

# Infrastructure Sector Forums

Q&A - October 2020



**The following questions have been copied from the chat during the Infrastructure Sector Forums held over Zoom. This is a collation of questions from the 20 and 28 October forums.**

**If you have questions about any of the information in this document, please email [eis.engagement@education.govt.nz](mailto:eis.engagement@education.govt.nz)**



## Te Rautaki Rawa Kura – The School Property Strategy 2030

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### How do you measure fair and equitable outcomes for schools and learners?

One aspect is by setting minimum standards for the quality of physical learning environments and collecting evidence on a consistent basis. This supports directing investment to the areas of greatest need.

Another aspect is acknowledging that schools have different levels of capability when it comes to property management and the Ministry's level of support needs to be tailored to meet their needs.

The Improving Classrooms in Small or Remote Schools Programme is an example that brings together these two aspects (funding based on evidence-based need; centralised delivery to minimise effort from individual schools and take advantage of economies of scale).

### Will significant upgrades or replacement of buildings be prioritised block by block rather than whole school by whole school?

Each school should have a Strategic Property Plan and a scoping report outlining what needs to be done immediately. In most cases, the Ministry takes a staged approach taking into consideration the condition of the building, the investment and the budget available. This process is needs driven and evidence based.

### Will new buildings or building upgrades be “green”? e.g. Double glazing for sound & thermal insulation, saving water & collecting water options (Auckland drought), sustainable for energy use and ventilation requirements, etc.

We are currently updating our Designing Quality Learning Spaces (DQLS) suite of documents. One of the aims of this round of updates is to better support environmental sustainability and durability outcomes. This will see some aspects, such as energy efficient LED lighting, become compulsory, while other aspects such as the level of insulation will be performance based.

We are also running energy efficiency trials in 56 schools at present and will be applying lessons learned more broadly as part of our Environmental Action Plan (due for release in June 2021). This may include further changes to design requirements, improved guidance to schools and targeted programmes such as the existing decarbonisation programme focussed on replacing coal boilers.

## Funding Sources

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### My main concerns are about both property ongoing upkeep and ICT are big costs which are expected to be funded from Ops Grant allowance but come nowhere near the actual need. This is probably why property has had so much deferred maintenance. Apart from 5YA, is there any additional funding coming through Ops grant for general property maintenance and ICT?

Additional funding for these items needs to be agreed by Cabinet through the annual Budget process. EIS has work underway to better understand maintenance requirements at schools, including the development of a maintenance plan template and database of standard costs. Evidence from this work may support future budget bids.

### Are you going to hold schools to the original SIP timeline after the focus has been on Covid19 for the past 8 months?

The target completion date for the School Investment Package is December 2021. Overall schools and property service providers have successfully coped with Covid-19 related events impacting on SIP. The programme is tracking as expected towards the target but our current focus is supporting those schools that have yet to nominate their project(s), nearly twelve months after the programme was announced.

### What consideration has there been to 5YA funding levels given building cost increases?

The Ministry is very conscious of the demand on 5YA budgets through the increases in building prices. We are regularly reviewing the best way of mixing funding to address all our needs. There are several other pressures – learning support property modifications, supplementary funding, budget plus etc.

**Why is it that 10YPPs due in April-July that require Supplementary Property Funding are still sitting with the Ministry?**

All 2020/21 10-Year Property Plans (10YPPs) have now been received from planners and the usual review process is substantially completed. This process always takes some time at the individual plan level and this year was the first time that a review was undertaken across plans from all schools renewing their 10YPPs this year. We expect to advise all schools whose 10YPPs envisaged additional funding of the outcome within the next few weeks.

**Why does the employing school of the LSC have to sign off the plan for the office and take responsibility for this piece of property when the accommodating school is where the office is based? Why is the school requiring the LSC office not responsible for signing off?**

The school the LSC office is located at has property responsibilities for the accommodation, like any other asset on the site. This responsibility is recorded in an occupancy agreement with the employing school, if that school is different from the one providing the space.

**We have an LSC working in three primary school in our Kāhui Ako. Can you confirm each primary schools gets 15m2?**

Each Learning Support Coordinator (LSC) is allocated 15m2 of space (net). The space will need to provide office space for the LSC to work out of and allow them to meet privately if necessary, and have ramp access or be otherwise fully accessible. If LSCs are located in surplus space (for example a surplus classroom) that is larger than 15m2, this does not mean that the larger space is what an LSC is entitled to. The funding can only be used to re-purpose 15m2 in area and not a whole room or block.

**I've really struggled to get funding for outdoor environments. How will the extra new stuff (work) be funded? What will be the role of the design review panel in this model?**

Outdoor improvements rank as Priority 4 in the compilation of school 10YPPs. One of the reasons for the School Investment Package (SIP) is to provide an opportunity for schools to accelerate their Priority 4 projects if that is their wish. For major projects led by the Ministry an allowance for site improvements will be incorporated into the budget.

**What role does the Ministry have in terms of funding outdoor areas?**

These projects are generally a Priority 4 on a schools 10YPP. Most playgrounds are funded by Boards of Trustees but there is the option to use SIP funding for this.

**Who is responsible for the maintenance of school swimming pools?**

Boards of Trustees or, if there is a third-party arrangement, there would be a maintenance agreement in place with them.

**What range of rolls are in the 180 target schools for the National School Redevelopment Programme?**

The NSRP is based on need, not school size.

**How do you know if you're on the list for the National School Redevelopment Programme?**

The Ministry will work with all schools who are on the list.

**Are these schools on the National School Redevelopment Programme ones that have not maintained their property well?**

This programme addresses schools with complex property needs caused by a variety of issues across condition and growth including weather-tightness and earthquake resilience.

**How long will the 180 schools on the programme take to address?**

This will depend on many factors, including funding and capacity. We can't do everything at once.

**Is there any discussion going on with City Councils that allow schools to have decent playgrounds and outdoor areas Critical Post Covid as Community Funding has dried up significantly?**

School partnerships with territorial local authorities over asset sharing have long been a feature of the schooling sector. Such partnerships continue to be initiated by schools and councils themselves but our capital funding can only be spent on school assets the Ministry will own.

**What consideration will there be for site infrastructure? We are struggling funding wise to maintain buildings let alone site infrastructure.**

Approximately 20% of budget relates to the site infrastructure of that building. Capital Works projects seek to address consequential infrastructure upgrades when delivering property upgrades and growth projects. These issues will be identified through the planning phase and funded appropriately.

## **School Reference Designs**

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**In terms of design and resourcing for coastal schools, to what degree is stainless steel, roofing, handrails and materials generally appropriate for the environment factored into costs?**

The New Zealand Building Code stipulates coastal zones where the fixings must be stainless steel, which will not rust. Similarly the selection of roofing material should be the higher grade coating to prevent rust. If there is an Architect or a competent Architectural Designer involved, they will specify fit for purpose materials.

**When do you hope to have the reference designs online for us?**

We're hoping to have the first edition of our Reference Design catalogue on our website in early 2021.

**Has any consideration been given to how to join various reference blocks in order to create a user friendly campus? Climate is a consideration in our area, with regard to how students move from area to area.**

Our reference designs generally have verandahs for all weather circulation, which can be connected to other buildings.

If an internal connection is required, some of our reference design teaching blocks are able to be designed as connected buildings.

**We are currently working on a full rebuild in the master planning stage, but get the feeling that the Ministry has 3 or 4 models of schools that they like to build, which don't fully support the more traditional 'single cell' spaces. Is it the case that rebuilt schools need to fit into one of these models?**

Our reference designs are generally simple buildings which can be designed internally to provide cellular classrooms, or can be semi-cellular with a large sliding door between.

**Water retention is important. Could this also be included as part of school design?**

Water tanks can be fitted to many of our school buildings.

**What if my school needs are not met by standardised designs? How will the designs be customised?**

Reference designs are more flexible than standardised designs. They are easily repeatable school designs proven to deliver good learning outcomes, and can be easily customised to school sites and needs.

With reference designs we work with a design brief that has been tried and tested, and there are a number of ways we can customise the design to suit the school's needs.

Whereas standardised designs are fully resolved design to be copied with little or no adjustment.

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

We understand there will always be circumstances when bespoke designs are needed. Where a reference design can't be used, we'll work with the school to come up with a solution.

### **Why are we moving towards reference designs and what does it mean for schools going forward?**

A big part of our strategy going forward is sustainability. We have a lot of buildings to build and asset protection is very important. In terms of sustainability, being able to offer reference designs is key as the design process is more time efficient, results in less construction waste, energy efficiency will increase, and we will have the opportunity to use materials from an existing building stock so that we can create cost effective quality schools. Although we will be using reference designs where possible, we will still have the opportunity to build both cellular and more open flexible plan buildings.

### **Have any reference designs been done for Whare Nui?**

Whare Nui have not been included in our first version of the Reference Design catalogue. We intend to include Kura buildings in our next edition of the catalogue in 2021 where we will have consulted widely on a number of more specialised buildings.

### **Reference designs look great, but getting them to schools in the Far North is the key. They are largely a dream for many schools up here right now.**

Reference designs are ideal for all areas of NZ as they can be delivered in many ways – these aren't all modular. We understand there will be situations where reference designs aren't suitable. Where a reference design isn't suitable we'll work with the school to come up with a solution.

### **Are there designs for old schools?**

Upgrading existing blocks is our first choice for any school property projects – it's sustainable and cost effective.

Our Reference Design catalogue includes options for upgrading two-story Nelson blocks and single-storey Canterbury blocks which have been proven to deliver good outcomes for students and teachers. Nelson and Canterbury blocks typically have strong foundations and are weathertight, and can be nicely retrofitted to innovative learning environments.

Upgrading older teaching blocks where possible is good stewardship, generally costs less (so is a sensible asset investment), and supports reducing our carbon footprint and generates less demolition waste than replacing buildings.

### **Reference designs are lovely but many of us just want our prefabs replaced by modern classrooms, and additional learning spaces provided for roll growth in a timely fashion. How do you plan to achieve this?**

Modular buildings are our most efficient solution and deliver quality new learning environments to support excellent learning outcomes in shorter timeframes than traditional classrooms (on average in just six months). They require less maintenance than existing traditional classrooms and have an intended lifespan of 50+ years, the same as traditional classroom buildings. They are simple, fit for purpose options that will suit many schools facing small roll growth or urgent or essential replacement projects.

## **Ta Mana Tūhono (TMT)**

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### **Costs for running both SNUP and N4L are increasing all the time. Is there more funding coming to help with these costs?**

Schools receive funding for ICT through the Operations Grant. The Managed Network (TMT) is provided by N4L and is fully funded by the Ministry so it is free to schools. In recognition of the difficulty schools face to budget for ICT network replacement and maintenance, TMT has moved to a 'as a service' model with a \$2.50 per pupil annual charge.

## **Has the Ministry considered surveying schools to see what we are actually spending on ICT?**

The Ministry recognises the financial burden placed on schools by the growing reliance on ICT. In response, Te Mana Tūhono has been developed to ease the burden of ICT network maintenance. A school survey to understand the other ICT costs will be given sincere consideration.

## **What is the percent of the subsidy for ICT services provided by the Ministry?**

We have received feedback that it is hard for schools to budget for management and maintenance for schools ICT network so we have moved to a per student charge of \$2.50 per annum. The cost of hardware replacement varies according to the school layout, but using averages on the replacements completed to date, for a 50 student school, the school contribution would be in the region of 8%.

The level of service to schools has also been increased in terms of cyber security resources and an extended helpdesk. [You can find out more about TMT here.](#)

## **What will the new WSNUP provide?**

SNUP and WSNUP programmes has been completed in all schools who opted in. The current programme to support schools ICT network is called Te Mana Tūhono is an 'opt in' service that will:

- Extend SNUP/WSNUP hardware warranties and licences to keep the school networks operational
- Over a 4 year period replace SNUP/WSNUP installed equipment with new, modern equivalents
- Upgrade the ICT configuration to make it more cyber secure and to give improved reporting capability.  
This will include user identity to support NCEA online
- Provide a centralised cyber security service to support schools, improve their cyber security and to support schools that fall victim to a cyber attack
- Extend the N4L helpdesk so it provides support for SNUP/WSNUP and all TMT equipment

## **Should the WSNUP be provided to all schools as of right?**

Schools receive an ICT funding component of the Operations Grant from which schools are expected to set aside depreciation to fund maintenance and renewal of ICT infrastructure. However, the increased reliance on ICT has not been reflected in an increased grant, so some schools struggle to maintain their ICT infrastructure. Te Mana Tūhono has been developed to ease some of the financial and technology burden on schools.

## **What are the actual physical hardware and cabling being supplied by WSNUP?**

Te Mana Tūhono will not replace SNUP/WSNUP installed cabling, but it will replace the aging network switches and wireless access points with new equivalents. A nationwide procurement exercise resulted in an NZ company, Exeed Ltd being contracted to supply new CommScope (Ruckus) equipment for all schools that choose to opt-in.

## **Improving Classrooms in Small or Remote Schools**

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### **What challenges do you see in meeting the programme timelines for the Small and Remote Schools programme?**

A lot of effort has been put into considering a realistic timeframe. This is a big programme. Every effort will be made to stick the timeline. The biggest pressure is the number of schools in the programme (approximately 600) and unexpected events, like Covid-19.

### **How have you have collected evidence for the Small and Remote Schools programme?**

We will collect evidence by installing sensors in classrooms for 12 weeks. The sensors gather data on temperature, light, noise, humidity and CO2. This informs the improvements needed and we will continue to measure the environment for at least six weeks to understand the benefits of the upgrades.

**We have our 10YPP next year and AMS funding. We are a small rural school and have been identified for the sound, panelling and lighting upgrade. This is projected to happen within the next 3 years. Are these coordinated so there is no 'wastage' in doing it twice?**

At the moment, we can't say when the upgrades will be made to your school. Schools can decide how they want to prioritise their funding, however, if you're on the programme, talk to your property advisor. They will be able to advise on this.

**I am concerned that these different funding schemes will not marry up. If you need 12 weeks data collection and our 10YPP is next year, we are in for disruption for a while. Not seeing us meet the quality mark by 2030.**

The programme will help you reach the quality learning environment target, but won't address all your condition issues. You should discuss these issues with your property advisor.

## **Te Haratau**

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**Is there a plan for supporting schools to change to environmentally sustainable energy systems? Eg. Solar to help reduce energy costs.**

One option is the Sustainability Contestable Fund (\$5million). The first round has been decided and announced and the second round will be announced soon. Schools can also devote their 5YA to this. Schools will have input into options but ultimately this function will be held centrally within the Ministry. We are currently developing an Environmental Action Plan. We hope to launch this early 2021.

**Will the Ministry fund solar panels on the roof of all new buildings in schools? Costs are coming down for solar every year.**

The Ministry is developing an Environmental Action Plan which has 3 pillars; Operational Efficiency (reducing energy use), Minimising Waste (in terms of construction) and Decarbonisation (replacing coal boilers). The Sustainability Contestable Fund was developed to introduce solar into some schools as a starting point, we will use this as a data source to analyse costs and benefits of solar across the country before it potentially becomes part of the strategy.

**How can a school contribute ideas for the Environmental Action Plan?**

Feel free to contact the Ministry directly by emailing [eis.engagement@education.govt.nz](mailto:eis.engagement@education.govt.nz).

**Will there continue to be a focus placed on open plan learning environments for future builds?**

The Ministry is aiming to have a standardised design that still allows for the local culture to be recognised. In terms of internal learning environments, we are keen to be flexible and work alongside schools to create a space that works for everyone. The key focus will be on 'future proofing'.

## **School Transport**

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**Will the new bus contracts require seatbelts?**

No. However, where Contractors choose to fit seatbelts, compliance with safety legislation is mandatory.

**Will there be an school bus identity card for eligible students?**

An on-boarding system may be considered by the Ministry in the future in conjunction with contracted transport providers.

**When will Direct Resourced schools know they are approved to continue? What will be the term of the new contract for Direct Resourced schools from the Ministry? (buses)**

Direct Resourced schools and networks have been advised that their Funding Agreements will continue. The new Agreements, and their term, will be provided to them in November.



## School Payroll

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**Our current payroll system, EdPay, is not designed with support staff in mind. It doesn't have information on leave availability and balances, ease of access to payslips, or Kiwisaver info. Is there a plan to have an HR system that staff can access their HR info?**

Further EdPay changes will provide more functionality for authorised users and, in time, we'll see enhanced access to information and increased upfront validation that will make it easier to choose correct options. There is no plan at this stage to provide a fully integrated HR system.

**When will the TAPEC funding for next year be announced?**

We are in the process of calculating the settlement funding for 2021. Please be assured, however, that the Ministry will be providing top-up funding for the 2021 year similar to that provided in 2020.

We appreciate that schools will be budgeting for 2021 following the release of your provisional funding notices and as such we are grateful for your patience and understanding whilst we continue to work through the details of TAPESA funding for 2021.

We will be in touch once these details are confirmed. If you have any other queries you can contact us by emailing [TeacherAide.PayEquity@education.govt.nz](mailto:TeacherAide.PayEquity@education.govt.nz).

### **2021 funding**

Schools received a letter outlining their first instalment of funding for the 2021 year on the 2nd November. This is available on the School Data Portal and contains funding for both the Teacher Aide and Support Staff in Schools settlements.

Three further instalments will be made during 2021. We are in the process of calculating those and will be updating schools around March with the details of each instalment.

[Further information about the calculations and process for 2021, can be found on our website.](#)

### **Ongoing funding**

As part of the settlement, there will be a review of how teacher aides are funded. Until this process is completed, schools will continue to receive funding for the impact of the settlement in two ways:

1. Through annual increases to their operational funding baseline, for example the 1.8% increase between 2020 and 2021, and
2. Through the additional settlement top up funding instalments (quarterly) and final wash up process.

We will continue to fund the additional top up funding for the settlement until this process is completed.

Please let me or the [teacheraide.payequity@education.govt.nz](mailto:teacheraide.payequity@education.govt.nz) inbox know if you have any further questions.

**We shape an education system that delivers  
equitable and excellent outcomes**