

Central North Regional Property Sector Forum

Taupo - 15 March, 2017



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

Education Infrastructure Service Central North Regional Property Sector Forum

15 March 2017

Agenda

Time	Topic
9.30 – 10.00	Tea and coffee
10.00	Welcome and Introductions <ul style="list-style-type: none">• New faces/changes at the local Ministry office
10.10	Reducing Arson in Schools – NZ Fire Service
10.55	Infrastructure Advisory Services Update
11.40	Funding Review Update
12.30 – 1.15	Lunch
1.15	Open Forum
1.45	Updates: <ul style="list-style-type: none">• Helios• 5YA Alignment Project – West Coast Cluster• Design and Engineering• Health & Safety• Commercial Procurement
3.00	Regional Update
3.30	Wrap Up and Close



Regional Property Sector Forums

Series 1 - March 2017



2017 – Infrastructure Advisory Services Update

Rob Giller, Group Manager, Infrastructure Advisory Services

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
- \$700-800M annual capital spend for land, buildings and facilities
- > \$200M annual operational budget if you include Heat Light and Water

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Capital Works

- **School run projects**
 - Most 5YA projects
 - Some Roll Growth projects
 - Some Special Education property modifications
 - Risk Management (Fire/Flood) 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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Five Year Agreement Funding

- \$179.3 million has recently been allocated to 396 schools entering the 2017/18 Year.
- Also included was \$2.1 million as a contribution to 10YPP preparation and \$5.4 million in the first Furniture and Equipment payment.
- An additional \$7.65 million will be provided to 218 schools as a result of Year 3 (2013/14 5YA cycle) reviews.
- A second Furniture and Equipment payment of \$2.87 million to 381 schools.

Unforeseen and Budget plus

- In addition, the Ministry annually allocates between \$10-15 million to ensure priority one and priority two work can always proceed.

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All costing data and calculations are indicative

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Major Redevelopments

- In September 2013 the Government committed to:
“Over \$300 million will be invested over the next six years to assist approximately 30 schools to address complex infrastructure issues and modernise their facilities.”
<https://www.beehive.govt.nz/release/plan-transform-school-property>
- Within three years more than thirty schools had been announced for redevelopment.
- This is in addition to the work we are doing in rebuilding Christchurch Schools 2013 – 2022
<https://minedu.cwp.govt.nz/assets/Documents/Ministry/Initiatives/CSR-Schools-by-Stage.pdf>
- We will be updating education.govt.nz with a list of all redevelopments and new schools we are working on.

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All costing data and calculations are indicative

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Other investment in the existing portfolio

Special Education (Learning Support) Modifications

- This year we have allocated nearly \$30 million to physical works on schools so that the infrastructure supports inclusive learning.

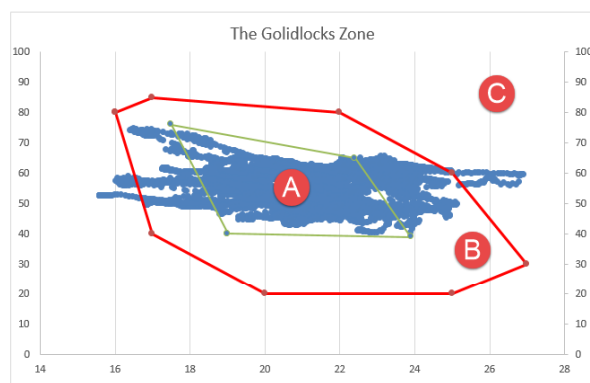
Small Schools Pilot

- Starting in 2017/18 we are running a \$5 million pilot targeted at helping smaller schools modernise their teaching spaces.
- This reflects feedback we have had from you and analysis we have done on the difficulties small schools have in amassing sufficient funding to undertake modernisation projects.
- Based on how successful the pilot is, wider scale implementation will follow in future years.

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Small Schools Pilot



A: Is considered optimal for learning

B: Is considered acceptable for learning

C: Is considered not ideal

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Roll Growth

- \$168 million over 4 years was allocated in Budget 2016.
- Nine months later 136 classrooms for Auckland/Northland are underway or completed.
- A further 70 temporary classrooms have been provided to deal with immediate pressure points.
- 121 additional classrooms are underway or completed across the rest of the country from Raglan to Wellington to Invercargill.

Modular Buildings

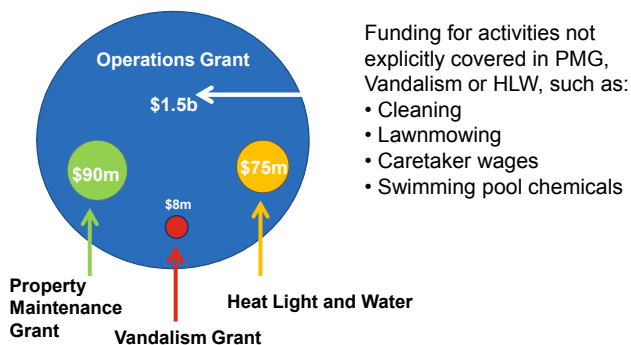
- Average timeframes from initiation to handover of a Modular Building to a school is 9 months.
- Average timeframe from contract signature to handover being 5 months.
- Quality favourably commented on by those using them.
- Better value for money than a bespoke solution.

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Property related operating funding

- Currently around \$173 million annually



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PMG

- Provides funding to maintain your school's infrastructure (this includes painting)
- Based on schools' land and building area
- Calculation based on:
 - gross m² of buildings
 - m² of painted surfaces
 - m³ of swimming pool
 - A corrosion factor
 - An isolation Factor
 - grounds allowance based on max size – defined by school type
- Anecdotal: 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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Escalating Matters

- Your Property Advisor is your primary contact (got their details?)
- If you need to escalate, contact your Infrastructure Manager or Regional Infrastructure Manager
- If you are still not satisfied, contact me on 027 8399 290 or rob.giller@education.govt.nz



Rob Giller
Group Manager IAS, National Office
Email: rob.giller@education.govt.nz
Postal address: PO Box 1656, Wellington 6140

Phone: 04 439 5038
Mobile: 027 839 9290

If you can't get hold of me, you can contact one of my managers using [this link](http://this.link) (www.education.govt.nz/eis-property-staff-contact-details)
Ministry website: www.education.govt.nz

Talk to me about...

Day to day management of school property and facilities, property planning - your 10 year property plan and 5 year agreement, priorities for SYA expenditure, innovative learning environments, property projects and project management, school property procurement, how to find general property information on our website and school specific information on K2/SMS and Web-FM, property funding, school property guide (surplus property, property deficiencies), school building insurance, special needs property modifications and third party occupancy.



Finding us:

- <http://www.education.govt.nz/school/property/eis-property-staff-contact-details/>

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Review of Funding Systems

Separating property related services

Author: Malcolm McKee, Group Manager, Strategy & Policy

What we're covering today

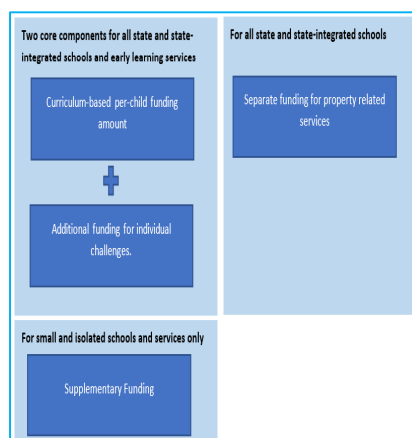


1. The Review of Funding Systems
2. What are the property allocations
3. What are we proposing
4. Why are proposing this
5. What are the implications
6. Where are we in the process

The review of funding systems

The intent of the funding review is to:

- Replace the decile system with a curriculum based per-child amount funding mechanism.
- Separate the operational funding for property related services from the per child based amount funding mechanism.



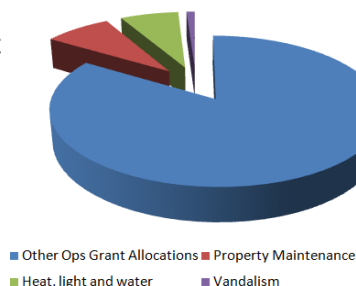
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What are property allocations

Property related services are:

- Property maintenance grant (\$90 Million per annum)
- Heat, light and water (\$75 Million per annum)
- Vandalism (\$8 Million per annum)



approximately 16% of operational funding

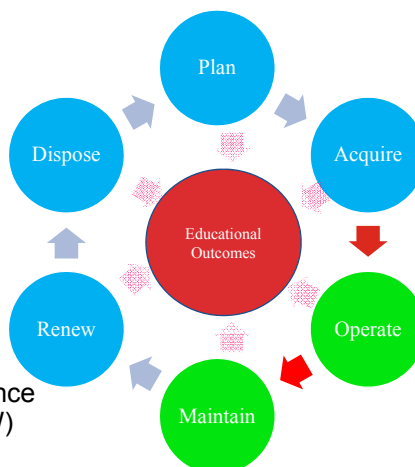
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What are we proposing

Support the EIS transition to a strategic asset manager by:

- Reconnecting of an asset management lifecycle
- Introduce minimum maintenance requirements (PMG)
- Move to an actuals / evidence based funding model (HLW)



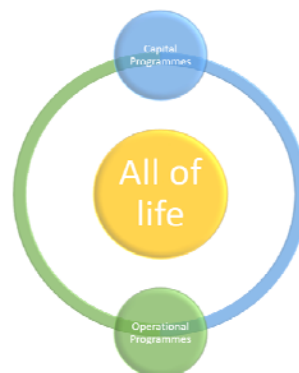
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Why are we proposing this

Over time this will allow EIS to:

- Introduce a whole of the life view across the portfolio
- Capital and operational funding programmes can be aligned
- Provide accurate levels of funding and support to reduce the time burden of property



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What are the implications



Impacts will be mitigated through a transition process:

- Initially - No calculation and funding change.
- Minimum requirements will be applicable to all
- Re-use as many existing EIS systems as possible:
 - 5YA / 10YPP
 - Condition assessments

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Where are we in the process



March 2017

- Cabinet paper seeking 'in principle' agreement to these proposals

April 2017 - onwards


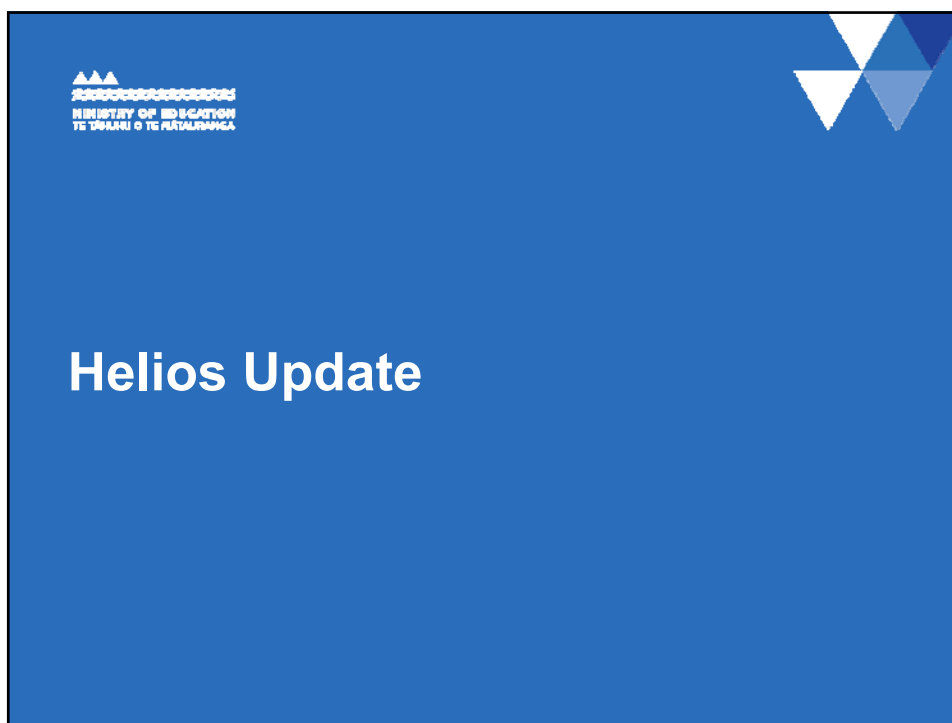
- Detailed workup / sector engagement / implementation plan

2020

- Implemented solutions

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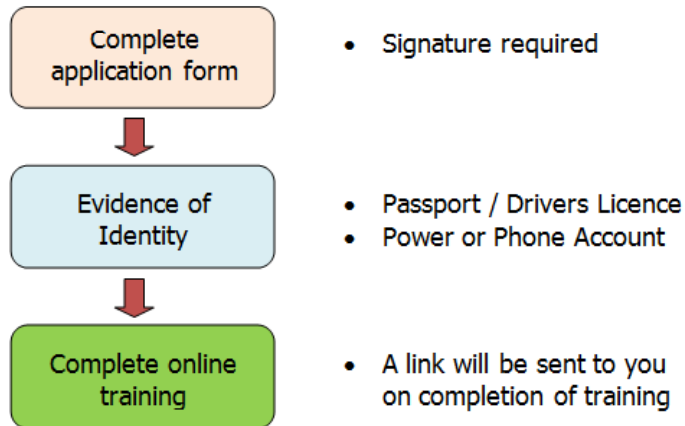
Helios Update

- Online access via the Education Sector Logon
- Helios Portal update
- 10 Year Property Plan update
- Asset/Project Management Forms
- Access to School Information Reports

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Education Sector Logon

Identity verification (worst case) requires:



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Education Sector Logon

In the next slides I'll cover:

- Logging in
- 10YPP and Helios Portal access

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Logging in

Log in.

Use an External Provider to log in.

Secure Login

Sign in using your Education Sector login

Education Sector Logon

User ID

Password

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10YPP access



If you are having difficulty logging in, please call the Ministry of Education Service Desk on 0800 422 599

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Helios Portal Access – School View

West Park School (2867)

Main Details

Institution Name West Park School
Number
Alternative Name
Group Schools
Property Type State
Institution Number 2867
Governing Body Not Applicable (999)
Service Wellington
Delegation Scheme
Current Status Open
Comment



Broderick Road
 Johnsonville
 Wellington
 6037

Portal

Measurements

Net Area 1759.60 m²
Floor Area 2397.00 m²
GIA 2397.00 m²
GEA 0.00 m²
Site Area 18686.00 m²
 4.62 Acres
 1.87 ha

Contact Information

Telephone 04-4787074
Fax 04-4787593
Email Address jor@westpark.school.nz

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Helios Portal – Documents

Documents

Search Documents...

▼ All

CAD Plans
 Documents
 Images
 Other

[West Park School Beca Block Plan Schedule 1999.pdf](#)
 15/06/2016 3:43:53 p.m.

[West Park School CoT.tif](#)
 13/05/2016 2:18:31 p.m.








[West Park School 130110.dwg](#)
 13/05/2016 10:51:51 a.m.

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Helios Portal – Core Information

Buildings

	Building Number	Building Name	Details	Floors
	A	ADMINISTRATION	Details	Floors
	B	SENIOR	Details	Floors
	C	JUNIOR	Details	Floors
	D	BLOCK D	Details	Floors
	E	ROOM 13	Details	Floors
	F	F Block	Details	Floors
	MB	Modular Building	Details	Floors

[First](#)
[Prev](#)
[Next](#)
[Last](#)

Showing records 1 - 7 of 7 on page 1 of 1

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Helios Portal – Project View

Block A:BIP Repairs (200277)

Main Details

Name Block A:BIP Repairs
Number 200277
Type 1. Ministry of Education
Initiation Date 29/04/2016
Financial Year 2015/16
Description Additional work was identified once construction had commenced.

Progress

Completion 35.00
Status 5. Authorised
Assigned To Lawrence Joseph

Budget Detail

Budget Detail	Type	Description	Classification	Total
UNCLASSIFIED CAPITAL 2015/16 Capital	Capital	Defective Buildings	Defective Buildings	\$30,496.00
Total				\$30,496.00

Commitments				
Total	Pending Approval	Approved (Unpaid)	Actual	Available
\$30,496.00	\$0.00	\$0.00	\$19,358.25	\$11,137.75

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Helios Portal – Updating Projects

Project Plan view Month

Item	Start Time	End Time	Mon 25/4 - Sun 1/5	Mon 2/5 - Sun 8/5	Mon 9/5 - Sun 15/5
Planning Phase	26/04/2016	30/05/2017	◆		
Project management plan age					
Professional services procured					
Design Phase	26/04/2016	30/05/2017	◆		
Build Phase	26/04/2016	30/05/2017	◆		
Close Out Phase					

Edit: Planning Phase

Baseline: 26/04/2016 30/05/2017

Target: 26/04/2016 30/05/2017

Actual: 26/04/2016

Budget: 0.00

Status:

Notes:

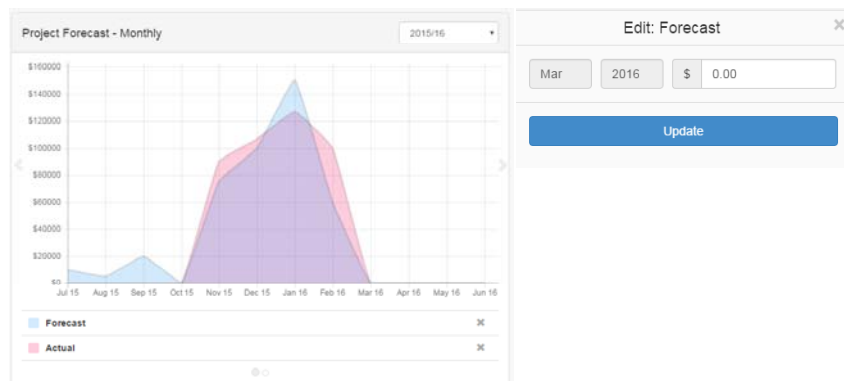
June 2017

Mon	Tue	Wed	Thu	Fri	Sat	Sun
23	24	25	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

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Helios Portal – Views



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New 10YPP Application

In the next slides I'll cover:

- Objectives
- Benefits of the New App
- Questions and Answers

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Objectives

1. Replace the current Excel templates
2. Leverage modern technical solutions to provide an enhanced experience to everyone involved in the Property Planning
3. Minimise dramatic change and effort involved in re-training
4. Implement quick-wins to improve the current situation
5. Move towards a refined approach to the overall Property Planning process

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Asset/Project Forms

- Asset Update Form (AUF) is currently online <http://www.education.govt.nz/project-management-forms/> :
 - It is an interim solution
 - It is a simple excel format
 - Feedback will drive development of a future online application
- School-led project forms are online at <http://www.education.govt.nz/project-management-forms/>:
- Available in PDF or excel formats

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School Information Report

- Available via the portal from May 2017
- Specific custom reports can be developed and provided via the portal where the need exists, whether that's a school need or a project manager need
- We will need your feedback on what works, what's missing and what would be useful.

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Engineering & Design Guidance Update

Updated Toilet Reference Designs
DQLS - Internal Air Quality & Temperature Control
DQLS – Acoustics



*Reference Designs &
Design Guidance*

Toilet reference designs (v2.0)

- Version 2 was released in February 2017.
- It incorporates feedback received since the release of version 1 in August 2016, and considers recent coroner's report.
- It helps design teams and schools to design new and remodel existing toilets.
- The main intended users are property professionals.
- The application of this reference design is highly recommended to reduce identified risks.

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Version 2.0 key changes

- Mechanical ventilation is required for all self-contained toilets
- Toilet doors to have a 25mm undercut to allow for make-up air flow
- If windows are incorporated into the self-contained toilet cubicle, use fixed panes
- Where existing toilets have operable window sashes, consider retrofitting appropriate security/restrictor stays that restrict the maximum opening (100mm).

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Version 2.0 key recommendations

- Avoid using lever handle and latch lock sets
- Use push plates on the outside of self-contained toilet doors and pull handles on the inside
- Use a standard indicator bolt set that can be opened in an emergency from the outside*

*Security fixings options can be considered to restrict access



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Key design features

- Toilets are evenly distributed around the school and located close to learning areas for easy access
- Toilet lobby areas should be configured to provide high levels of passive surveillance
- Internal and external access to lobby areas is required, where possible, for student safety
- Toilets are to be self-contained units including a basin and hand drying facilities
- Cubicles have full height walls and doors for more visual and acoustic privacy
- Schools can decide whether to designate as unisex or single gender.

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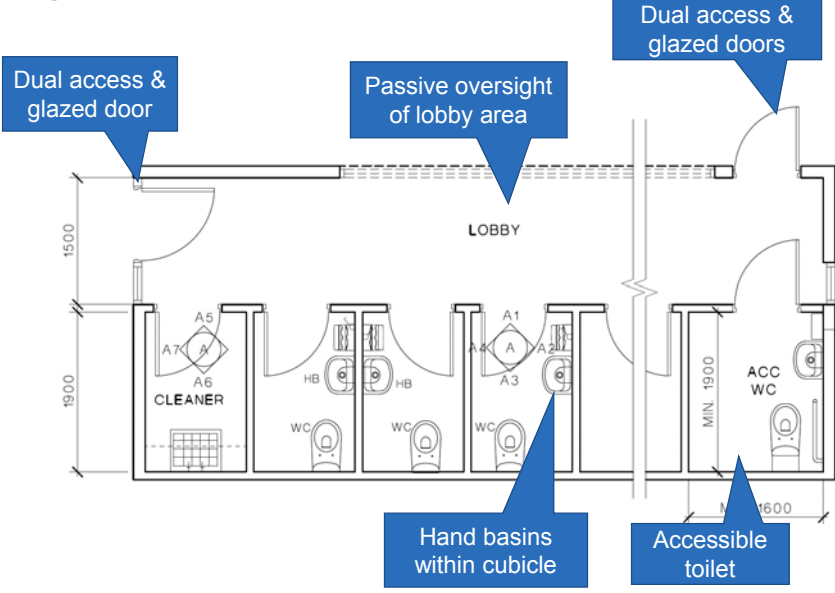
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- Avoid centralised, large sized toilet blocks, which are good for efficiency of drainage and services, but...
 - Students may avoid using the toilets
 - A single bully can control access

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Layout for self-contained toilet



Dual access & glazed door

Passive oversight of lobby area

LOBBY

CLEANER

WC

HB

ACC WC

MIN. 1900

1600

Hand basins within cubicle

Accessible toilet

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Reference designs & design guidance

Available online:

- Toilet (v2.0)
- Avalon block
- Canterbury block
- Formula block
- Nelson 2 storey block

In development:

- S68 block
- Satellite unit
- Accessible school bathroom
- Science lab design guidance

For Online search use: “reference design”

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Key messages

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

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DQLS - Indoor Air Quality & Temperature Control

DQLS – Indoor Air Quality & Temperature Control guidelines

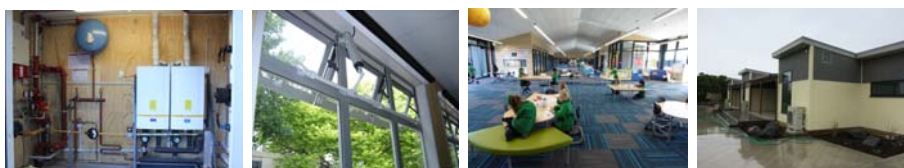
Version 1 to be released in late March/April 2017, amalgamating two 2007 DQLS documents: 'Heating & Insulation', and 'Ventilation & Indoor Air Quality'.



DQLS – Indoor Air Quality & Temperature Control

- Target audience is property professionals. BOTs or other people who make decisions about school property may also find it useful
- Updates reflect changes in Building Legislation
- Sets out Ministry's minimum performance requirements
- Requirements are clearly marked as

'mandatory'  or **'recommendation'** 



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Using the guidance

The document is intended for new, significant or specialist refurbishment works.

It should be referred to for the purpose of:

- briefing design teams
- reviewing designs and specifications
- evaluating insulation requirements
- checking for safety in design
- informing system selection
- informing technical post occupancy evaluation criteria.



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Document structure

- Introduction
- Section 1 Minimum requirements and design principles
- Section 2 New schools
- Section 3 Upgrading existing schools
- Section 4 Specialist learning and ancillary spaces
- Section 5 Materials performance, systems, strategies, life cycle costing and safety in design
- Section 6 Glossary and references

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Indoor Air Quality

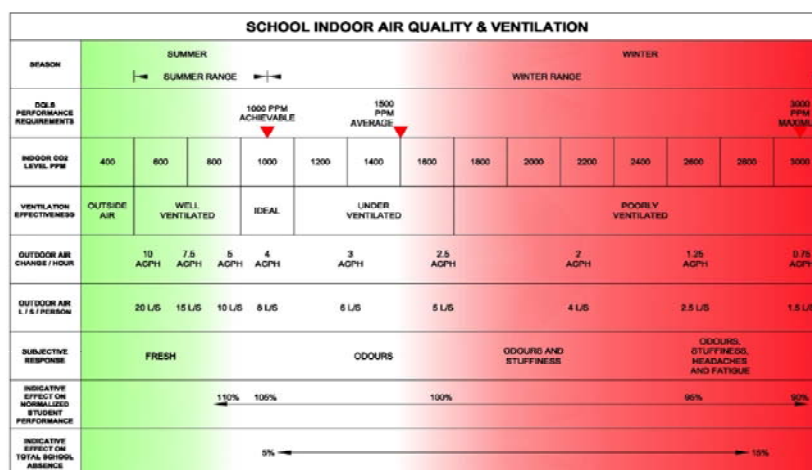


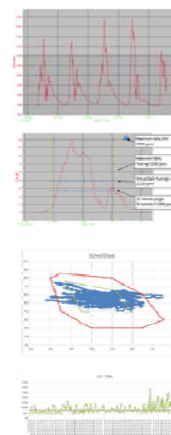
Chart shows a comparison of the relative CO₂ levels, with ventilation rates, occupant perception, equivalent air changes, indicative student performance and effect on absences over summer and winter seasons.

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Key messages - Indoor Air Quality

- CO₂ levels within buildings naturally vary across the day
- Indoor air quality and pollutant minimisation
 - CO₂ average 1500ppm
 - CO₂ max 3000ppm
 - CO₂ optimal level needs to be 1200ppm
- Opening doors and windows can reduce the CO₂ levels
- DQLS performance parameters for CO₂ ensure learning environments are adequately ventilated
- Simple interventions can be used to lower CO₂, without jumping to high tech solutions, just by making the users aware of the internal environment



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Ventilation design strategies

- Ventilation design principles for the three main design strategies:
 - Naturally ventilated (passive)
 - Mixed natural/mechanical ventilation
 - Mechanically ventilated
- Maintaining good indoor air quality in cold weather in naturally ventilated buildings is more difficult and relies, to a certain extent, on staff intervention in opening windows
- Trickle vents and a range of window opening arrangements along with CO₂ and temperature monitoring is now required.

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Examples of passive ventilation



Example of roof mounted wind catchers



Example of opening high level windows



Example of cross ventilation and opening windows



Example of ceiling mounted fans

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Key messages – Ventilation & Temperature Control

- Ventilation design strategies
 - natural (passive), mixed mode, mechanical
- Temperature control
 - minimum temperature 18°C
 - maximum temperature 25°C
(with maximum hours * above 25°C & 28°C)
- Internal environment monitoring provisions for temperature and CO₂ within learning spaces
- New school insulation requirements (minimum 'R**values')

* see Table 1.2 on slide 23

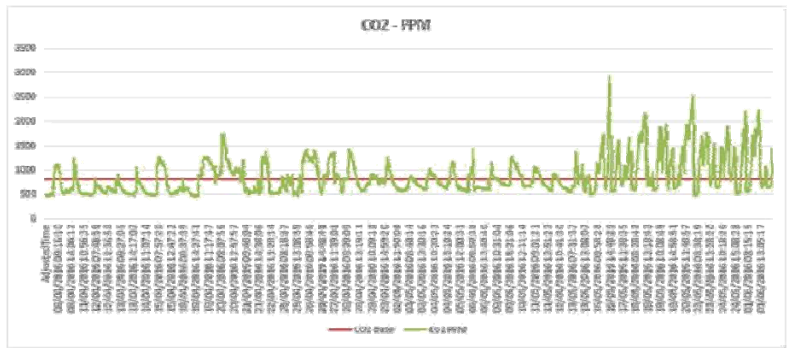
** R Value = Thermal Resistance rating – how well a material resists heat flow



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Indoor Air Quality



MoE Data collection – CO₂ levels over April to June 2016 for the classroom(previous slide). Spikes in CO₂ correlated with higher classroom temperatures, indicating the windows and doors were not opened to adequately ventilate the space.

Maximum Temperature by Climate Zone

Table 1.2

Climate Zone	Sub Zone Towns/Cities		No. of Hours above	
			25°C	28°C
North Island 1 - Warm	Northern North Island	Kaitiaki Whangarei Auckland	250	50
North Island 2A - Cool	Central North Island	Hamilton Rotorua	150	10
	South West North Island	New Plymouth Whangarei Palmerston North Wellington	150	10
North Island 2B - Warm	Eastern North Island	Napier Hastings Masterton	250	60
North Island 3A - Cool	Central North Island	Taupo	150	10
South Island 3B - Warm	Northern South Island	Nelson Blenheim	150	20
South Island 3C - Cold	Western South Island	Westport Hokitika Greymouth	50	10
	Eastern South Island	Kaikoura Christchurch Timaru	150	40
	Inland South Island	Wanaka Queenstown Alexandra	50	10
	Southern South Island	Dunedin Invercargill	20	10

Figure 1.6

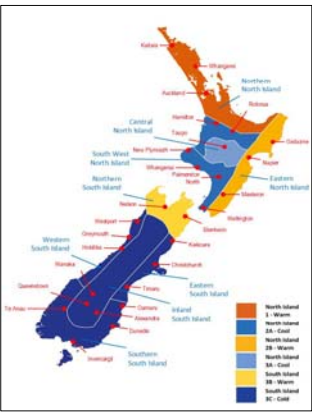


Table 1.2 shows the maximum number of hours where the internal temperature can exceed the over heating threshold. The difference in hours between regions accounts for regional climate variation. Modelling of buildings for each climate zone will be affected by material selection and insulation requirements. Figure 1.6 shows graphically the regional climate zones in Table 1.2

New School Insulation

- Minimum R-Values are now specified for each climate zone.
- These R-values are required to be met for new school projects and major alterations.
- They are the recommended benchmark for upgrading existing classrooms.
- Note – thermal modelling may show single glazing may be used to mitigate overheating, however acoustic insulation requirements will have to be achieved.

Climate Zone	Sub Zone	Town/City	Building Component	Min Minimum Insulation Requirements
North Island 1 - Warm	Northern North Island	Kaitake Whangarei Auckland	Roof	0.18
			Wall	0.22
			Floor	0.13
	Central North Island	Hawke's Bay Rotorua	Roof	0.13 (single)
			Wall	0.17
			Floor	0.13
North Island 2A - Cool	South West North Island	New Plymouth Whangarei Far North North Wellington	Roof	0.20 (double)
			Wall	0.13
			Floor	0.13
	Eastern North Island	Gisborne Napier Masterton	Roof	0.13 (double)
			Wall	0.17
			Floor	0.13
North Island 2B - Warm	Central North Island	Tairāhiti	Roof	0.13
			Wall	0.17
			Floor	0.13
	Northern South Island	Nelson Blenheim	Roof	0.13 (double)
			Wall	0.17
			Floor	0.13
South Island 3B - Warm	Western South Island	Wellington Invercargill Greymouth	Roof	0.13
			Wall	0.17
			Floor	0.13
	Eastern South Island	Kaikoura Christchurch Timaru	Roof	0.13 (double)
			Wall	0.17
			Floor	0.13
South Island 3C - Cold	Inland South Island	Nelson Queenstown Alexandra	Roof	0.13
			Wall	0.17
			Floor	0.13
	Southern South Island	Dunedin Invercargill	Roof	0.13 (double)
			Wall	0.17
			Floor	0.13

Minimum required 'R-Values' by climate zone

DQLS - Acoustics

DQLS – Acoustics v2.0

- Issued September 2016, and mandatory from January 2017
- v2.0 has substantial updates to the 2007 v1.0
- Sets **performance requirements** to support the design of innovative learning environments and flexible learning spaces
- Requirements are now clearly marked as

‘mandatory’



or **‘recommendation’**



Using the guidance

The DQLS - Acoustics should be referred to for the purpose of:

- Briefing design teams
- Informing and reviewing designs and specifications
- Estimating costs
- Undertaking technical post occupancy evaluations
- Benchmarking existing building performance for acoustic upgrades.



Document structure

It is structured to outline specific performance requirements for design professionals and project managers.

- Introduction
- Section 1: Minimum requirements
- Section 2: New schools
- Section 3: Existing schools
- Section 4: Specialist learning spaces
- Section 5: Typical construction types
- Section 6: Glossary and references
- Appendix: Acoustic concepts



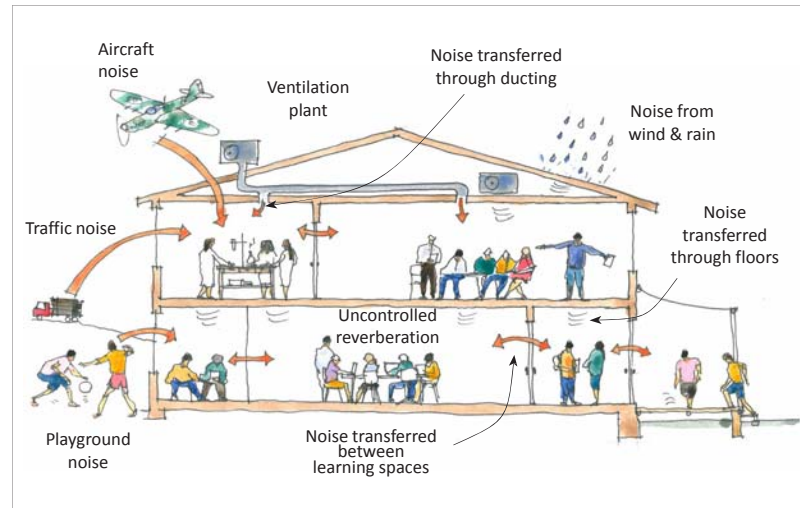
Key design messages

- Inclusive acoustic design philosophy for all hearing abilities
- Integrated design approach with a education centric 'value engineering hierarchy', considering relationships between design elements and optimising spaces for educational outcomes

Usability of space > Acoustics > Ventilation > Lighting > Energy Use

- Without good acoustics a learning space becomes unusable. If the occupants are unable to communicate effectively then the investment is wasted.

Noise?



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Minimum performance requirements

Version 2.0 sets out minimum requirements for:

- Reverberation Times (RT)
- Sound Transmission Class (STC)
- Impact Insulation Class (IIC)
- Noise Reduction Coefficient (NRC)
- Rain noise / Noise Criterion (NC)
- Ambient Noise Level.

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RT = Reverberation Times

Reverberation is a bit like an echo only normally over a shorter time period. It is defined as the length of **time** required for sound to reduce 60 dB (decibels) from its initial level.

Context: 10dB is audibly perceived as twice as loud.

Key message: suitable reverberation times (RT) for learning spaces are now specified for different types of occupied spaces (0.4 - 0.8 seconds).

Reverberation Times & STC in schools

Table 1-1 Design reverberation times in different learning spaces

Learning space	Reverberation time (s) mid frequency average (RT _{0.5})
Breakout spaces / meeting spaces / teacher work spaces	0.4 – 0.5
Flexible learning spaces	0.5 – 0.8 Refer Figure 1-2
Cellular classrooms	0.4 – 0.5
Music learning spaces	0.6 – 0.8 Refer Section 4
Halls / Multipurpose spaces	0.6 – 0.8 Refer Figure 1-2
Gymnasiums	0.8 – 1.5 Refer Section 4
Technology and science spaces	0.6 – 0.8 Refer Section 4
Libraries	0.5 – 0.8 Refer Section 4



Table 1-2 Design sound insulation performance (STC ratings) for adjoining learning spaces

Learning space types	Adjoining learning space					
	Flexible learning spaces	Meeting, library, cellular classroom	Technology learning space ^a (moderate noise)	Technology learning space ^a (high noise)	Gymnasium	Halls / Multi-purpose spaces
Flexible learning space	25-50 Refer Table 1-3	50 ^a	55	60 ^a	60 ^a	60 ^a
Meeting, library, cellular classroom		50 ^a	55	60 ^a	60 ^a	60
Technology learning space ^a (moderate noise)			50	55	55	60 ^a
Technology learning space ^a (high noise)				55	55	60 ^a
Gymnasium					55	60 ^a
Halls / Multi-purpose spaces						60 ^a
Music learning space ^a						60

Table 1-3 Design sound insulation performance (STC ratings) for adjoining learning spaces

Adjoining spaces	Flexible learning spaces (coordinated)	Flexible learning spaces (separate)	Break-out learning spaces and teacher work space	Quiet breakout and withdrawal spaces (for contemplation or specialist activities)
Flexible learning spaces (coordinated)	Adequate sound insulation and absorptive materials to achieve other acoustic requirements within the STC space	Refer table 2	STC 40 wall 15 floor glazing 25 glazed door ^a	50 wall 15 floor glazing 25 glazed door ^a
Flexible learning spaces (separate)		50 wall ^a 15 floor glazing	50 wall 15 floor glazing 25 glazed door ^a	50 wall 15 floor glazing 25 glazed door ^a
Break-out learning spaces and teacher work space			50 wall	50 wall
Quiet breakout and withdrawal rooms for (contemplation or specialist activities)				50 wall

STC = Sound Transmission Class



STC is an integer rating of how well a building partition reduces the airborne **sound**. It is the most common sound reduction measurement in use.

Context: a wall with an STC 60 rating, means over the frequency range it will reduce the sound level by 60dB. A normal conversation (60dB) on the other side of the wall constructed to STC 60(60dB) will not be easily heard.

Key message: sound insulation requirements are now specified (STC 25 - 60) to ensure adequate acoustic separation between spaces.

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IIC = Impact Insulation Class



IIC is a measure of the reduction in sound that a particular construction has when subjected to a standard bothersome **impact** noise.

Context: sources could be from ventilation fan cavitations, foot fall noise (such as high heels, loud stomping) and items dropping on the floor like balls and books.

Key message: Impact sound minimum performance is now specified (**IIC 55**).

The value is a rating ~ 0-100. The lowest Floor/ceiling assemblies come in around 25 and the highest around 85

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NRC = Noise Reduction Coefficient



NRC indicates how much sound energy is absorbed by a given material or composite construction. When sound energy is absorbed it reduces the amount that can be reflected back into the space.

Generally thicker materials will be able to absorb lower frequencies.

Key message: Minimum acoustic absorption requirements for ceilings (**NRC 0.85**).

Note: An NRC of 0 (zero) indicates perfect reflection; an NRC of 1 indicates perfect absorption

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NC = Noise Criterion



Noise Criterion (NC) is a rating system that enables designers to specify an assembly (roof/ceiling etc) that ensures an occupied space has an acceptable background noise level. It can include noise from air-conditioning systems, rain or other ambient noise. Reducing this noise requires construction with mass and absorptive linings

Note: Rain noise is similar to dropping rice on a metal tray, it is intense noise but normally only lasts for short durations.

Key message: minimum requirement for rain noise attenuation (**NC45***).

* The rating is determined by plotting an octave curves for a given noise spectrum. The NC range is NC 15 (recording studio) to NC 70 (factories)

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Ambient noise

Ambient noise is the noise within a space without people. It includes ventilation units, fans, computers and external noise sources such as road traffic and industrial activity noise from adjacent properties.

Key message: maximum ambient noise levels now specified for different spaces (35 – 45dB decibels).

5YA Alignment Project

An update

Author: Wayne Tacon

Where We Are, What We Have Learnt



1. Stage 1.1: Preparatory work on 10YPPs for all schools participating (completed)
2. Stage 1.2: Agree order of projects across clusters for all schools and submit 10YPPs (completed)
3. Stage 2.1: Procurement of project managers (completed)
4. Stage 2.2: Procurement plans across clusters (various stages depending on individual cluster)
5. Stage 2.3: Deliver School Projects (various stages depending on individual cluster)

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Where We Are, What We Have Learnt



- Stage 1.1 - Learnings in this area have predominantly been around how the process can be improved to speed up production and save time for school management. Suggested changes to be explored are around:
 - Timing and engagement of 10YPP consultants
 - Paying of 10YPP consultants
 - Speeding up and improving quality and delivery of 'Specialist Infrastructure Reports' eg roofing
- Recommendations will be focused on what stops a 10YPP being signed off so that by 1 July of 5YA starting year schools are drawing down funding.

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Where We Are, What We Have Learnt

- Stage 1.2 and 2:2 - Learnings in this area have identified how clustering can:
 - Actually speed up delivery of projects when schools see all of the projects being undertaken in the cluster
 - Appears to be incentivising professional service providers and contractors to participate
 - Is creating way to reduce administration and paperwork (which can work irrespective of being in a cluster)
- It is not till Stage 2.3 is at least partially completed that we have hard evidence on financial savings (this is probably 12 months away).

Health and safety at work - school property

Understanding and managing health and safety risks

Health and safety information



- Guidance material on health and safety topics affecting schools can be found at:
<http://www.education.govt.nz/school/property/health-and-safety-management/>
- The health and safety “landing page” above has been established to provide quick and easy access to all the health and safety topics
- Where appropriate information is linked to the ‘Health and Safety’ section of the Ministry’s website
- Information from WorkSafe has been used in some cases to avoid duplication eg diagrams on where to look for asbestos in buildings
- Other sources for general health and safety information are:
 - www.worksafe.govt.nz
 - www.acc.co.nz

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Managing asbestos



- When left in place and good condition asbestos is not a significant risk
- HOWEVER if it is disturbed during building work and fibres become airborne, a health risk occurs
- If asbestos has been identified in your school the details must be recorded in your hazard and risk register
- The Ministry (EIS) has procedures, guidelines and check lists in place for EIS led projects and this information is available for school boards to refer to and use, at:
<http://www.education.govt.nz/school/property/state-schools/fixing-issues/asbestos/>.

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Asbestos Management Risk Assessment Checklist

- The Health and Safety at Work (Asbestos) Regulations and Code of Practice prescribe the actions you must take if asbestos is a risk.
- When considering the risks involved with asbestos and any related work it is important to focus on:
 - consultation with other PCBU's with shared duties AND the school community ie advise if asbestos related work is to be undertaken and what the arrangements are
 - ensure a licensed asbestos removalist is engaged
 - WorkSafe is notified
 - if asbestos is not found, the contractor should have a process in place to deal with any unidentified asbestos found during the building work
- More guidance can be found on the check sheets 'Asbestos Management Risk Assessment Checklist' and 'Ministry Requirements for Asbestos Removal' at: <http://www.education.govt.nz/school/property/state-schools/fixing-issues/asbestos/>.

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Managing contractors

- Managing property often involves engaging contractors to undertake maintenance and building work.
- The H&S Work Act (HSWA) requires PCBU's such as school boards and the Ministry to consult where they share a duty on the same matter.
- An example is when a tradesperson arrives at the school to undertake work they need be signed in, inducted and made aware of hazards listed in the school's hazard and risk register.
- Information about engaging and managing contractors or property projects has been consolidated and can be found at; <http://www.education.govt.nz/school/property/health-and-safety-management/property-contractor-health-and-safety/>
- This information includes the revised procurement and contract templates that align with current H&S legislation.

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Health and safety risks

- The main focus of HSWA is to require the elimination of risks to health and safety and if not reasonably practicable, to minimise the risks
- It is important for PCBUs such as schools to identify and understand what the key risks are, and:
 - maintain a current hazard and risk register
 - ensure that workers (teaching and support staff), pupils and visitors are aware of the hazards and risks, and what the controls are to prevent harm
 - induct visitors and tradespersons/contractors onto the school site and make them aware of the known hazards and risks
 - follow the Ministry's H&S System available at: <http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/>
- Particular areas to consider are:
 - asbestos management
 - technical teaching spaces and school laboratories where there is likely to be hazardous and flammable material, machinery and environmental (excessive noise or dust) issues.

All-of-Government Procurement Update

Schools can save money through All-of-Government Contracts


average savings of **20%**
on rental vehicles


average saving of **9%**
on air travel


average saving of **11%**
on vehicles


average saving of **22%**
on office supplies


average saving of **6%**
on electricity


average saving of **8%**
on print technology and
associated services


average savings of **9%**
on IT hardware


average saving of **17%**
on reticulated gas

658 schools participating in one or more contracts

How does my school sign up to be part of the All-of-Government contracts?

- 1** Fill in the Online Registration form on the NZ Schools page at www.procurement.govt.nz, under the heading of Registering your school.
- 2** You will then be issued with a login to inSource, a web based library of confidential AoG contract information.
- 3** Within inSource you can review each AoG contracts' offering, including pricing, and sign up to any or all of the available contracts.

For more information



Visit our Schools page at:
www.procurement.govt.nz



Phone: Jan Barnett
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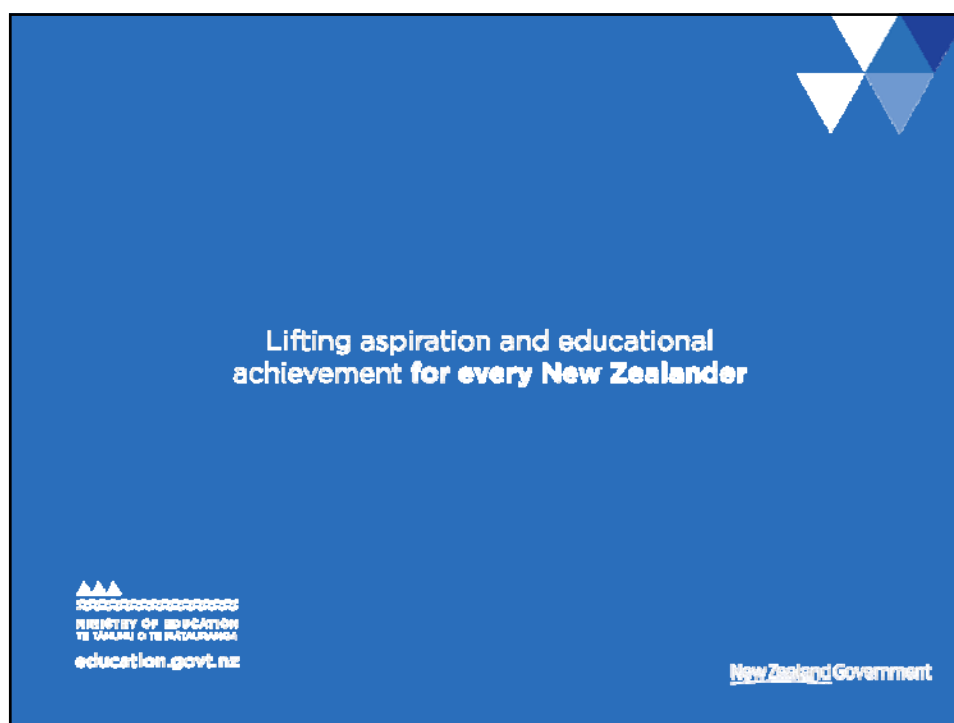


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MINISTRY OF BUSINESS,
INNOVATION & EMPLOYMENT
HIKINA WHAKATUTUKI

New Zealand Government





Central North Regional Update

15 March 2017 Handout

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Regional Topics

- Challenges across the region
- Our focus for 2017
- Progress against 10 Year Property Plans and School Visits.

Our Focus for 2017

Overview of Challenges

Over the Last 6 months

- Staff changes
- new roles - Infrastructure Manager (Tony Bodger)
- new School Property Advisors (Cindy, Brennon, Noeleen)
- Support staff (Hannah, Rachel, & Anne)
- changes to portfolios
- Roll out Helios

Maintaining stakeholder engagement

- Customer relationships
- Ensuring All schools have 10YPP
- Managing day to day operations

Introduction of Communities of Learning

Our Focus for 2017

Three themes

- Customer Centric Services
- Support Good Decision-Making and Delivery
- Support School Communities to focus on Teaching and Learning



Customer Centric Services

- Build capability within our team to provide good advice schools
- Developing good professional relationship with schools
- Developing good professional relationship with our third party partners i.e. project managers and project planners.
- Ensuring our advice to schools is current.

Support Good Decision Making and Delivery

- Building good relationships with schools
- Proactive in forecasting future demand
- Innovation & continuous improvement

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Support School Communities to Focus on Teaching and Learning

- Helping schools and Community Of Learning achieve better infrastructure outcomes
- Support schools to spend more time on teaching and learning
- Support Community Access to schools

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How are we tracking

10 Year Property Plan

10YPP Programme

	2014/15	2015/16	2016/17	Total
Total for Region	1	45	93	139
KPI Target for year	100%	100%	80%	
Target (Annual)	1	45	75	121
Progress to date				
Agreed	1	37	50	88
Progress against target	100%	82%	67%	73%
Progress against accumulative target for Feb				80
Tracking well				110%

10 YPP Office Target

	Napier	Rotorua	Hamilton	Total
Agreed	31	29	28	88
Total	35	46	58	139
Percentage	89%	63%	48%	63%
Pipeline	4	17	30	51
Portion of Region	25%	33%	42%	100%
YTD Feb target	20	26	33	80
YTD against target	174%	110%	84%	110%

School Visits

Annual School Visits

	Napier	Rotorua	Hamilton	Total
Within 12 Months	132	128	151	411
>12 Months	20	38	88	146
Grand Total	152	166	239	557
Target 90%	136	149	215	500
% Acheived YTD	97%	86%	70%	82%

