



MEMO

To: Tanya Harvey | Director of Education for Auckland

From: Kelly McMurtrie – Acting Manager, School Governance *Kelly McMurtrie*

Date: 9 February 2023

Subject: Letters to Unsuccessful Applicants – Ministerial Appointments to the Combined Board of Westbridge Residential School and Halswell Residential College

Priority High

Purpose

This memo requests that you sign the letters to:

- The candidates who have not been appointed by the Minister of Education to the Combined Board of Westbridge Residential School and Halswell Residential College; and
- The outgoing Minister Appointed Board Members thanking them for their service.

Background

1. On behalf of the Minister of Education, the School Governance team has facilitated the process of selecting candidates to recommend as Minister Appointed Board Members to the Combined Board of Westbridge Residential School and Halswell Residential College. Three candidates were recommended to the Minister for appointment to the Board.
2. The Minister has approved the recommended candidates and notified these candidates of their appointments on 9 February 2023.
3. We noted in the Education Report [METIS 1299640 refers] that the Ministry would write to all unsuccessful candidates once the Minister's appointments had been confirmed. We now need to notify the unsuccessful candidates as soon as possible, and these letters are attached for your signature.
4. 9(2)(a)

Letters to outgoing Ministerial Appointees

Released under the Official Information Act 1982

9 February 2023

9(2)(a)



As you will be aware, your term of office as a member of the Combined Board of Westbridge Residential School and Halswell Residential College will end on 26 February 2023. The Minister of Education has now appointed three new members to the Board.

I understand that you chose not to re-apply for appointment to the Board.

I would like to take this opportunity to thank you for the contribution that you have made in undertaking this responsible and challenging role, including your tenure as Presiding Member. Your service to the school and community has made a difference for students and their whānau.

I wish you well in your future endeavours.

Nāku noa, nā

Tanya Harvey
Director Education for Auckland
Te Tai Raro | Te Mahau

9 February 2023

9(2)(a)

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9 February 2023

9(2)(a)



As you will be aware, your term of office as a member of the Combined Board of Westbridge Residential School and Halswell Residential College will end on 26 February 2023. Thank you for your interest in continuing in the role of a Minister Appointed Board Member.

The Selection Panel and I wish to thank you for your application. We received a lot of interest for these roles and a number of high calibre applications. In this instance, you have not been selected for one of the Minister Appointed Board Member positions. This is not a reflection on your qualifications and experience.

I would like to take this opportunity to thank you for the contribution that you have made in undertaking this responsible and challenging role. Your service to the schools and community has made a difference for students and their whānau.

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Letters to unsuccessful candidates

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9 February 2023

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Firstly, the Selection Panel and I wish to thank you for your application. We received a lot of interest for these roles and a number of high calibre applications.

Unfortunately, in this instance, you have not been selected by the Minister of Education for appointment to one of the Board Member positions. This is not a reflection on your qualifications and experience.

When recommending candidates to the Minister for appointment, the Selection Panel assessed applications so that the Board would have a balance of skills, experience, and backgrounds. In considering the candidates, it was important to ensure that the Board is well positioned to reflect the diverse nature of the community the school serves and allow continuity of governance as the Board transitions between terms.

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Te Tai Raro | Te Mahau



Te Mahau

Memo

To: Sean Teddy, Hautu Te Pae Aronui

From: Michelle Ashby, General Manager Learning Support

Cc: Tom Dibley, General Manager Data & Insights; Sam Jolly, Manager Analysis, Research and Evaluation; Sela Finau, General Manager Learner Success & Tiriti Policy; Clare Old, Senior Policy Manager, Learning Support Policy.

Date: 22 June 2023

Subject: RSS evaluation status update and implications for advice to Ministers on RSS

Purpose

The purpose of this memo is to:

- update you on the Residential Specialist School (RSS) direct access pathway evaluation
- seek your agreement to accept the evaluation report (attached), subject to the last few minor quality issues being resolved
- update you on next steps for this work.

Background

In 2022, Minister Tinetti agreed to proposed changes to the RSS direct access pathway and asked the Ministry to work on the operational design [METIS 1286245 and 1288598 refer]. The proposed changes met the Minister's intent of improving access for children who would benefit from a period of enrolment and included additional process requirements to strengthen compliance with the UNCRPD and UNCRC.

Proposed changes included:

- the introduction of a new overarching principle
- updated entry criteria
- shifting to more local decision making with increased child and whānau voice
- making available more transparent and comprehensive information on options
- an increased focus on learning objectives for enrolments
- explicit responsibilities around transition and risk assessment
- improved monitoring and reporting of education outcomes for children.

A rebuild of Salisbury School was announced in 2019. Planning for the rebuild is currently at the detailed design stage.

The United Nations Committee on the Rights of Persons with Disabilities (UN Committee) released its concluding observations in September 2022 on New Zealand's combined second and third periodic reports on progress in implementing the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Inter alia, the Committee recommended that New Zealand develop inclusive education and deinstitutionalisation strategies, withdraw the proposal to change entry requirements for enrolment in RSS, and develop strategies to address the high proportion of ākonga Māori in RSS.

Hon Priyanca Radhakrishnan, Minister for Disability Issues, is taking a paper to Cabinet on 21 June 2023 to seek agreement to the Government response to the UN Committee recommendations. 9(2)(f)(iv)

Memo

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**Te Tāhuhu o
te Mātauranga**
Ministry of Education

Minister Tinetti indicated in October 2022 that she did not wish to make a decision on whether to accept these recommendations until after receiving the findings of the research on the direct access pathway commissioned from the University of Auckland [METIS 1296856 refers]. The upcoming Cabinet paper therefore proposes that these recommendations be noted, subject to further consideration of New Zealand based research and evidence and decisions by the Minister of Education. There is intended to be a report back to Cabinet in December 2023 which will provide an opportunity for the response to these recommendations to be updated.

Process to deliver the Phase 2 RSS evaluation report

Budget 2019 included a total of \$420,000 across four years for an evaluation of the RSS direct access pathway to inform ongoing policy decisions and to improve RSS direct access pathway services provided to students:

- Phase 1, *International literature review on residential specialist schools for learning and behaviour* was published on Education Counts in July 2022.
- Phase 2 focuses on the voices of children and the RSS context and was expected to be available at the end of 2022.
- Phase 3 was intended to be a synthesis of the previous two phases.

The Consultancy Services Order for Phase 2 set out the evaluation questions and approach, and was signed by 9(2)(a) on the 29 September 2021. The University of Auckland was contracted to deliver the final Phase 2 evaluation report in November 2022. An incomplete draft was received on 20 December 2022 and 9(2)(a), then National Manager Te Kahu Tōi, requested a complete draft by 31 January 2023. The receipt of the complete draft report was delayed to 27 February 2023 as a result of extreme weather events in Auckland. Extensive feedback was provided to the University of Auckland by the Ministry and a third unformatted draft report was received on 11 May 2023, followed by a partially formatted report on 14 May 2023. 9(2)(b)(ii)

9(2)(b)(ii)

Phase 2 evaluation findings

The Phase 2 evaluation relies primarily on previously collected anonymised and redacted administrative data from the Ministry and interviews with former RSS students and their families. In total, seven families eventually participated in interviews conducted for the Phase 2 evaluation report. Interview participants included five students and 12 family members. This is not a representative sample, but this is not the purpose of qualitative interviews or analysis. The accounts from these participants have added nuance and depth to the administrative data, with similar themes identified in the redacted administrative data. Their voices are an important addition to the materials drawn on in previous New Zealand and international research.

The evaluation report includes the following 'emergent themes:

- The Direct Access Pathway did not appear to increase the student roll numbers at the RSS.
- Enrolment criteria, including age at application and details about prior interventions used, appear to be inconsistently applied. Families are not always clear how decisions are made, and there is a perceived lack of transparency with respect to processes throughout the time of application and enrolment, requests for extensions, transition planning and decision making.

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- Once enrolment in RSS was confirmed, students and families alike looked forward to a fresh start in a new place with new people. Poor experiences in local school settings, together with a lack of or inconsistent support for families, lead to families seeking an RSS enrolment as an option for their child. Enrolment in an RSS represented hope, an opportunity not available locally and where all family members could have their needs met.
- For students, RSS can feel like a place that welcomes them (unlike many, if any, of their previous schools).
- Transition planning both into and out of RSS is poorly documented and/or poorly planned, leading to extended periods of enrolment and many families feeling they were left to ' fend for themselves.'
- Rangatahi Māori continue to be over-represented in RSS. Enrolment data of ākonga Māori shows an absence of reference to a culturally appropriate process for Māori students and their whānau. There is a lack of evidence of incorporation of tikanga evident in how meetings are conducted for whānau Māori such as karakia, the opportunity to have Māori staff or kaumatua present.
- Limited expectations of or for learning are apparent. Deficit theorising is evident throughout most of the documents presented. Behaviour goals are most often presented as the only learning.

The findings relate to activities that are the responsibility of the Ministry, including our people in the Takiwā. It will therefore be important that the Phase 2 evaluation report is shared with Hautū from the Takiwā before going to the Minister.

The findings also support the need for many of the process improvements that had been proposed for the Direct Access Pathway. These changes could potentially be progressed independently from the changes to the entry criteria which the UN Committee has recommended against.

Next steps

I am seeking your agreement to accept the Phase 2 evaluation report, subject to the last few minor quality issues being resolved. Acceptance of the evaluation report will allow us to progress advice to Minister Tinetti about how to respond to the UN Committee recommendations on RSS, and the implications for the RSS direct access pathway and the Salisbury rebuild.

The advice is being prepared by Te Pou Kaupapahere. We will have an opportunity to input into this advice, as will the Design function and Takiwā. It will be presented to Minister Tinetti with a copy of the final Phase 2 evaluation report.

Following Ministerial decisions, we will consider how and when to publish the Phase 2 evaluation report. This will involve engagement with a targeted group of stakeholders, including the RSS Boards and Principals, prior to publication. We will provide further advice on the publication activities and associated communications plan in due course.

Due to the significant delays in receiving the Phase 2 report, it has not been possible to proceed as intended with Phase 3. The funding for this will expire at the end of the 2022/23 financial year and will be classed as an underspend. No funding has been sought for the coming year as the business need for further evaluation on the RSS direct access pathway has not been defined.

Recommendations

We recommend that you:

- **agree** to accept the Residential Specialist School (RSS) direct access pathway evaluation, subject to the last few minor quality issues being resolved
- **note** the sample limitations and the degree of confidence we can have in the validity and reliability of the findings

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- **note** that we will not proceed with the intended Phase 3 of the RSS evaluation as there is no further funding or a defined business need.

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Memo

To: Andrea Williams, Director of Education
From: Jacques Munro
Cc: Stewart Lawson, Simon Cruikshank, Megan Hannigan, Jarrod Aberhart, Jody Nichols, 9(2)(a) [REDACTED], Craig Morrison.
Date: 3 August 2023
Subject: Salisbury School Space Recommendations and Build Roll

Purpose

Te Puna Hanganga Matihiko has asked for recommendations for the day space and multipurpose space for the rebuild of Salisbury school, and for clarification of the build roll under the villa model.

Background

The rebuild of Salisbury school was announced in 2019. Work was then undertaken by the National Office team Te Pae Aronui to develop a funding model for residential specialist schools, which helped support the villa model proposal for the school. Salisbury has had low roll numbers over the past 8 years, but with new supports and entry points, the rolls have increased and remained stable at 15 students for the 3 terms of 2023.

Table 1: Salisbury Roll Numbers

Number	NAME	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
525	Salisbury School	21	17	10	7.4	9	7.6	11	5	6	4	15

Salisbury school has a notional roll of 20. As per the Memo to Minister Tinetti from 9(2)(a) [REDACTED] dated 19 July 2022, the planned build roll was 20 but due to the villa funding model, a decision was made in 2022 to change to a build roll of 16 (two villas of eight), and an additional villa of eight be provided in future, based on enrolment trigger points ([Build roll options for Salisbury residential rebuild.pdf](#)).

However, a subsequent decision has been made in June 2023, by Te Pae Aronui, to recommend that the build roll be returned to 20, as per the notional roll, comprising of two villa's of eight, and a villa of four. The decision to progress with a build roll of 20, not 16, is due to the holding of the school's enrolments for 3 terms at 15 students. This was communicated with the Salisbury school board at the end of June 2023.

The Salisbury entitlement table does not currently include multipurpose space. Other resident specialist schools, such as Halswell, have received multipurpose space in their builds. It has been recommended that a multipurpose space be included in the entitlement.

Recommended Design Planning

It is recommended to maintain the build roll for the residential villas at 20, which comprises of two villas of eight, and one villa of four.

The day school should be based on Salisbury school's notional roll of 20.



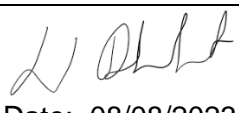
It is recommended that a multipurpose space be provided the same size as the one located at Halswell, or to be larger than the Halswell space if it needs to include technology (e.g. kitchen area). However, funding would need to be secured for this as part of a change request.

Summary

The Salisbury design planning needs to fit the current roll and future projections whilst allowing for roll growth. The build of two residential villas of 8, and a third villa of 4, allows for planning for this site and recent growth alongside a stable roll of 15. The additional multipurpose space, similar to other residential facilities, ensures equity across the network for tamariki.

Recommendations

- a) **Agree** to the build roll in this memo at 20, which is two residential villas of 8 and one of 4.
- b) **Agree** that the trigger point for the build roll of 20 has been met, due to the increase of enrolments and a stable roll for 3 terms.
- c) **Agree** that the multipurpose space provided in the design be the same size as the Halswell space, or larger if required to include technology curriculum provision.
- d) **Sign** and forward this memo to EIS to contribute to the design planning.

Name and role	Approval	Signed / Embedded email approval
Megan Hannigan Lead Adviser Network	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing, and that the recommendations sit within the network framework	 Date: 03/08/2023
Jacques Munro Manager Integrated Services Nelson Tasman	I endorse the recommendations	 Date: 07/08/2023
Jarrod Aberhart Manager Planning and Advice	I endorse the recommendations	 Date: 08/08/2023
Stewart Lawson Infrastructure Manager	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	<i>Insert signature</i> <i>Stewart Lawson</i> Date:
Bernie Holden Manager Learning Support Systems	I confirm the information contained is based on the most accurate and up to date data we had at the time of writing.	<i>Insert signature</i> Date:
Andrea Williams Director of Education	Approved / Declined	<i>Insert signature</i> Date:



Memo

To: Michelle Ashby, General Manager Learning Support and Bridgette Hickey, Manager Operational Resourcing and Funding
From: Bernie Holden, Manager, Learning Support Systems
Cc: Edward Gilbertson, Resourcing Management Accountant, Resourcing
Date: 27 November 2023
Subject: Residential Specialist Schools funding for 2024

Purpose

1. This memo seeks your approval for the funding to be paid to the three Residential Specialist Schools (RSS), through their Resourcing Notices for 2024.

Background

2. The RSS are currently funded for both residential and education services using a notional roll of 84 across the three schools. Residential funding for the three schools is currently \$8.36 million per annum. As at 21 November 2023, the combined roll for the three schools was 54 students.
3. In August 2020, the RSS and the Ministry agreed a new funding model based on the schools' actual costs of running their residential programme. The funding model is based on costs for villas of 8 students.
4. The agreed funding model has not been implemented yet. Given the significant difference between the schools funded notional rolls and their actual rolls that has existed until now, the RSS have been able to meet actual costs from the funding provided. Based on the agreed funding model, we have sufficient funding to support seven villas or 56 students across the three schools.
5. In 2021, the Minister asked the Ministry to improve access to the RSS so that ākonga who would benefit from a period of enrolment at a RSS were able to enrol. While it was not the main purpose of this work, it had the potential to increase enrolments
6. Work to improve access was paused in September 2022 following recommendations from the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) committee to disestablish RSS and cease investment in segregated residential settings. However, rolls have continued to grow and the roll across the three RSS is expected to be 54 at the start of

Term 1 2024 but could be as high as 59 students, depending on supported applications from the final enrolment hui for 2023.

RSS Funding for 2024

7. We propose that funding is provided on the same basis as for 2023.
8. Table one shows the proposed funding for 2024 for the three schools. A 3.5% cost pressure adjustment has been applied to the funding figures for 2024. Otherwise, the funding remains unchanged.

Table 1

2024 Resourcing Notices (+3.5%)	Westbridge	Halswell	Salisbury
Telephone & Postage	22,054	22,054	22,054
Board Expenses	7,353	7,353	7,353
Residential Services	2,384,635	2,384,635	1,473,649
Interim Funding	643,712	643,712	643,712
Re-Integration Services	32,600	35,316	29,884
Total Funding for 2024	3,090,354	3,093,070	2,176,652

8,360,076 Total GST Incl.

9,614,087 Total GST Excl.

9. The RSS support young people to transition into the school at the start of their enrolment and back to a local school at the end of their enrolment. Table 2 shows the proposed funding for this transition/reintegration support.

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Table 2

2024 Additional Staffing (FTE)	Westbridge	Halswell	Salisbury
Re-Integration Services	0.36	0.39	0.33

10. We will need to work with the RSS to agree how to manage any further roll growth so that the service remains financially stable.

Recommendation

11. **Approve** the funding to be paid the three Residential Specialist Schools (RSS), through their Resourcing Notices for 2024.

Approve / Decline

Michelle Ashby
General Manager Learning Support
Te Pae Aronui

Bridgette Hickey
Manager Operational Resourcing and Funding
Te Pae Aronui

___/___/___

___/___/___

IB STEERING GROUP | QUALITY ASSURANCE REVIEW

Submission Risk Rating

Medium

School ID	525
School name	Salisbury School (Nelson)
Project ID	209628
Project Stage	Developed Design
Submission author	Robert Norman & Christian Tanner
Date seen at SG	14/09/2023
Lead reviewer	9(2)(a)
Programme	Redevelopment and Learning Support
Project type	Stage 1 BC
Education region	Nelson/Marlborough/West Coast
School type	Special School
Decile	3

Project Scope Executive Summary
 Stage 1 business case seeking approval of scope. The original proposal was to return 9(2)(j) of redev funding with the view of obtaining funding in future from the Transform and Learning support funding streams. Post IBSG this was deemed as unfeasible and the recommendation was that the 9(2)(j) was to remain attached to the project.

Funding Source	Total previously approved funding	Total new funding sought	Revised Total Budget
Refer to document	\$ 9(2)(j)		

Criteria	Criteria checklist	Explanation
7 Overview: Summary of submission review		
Accuracy and robustness	Has sufficient due diligence (including cost escalation risk) been undertaken to justify these funds being released?	General view on the investigation performing, supporting information and appendices, and the level of detail provided in relation to the value of the
	Is all the information provided accurate, without errors or incongruence?	E.g. Cost tables do not add up, changes made in parts of the document clearly haven't been flown through the remainder of the document etc.
Funding optimisation	Is the project affordable overall and does the submission present good value for money?	General view on if the funding requested is reasonable and affordable and if the project presents good value for money in line with similar projects.
	Is this funding being requested at a point where it can be spent within a reasonable timeframe?	Funding should be requested within a reasonable timeframe of the project's intended start date.
Completeness	Does the submission provide all the required information?	Are there any gaps in the submission, if so, what are the impacts? Have they been resolved?
	Is what is being requested reasonable within the context and parameters of the associated programme?	Projects across the programme should present a consistent response to a similar problem. If the submission does not present a similar response,
Outcomes	Does the submission capture all apparent risks?	The risks identified in the submission should be reviewed to ensure all
	Does the proposed solution deliver optimal outcomes for the school?	Given the circumstances, the proposed solution should deliver the best possible outcomes for the school.

Reviewer assessment	Reviewer comments
Met	
Met	
Partially met - of concern	Project affordability is dependant on successful Learning Support Budget Bid. There is no viable Plan B funding option at this time.
Met	Project will become shovel ready at completion of design. Pending confirmation of funding, project could start construction mid-to-late 2024.
Partially met - of concern	No Plan B option if Budget Bid is unsuccessful. RIM and IBSG Chair have discussed.
Met	
Met	
Met	

Overall reviewer assessment	Number of criteria:	Proportion of criteria:
Met	27	82%
Partially met - not of concern	2	6%
Partially met - of concern	3	9%
Not met - not of concern	0	0%
Not met - of concern	1	3%
IBSG discussion	*Governance advisor queried whether shared facilities had been explored with the neighbouring Maitai School. Network and GM AM advised that this had been investigated and was currently not viewed as feasible. *Chair queried whether there is planning underway to ensure if the budget bid was unsuccessful, there was a clear plan for the school. *Chair explained that there was a total of 9(2)(j) set aside in the TPP, the project however has an indicative budget of 9(2)(j) GM IPMO agreed that there needed to be a Plan B if the budget bid is unsuccessful, and the region needs to find a way forward with the original amount. GM AM confirmed region will consider optionality. Chair directed RIM to provide this in future submissions. *Network requested that for all future submissions, LS GM was added as a signatory.	
Submission actions and outcomes	Action: 1. Submitters to ensure Learning Support General Manager will be added as a signatory on future submissions. 2. RIM and Submitters to ensure that there is optionality in approach going forward if a budget bid is unsuccessful. This optionality needs to be reflected in future submissions. Action Owner: 1. Robert Norman and Christian Tanner 2. Simon Cruickshank, Robert Norman, and Christian Tanner Wider Action: All projects requiring a budget bid need to provide optionality in its approach to ensure if a budget bid is unsuccessful there are still plans in place for the school. Wider Action: Simon Hatherill Action outcome: Following the IBSG meeting, the IBSG Chair and RIM met to discuss. The project is endorsed, noting there is no Plan B should a Learning Support Budget Bid for this project be unsuccessful.	
IBSG decision	Endorsed	
IBSG decision notes	Endorsed, noting that there is no funding Plan B for this project, should the Learning Support Budget Bid relating to this project be unsuccessful.	

Scott Evans
 Hautū Te Puna Hanganga, Matihiko
 Deputy Secretary Infrastructure & Digital

Approved / Not Approved

[Signature]

Date: 29-09-2023


SALISBURY RESIDENTIAL SCHOOL (525) STAGE 1 BUSINESS CASE (UPDATE)

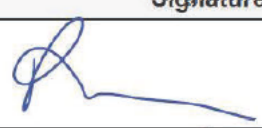
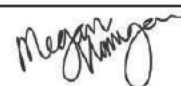
14/09/2023

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Endorsement

PROJECT INFORMATION		
School ID & Name	525	Salisbury Residential School
Project ID & Unique ID	209628	Z101354
Programme	Transform	
Announced	Y	The rebuild of Salisbury School was announced by the Minister of Education in Nov 2019. Future secured for Salisbury School Beehive.govt.nz
Included in Takiwā Property Plan?	No, at the time of this investment decision Takiwā Property plans had not been released.	
Author	Robert Norman & Christian Tanner	
Steering Group Meeting Date	14 th September 2023	

DELEGATION HOLDER APPROVAL		
Role & Name	Approval	Signature
Hautū, TPHM	Approved	 29-09-2023

ENDORSEMENT ¹		
Role & Name	Date	Signature
Regional Infrastructure Manager, TPHM Asset Management Simon Cruickshank	08/09/23	
Programme Manager, TPHM Capital Works Sharon Wong		Sharon Wong Digitally signed by Sharon Wong Date: 2023.09.08 11:22:42 +12'00'
Lead Adviser Network NMWC, Te Mahau, Te Tai Runga Megan Hannigan	07/09/2023	
Project Accountant, TPR Finance Socheata Seng		Socheata Seng Digitally signed by Socheata Seng Date: 2023.09.07 11:09:08 +12'00'
Procurement Manager, Infrastructure TPHM Procurement Igor Rodrigues	Igor Rodrigues	Digitally signed by Igor Rodrigues Date: 2023.09.08 09:15:08 +12'00'

Note: Capital Works will work with TPR Infrastructure Corporate Procurement to finalise the approach to market following the approval of this business case and completion of design.

General Manager, Learning Support Te Pae Aronui Michelle Ashby	28 Sep 2023	 Michelle Ashby
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Finance Note: Compared to the TPP schedule, Redev is tracking to spend ~\$200k higher than allocated 2023/24 forecast. PM and RIM to determine where difference to be funded from or to prioritize the spend for this project. The remainder of the Total Project Budget is proposed to be funded through Transform Portfolio Budget 24 (only taking this project to Shovel Ready).

¹ The submission has been distributed to: Stewart Lawson, Infrastructure Manager – TPHM Asset Management, Jody Nichols, Property Advisor – TPHM Asset Management, Craig Morrison, Delivery Manager– TPHM Capital Works, Principal Advisor - Neil Wyatt, TPHM School Design Team.

Executive Summary

SALISBURY SCHOOL			
Equity Index	473	School Type	Special School
School Roll	Growing	Education Region	Te Tai Runga

PROJECT SUMMARY			
Project Phase	08 Developed Design	Design Type	Bespoke Design
Expenditure to date	9(2)(j)	Amount Requested	9(2)(j)
Indicative Stage 2 BC Date	Jul-24	Indicative Budget	9(2)(j)
Current Roll	15	Build Roll	20

REQUEST	
<p>Purpose</p> <ul style="list-style-type: none"> This Stage 1 Business Case seeks: <ul style="list-style-type: none"> Noting of the Recommended Scope (as previously approved) included below. Noting that the existing project funding will be used to complete detailed design so that the project becomes shovel ready, with construction expected to begin in mid-late 2024 (pending Budget 24 confirmation). However, the remaining funding is insufficient to deliver construction. Noting that the construction of the project is intended to be funded from the Learning Support portfolio Budget 24 budget bid. Noting that the indicative total budget for this project is currently forecast at 9(2)(j) . Noting that if funding is not approved through Budget 24, there is insufficient funding available to deliver construction, and the project will be unable to proceed until further capital injection funding is sought. The project has been confirmed as a priority for the region to deliver. It has been included in planning for the Learning Support Budget bid and funding is to be sought for the construction of the project through Budget 24. <p>Approval History²</p> <ul style="list-style-type: none"> A Single Stage Business Case was approved in August 2019. The scope of works included the full rebuild of the school on the current site. Funding of 9(2)(j) was approved to deliver the scope of work. The above funding has been used to progress the design of the rebuild work. The BC proposed a total build GFA of 1,673m². Through the design development process, this has been reduced to 1,485m². <p>Background</p> <ul style="list-style-type: none"> Salisbury School is one of 3 residential schools in the Ministry's portfolio. It caters for social, behavioral, and high learning need students. Salisbury is the only single sex residential school offering for girls in the country. In recent years the future of Salisbury has been uncertain, with closure mooted in 2016. Since then, the long-term certainty of the school's needs, and roll have been confirmed. The school has existing building condition and infrastructure issues, significant surplus area (including land and buildings) and does not have adequate resource to provide modern, high performing teaching environments to cater for the high needs of its learners. 	

² Location of previously approved submissions included in Appendix 1.

- This project has been deemed as a priority by the Regional Infrastructure Manager and the indicative budget is planned to be provisioned within the transform portfolio budget envelope for Budget 24.

Next Steps

- The project is currently in Developed Design. It is planned to allow the project to complete Detailed Design, at which point the project will be 'shovel ready', awaiting confirmation of construction funding in Budget 24.
- Following confirmation of Budget, A Stage 2 Business Case will be submitted to draw down construction funding. Indicative timing: July 2024.

RECOMMENDED SCOPE	
Site Works / Infrastructure	<ul style="list-style-type: none"> • General site works and infrastructure: <ul style="list-style-type: none"> ○ Core infrastructure ○ External works ○ Shared path ○ Cultural involvement
Rationalisation	<ul style="list-style-type: none"> • All existing buildings – 9.5TS (4,591m² GFA)
New Build	<ul style="list-style-type: none"> • Admin Block – 216m² GFA <ul style="list-style-type: none"> ○ 147m² Admin Area ○ 24m² Resource Area • Day School Block – 268m² GFA <ul style="list-style-type: none"> ○ 142m² Teaching (1TS) ○ 28m² Admin ○ 47m² Resource • MPH Block – 241m² GFA <ul style="list-style-type: none"> ○ 116m² Net Commons Area ○ 24m² Net Resource Area ○ 10m² Therapy Area ○ 16m² Whanau Area • Accommodation Block 1 – 613m² GFA <ul style="list-style-type: none"> ○ 16 student accommodation spaces ○ 452m² Net Accommodation Area ○ 24m² Whanau Area • Accommodation Block 2 – 147m² GFA <ul style="list-style-type: none"> ○ 4 student accommodation spaces ○ 113m² Net Accommodation Area
Decanting	<ul style="list-style-type: none"> • Blocks M and L to be temporarily retained for use during construction. • Light refurbishments and adaptations of Blocks M including a temporary central kitchen and staffroom. • Temporary/relocated: <ul style="list-style-type: none"> ○ Day school block ○ Archive store ○ Playground

FUNDING SOURCES				
Funding Source	Funding Year	Current Budget	Funding Requested	Revised Total Budget
FF&E	2022/23	9(2)(j)		
Rationalisation (OPEX)*	2023/24			
Redevelopment	2018/19			
Redevelopment	2019/20			
Total				

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Strategic Case

School Investment Context

OVERVIEW

School Background

- Salisbury Residential School (the School) is a residential special school (RSS) for girls located in Richmond, Tasman. The School is one of three RSS in New Zealand, catering for students aged 8 to 15 who have complex social, behavioural, and/or learning needs. It is the only the single-sex RSS for girls in the country.
- Historically, the School's roll has been close to one hundred. Since 2010, the School's uncertain future has led to this reducing dramatically, and the School was intended to be closed in 2016. However, there has since been certainty of both the need for the School, and of its roll. With new supports and entry points, the roll has increased and remained stable at 15 students for the 3 terms of 2023.
- In 2019, a Business Case was approved and accompanied by a Ministerial announcement. The 2019 Business case requested a total budget of 9(2)(j) for a full school demolition and rebuild.

School Assets and Site³

- The state of the School's infrastructure is largely poor or unacceptable. Most buildings are at the end of their intended design life and exhibit significant deterioration. There is evidence of water ingress, rot, and general damage to several buildings on the site. Most buildings are likely to contain asbestos, while the finishes, fixtures, fittings, and joinery are observed to be very dated.
- Accessibility compliance is a major issue at the School. Most buildings are non-compliant with the highly specific accessibility needs and standards for a special education school.
- Nearly all buildings on the site are over 50 years of age, while roughly a third are more than 90 years old. These buildings are not safe and inspiring environments for learning and living and are generally poor when measured against the current Ministry standards for ventilation, heating, lighting, and acoustics.
- A central boiler is the School's main heating source. This is fuelled by an underground storage tank that is no longer permitted by the building code. The distance between the boiler and some buildings is in excess of 150m via a meandering route. In addition to poor insulation, this results in a very inefficient heating system.
- Independent advice suggests that in the long run, the cost of refurbishing and maintaining the existing structures would not be as efficient or practical as new build structures.
- For roughly the last decade, work to the School has been restricted to essential maintenance and the addressing of health and safety issues. Several buildings have sat unused.
- The School site is very large. There are currently 9TS and over 6000m² of floor area across 32 separate buildings. At approximately 9 ha in size, the site sits adjacent to five other school sites. These sites include TKKM O Tuia Te Matangi, St Pauls School, Waimea College, Waimea Intermediate, and Henley Primary School. These six schools share a combined 32 ha area which is mostly leased by Rangitane Investments Limited as part of the Ngati Apa kit e Tao To, Ngati Kuia, and Rangitane o Wairau Claims Settlement Act 2014.
- A surplus of space can be created by consolidating the School's operating area. Proposals for this area have previously included a Trade Academy, MOE office, or extensions to Waimea College. At present, the base for Maitai Special School is to be rebuilt on the surplus area.
- The School is accessed off the busy arterial Salisbury Road. The Ministry has previously constructed access to the neighbouring TKKM O Tuia Te Matangi from D'Arcy Street. Extending this to access the redeveloped Salisbury Residential School would be appropriate.

OVERVIEW		
IN SCOPE ASSET CONDITION*		
Block	RAG	Explanation
Block A	●	<ul style="list-style-type: none"> Administration block. Unacceptable condition. Rust, dry rot, and deterioration evident. Weathertightness and electrical issues. Dated and inadequate internal fitout. Unfit for purpose. Accessibility is non-compliant.
Block B	●	<ul style="list-style-type: none"> 2TS learning block. Overall poor condition. Roof replacement required. Mixed old and new spaces. Accessibility is generally compliant.
Block C	●	<ul style="list-style-type: none"> 3TS learning block. Overall poor condition. Roof replacement required. Internal refurbishments present with modern kitchen and storage units. Accessibility is generally compliant.
Block D	●	<ul style="list-style-type: none"> 1TS learning block and staffroom. Overall poor condition. Roof replacement required. Dated classroom space. Refurbished staffroom. Accessibility is generally compliant.
Block E	●	<ul style="list-style-type: none"> 1TS learning and resource block. Overall poor condition. Old style relocatable classroom. Mixed well and poor conditioned spaces. Inefficient heating. Unfit for purpose. Accessibility is non-compliant.
Block F	●	<ul style="list-style-type: none"> Gymnasium (0.5TS). Older building in overall average condition. Unfit for purpose. Accessibility is non-compliant.
Block G	●	<ul style="list-style-type: none"> Library and Whare Hui. Overall good condition. Some roof leaks. Internally in good condition. Modern lighting. Accessibility is compliant.
Block I	●	<ul style="list-style-type: none"> 1TS learning block. Overall good condition. External components missing. Internally in good condition. Modern lighting. Accessibility is compliant.
Block L	●	<ul style="list-style-type: none"> Student hostel. Overall poor condition. No subfloor insulation. Exterior linings are bare and rotted in some areas. Windows and doors in poor condition. Roof in mixed condition. Internally in reasonable condition.

OVERVIEW		
		<ul style="list-style-type: none"> Unfit for purpose. Accessibility is non-compliant.
Block M	●	<ul style="list-style-type: none"> Te Ara Hou Overall poor condition. Exterior linings are bare and rotted in specific areas. Roof in mixed condition with minimal insulation. Some veranda cracks. Internally in good condition. Unfit for purpose. Accessibility is non-compliant.
Block N	●	<ul style="list-style-type: none"> Kitchen and recreation room Overall poor condition. Roof is rusting and approaching end of life. Exterior lining in poor condition with water leaks and no insulation. Reasonably conditioned, substantially refurbished interior..
Block O	●	<ul style="list-style-type: none"> Student hostel Overall poor condition. Roof is rusting and approaching end of life. Ceiling and window opening water leaks. Uninsulated behind linings. Evidence of floor settlement. Decks and steps in poor condition. Reasonably conditioned, substantially refurbished interior. Accessibility is compliant.
Block R	●	<ul style="list-style-type: none"> 1TS learning block. Overall poor condition. Evidence of water ingress. Roof components missing. Poorly conditioned exterior lining. Reasonably conditioned interior. Accessibility is compliant.

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SITE MAP



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School Roll & Area Entitlement

SCHOOL ROLL AND AREA ENTITLEMENT					
<ul style="list-style-type: none"> The School currently has a gross area surplus of 3,263m² on their build roll entitlement. The net classroom, therapy, gymnasium, library, admin, resource, accommodation, and ancillary areas are all above entitlement and represent a current over provisioning of area. 					
Area Type	Actual	Entitled (Build & MP Roll - 20)	Post Investment	Actual vs. Entitled Variance	Post Investment vs. Entitled Variance
Classroom TS	9.5	1	1	8.5	0
Classroom Area & Therapy	565	158	152	407	-6
Gymnasium Area	324	0	0	324	0
Library Area	146	0	0	146	0
Administration Area	281	180	175	101	-5
Resource Area	189	75	95	114	20
Hall/Multi-Purpose Area & Whanau	0	156	156	-156	0
Legitimate Area	100	0	0	100	0
Accommodation	883	597	565	399	-32
Other (Ancillary)	1078	0	0	1,078	0
Total MOE Net Area	3,567	1,053	1,030	2,514	-23
Circulation	1024	275	308	749	33
Total MOE Gross Area	4,591	1,475	1,485	3,263	10

SITE OBLIGATIONS & LEGAL	
Ownership	<ul style="list-style-type: none"> The Salisbury site is leased by Rangitane Investments Limited as part of the Ngati Apa kit e Tao To, Ngati Kuia, and Rangitane o Wairau Claims Settlement Act 2014.
Te Tiriti o Waitangi	<ul style="list-style-type: none"> There are no known treaty obligations in relation to either site.
Legal	<ul style="list-style-type: none"> There are no known legal considerations in relation to the project.

Network Advice

NETWORK SUMMARY			
Build Roll	20	Year Reached	Not Provided

NETWORK SUMMARY			
Masterplan Roll	20	Year Reached	Not Provided
Current Roll	15	Catchment	Nelson / Richmond

NETWORK ADVICE												
<ul style="list-style-type: none"> In September 2023 Te Tai Runga (NMWC) issued a memo to TPHM advising the following network planning advice: The rebuild of Salisbury school was announced in 2019. Work was then undertaken by the National Office team Te Pae Aronui to develop a funding model for residential specialist schools, which helped support the villa model proposal for the school. Salisbury has had low roll numbers over the past 8 years, but with new supports and entry points, the rolls have increased and remained stable at 15 students for the 3 terms of 2023. 												
Table 1: Salisbury Roll Numbers												
Number	NAME	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
525	Salisbury School	21	17	10	7.4	9	7.6	11	5	6	4	15
<ul style="list-style-type: none"> Salisbury school has a notional roll of 20. As per the Memo to Minister Tinetti from 9(2)(a) dated 19 July 2022, the planned build roll was 20 but due to the villa funding model, a decision was made in 2022 to change to a build roll of 16 (two villas of eight), and an additional villa of eight be provided in future, based on enrolment trigger points. However, a subsequent decision has been made in June 2023, by Te Pae Aronui, to recommend that the build roll be returned to 20, as per the notional roll, comprising of two villa's of eight, and a villa of four. The decision to progress with a build roll of 20, not 16, is due to the holding of the school's enrolments for 3 terms at 15 students. This was communicated with the Salisbury school board at the end of June 2023. Network have confirmed a build roll for the residential accommodation and day school capacity of 20 student places. 												

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Economic Case

Project Analysis

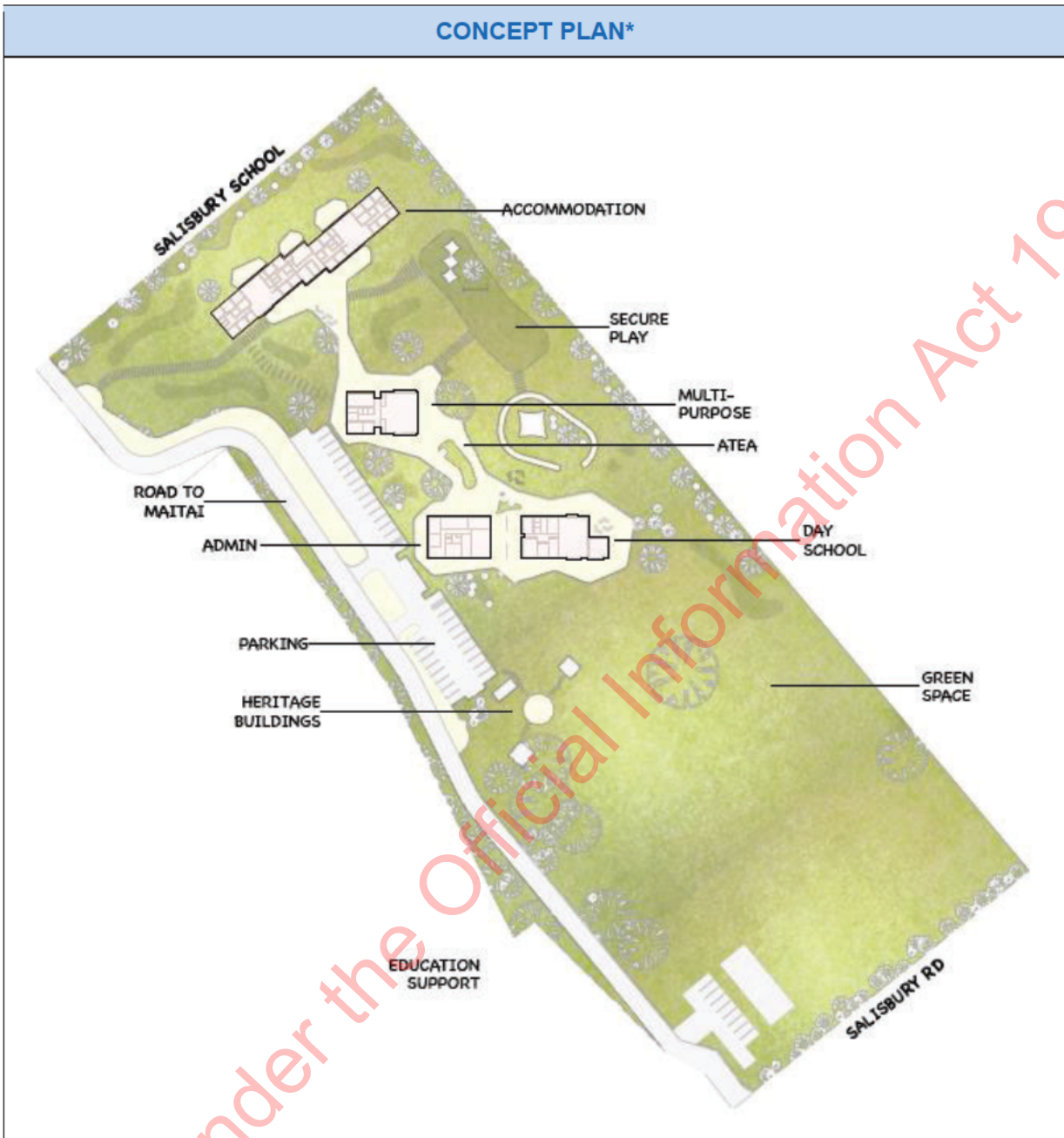
RECOMMENDED OPTION	
Project Scope	<ul style="list-style-type: none"> Full demolition of the existing school site and rebuild including: <ul style="list-style-type: none"> Admin Block – 216m² GFA Day School Block – 268m² GFA MPH Block – 241m² GFA Accommodation Block 1 – 613m² GFA Accommodation Block 2 – 147m² GFA
Option Rationale	<ul style="list-style-type: none"> A full rebuild option of Salisbury Residential School was presented and approved in the August 2019 Business Case. The rationale for this option has since remained, and the current scope aligns in principle with that of the previous approval. The rebuild of the schools provides long term certainty for the ongoing operation of Salisbury. It provides the fit-for-purpose learning, non-teaching, and residential buildings that cater for the high needs of the students attending the school.
Design Assurance	<ul style="list-style-type: none"> The Design Review Panel are generally comfortable with the documentation provided at developed design completion. However, there remain a number of Orange status items which should be resolved during detailed design. Prior to moving to detailed design, a response must be provided to a foundation design query noted in the Design Assurance Desktop Review. Design assurance for this project is now completed. Significant design changes during the detailed design and Tender process must be communicated back to the school design team for sign off. As many students require considerable de-escalation space, there is a higher proportion of net area per student when measured against Ministry SPG guidance. The proposals satisfy the primary DSNZ requirements around simple rectangular building forms, simple roof forms, and minimal variation in external envelope. There is typically a reduced likelihood of future modifications to the internal planning of these schools. The removal of most of the originally proposed steel structure in favour of a timber approach has been a success, helping to reduce build costs and carbon emissions as a result.
Pros	<ul style="list-style-type: none"> Addresses all poor conditions building and infrastructure on the site. Right sizes the school to suit the needs of students and teachers. Reduces the land size for Salisbury and enables land to be made available to Maitai School to be rebuilt on the site.
Cons/Risks	<ul style="list-style-type: none"> The project budget has increased approximately 200% since the original single stage approval. This is in large part due to: <ul style="list-style-type: none"> The original budget used an understated net build rate of 9(2)(j) p/m². Design development and further understanding of the building requirements to suit the needs of the school. Significant market escalation since 2019. There is funding uncertainty in Budget 24 for the construction portion of the project. If the project can't be funded from B24, construction may be delayed until funding could be confirmed from Budget 25.
Design funding	9(2)(j)
Indicative Cost	9(2)(j)
Programme	16 Month Construction

Alternative Options Considered

ALTERNATIVE OPTION CONSIDERED

- The Ministry considered three options as part of the 2019 Business Case. The Investment Board approved Option C, the full rebuild of Salisbury School on the current site.
- Option A proposed the demolition and rebuild of the residential portion of the school and a new build multi-purpose hall and dining block and new administration building. All other buildings related to the day school operation were out of scope. The 2019 estimate for these works was 9(2)(j). These costs have not been revalidated as part of this Business Case analysis. This option did not address the poor condition buildings in the day school, nor address large portions of surplus area and land.
- Option B proposed the same scope of new build work as option 2, but with the inclusion of the refurbishment of the Day School buildings. The 2019 estimate for these works was 9(2)(j) and was the highest capital cost option presented. This estimate has not been revalidated as part of this Business Case analysis. Like option A, this option did not address surplus areas at the school and had the highest capital cost relative to the other options.
- Option C was the approved scope. This proposed the full demolition of all residential and day school buildings and rebuilt to a build roll of 20 students. This option presented the best long-term solution and provided whole of life value comparative to the other options. This option also enabled surplus land to be used for the rebuild of Maitai Base School on a portion of the existing site. The 2019 estimate for these works was estimated at 9(2)(j). This estimate has been revalidated based on updated design information and is currently estimated to cost 9(2)(j).
- The project team have progressed on the instruction of Investment Board to rebuild the school as scoped in Option C of the 2019 approved Business Case. As such the alternative options (Options A and B) have not been presented for re-consideration.

CONCEPT PLAN*



*The concept plan does not include Accommodation Unit 2. This is likely to be located in the northern part of the site near to the planned accommodation unit shown.

Commercial Case

Procurement Strategy

PROCUREMENT METHOD			
Procurement Approach	Traditional		
Greenstar Required	N	BIM Required	N

PROCUREMENT STATEMENT
<ul style="list-style-type: none"> Professional services for the project to date have been bundled with the Maitai Special School Project (Project Number #207596). These services will conclude at the end of detailed design. It is proposed that the procurement approach/tender for the Main Contractor should be completed via a traditional competitive tender method. The benefit of this method is that, in consideration of the current market, the Ministry would get a competitive value for money tender, as opposed to other sourcing methods. The Ministry will need to identify which suppliers can be approached through the approved suppliers panel. Capital Works will work with TPR Corporate Procurement to finalise the approach to market following the approval of this business case and completion of design. Progression into the procurement phase will be undertaken once budget for the construction portion of works has been confirmed via the Stage 2 Business Case.

Schedule Phasing

INDICATIVE PROJECT TIMEFRAMES		
Phase	Start Date	Duration (Months)
Master Planning	N/A	Complete
Stage 1 Business Case (Update)	Sep-23	1
Lead Designer/PM/QS Procurement	N/A	Complete
Design	Jul-22	14
Stage 2 Business Case	May-24	1
Minister/Cabinet Approvals	May-24	3 - 6
Consenting Period	Oct-23	3
Tender Release	Jun-23	1
Construction Start	Jul-24	16
Total		

Financial Case

Current Budget

DESIGN COST BREAKDOWN REQUIRED TO BE SHOVEL READY		
Cost Type	Assumptions	Amount Requested
Design	Estimate from Design Team to enable project design to be shovel ready.	9(2)(j)
Design Contingency	10% of sub-total	
Staff and Associated Costs	3.00% of funding request	
Principal Support Funding	First Year	
DRP Review Costs	3 at 9(2)(j) each	
Design Subtotal	Expected total cost to complete design.	
Historic Project Costs	Project costs incurred to date including planning, consultation, MP, preliminary design and other professional services.	
Total Design Cost		

Cost Breakdown

TOTAL BUDGET (INDICATIVE)	
Cost Breakdown	Indicative Budget
Demolition (CAPEX)	9(2)(j)
Base Build	
Site Specific	
External Works	
Shared Path	
Cultural Involvement	
Project Establishment Cost	
Total Preliminaries, General & Margin	
Scaffolding Allowance	
Escalation	
Construction Sub-total	
School staff support funding	
Professional fees and consents	
Sub-total	
Project Contingency on Sub-total	
Capex Sub-total	
Staff capitalisation + CWI	
Design Review Panel	
Furniture & Equipment Grant	
Total Project Cost	

INDICATIVE BUDGET CONTINGENCY BREAKDOWN			
Overall Contingency	14%		
Risk / Uncertainty	% of Contingency	Value	
Construction contingency	9(2)(j)		
Fees contingency			
Total Contingency			

Cost Analysis & Phasing

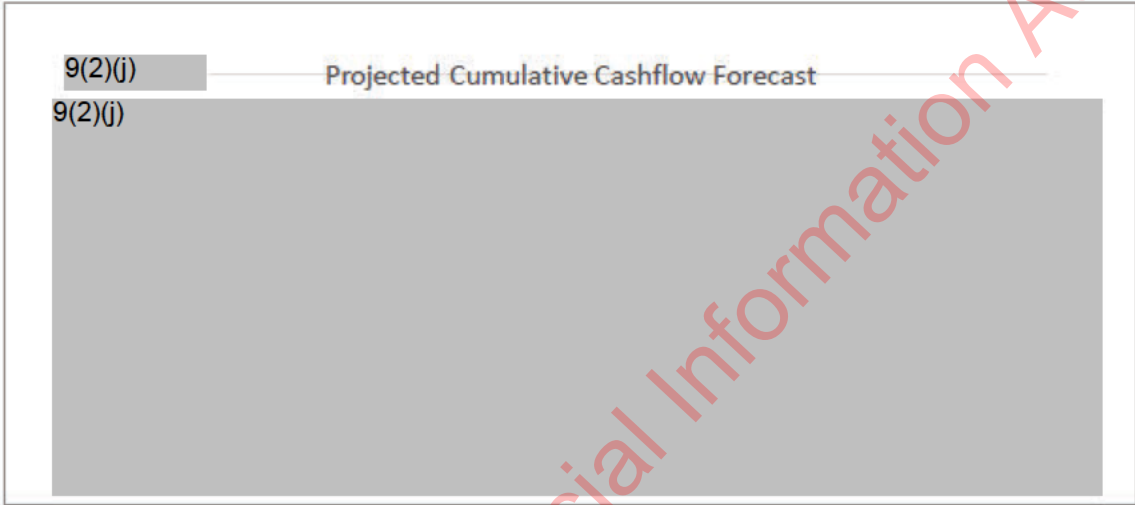
COST MANAGEMENT INITIATIVE			
Rate Type	QS Submission Average	CMI Regional Average	Rate Comparison %
Base Build Cost	9(2)(j)		
P&G %			
Margin %			

COST ANALYSIS
<ul style="list-style-type: none"> The QS Submission Average Base Build Cost is forecast at 77% of the CMI Regional Average. This represents value-for-money comparative to other Learning Support projects the Ministry has delivered in the region. It should be noted that due to a small sample pool, there is limited data for the construction of special schools within the Nelson/Marlborough region. However, across the national portfolio, the construction of learning support facilities tends to be at a premium relative to general and specialist construction. Both the forecast Preliminaries & General and Margin proportions of the QS Submission are below those of the CMI Regional Average.

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INDICATIVE SPEND PHASING

Funding Source	Pre 2023/24	2023/24	2024/25	2025/26	Total
F&E (OPEX)	9(2)(j)				
Redevelopment					
Learning Support					
Total					



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Management Case

Stakeholder Management

OVERVIEW		
Stakeholder	Level of engagement	Explanation
School/Kura	Collaborate	The School has been involved in the development of the proposed design. The relationship is managed by Capital Works and Asset Management representatives.
Te Mahau	Involve	Te Mahau have been involved in project planning. The regional network team have been involved in developing accommodation and day school capacity advice.
Mana Whenua	Inform	Mana Whenua have been informed of the project.
Minister	Inform	The Minister announced the project in
Regional Authority/ Government	Inform	The territorial authority will be informed of development plans through the consenting process.
Stakeholder Relationships		
<ul style="list-style-type: none"> The relationship with the school is good despite perceived delays in delivery of the rebuild. The relationship is managed by the Delivery Manager with support from the Regional Asset Management Team. The School was advised of the approval of the rebuild of the school following the 2019 Business Case. This was further supported by the 2019 ministerial announcement made by the Minister of Education. Progress has not developed at the pace first forecast in the 2019 Business Case. The project has encountered challenges that have slowed the design planning process. Namely the provision of Maitai School being rebuilt on site. This has required extensive discussions between representatives of both schools to ensure that the design of both rebuilds do not have any undue implications on each other. 		

Risk Management

RISK SUMMARY			
Risks	RAG	Explanation	Treatment
Stakeholder	A	Perceived delays in delivery of the rebuild has strained the relationship with the School in the past. Further delays may cause harm to the relationship and/or escalation by the school.	Frequent communication and updates will be made to the school in regard to the development.
Scope	G	The proposed scope aligns with previously approved scope of work and meets the needs of the school.	[NA if green]
Site	G	There are no concerns with site conditions.	[NA if green]
Procurement	G	There are no known procurement considerations. All current contracted works will come to a hold following the completion of design.	[NA if green]
Legal	G	There are no known legal risks.	[NA if green]

RISK SUMMARY			
Design Review Panel	G	The DAR support the proposed design and are managing any ongoing design consideration through the review process	[NA if green]
Cost	A	Due to the current design phase, the costs are likely to change from the current indicative budget as the design matures.	The final budget will be confirmed at the conclusion of detailed design, at which point the Stage 2 Business Case will seek construction funding. Cost management initiatives, such as value engineering will be managed through the design process.
Programme	A	Uncertainty of budget confirmation means the programme dates are not able to be confirmed.	The delivery programme will be confirmed alongside contractual arrangement following a successful budget bid.
Health and Safety	A	The school is currently unfit for purpose in terms of accessibility, disability provision, and DQLS requirements.	Completion of scope.

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Benefits Management

Strategic Goal	Schools are fit for purpose				High performing portfolio of schools		
Benefit	1	2	3	4	5	6	7
	Sustainability/condition		Quality/fit for purpose	Quality/fit for purpose	Availability/ access (Facilities)	Availability/ efficiency	Availability/ access (Land)
Feature	Core/regulatory		Core	Moderate/advanced	Core/regulatory	Core/regulatory	Core/regulatory
Benefit Name	Ensures resilient and sustainable assets		Promotes learning possibilities enabled through a safe and healthy learning environment	Enables learning possibilities through ensuring the learning environment meets the school's vision for teaching and learning	Promotes learning possibilities enabled through ensuring sufficient teaching spaces available for the roll	Promotes value for money and good asset management and efficiency of provision of space through rationalisation of space above entitlement	Enables options to build facilities to promote learning possibilities (refer to no. 5)
Measure description	Identified weather tightness and significant condition assessment issues that were present at the beginning of the project are rectified (none remain)	Identified earthquake prone issues that were present at the beginning of the project are remediated (none remain)	The new/upgraded learning environments meet DQLS standards (i.e., provides at least the core level internal environment (i.e., ventilation, heating, lighting, and acoustics) to promote positive teaching and learning	All new and upgraded spaces meet the school's vision for teaching and learning as set out in the education brief	The number of teaching spaces available meet the school's entitlement based on the projected roll (build roll).	The number of teaching spaces available meet the school's entitlement based on the projected roll (build roll).	Land is purchased in the location and at the right scale based on forecasts, to provide the option of building new teaching spaces
Will the benefit be met in the current project	Yes	N/A	Yes	Yes	Yes	Yes	N/A
How is this measured at the end of the project?	No WT or significant condition issues outstanding at completion – POE sign off as achieved	100% NBS for new builds, 67% NBS for redevelopments achieved – POE sign off as achieved	DQLS standards achieved – POE sign off as achieved	School signs off that the design meets their vision – POE sign off as achieved	Teaching Space SPG code achieved	Teaching Space SPG code achieved	Land purchased in agreed locations

Appendices

APPENDIX TABLE			
Appendix Number	Title	Included	File path
1	Previous BC Approval	<input checked="" type="checkbox"/>	\\moe.govt.nz\shares\Property\Capital Works CS\SCHOOLS\CWS\Salisbury Residential School - 525\209628 Salisbury Residential School\09 Financial\Business Case\BC Docs
2	Developed Design Pack	<input checked="" type="checkbox"/>	\\moe.govt.nz\Shares\Property\Policy and GMP\Engineering and Design Policy\Design Assurance Review\School Reviews\Maitai Base Salisbury Residential School\07 100% Developed Design 09.08.2023
3	Developed Design Quantity Surveyor Report	<input checked="" type="checkbox"/>	\\moe.govt.nz\shares\Property\Capital Works CS\SCHOOLS\CWS\Salisbury Residential School - 525\209628 Salisbury Residential School\09 Financial\Cost Estimates
4	Network Build Memo	<input checked="" type="checkbox"/>	\\moe.govt.nz\shares\Property\Capital Works CS\SCHOOLS\CWS\Salisbury Residential School - 525\209628 Salisbury Residential School\09 Financial\Business Case\BC 2023\Network Confirmation

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APPENDIX 1: PREFERRED SCOPE OPTION

SCOPE OF WORKS – PREFERRED OPTION										
Scope of works: Existing buildings										
Existing Blocks	Building Number	MOE Ownership %	Year Built	TS	Gross Area (sqm)	CONDITION RAG	Preferred Option – Scope	TS after Investment	Gross Area after Investment (sqm)	Building Valuation
ADMIN	A	100.00%	1965	-	461	R	Demolish	-	-	9(2)(j)
ROOM 1	B	100.00%	1935	2.0	153	R	Demolish	-	-	
ROOMS 2, 3 & 4	C	100.00%	1930	3.0	212	R	Demolish	-	-	
STAFFROOM	D	100.00%	1937	1.0	161	R	Demolish	-	-	
ROOM 5 + RESOURCE	E	100.00%	1969	1.0	154	R	Demolish	-	-	
GYMNASIUM	F	100.00%	1973	0.5	400	A	Demolish	-	-	
LIBRARY + WHARE HUI	G	100.00%	1977	-	177	G	Demolish	-	-	
ROOM 7	I	100.00%	1980	1.0	69	G	Demolish	-	-	
STUDENT HOSTEL - "Hurley House"	L	100.00%	1968	-	653	R	Demolish	-	-	
TE ARA HOU	M	100.00%	1968	-	570	R	Demolish	-	-	
KITCHEN + REC ROOM	N	100.00%	1925	-	878	R	Demolish	-	-	
STUDENT HOSTEL - "Parker House"	O	100.00%	1920	-	608	R	Demolish	-	-	
ROOM 6	R	100.00%	2000	1.0	95	R	Demolish	-	-	
Total				9.5	4,591			-	-	
Scope of works: New buildings										
Additions / Roll Growth								New TS	Gross Area after Investment (sqm)	
Specialist									152	
Non-TS/Legit/Gym additional space									N/A	
Gym								1	0	
Library									0	
Admin									175	
Resource									95	
Hall/multi-purpose area									156	
Accommodation									452	
Post Investment Total										1338



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equitable and **excellent outcomes**

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

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