



SUPPORTING YOU TO MANAGE YOUR SCHOOL PROPERTY

Students Designing Sustainable School Buildings

Does your school have a strong commitment to environmental education? Are you planning new buildings for 2008? If you answer YES you may be interested in this project.

Enviroschools is a nationwide programme that supports schools to integrate environmental learning and action across school life. One of the most exciting and challenging aspects of this is creating sustainable buildings. The Enviroschools Foundation is looking to work with two schools to develop a project that involves students in the design, construction and ongoing monitoring of a sustainable school building. The project will bring together a small group of construction professionals and educators to work with teachers and students in the design and construction of a school eco-building.

The main outcomes from the project are:

- Empowered students with a range of skills, knowledge and experience about sustainable design and building
- Examples of sustainable school buildings for use as an ongoing learning resource
- Case study materials for other schools to involve more students in the sustainable building process
- New tools and activities that assist students to be involved in all aspects of sustainable school buildings.



Cultural garden with a sundial was designed by the children and represents the different nationalities of children at the school.

It is now widely acknowledged that sustainable buildings can increase health and comfort and decrease running costs and resource waste. However, in addition to these benefits they can also provide a range of learning opportunities:

Sustainable buildings can be a working model of sustainability in action. The construction and operational practices of school buildings can show a range of different sustainability practices such as water conservation, energy efficiency, alternative energy production, waste recycling, productive landscapes and outdoor classrooms.

Sustainable buildings can be a context for the curriculum. Concepts such as ecological cycles, biodiversity, interdependence, waste management and healthy living can all be learned through the curriculum and experienced in the school environment. Buildings can enhance the curriculum by including features that students can use such as monitoring equipment for building performance, exposure of building materials and construction details, access to design and building documentation for historical investigation. The construction of new buildings in the school makes an excellent curriculum focus where students can observe, investigate and document the whole building process.

Sustainable buildings can increase opportunities for student action. There are many learning opportunities for students when they participate in the life of the school through design, implementation and maintenance, eg through maintaining zero waste operations, growing and selling organic produce and creating wildlife habitats. Building design can support student environmental action, eg through positioning organic recycling facilities close to gardens, linking food technology rooms to food gardens, and allocating areas for student landscaping and student building projects.

For more information about this project, contact The Enviroschools Foundation, phone 0-7-838 5605 or email: heidi.mardon@enviroschools.org.nz. General information can be found at www.enviroschools.org.nz

We've Moved - Ministry of Education now in Mt Eden

The Ministry's Auckland office recently moved from College Hill to Mt Eden. Contact details for the new office are:

- Main phone number: 632 9400
- Main fax number: 632 9401
- Physical address: Eden 5, Level 3, Cnr Normanby Rd and Edwin St, Mt Eden
- Postal address: Private Bag 92644, Symonds St, Auckland 1150

The Network Facilitators new direct dial numbers are:

- Mark Inglis 632 9367 - John Metford 632 9443
- John Karl 632 9374 - Sandra Orr 632 9373
- Tracy Massam 632 9412 - Karen Pedersen 632 9462

Our old phone numbers have been diverting, but from next year you will need to use the new contact details above.

If you are visiting our office there is some visitor parking located under the building. At the carpark entrance on Normanby Rd under Eden 4, enter 0015 and reception will give you access and a carpark number.



New Building - Main entrance from Normanby Rd

Upgrading Existing Classrooms

There are many examples of classroom upgrades that have been carried out that are a dramatic improvement on the original building or proof that a great result can be achieved cost-effectively and provide a functional and comfortable modernised space for students and their teachers.

When the roll at **Karaka School** started increasing, the school had to upgrade its furniture storage space – a 1970's relocatable classroom in poor condition – to turn it into a modernised and pleasant classroom space. The school has achieved a result that they are very pleased with for around one-third of the cost of a new classroom.

The work required to change this building into a well-liked light, bright classroom with good acoustics and ventilation was significant, and went far beyond redecoration.

To achieve this result the interior was gutted, which included removing the half-door escape hatch. Removing all of the wall linings allowed for new wiring and services to be installed behind hessian walls, including the installation of new heating, data outlets and additional power points. However, once the wall linings were removed it was discovered the roof was leaking where there was an old pot belly, to the extent that the roof needed to be replaced. This was the school's only significant unexpected cost.

Floor-to-ceiling brightly-coloured hessian was installed to provide teachers with lots of display space, with fresh paint, new carpet, storage cupboards and a whiteboard adding the finishing touches.

The configuration of the windows was changed to better suit the building's location with smaller high windows being installed on the back wall, and large windows and two doors across the front. New aluminium joinery replaced the old aluminium windows and doors.

To tie the classroom into the rest of the school, a deck and canopy were added to the front, with bag hooks being located outside undercover rather than taking up space inside the room.

Over the last few years **Papatoetoe South School** has progressively upgraded its three classroom blocks built in 1964. The blocks had had minimal work done on them over their lifetime and were in need of an interior upgrade.

Part of a staged improvement programme, the school was keen to achieve interiors that created a warm, caring and safe learning environment, with particular attention paid to the acoustics, lighting, heating, computer networking and the inclusion of interactive whiteboards.



Karaka School – Above: The outside of the old relocatable was upgraded by adding a new roof, reconfiguring the windows and doors and adding a covered deck. Below: Bright and fresh interior with plenty of room for art and resources.



Papatoetoe South School – Above: UV canopies across the front of classrooms provide shelter from both the sun and rain. Below: Large wand doors were installed between clusters of three classrooms to allow for shared or group teaching.



To support the school's dual philosophy of having computers in individual classrooms, along with a central computer lab adjoining the library, all classrooms had network cabling installed in the wall cavities or through the beams in the ceiling, with the beams also being ideal for holding data projectors. At a total cost of \$7,000 to \$8,000 per room, interactive whiteboards are being progressively installed in classrooms where teachers have an interest in using the technology well.

Wherever possible classroom walls have been fitted with floor-to-ceiling hessian to cover the original three-tiered wall coverings of ply on the lower portion, cork middle sections and pinex at the top. New curtains and carpets were also added.

As soundproofing was a key consideration due to the school's location on the airport flight path, Oticon Sound Field Systems were installed – where the teacher wears a headset and four speakers are mounted around the room – ensuring students can hear without the teacher straining their voice.

Decisions on the level of upgrading needed for built-in furniture were made on a room-by-room basis, with some of the cabinets and wet areas given just new fronts and tops, while others were replaced with new cupboards. Where serviceable cabinet units had to be removed, sturdy castors were attached to them so they could still be used for storage.

Over the past few years as roll growth classrooms were needed, the school has built classrooms at the back of the blocks between the toilets. This not only utilised unused space, but created clusters of classrooms. Durable 'wand' doors were installed between groups of three adjoining classrooms, which allow the spaces to be opened up for shared or group teaching. This works particularly well when classes are doing a central interest topic. The school notes the doors provide excellent soundproofing, and that the functionality outweighs the expense as they provide flexibility in the use of the space and allow for an efficient use of resources.

The latest addition to the school's outdoor environment has been attaching canopies to the front of these classroom blocks. Along with providing sun protection, the UV product offers shelter from the rain which is a major benefit for the school as there is always somewhere for the children to play outside, regardless of the weather. The school's 5YP funding financed the project.

The school is very pleased with the classroom upgrades as they feel there have been many benefits for the staff, children and community. They were also pleased that the school had the authority to decide how and when to spend their funding for the upgrades.

When significant roll growth generated additional funding for extra floor space, **Gladstone School** took the opportunity to engage architects to look carefully at the overall use of existing spaces across the school.

The 'review' led to the school's progressive upgrade and reworking of the interior of a 1957 two-storied 14-classroom block. This block had housed the school's administration areas and staffroom but, as it would have been difficult and costly to extend, the school decided to build a new administration building using SPG funding, and create more classrooms in the old block.

The downstairs administration area has been converted to a two-classroom self-contained area for new entrant children with its own entrance, fenced outdoor play area, and toilets. Creating this facility required some internal walls to be removed, and the addition of a bright paint scheme, hessian covered walls, new carpet and fitout.

Throughout the rest of the building, a huge improvement to the look of corridors and stairwells has led to students taking much better care of these areas. Chipboard was applied to the lower portion of these walls, with bright coloured paint above, with the stairs being carpeted, and new vinyl installed in the corridors.



Gladstone School – Bright paint transformed corridors into pleasant spaces.

Upstairs the old staffroom has been transformed into a technology classroom, which made use of the kitchen facilities. Also in this block, the large basement of the library which had never been fully lined, was converted into a resource space and teachers' workroom, complete with Lundia shelving, storage areas for teachers' resources and equipment, and work spaces.

As this block is upgraded every part of the existing floor space is being utilised through innovative design solutions, for example an unused area in the centre of the block has been converted into a secure store for technical equipment.

Complemented by landscaping which makes the best use of the mature trees around the building, the outside of the block has been significantly improved by exterior painting and the installation of new window joinery.



Gladstone School – Above: Exterior of 1957 classroom block. The administration and staffroom were previously housed in the section to the left of the photo with the entrance on the other side of the block. Below: This bright and light new entrant room has plenty of display space.



Over the past five years **Henderson High School** has been progressively upgrading its older classrooms, with most of the work being covered by 5YP funding. The most recent project involved upgrading one wing of a single-storey 1950s block for the English department. The upgraded facility has three general classrooms, a computer pod, teachers' workroom, departmental storage, and staff toilets.

The architects and school developed a plan to reconfigure the inside of the block which makes use of all the square metres by accessing the classrooms through new double opening doors from the building's exterior. Corridors have been converted into smaller work spaces, with large glass sliding doors opening into the classrooms for access and supervision. The spaces can be used for computers, small groups or as an area for a teacher to work with individual students.

The classrooms have been future-proofed with the addition of plenty of data and power points, the use of fibre optic cable, and the inclusion of extra wiring in the walls for items such as ceiling-mounted data projectors. The replacement of wall linings and ceilings have meant services are hidden from view, as they would be in a new facility. The classrooms have excellent acoustics due to the installation of blocks of acoustic ceiling tiles and the extensive use of hessian on the walls, with lighting being improved with the addition of diffused fluorescent lights.



Henderson High School – Above: Addition of decks and external doors enabled corridors to be converted to teaching spaces. Below: The computer room was designed to allow for flexible use of the space.

The teachers are particularly pleased with new large purpose-built storage units which cover an entire wall of each classroom and include sliding whiteboards. Although the units were the most expensive part of the upgrade, they are very functional as they can be securely locked and are used to store books, resources and technical equipment.

A teachers' workroom, complete with kitchenette and Lundia shelving for storage, replaced the old toilets and storage area.

Existing wooden window joinery was reconditioned, with upper louvers being replaced with fixed panes of glass. Good cross-flow ventilation has been maintained through opening windows on both sides of the classrooms.

The resulting upgrade provides a facility with a modern and bright interior and an exterior in keeping with the rest of the school. New decking provides students with access and seating.

The school is also very pleased with its art department refurbishment which involved converting half of the downstairs of a Nelson block (2-storey H-shaped building) into three specialist teaching spaces, a senior photography classroom, a darkroom and a teachers' workroom and store.

The success of both of these projects is due to the potential of the existing floor area being optimised by reconfiguring the interior layout, with the school noting that they were able to achieve exactly what they wanted because of a good working relationship with their architects.



Henderson High School – Built-in storage units and large sliding whiteboards with storage behind them.



Frequently Asked Questions

Playgrounds

- Q. If a school playground is being provided from 5-Year Agreement funding, is it covered by the Ministry of Education's insurance if it is destroyed by fire?
- A. Yes, if it is Crown-owned the Ministry will provide insurance cover. Like any other asset, schools cannot invest 5YA funding if the playground is already Board-owned (ie included in the Board's asset register). If it is owned by the Board, then the Board needs to insure the playground.

Guidelines for Managing Projects

- Q. We have heard the Ministry has made changes to the guidelines for managing projects. Does this affect a project we are doing over the Christmas holidays?
- A. No, the changes relate to the new Property Management Handbook which is being developed to provide advice and guidance to schools about managing property projects and funding. The Handbook will replace the Project Management Guidelines (blue cover book) and will take effect from 1 July 2007.

Replacement Building Policy

- Q. Is this policy still on hold?
- A. No, the Minister has approved funding of \$36M for the 2006/07 year for the Replacement Buildings Programme and this policy will remain in place.

The Minister has approved in principle the schools for the programme and these schools have been sent a letter which requires them to confirm their eligibility by returning the building assessment form and funding application form by the end of November. Details about the policy criteria and the list of schools for this year's programme can be found on the Ministry's website (www.minedu.govt.nz) by searching for the keywords 'replacement buildings'. Schools that want to be considered for future programmes need to reapply using the new policy.

Special Needs Modifications for A New Enrolment

- Q. What is the procedure for a new special needs enrolment? For example, if a child is starting at Year One, should the assessment of the child's property needs take them right through to the end of their schooling at that school, or just for the first year? Can an initial report be done for a new enrolment, with a 'Change in Condition' report processed later on?

- A. Before the child starts at the school, a project manager will need to be engaged to scope the school site and project at a meeting with the school, the Ministry's Network Facilitator, and a Group Special Education (GSE) representative. The project manager gets cost estimates for the work based on GSE recommendations. Projects over \$100,000 are peer reviewed by an Independent Qualified Person (IQP), from a organisation such as Barrier Free. When the Network Facilitator has obtained funding, work can commence.

Under the 'Funding for Special Education Property Provision' policy any work that can be scoped for the child's first-year and future needs at the time of enrolment should be included in the budget. However, if the child's condition changes further modifications may be considered.

To find out more information about the rules for special needs provision in schools, search the Ministry's website (www.minedu.govt.nz) using keywords "special property".

Furniture and Equipment Funding

- Q. Is furniture and equipment now included in a school's 5-Year Agreement (5YA) budget, rather than calculated and invoiced/paid separately?
- A. No. The furniture and equipment entitlement for the 5YA is a separate budget and the Ministry pays schools directly. The school should invoice the Ministry for furniture and equipment in Year 1 of the 5YA (2/3 of the entitlement) and Year 3 (1/3 of entitlement) and will no longer need to wait until they have a project started. For information about the amount of the payment, search the Ministry's website (www.minedu.govt.nz) using keyword "furniture".

Incinerators

- Q. We have stopped using our incinerator now the new National Environmental Standards are in place. What should we do with it?
- A. It can now be removed, as only schools with resource consent can continue to use their incinerator.

If you would like the Ministry to arrange for its removal, you need to contact Elizabeth Flint at the Ministry in Wellington. A downloadable form that can be emailed to elizabeth.flint@minedu.govt.nz can be found by searching on the Ministry's website (www.minedu.govt.nz) using the keyword 'incinerator'. Alternatively, you can arrange for its removal but any costs would need to be met by the school.

Summer Break

We wish all boards, senior managers, staff and their families a very happy and safe Christmas and New Year.

To keep your school as secure as possible over the summer break, it is strongly recommended that you have a plan to ensure the lock-up for your school is secure. Rubbish bins should be emptied, plastic bins and equipment stored inside and staff should be aware of the need to securely lock up the buildings and turn off and disconnect appliances. Expensive equipment (computers, data projectors, DVD players, musical instruments etc) should be stored in a secure room if they are not securely attached to the building. A secure room ideally has no outside windows, a secure door and is alarmed. If your school decides additional security is required, eg a static guard or additional patrols, you need to organise and pay for the service.

What to Look Out For

Replacement Buildings Policy – The Minister has approved in principle the schools for the 2006/07 programme. These schools have been notified in writing.

Auckland Special Education Network Strategy 2006 – A group representing Auckland special education interests has been working together since August 2006 and has developed a draft strategy for your consideration and comment by March 2007. The draft strategy has been written to help the Ministry proactively plan for and develop a consistent approach to support local ORRS-funded students. For further information, visit www.aucklandspecialedstrategy.co.nz

School Property Guide (SPG) Programme – The 2006/07 programme will be announced before the end of the year and will be available on the Ministry's website (www.minedu.govt.nz) using keyword "SPG". Schools on the programme will be notified in writing.

BRANZ Design Guide – This guide focuses on internal classroom design and includes information about acoustics, air quality and ventilation, heating and insulation, and lighting. Copies will be sent to schools and consultants during Term 1, 2007. It can also be found on the Ministry's website (www.minedu.govt.nz) using the keywords "design guide" See Newsletter 9 for more details.

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 or Anthea Morell (email: Anthea.Morell@minedu.govt.nz).
