MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Central North
Regional Property Sector Forum

Taupo - 14 September 2016

Great Results are our bottom line.
Ko ngā huanga tino pai a mātou whāinga mutunga.

Education Infrastructure Service
Regional Property Sector Forum
14 September 2016

Agenda

Time	Topic
9.30 – 10.00	Tea and coffee
10.00	**Welcome and Introductions** • New faces/changes at the local Ministry office
10.10	**State of the Construction Sector**
10.40	**Funding Review and Workshop**
11.50	**EIS in 5 Words exercise**
12.00 – 1.00	Lunch
1.00	**Open Forum**
1.15	**Managing the Network**
2.00	**Updates:** • Purchasing Power – West Coast Cluster • Design Guides • Technology in Schools • Helios
3.00	**Regional Update** • Our team • Stakeholder relationships • 5YA renewals • Topical questions schools are asking • Coming events • Financial year-end actions • Emergency contact for Central North Schools
3.30	**Wrap Up and Close**

Regional Property Sector Forum

Central North Region – Series 2
September 2016

Welcome and introductions

- Housekeeping:
    - Health & Safety
    - Toilets
    - Breaks
    - Mobile phones

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Construction Industry Overview

August 2016

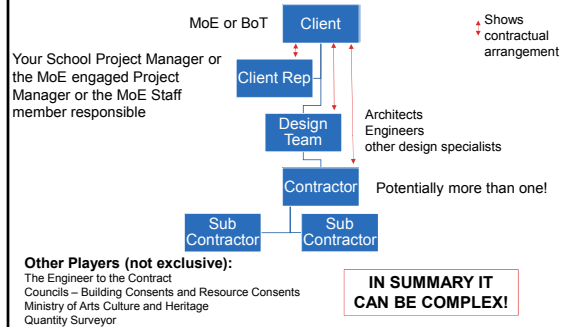Rob Giller, Group Manager, Infrastructure Advisory Services

Project Management/Oversight

- **School run projects**
  - Most 5YA projects
  - Some Roll Growth projects
  - Some Special Education property modifications
  - Risk Management (Fire/Flood/Insurance related) reinstatement
- **Ministry run projects**
  - Land purchases
  - New Schools
  - Staged school expansions
  - The Christchurch Schools Rebuild (including minor works)
  - Redevelopments
  - Roll Growth projects (including all modular buildings)
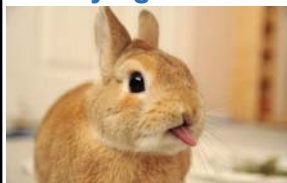 - Some Special Education property modifications

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Typical Project Structure – Design then Build

MoE or BoT → Client

Your School Project Manager or the MoE engaged Project Manager or the MoE Staff member responsible

Client Rep

Design Team

Architects
Engineers
other design specialists

Contractor — Potentially more than one!

Sub Contractor   Sub Contractor

Shows contractual arrangement

Other Players (not exclusive):
The Engineer to the Contract
Councils – Building Consents and Resource Consents
Ministry of Arts Culture and Heritage
Quantity Surveyor

IN SUMMARY IT CAN BE COMPLEX!

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Playing with bunnies or ...

... swimming with sharks?

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National Construction Forecasts

National Forecast

Growth since 2011 expected to continue at 7% per year peaking in 2017 at just over $35bn

28%   59%   20%

Residential building · · · Non-residential building ····· Other Construction — Total

Source: BRANZ / Pacifecon

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Regional Forecast (Non-residential)

Auckland — Rest of NZ — Waikato/BoP — Wellington — Canterbury

Source: BRANZ / Pacifecon

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An example of what we are seeing in Auckland
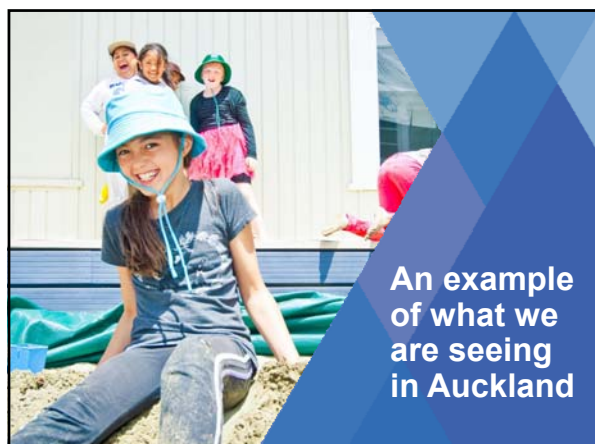

Statistics NZ numbers

- **Each week**, Auckland has:
  - 819 new residents
  - 344 new homes built
  - 8 new classrooms and teachers
  - 405 new jobs created
- **Every day** 670 new vehicles coming through the Ports of Auckland
- A new street is created **every 2 days**
- **Over the next 20 years** we could be adding the equivalent of the city the size of **Christchurch** to **Auckland**

Auckland Council numbers

1st July 2015 to 30th April 2016
- 16,000 Building Warrants of Fitness issued
- 16,467 building consents:
  - To manage the high volume, Auckland Council has contracted Wellington and Porirua City Councils, to process consents on their behalf
- 13,620 Code of Compliance Certificates
- 399 Certificate of Public Uses; and
- perform over 113,892 inspections not including TA inspections

- 95% of all consents lodged require further information and are therefore placed on hold

Design Challenges - Fraud

- 1 x case prosecuted earlier this year
  - Designer falsifying letters, emails and invoices to secure payment from client for building consent when no consent had been lodged
- 2 x cases with NZ Police for investigation now
  - #1 Designer using calculations and CoW from a job in 2012
  - #2 Designer altering documentation to obtain consent
- Several other cases
  - 1 x CPEng altering practice areas
  - 1 x Waterproofer altering warrantees

Construction Challenges - non-compliant products and product substitution

Significant issues with non-compliant products
- Falsely represented
- No identification
- Requirement to research suitability
- Products compliant in some uses not others

Significant issues with product substitution
- Roof tiles
- Electric cabling
- Waste piping
- Glass

Construction Challenges - Quality

Anything constructed pre 1990 is likely to contain asbestos

Health & Safety issues….

Rubbish strewn across sites

Unsafe scaffolding

Edge beam of raft slab incorrectly vibrated

Average failure rate for inspections in 2015 – 30%

Most common inspection that is failed is the final inspection:
- 10% of all inspections fail because the contractor is not ready
- Lack of signage
- Lack of smoke detectors
- Undersized cesspits
- Flashings and penetrations
- Painting and sealing of claddings
- Lack of backflow
- Ground levels too high
- Lack of handrails and barriers

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Locks and bolts on fire doors

Jobs half done. Each trade blaming the other...

Lack of fixings; stopping incomplete and no fire collar around pipework

Car parking building or swimming pool?

Review of Funding Systems
Property-related funding

What's covered

- Review of Funding Systems overview
- Property: context and background (Property)
- Proposal for property-related services funding
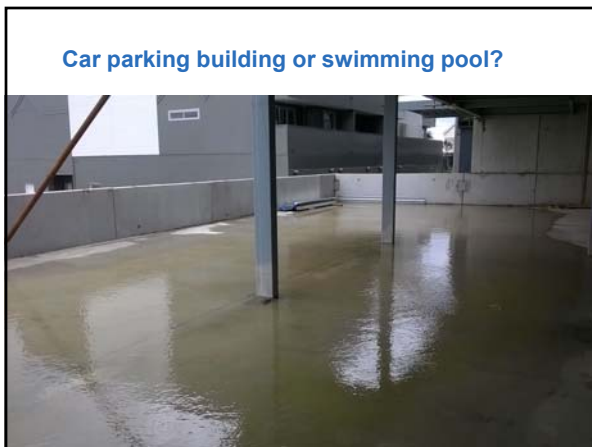- Workshop – key questions and feedback

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Education Work Programme

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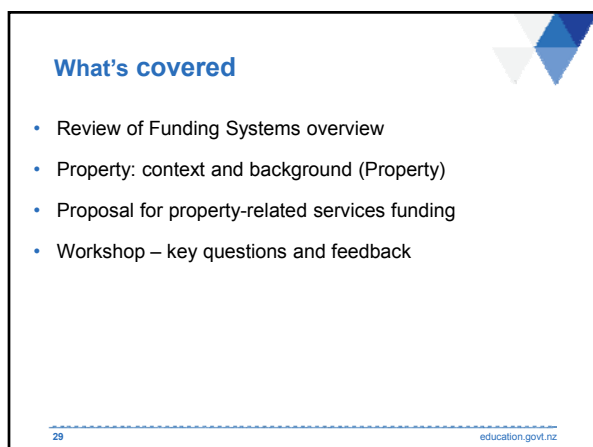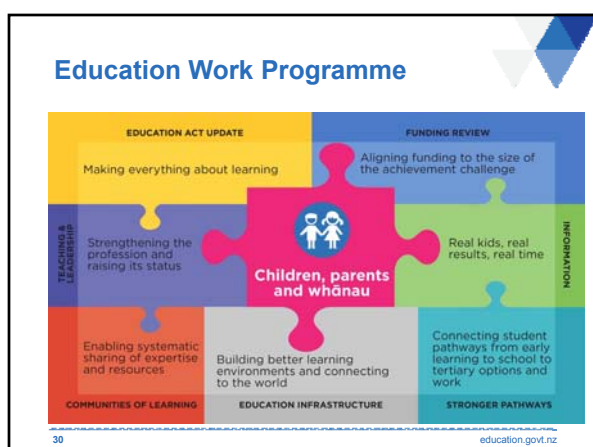education.govt.nz

Scope of the Review of Funding Systems

The Review covers:

- Early learning and schooling funding and subsidies
- Operational funding (including property related costs) and staffing for schools

The Review doesn't cover:

- Adequacy of existing funding to services and schools
- Changes to the fundamentals of a subsidised, self-managing early childhood education sector and a self-governing, free-to-user state schools system
- Capital funding for the development and re-development of schools

http://www.education.govt.nz/ministry-of-education/consultations-and-reviews/education-funding-system-review/

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Review of Funding Systems timeline

	ACTION	ENGAGEMENT
2015	• Strengths and weaknesses analysis • Opportunities for improvement identified	Tested with Cross-Sector Forum November 2015
2016	• Engagement with the sector • Developing high-level proposals • Proposal submitted to Cabinet	Tested with Advisory Group and the wider sector
2017-2019	• Developing detailed policy for change • Preparing for implementation and transition	Sector engagement regarding policy changes and implementation
2020 onwards	• Roll out of funding system changes begun before next decile recalibration in 2020	Sector engagement regarding implementation and transition

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Proposed direction of change

We are testing seven proposed areas of change. The three **core** proposals:

- **Per-child funding** amount to reduce complexity and direct funding where it is needed most.
- **An additional funding** amount for children and young people at greatest risk of educational under-achievement.
- **Supplementary funding** to support small and isolated schools and services.

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Proposed direction of change

And four supporting proposals:

- A global budget for schools, for better flexibility and simplified administration.
- Clear expectations and greater accountability for a better connection between funding and outcomes.
- Separating funding for property-related costs, for more clarity between property and learning costs.
- A direct link between the private school subsidy and the per-child funding amount provided to state schools.

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School Property - Background

The Portfolio

- **Around 2,400 Schools**
  Combination of State and State Integrated

- **30,000 buildings**
  on 8,000 hectares of land

- **c. $12 Billion**
  Book value

- **c. $ 24 Billion**
  Replacement value
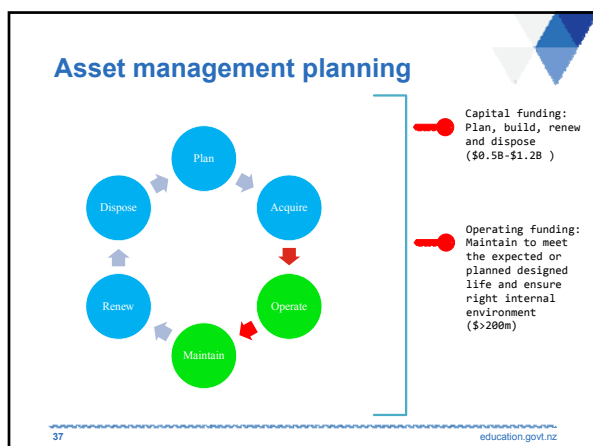
Large Portfolio

$0.5B-$1.2B annual capital spend for land, buildings and facilities

> $200M annual operational budget if you include Heat Light and Water

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Asset management planning

Plan → Acquire → Operate → Maintain → Renew → Dispose

Capital funding: Plan, build, renew and dispose ($0.5B-$1.2B)

Operating funding: Maintain to meet the expected or planned designed life and ensure right internal environment ($>200m)

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A word on capital (out of scope of Review)

- Depreciation funding
  - 5YA
  - Redevelopments (incl. any top-ups to 5YA for things like leaky buildings, earthquake strengthening)
  - First time enrolment modifications
- Capital injection (annual Budget process)
  - Expanding the portfolio
    - Roll growth teaching spaces
    - New Schools
  - Other initiatives

Depreciation funding (c$450m) is determined by value of existing portfolio

Allocated based on mix of formula (5YA) and need

Driver of capital injection is demographics

Budget 2017 $727m capital

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What are the property related services of the operations grant?

- Property Maintenance Grant
  Circa $90 Million
  8% of operations grants

- Heat, Light and Water
  Circa $75 Million
  7% of operations grant

- Vandalism Grant
  Circa $8.0 Million
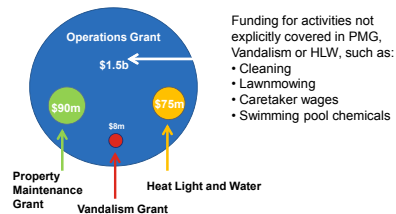 <1% of operations grant

Total Ops Grant: $1.5B (annually)

Largest school Allocation: $700k

Smallest school allocation: 11K

All allocations managed through the ops grant.

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Slide 40

What are the property related services of the operations grant?

Operations Grant $1.5b

$90m — Property Maintenance Grant

$8m — Vandalism Grant

$75m — Heat Light and Water

Funding for activities not explicitly covered in PMG, Vandalism or HLW, such as:
• Cleaning
• Lawnmowing
• Caretaker wages
• Swimming pool chemicals

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Slide 41

Current allocation across the portfolio

Total Property Related Funding - Nearest 25K

516, 541, 406, 218, 89, 44, 27, 36, 20, 34, 27, 23, 15, 21, 9, 8, 6, 6, 1, 3, 2, 1

>1200 schools have less than 200 students

>1000 schools are allocated less than 50K

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What does this investment achieve?

Double Glazing
Building Code
Capex
Heat Source
Insulation
The Internal Environment
Electricity
Coal
Opex
Ventilation

Capital and Operational funding working together will support an 'ideal' internal environment for teaching and learning

Better alignment of capital and operational funding will also preserve the value of school property

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Property-related services in the Review of Funding Systems

The big question: what to do with funding for property-related services?

Property-related funding that isn't covered by a specific line item in current Operational Grant

Funding for teaching and learning

Heat Light and Water

Vandalism Grant

Property Maintenance Grant

Property-related costs aren't always closely linked to student numbers

Funding should continue to support flexibility but not at the expense of minimum asset management or internal environment outcome

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Proposal: Separate property funding from per pupil elements
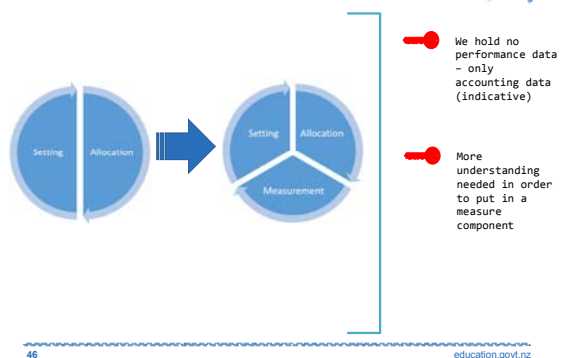
Supplementary Funding

Risk Factors

Per Pupil Funding

(Some) Property Related Services

More aligned with strategic property objectives

Facilitates a move to model that more closely matches costs rather than formulae (Ring Fenced)

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An adaptation of the current approach

- We hold no performance data – only accounting data (indicative)

- More understanding needed in order to put in a measure component

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Benefits of the proposed approach

- Clarity around expected outcomes from property-related funding

- Operating and capital funding better aligned to lower whole-of-life costs

- Funding allocations closer to costs – less cross-subsidisation

- Ministry incentivised to be active in markets at a portfolio level to drive efficiencies

- Potential to free up more time for school leaders to focus on education

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A closer look at: PMG

- Provides funding to maintain your school's infrastructure (this includes painting)

- Based on schools' land and building area

- Calculation based on:
  - gross m^2 of buildings
  - m^2 of painted surfaces
  - m^3 of swimming pool
  - A corrosion factor
  - An isolation Factor
  - grounds allowance based on max size – defined by school type

- Anecdotally:
  you (the MOE) don't fund us enough

- PMG: $90 Million annually (8% Ops Grant)

- Largest school allocation $261k

- Smallest school allocation $1,402

- Formulaic. Difficult to measure

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A closer look at: HLW

- Electricity: supply, capacity and line charges

- Gas: Reticulated and portable gas supply

- Coal, Wood, Diesel (including delivery)

- Water rates

- Schools not connected to town water or district sewerage:
  - Removal of waste
  - Water testing
  - Resource Consents

- Based on 2009 usage adjusted via index as per of operations grant

HLW: $75 Million annually (7% Ops Grant)

Largest Allocation $422k

Smallest Allocation $580

66% of schools spend more than their allocation

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A closer look at: Vandalism

- Defined as 'wilful damage to or loss of any part of the school site, buildings or other facilities, excluding arson and normal wear and tear'

- Only for state schools

- Based on risk categories. Tied to known locations

- Based on existing vandalism cost

- Calculated on a per pupil rate currently.

- Separate 'Vandalism top-up' funding programme for schools whose costs exceed the upper limit of their risk category

- Could be separated or rolled into per pupil funding

Vandalism: $8 Million annually (<1% Ops Grant)

Largest Allocation $82k

Smallest Allocation $14

Already per pupil based

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A closer look at: other property-related services

- There are other day-to-day activities schools carry out that can be considered "property-related" but aren't part of PMG, HLW or Vandalism components of operations grant.

- Examples:
  - cleaning
  - lawn-mowing
  - caretaker wages
  - buying pool chemicals or transporting students to a community pool

- Expectation is this comes from current base or per pupil elements of operations grant.

- Proposal is to keep these as part of per pupil as:
  - Not closely linked to the performance of internal environment or longevity of buildings
  - Schools best placed to make trade-off decisions

Currently funded through operations grant

Not proposing separating / ring-fencing funding for these activities

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How would it work?

Options include
- Leveraging existing systems and people
  - Minimise the administrative overhead particularly for schools
  - 10YPP process

- Ring-fencing
  - Funding
  - Outcomes

- Measurement components around the setting and allocation process

- Funding to High Water Mark for Heat Light and Water and strategically re-investing and savings to drive further efficiencies

- Staged transition period

Setting clear expectations on what good looks like from an asset / operational lens

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What do we mean: Ring Fencing?

At it's simplest: only being able to spend money on certain items

Ring Fencing could work differently for maintenance and HLW, as they have different drivers

- PMG – outcomes being required as part of an allocation
  - eg Gutter cleaning and building wash-down being a requirement of Property Maintenance spend
  - Difficult to specify everything due to variability of reactive maintenance

- HLW – minimise spend while maintaining a good internal environment
  - Money allocated for HLW could only be spent on HLW
  - Savings shared

Setting clear expectations on what good looks like from an asset / operational lens

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HLW – reducing spend and sharing benefits

- A maximum amount would be set for HLW – both for the system, and for a school's individual allocation

- Ministry, Schools & Industry would work on a number of interventions to stay under the maximum amount

- Implement a 'benefit share' model allowing schools to keep a % of any savings to be spent as they choose

- Ministry uses its share to fund for further targeted investment to drive further efficiencies

Incentivise personally, benefit nationally

Setting clear expectations on what good looks like from an asset / operational lens

Process still being worked through

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Support based on need and impact

Total Property Related Funding - Nearest 25K

- HLW
  - Inventions based on evidence: eg LED lighting programme; Building | Power management Systems
- PMG
  - Ways to free up time for school leaders & support CoLs, eg group procurement

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Meeting the Challenge

- What is the correct amount of funding?

- How do we know how an individual school is tracking?

- What happens if you have used up your allocation part way through the year?

- What happens if you spend less than your allocation?

Work through the challenge by running pilots

Transition Time

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Meeting the Challenge: PMG

- The need for clarity
  - What's part of "maintenance" and what's a "day to day expense"?
  - Can we come up with a 'comprehensive' list?
  - What if 'things' need to be added ?

- What does good maintenance look like?
  - Provide more guidance to schools

- How will this be reflected in the Kiwi Park accounting model?

Work through the challenge by running pilots

Transition Time

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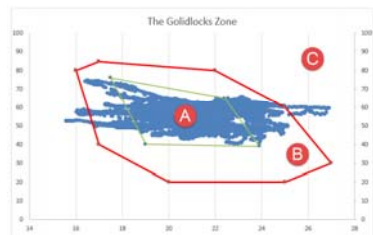education.govt.nz

Meeting the Challenge: HLW

- How to determine where to strategically invest any savings

- Would you be happy in giving the MOE visibility of consumption data?

- If the MOE provided consumption and operational information back would it be useful in your roles?

Incentivise personally, Benefit nationally

Move funding allocations closer to costs

Be active in markets on a portfolio level

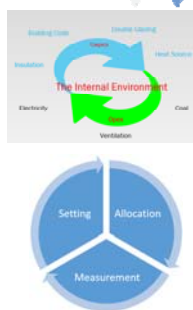58   education.govt.nz

Ensuring optimal internal environments

The Golidlocks Zone

A: Is considered optimal for learning

B: Is considered acceptable for learning

C: Is considered not ideal

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Conclusion

- Strategic Funding Model

- Capture data – evidence and measure

- Ministry active at the portfolio level

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Workshop

- Key questions and feedback about:
  - Overall proposal for Review of Funding Systems
  - Property maintenance
  - Heat, light and water
  - Vandalism
  - Other property-related expenses
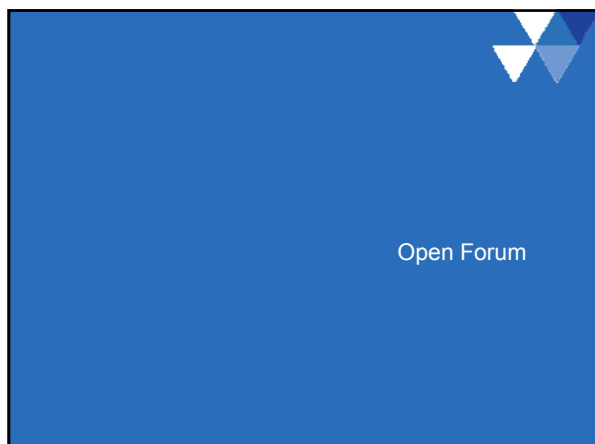
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EIS in 5 Words

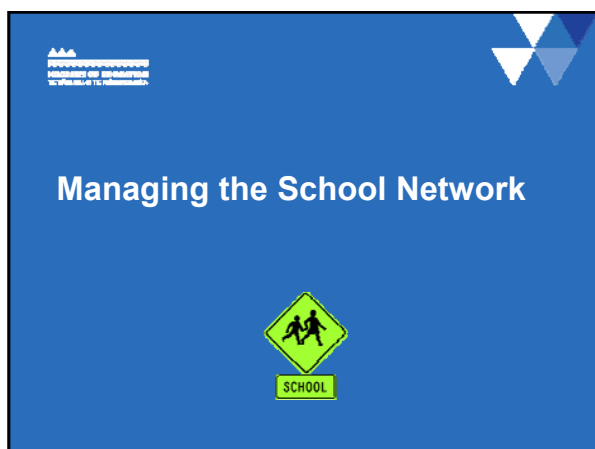- In 5 words how would you want to be able to describe Education Infrastructure Service?

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Lunch break

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Open Forum

Managing the School Network

What is a network, and what is network management?

- Network management is not a single process – it is a number of processes that inter-connect to create, maintain and manage the schooling system structure, as well as access to it.
- Network management is about:
  - managing and providing for school-age populations
- There is no one definition of a school network – it is simply an area of interest involving a number of schools eg the Years 1-13 network in a town or small city, the Years 1-6 network in 2-3 adjoining suburbs, or the Māori medium kura network over an particular region.
  - serving communities: meeting their educational aspirations; providing educational opportunity, equity, diversity and innovation; encouraging school collaboration.
- Network management is not about saving money no matter what, nor focusing solely on surplus capacity – these are simply considerations in an overall picture.

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Major network change identification and planning (i)

- The Ministry undertakes high-level population monitoring across TLA districts.
- Monitoring identifies three key scenarios: significant growth, significant decline, or marginal/no change.
- We then work closely with Councils in regard to their structure and spatial plan focus, sharing information so both parties stay well-informed.

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Major network change identification and planning (ii)

- Identified areas are then prioritised into a Five-Year Regional Network Plan (N5), as possible projects.
- Further in-depth analysis is undertaken to evaluate likelihood of capital expenditure implications. We commission area reports as needed to provide a strong base for recommendations/decisions.
- Projects identified as requiring significant capital investment are signalled to Education Infrastructure Services (EIS) through the Capital Intentions process. This includes new schools or major redevelopments.

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Major network change implementation

- The Director of Education allocates a project within the regional Sector Enablement & Support (SE&S) team - new schooling requirements involve SE&S working with EIS and New Schools Team.
- Network projects not requiring a new school response usually still have property implications, therefore a close SE&S/EIS relationship is crucial.
- Major change requires considerable sector and community consultation to decide/preferably reach agreement on what the response should be.

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**Managing the current network:
smaller-scale change**

Either or both of the following:

- helping schools develop and implement enrolment schemes to control the intake while ensuring enrolment for children who live in the local area – the only legal mechanism for doing this

- adding teaching space to individual schools

Note:

- Current demand nationwide for roll growth property funding   means prioritisation is required – the Ministry's Network and EIS teams work closely together to ensure that the agreed priorities reflect the greatest need.

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Project Example 1
Review of school network - Mt Maunganui & Papamoa (i) Overview

- Over the last year we have been undertaking consultation in Mt Maunganui and Papamoa:
  - schools in the network
  - other stakeholders eg iwi reps, special school, integrated   school proprietors
  - school communities and general community
- The 3 key focus areas for review have been:
  - school enrolment zones
  - the full primary status of Tahatai Coast School
  - the need for additional capacity in the network
- At the same time we have collated and analysed updated roll projections and school-aged demographic data, to inform our recommendations (internal or to the Minister, as appropriate).
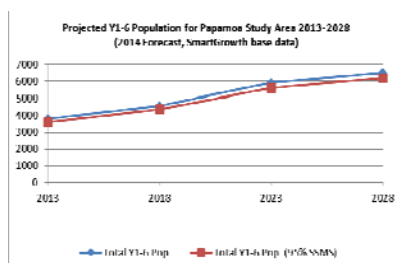
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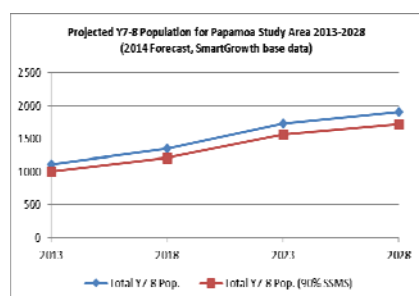**Mt Maunganui-Papamoa:
growth projections 0-4 years population**

Projected 0-4 Year Old Population for Papamoa Study Area 2013-2028 (2014 Forecast, SmartGrowth)
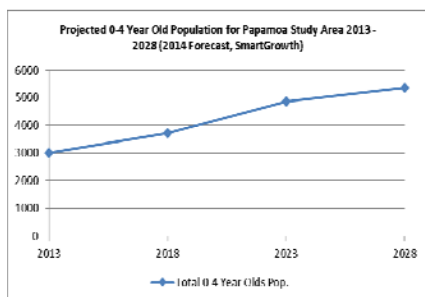
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**Mt Maunganui-Papamoa:
growth projections Years 1-6 population**

Projected Y1-6 Population for Papamoa Study Area 2013-2028
(2014 Forecast, SmartGrowth base data)

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**Mt Maunganui-Papamoa:
growth projections Years 7-8 population**

Projected Y7-8 Population for Papamoa Study Area 2013-2028
(2014 Forecast, SmartGrowth base data)

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**Mt Maunganui-Papamoa:
growth projections Years 9-13 population**

Projected Y9-13 Population for Papamoa Study Area 2013-2028
(2014 Forecast, SmartGrowth base data)
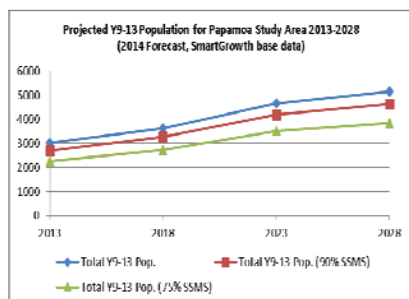
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Review of Mt Maunganui-Papamoa school network: (ii) Planning for increased capacity

- At present we are in negotiations to acquire a site for a primary school in Papamoa East.
- We are also considering the need for a second primary school site, and options for meeting the need for significant expansion of capacity for Years 7-13.
- Both the Catholic Diocese and Christian Education Trust have submitted proposals to establish and integrate schools in Papamoa East. Establishment and integration proposals are at the Minister's discretion and if approved the intention would be that they complement the state school network by providing additional capacity and diversity in education provision.

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Project Example 2
Strategic approach to area roll growth - Cambridge

- Several schools in the area signalled increasing roll numbers as the result of significant development in the area.
- We met with the principals on several occasions to determine the extent of the growth and establish where the pressure points are.
- Agreed on possible solutions:
  o reconfigure existing space for maximum usage
  o review existing enrolment schemes and consider whether these need to be modified
  o consider possible restructure of schooling levels
  o provide additional classrooms
  o commission site reports and external analysis of long term growth re possible new school.
- Potential solutions to be determined in collaboration with the cluster.

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Project Example 3
New school - Tauranga: (i) Establishment process

- The Minister has announced a new primary school for Tauranga, to be located in Kennedy Rd, Pyes Pa West.
- The new school will open for start of the 2019 school year.
- We have conducted consultation with the local school network, the community and other stakeholders.
- Nominations have been called for an Establishment Board of Trustees (EBOT) - members will be appointed by the Minister.
- We will contract a governance facilitator to assist the EBOT until just after the opening of the new school.

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New school: (ii) Learning support

- Students who need significant support with their learning are one of the government's priority groups in education.
- Special education provision in the school network includes options for:
    - full mainstreaming.
    - partial mainstreaming with a home room/ learning centre.
    - special schools - these usually have satellite classes in other schools.
- The building design will reflect the needs of children with special needs.

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New school: (iii) Early childhood education provision

- The Ministry considers Early Childhood Education (ECE) provision as part of new site acquisitions.
- ECE provision will be considered as part of the design master-planning of the site.
- Subsequent establishment of an ECE centre on the site will be subject to a separate process to decide on the provider.
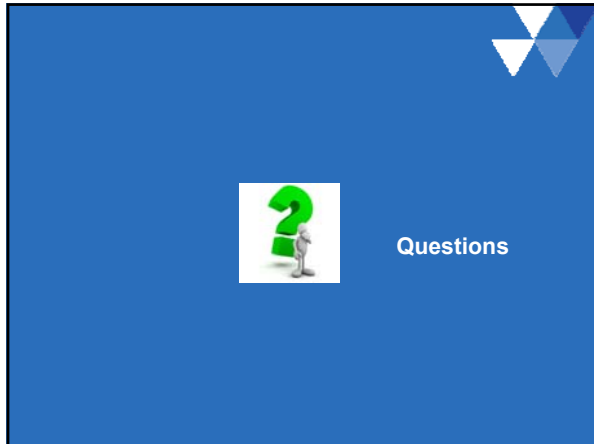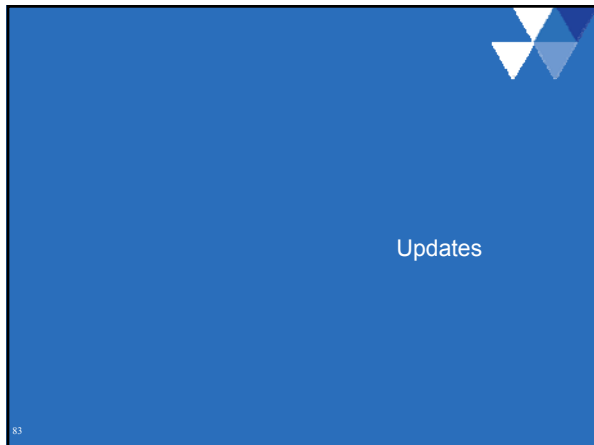
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New school: (iv) Enrolment scheme

- All new schools open with an enrolment scheme, which defines a home zone.
- Students are entitled to enrol in the new school if they live in the defined home zone.
- **Purposes** of enrolment schemes:
    - to avoid overcrowding, or the likelihood of overcrowding
    - to ensure that the selection of applicants for enrolment is carried-out in a fair and transparent manner
    - to enable the Secretary to make best use of existing networks of state schools.
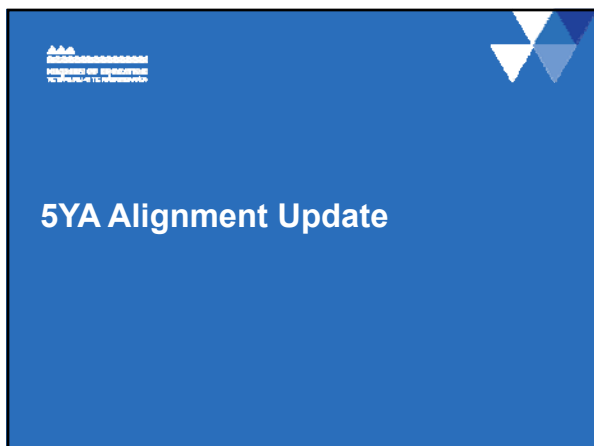- **Education Act 1989** (sections 11A, B, D, E, F, H).

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Questions

Updates

5YA Alignment Update

Brief Recap

- 4 Clusters (2 West Coast and 2 North Canterbury)
- 3x9 schools, 1x7 schools
- Reduce BoT time spent on projects by 50%
- Increase buying power by 15%

- Groups committed to stage 1 over Feb / March 2016
- Tendered in April 2016 and 3 consultancies appointed
- From 7 September to 10 October meeting will be held to agree cluster plans (individual 10YPPs will be in draft form - projects identified and costed but not timetabled)

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Opportunity and Issues to Date

- Police vetting – approaches used
- Infrastructure inspections and reports – approached used
- Current processes which have been amended for a cluster approach
- Teaching principals – participation and time
- We're different to the others

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Next Stage and Observations

- Cluster meetings:
  - o Agreeing the cluster plan
  - o Staying in / Getting out

- Indications to date
- Level of current Ministry involvement and future involvement
- Challenges to scaling up if the trial is deemed a success

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Design and Engineering

Flexible Learning Spaces
DQLS- Acoustics
Toilet Reference Design
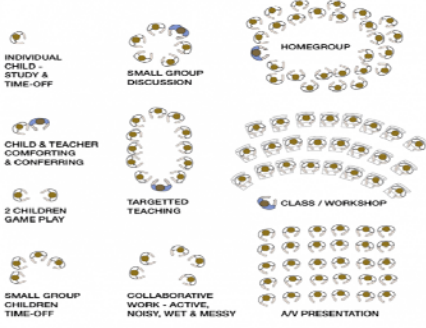Standard Block Reference Designs

Flexible Learning Spaces

89

Changing typology of learning space

INDIVIDUAL CHILD - STUDY & TIME-OFF

SMALL GROUP DISCUSSION

HOMEGROUP

CHILD & TEACHER COMFORTING & CONFERRING

2 CHILDREN GAME PLAY

TARGETTED TEACHING

CLASS / WORKSHOP

SMALL GROUP CHILDREN TIME-OFF

COLLABORATIVE WORK - ACTIVE, NOISY, WET & MESSY

A/V PRESENTATION

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Spaces which can easily adapt to changing activities and groupings

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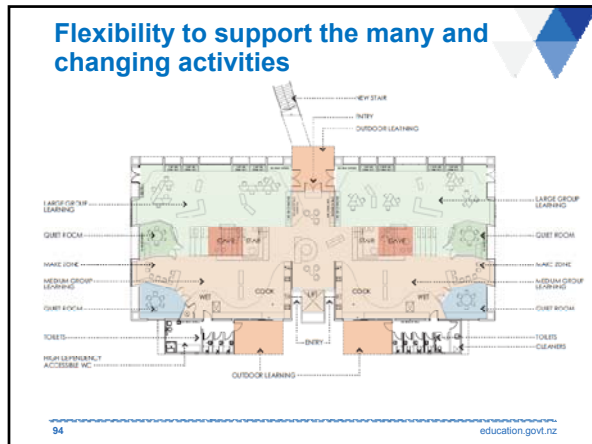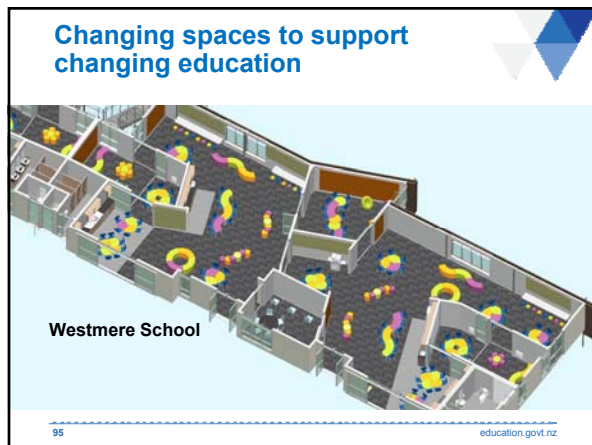**Flexible and reconfigurable spaces and a greater variety of furniture**
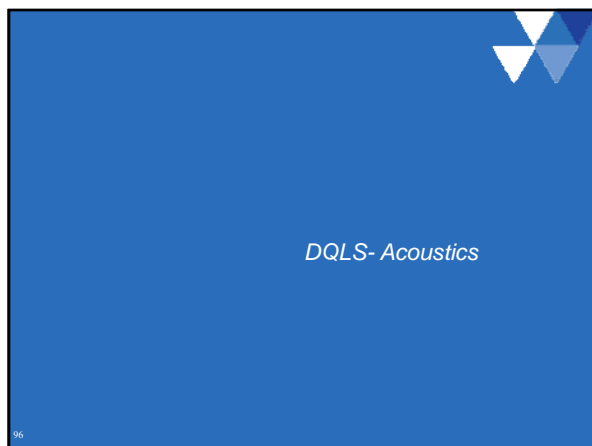
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Supporting a broader range of teaching practices

93

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Flexibility to support the many and changing activities

94   education.govt.nz

Changing spaces to support changing education

Westmere School

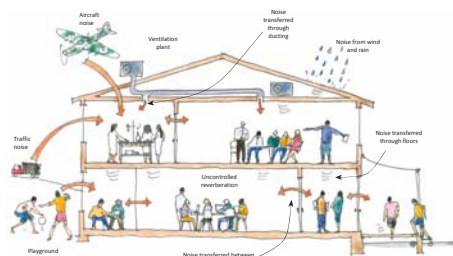95   education.govt.nz

DQLS- Acoustics

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Acoustics Guidance Update

- Version 1 was released in 2007. Version 2 will be released in September 2016.
- The document contains technical design requirements for consultants to meet.
- The way that teaching spaces are designed and used has changed since 2007. The technical requirements have been updated to reflect those changes.

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Common Sources of Noise

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Designing to Manage Noise

- The *DQLS- Acoustics* should also be referred to by property professionals for the purpose of:
  - o Briefing design teams.
  - o Informing and reviewing designs and specifications.
  - o Estimating costs.
  - o Undertaking technical post occupancy evaluations.

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Mandatory from January 2017

- Requirements are now clearly marked as **'mandatory'** ⚠ or **'recommendation'** ▽.
- The new *DQLS- Acoustics* is highly recommended from September 2016 release.
- 'Mandatory' requirements apply to new buildings that enter preliminary design stage after **1 January 2017**.

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Key Messages

- Consultants should use the new version of the *DQLS- Acoustics* document from September 2016.
- Schools can ask their consultants to use the new version of the *DQLS- Acoustics* document.

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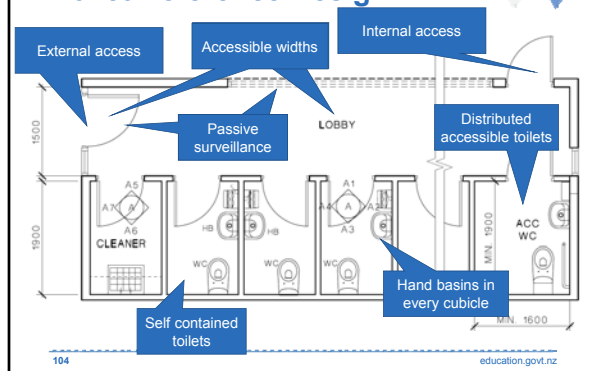
Toilet Reference Design

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Toilet Reference Design

- Released in August 2016.
- Help design teams and schools to design new toilets.
- Main intended users are property professionals.
- Compliance with the *Toilet Reference Design* is highly recommended when designing new toilets.

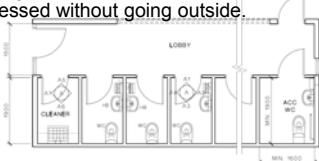103   education.govt.nz

Toilet Reference Design

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Features- Access

- Toilets are evenly distributed around the school and located close to learning areas for easy access.
- Dual internal/external access.
  - Toilets can be accessed directly from outside.
  - During wet weather and lockdowns, toilets can be accessed without going outside.
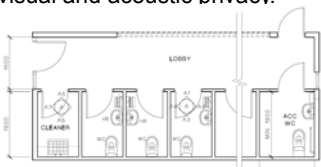

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Features - Self Contained

- Toilets are self contained.
- Schools can decide whether to designate as unisex or single gender.
- More visual and acoustic privacy.

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Features- Passive Surveillance Principle

- Based on the security in design principle that people do not use spaces for anti-social behaviour if they think they may be being watched.
- The passive surveillance features do not compromise privacy inside the cubicles.

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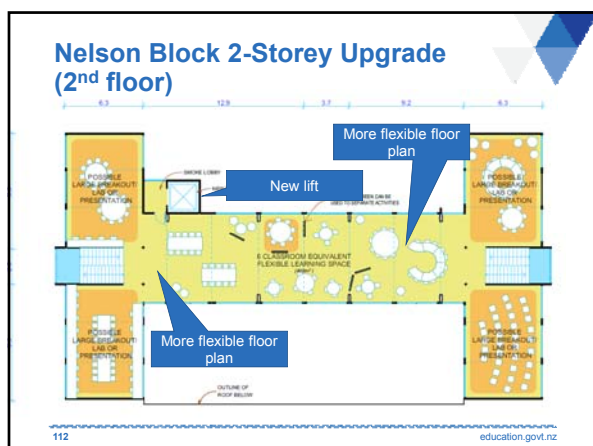
Features- Passive Surveillance

- The toilet lobby entry door is glazed to allow passive surveillance.
- A small window at height can be installed to enable passive surveillance of the toilet lobby from teaching spaces.

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Key Messages

- Compliance with the *Toilet Reference Design* is highly recommended.
- Consultants should use the *Toilet Reference Design* when appropriate.
- Schools ask their consultants to use the *Toilet Reference Design*.

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Reference design for standard block upgrade

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Nelson Block 2-Storey Upgrade (Ground)

New ramp

More flexible floor plan

New lift

Wider openings

New toilets

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Nelson Block 2-Storey Upgrade (2nd floor)

More flexible floor plan

New lift

More flexible floor plan

6 CLASSROOM EQUIVALENT FLEXIBLE LEARNING SPACE

OUTLINE OF ROOF BELOW

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Reference Designs and Design Guidance

Available Online

- Avalon Block
- Canterbury Block
- Formula Block
- Toilet Reference Design

In Development

- Nelson 2 storey Block
- S68 Block
- Satellite unit and high dependency toilet
- Science lab design guidance

Online search for "Reference design"

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Key Message

- Ask your project manager if these reference designs can be used for your next 5YA project.
- Remind your consultants to follow the design guidance.
- Send your feedback to property.help@education.govt.nz

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Technology in Schools

Update

School Network Upgrade Project (SNUP)

- Completed Dec 2015 - 2,430 schools upgraded
- 11 yr project, started in 2004
- Total spend $280m

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School Connections Project (SCP)

- Project completed Dec 2015
- All eligible schools connected to fibre
- Project cost $30m

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Network for Learning (N4L)

- Managed network services including uncapped data, web filtering and network security.
- 775,231 users
- 97% complete - 2,371 schools connected
- All schools will be connected by Dec 2016
- $220m invested

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Wireless School Network Upgrade (WSNUP)

- All schools that received a SNUP upgrade from June 2013 received wireless under SNUP
- Wireless SNUP initiated to provide schools that missed out with wireless.
- Currently 825 schools in WSNUP – 412 completed
- 233 schools not in programme
- Total budget $14.4m

Ministry's ICT cabling requirements

All works that include either new or upgraded ICT cabling shall:
- Be installed to comply with the Ministry's ICT Cabling Infrastructure: Policy and Standards for schools
- Have a minimum twenty (20) year performance warranty
- Have a minimum two (2) year installation warranty
- Be installed by a Ministry approved ICT contractor
- Be installed using a Ministry approved manufacturers product
- Have all relevant documentation submitted to the school and the Ministry.

MoE ICT Cabling Infrastructure: Policy and standard for schools:-
http://www.education.govt.nz/assets/Documents/School/Running-a-school/Technology-in-schools/technical-info/ICTCablingInfrastructurePolicyandStandardsforSchoolsv4.pdf

Approved ICT Contractors list:-
http://www.education.govt.nz/assets/Documents/Primary-Secondary/Property/Running-a-school/Approved-ICT-Contractors-List-August-2016.xls

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Residual Current Devices (RCDs)

- Electrical components and cabling in schools, that has been installed in accordance with earlier Regulations and/or Standards, has no requirement to be replaced unless there is sufficient justification for replacement as part of an upgrade or redevelopment, or if deemed electrically unsafe.
- It is the Ministry of Education's desire for schools to mirror the safety in the home with the requirement for the installation of RCD's protecting all socket outlets and all lighting circuits. This is mandated in the Ministry's Electrical Installations: Standard for Schools and for primary schools in AS/NZS 3000. This, however, needs to be done in a controlled and cost efficient way.
- Shortcut to the Ministry's Electrical Installation: Standard for Schools - http://www.education.govt.nz/assets/Documents/Primary-Secondary/Property/School-property-design/ElectricalInstallationStandards.pdf
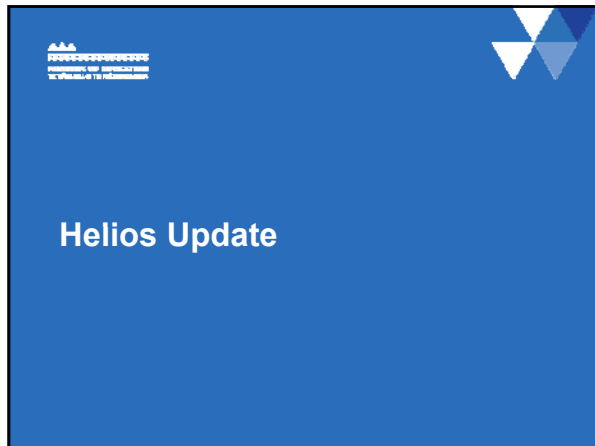
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Challenges going forward

- Need funding to retrofit remaining 233 schools
- Keeping schools infrastructure fit-for-purpose
- Ongoing support:
  - Technology is changing fast
  - Ongoing costs
  - Differing end user experience
  - Full end-to-end maintenance and service desk
- Work being done to work out how to support schools going forward.
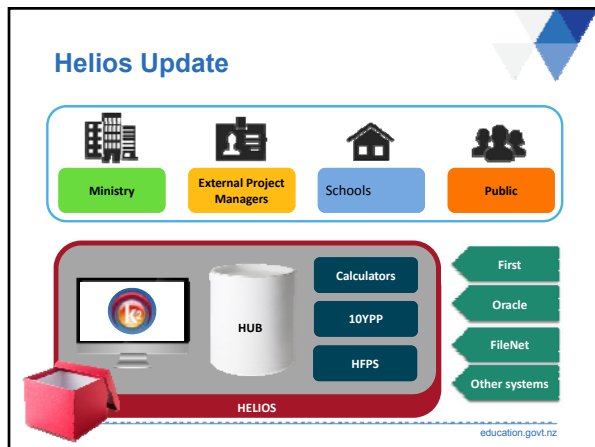
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Contacts for support

- TorqueIP helpdesk for any ICT network issues 0800 768-743
- Connected Learning Advisory (CLA) – good contact for unbiased advice 0800 700-400
- To contact the SNUP Team network.upgrades@education.govt.nz
- Electrical or ICT queries: Kimbal.McHugo@education.govt.nz

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Helios Update

Helios Update

| Ministry | External Project Managers | Schools | Public |

HUB — Calculators, 10YPP, HFPS

First, Oracle, FileNet, Other systems

HELIOS

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Future system timetable

- New school-led project form, August
- New asset update form, Sept/Oct
- Release #3, early 2017: authenticated access portal to schools and external Project Managers
- New 10YPP and web forms
- Future releases over time to provide additional functionality and access

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Future training for users

- New project form – guide document provided, as changes are minor
- New Asset Update form - online self-directed learning module provided
- Authenticated access portal to schools Project Managers – online self-directed training modules, depending on functionality required (eg read-only and reports for schools, project access for PM's)

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Modular Buildings – a way to address rapid growth

Methven School

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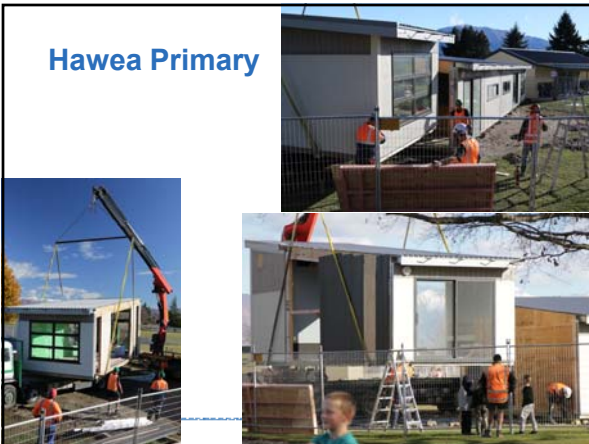
Freyberg School

Belmont Primary

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Hawea Primary

Central North Updates

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Regional items

- Our team
- Stakeholder relationships
- 5YA renewals
- Topical questions schools are asking
- Coming events
- Financial year end actions

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Central North Regional Team

Regional Infrastructure Manager
Gary Anaru
Infrastructure Managers
Rita Sweetapple (Hawkes Bay), Sharon Walker (Hamilton), Reid Stiven (Rotorua)
Property Advisors - Waikato
David Vincent, Emma Coker, Brennon Lanigan, Noeleen Ross SPO: Vivienne Jones
Property Advisors – Bay of Plenty
Kareen McLaren, Roimata Ngahana-Hartley, Richard Standing SPO: Kerry Dyke
Property Advisors – Hawkes Bay
Alan Dibley, Dan Jones SPO: Jo Phipps

Stakeholder relationships

- Key priorities:
  - Property Plans (5YA renewals)
  - Schools visits (every school at least once a year)
  - RTLB agreements

- Got an issue? – see your *'Property Advisor'* who is the account manager for your school

- Not getting through? – escalate to Rita, Sharon, Reid or Gary

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5YA programme

5YA cycle renewal	Total #	# Agreed
2016/17	94	15(16%)
2015/16	44	13(30%)

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Topical questions schools are asking

- Roll growth
- 10YPP
- Project Approval
- Special needs property modifications

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Coming events

Consultants forums

Keeping property consultants (project managers, architects, etc) in the loop

Date	Where
22 September	Hamilton
22 September	Napier

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Year end deadlines

Date	For
18 November	Project documents for approval by 23 December
9 December	Invoices for payment by 23 December

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Emergency Contact for Central North Schools

CoveKinloch

07 839 6127

24/7

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2016 School Property Satisfaction Survey

- Reminder to complete the survey
- Available in School Bulletin Issues 55 and 56
- Closes 16th September 2016
- Link to School Property Satisfaction Survey: https://www.surveymonkey.com/r/SchoolPropertyServiceSatisfactionSurvey2016

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Proposed Sector Forum dates for 2017

Series 1:
- 15 March – Central North (Taupo)
- 22 March – Northern (Auckland)
- 29 March – Central South (Palmerston North)
- 5 April – Southern (Dunedin)

Series 2:
- 30 August – Northern (Auckland)
- 6 September – Central South (Palmerston North)
- 13 September – Southern (Christchurch)
- 20 September – Central North (Taupo)

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