

# Sector Forum 26 March

Please remember

- Please mute yourself
- Please keep questions to the end – if you'd like to ask a question please type it into the chat box
- We are recording for note-taking purposes – we will email a written summary to you in the coming weeks



# Agenda

**4:00 – 4:05** - Introductions

**4:05 – 4:15** - Updated school-led property procurement framework

**4:15 – 4:25** - Emissions Reduction: State Schools & Kura

**4:25 – 4:35** - Construction Observation

**4:35 – 4:50** - An affordable future for Ministry-led school property projects

**4:50 – 5:00** - Q&A session



# Updated school-led property procurement framework

**Presented by:** Jacqui Collinge | Principal Advisor - School Property Procurement

# Why change our School-led Property Procurement Framework?



Feedback over last two years from Asset Management, schools and PMs.



Internal steering group set up November 2023.



**Survey of school-led PMs** conducted in December 2023.



Sprint project to allow us to rollout changes as they are ready.



Comms plan in place to update sector on changes.

- PM Quarterly Forum & Infrastructure News = School-led PMs
- School Bulletin & Infrastructure Sector Forum = School leaders

# PM survey results

## Themes within scope of this project:

- Adjust procurement thresholds to enable more small projects to direct source.
- Flexibility around funding allocation and ensure that the procurement approach is adapted to suit individual project context and situation.
- Translate relevant documents, forms and templates to ‘plain English’ and make them more accessible (i.e. easier to find on the Ministry website).
- Clearer and more streamlined process (i.e. avoid duplication and require less documentation if possible).
- Put checks and balances to ensure that the framework is followed, and that PMs are held accountable.



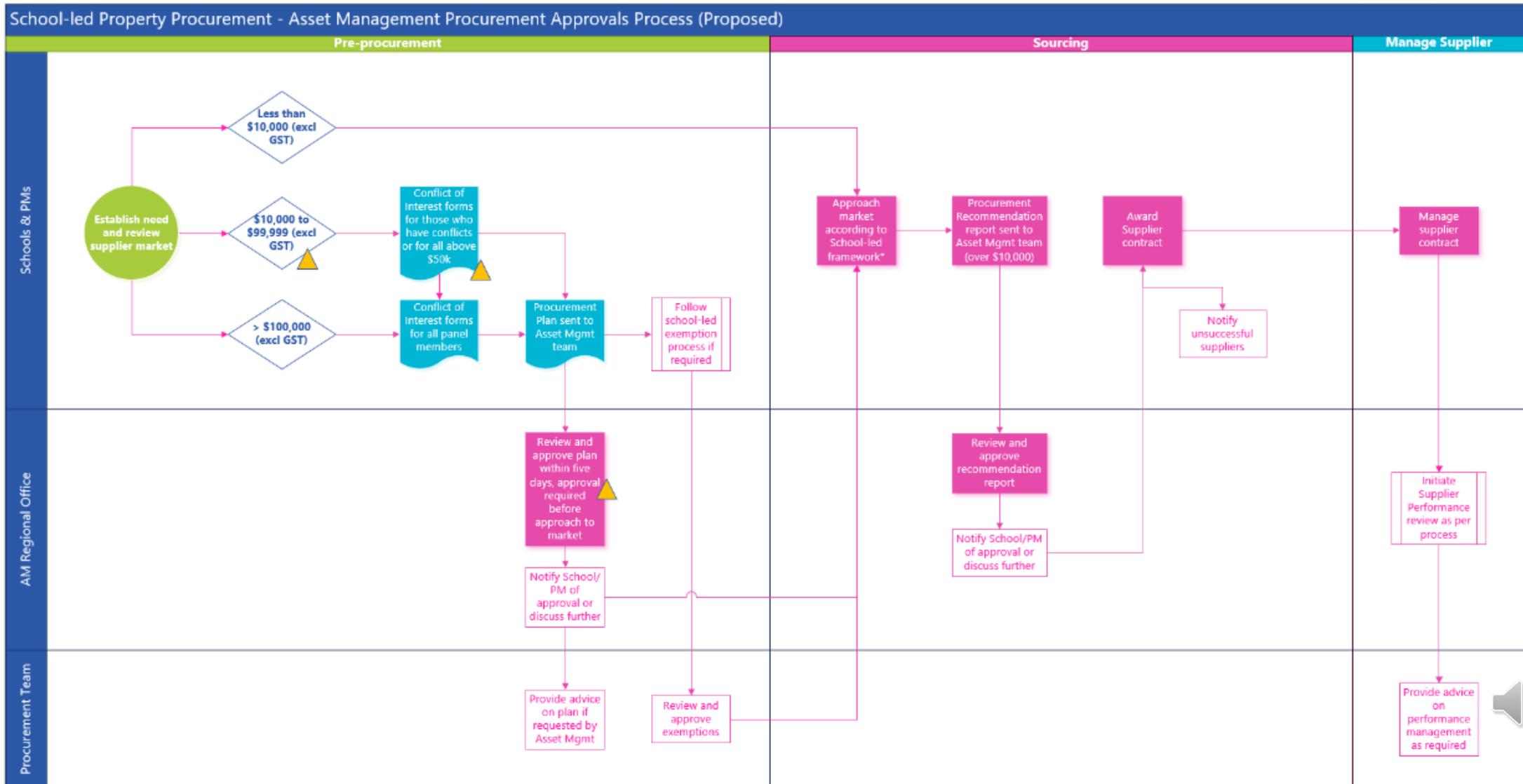
# Proposed changes: Approach to market requirements

Theme	Old Framework	Updated Framework
<b>Procurement thresholds</b>	Separate categories for <b>\$10,000 - \$49,999</b> and <b>\$50,000 - \$99,000</b> procurement values	A single <b>\$10,000 - \$99,999</b> procurement value category
<b>Approach method</b>	<b>Less than \$10,000</b> = Non-competitive purchase <b>\$10,000 - \$49,999</b> = Direct source <b>\$50,000 - \$99,000</b> = Closed tender	<b>Less than \$10,000</b> = As appropriate <b>\$10,000 - \$99,999</b> = Closed tender is preferred whenever practical
<b>COI declarations</b>	<b>\$10,000 - \$49,999</b> = From those with a COI <b>\$50,000 - \$99,000</b> = From all involved	<b>No change</b>
<b>Approach to market document</b>	<b>\$10,000 - \$49,999</b> = RFQ Lite <b>\$50,000 - \$99,000</b> = RFQ Lite or RFQ as appropriate	<b>\$10,000 - \$99,999</b> = RFQ Lite or RFQ as appropriate
<b>Recommendation report</b>	<b>Less than \$10,000</b> = Required for school-led projects only	<b>No change</b>
<b>Outcome notice to suppliers</b>	<b>\$10,000 - \$49,999</b> = Not required <b>\$50,000 - \$99,000</b> = Via email or phone call (optional)	<b>\$10,000 - \$99,999</b> = Required for all competitive tenders

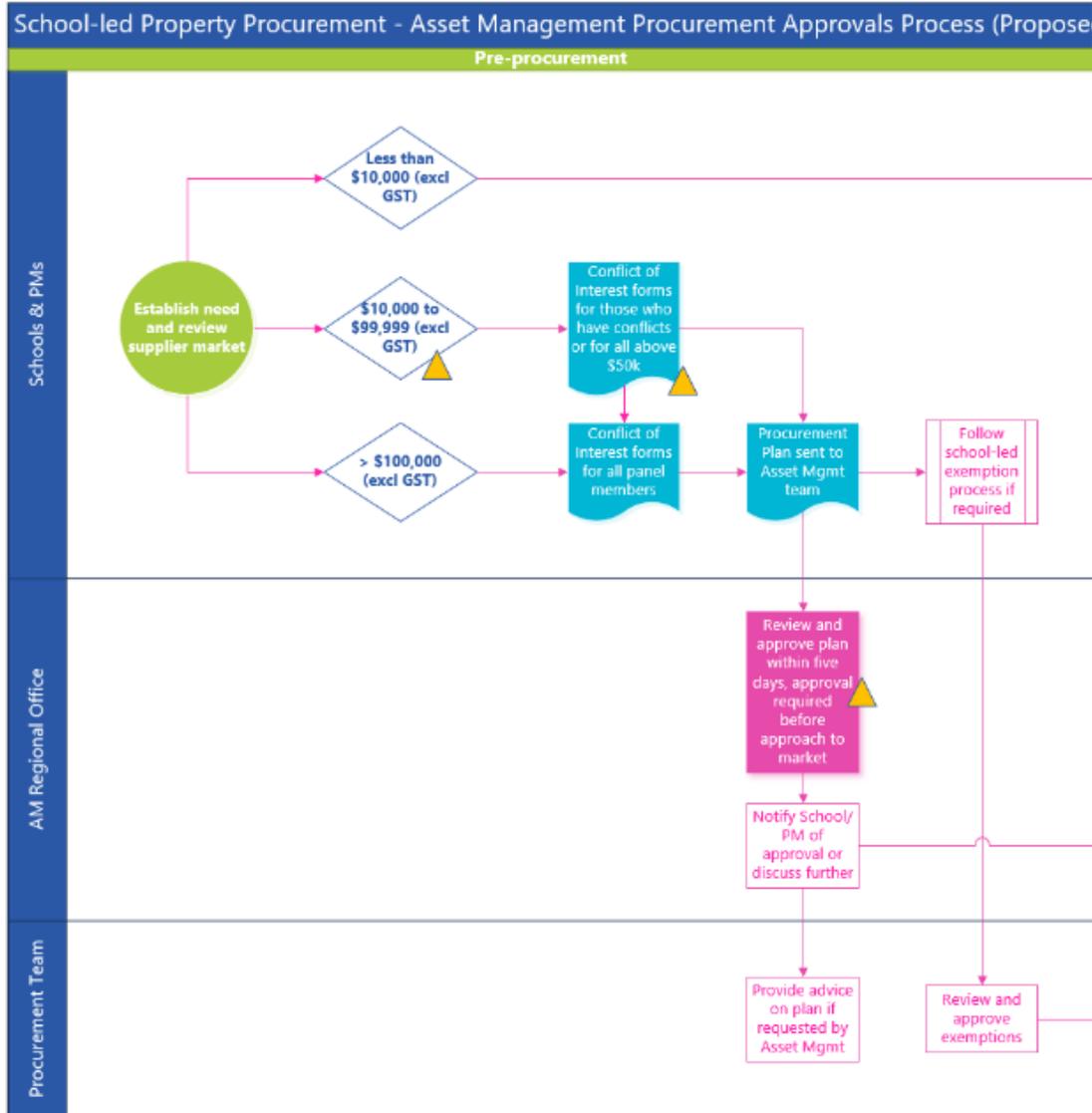
# Proposed changes: Document Endorsement and Approvals

Document	Old Framework	Updated Framework
<b>COI management plan</b>	Property Advisor to endorse	Endorsed on Property Advisor request only
<b>Procurement Plan</b>	Property Advisor to endorse, have two days to do this or PM can proceed without endorsement.	Property Advisor has five days to endorse, and <b>PM must wait for endorsement</b>
<b>RFx document</b>	Property Advisor to endorse	Endorsed on Property Advisor request only
<b>Recommendation report</b>	Property Advisor to endorse, have two days to do this or PM can proceed without endorsement.	<b>No change</b>
<b>Final form of contract</b>	Property Advisor to endorse	Endorsed on Property Advisor request only
<b>Exemption form</b>	<b>New guidance from 1 April</b>	Submitted with Procurement Plan, Property Advisor to endorse and seek procurement team approval before PM can proceed.

# Proposed changes: Future state map

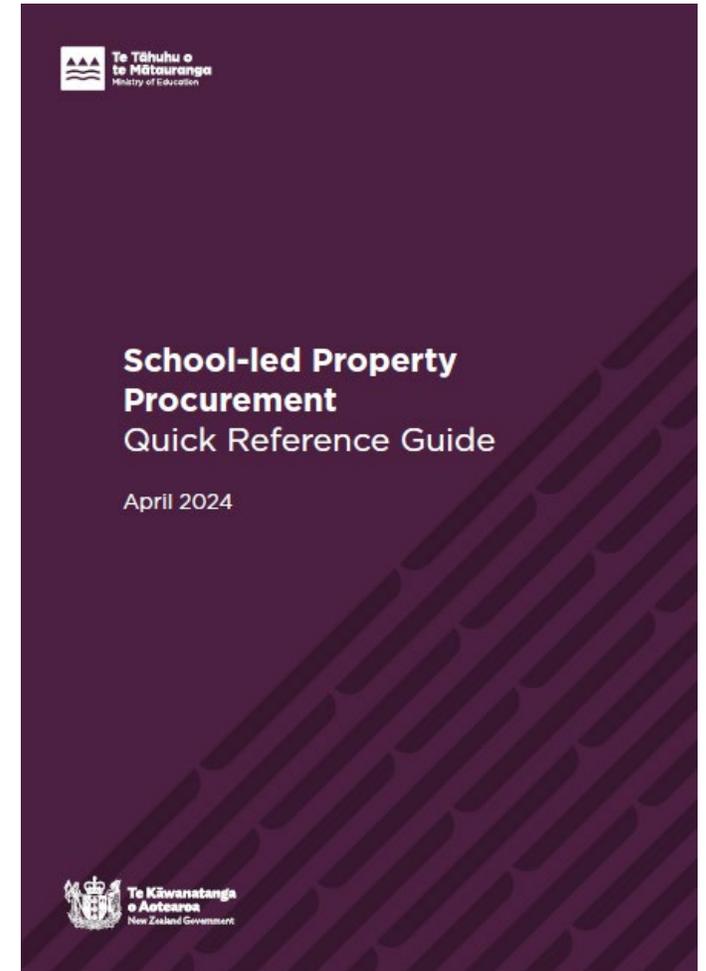


# Proposed changes: Future state map



# Proposed changes: Things to note

- Go-live is on **1 April 2024**
- Exemptions are no longer required under \$100,000.
- Quick Reference Guide and other resources will be available on our website by 1 April.
- Steering group remains in place to support implementation and monitor impact of changes. Future changes can be made if unintended consequences occur or operating environment changes.



# Contact

[TPHM.Procurement@education.govt.nz](mailto:TPHM.Procurement@education.govt.nz)

# Emissions Reduction: State Schools & Kura

**Presented by:** Tracy Finlayson | Programme Director, Emission Reductions: Schools and Kura



*The Ministry of Education is thinking about how the national curriculum and our supports can better enable kaiako and teachers to equip our tamariki and young people to positively contribute to a low-emissions society, regardless of their life and career journeys.*

**Purchased Goods & Services:**  
429,208 tCO<sub>2</sub>-e

\$3.1b worth of goods and services purchased



**Corporate Emissions:**

23,912 tCO<sub>2</sub>-e includes Scope 1, Scope 2 and Scope 3 emission sources

We fly and drive for work. We work in offices that require energy and water. We purchase goods and services. We create waste from what we don't recycle

Ministry

Schools & kura

**Fuel:**  
36,743 tCO<sub>2</sub>-e

Scope 1 emissions from:

- 410 gas boilers
- 91 diesel boilers
- 135 coal boilers



**Construction:**  
278,911 tCO<sub>2</sub>-e

Scope 3 emissions from:

- \$1b capital expenditure
- \$135m board led capital projects
- 138 offsite manufactured teaching spaces in FY22/23 (OMBs)



**1,120,935 tCO<sub>2</sub>-e**

**Total school & kura carbon emissions for FY22/23**



**Transport:**  
346,651 tCO<sub>2</sub>-e

Scope 3 emissions from:

- 700,000 ākonga commuting to school daily across active transport, Ministry funded bus networks, public transport, and private vehicles
- 135,000 school staff commuting to school

**Waste:**  
5,984 tCO<sub>2</sub>-e

Scope 3 emissions:

27,950 tonnes of waste to landfill by 2,100 schools & kura



**Water:**  
1,646 tCO<sub>2</sub>-e

Scope 3 emissions (water and wastewater):

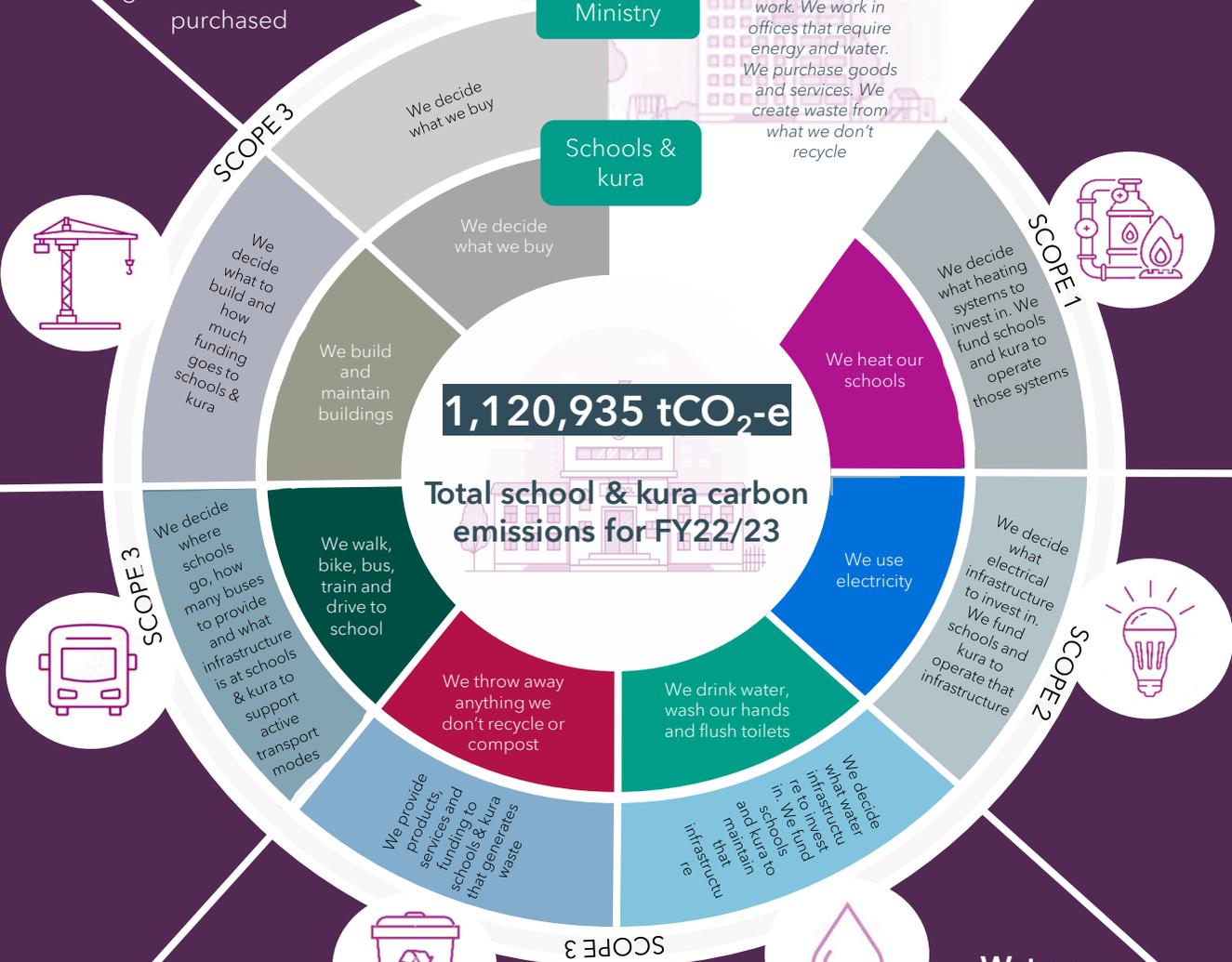
2.8 billion litres of water used each year by 2,100 schools and kura



**Electricity:**  
21,789 tCO<sub>2</sub>-e

Scope 2 emissions:

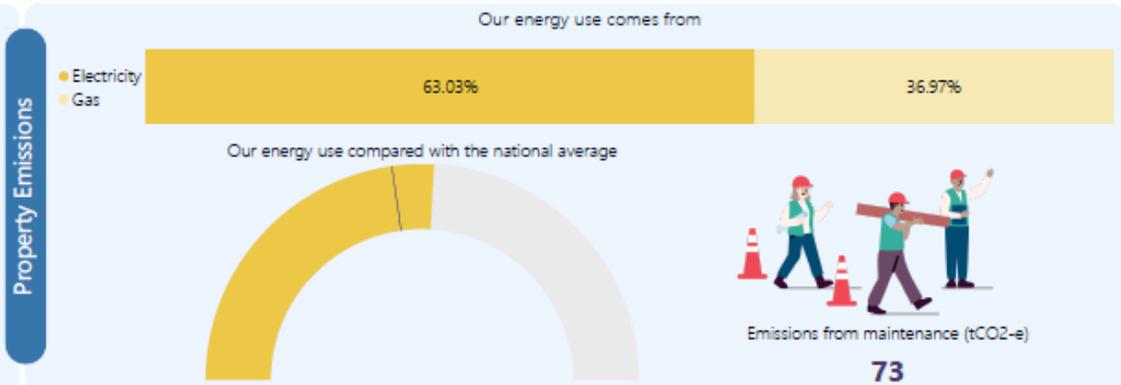
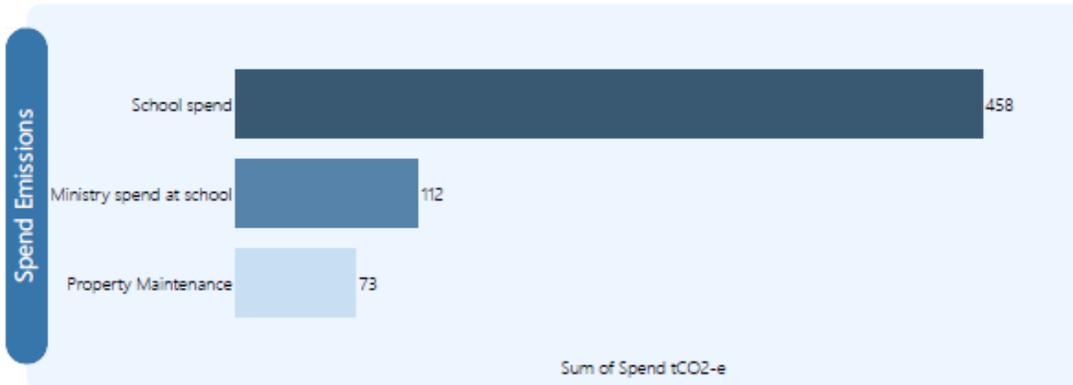
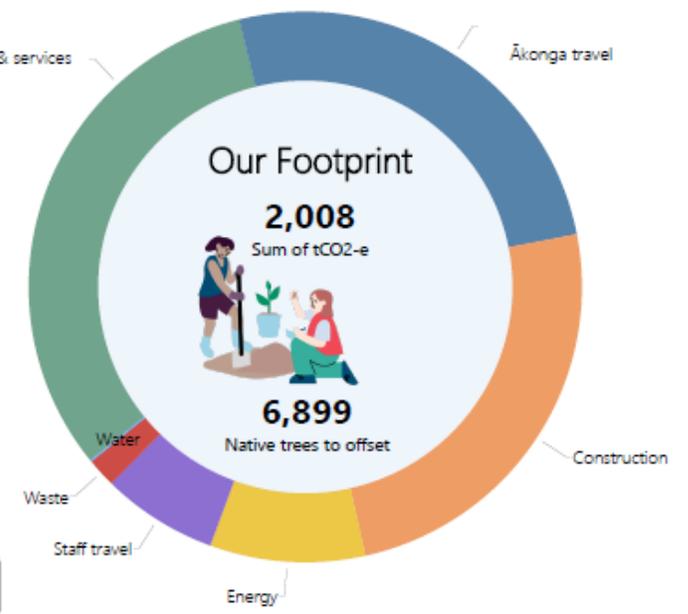
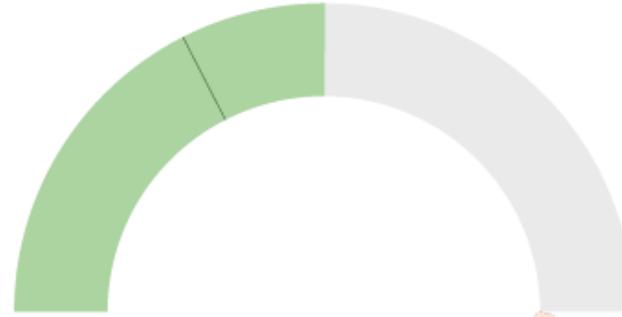
- 251 million kWh per year used by 2,100 schools & kura
- 234 schools & kura with solar panels installed and generating clean energy
- 10,945 ākonga from 6,334 families are home schooled



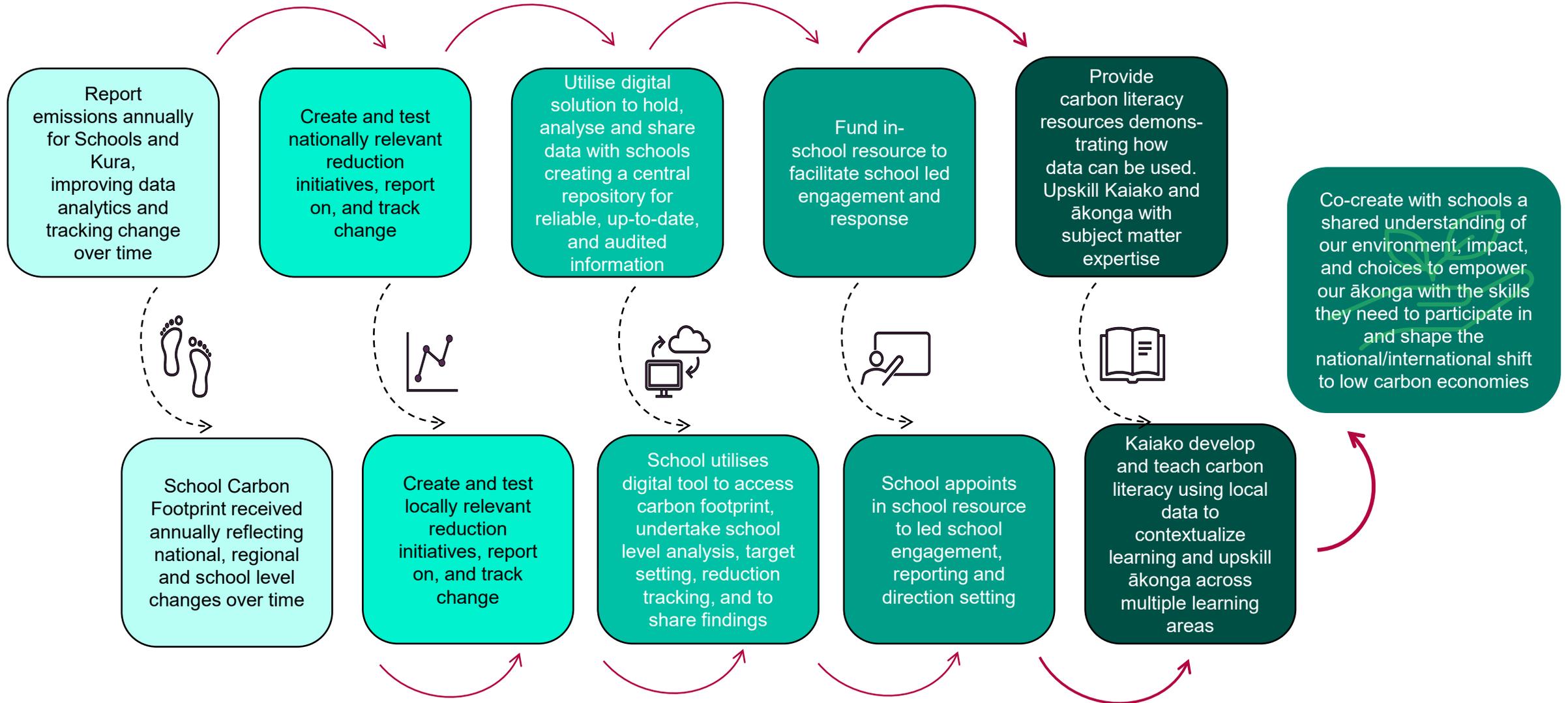
# Example



Our footprint compared with the national average



# Te Tāhuhu o Matauranga: responsible for national reporting, national strategic direction



Co-create with schools a shared understanding of our environment, impact, and choices to empower our ākonga with the skills they need to participate in and shape the national/international shift to low carbon economies

Schools & kura: Responsible for school engagement, reporting and school strategic direction

# Active Transport Pilot Programme



Transport is a significant contributor to the emissions footprint of the state schooling sector, with more than 30% of greenhouse gas emissions coming from transport. Our transition to a lower carbon society will require us to change the way we do things.



Our Transport Pilot Programme is a journey of discovery to create transport systems that suit the needs of those who use them. Through the pilot we will support staff and ākonga to consider the future of transport for schools by exploring the choices available to them, the tools to determine the best options for their community, and the required steps to bring their vision to life.



The Ministry, Sport NZ and DecarbonEd are partnering to bring the Active Transport Pilot Programme to schools across Aotearoa during Term 2 and Term 3 of 2024.

# What's included?

## Carbon Neutral School Lead

- A Ministry funded dedicated kaiako who will coordinate and support the pilot and act as the connector between the school, community, and DecarbonEd.

## Age & Subject-Specific Curriculum Resources

- Classroom-ready lessons for Maths, Science, English, PE & Health, Social Studies, and Technology and integrated units for Primary and Intermediate that map climate literacy across learning areas, localising that learning through school's specific transport data.

## Sport NZ and DecarbonEd support

- Extensive support will be provided to the Carbon Neutral School Lead, to ensure the role is both achievable, and successful. Linkages to local Councils will also be provided.

## Carbon footprint

- Each school is to receive their individual carbon footprint which is the result of the emissions reporting undertaken by the Ministry on behalf of schools in 2023. This footprint includes transport emissions, as well as things like energy waste, water, construction and purchased goods & services

## Accelerate2zero

- This tool allows for analysis of a school's transport data collected throughout the pilot and will be also be utilised in Math's lesson plans. Schools will work with their ākonga to set transport targets or goals, with the ability to track impact and change over time in the tool.

# Construction Observation

**Presented by:** Will Rowson | Construction Observation Manager

# Construction Observation Team

Manager, Asset Management Technical Advisory  
Sam Thompson

## Central Region

- **Fa'asalele Malo**

### Lead Advisor

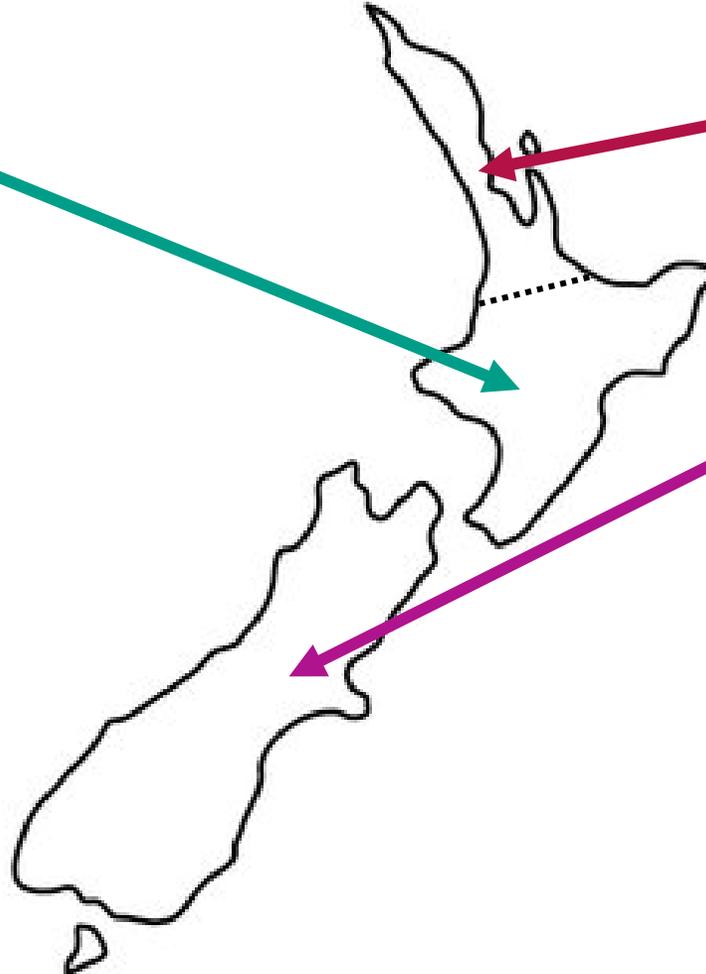
- Mickey Robertson

### Construction Observers:

- Steve Faull
- Rodney Shackleton
- Nga Toma
- Andy Golding
- Mike Skelton
- Aaron Bradey
- Tyler Smith

### Project Coordinator:

- Emma Main



## Northern Region

- **Fred Cox**

### Construction Observers:

- Frank Harold
- Paul Tomlinson
- John Tagi'ilima
- Jon Mills
- Buster Shaw

### Project Coordinator:

- Jo Hedge

## Southern Region

- **Will Rowson**

### Construction Observers:

- Joanne Hay
- Barry Doe
- Vince Daly
- Roger Cornelius
- Dene Jonkers

### Project Coordinator:

- Kara Christie

# Not just a Construction Observer



## Cost

Ensure the Ministry's funding is utilised more efficiently, achieving better value for money.



## Construction Quality

Raise the quality and standard of workmanship within the construction industry.



## Condition

Ensure schools have warm and dry learning environments for their intended use.



## Compliance

Provide the Ministry with confidence that our schools are well-constructed.

# Construction Observers – Property Team

The CO team assist in implementing the core focus of the Property Team in the current environment, value for money. Our teams and their construction/design knowledge can assist in multiple areas to ensure we are delivering quality cost-effective learning environments.



Identification of costs saving initiatives should be undertaken at the earliest stage to have the biggest impact, but cost saving should not stop there, it needs to be part of our processes right to the final stages of fit-out.



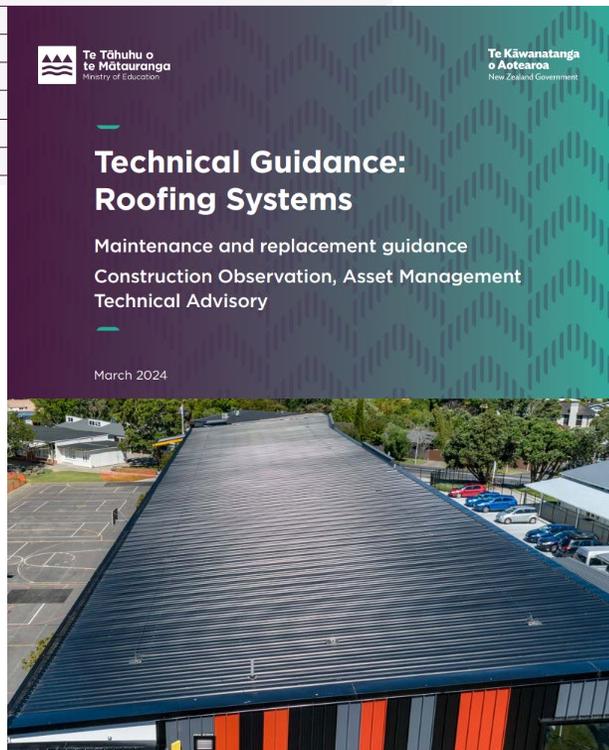
We have the expertise to make judgement calls on product substitutions should these be comparative in durability, cost less and serve the interest of schools, budgets and quality.



We're here to help assist in design advice, provide knowledge from previous builds, learnings from post occupancy evaluations and suggest cost saving possibilities.

# Roofing Guidance Documents

1.	Overview	4
2.	Acknowledgement	4
3.	Introduction	4
4.	Purpose	5
5.	Roof design	5
5.1	Roof pitch	5
5.2	Complex roof design	5
5.3	Ventilation	5
5.4	Incompatible metals	5
6.	Roof maintenance	6
6.1	Corrosion	6
6.2	Protective coat	7
6.3	Screws and nails	7
6.4	Moss, lichen, and debris	7
7.	Benefits and disadvantages	
8.	Sustainability	
9.	Costing analysis	
10.	Roofing repair case study	
11.	Conclusion	



The document aims to encourage Asset Management staff, and schools' external project managers, to utilise Construction Observation expertise to support decision-making when assessing the optimal solution for roofs.

Developed over the last year as a response to 'how we can do things better' and "value for money". This is our way of working, providing more guidance on the way to address the 'grey areas' of our work

It is essential we adopt a discerning approach in determining the severity of roof issues, and exploring viable and cost-effective restoration options before resorting to complete roof replacement.

The document provides a consistency in approach and taking into consideration other factors like carbon footprint involved in the replacement of a roof and meeting our sustainability objectives and responsibilities. The less we spend on the life of un-necessary roof replacements, the more there will be for other critical repairs or replacements.

# Maintenance is key

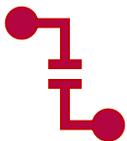


Regularly carrying out simple building maintenance activities will help keep your school | kura buildings and grounds safe and performing as intended throughout their life. Maintenance undertaken regularly and a robust maintenance schedule will avoid costly replacements or large projects.



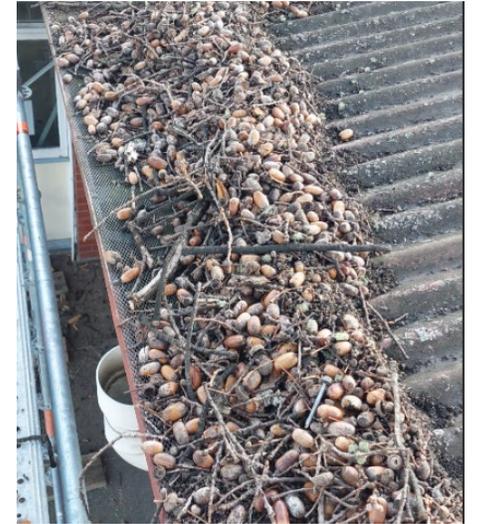
**Planned maintenance** involves maintenance activities to ensure critical assets are operational and will meet their expected lifespan. This includes:

- routine maintenance – planning and carrying out simple, essential maintenance tasks at set times
- preventive maintenance – periodic checks of school buildings to identify maintenance requirements.



**Reactive maintenance** involves repair and replacement of building elements due to breakage. This includes:

- urgent repairs to maintain a healthy, safe and secure school environment for school occupants and visitors
- repairs for damage that doesn't present a risk to security or safety.



# An affordable future for Ministry-led school property projects

**Presented by:** Trent Witton | Director Strategic Asset Management

# Context

As a government department, we have a responsibility to invest in property solutions that demonstrate value for money while still delivering the right outcome for our schools, kura and their ākonga.

Over the past few years, the average budget for the Ministry for each teaching space built has increased from \$700k in 2021 to \$1.1m in 2023 and looks set to continue to climb.

We need to reduce how much it costs to deliver and rely on more simple, durable solutions that can be delivered faster and more cost effectively.





# Focus on simple, durable solutions

- **This means:**
  - Greater reliance on standard and repeatable designs, including standard colour and fabric palettes, floor plans and more delivery using off-site manufacturing methods.
  - A focus on the core infrastructure issue that the project is intended to resolve.
  - Looking more closely at improving existing spaces instead of building new.  
Construction is the Ministry's second highest carbon emitting activity, and we should be considering the impact on our environment when we replace and build.
- Demand for new school property across the country remains high – and demand will continue. We have an aging portfolio.
- The only way we can meet this demand is through more efficient and cost-effective solutions.

# Repeatable solutions and offsite builds

To achieve better value, we need to leverage solutions that can be repeated across projects

- Repeatable solutions mean we're not starting with a blank piece of paper but reusing designs and delivery solutions across school infrastructure projects that we know work for schools.
- This means less reliance on bespoke and increased use of standard modules and materials that have shown they meet the needs of our schools and kura where it makes sense.
- Standard and offsite solutions:
  - create savings of between 10% – 30% compared with traditional solutions for common projects, and
  - significantly reduce delivery times.





# Standard Design Objectives



Value for Money



Simple to Use



Quality Learning  
Environments



Versatile and  
Adaptable



Sustainable



Quick to Deliver

# Examples – two different schools...



... same teaching needs, same design

# Khandallah School, Wellington



# Benefits of offsite manufacturing

An Offsite Manufactured Building (OMB) is a fully functional school building or classroom built in a factory offsite, transported to the school, installed on a foundation, and connected to the school's power and water services.

## Benefits include:

- Internal layouts that are effective for teaching and learning
- Indoor environments that meet performance standards
- Buildings that are designed to adapt to future changes
- Buildings that are easier to operate and maintain
- Quicker more cost-effective delivery of property projects
- Reduced burden for schools in terms of engaging with designers and project managers

# Examples



**Te Pi'ipi'inga (Taranaki):** The construction of 2 teaching spaces and accessible toilet block using a double OMB was delivered in 6 months. The spaces are being used as decanting space for a weathertightness project in progress.

Following completion of the project, the teaching spaces will transition into medium-term roll growth spaces to accommodate the expected growth at the kura.



**TKKM O Te Ara Whanui (Wellington):** To accommodate the growing roll at the kura, 4 teaching spaces constructed of a single and triple OMB were delivered by in six months, with a project budget of \$2.1m

# Examples



**Belmont School (Wellington):** One of the school blocks was replaced with an OMB.

The building includes a toilet block, resource room, two classrooms, two breakout spaces, a ramp, and decking.



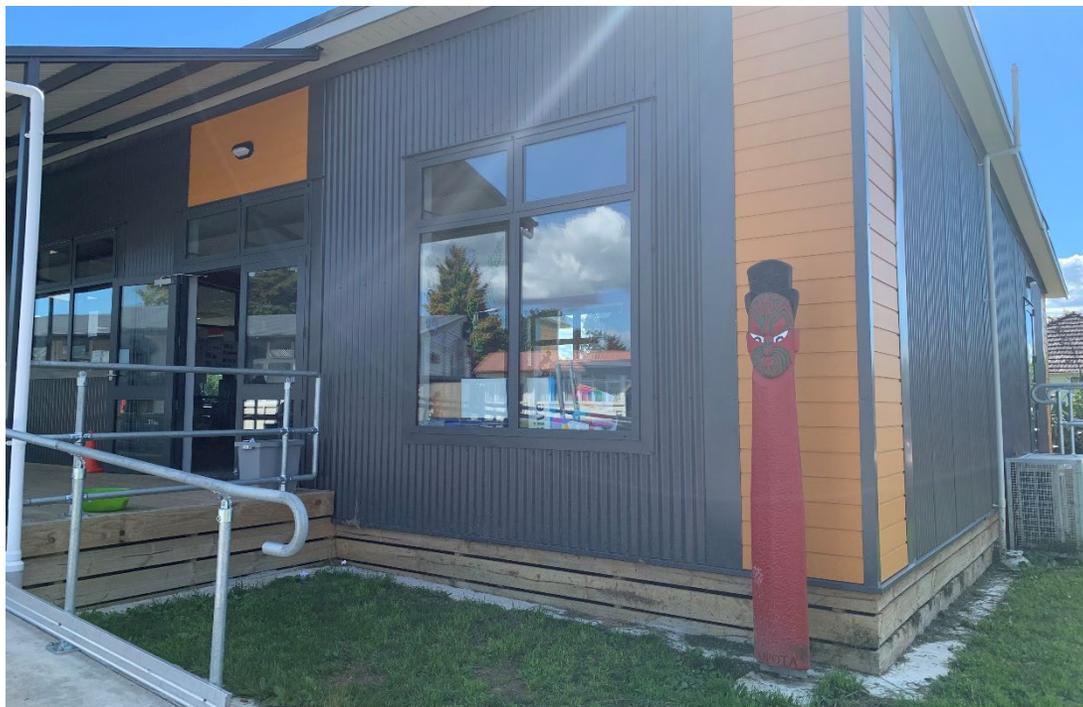
**Tararua College (Wellington):** 12 teaching spaces, using six double OMBs were delivered to replace an existing block after asbestos was found. The project was delivered in 9 months from discovery of the asbestos contamination to practical completion.

The asbestos removal, building demolition, contaminated soil remediation, 6 x new double OMBs, upgrade of the fire system, furniture and equipment and all other associated costs were delivered for \$9.5m - \$791k per teaching space.

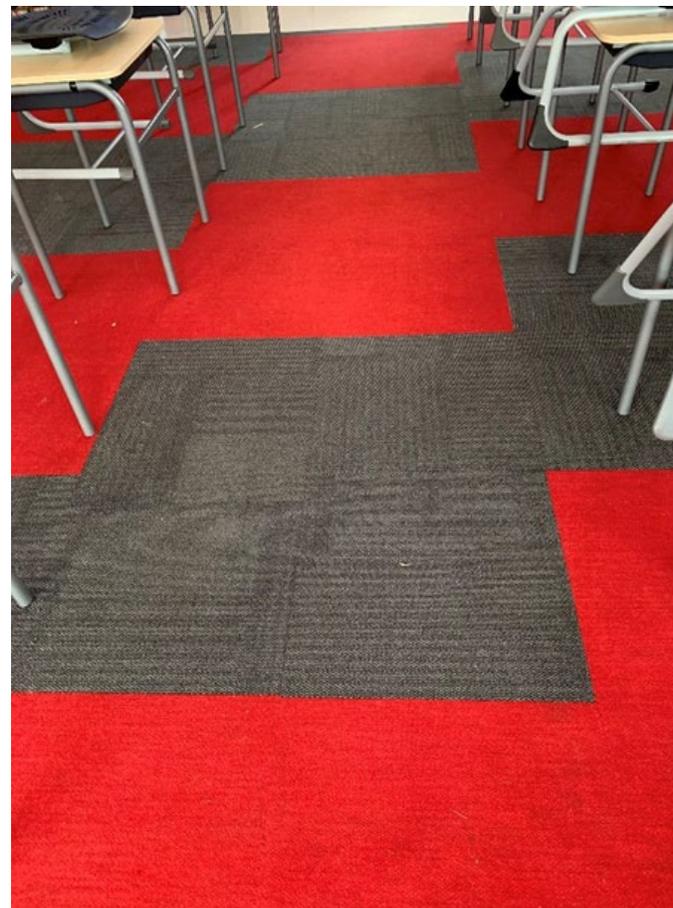


# Opportunity to tell the kura narrative

- Buildings that reflect the special character of a kura – through design, flooring and placement
- Identifiably a Kura Māori and showcasing the special character inside and out



**Te Wharekura o Kirikirioa** – the ochre-coloured panels speak to the unique colour of the soil found in and around Kirikirioa pā.



Consideration to use coloured carpet tiles to speak to the kura identify



# Pātai - Questions



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He mea **tārai** e mātou te **mātauranga**  
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

