

Infrastructure Updates

Infrastructure Sector Forums - 2020



Te Rautaki Rawa Kura

The School Property Strategy 2030

Te Rautaki Rawa Kura – The School Property Strategy 2030 sets the long term direction for how we will manage school property to support all schools having quality learning environments by 2030.

It will also provide the framework for any improvements we make in our continued effort to support schools to manage school property effectively.

The Strategy is supported by four objectives:

- Quality Learning Environments – school property meets agreed standards to support teachers to succeed
- Sustainable Portfolio – policies, planning and investment optimise long-term social, environmental and economic benefits
- Well-managed Property – everyone understands their role in managing school property and is supported to deliver
- Equitable Outcomes – diversity is recognised, and schools and students with the greatest needs are prioritised.

[View Te Rautaki Rawa Kura – The School Property Strategy 2030 here.](#)

Te Haratau

Te Haratau is the Ministry's programme to assess and report on the quality of physical learning environments. This is in response to the Government target that all schools provide quality learning environments by 2030 and the Ministry's objectives in Te Rautaki Rawa Kura | School Property Strategy 2030. The model for "quality" encompasses:

- Asset condition – through an improved condition assessment process
- Fitness for purpose – both user survey and internal environment monitoring
- Operational efficiency – energy and water consumption, resilience, maintenance costs.

We piloted the data collection approaches across a range of schools in the Bay of Plenty in 2019. This demonstrated:

- the model is hugely valuable in allowing the Ministry, property professionals and school reps to discuss property challenges and agree a course of action.
- some data collection processes are ready to roll out in 2020, while others need further testing and/or work best in concert with changes in the planning process.
- some aspects of the model can be used outside the regular planning process, such as targeted programmes (eg Small or Remote Schools), or post occupancy evaluations.

In 2020, we have introduced two elements of Te Haratau into the 10 Year Property Planning Process (replacing the Innovative Learning Environment Assessment Tool with the School Evaluation of the Physical Environment survey; providing an Electricity Benchmarking Report). We are also testing an improved property planning process, which among other things will make it easier to integrate Te Haratau's "quality" data into asset planning and investment decisions.

[Read about Quality Learning Environments on our website.](#)

National School Redevelopment Programme

The National School Redevelopment Programme (NSRP) is a 10-year programme to upgrade schools with complex infrastructure needs. It prioritises schools in the property portfolio with the most complex property needs. These are schools that can't manage the property requirements with their existing 5YA funding.

[Read about the NSRP on our website.](#)

Supplementary/Budget Plus Funding

5YA funding will continue to be the first funding layer to achieve quality learning environments by 2030. Extra funding will be provided where 5YA is insufficient to meet critical infrastructure work. Priority will be based on those schools with the greatest need (portfolio view) based on condition assessments.

This extra funding is called Supplementary or Budget Plus funding.

For the current cycle of 5YAs (2020/21) Supplementary/Budget Plus funding will be prioritised regionally - to ensure it is targeted to where the need is greatest - with 5YAs finalised in November.

The School Investment Package

The School Investment Package is an economic stimulus programme announced by the Government in December 2019, with \$398 million allocated across most state schools to either accelerate Priority 3 projects and/or undertake Priority 4 discretionary projects not usually achievable with 5YA funding. These projects should be delivered (and funds spent) by December 2021.

[Read about SIP on our website.](#)

Learning Support Coordinators

Funding is available to all state and state integrated schools that were part of the announced Learning Support Coordinators (LSCs) allocation in August 2019 to support LSCs to operate effectively in all schools they service. The funding is intended to support schools to make any property modifications needed to create a suitable working space for their LSC.

Is your school eligible for funding but not yet taken it up? Contact your property advisor to get the project moving.

[Read about LSC accommodation funding on our website.](#)

School Reference Designs

Teaching block reference designs:

Reference designs are easily repeatable school designs proven to deliver good learning outcomes, and can be readily customised to school sites and needs. Our reference design exemplars have delivered good outcomes for staff and students. They can be used as upgrades, roll growth additions, replacement classrooms in school redevelopments or as newly planned schools.

In recent years, there has been growing interest from school leaders, Boards and architects in school designs that are easy to customise and replicate.

We are preparing a catalogue of reference designs to share popular, successful and easily-customised designs that you with your school design team can tailor to your site and school needs.

We expect these reference designs to be the first choice for new buildings in school property solutions between now and 2030.

Te Mana Tūhono

Te Mana Tūhono is our long-term programme of work to monitor, maintain and manage the schools' ICT network. In August 2020, the Government announced a \$49 million expansion of the programme, which will offer all state and state-integrated schools the opportunity to upgrade their ICT network hardware and access cybersecurity support by 2024.

The Network for Learning (N4L), who delivers the Ministry's Te Mana Tūhono programme will require access to school's data for running this service. The Privacy Act governs the use and retention of personal information. You can see Privacy Statement on the N4L website for more details. Information on individuals will only be disclosed to school authorised individuals or if legally required for example sharing information with Police.

[Read about Te Mana Tūhono on our website.](#)

Improving Classrooms in small or remote schools

As a part of Te Rautaki Rawa Kura – The School Property Strategy 2030, we have a four-year programme to improve lighting, acoustics, temperature and energy efficiency in the classrooms of small or remote state schools.

Schools that are small or remote face unique challenges when they need to make property improvements. This includes the time principals spend managing property projects, and the challenge and high cost of getting building contractors.

This is an evidence-based programme. Sensors will be used to measure noise, lighting, and temperature levels in classrooms. If the data tells us performance is poor in one or all of these areas, improvements will be made, such as installing thermal blankets and acoustic panels.

[Read about Improving Classrooms in Small or Remote Schools on our website.](#)

School Transport

We have a team of transport advisors located in the regions to support schools with transport related enquiries e.g. route changes, eligible students, bus safety and any local issues relating to school transport. Visit our website for a list of transport contacts in your region www.education.govt.nz/school/property-and-transport/transport/contacts/

Procurement - Daily and technology bus services

Procurement for Ministry-operated school bus services from Term 1, 2022 has begun and is being conducted through two tenders. The procurement is for Daily and Technology bus services. SESTA, Direct Resourced and Council operated services are not affected.

The two tender procurement provides opportunities for bus transport suppliers of all sizes. Existing and new suppliers can bid in either Tender 1 or 2 depending on their circumstances.

- Tender 1, which may award approximately 10% of routes and is primarily targeted to small regional suppliers, is now closed. Contracts will be awarded in mid November.
- Tender 2 will offer the remaining routes in bundles. Contracts will be awarded in May 2021, providing a 9 month transition period before services commence in Term 1, 2022.

Schools will be notified if their transport provider has changed before the new contracts commence.

Read more about the school bus tender in the factsheet on our website.

Procurement - Specialised School Transport Assistance (SESTA)

We provide specialised school transport assistance for around 6,500 students to get to and from school, where their unique safety or mobility needs prevent them from travelling independently or using public transport or a school bus.

This year, some contracts for SESTA services in the Northland, Auckland, Waikato and Bay of Plenty regions are expiring at the end of Term 2, 2021. A tender is now open to source new contracts for the start of Term 3, 2021.

We will be keeping affected schools updated on the tender progress. We recognise that the services we are procuring need to focus on the 'whole student', and this, along with driver training, will be a critically important part of the tender requirements.

Increased building compliance scrutiny and Building Warrants of Fitness (BWOFF) for State schools

You have an important role to play in the building compliance of your school. If items of non-compliance are identified and you are issued a Work Requirement Notice (WRN), it is important that you organise for this work to be undertaken as soon as practically possible and then confirm to the Ministry's Building Act Compliance Manager, Argest, that this has been done. This process is crucial to enable a BWOFF to be issued for your school.

Over recent years, there has been a clearer interpretation of the Building Act and relevant installation standards for specified systems. As a result, BWOFF inspections are more comprehensive than they were previously and some non-compliant aspects of your systems may only be being identified now.

The overall objective of the inspections remains the same: to ensure the safety features and systems at schools are operating as they should be and are fully compliant with the relevant acts and standards.

[Further information for State schools on Building Warrants of Fitness is available on our website.](#)

Energy use and conservation in schools

Reducing schools' energy consumption is an opportunity to contribute to lowering emissions across New Zealand. As the funder of schools and the owner of most school property, we want to better understand all schools' energy usage and costs.

Collecting this information will help us build a better understanding of how you're using these resources and how much you are being charged. It won't affect your funding.

We are seeking authorisation to access your electricity information in accordance with the Energy Participation Code.

If you have not already given us authorisation, please email Teharatau.Mailbox@education.govt.nz with a scanned copy of a recent energy bill to start the process. [You can read all about our project and how our process works on our website.](#)

Ongoing payments for property management where contracts have ceased effect

It has been brought to our attention that some schools may unwittingly be paying ongoing fees to providers of property management services, even after these contracts have ended.

We encourage schools who may have used these services to review their outgoings and ensure any payments being made remain appropriate.

If you are being charged for a service you no longer receive, please raise this with the supplier in question. You should also seek advice from your bank on how to cease ongoing payment arrangements, and how any overpayment can be recouped.

Updated contracts for school-led property projects

Following the annual review of construction contracts for Ministry-led projects, we updated the versions for school-led projects to ensure they are aligned with the Ministry's.

This year's review has addressed some of the key pain points we've heard from the construction industry including risk allocation, warranties and securities requirements.

The latest versions of these contracts should be used for all new construction engagements from 1 July 2020. The updated contracts do not impact on any existing contracts your school may have in place. We have advised project managers for school-led projects of the changes.

The updated contracts are available on the [Contracts for construction works and professional services webpage](#).

Schools being approached for asbestos surveys

Recently we have been made aware of schools being approached by an asbestos surveyor that we believe misrepresents the legal duties of schools and our guidance.

You are required to identify if any asbestos or asbestos containing materials are present on your property, or you may assume them to be present. Identification is undertaken through an Asbestos Management Survey carried out by a competent person.

If asbestos is identified or assumed, then you will need an Asbestos Management Plan to record the location and condition of asbestos. This information is then included in your Risk and Hazard Register.

If refurbishment or demolition work is planned, a refurbishment or demolition survey is required prior to any work taking place and you will need to engage a licensed asbestos surveyor. The process is extensive and intrusive and includes taking samples. If asbestos is found, removal must be undertaken by a licensed asbestos removalist.

Specific duties and tasks are further outlined in the following checklists for principals and caretakers:

[Asbestos management guide for Principals in Schools \[PDF\]](#)

[Asbestos management guide for Caretakers and Property Managers \[PDF\]](#)

Further guidance on identifying asbestos and preparation of Asbestos Management Plans, including a joint statement on expectations from the Ministry and WorkSafe New Zealand, is available on the [Managing Asbestos in Schools page on our website](#). If you have any questions or concerns, please contact your property advisor.

One Billion Trees funding for schools

Te Uru Rākau (Forestry NZ) invites schools to join its effort to plant one billion trees by 2028. Through the One Billion Trees Matariki Tu Rākau initiative,

Funding is available for schools to plant trees in celebration of special people or events. It's also a way to influence climate change and improve our environment. Schools decide where and what to plant (though the preference is for native, regionally appropriate species), how to celebrate their people/events and who will prepare and maintain the planting areas. The grant covers applications for up to one hectare in size. To get involved or to discuss your application, email matarikiturakau@mpi.govt.nz or call 0800 00 83 33. More details are available on the Te Uru Rākau website.

Social Workers in Schools

We have worked with [Oranga Tamariki on an information sheet](#). This resource outlines how Principals and providers of Social Workers in Schools (SWiS) services can work together to improve non-teaching spaces to allow for optimal social work mahi.

This resource responds to frequent requests from both Principals and school-based social work providers that such a resource would be useful.

In many instances, modest and pragmatic improvements to physical spaces will make a marked difference to the quality of tamariki-social worker interactions in the school.”

Emergency Response Coordinators

Checking your property after a major incident and organising urgent repairs

If your school is damaged as the result of fire, flood or extreme weather your first step is to make sure your school is safe and secure.

If the event occurs outside of work hours, contact your Emergency Response Coordinator (ERC) directly. ERCs are available 24/7 to respond to property related damage as the result of a major incidents.

More information on ERC contacts and the steps you should follow following an incident are available on the [Checking your property after a major incident page on our website](#).

For any further information on anything in this summary sheet, please visit [education.govt.nz](https://www.education.govt.nz) or contact your property advisor.

**Lifting aspiration and raising educational
achievement for every New Zealander**