whakaranea ngā kaupapa here, ngā mahi whakamahere, me te haumitanga i ngā huanga ā-pāpori, ā-taiao, ā-ōhanga wā roa.



Equitable outcomes

Diversity is recognised, and schools and learners/ākonga with the greatest needs are prioritised.

He putanga ōrite

E whakamihia ana te kanorau, ā, ka meatia ngā kura me ngā ākonga e tika ana kia āwhinatia nuitia hei aroākapa.

3.5 Your services: School transport

You are accountable for delivering transport services to get learners to school every day where distance or mobility is a barrier to education

Te Puna Hanganga, Matihiko | Infrastructure & Digital provides school transport assistance through the following mechanisms:

- » *Daily Bus services* – contracting suppliers to convey students between schools and designated bus stops within an established proximity of students' homes.
- » *Technology Bus services* – contracting suppliers to convey Year 7 and Year 8 students between schools to allow access to technical education facilities.
- » *Specialised School Transport Assistance (SESTA)* – contracting suppliers to convey students with complex mobility needs between schools and students' homes.
- » *Conveyance Allowance* – making a payment to caregivers to assist with transport costs for eligible students where other School Transport services are impractical.
- » *Ferries* – the Ministry has contracts with two ferry companies for the transportation of students and/or buses.
- » *Direct Resourcing* – directly funding schools and kura to make their own transport arrangements for students. Normally this involves schools and kura contracting transport suppliers or supplying and operating their own Passenger Service Vehicle.



Through these delivery channels the Ministry's School Transport function is currently responsible for:

- » Spending over \$200m each year on transport services
- » Overseeing delivery of around 7,000 daily vehicle movements with around 40m passenger journeys each year
- » Assisting over 100,000 students to school and home again safely every school day
- » Managing contracts with around 80 transport suppliers (including bus, total mobility, and ferry services)
- » Providing funding to around 400 schools and kura that organise transport assistance for their students
- » Offering Specialised School Transport Assistance to over 7,000 students with complex mobility needs
- » Paying conveyance allowances for around 5,000 students who cannot access School Transport services
- » Transporting 25,000 Year 7 and Year 8 students to offsite technical education facilities.

The Ministry's School Transport offerings traverse the entire country. Although comparable in scale to large regional Public Transport operations, School Transport is different in terms of the range and diversity of its operations, serving some of the country's most isolated rural communities.

Key responsibilities of the School Transport unit include:

- » Managing commercial relationships and contracts with Transport Service Providers
- » Making payments to Transport Service Providers, schools, and caregivers
- » Route design, validation, or amendment
- » Processing applications for service and/or assistance
- » Incident reporting.

School Transport is funded through a specific non-departmental appropriation that is demand driven and based on eligibility criteria. There are specific eligibility rules for the different types of funding (daily bus, special assistance conveyance allowances, etc) and updates are made year on year.

For 2020/21 the spend was \$216m and the budget for 2021/22 is \$218m.

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There is an overarching School Transport strategy in place –
Te Rautaki Waka Kura | School Transport Strategy 2025

Our Vision for School Transport

School Transport supports equitable and excellent educational outcomes by enabling access to appropriate learning environments through safe, effective, and efficient transport options.

Ka tautoko te Waka Kura i ngā putanga mātauranga tōkeke, rawe anō hoki mā te whakangāwari urunga ki ngā taiao akoranga tōtika mā ngā kōwhiringa ikiiki haumaruru, tōtika me te pai.

SCHOOL TRANSPORT STRATEGIC OBJECTIVES

<p>PLANNING</p>	<ul style="list-style-type: none"> » Equitable outcomes » Equity is promoted and advanced in operational decision-making » School Transport has the capability and capacity to proactively engage in policy discussions 	<ul style="list-style-type: none"> » Alignment with Ministry strategy » School Transport supports and aligns with Ministry educational and investment strategies 		
<p>DELIVERY</p>	<ul style="list-style-type: none"> » Capable and enabled teams » The School Transport team has the right tools, training, and leadership to plan and deliver safe and efficient services » Improved business intelligence and access to reliable, accurate information enable robust, evidence-based decision making 	<ul style="list-style-type: none"> » Enhancing public value » Commercial relationships are actively managed to promote public value through improved service performance and efficiency » Public value outcomes are actively monitored and encouraged as part of contract delivery 		
<p>FOCUS AREAS</p>	<p>Enhancing Commercial Management</p>	<p>Developing Policy and Strategy</p>	<p>Supporting People and Culture</p>	<p>Delivering Systems and Data</p>

FIGURE 6 SCHOOL TRANSPORT STRATEGIC OBJECTIVES

There are major opportunities for improvement in school transport

Taking a strategic approach – there is an opportunity for School Transport to take a more strategic approach, clarifying the relationship between objectives, policy settings and operational outcomes, and proactively guiding discussions to ensure that School Transport policy and strategy adapt to, and align with, Ministry objectives and wider social objectives of the government of the day.

Supplier Relationship Management – the transition to new contracts and new ways of working represents a significant opportunity to develop and embed supplier relationship management competencies within the business in tandem with the development of a more mature commercial management function.

9(2)(g)(i)

9(2)(g)(i)

Operating models and processes – many processes and supporting systems are not optimised for efficiency. This results in unnecessary duplication of effort to complete tasks and can be detrimental to the level of service provided.

System improvements – there are major opportunities for systems improvements including developing a customer relationship management system, improving business intelligence, using telematics data for performance management of providers, and rationalising and refining route mapping solutions.

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3.6 Your services: Digital

You are accountable for the strategic direction of digital in the Ministry and the school sector as well as having an education system leadership function

Te Puna Hanganga, Matihiko | Infrastructure & Digital manages strategy and policy for digital services in the education system, ICT investment planning and budget bids, provides policy and other ICT related advice, and supports enterprise architecture management and solution design.

An assurance function provides Ministry leadership with confidence that controls necessary to manage Ministry's key ICT risks are appropriate & effective. It also oversees ICT system accreditation and certification.

You are accountable for delivering managed network and internet services to schools

We operate a managed network to schools which connects students to a secure and safe internet connection while at school by managing a contract with Network for Learning (N4L) to deliver high speed internet and services. 2,500 schools have been connected to the managed network, with more than 35,000 classrooms directly networked. More than 850,000 students and teachers access the management network each month, with schools consuming more than 4 million gigabytes of data.

The Technology in Schools initiative that funds the managed network is a centrally funded initiative focused on providing a consistent standard of Information and Communication Technology (ICT) infrastructure to schools across New Zealand. It has a budget of \$28.75m.

Te Mana Tūhono programme purchases and installs schools ICT network equipment (e.g. network switches and digital access points) and cybersecurity processes/software. This enables school network equipment to be upgraded, maintained, and managed. This programme is a joint vision between N4L and the Ministry.

We provide other systems and services to schools that enable them to operate. This includes the education sector login (ESL) including the sector security system (ESAA) and managing the changes to user security, e-learning (e-asTTle), and managing the National Student Index (NSI).

We own school agreements covering leasing of teacher laptops (53,000 devices with a 3-year rolling replacement), centrally funded software agreements (Microsoft, Google, Symantec), centrally negotiated software agreements (Adobe, Turnitin), and an ICT Helpdesk service.

You are accountable for providing ICT services to Te Tāhuhu o te Mātauranga | Ministry of Education and Te Mahau

Te Puna Hanganga, Matihiko | Infrastructure & Digital ensures the availability and security of ICT infrastructure and Ministry applications. It involves maintaining the infrastructure for 4,200 PCs, 900 servers, two data centres, office networks, voice systems, and 140 Ministry applications. It provides remote access, desktop infrastructure, email, internet, people directory, and supports IT projects. It supports ongoing cybersecurity through security firewalls and desktop virus protection. It maintains selected Ministry applications.

It manages development, maintenance, and support of core IT web and applications for the Ministry and the sector. It provides business analysis, development, and testing for over 60 priority business applications including ESL (incorporating ESAA), ENROL FFPS/EduMis, FileNet, STRAS, Helios Funding and Planning (HFPS), and Ministry websites. It also ensures interoperability between applications used by schools in their Managed Learning Environment.

Te Puna Hanganga, Matihiko | Infrastructure & Digital provides advice and services to implement the Ministry's delivery plan and provides centralised project delivery, and secretariat capability to support ICT enabled business change. It manages ICT projects and the associated governance and investment support. It provides a project office with monthly governance reporting as well as support for time sheeting and cost recoveries.

As part of the redesign, IDG will be expected to work closely with Te Poutāhū (Curriculum Centre) supporting and enabling more integrated support to teachers, including distance learning and the development of the replacement for an online curriculum hub.

Service Level Agreements will need to be developed with internal customers and put in place to provide support and maintenance of internal IT systems.

We will need to take more responsibility for ICT within schools

The impacts of Covid-19 and the growing threats of cyberattack and privacy breaches have highlighted the critical role of digital technologies in education, including supporting education continuity where events such as Covid, earthquakes, and extreme weather events lead to school closures. These issues have also highlighted the inherent vulnerabilities in the system with many schools lacking the capability and capacity to procure and manage their own IT systems.

In advice on cybersecurity in schools and kura to the Ministry provided in June 2021 we proposed developing a framework for supporting schools IT, including centrally managing core digital infrastructure and services. This will have significant implications for the strategy.

Work is underway on an education sector digital strategy refresh in 2021/22

Education agencies are taking a coordinated whole-of-system approach to realise a vision for a learner-centred system that delivers a seamless education experience from early childhood throughout the life of a learner.

In 2015 eleven education sector bodies endorsed an Education System Digital Strategy (Digital Strategy), committing to work together to align actions and investments to achieve the desired outcomes.

We advised the Minister in December 2020 that a refresh of the strategy would take place in 2021.

Our desired future state is that:

“All students have access to high quality online learning opportunities, including a device and connectivity at home and educators with the skills to teach effectively online.”

We are currently ensuring we have the right broad strategic themes and are consulting on these with other sector and central government agencies.

We must ensure that educational software and platforms promote and protect indigenous languages, knowledge, and culture, and that Māori in Aotearoa can use digital technology to aid in revitalisation and development projects. Creating spaces that affirm indigenous identity, promote activism, and present resistance to dominant theory and discourses is the responsibility of the education system.

We will work with Māori to build approaches that work for all ākonga | learners, pouako | teachers, and whānau. We will ensure that Te Ao Māori worldviews and approaches to ako | learning can inform the whole education system, embedding the four principles of Te Tiriti o Waitangi: Kāwanatanga – governance, Rangatiratanga – self-determination, Ōritetanga – equity, Kupu Māori – freedoms and beliefs of Te Ao and Tikanga Māori.

Our approach to Te Tiriti and equity is summarised as follows.

DIGITAL: TE TIRITI AND EQUITY

Barrier-free access	Capability and capacity	Data and agency	Systems and standards	Innovating with partners
Cybersecurity and safety				

FIGURE 7 DIGITAL SERVICES – TE TIRITI AND EQUITY

Key strategic themes include:

Barrier-free access – achieving equity must underpin our approach. No learners, whānau, providers or communities should be disadvantaged by lack of access to platforms, devices, networks, and practices. The Digital and Data Strategy must be applicable for all.

Capability and capacity – along with literacy and numeracy, digital capability is critical for all learners, educators, and whānau. It is a key requirement of our educational future. Without addressing capability, we would perpetuate a second digital divide. We must ensure our education workforce is equipped to support learners and digital ecosystems.

Data and agency – collect data once and share with care. The smart and appropriate use of learner data can unlock the best pathways for individuals, whānau, and whole cohorts, and ensure the best use of system design and resources. We must ensure learners have appropriate agency over their data and know how to use it to improve their learning.

Systems and standards – our digital architecture must be interconnected across the education system. We must design, build, and implement an approach that is seamless for all to access and use, whatever the entry point. Common and clear architectural frameworks, interoperability, and data standards can enable this, reduce friction, encourage reuse, and promote innovation.

Innovating with partners – our approach must enable and encourage innovation, flexibility, and fresh approaches across all parts of the system to ensure continual improvement in the way we learn and work. This includes the teaching workforce, the education technology industry, and other parts of Government.

3.7 Your major customers and partners

We provide services to a variety of customers

We have a variety of customers we must support with property, transport, and digital services. These are summarised in the following table.

TABLE 5 CUSTOMERS AND SERVICES DELIVERED

Customer	Property	Transport	Digital
Ministry	<ul style="list-style-type: none"> » Provision of property expertise » School network advice » Advice on school property policy 	<ul style="list-style-type: none"> » Advice on school transport policy 	<ul style="list-style-type: none"> » ICT Strategy and Investment Planning » ICT operations » Core systems » Desktop hardware and software » Solution delivery and project services
Te Mahau		<ul style="list-style-type: none"> » Advice on school transport 	
Schools	<ul style="list-style-type: none"> » 5 Year Agreement (5YA) funding » Major capital works » Property services support (in conjunction with Te Mahau) 	<ul style="list-style-type: none"> » School transport services 	<ul style="list-style-type: none"> » Technology infrastructure » Laptops for teachers » Centrally funded software agreements » Security management
Education sector (including ECE, Tertiary)			<ul style="list-style-type: none"> » ICT strategy leadership for education sector » NSI management » Education Sector Logon Service
All of Government			<ul style="list-style-type: none"> » ICT strategy leadership for education sector

To deliver these services we rely on many other organisations

How we rely on other organisations is summarised below.

TABLE 6 ROLES AND RESPONSIBILITIES OF PARTNERS WE RELY UPON

Stakeholder	Property	Transport	Digital
Schools	<p>Managing agreed capital funding per Five Year Agreement (5YA) funding and 10 Year Property Plans (10YPP)</p> <p>Managing maintenance funded through operating grants</p>	<p>Advising caregivers and students about school transport arrangements and liaising with school transport and school transport providers</p>	<p>Providing ICT systems and services required to support teaching, learning, administration</p> <p>Identity and access management, and cyber security (note that changes are in preparation for Minister's consideration)</p> <p>Virtual learning environments for teaching and learning in their schools</p>
Transport service providers		<p>Service delivery and operations</p> <p>Safe siting of bus stops</p> <p>Emergency and incident management</p> <p>Health and safety</p>	
Construction industry	<p>Delivering major capital works for schools</p> <p>Provision of maintenance services</p>		
Other parts of Te Tāhuhu o te Mātauranga Ministry of Education	<p>Calculating and paying operating grants to schools</p> <p>Schooling network student forecasting</p>	<p>Bulk funding provided directly to schools, Kura, Kura Kaupapa Māori, and designated character wharekura to provide transport assistance for their students within defined parameters</p>	<p>Leadership of business programmes that incorporate ICT into their solutions</p>

3.8 Your priorities for 2021/22

You will need to build relationships across the Ministry and within the sector to ensure that you can serve your customers and work well with your partners

Effective operation of IDG will rely on strong relationships inside and outside the Ministry.

You will need:

- » Effective relationships with your fellow Deputy secretaries as the Secretary for Education seeks to build a cohesive leadership team.
- » Effective relationships with the other parts of the Ministry, especially Te Tuarongo (Māori Education) and Policy for inputs into your work.
- » Strong oversight of your major customer relationships across the Ministry where you are responsible for providing ICT services and working collaboratively to implement ICT-related change.
- » Effective relationships with Te Mahau as its operating model develops and as it seeks to implement change that will impact your services to schools – property, transport, and digital.
- » Effective relationships with schools as you implement more centrally managed property and digital administration services to enable them to focus on teaching and learning.
- » Effective relationships with the wider sector as part of your group's ICT leadership of the sector.

You will need to build capability to support the objectives of the organisation redesign

The capability you will need to build will require the following characteristics:

- » *Te Tiriti* – give practical effect to the articles of Te Tiriti o Waitangi by making them relevant and present in all we do
- » *Learner and whānau centric* – grow and develop capability to reflect the strengths and diversity of all learners and their whānau
- » *Partnerships* – establish authentic and transparent relationships with our partners to enable local decision making and ownership
- » *Evidence-based* – proactively develop inclusive and sustainable solutions and services that are driven by evidence to anticipate and influence change
- » *Service-oriented* – organise capacity and capability for collaboration and integration, with service delivery designed from the perspective of end users.

This will require you to have:

- » Strong leadership across your group
- » A clear strategic direction for property, transport, and digital
- » Capable and engaged staff
- » Excellent financial and resource management
- » Excellent information management systems and processes.

You will need to develop an organisational operational competency framework to support the development of the capability needed across your group.

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There are major pieces of advice for Ministers that need to be developed

In the immediate term you will need to:

- » Advise Ministers of the cost and feasibility of how the Ministry can reduce the ICT and property management burden for schools.
- » Subject to agreement from the Minister to recommendations made in September 2021, prepare a strategic business case for a comprehensive framework of support for schools and kura, and a full business case to implement first steps from July 2022.

Fulfilling your accountabilities will involve driving significant service priorities for 2021/22

School property

- » Deliver the schools redevelopments as forecast.
- » Deliver additional student places to forecast through additional space at existing schools and new schools and new school sites.
- » Improve classrooms in small or remote schools (ICSoRS).
- » Deliver School Investment Package (SIP), and the one-off funding package for State-Integrated schools.
- » Progress key actions to improve the environmental sustainability of school property.
- » Implement Te Haratau Condition Assessment into the 10YPP planning Cycles, replacing the WebFM system.
- » Deliver Learning Support Modifications (LSM).
- » Deliver the Christchurch Schools Rebuild (CSR).

School transport

- » Implement the new school transport contracts for the 2022 school year to ensure continuity of service.
- » Continue to deliver safe School Transport services to eligible ākongā | students for whom distance, mobility, or specific learning needs create barrier to education.
- » Implement the School Transport Strategy so that School Transport has the capability, capacity, and systems to deliver on its outcomes.

Digital

- » Implement a whole of education cyber security response.
- » Implement a service design approach and service management framework for developing and delivering digital services inside the Ministry, especially when we consider how to support Te Mahau in its changes and future state delivering nationally consistent and customer centric services.
- » Undertake a Ministry ICT financial sustainability review to support funding bids to bring the aging Ministry systems and infrastructure up to date so that service failure risk is mitigated, and the Ministry has the functionality and information it needs to achieve its desired outcomes.
- » Refresh the Education System Digital Strategy (2015-20) as advised to the Minister in December 2020.

3.9 Your funding

PROPERTY

You are responsible for the oversight of a \$24 billion property portfolio – a 21% increase from last year – and capital expenditure continues to increase. You are responsible for property related Departmental CAPEX expenditure of \$1.6 billion pa, Departmental OPEX of \$2.0 billion pa, and non-Departmental expenditure of \$400m pa

Our external auditors – Ernst & Young – have now completed their audit of the School Property Portfolio valuation and we can advise that the Net Book Value has increased from \$19.6 billion as of 30 June 2020 to \$23.7 billion as of 30 June 2021 (21% increase). This is mainly due to an increase in the underlying cost of construction and over \$1 billion of work in progress being capitalised in the year.

TABLE 7 SCHOOL ASSETS THAT IDG IS RESPONSIBLE FOR

Quantity as of 30 June 2020	Quantity as of 30 June 2021		Net Book Value as of 30 June 2020 (\$000)		Net Book Value as of 30 June 2021 (\$000)
8,000 hectares of land	Over 7,500 hectares of land	Land:	\$5.925b	Land:	\$6.968b
Around 2,100 state schools	Around 2,100 state schools	Buildings:	\$13.677b	Building:	\$16.739b
Over 15,000 buildings and over 35,500 learning spaces	Over 16,000 buildings and 36,500 teaching spaces	Total owned:	\$19.602b	Total owned:	\$23.707b

This change will result in a significant increase in the annual depreciation, currently estimated at \$163m per annum – mostly driven by the cost of construction – that we are incorporating into our wider property programme funding Cabinet paper ahead of discussions with Treasury.

The increase in capital expenditure on property is summarised in the following diagram.

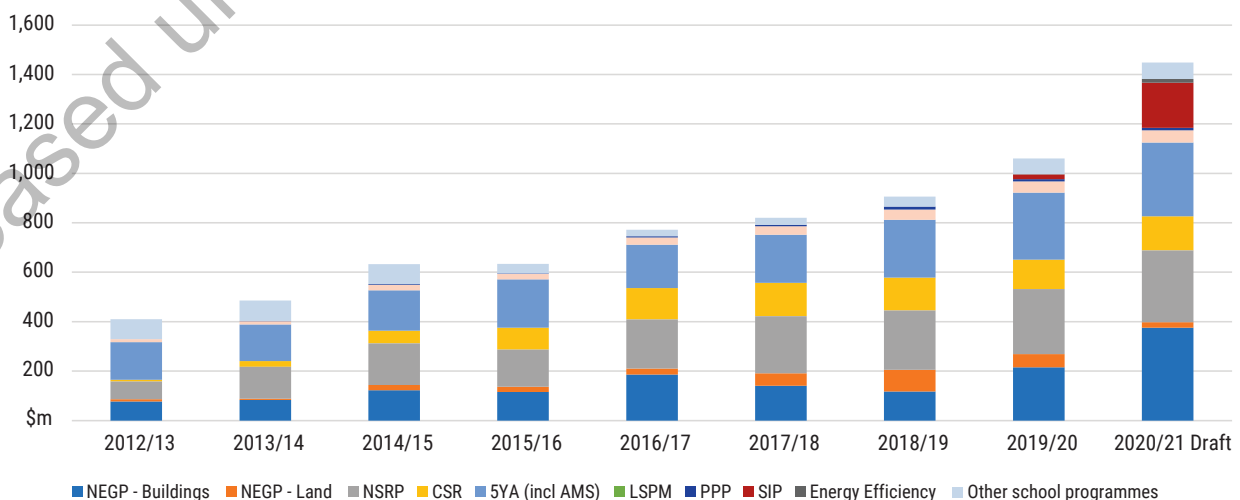


FIGURE 8 SCHOOL PROPERTY EXPENDITURE

TRANSPORT

You are responsible for school transport funding of \$7m departmental and \$220m non-departmental

DIGITAL (SCHOOLS)

You are responsible for school technology funding of \$41m non-departmental

The existing budgets, for property, transport, and technology for schools are summarised in the following table. Note that as these are the previous EIS budgets, they do not include schools ICT funded through the IT Group. These budgets are covered later in this section.

TABLE 8 SUMMARY OF EIS BUDGETS – CAPITAL

Capital Expenditure (\$000)	2021/22		2020/21
	Budget	Actual	Budget
Maintaining the Portfolio			
5 Year Agreement	263,241	263,699	193,589
Other Existing Property	62,413	56,006	50,678
Total Maintaining the Portfolio	325,654	319,705	244,267
Targeted Improvements to the Portfolio			
Redevelopments, PMC and Weathertightness	334,877	290,440	279,838
Other Modernisation & Efficiency	160,686	110,690	113,833
School Investment Package (SIP)	190,000	182,633	191,121
Christchurch School Rebuild (CSR)	144,028	137,652	139,639
Total Improving the Portfolio	829,591	721,415	724,431
Expanding the Portfolio			
Roll Growth & Non-Teaching Spaces	246,509	251,938	216,755
New Schools/Sites (includes PPP, Land)	239,092	155,125	169,519
Total Expanding the Portfolio	485,601	407,062	386,275
Total Departmental Capital Expenditure	1,640,846	1,448,182	1,354,973

TABLE 9 SUMMARY OF EIS BUDGETS – OPERATING

Departmental Operating by Group (\$000)	2021/22		2020/21
	Budget	Actual	Budget
Deputy Secretary	992	833	813
Finance & Investment	6,398	4,798	2,087
Strategic Asset Management	1,012	1,112	1,508
Portfolio & Business insurance	1,938	1,749	1,756
Strategy, Investment & Policy	6,682	8,336	8,369
Business Services	20,017	18,865	23,970
Property Delivery (excluding Capital Works & PPP)	95,378	87,168	88,117
Capital Works	14,320	14,368	13,972
Procurement	1,017	1,891	2,326
Payroll	44,837	41,688	42,325
Transport	7,102	5,637	7,310
Total of Group Budgets	199,694	186,444	192,551
Stretch Target and Baseline update funding to be sought	(29,489)	-	-
Operating expenditure excluding Asset related costs	170,204	186,444	192,551
PPP	62,257	54,957	59,888
Asset related costs (including Depreciation and Capital Charge)	1,751,214	1,688,593	1,688,190
Total Departmental Operating Expenditure	1,983,675	1,929,993	1,940,629
School Property Portfolio Management	1,931,737	1,882,668	1,890,994
Support and Resources for Education Providers	51,939	47,325	49,635
Appropriations	1,983,675	1,929,993	1,940,629

TABLE 9 SUMMARY OF EIS BUDGETS – OPERATING

Non-Departmental Expenditure (\$000)	2021/22		2020/21
	Budget	Actual	Budget
Operating Expenditure by Appropriation			
School Managed Network for Learning	28,750	28,750	28,750
Curriculum Support – Satellite Broadband Support	692	1,005	1,042
School Transport			
Daily Services	106,113	107,521	109,072
Technology Services	3,100	5,220	5,047
Conveyance Allowance – Non-Special	2,265	2,089	2,831
Specialised Transport Assistance/CA SE	55,832	51,235	56,907
Kura Kaupapa Māori	10,806	10,485	10,809
Direct Resourced Transport	40,126	39,716	40,672
TOTAL School Transport Operations	218,242	216,266	225,339
Integrated School Property			
Integrated Property Grant (Policy 1)	73,283	69,892	69,983
Integrated Property (Policy 2)	27,840	2,894	15,292
TOTAL Integrated School Property	101,123	72,786	85,275
Vandalism Top-up Grants	1,211	498	1,211
EIS Operation (Payroll)	3,164	2,683	3,164
Total Operating Expenditure (A)	353,182	321,989	344,781
Capital Expenditure by Appropriation			
Schools Furniture & Equipment (incl. school technology)	53,283	38,317	38,221
Total Capital Expenditure (B)	53,283	38,317	38,221
Total Non-Departmental Expenditure (A + B)	406,465	360,307	383,002

PROPERTY

Our property related operating funding has not kept pace with the growth in our capital programme

Our operating funding has not kept pace with the growth in our capital programme. This has arisen to meet the demands of the National Education Growth Plan combined with the additional funding for schools from our Accelerated Modernisation Scheme funding and the Government injection for the School Investment Package.

The property portfolio operating expenditure has reduced from 18.6% of capital expenditure in 2018/19 to 12.2% in 2020/21 and is forecast to reduce to below 10% in 2021/22.

9(2)(g)(i)

TABLE 10 PROPERTY OPERATING TO CAPITAL COMPARISON

9(2)(g)(i)

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DIGITAL

You are responsible for further digital related funding of \$30m of Departmental CAPEX and \$70m of OPEX per annum

TABLE 11 ITG OPERATING EXPENDITURE

	2018/19	2019/20	2020/21
Operating expenditure			
Information Technology Staffing (May 2021)			
Permanent	225.9	231.1	272.1
Contractors	38.0	14.9	38.5
Total FTE	263.9	246.0	310.6
Departmental Funding \$m			
Information Technology	\$52.653m	\$54.997m	\$60.712m
By Account Group			
Staff, Overhead and Consultancy	\$40.117m	\$42,899m	\$49,932m
Depreciation and Amortisation	\$12.512m	\$12.092m	\$10.776m
Loss on Disposal of Assets	\$0.023m	\$0.006m	\$0.004m
Total Information Technology	\$52.653m	\$54.997m	\$60.712m

TABLE 12 CURRENT POSITION OF ITG INVESTMENT PLAN ENVELOPE

Investment Plan Envelope (\$000)	FY21/22		FY22/23***		FY23/24***	
	Capex	Opex	Capex	Opex	Capex	Opex
Starting budget	\$23.000m	\$10.000m	\$23.000m	\$10.000m	\$23.000m	\$10.000m
Envelope carry forward capex*	\$4.669m	-	-	-	-	-
Capital overhead from Budget**	\$1.800m	-	-	-	-	-
Total Funding envelope	\$29.469m	\$10.000m	\$23.000m	\$10.000m	\$23.000m	\$10.000m
Less: Provisioned funding****	(\$25.621m)	(\$11.920m)	(\$17.515m)	(\$3.065m)	(\$6.363m)	(\$1.076m)
Current balance	\$3.848m	(\$1.920m)	\$5.485m	\$6.935m	\$16.637m	\$8.924m
Payroll	(\$0.410m)	-	(\$0.089m)	-	-	-
Education Shared Service Platform (Salesforce)	(\$2.568m)	(\$0.037m)	(\$1.133m)	(\$0.068m)		
Enterprise Voice	\$0.10m					
Balance if all recommendations are accepted	\$0.880m	(\$1,957m)	\$4.263m	\$6.867m	\$16.637m	\$8.924m

* Carry forward capex from unprovisioned capex in FY20/21; does not include individual project capex carry forward.

** Budget21 bids included allowance for capital overhead.

*** Estimated funding envelopes. Figures are based on best estimates at a point in time. Outyears only reflect investments on the FY21/22 plan; it does not include new investments in outyears.

**** Provisioned funding from the FY21/22 envelope only; does not include funding from individual project carry forward capex from FY20/21.

DIGITAL

The current Ministry has a high reliance on aging, legacy digital systems whose replacement is underfunded

A programme of replacement of core ICT platforms is urgently needed as these systems reach end-of-life. A like-for-like replacement of these systems will not support the Ministry's new ways of working, nor take advantage of the additional advantages of modern technologies. We can also take this opportunity to consolidate to a smaller set of target platforms and systems.

We have worked with the Business Groups across the Ministry to develop a Digital Transformation Plan (DTP) to address critical gaps in business capability and modernise systems. We expect the DTP to cost up to \$600m over several years to implement fully.

We currently receive around \$30m per year for investment in Ministry ICT – \$20m capital and \$10m operating – most of which is used for business as usual (this is clearly a fraction of that needed to address the projected DTP costs). Funding has historically been provided year by year although there is a move towards multi-year planning and funding. There is insufficient funding in the envelope to support all that needs to be done and funding typically goes to new functionality rather than upgrading increasingly aging platforms and infrastructure. This has greatly contributed to the sustainability issues identified by the DTP. Advice earlier in the budget cycle, and contribution to the development of budget bids to ensure the Ministry takes advantage of enabling platforms and services is required.

DIGITAL

A new funding and governance model is needed for ICT

Where digital investment can be funded from baseline or budget bids, the investment decisions are made directly by Business Groups within the Ministry rather than as part of an overarching approach to digital investment. This means investments tend to be discrete and focused on the needs of an individual Group, as opposed to developing functionality that can be shared across the Ministry.

Centralised funding of licencing for core platforms (e.g. Salesforce) is also necessary to ensure these common platforms as business services are redeveloped to enable the Te Mahau operational objectives and close critical capability gaps. If this does not occur, the technologies used across the Ministry will continue to fragment.

Achieving the Digital Transformation Plan will require a new funding and delivery model that is based on agreed strategic priorities and a digital pipeline phased to ensure appropriate planning and design is completed ahead of the development of business cases and budget bids. The Digital Transformation Plan will also need support from effective portfolio governance arrangements.

4.0

Current work programme

There are major work programmes underway for property, transport, and digital services.

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4.1 Property services

The programme of work for 2021/22 for the school property programmes is summarised below. Note that the target metrics are still to be confirmed.

TABLE 13 PROPERTY PROGRAMME OF WORK

EIS Focus Area	Work priority (Lead) (Key EIS priorities marked as PRY)	Deliverables by 30 June 2022 (Key deliverables marked as KEY)
Property Investment Delivery	Maintain the Property Portfolio (PD) a) [PRY] Redevelopment programme (such as NSRP) (wave 1 & legacy) b) Investment pipeline – redevelopment (NSRP wave 2+) (feeds into construction pipeline)	» [KEY] Deliver redevelopments forecast (1a) » Establish and agree wave two work programme with Investment Office and PMO including design work for wave 3 (1b) » Establish programme plan for management of transportables based on current state work undertaken (1)
Property Investment Delivery	Grow the Property Portfolio (PD) a) [PRY] Roll Growth (NEGP) b) [PRY] New Schools and school sites (NEGP) c) Investment pipeline – growth (feeds into construction pipeline)	» [KEY] Deliver additional Student Places (formerly Teaching Spaces) to forecast of Student Places – 2a (define student places once finalised in Estimates of Appropriation supplementary changes) » 5-10 planned new school sites will have been acquired (2b) » [KEY] Deliver new schools forecast (2b)
Property Investment Delivery	Improve the Property Portfolio (PD) a) [PRY] Improving Classrooms in Small or Remote Schools (ICSoRS, previously Improving Internal Environments programme) b) Coal Boiler Replacement (previously decarbonisation programme) c) [PRY] School Investment Package (SIP), and the one-off funding package for State-Integrated schools, reporting d) Weathertightness e) Earthquake resilience f) [PRY] Learning Support Modifications (LSM) g) [PRY] Christchurch Schools Rebuild (CSR) h) Portable Modular Classroom (PMC)	» ICSoRS programme has 200 (TBC) site audits completed, and 145 (TBC) school upgrades finished (3a) » 50 (TBC) coal boiler replacements have been installed and all projects (83 projects for 93 boilers) have been initiated (3b) » [KEY] All schools have completed School Investment Package projects (except for any exempted schools) and spend against programme budget is at target % (3c) » Weathertightness programme will have embedded new structure and process with 30% of the programme in design phase (3d) » Develop a programme plan for earthquake resilience aligned with the design team project plan (3e) » Streamlined process in place for Learning Support Modifications delivery and pilot underway for accessible modifications programme (3f) » Number amount of Learning Support Modifications projects delivered » [KEY] 15 Christchurch Schools Rebuild projects completed this year and 21 additional Christchurch Schools Rebuild projects have entered construction phase (3g) » Portable Modular Classroom programme has signed all contracts and target amount of Portable Modular Classrooms delivered (3h)

EIS Focus Area	Work priority (Lead) (Key EIS priorities marked as PRY)	Deliverables by 30 June 2022 (Key deliverables marked as KEY)
Property Plan and Invest Property Investment Delivery	[PRY] Progressing actions to improve environmental sustainability Implementing Environmental Action Plan (EAP), Reducing construction waste and setting carbon caps for new school construction projects. (SI&P and PD) Includes: Coal boilers (already covered in 'Improve the Portfolio') School Energy Efficiency	<ul style="list-style-type: none"> » Property delivery has incorporated key climate resilience actions into property planning » Property delivery prepares a plan to remove all coal boilers by 2025 » Property Delivery, with support from Strategic Policy, undertakes a feasibility study (including cost) of a long-term programme to proactively replace all fossil fuel boilers » Understand our risk around coastal flood risk and decision made on ongoing monitoring or mitigation requirements » Prepare and understand portfolio risk and requirements for drinking water legislation changes
Property Plan and Invest Property Investment Delivery Systems & Data	Transformation – Key Property Strategy initiatives Te Haratau Asset Data Improvement Project (ADIP) Property Plans (Portfolio, Regional, School) PMO – embedding an integrated high performing Property Portfolio Management office and associated systems, data, and processes Funding: Investment plan; “securing a long-term funding arrangement with Treasury/Cabinet,” Future funding & delivery model; Depreciation Impacts of Revaluing the School Property Portfolio	<ul style="list-style-type: none"> » Develop the next stage of Strategy Implementation to align to the future state (7) » Develop and embed the new EIS Benefits Framework (7d) » [KEY] The implementation of Te Haratau Condition Assessment into 10YPP planning Cycles (replacing WebFM) (7a) » National Asset Management Plan developed and piloted (7c) » Regional Plans v0.1 implemented into Asset Management (7c) » Asset Data Improvement Project completes analysis of Asset Management and Te Haratau to input into Asset Management Framework (Business Systems) (7b) » School Property Plan – Christchurch Schools Rebuild (CSR) Pilot complete » [KEY] Portfolio Management Office function is established and moving from core functions to value-add functions » Lift the Portfolio, Programme, and Project Management Maturity (P3M3) level by 1 rating scale in the areas of benefits, risk, and resource management – average rating of 1 currently

EIS Focus Area	Work priority (Lead) (Key EIS priorities marked as PRY)	Deliverables by 30 June 2022 (Key deliverables marked as KEY)
Delivery Service Support	Transformation – internal process consolidation work Embed Ministry Re-design changes – Te Mahau, digital merging, and Pou Ārahi – Māori, etc. Improve reporting across the business groups Increase communication & engagement across the groups.	<ul style="list-style-type: none"> » Assess and reduce manual reporting requirements as per associated milestones » Review school-led projects oversight and visibility to identify improvement areas and possible increased touchpoints for reporting
People & Culture	[PRY] Building Capability: (BS) a) [PRY] Organisational Operational Competency Framework: <ul style="list-style-type: none"> • Asset Management • Programme Management • Contract Management • Stakeholder Engagement • Financial Acumen • Evidence-based Planning and Critical Decision-making (growing ICT systems to ensure accessible, fit for purpose, accurate data is key enabler) b) [PRY] Cultural Training: <ul style="list-style-type: none"> • Te Tiriti o Waitangi and Beyond Diversity training • Embedding Ka Hikitia & Tau Mai Te Reo into EIS 	Work with groups to determine the deliverables for the competency deliverables of roles
Property Plan & Invest	[PRY] Advising Ministers of the cost and feasibility of how the Ministry can reduce the ICT and property management burden for schools Scoping out what the options are, including maintenance options	[KEY] Feasibility study initiated to inform a business case for budget bid to begin scoping options so that advice can be provided to the Minister
Property Plan & Invest	National Property Services – progressing major projects	<ul style="list-style-type: none"> » Ngāti Toa Rangātira settlement has progressed in accordance with the timeframes specified in the Deed of Settlement » Initiatives included in the Ministry's Resource Management Act Strategy developed and implemented in accordance with the strategy's planned milestones » Land title validation process implemented in accordance with planned milestones

4.2 Transport services

The programme of work for 2021/22 for the school transport projects is summarised below.

TABLE 14 TRANSPORT PROGRAMME OF WORK

EIS focus area	Deliverables by 30 June 2022 (Key EIS marked as KEY)
Ensuring continuity of School Transport Services	<ul style="list-style-type: none"> » Transitioning to the new school transport contracts in 2022 » Deliver phase one of Pokapū Waka Kura – the School Transport contract management hub – to support contract commencement 2022 » Implement the new School Transport structure, including recruitment and establishment of 11 new positions » Deliver safe School Transport services to eligible ākonga students for whom distance, mobility or specific learning needs create barrier to education

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4.3 Digital services

The key items in the programme of work for 2021/22 for digital is shown below. A full list with high level timelines and governance arrangements can be found in Appendix B.

TABLE 15 DIGITAL WORK PROGRAMME – KEY ITEMS

Project	Description	Delivery partners
Baseline Funded Digital Initiatives		
Education System Sector Digital Strategy	Development of the strategy for the wider education sector in 2021/22.	IDG
Budget Funded Digital Initiatives		
Te Rito	Implementing a platform to ensure that data about learners is accurate, timely, and available to support the learner as they transition through early childhood, schools and into tertiary education.	Te Pae Aronui EDK Te Poutāhū ELSA
Education Resourcing System (ERS)	Implementing a platform to replace our aging funding and planning applications.	Te Pae Aronui SE&S
Online Curriculum Hub (OCH)	Design and implementation of a solution to support the management of the iterative, collaborative development and dissemination of curriculum and supporting learning resources.	Te Poutāhū ELSA
Digital Identity for Online Learning (DI4OL)	Implementing changes to the provisioning of digital identity required to support the delivery of NCEA Online.	Te Pae Aronui EDK
Equity Index Implementation	Implementing systems changes required to transition from decile to equity-based funding approaches.	Te Pae Aronui EDK Te Pae Aronui SE&S
Pokapū Waka Kura (Transport)	Implementing applications and services to support changes to the management of school transport contracts.	IDG
Investment Plan Funded Digital Initiatives		
Core Insights	Building capability and maturity in the management and delivery of data and insights to support the education system.	Te Pae Aronui EDK
Cyber Security Uplift Phase 2	Uplifting the Ministry's cyber security capability in response to advanced and persistent threats.	IDG
Digital Transformation Planning (DTP)	Completing foundation planning required to enable implementation of the Digital Transformation Plan (DTP) to address the historic underspending to maintain core systems.	IDG
Digital Workplace M365	Implementing modern tools to support office productivity and collaboration.	IDG
EIS Project Management System	Implementing new project management system for property.	IDG
Email Network and Security Optimisation (INFRA)	Optimising and upgrading network and security for email across the Ministry.	IDG
Meeting Room Technology	Upgrading our meeting rooms to support improved collaboration and digital ways of working.	IDG

Project	Description	Delivery partners
Ministry Learning Management System (LMS)	Implementing a Ministry learning management system for staff.	IDG
Network Uplift (INFRA)	Upgrading the Ministry ICT network.	IDG
NSI Data Quality	Addressing critical improvements in data quality to support the National Student Index (NSI).	Te Pae Aronui EDK
Offline Backup Solution (INFRA)	Improving Ministry resilience in the event of a significant cyber event.	IDG
Te Mahau Service Portal	Implementing the foundation components and services required to demonstrate new ways of working in Te Mahau.	Future Education Programme
Payroll Replacement	Addressing risk of business continuity and efficiency of payroll processing through replacement of core payroll platform.	Corporate BE&S
Regional Sites Network Improvements (INFRA)	Review and maintenance of regional office networks to improve security and operations.	IDG
Server Operating System Upgrades (INFRA)	Upgrading operating systems of core infrastructure to address obsolescence.	IDG
TWA Enhancements	Maintenance and enhancements to Te Waharoa Ararau – collection of student achievement information in alignment with Te Marautanga o Aotearoa.	Te Poutāhū ELSA

Note that aside from the Te Mahau Service Portal, Core Insights and Digital Transformation Planning these investments reflect investment required to address base case “keep the lights on” priorities.



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5.0

Issues and risks faced

There are significant issues and risks that need to be addressed across property, transport, digital, capability and capacity, and the operating model

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5.1 Property services

TABLE 16 PROPERTY RISKS AND ISSUES

Risk or issue	Description and comments	Who needs to address
High historic internal school property growth and further growth forecast	<p>Since 2013/14 EIS grew:</p> <ul style="list-style-type: none"> » Staff: 248 to 534 (215%) » Operating budget: \$133m to \$249m (187%) » Total capital programme: \$486m to \$1.06b (218%) » EIS delivered projects: \$280m to \$678m (242%) » Capital programme for 2021/22 expected to grow to \$1.8b (raw forecast) – Budget is \$1.64b 	IDG
Moving to evidence-based asset management and investment approach	<ul style="list-style-type: none"> » Need to grow asset management capability – moving from funding and coordination to more proactive asset management » Requires more information and analytic capability » IDG needs to balance between funding limitations, property delivery, and meeting needs of schools in the property portfolio 	IDG
	<div style="background-color: black; color: red; font-size: 48px; text-align: center; padding: 10px;">9(2)(g)(i)</div>	IDG to work closely with schools

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5.2 Transport services

TABLE 17 TRANSPORT RISKS AND ISSUES

Risk or issue	Description and comments	Who needs to address
<p>9(2)(g)(i)</p>	<p>Matching school capacity and transport to population need</p>	<p>IDG to work closely with Te Mahau</p>
<p>Matching school capacity and transport to population need</p>	<ul style="list-style-type: none"> » Network strategy is managed outside of EIS » Close liaison is required to ensure that property and transport supports school network growth and change in a timely manner » EIS is the second largest purchaser of passenger transport services in New Zealand (after Auckland Transport) and its contracts for supply of transport services can be central to the viability of small providers at a local and regional level, although the demand is confined to 3 hours a day, 191 days a year » Increasing demands of health and safety regulations and competition for qualified drivers means smaller providers are exiting the industry and there is increasing consolidation of capacity in a small number of nationally based providers 	<p>IDG to work closely with Te Mahau</p>

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5.3 Digital services

TABLE 18 DIGITAL RISKS AND ISSUES

Risk or issue	Description and comments	Who needs to address
Digital support for the establishment of Te Mahau	<ul style="list-style-type: none"> » The high level of change required to form Te Mahau will require digital support » IDG will need to provide this support » IDG will need to get early clarity on what will be needed so that it can support the first iteration of change and deployment 	IDG to work closely with Te Mahau
Potential major cyber security breach in schools	<ul style="list-style-type: none"> » There is an increasingly hostile global cyber environment with malicious players seeking to disrupt society through cyber-attacks or monetise their attacks through ransom » Schools have variable levels of protection in place » They all need to have the layers of security needed to provide fit-for-purpose defence 	IDG to work with schools
Potential major cyber security breach in Te Tāhuhu o te Mātauranga Ministry of Education	<ul style="list-style-type: none"> » There is an increasingly hostile global cyber environment with malicious players seeking to disrupt society through cyber-attacks or monetise their attacks through ransom » The Ministry needs to have the layers of security needed to provide fit-for-purpose defence 	IDG to work closely with remainder of Te Tāhuhu o te Mātauranga Ministry of Education
The Ministry is underinvesting in upgrading core digital platforms	<ul style="list-style-type: none"> » Ongoing replacement of core ICT platforms is not funded » Funding is typically only provided year by year – outyear funding is only just being agreed » There is insufficient funding in the envelope to support all that needs to be done » Funding typically goes to functionality additions rather than upgrading the increasingly aging infrastructure » Learning support alone will need potentially \$150m to replace 	IDG to work closely with remainder of Te Tāhuhu o te Mātauranga Ministry of Education
No overarching investment or delivery strategy for digital investment	<ul style="list-style-type: none"> » Digital investments are only made at a Ministry level if baseline capital is required (i.e. funding from the Digital Investment Plan envelope) » Where digital investment can be funded from baseline Opex or Budget, these decisions are made directly by Groups rather than as part of an overarching approach to digital investment » This also means investments also tend to be discrete and group-focused e.g. a project management tool for an individual group rather than for the Ministry 	IDG to work closely with remainder of Te Tāhuhu o te Mātauranga Ministry of Education

Risk or issue	Description and comments	Who needs to address
No full visibility and control of the ICT portfolio	<ul style="list-style-type: none"> » We do not know the full portfolio impact from our digital investments (e.g. overall demand for resource, change impact, etc) and cannot take action to resolve » Resource may be spent on investments that do not necessarily have the authority or funding to progress – e.g. resource spent on writing business cases for investments that are outside the plan 	IDG to work closely with remainder of Te Tāhuhu o te Mātauranga Ministry of Education
Increasing difficulty in supporting the education work programme for digital	<ul style="list-style-type: none"> » It is increasingly difficult to source the required talent » The sector is experiencing "consultation fatigue" 	IDG to work closely with remainder of Te Tāhuhu o te Mātauranga Ministry of Education
Difficult to provide timely support given business investment structures	<ul style="list-style-type: none"> » Business units often commence decision-making about ICT adoption, investment, and sourcing without engaging with the IT Group » Decisions can therefore be made, and actions taken which lead to subsequent commitments that lower the potential ROI from the investment and might also lead to the use of products that carry security and privacy risks 	IDG to work closely with remainder of Te Tāhuhu o te Mātauranga Ministry of Education



5.4 Operating model

TABLE 19 OPERATING MODEL RISKS AND ISSUES

Risk or issue	Description and comments	Who needs to address
Effective relationship with Te Mahau and schools	<ul style="list-style-type: none"> » Defining optimal roles for schools and IDG in relation to school property » Capability and capacity required of schools in relation to each role » Terms and conditions relevant to role assumed by schools » Decision making within Ministry – alignment of all decisions relevant to life cycle of asset » Clarity of accountability for planning for future needs » Policy settings regarding use of school property » Engaging with communities to identify aspirations for use of school property – e.g. opportunities for schools to become community hubs 	IDG to work closely with Te Mahau and schools

5.5 Capability and capacity

TABLE 20 CAPABILITY AND CAPACITY RISKS AND ISSUES

Risk or issue	Description and comments	Who needs to address
		IDG to work closely with Te Mahau
		IDG Corporate
		IDG Corporate

6.0

Opportunities for improvement

There are major opportunities for improvement – strategic opportunities for improvement in services, ensuring sustainability in its funding, changes in how functions and support services are performed within the Ministry, and changes to governance and structure.

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STRATEGIC: There are major strategic opportunities for improvement in services to schools as well as the services that will need to be provided to Te Mahau

6.1 Change the relationship with schools to achieve better integration of school infrastructure (physical, transport, digital)

One of the objectives of the establishment of Te Puna Hanganga, Matihiko was to “... think broadly about technology solutions to deliver a more networked system, in which digital and technology solutions are considered alongside network infrastructure solution design and the local and regional needs.”¹

This raises several opportunities, including:

- » Consider how providers can progress with establishing and testing other models including Education-as-a-service, Communities of Online Learning (CoOLs), distributed delivery (consistent education across multiple small hubs) and campus approaches (multiple schools including micro/niche schools on one site).
- » Consider key aspects from the home-schooling network, online learning, and the emergent Education-as-a-service models on how the impacts of quality teachers can be leveraged beyond just the class physically in front of them to reach and influence a wider range of learners (e.g. consider building on Te Kura i Huna” – the proposed digital wharekura that is being co-designed with the iwi Ngaa Rauru Kiiitahi).
- » Work with Te Pae Aronui | Operations & Integration and Te Poutāhū | Curriculum Centre to develop a curriculum that enables online learning, home-based learning, hub/lab-based learning, crowd-sourced learning, and blended (contact and online) learning models to reduce commuting, physical space, and expand teacher to student ratios.

Stakeholders to engage:

- » Schools
- » Te Mahau
- » Policy
- » Te Tuarongo

6.2 Use property more effectively through different education approaches

Comprehensive work has already been completed on identifying opportunities to better use school property by using new education approaches. These are outside the ability of IDG to influence by itself and will require close dialogue with Te Mahau and other parts of the Ministry. The opportunities identified to date are summarised below.

Cost of delivery

Consider rental/lease options to secure inner-city education space and give the flexibility to respond locally to an (emerging/temporary) appetite for special character provision.

Consider the ability to balance the responsibility for educating 5-year-olds and 15 to 16-year-olds between both public and private (ECE/tertiary) provision.

Time of provision

Consider the ability for schools (or providers) to negotiate teaching hours with their communities including morning-/afternoon-school options, 4, 3 or 2 day-a-week schools, 24/7 schools, night schools, and block-course (compressed) or summer-school (extended) possibilities.

Consider whether an acknowledgement that students may participate in differential durations of formal education per year may free up capacity as students achieve and enable longer investment in the most vulnerable.

Capacity

Consider how better use can be achieved from the current investment in education infrastructure including filling available capacity, moving to multi-storey buildings, the development of campuses and consideration of boarding facilities outside of Auckland.

Consider reviewing how we guide and respond to parent perceptions to maximise capacity through the use of zoning (including zoning on where people work, and zoning guided by transport routes).

Consider what volumes of students could be met by independent (private) schools, integrated schools, and partnerships with ECE, tertiary, council, and business interests.

Quality

Consider how a more predictable network of provision could be achieved by investing in transforming unpopular schools, exploring the franchising of popular school-brands, and better communicating education options within communities.

Information provision

Consider building better links with key stakeholders including the ECE sector (as an indicator of volumes and perspective on the values and aspirations of parents), faith-based, and ethnic groups.

Consider seeking social licence from the public to explore settings (like compulsory ages, hours, double/triple usage, zoning, blended-home/hub delivery) and to accept “part-solutions” that require local-level co-construction.

Consider investing in regular and open dialogue with communities on their education priorities, current local provision, new models of education, and the implications of Auckland growth.

Consider education representation in the State Service Commission / Ministry of Business, Innovation and Employment Auckland Policy Office.

Staffing

Consider mechanisms for attracting, retaining, and developing education staff in Auckland (without impoverishing other regions) including concepts like Communities of Learning based recruitment and retention practices, and investing in understanding the decision making of prospective teachers.

Consider the way evolving pedagogies have roles for non-teachers as curators, information coaches, network leaders, and how education can best take advantage of the wider community capacity in student experiences and learning.

Stakeholders to engage:

- » Schools
- » Te Mahau
- » Policy
- » Te Tuarongo

6.3 Implement Ministry-led management maintenance of schools

The capital value of buildings is increasing, the regulatory environment in relation to health and safety is more rigorous, seismic strengthening and water tightness requirements are technically complex and specialist services are needed to ensure remedial work is effective and enduring.

Schools do not always have the specialist skills necessary to define the services required, the scale and complexity of required remedial action is beyond the capacity and capability of some schools to manage, and for others the local market may not be able to provide the services required in a timely manner to the required standard.

School boards of trustees and principals regularly advise that they spend too much of their time focusing on infrastructure issues, distracting them from their education responsibilities. In recent years, schools have been seeking more and more support from the Ministry of Education to maintain school property and the Ministry currently actively manages around 30% of school projects by value.

The shift in demands made of the Ministry in relation to the maintenance of school property has had two significant consequences:

- » There is increasing fragmentation of arrangements to manage the assets created by the Crown's investment in education infrastructure. This constrains the ability of the Ministry to make decisions that enhance the overall value of the asset portfolio.
- » There is not always a shared understanding between the Ministry and schools as to the respective roles and responsibilities that each have in relation to infrastructure assets.

There is an opportunity for IDG to take a far greater lead in managing the maintenance of schools.

Stakeholders to engage:

- » Schools
- » Te Mahau
- » Policy
- » Te Tuarongo

6.4 Establish formal service design methods to develop the new digital services needed for Te Mahau and the sector

The Ministry will need to develop new services to support the sector. Te Mahau will need to be connected and sector-facing with the right capabilities to drive change.

Service design involves planning and arranging people, infrastructure, communication, and material components of a service to improve its quality. It uses methods and tools derived from different disciplines, including ethnography, information and management science, and interaction design. Service design concepts

and ideas are typically presented visually to align with the culture, skill, and level of understanding of the stakeholders.

Effective digital support for Te Mahau and the sector will need a strong formal service design approach to ensure that the services are fit-for-purpose.

Stakeholders to engage:

- » Te Mahau

FUNDING: IDG must ensure sustainability in its funding, especially across school property and digital

6.5 Establish a more fit-for-purpose funding approach with Treasury

EIS and ITG have historically not had sustainable outyear funding. There is an opportunity to work with Treasury to establish sustainable funding arrangements.

Stakeholders to engage:

- » Corporate
- » Policy
- » Treasury



FUNCTIONS WITHIN THE MINISTRY: There are opportunities to change how functions and support services are performed within the Ministry

6.6 Move leadership for the Investor Confidence Rating (ICR) into IDG

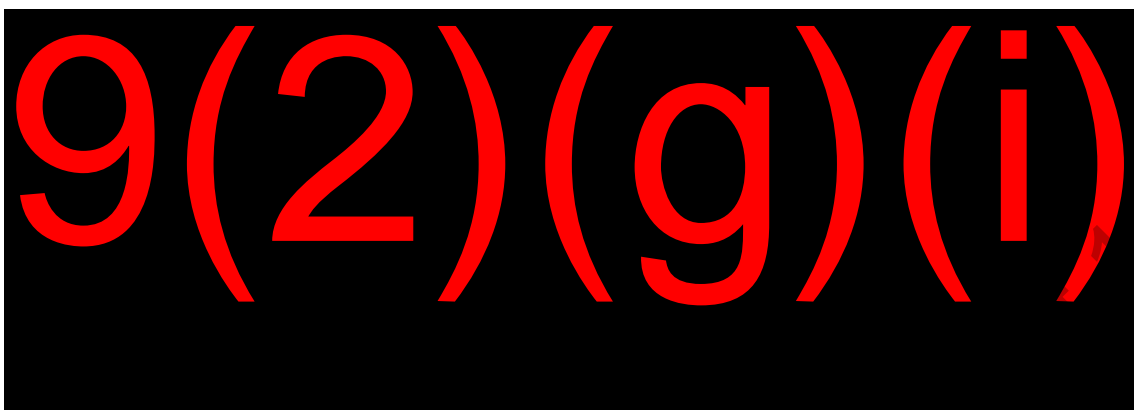
Investor Confidence Rating (ICR)

The ICR assesses our asset and investment management capability and performance, and the redesign will lead to greater focus and scrutiny in this space from both the centre and from Ministers. Although it is not the primary driver for our work, it gives us a mechanism to assess our current capability and performance, and the steps we can take to improve.

The ICR assessment impacts the Ministry in several ways:

- » It affects investment and funding decisions. The rating influences how successful our Budget bids are and will be considered when Ministers / Cabinet need to approve for baseline spend above our general approval thresholds.
- » It determines potential assurance requirements and interventions. The rating impacts official advice to Ministers. It could also attract greater scrutiny / intervention from central agencies if the assessment reveals low confidence in our ability to deliver our investments without external support or additional assurance.
- » It affects our general approval thresholds. Following the last ICR assessment, the Ministry saw an increase in general approval thresholds. This will be removed if we cannot retain our current rating.
- » It affects our reputation with Ministers, the sector, and the public. The ICR assessment is primarily focused on capital investments, is a point in time assessment, and only assesses a small component of capability and performance. However, it is still seen as a definitive and absolute measure of our overall ability to deliver our work and improved outcomes successfully.

9(2)(g)(i)



The current roles for ICR within the Ministry are summarised in the following table.

TABLE 21 ICR ROLES

Investment discipline area	Description	Leads and Portfolios
Overall coordination	Overall coordination for the Ministry's response to the ICR.	Strategic Finance
Asset management	Delivering capability improvements in the way we manage our assets to meet current and future needs of the Ministry.	IDG
Project, programme, and portfolio management (including benefits management)	Delivering capability improvements in the way we deliver and manage investments, including achieving benefits.	Project and Investment Advice, IDG
Strategic Planning	Strategic planning document describing our investments journey and investments required to achieve our long-term outcomes.	Strategic Finance, CSP Planning & Performance
Procurement capability	Enhancing our ability to procure service-critical goods and services, manage suppliers and providers and work with markets and sectors.	Procurement
Organisational change management	Delivering improvements in our change management capability to ensure changes are embedded and set up to support delivery of the benefits.	People Capability (Organisational change), Project and Investment Advice (Project change), IDG
Asset performance	Improvements to ensure our assets are meeting Ministry needs and agreed levels of service.	IDG
Project delivery performance	Improvements to ensure an investment is delivered successfully – on time, on budget and within scope	Project and Investment Advice, IDG
Benefits delivery performance	Improvements to ensure we realise the benefits from an investment and can evidence this.	Project and Investment Advice, IDG

With the changes in structure, almost 100% of the scope covered by the Investor Confidence Rating (ICR) is now managed within IDS. There is therefore an opportunity to move the management of the ICR to IDG.

Stakeholders to engage:

Corporate (including Project and Investment Advice, Strategic Finance, CSP Planning & Performance, Procurement, People Capability)

6.7

9(2)(g)(i)

1982

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GOVERNANCE: The creation of IDG provides opportunities for changes to governance to resolve current issues and increase effectiveness

6.8 Reset governance structures and processes, taking a portfolio approach

Governance bodies

IDG inherits a variety of governance structures from EIS and the IT Group. The key governance bodies are summarised in the following table. As there can be seen there is many governance groups with diverse roles.

TABLE 22 GOVERNANCE STRUCTURES

PROPERTY	
EIS leadership team	The EIS leadership team oversees the strategic direction and organisational performance of Education Infrastructure Services.
Education Services Infrastructure Board	The Education Services Infrastructure Board provides independent external advice and oversight to the work of the Education Infrastructure Service Group.
EIS Commercial Board	EIS manages a large portfolio that spans across the property, ICT, payroll management (which is being transferred to Workforce Group), and transport spheres. Portfolio delivery is core to the success of the Ministry. The purpose of the EIS Commercial Board is to ensure that the key EIS suppliers are performing and appropriately managed and that EIS is pro-actively managing its supply markets to be a client of choice.
EIS Investment Board	The Investment Board (IB) approves EIS investment decisions and ensures the property portfolio is managed according to Te Rautaki Rawa Kura 2030 – the School Property Strategy 2030.
TRANSPORT	
Transport Board [previously proposed]	The objectives of the Transport Board would be to oversee transport strategy, policy updates (including route groupings), bus tender programme, and the inflight contracts. It would also address escalated risks/issues across the suppliers including customer complaints, health and safety and communications.
DIGITAL	
ITG Leadership Team	Some major programmes have direct reporting lines to the ITG Leadership Team (with indirect reporting to the ITG PMO). These programmes include: <ul style="list-style-type: none"> • Ka Ora, Ka Ako Healthy School Lunches • Border exemptions • ERS (school resourcing system) • Te Rito
ICT Governance Board (ICTGB)	The ICT Governance Board partially oversees the Ministry's investment in ICT to make sure we are investing in the right things and delivering and achieving the benefits. Our investment in digital is reflected in the Ministry's Digital Investment Plan i.e. the ICT portfolio.

ICT Portfolio Boards	There are two portfolio boards in place to provide governance for the key ICT platforms. These portfolio boards provide monthly reports for inclusion in the overall delivery report to ICTGB, a monthly delivery report to ICT PMO, and a monthly Chair report and dashboard detailed report to ICT PMO for ICTGB.
ICT Project Boards	There are some individual projects boards to govern individual projects. These include Regional Device Rollout, Meeting Room Technology, and Who's on Location. Projects provide monthly reports to ICT Programme Management Office and Project Boards on status, financials, etc. They may also report to Senior Responsible Officers on a more frequent basis.

DIGITAL EDUCATION STEWARDSHIP FORUMS

Education System Stewardship Forum (ESSF)	ESSF is the Executive CE board on sector data and digital issues; approves the strategy and investment profile.
Education Digital and Data Board (EDDB)	EDDB governs the digital and data strategy.
Education Digital Design Governance Committee (EDigitalGC)	EDigitalGC oversees and advises on system wide architecture and technical direction for sector from ICT perspective.
Education Data Governance Committee (EDataGC)	EDataGC oversees and advises on system wide information and data use and collection.

DIGITAL TECHNOLOGY

Ministry Design Authority (MDA)	MDA approves high level IT systems designs and ensures that they are compatible with our IT Strategy and Architecture Principles.
Data Information Design Group (DIDG)	DIDG provides advice designs and endorses detailed design documentation for EDK.
Technical Working Group (TWG)	TWG provides advice designs and endorses detailed design documentation for ICT.

The digital governance is summarised on the following page. As can be seen, it is complex, inconsistent, and confusing.

Governance, Management and Reporting

Governance Layer

- Leadership Team (LT):**
- Approves the ICT Investment Plan

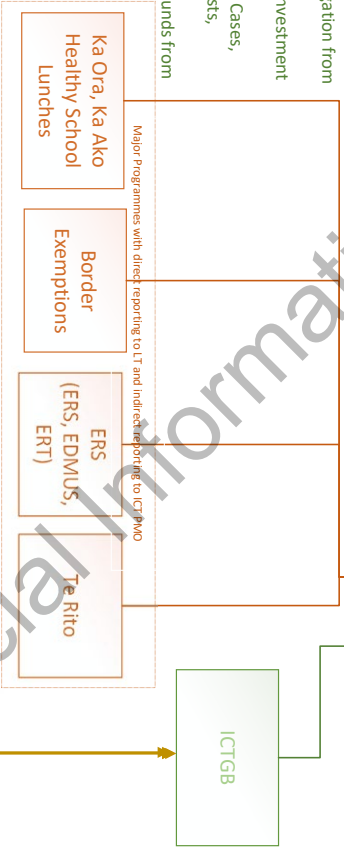
Governance



Reporting

- LT receives:**
- Monthly report from ICTGB Chair

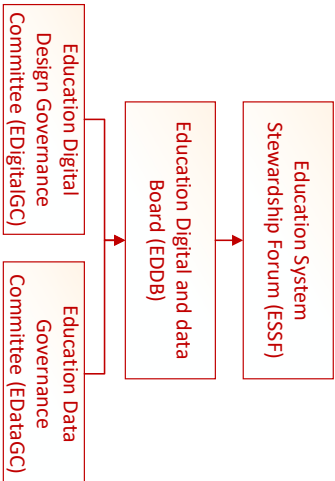
- ICTGB has formal delegation from LT:**
- Recommends ICT Investment Plan
 - Approves Business Cases, PIDs, Change Requests, Closure Reports
 - Formally releases funds from ICT Investment Plan
 - Monitors delivery



- ICTGB provides:**
- Monthly report from ICTGB Chair to LT
 - Monthly report to LT
 - Monthly Delivery Report from ICT Project Office

- Programmes provide:**
- Monthly report to LT
 - Monthly Delivery Report to ICT Project Office

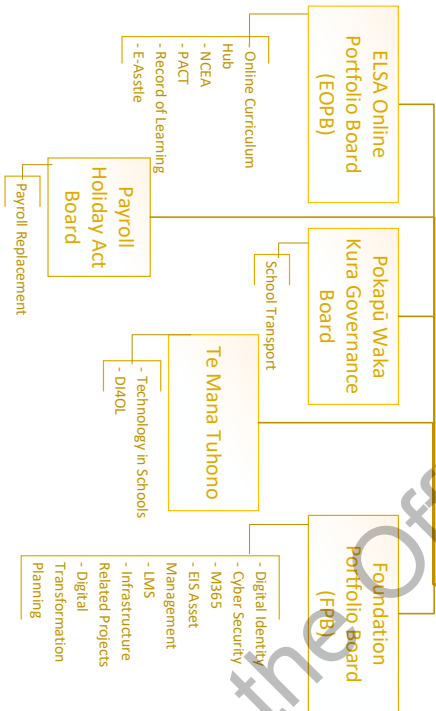
Education Stewardship Forums



- **ESSF** is the Executive CE board on sector data and digital issues; approves the strategy and investment profile
- **EDDB** governs the digital and data strategy
- **EDDdGC** oversees and advises on system wide architecture and technical direction for sector from ICT perspective
- **EDatGC** oversees and advises on system wide information and data use and collection

Management Layer

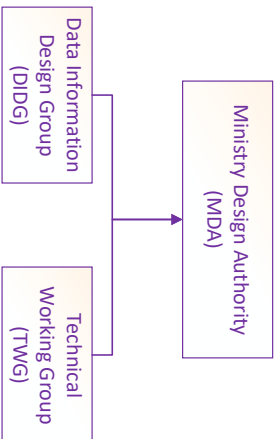
- Portfolio Boards have formal sub board of ICTGB:**
- Obtains funds for foundation projects from ICTGB
 - Approves release of funds to projects
 - Monitors delivery



Portfolio Boards provide:

- Monthly report to ICT Project Office for inclusion in the Overall Delivery Report to ICTGB
- Monthly Delivery Report to ICT Project Office
- Monthly Chair report and dashboard detailed report to ICT Project Office for ICTGB

Technology Layer



- **MDA** approves high level IT systems designs and ensures that they are compatible with our IT Strategy and Architecture Principles

- **DIDG** provides advice designs and endorses detailed design documentation for EDK

- **TWG** provides advice designs and endorses detailed design documentation for ICT

Project Boards:

- Manage individual projects
- Can be a board or only the SRO

Group Management team

FIGURE 9 ICT GOVERNANCE STRUCTURES

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Issues with the overall ICT Governance Board – ICTGB

In theory, the ICT Governance Board (ITGB) has overall governance of the Ministry's ICT portfolio of work. However, in practice, it does not have the power or support needed to help it govern the portfolio.

While governance should be for all digital work in the Ministry (unless directed by the Leadership Team), in practice ICTGB only has control over the investment plan envelope funded portion of the ICT portfolio. Transformational investments are typically not funded from the investment plan envelope (e.g. ERS). In these cases ICTGB does not have governance oversight but these investments often have a significant impact on the overall portfolio.

ICTGB also has limited visibility of large-scale transformational initiatives that are typically Budget funded and have major ICT components. For example, ERS and the NCEA Change Programme. These have the biggest impact on the overall ICT portfolio for the Ministry but have the least oversight from the Board.

Although ICTGB is expected to ensure the portfolio is on course for delivery, it has limited power to reprioritise, slow, scale, or stop projects (i.e. say no). Similarly, it does not have the dedicated support or information needed to make these decisions. This undermines its ability to govern. ITGB also does not necessarily have control over capability and process improvements despite being responsible for the successful delivery of the portfolio.

As ICTGB only has control over a small portion of the portfolio this inevitably reduces ICTGB's ability to influence the ICR rating. From Treasury's perspective, all digital investment is assessed under the ICR, whether governed by ICTGB or not.

The opportunity – move to a portfolio approach

The governance structures have evolved over time. The current digital governance structures are especially complex with the overall ICT Governance Board, its portfolio boards, and individual project boards. These governance boards require key staff to attend many meetings where they often have limited influence. When ICTGB was first established, ICT was not as ubiquitous as it has now become. Almost all projects or programmes will now have digital components.

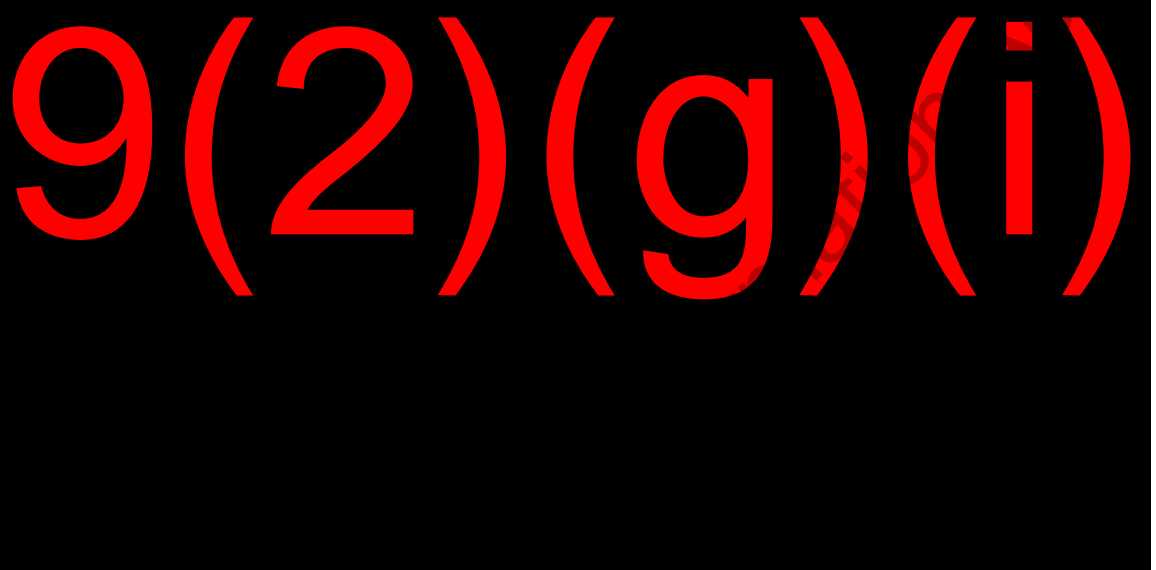
The major governance opportunity is to move the current approach to a portfolio approach. This would reduce the number governance bodies and help the portfolio governance groups to focus on the strategic aspects of the portfolio. Because ITG is only one player in many of the major projects, changes to governance will require Ministry wide agreement.

Stakeholders to engage:

Te Mahau, Te Puna Kaupapahere | Policy, Te Tuarongo, Te Puna Rangatōpū | Corporate

STRUCTURE: The creation of IDG provides opportunities for changes to internal structure to improve effectiveness

6.9



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7.0

Appendices

Appendix A: Delegations of Powers and Functions in Education Legislation

Appendix B: ICT work programme and timeline

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7.1 Appendix A: Delegations of Powers and Functions in Education Legislation

As of November 2020

Education and Training Act 2020

Section	Power /duty	Description of power or duty	Delegation
160	Minister	Real property The power to consent to a board acquiring an interest in land or a licence to occupy land or premises.	<ul style="list-style-type: none"> » Secretary » Head of EIS » Associate Deputy Secretary » Group Manager » General Manager
161(1)	Secretary	Occupancy of property and buildings The power, by notice in the Gazette, to specify terms and conditions applying generally to land and buildings occupied by boards and to specify terms and conditions for a particular board by written notice to that board and in accordance with this clause.	<ul style="list-style-type: none"> » Head of EIS » Associate Deputy Secretary » Group Manager » General Manager
162(1)	Secretary	Leases and licences granted by boards The power to consent to a board granting a lease or a licence to occupy land, buildings, or facilities of the board in accordance with this clause.	<ul style="list-style-type: none"> » Head of EIS » Associate Deputy Secretary » Group Manager » General Manager
162(3)	Secretary	The duty to determine the terms and conditions of any lease or licence granted by a board by either notice in the Gazette or by written notice to the Board.	<ul style="list-style-type: none"> » Head of EIS » Associate Deputy Secretary » Group Manager » General Manager
163(4)	Secretary	Other agreements to occupy school land or buildings The power, by notice in the Gazette, to identify the kinds of agreements that board may enter and to specify the conditions to which agreements or specified types of agreements are subject.	<ul style="list-style-type: none"> » Head of EIS » Associate Deputy Secretary » Group Manager » General Manager
559(1)	Secretary	School transport The power to assist in the provision of school transport by doing either of the following: a) paying schools to provide school transport to their students b) arranging transport providers to provide school transport.	<ul style="list-style-type: none"> » Head of EIS » Group Manager
559(1)(c)	Secretary	The power to assist in the provision of school transport by contributing to the cost of parents providing school transport.	<ul style="list-style-type: none"> » Head of EIS » Group Manager » National Manager, Service Delivery » Business Manager, School Transport » Transport Officer

Section	Power /duty	Description of power or duty	Delegation
559(2)	Secretary	The duty, in providing school transport assistance for students enrolled at an integrated school, to have reasonable regard to the preference of parents to enrol their children at a State integrated school or at a State school.	» Head of EIS » Group Manager
559(3)(d)	Secretary	The power to approve an educational activity for the purposes of this section.	» Head of EIS » Group Manager
560(1)(d)	Secretary	Centres situated on land owned by, or leased to, the Crown The power to give notice of any occupancy document to a service provider who operates an early childhood education and care centre on land owned by, or leased to, the Crown, governing the operation of the centre and the occupation of any building on the land.	» Head of EIS » Associate Deputy Secretary » Group Manager » General Manager
560(2)(a)	Secretary	The power, where subsection (1)(d) applies, to direct the building of any capital works on that land that are intended for the centre's use.	» Head of EIS » Associate Deputy Secretary » General Manager
560(2)(b)(i)	Secretary	The power to charge rent to a service provider where subsection (1)(d) applies.	» Head of EIS » Associate Deputy Secretary » Group Manager » General Manager
560(2)(b)(ii)	Secretary	The power to determine standards of maintenance and capital works where subsection (1)(d) applies.	» Head of EIS » Associate Deputy Secretary » General Manager
560(2)(c)(i)	Secretary	The power to approve a service provider to carry out any capital works on the land where an early childhood education and care centre is situated on land owned by the Crown.	» Head of EIS » Associate Deputy Secretary » General Manager
560(2)(c)(ii)	Secretary	The power to approve a service provider to grant any lease or sublease of, or grant any licence or permit in respect of, or assign any rights in respect of, or part with possession and control of, or allow any other person to share possession, control, or use of, the land or any other property of the Crown on the land where subsection (1)(d) applies.	» Head of EIS » Associate Deputy Secretary » Group Manager » General Manager
560(3)	Secretary	The power to amend an occupancy document by written notice to the service provider who operates the early childhood education and care centre.	» Head of EIS » Associate Deputy Secretary » Group Manager » General Manager

Section	Power /duty	Description of power or duty	Delegation
561(1)	Minister	Minister may declare land no longer needed for educational purposes The power to declare by notice in the Gazette any land of the Crown to be no longer needed for educational purposes.	<ul style="list-style-type: none"> » Head of EIS » Associate Deputy Secretary » Group Manager » General Manager
562	Minister	Rent for teachers' residences The power by notice in the Gazette to prescribe a scheme for the payment of rent for teachers' residences.	<ul style="list-style-type: none"> » Secretary » Head of EIS » Associate Deputy Secretary » Group Manager » General Manager
578(2)	Secretary	Payroll service The power to authorise a Board not to use the payroll service set up under subsection (1) of this section.	<ul style="list-style-type: none"> » Head of EIS » Associate Deputy Secretary
578(3)	Secretary	The power to request records to be provided from a board using the payroll service.	<ul style="list-style-type: none"> » No delegation from Secretary

SCHEDULE 6: STATE INTEGRATED SCHOOLS

Schedule 6, clause 7(3)	Minister	The power, if the delegate and the proprietors so agree, to vary the terms of an integration agreement by a supplementary agreement in relation to the following matters only: <ul style="list-style-type: none"> » Changes to site plans » Changes in relation to one or more integrated schools that have been approved by the Minister or by Cabinet, where these changes relate primarily to property funding 	<ul style="list-style-type: none"> » Secretary » Head of EIS » Associate Deputy Secretary » Group Manager » General Manager
Schedule 6, clause 18(2)	Secretary	The power, where money appropriated by Parliament has been used for furniture or equipment buildings or fixtures of an integrated school and the school's integration agreement is cancelled or the school is closed, to dispose of such furniture, equipment, or chattels as if the owner.	<ul style="list-style-type: none"> » Head of EIS » Associate Deputy Secretary » Group Manager » General Manager

Resource Management Act 1991

Section	Power /duty	Description of power or duty	Delegation
168(1)	Minister	The power to give notice in the prescribed form to a territorial authority with respect to a designation for a public work.	<ul style="list-style-type: none"> » Secretary » Head of EIS » Deputy Head » Director Capital Works » Group Manager » Regional Infrastructure Manager » Programme Manager
168(4)	Minister	The power by notice in writing to withdraw a requirement made under section 168.	<ul style="list-style-type: none"> » Secretary » Head of EIS » Deputy Head » Group Manager » Regional Infrastructure Manager

Section	Power /duty	Description of power or duty	Delegation
172(1)	Minister	The power to accept or reject a territorial authority's recommendation under section 171.	<ul style="list-style-type: none"> » Secretary » Head of EIS » Deputy Head » Group Manager » Regional Infrastructure Manager
172(2)	Minister	The power to modify a requirement in accordance with this subsection.	<ul style="list-style-type: none"> » Secretary » Head of EIS » Deputy Head » Group Manager
176	Minister	The power to give consent to the use of land subject to a designation, that would prevent or hinder a public work or project or work to which the designation relates.	<ul style="list-style-type: none"> » Secretary » Head of EIS » Deputy Head » Director Capital Works » Group Manager » Regional Infrastructure Manager
176A(1)	Minister	The function of submitting, to the territorial authority, an outline plan of the public work, project, or work to be constructed on designated land.	<ul style="list-style-type: none"> » Secretary » Head of EIS » Deputy Head » Director Capital Works » Group Manager » Regional Infrastructure Manager
180(2)	Minister	The function of advising the Minister for the Environment and the relevant territorial authority of a transfer of financial responsibility for a project or work.	<ul style="list-style-type: none"> » Secretary » Head of EIS » Deputy Head » Director Capital Works » Group Manager » Regional Infrastructure Manager
181(1)	Minister	The power to give notice to the territorial authority of its requirement to alter the designation.	<ul style="list-style-type: none"> » Secretary » Head of EIS » Deputy Head » Group Manager
182(1)	Minister	The function of giving notice in the prescribed form to the relevant territorial authority if the designation or part of a designation is no longer wanted.	<ul style="list-style-type: none"> » Secretary » Head of EIS » Deputy Head » Group Manager » Regional Infrastructure Manager

Section	Power /duty	Description of power or duty	Delegation
182(2)	Minister	The power to object to any decision to decline removal of part of a designation under section 182(5).	<ul style="list-style-type: none"> » Secretary » Head of EIS » Deputy Head » Group Manager
184(1)(b)	Minister	The power to apply for a longer period before a designation lapses.	<ul style="list-style-type: none"> » Secretary » Head of EIS » Deputy Head » Group Manager » Regional Infrastructure Manager
Schedule 1 Clause 4(1)	Minister	The power to notify the territorial authority that a requiring authority's prior designation (which has not yet lapsed), be included in a proposed district plan with or without modification.	<ul style="list-style-type: none"> » Secretary » Head of EIS » Deputy Head » Group Manager » Regional Infrastructure Manager

Claims Settlement Acts

Section	Power /duty	Description of power or duty	Delegation
82	Secretary	The power, as described generally in clause 82 of the Clauses for Standard Elements of Treaty Settlement Bills and as described more particularly in a Claims Settlement Act, to authorise people who may apply to the Registrar-General to register ownership in a cultural redress property.	<ul style="list-style-type: none"> » Head of EIS » Deputy Head » Group Manager
105	Secretary	The power, as described generally in clause 105 of the Clauses for Standard Elements of Treaty Settlement Bills and as described more particularly in a Claims Settlement Act, to transfer the fee simple estate in a commercial redress property or a deferred selection property to the trustees.	<ul style="list-style-type: none"> » Head of EIS » Deputy Head » Group Manager
105	Secretary	The power, as described generally in clause 105 of Clauses for Standard Elements of Treaty Settlement Bills and as described more particularly in a Claims Settlement Act, to sign a transfer instrument or other document, or do anything else, as necessary to effect the transfer.	<ul style="list-style-type: none"> » Head of EIS » Deputy Head » Group Manager
108 – 111	Secretary	The power, as described generally in clauses 108-111 of the Clauses for Standard Elements of Treaty Settlement Bills and as described more particularly in a Claims Settlement Act, to authorise people who may apply to the Registrar-General to create computer freehold registers and who may grant covenants for the later creation of a computer freehold register for any commercial redress property [or deferred selection property].	<ul style="list-style-type: none"> » Head of EIS » Deputy Head » Group Manager

7.2 APPENDIX B: ICT work programme and timeline

As of September 2020

Project/Initiative	2021				2022				Governance Body
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
In flight/Investment Plan/Business Funded									
Accommodation	[Timeline bar from Q1 2021 to Q4 2022]								Property Board
Automation	[Timeline bar from Q1 2021 to Q3 2021]								ICTGB
Border Exemptions			[Timeline bar from Q3 2021 to Q4 2021]						Border
Cloud Economics – Migration									ICTGB
Cyber Security Phase 2 (Uplift)	[Timeline bar from Q1 2021 to Q2 2022]								ICTGB
Cyber Security Tactical Schools	[Timeline bar from Q1 2021 to Q2 2022]								Te Mana Tuhono
Data and Insights – Core Insights	[Timeline bar from Q1 2021 to Q4 2021]								ICTGB
Data Obfuscation and Classification Tool	[Timeline bar from Q1 2021 to Q4 2021]								ICTGB
Device Replacements Wellington Campus					[Timeline bar from Q1 2022 to Q2 2022]				ICTGB – CDO/CFO
Digital for Online learning (DI4OL)	[Timeline bar from Q1 2021 to Q4 2022]								ICTGB & Te Mana Te Honu
Digital Identity (DI) Value Stream	[Timeline bar from Q1 2021 to Q4 2021]								ICTGB
Digital Transformation and Planning – finish Digi and Cloud B/C	[Timeline bar from Q1 2021 to Q2 2022]								ICTGB
Digital Workplace – Enterprise Voice					[Timeline bar from Q1 2022 to Q2 2022]				ICTGB
Digital Workplace – External Collaboration					[Timeline bar from Q1 2022 to Q4 2022]				ICTGB
Digital Workplace – M365					[Timeline bar from Q1 2022 to Q4 2022]				ICTGB
Digital Workplace – Record Management					[Timeline bar from Q1 2022 to Q4 2022]				ICTGB
Education Web Platform	[Timeline bar from Q1 2021 to Q3 2021]				[Timeline bar from Q1 2022 to Q4 2022]				ICTGB
EIS SEPE	[Timeline bar from Q1 2021 to Q3 2021]								N/A
Email Network and Security Optimisation	[Timeline bar from Q1 2021 to Q4 2021]								ICTGB
Electric Vehicles					[Timeline bar from Q1 2022 to Q4 2022]				Property Board
ERS	[Timeline bar from Q1 2021 to Q4 2021]								LT
Equity Index system changes					[Timeline bar from Q1 2022 to Q4 2022]				
Future Education – IT changes									
Future Education Organisation Design Tool		[Timeline bar from Q2 2021 to Q3 2021]							ICTGB
Healthy School Lunches and Period Products (Ko Ora, Ka Ako)	[Timeline bar from Q1 2021 to Q2 2022]								Ko Ora, Ka Aro Board
Learning Management System (LMS)	[Timeline bar from Q1 2021 to Q2 2022]								ICTGB
M365 initial rollout	[Timeline bar from Q1 2021 to Q3 2021]								ICTGB
MH Security PC		[Timeline bar from Q2 2021 to Q4 2022]							Property Board
Meeting Room Technology (MRT)		[Timeline bar from Q2 2021 to Q3 2021]							ICTGB
National Student Index – Data Quality Stage 1	[Timeline bar from Q1 2021 to Q4 2021]								ICTGB
NCEA Change programme	[Timeline bar from Q1 2021 to Q2 2022]								ELSA Online Board
Network – Insourcing Wi-Fi and Switching					[Timeline bar from Q1 2022 to Q2 2022]				ICTGB
Network Uplift	[Timeline bar from Q1 2021 to Q4 2021]								ICTGB
Offline Backup Solution	[Timeline bar from Q1 2021 to Q2 2022]								ICTGB
Online Curriculum Hub (OCH)	[Timeline bar from Q1 2021 to Q4 2022]								ELSA/ICTGB
PACT			[Timeline bar from Q3 2021 to Q4 2021]						ICTGB

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Kahurangi School

Act 1982

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