

Supporting You To Manage Your School Property

Who Can Project Manage School Property Projects?

Key Information:

- All Capital Works projects using any Ministry funding require the appointment of a Project Manager.
- If the project requires a Building Consent, this person needs to be a Professional Project Manager.

A professional project manager is a consultant who has project management expertise and professional indemnity insurance. They must be “professional” in terms of belonging to a recognised industry association which is appropriate to the scope of the project being undertaken. The consultant’s title may be ‘project manager’ or could be another consultant, such as an architect or engineer, who has the relevant expertise to successfully manage the project.

Different types of consultants may be engaged as sub-consultants for complex projects, with more information on types of consultants being found in Section 5.1.8 of the Property Management Handbook.

The Ministry requires that consultants have a minimum of \$500,000 professional indemnity insurance, with evidence of this needing to be included in the Contract for Services. This ensures that in the event of the project manager being held liable for something going wrong with a project, they have insurance to correct the problem (see Section 5.4.7 of the Handbook).

The requirement for a Building Consent generally indicates the project’s complexity, in terms of its design and construction. A consultant should be able to advise a school if a Building Consent is required. However if there is *any* doubt, check directly with your local Council.

The following examples give an idea of the types of projects which might require a Building Consent. It is important to note that the rules vary between Councils and can depend on whether the same type of product/material is being used to replace an older one, or whether the type of product/material is changing. For instance, replacements of ‘like’ for ‘like’ might not require Building Consent but changing the product used may require Consent.

Projects Where Building Consent Is Required	Projects Which May Not Require Building Consent
Internal classroom upgrades where walls will be removed	Internal classroom upgrades, e.g. wall linings, carpet, painting
New buildings	Roof replacement if no structural changes and same product used
Extension to existing building	More car parking
Adding windows or doors in an existing building – if new or replacing with a different product, e.g. wood with aluminium	Adding windows or doors in an existing building – if replacing with the same product, e.g. replacing wood with wood

Even if a Building Consent is not required, a school may still choose to engage a professional project manager for expensive and/or complex projects due to the financial risk involved with the project.

The Project Manager’s role is to deliver the project on-time and within budget. It is critical that the person managing any property project is aware of current building standards, Ministry standards and the risks involved in managing the project. For more information about the role of the Project Manager, see Section 5.1.7 and 5.4.8 of the Handbook.

Important Note: Although any person involved in a property project is authorised to fill out the project forms, the Ministry can only accept forms that have been signed by a member of the Board of Trustees, not a consultant acting on behalf of the Board. The Board must understand the project forms and what they are signing.

Important Dates and What To Look Out For

Spend Your Property Funding Now – As some construction costs have recently fallen due to less demand for building services, now is a really good time to be undertaking property work.

Do you have 5YA projects to get started on? Check pmis.minedu.govt.nz for details about your school’s available funding. Contact your Network Facilitator if you require help with any projects or if there is a hold-up with the progress of a project for any reason.

Approvals Prior to Christmas Break – If your school is planning to undertake property work over the summer holidays, your Network Facilitator must have all of the project paperwork before **27 November** to guarantee approval before the holidays start.

School Property Guide (SPG) and Replacement Building Programmes – Schools included in these programmes will be notified in term 4. For more details see the website section on the back page of this newsletter.

5YA Spending – If your school is re-signing its 5 Year Agreement (5YA) this year and plans to spend any 5YA funding this financial year (before June 2010), the school’s 10 Year Property Plan (10YPP) needs to be completed and forwarded to your Network Facilitator as soon as possible. The 5YA needs to be signed by the end of September.

Insurance Loss Adjusters – The Ministry’s Insurance Loss Adjusters have changed their name from GAB Robins to Cunningham Lindsey. They can be contacted on 0800 800 270 or their local number during office hours.

Consultant Seminars – The following seminars for consultants will run from 10am to 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 12 October: State Schools Property Handbook – Section 5 (Procurement)
- Monday 9 November: Project forms.

Intermediate and Secondary Facilities: Food Technology and Senior Common Room

In this article we profile two food technology facilities, along with the refurbishment of a large senior common room. The projects focused on achieving good looking spaces that were functional and durable.

Avondale Intermediate School received funding through the Replacement Building Programme to replace several general classrooms and some specialist facilities. In order to make the most of the funding and determine the type of classrooms needed and the best layout on the site, an extensive development plan was prepared.

Along with the significant amount of time spent on the key learning programmes around reading, writing and mathematics, there is also a strong emphasis on fitness and nutrition with students doing daily fitness along with timetabled PE sessions. In line with this focus, the school created a food technology facility to ensure that students at the school learned about food, how to cook, and how to be healthy.

Located centrally beside the library, the facility was also designed for community use, catering for students from other schools and a growing number of adult classes. The school recently started a breakfast club which also runs from the facility.

The classroom has plenty of natural light and ventilation from several blocks of windows and large doors opening onto an external courtyard. The interior colour scheme is neutral and helps create a peaceful and modern space.

Architects and staff put a lot of thought and planning into how the space would be fitted out with furniture and appliances. The teacher demonstration bench is positioned on the long side of the room so students can be seated in a U-shape around it. A sliding whiteboard with lockable storage below and behind is located in the teaching area, with a ceiling-mounted demonstration mirror above the hobs and bench area.



Avondale Intermediate – 'Orange' workstation with good storage for colour-coded equipment.

Around the outside of the room are fixed workstations, with moveable bench units in the centre of the space for students to work at.

Each workstation is identified by a colour, with colour stickers on all equipment, crockery and cutlery. The workstations include a soap dispenser, paper towels, microwave, an oven and a ceramic hob. The school is very pleased with the choice of hobs as they feel they provide less chance for students to burn themselves, they are easy to keep clean and give instant heat. There are no dishwashers as it was decided that the students needed to be competent at hand washing dishes.

The purpose-designed bench units are on castors and allow for up to four students to work at each one at any time. They are used for food preparation, bookwork and storage. The bench units can be used in the classroom separately or put together to form one large bench, and are often taken outside to the courtyard as serving tables. Staff are very pleased with their design and their flexibility, but are planning to modify them slightly to have locking castors at both ends of the unit, not just at one end as this enables them to still move while being used.

As well as storing all the food, the secure pantry houses a washing machine, dryer, fridge and freezer, along with the sharp knives.

Each year all students spend a block of time studying food technology in this facility and, after six months of use, the classroom is in immaculate condition as it is well looked after and respected by the students.

At **Westlake Girls High School**, one part of the overall plan to upgrade classrooms and further develop the site involved developing a specialist food technology facility instead of having the subject taught from two classrooms at opposite ends of the school site.

The facility was created by upgrading the interior of half of a 1960s single-storey classroom block to include a junior and a senior classroom, a small senior kitchen space, a pantry and storeroom, a staff workroom and a cafe. It was designed to enable the school to teach higher level courses, including Hospitality, to year 12 and 13 students.



Westlake Girls – Senior food technology space, with cooking workstations at back and sides of the room.

Only materials that were durable, functional and easy to clean were used in the spaces: stainless steel benches and kitchen units, white painted surfaces and Vertiface wall linings for the higher sections of the walls. Vertiface provides good sound-proofing and doesn't tend to fade. Easy access was provided to services that are run through new suspended ceilings.

The classrooms have an industrial feel and have been designed to last with quality appliances and the stainless surfaces. There are some clever design features, such as the benches having a large lip on the edge to catch spills and stop food or equipment from falling off.

The junior room has nine workstations along the sides and back of the classroom allowing a full class to be involved in cooking at any one time. Each workstation includes open shelving with a bench above, a microwave, sink, electric oven and hob units. Moveable furniture provides additional bench space for theory work and food preparation.



Avondale Intermediate – Above: Teacher demonstration area. Below: Workstations around the outside of the room, with moveable units in the centre.





The senior fit-out includes a total of eight workstations: four running along the back wall with two facing the front on each side. Senior students have large electric stoves with gas hobs, as well as other specialist equipment.

Although very pleased with the overall functionality of the facility, the forward facing workstations are not as successful as hoped as they have high up-stands which block the teacher's view of any students working. Although there is adequate open shelving for equipment, it would be useful to have more closed storage areas.

Each classroom has a teacher's demonstration desk with a sliding whiteboard and storage unit, cube bag-lockers, and a large student hand-washing area.

The pantry is located between the two classrooms with easy access from each room. Two washing machines/dryers have been located in the pantry but heat up the space so would ideally be located within the classrooms where students can be easily supervised while doing laundry duties.

Instead of using radiator heaters in the classrooms, the school installed fan-forced units which circulate the heat from the boiler pipes. The units are ceiling-mounted, look smart and heat the room quicker than radiators would.

Westlake Girls – Above: Cafe designed for teaching Hospitality and catering for functions. Below: Food technology workstation in durable stainless steel.



The staff workroom is a good use of an internal space with high level windows and space for four staff to work.

The Golden Swan Cafe is ideally located opening onto a sheltered north-facing courtyard. It has opening doors, and two large sliding windows to enable serving from inside the cafe. The cafe is designed with a commercial coffee machine, food preparation area, along with cafe-style tables and chairs.

The flexible space has a tiled floor and can also operate as a classroom or formal restaurant. The adjoining senior classroom has a separate area with a commercial dishwasher which is very useful when catering for large groups. The cafe is designed to be used for a variety of functions with hot chocolate days popular with students

and the sale of coffee and breakfasts a hit with the staff.

Upgrading the senior common room at **Selwyn College** was part of a staged plan to spend 5YA money upgrading all of the school's facilities. The classrooms and student areas were completed first, with the upgrade of staff areas nearly complete.

Located for many years in an original 1970s building, the well-utilised space was tired and in need of an interior refurbishment to make it more contemporary and appealing.



Selwyn College – The large senior common room is well-utilised by the school and community.

During the day the common room is a study space for senior students, while in the evenings and weekends, it is used for community education classes such as yoga, for school events like the senior dinner and parent quiz nights, and by the wider community.

The upgraded design includes a new suspended ceiling and flooring, along with a student kitchen which provides students with hot water and microwaves to use. The space has excellent natural light, with the stylish suspended wood-grain ceiling panels being fitted with efficient fluorescent lights. The flooring is very durable and easy to clean – the striking extra large carpet tiles are very practical and can be lifted and replaced as required.



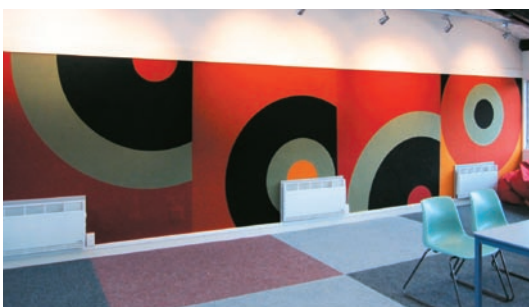
Selwyn College – Above: The common room has kitchen facilities for senior students, as well as providing direct access to the tuckshop. Below: Stunning student-designed artwork fills the whole wall.

The tuckshop kitchen that opens into the space was re-clad in slim-line corrugated iron for durability. Senior students are served from the common room while juniors are served from a covered area on the other side of the tuckshop. A staff member working in the tuckshop provides a level of supervision to the common room.

The central location of the common room works well, as does its elevated views across the school's sports fields. The popular furnishings – including 18 large bean bags and two couches – create a relaxing space which can also be used for study.

Last year an art competition was held to design artwork for one of the walls, with the winning design by a year 13 student being created using Vertiface wall lining. Not only does the design provide a fantastic piece of permanent art to enhance the space, it is also sound absorbing and very durable.

After a year of use, the appealing and durable space is in excellent condition with students and other users taking very good care of it.



Frequently Asked Questions

New Security Policy

- Q. Is it correct that the Ministry is making changes to the policy about security in schools?
- A. Yes, the Ministry has a new security policy which is available on the Ministry's website by searching using the keywords "security policy". The website contains full information for schools including a security design guide called "Security In Your School", which provides advice on how schools can implement and manage security.
- The new policy provides for the needs of schools to be assessed by undertaking individual security audits and then developing a tailored solution for each school.
- Feedback from the schools who have piloted the audit process and implementation is very positive. After security audits, two secondary schools have had all or part of their school sites fenced with a significant reduction in vandalism, graffiti and litter.
- The Ministry has a list of preferred suppliers for this specialised work, with implementation of the results needing to be incorporated in each school's 10 Year Property Plan (10YPP).
- However, some schools will be eligible for funding assistance for the audit and the implementation of recommendations. Your Network Facilitator will have more information about this.

Paying Contractors

- Q. What is the Board's responsibility for paying contractors?
- A. Boards must pay contractors by the due date on the invoice.
- This should not be a problem as schools should have received the funds from the Ministry prior to work commencing, with money for fees being able to be advanced earlier for projects over \$100,000.
- If you have an issue with a consultant's or contractor's invoice you must talk to the Project Manager or your Network Facilitator

immediately as the terms of payment are very clearly stated in the Construction Contracts Act. Non-payment could be in breach of the law.

Prompt payment to contractors for completed work and any materials that may have been purchased is especially important at the current time.

Safety Around Your School

- Q. Is there any need for us to check fixtures in our classrooms?
- A. Yes, it is very important to carry out regular safety checks in classrooms to ensure that classroom fixtures are securely attached to the walls.
- Recently a school had an incident of a whiteboard falling off a wall onto a group of students sitting on the floor. The whiteboard had been attached to the wall using the clips it was supplied with but these had come loose over time.
- Items which need to be checked include whiteboards/blackboards, bookcases, artwork or any other fixtures that students could climb or swing on, or where prolonged use may loosen fittings. In the case of a whiteboard, it is generally preferable to screw a whiteboard to the wall.
- To avoid harm to students and damage to school property in an earthquake, the Ministry recommends that Boards follow the advice in 'NZ Standards 4104:1994 Seismic restraint of building contents' (found at www.standards.co.nz).
- The main purpose of this standard is to advise on securing building contents to reduce the risk of injury to people and ensure access back into the building after an earthquake. The second aim is to reduce the risk of damage to building contents.
- The standard provides simple, practical ideas for the design of restraints, including ways to secure a range of common items including computer equipment, storage racks, cabinets, ornaments and appliances, up to 300 kg in weight.

ICT Projects in Schools

To assist schools to engage suitable specialists who understand the specific ICT needs of schools, the Ministry has produced a list of preferred ICT consultants, along with a group of "recognised and reputable" cabling and switch equipment suppliers. The identification of these preferred suppliers recognises that:

- The ICT needs of schools are too complex for most property project managers, with only a relatively small number of experienced and expert consultants operating in this field.
- Most projects are cost-focused which can result in significant compromises being made to the functionality and longevity of an ICT system.
- The need to make technology decisions where the choices are rapidly changing – e.g. Wireless/VoIP/CCTV/Satellite/ IPTV/Broadband.

Schools *must* follow the Network Standards for Upgrades (ICT Standards) when upgrading, developing, or altering their computer network infrastructure. All Ministry preferred suppliers will comply with these standards. These standards are particularly important for cabling, switches and servers to provide consistency across schools and to ensure future network expansion is possible.

Stages 1 and 2 of the System Network Upgrade Project (SNUP), involving 420 schools, is now complete. An announcement is expected soon about Stage 3. The Government has made a commitment to investing in ultra-fast broadband to reach 75% of the population with the Minister for ICT, Stephen Joyce, stating education is an "anchor tenant for broadband".

Information about SNUP, the list of preferred suppliers and the ICT standards can be found at www.minedu.govt.nz/goto/networks or by searching the Ministry's website using the keywords "ICT Networks".

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

The Property Management Handbook contains all the Ministry's policies and processes for school property projects. It can be found by searching the Ministry's website using the keywords "Property Management Handbook".

The Ministry's Property Management Information System (PMIS) contains a large amount of information about your school, including property funding, project information and roll data. This can be accessed directly at pmis.minedu.govt.nz or by searching using the keyword "PMIS".

- Search for:
- Project Management forms using the keywords "project forms"
 - Annual programmes using the keywords "SPG" or "replacement buildings"
 - Past issues of this Network Newsletter using the keywords "Regional Newsletters"

Tip for this issue: Does your school have any outstanding funding which needs to be spent? For example, some schools have been allocated Structural Strengthening funding for health and safety projects which are yet to be completed. These projects need to be a priority for schools as outstanding funds need to be spent. Check your school's funding information at pmis.minedu.govt.nz by clicking on the "Budget Allocated" tab.

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.