

Supporting You To Manage Your School Property

Simplifying the Project Management Process

To assist schools with getting their capital works projects underway, the Ministry has reviewed its project management process and recently announced the following initiatives:

- If schools have appointed a project manager and have an agreed timeframe, planning fees of 10% can be advanced to schools for projects over \$100,000 once advice of an approved budget is received from the Ministry.
- Only tenders over \$100,000 are required to be listed on GETS, this has increased from \$50,000.
- The simpler project process where schools can undertake a 5YA (5 Year Agreement) project then send the paperwork to the Ministry now applies to projects up to \$100,000 – previously this process was for projects under \$50,000. However, schools need to ensure that these projects still comply with the Ministry's procurement process that requires three quotes.
- An existing project manager contract can be extended to a new project of a lower value, as long as the new contract is for less than \$25,000.
- Rural schools forming a cluster can change their re-sign dates of their 5 Year Agreements.

For more details about the changes please refer to the Ministry's website using the keywords "property management policy".

Planning and Running a Project

The following have been identified by schools featured in previous newsletters as keys to the success of their property projects:

- Allow plenty of planning time. It always takes longer than expected so start planning as soon as funds are approved.
- Think 'outside the box', brainstorm and create a wish list (e.g. via a workshop with the people using the space).
- Visit other schools, including new schools.
- Talk to colleagues in other schools to see how they use their spaces.
- Search the internet for national and international design ideas, including referring to past regional newsletters.
- Seek help from your Network Facilitator before selecting an architect.

We also think it's useful for schools to:

- Appoint a project manager early in the process. A recent survey of schools illustrated how much faster a project moves when a project manager has been appointed at the very start of a project.
- Think about the overall scope of a project in the planning phase. For example, if you are replacing concrete areas and paths, this might be a good opportunity to replace old water pipes and services.
- Carefully consider your process for selecting consultants and construction companies. Boards need to have a clearly documented process as they may need to prove it was fair and transparent. Over recent times there have been a growing number of tenders that are contested which may slow down the construction phase if documentation does not meet the required standard.
- Progressively work through 5YA projects to complete them.
- Allow the Ministry time to process your paperwork before you want to start the project, particularly at the end of terms and end of the year as these are very busy times.

Important Information

There are a number of schools that have not spent their allocated property funding. In order to ensure all of our schools are well-maintained and students are being taught in good quality facilities, this funding needs to be spent.

If your school has had funding approved in previous years, these projects need to begin urgently.

The Ministry will be contacting schools with unspent funding. These schools risk losing the unspent funding.

Important Dates and What To Look Out For

Spending 5YA Money

- Schools that are re-signing their 5YA (5 Year Agreement) this June should have their 10YPP to their Network Facilitator by 30 June. When the plan is signed, schools can spend money from year 1 of their plan.
- From the beginning of July, schools that are part-way through their 5YA can spend the money they had allocated for the 2009/2010 financial year.

Interim SPG (School Property Guide) and Replacement Buildings Programmes

Schools who have received funding for these programmes need to report to the Ministry by the end of June to confirm they have appointed a project manager.

Consultant Seminars

The following seminars for consultants will run from 10am-12.30pm at the Ministry's Auckland office in Normanby Road, Mt Eden. To book, phone Marci on 0-9-632 9409 or email marci.mead@minedu.govt.nz.

- Monday 10 August: State Schools Property Management Handbook - An overview of the Handbook
- Wednesday 26 August: 10YPP Workshop
- Monday 7 September: State Schools Property Management Handbook - Section 4 (Planning).

Northland Schools and Consultants

See the insert to this newsletter for information about the Preferred Supplier pilot for employing project managers.

Libraries: Vibrant spaces to encourage students to read

The four primary schools featured in this article redeveloped their libraries to create spaces not only for books, but for reading, for computers and for searching reference material. The key driver for upgrading the library facilities came out of each school's focus on literacy and their desire to encourage more children to read.

All four library designs are different and work very well for each school, with none of the schools identifying anything that they would change about their design if they were doing the project again.

The project management process was a positive one for the schools with all projects coming in on time and within their original budget.



Mangere East School – Above: Non-fiction area can be used as a teaching space with lots of room for art displays. Below: Fiction space is colourful with comfortable bean bags for the students to relax in while reading.



Mangere East School added a Board-owned relocatable classroom to one that had already been used for their library to create a larger purpose-designed facility. Two classrooms were joined at a 45 degree angle to form one large space, with a triangle-shaped room created for use as a theatre. The point where the two buildings join is the entrance to the information centre and a great area for topic displays.

The non-fiction and reference books are housed in the space with high level windows, while the fiction section is in the light and sunny side with large opening windows. The shelving for books is around the walls for ease of supervision.

Before school and during breaks the information centre is popular with students playing board games, reading books or listening to stories via wireless headphones.

The facility, which used 5YA and Board funds, was named 'Joe Matata and Maurice Wilson Information Centre' to reflect the importance that the school places on its kaumatua and their value as living information sources.

The school felt the key to the success of the information centre was the time and effort which went into the planning stages, and included visits to other schools to see the types of visioning that was happening. Staff who would be using the facilities were thoroughly involved in the planning and design of the spaces and how they should operate. This was particularly important as the school wanted the design to foster 'inquiry learning' where students search for knowledge via books, computers and multimedia.

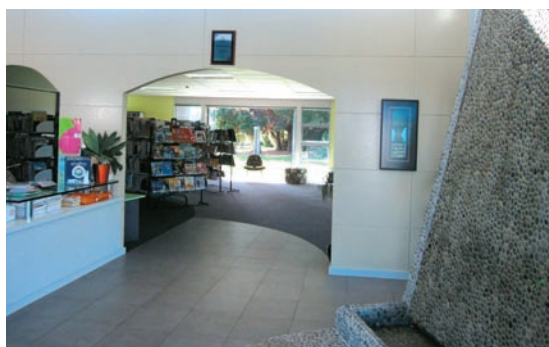


Mangere East School – Facing a large wall-mounted TV, the theatre has tiered seating for two classes.

The Board was very supportive of the project and received sound advice from

its property consultants. The end result is a cost-effective redevelopment of existing buildings that is the type of learning space the school wanted to help its students develop a love of, and interest in, reading and inquiry.

The IT centre at **Mayfield School** includes a school library, reading and teaching area, a computer suite and a family library. The separate family library, which provides parents the opportunity to borrow books and games for preschoolers, their school children and themselves, is one strategy to improve parent-school links.



Mayfield School – Above: Entrance foyer looking through to the main library, with water feature on right and librarian's workspace on left. Below: Light space decorated with interesting furniture, with tiered teaching space to the right.



The school's brief to the architects was to design a new facility that would complement the recently-built administration building, reflect the local community and have lots of space and natural light.

The building has a peaceful and welcoming atmosphere, which is evident immediately when people enter and see a stunning large water feature. This foyer offers access to the different parts of the facility and is the librarian's working space. Located centrally within the school, the design of the facility makes the most of the tranquil surroundings and mature trees. Large doors open onto a paved courtyard and grass for outdoor reading. A light and airy stepped-down teaching and reading area has tiered seating, a large screen and comfortable bean bags.

The computer suite is fitted out with 28 computers and has small high level windows providing natural light. The school chose Furnware adjustable furniture for the space which it is very pleased with. The suite is located next to the school library with an opening door allowing both spaces to convert to one large space, providing good links between the paper and electronic sources of information.

The school chose to continue a common interior scheme from other parts of the school of lime green, yellow and grey. The facility is tastefully decorated with stunning artwork, some of which was donated by a former teacher.

The school used 5YA and school funds for the facility. They are very pleased with the finished building and how the architects were able to provide everything that they asked for in their project brief.



Mayfield School – Exterior of IT centre.

When **Bombay School** received SPG funding it decided to construct a new building for the library and computers and a multipurpose space for science and the arts. Relocatable classrooms were re-sited, so this building could be centrally located as the hub of the school.

A key feature of the information centre is a circular space which houses twelve computers. The design has no windows to avoid glare on the screens and for extra security. Additional laptops are securely stored in moveable units within this facility for use by classes within the centre or elsewhere in the school. The school was mindful of designing a building that would support the school's future technological needs.

The library space has a sunny north-facing reading corner and topic display space overlooking fantastic views across the school fields and Auckland. The rest of the facility has a limited number of narrow vertical windows to limit the sunlight on books. Classic moveable wooden shelving looks smart and provides the school with plenty of options for varying the library's layout.

The multipurpose space is the size of two large classrooms. One side is used for art and science and is fitted with sinks and storage for artworks. The other side has moveable furniture and is used for dry activities, including music and drama. Sliding 'hidstore' shelving separates the space in two and contains all the schools resources for science and the arts. Teachers enjoy using the classrooms as they can book a space to suit their needs and have all the resources close at hand.



Bombay School – Large music and drama space, with resource storage area in centre of the two classrooms.

The interior of the building has been decorated using the school's scheme of blue and butter cream. The school is very pleased to have a facility which is flexible and provides spaces for teaching all areas of the curriculum.



Bombay School – Above: Moveable shelving provides flexibility for the space, with office on left. Below: The circular computer suite is light and airy with decorations creating a space theme.



Using roll growth, SPG and 5YA funds, **Waimauku School** decided to extend and upgrade its administration, build a new library and resource room, and convert the existing library/resource space to classrooms. This plan was decided on after much consideration and after looking at optimal placement and development of facilities on the site.



Waimauku School – Above: Picture windows provide natural light and highlight the tree that was central to the building's design. Below: Reference space includes computers and books to enable searching of all information sources, with office/workroom on left.

The new library was designed around a mature tree which created an interesting shaped space. Large high-level picture windows and a high stud create atmosphere and a spacious feel, as well as providing views of the feature tree.

The design and layout of the building was carefully planned so it would function well and cater for the needs of all its students from years 0-8, as well as teachers. Maximising space was a key planning consideration, with the school choosing a mixture of wall and moveable shelving. When the centre shelving is pushed aside, the whole space is opened up making it ideal for visiting authors and other presentations.

The junior reading area is at one end of the library and looks out to the junior playground. Books are displayed face out and a colourful mat and cushions make this area inviting for the school's younger readers.

An ICT space in a separate area has eight computers for OPAC (Online Public Access Catalogue), internet and other online searching, along with a data projector and screen for multimedia presentations. When stocking the library, the school included a focus on non-fiction and reference books and how students would effectively access these areas to search confidently for information.

A well-designed workroom sits centrally in the space so the librarian has visual access to all areas, particularly the issues desk. It is large enough to allow parent volunteers to work in the space and has plenty of shelving – including a specially designed space for the school's laminator.

The attention to detail within the library is a credit to the librarian, with eye-catching artwork and wonderful displays enhancing the space. The result is a library that is well used at lunchtimes, as well as before and after school.



Waimauku School – Junior reading area is an interesting space for young students.

Frequently Asked Questions

Budget Announcement: Extra Property Funding

- Q. What is the new property funding for schools being spent on?
- A. The 2009 Budget included \$612 million for the 2009/10 year to:
- Improve the *quality* of school buildings: this includes 5YA (5 Year Agreement) funding, the Replacement Buildings Programme, upgrading Upper Hutt schools, fixing leaky buildings, and special needs modifications.
 - Increase the *quantity* of school buildings: this includes spaces for smaller class sizes, 100 new classrooms for roll growth, the SPG (School Property Guide) deficiencies programme, an SPG programme for special schools, building of new schools and kura, and new site purchases.

The Government has also announced an Infrastructure Investment Programme for Economic Stimulus which includes \$217 million for the 21st Century Building Programme and focuses on bringing forward planned expenditure for the following programmes:

- \$69M for five new schools where the opening date has been brought forward.
- An interim \$30M SPG programme for the next 74 schools in the priority list. These schools have been notified.
- An interim \$11M Replacement Building Programme for the next seven schools in the priority list. These schools have been notified.
- \$34M to fund ICT infrastructure developments in schools to make them broadband-ready. Schools will be notified about how this funding is to be allocated.
- \$9M for special schools and satellites. Schools will be notified about how this funding is to be allocated.

Design Process

- Q. I understand there are two stages in the design process. What are they?

- A. During Stage 1 initial design concepts are developed. An architect and/or engineer develops rough sketches of a floor plan and perspective drawings from various angles. Stage 1 should include cost estimates.

Stage 2 involves the preparation of final plans and specifications (also called tender, construction or working drawings). These include detailed drawings as well as specifications for every feature, such as cladding, ventilation, lighting, and wall/roof bracing. These plans must be approved by the Board before going to tender.

Note: Take care when agreeing to PC sums so that unforeseen costs do not arise and to ensure transparency in the contestability process.

Dental Clinics

- Q. We have read there are to be changes to how dental clinics operate. Does this affect all school clinics?

- A. Yes the changes will affect all schools over time. Under a new Ministry of Health initiative, District Health Boards (DHBs) have been reviewing the provision of oral health care in their districts. This includes looking at the best ways to use school dental clinics.

It is anticipated that over the next few years:

- Some school dental clinics will be kept and refurbished as community oral health clinics
- Some new community clinics will be built on school or community sites
- Some existing clinics will be decommissioned
- There are likely to be an increased number of mobile units which will need new parking pads at some schools.

A resource has been developed to give Boards of Trustees information about the changes and outline the process for boards to follow when DHBs begin implementing the changes.

See the Ministry of Education's website for comprehensive information about dental clinics using the keywords "Dental clinic".

Fire Service Advice

Recently there have been a couple of high profile fires in schools. Investigations by the Fire Service highlight that prior to major incidents like these there is often a history of smaller fires being lit at the schools. These are frequently rubbish bin fires, or other seemingly minor incidents, that are generally self-extinguished or put out without reporting.

Schools need to have a procedure in place to ensure that all incidents like these are reported to one person to allow trends to be identified. Too many of these smaller incidents, including graffiti damage and attempted break-ins, are treated in isolation when they are part of an increasing pattern that should be monitored and reported to the Police and/or Fire Service.

The Fire Service suggests the following strategies for schools to minimise fire risks:

- Have a single point of reporting within each school
- Report repeated incidents to your local Fire Service and the Police
- Remove combustible material which could be used to start fires, especially emptying rubbish bins at the end of the day
- Increase lighting in problem areas.

Taking simple day-to-day actions such as these have proven effective in deterring impulse arson attacks in the past.

The Fire Service encourages schools to take action now to ensure buildings, which are important places for our children, workplaces for staff and gathering places for communities, are safe from the threat of arson.



www.minedu.govt.nz or www.minedu.govt.nz/goto/property

By clicking on the 'Administrators' section on the homepage you are taken directly to the relevant part of the website for school administrators, with the Property Management Handbook being easily accessed by clicking on the Handbook section on the left of the screen.

- Search for:
- Project Management forms using the keywords "project forms"
 - PMIS (property information about your school) using the keyword "PMIS"
 - Annual programmes using the keywords "SPG" or "replacement buildings"
 - Past issues of this Network Newsletter using the keywords "Regional Newsletters".

Tip for this issue: Consultants – Is your company listed in the Ministry's Property Consultants Billboard? You can check by searching the Ministry's website using the keywords "consultant billboard". If you want to add your company or update your information, fill in the template and e-mail it to the web address provided.

Further Information or Suggestions

If you have any suggestions for articles or information you would like covered in an upcoming newsletter, or more detail on anything contained in this newsletter, please contact your Network Facilitator.