

Key Summary Sheet

Regional Infrastructure Forum - Series One, 2019



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On this summary sheet we have brought together items that we will cover in the forum and some extra information that you may be interested in.
We welcome your feedback on the summary sheet, the forums, and any of the items discussed.

Education Infrastructure Service - Key Focus Areas for 2019

Ministry-led school property projects

We are building capability and consistency within the Ministry and across the construction sector. This will help ensure the successful delivery of Ministry-led school projects such as major redevelopments, roll growth classrooms, new school builds, complex 5YA projects and some weathertightness projects.

As one of the largest buyers of vertical construction services in New Zealand, the Ministry needs a sustainable supply of high-performing construction suppliers to deliver quality learning environments.

We set up a national Construction Directory of prequalified construction suppliers to save the supplier time and effort during the tender.

We launched a forward pipeline of Ministry-led school property projects to help construction companies select their preferred tender opportunities and plan their workload and capacity.

We want to achieve the best learning environments for New Zealanders, while helping the construction market to improve.

We have invested in our capital works team, which plans and manages the delivery of school construction projects.

We have brought on construction observers to work closely with on-site contractors during Ministry-led capital works projects. Construction observers carry out and record observations against an agreed schedule so that the Ministry can take corrective actions required during the course of the project. This ensures the final product meets the specifications outlined in the construction contract.

We want learners to have warm, dry and fit-for-purpose learning environments, which meet or exceed standards.

Education Work Programme

Last year, the Government set an ambitious work programme for the education portfolio. The work programme is made up of:

- Big reviews of parts of the system
- Strategies to map out priorities and actions over the next three or more years
- Some key initiatives to get underway now.

As part of this work, we engaged with the school sector to hear views on:

- How to define, measure and improve the quality of school property, specifically the proposal to focus the definition of quality on condition, fitness for purpose and operational efficiency.
- How to reduce the burden of managing school property and create efficiencies, specifically the proposal to centralise some property management and maintenance functions, and manage school internet infrastructure and hardware.

We continue to explore these views and ideas on how changes to school property can occur so that by 2030, all state schools have quality learning environments.

Tomorrow's School Review

Consultation on the report by the Tomorrow's Schools Independent Taskforce closed on 7 April 2019.

The original report's recommendations have been the subject of considerable debate. More than 4,200 responses have been received.

Because of this, the Minister of Education has given the Independent Taskforce a two month extension, until 28 June 2019, to report back to him.

It is important to note that, whatever recommendations the Taskforce end up making in its final report, they remain proposals.

The Minister has made it clear that he will be seeking further advice on any recommendations made, from our Ministry and other education agencies, before presenting recommendations for change to Cabinet.

School Bus Tender 2020

The daily bus and technology bus contracts expire on 31 December 2020. Under the Government Rules of Sourcing, the Ministry must go to open tender. We will start the tender later this year, with tenderers being advised of the outcome in early to mid-2020. This will be the biggest transport tender in the Ministry's history. Further information is available on our website or you can email bus.tender@education.govt.nz.

EdPay rollout to schools

In 2016, Education Payroll Limited established that Novopay be replaced with EdPay.

EPL is testing an early version of EdPay in 11 schools, with a further 15 joining the test group later this month. By the end of August, EdPay will be tested in up to 100 schools throughout the country.

The schools testing the system have been very positive about it, even though it's still early days. The feedback is that it gives them greater access to the data they need to manage their payroll.

EdPay will remove the need to complete complex forms. Tasks like on-boarding people, changing employee details and doing terminations will be completed in just a few clicks.

EPL will be engaging early and closely with schools and their Boards. They are keen to learn from the lessons of the past. They are focused on making sure that EdPay is easy to use, and that the right training is in place for school users before the rollout begins.

More information will be available later this month. EPL has been invited to present at the September sector forum to tell us more about EdPay and the rollout plans.

Restructure of Ministry website content

The Ministry will be restructuring the school property and transport information on the education.govt.nz website for schools and suppliers in the week starting 13 May, 2019.

The restructure will make the website easier for users to navigate, find and understand the information they're looking for.

The changes are just to the structure of the property and transport information - there are no changes to policy or process and we have not removed any information.

Key changes:

- School property and transport information for schools will be in one section called 'School Property and Transport'.
- All information for your suppliers (including project managers, 10YPP consultants, designers, architects, transport service providers and ICT suppliers) can be found in one section at the following address: <http://education.govt.nz/suppliers>

If you have saved bookmarks for school property and transport pages, these will need to be updated after 17 May, 2019.

If you have questions or issues finding property or transport information on the website, please contact EIS.webservices@education.govt.nz.

Lessons from the March Christchurch lockdown

When Police required a city-wide lockdown in Christchurch on Friday 15 March, our schools, kura and early learning centres kept our children, young people and adults safe, in challenging circumstances, with everyone returning home safely.

Because this lockdown was for almost four hours, covered a large area of a major city, affected many families and occurred at a time of uncertainty about the nature of the events that were unfolding, it is more important than usual that we review the lockdown.

The review will be carried out by Police and the Ministry, working with representatives from schools and early learning services. It will seek the views of students, parents, teachers, other schools and early learning centre staff, principals and early learning leaders.

Product of the review

A report will be produced that identifies what was managed well and areas for improvement or further consideration. The final report will be presented to the Deputy Secretary of Sector Enablement & Support at the Ministry of Education for consideration of its wider application across the country.

Next steps for the review:

- Engage a contractor to complete the review.
- Create opportunities for students, parents and communities to have their say.
- Encourage schools and early learning services to gather the views of their communities.
- Encourage all feedback to be sent to feedback.canterbury@education.govt.nz.

Timeframe

To allow for full participation from a range of people involved in the lockdown, the final report will be submitted at the end of Term 2 (July 5, 2019). Submissions will close on the June 7, 2019.

Quality Learning Environments

At the special forums on the Reform of School Property in August last year, we discussed the Minister's goals of ensuring all schools provide quality learning environments by 2030. We discussed the conceptual framework for setting this target (bringing asset condition, fitness for purpose and operational efficiency together), and how we would pilot this approach this year in the Kawerau, Taupō, Whakatāne and Rotorua districts.

At the May/June 2018 property forums, we provided an update on the pilot and ran a short workshop on what having quality learning environment data might mean for school-based property planning.

The pilot is progressing well, with data being collected through the following processes:

- For condition, a new assessment framework has been developed, building on lessons learned from the current condition assessment approach and industry best practise.
- To measure fitness for purpose, we're deploying data loggers that record temperature, noise, lighting and carbon dioxide. We've also improved on the Innovative Learning Environment Assessment Tool to record the user's experience of the learning environment. The new tool, "School Evaluation of the Physical Environment", has questions about the school's vision and teaching/learning approaches, site wide and block-based questions.
- We're collecting energy data as the initial focus for operational efficiency. We are working with EECA to set appropriate energy consumption benchmarks for schools based on the data we collect.

The data across these three dimensions will produce a picture of the quality of the physical learning environment, supporting the development of 10 Year Property Plans and enabling the Ministry to more effectively target common issues across the school property portfolio.

Small & Isolated Schools Project

The Small & Isolated Schools Pilot responded to sector feedback that small and isolated schools were more challenged to carry out asset maintenance and improve the quality of their internal environments.

The pilot used an evidence-based approach that:

- measured internal performance
- tailored interventions to the data
- re-measured internal performance; and
- completed a cost/benefit analysis.

The pilot is being used to develop and cost portfolio-wide interventions.

We have learnt that the importance of temperature, light, acoustics, humidity, and air quality (generally referred to as 'hygiene' factors), are not necessarily well explained or well understood. Poor hygiene factors in a classroom can impede learning, and good hygiene factors can support learning.

Ministry Engaged Consultants

The national roll out of Ministry engaged consultants begins this year for all state schools starting with those in the 2020/21 5YA cycle, whose 5YA budgets are due 1 July 2020 and will be planning in 2019. This is now the default consultant engagement process for all state schools (excluding integrated schools). Schools that participate do not have to take any action, and there is no change to the school's role in developing the 10YPP. Schools will continue to play a key role in the planning process.

The Ministry will pay for the consultant and the 5 high-level specialist reports, and there are no changes to the 10YPP process, 5YA funding or supplementary funding, or the school's appointment of project managers to complete 5YA projects.

The benefits of Ministry Engaged Consultants include:

- Reduced administrative overheads and operational expenditure for schools. Schools can put more time and money into educational outcomes while still having a voice in the process
- Plans completed on time so schools can access and spend their full Five Year Agreement (5YA) budgets from year one
- Improved quality and consistency of 10 Year Property Plans (10YPP)
- Consultants provided with attractive packages of work to enable them to plan ahead and work more efficiently
- Clarity of the Ministry's requirements - timeliness, cost and quality of 10YPPs
- Increased opportunities for suppliers who perform well and who give the Ministry confidence they can deliver quality plans.

Review of 5YA Project Forms and Process

The objectives of the review of the 5YA project forms and process were to ensure:

- the process of school-managed 5YA projects is still relevant, and
- 5YA project forms are fit for purpose, that is:
 - rationale for the forms is confirmed/understood
 - minimise administration
 - support good decision making
 - maintain financial and asset data integrity
 - current practice guidance and processes are up-to-date.

As a result of the review it was found that when understood and undertaken competently, the current 5YA project process is relevant and works well. All 5YA project forms are required, and each has a specific purpose to enable the Ministry to manage assets, but that the 5YA suite of documents could be enhanced to improve usability and reduce time/effort.

We are working on the form enhancements over the next few months to provide more guidance on when to complete forms, information to be submitted, and consolidate information where possible.

We are also investigating whether it is possible to pre-populate information into some forms, and make them available for Project Managers and Consultants to access from the Helios Portal. The outcome of these investigations will be known in the next few months.

Weathertightness Remediation Programme

The Weathertightness Remediation Programme is a five year programme aligning with 5YA cycles. Funding is 50% of the cost from the current 5YA budget capped at 50% of the 5YA budget value, and includes all residual 5YA funds from previous cycles. The Ministry will top up the 5YA budget for the difference.

If there is no 5YA funding, talk to your property advisor. There are processes to cover this kind of situation.

Urgent works can be brought forward. Talk to your property advisor if you have urgent works.

Progress to date:

- Since September 2018 to date, we have had 111 requests sent to the Weathertightness Team for re-inspections
- We have 52 buildings currently in construction – school led
- We have 378 buildings in various stages of construction with Capital Works
- We have developed a quality assurance process for all projects to ensure quality during construction.

Third Party Occupancy

To process an application, we need to receive a completed Approval in Principle form, board minutes, and a site plan with the proposed lease area clearly outlined.

Third parties should get in touch with the Board of Trustees in the first instance. Boards should always talk to the school's property advisor in the first instance.

School housing and landlord responsibilities

Boards of trustees now manage nearly all core houses. If your school has a core house, you are the landlord and your responsibilities include complying with the 2019 Healthy Homes Standards.

These standards cover:

- **Heating** - there must be fixed heating devices, capable of achieving a minimum temperature of at least 18°C in the living room only. Some heating devices are inefficient, unaffordable or

unhealthy and will not meet the requirements under the heating standard.

- **Insulation** - The minimum level of ceiling and underfloor insulation must either meet the 2008 Building Code, or (for existing ceiling insulation) have a minimum thickness of 120mm. Insulation Statements are now compulsory with all new tenancy agreements. Insulation will be compulsory in all rental homes from 1 July 2019.
- **Ventilation** - Ventilation must include openable windows in the living room, dining room, kitchen and bedrooms. Also an appropriately sized extractor fan(s) in rooms with a bath or shower or indoor cooktop
- **Moisture ingress and drainage** - Landlords must ensure efficient drainage and guttering, downpipes and drains. If a rental property has an enclosed subfloor, it must have a ground moisture barrier if it's possible to install one.
- **Draught stopping** - Landlords must stop any unnecessary gaps or holes in walls, ceilings, windows, floors, and doors that cause noticeable draughts. All unused chimneys and fireplaces must be blocked

Smoke Alarms

Legislative changes to require working smoke alarms or detectors to be in all rental properties came into force on 1 July 2016.

Smoke alarms must be installed within 3 metres of each bedroom door, or in every room where a person sleeps and in each level or story of a multi-story or multi-level home.

All new smoke alarms must be photoelectric, have a battery life of at least eight years or be hard-wired, be installed according to the manufacturer's instructions, and meet international standards. Existing smoke alarms do not need to be replaced if they are working, and have not passed their expiry date.

Landlords must ensure smoke alarms are working at the start of each new tenancy and remain in working order during the tenancy.

Landlords must meet these requirements before 1 July 2019.

Who's Who in Central North

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