



**New Zealand
School Property Agency**

Condition Assessment Guidelines

For use by 10 Year Property Consultants
when completing Condition Assessments
as part of preparing a 10 Year Property
Plan

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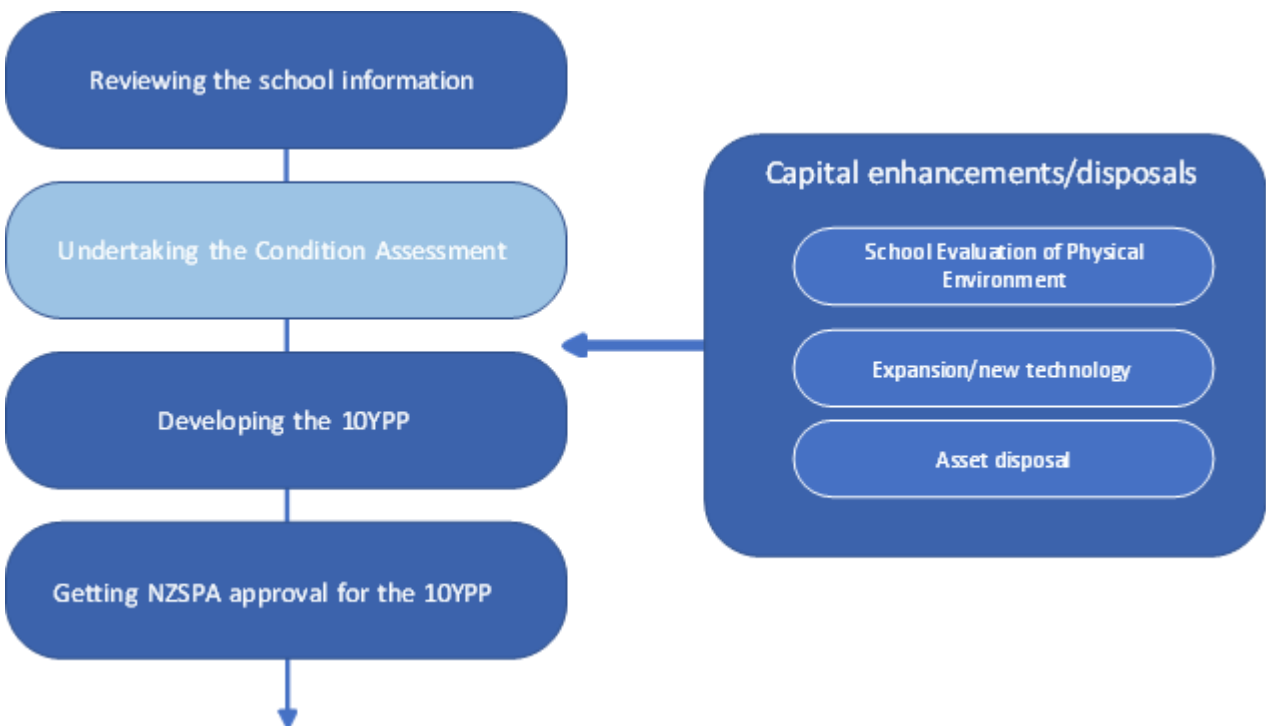
1. Introduction

The Ten Year Property Plan (10YPP) is the main planning tool for school property. School Boards must develop a 10YPP to ensure their school is well maintained and the physical environment supports learning and teaching at the school.

The 10YPP sets out a programme of capital and maintenance works and prioritises work against the (property) needs of the school. Once a 10YPP is approved, schools can begin to deliver the projects using their 5YA funding.

Each school is required to have a Condition Assessment completed as an input into the preparation of their 10YPP. A Condition Assessment is a systematic review of all the school's buildings, plant and underground services to assess the future maintenance needs over a ten-year period. The forecast maintenance needs of the school are then used to develop a strategic capital investment plan (the 10YPP).

The diagram below shows where the Condition Assessment occurs in the overall 10YPP and 5YA process. Note the process of assessing capital enhancements and disposals is a separate process to the Condition Assessment. All 3 are inputs to the completed 10YPP.



2. Terms and definitions

The following terms are used in this document.

10YPP Consultant - a consultant who has completed NZSPA's 10YPP training.

Capital maintenance - work to replace or undertake major maintenance of a value of equal to or greater than \$5,000 to an existing property or element to preserve the life of that asset to ensure it can continue to be used for its existing purpose.

Capital works - work to create new property, or to enhance, modernise or upgrade existing property and where a new asset is created in NZSPA's balance sheet or an existing asset is updated in NZSPA's balance sheet.

Cyclical maintenance - work that is painting and or surface protection to existing buildings and structures both external and internal.

Five Year Agreement – agreement by NZSPA to provide schools with funding for capital maintenance works and capital upgrades to existing property, based on school roll and area.

Maintenance Standards – define a desired condition of buildings and services at school.

MPlan - a web-based tool for capturing Condition Assessment data, provided by WebFM. You can regularly update and review the information and generate reports by exporting data into Excel. School building data from Helios is automatically uploaded to the system. Each school principal and 10YPP Consultant can have a login to their school. Available at www.webfm.net.

Programme maintenance - painting under a long-term contract, usually an annual amount.

Desktop assessment - the 10YPP Consultant conducts a virtual assessment of the condition of the assets using existing data and knowledge to identify the works required. It relies heavily on the practical knowledge of the buildings and services as known to its maintainers and occupants.

Physical assessment - the 10YPP Consultant inspects the school and records any maintenance that is required. Physical inspections may be for the buildings and services as a whole, or for specific elements, like underground services.

Helios - NZSPA's computerised record of all the assets (including buildings and land) at every state school.

Strategic Impacts - any work planned that will affect the use or condition of a building or service now or in the future or justification for a major work item, e.g. demolition of a building etc.

3. Condition Assessment roles and responsibilities

The below chart illustrates the responsibilities of each party involved in the Condition Assessment process.

Who	Responsibility
New Zealand School Property Agency	• Implementation of Condition Assessment methodology to all schools • Engage 10YPP Consultants • Provide training to 10YPP Consultants
Property Advisor	• Advise and support schools to complete Condition Assessments • Checks Condition Assessment data has been correctly applied to a 10YPP
10YPP Consultant	• Review information including: – school site plans – existing and planned works programme – last condition assessment • Energy benchmarking reports (if available) • SEPE. • Understand the strategic impacts and maintenance issues. • Undertake the desktop condition assessment • Procure specialist high-level reports • Conduct physical condition assessment • Produce the completed Condition Assessment reports • Confirm buildings in MPlan match the buildings onsite and in Helios • Capture Works required in the next 10-year period.
Principal and Board	• Engage with 10YPP Consultant • Attend desktop assessment
Caretaker or other relevant school property staff	• Participate in the desktop assessment, provide information to 10YPP Consultant
Specialist consultants	• Provide expert advice for key infrastructure services including electrical services, plumbing services, boiler and heating services, roofing and drain laying

You are responsible for signing off the Condition Assessment reports as true and accurate, including any inspections done by specialists. Specialists must be able to certify that they are qualified to produce reports and that they have taken every reasonable step to identify any required work.

You, and the specialists, are not liable if your contribution to a Condition Assessment isn't correct. For example, if:

- you fail to identify a problem with a boiler that later breaks down
- a planned project proves more complicated and costly than expected.

4. Information gathering

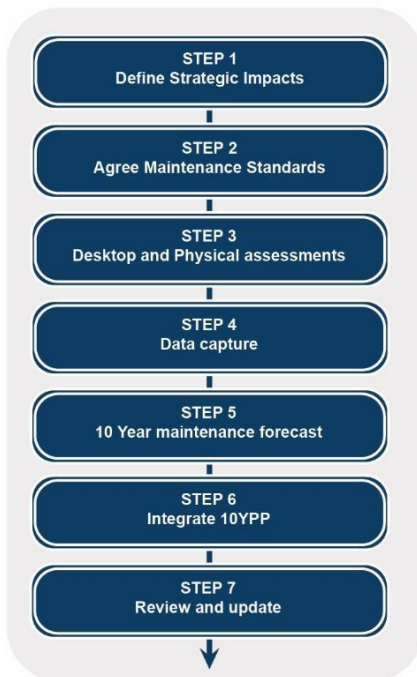
Before beginning the Condition Assessment process, you need to do the following:

1. Complete required training.
2. Download existing school information from Helios– this includes general school details, budget allocations, guide entitlements and property information.
3. Get a copy of current site plans and aerial photographs where available (the school or local NZSPA office may have these).
4. Download a copy of the Desktop Assessment Questionnaire and Condition Assessment Checklist.
5. Download a copy of the Condition Assessment Data Capture form and Minor Items Form.

The documents referred to on this page can be downloaded from the [New Zealand School Property Agency website](#).

5. Condition Assessment process

The diagram below describes the 7 steps involved in preparing a Condition Assessment:



5.1 Step 1 – Define Strategic Impacts

The first step in the Condition Assessment process is to meet with school representatives to discuss any planned actions that will affect the use or condition of a building now or in the future. This is called a ‘Strategic Impact’.

It is important to identify Strategic Impacts to ensure a building's level of maintenance reflects its current and future use, and to justify any major infrastructure works, eg the need to replace a boiler.

If a Strategic Impact is identified it is then recorded against a building or service. Any specialist reports or other relevant property reports for a school should be uploaded as a Strategic Impact.

Any Strategic Impacts must be carefully documented as they form the basis of the Condition Assessment and the 10YPP process to follow.

Examples:

- A building is intended to be replaced with a new building in the next year. There is no value in capturing data on paying for painting or floor covering replacements. Still undertake the Condition Assessment but only include work essential to keeping the building operational in the immediate future (such as health and safety work).

- A building which has been identified as no longer needed and is included in a rationalisation plan. It will only need limited, if any, maintenance work to preserve the building externally and maintain its security. No internal works need to be recorded.
- Electrical report identifies need to replace a main switchboard

When formulating the Strategic Impact consider:

- predicted changes in enrolments (up or down)
- the impact of new technology
- the effect of other NZSPA programmes, like weather-tightness repair, or earthquake strengthening.
- specialist reports, e.g. structural reports that will impact the condition assessment (the report title, author and source should be noted for later reference and a copy of the report uploaded in the Strategic Impact).

5.2 Step 2 – Agree Maintenance Standards

Work with school representatives to agree the Maintenance Standards to be applied to each school building.

Maintenance Standards define a desired condition of buildings and services in school properties against which condition assessments should be undertaken. The Standards establish quality and presentation levels which a school is required to achieve.

Maintenance Standards are aimed at avoiding uncertainty about the overall level of condition to which a facility or part of a facility is to be maintained. The standards enable realistic condition assessments to be undertaken, and the development of maintenance policies and practices to be negotiated between the school and 10YPP Consultant. They can then be used to:

- set the type and frequency of cyclic maintenance and inspections
- define acceptable threshold levels of performance and presentation
- fix acceptable standards of workmanship, appearance and cleanliness
- establish acceptable response times for the correction of faults, and
- define performance criteria for maintenance contracts.

In normal circumstances the default Standards (Standards 'A - Specialist' and 'B - General') will apply unless a decision has been taken to limit use, vacate or dispose of a building or service. In which case modified standards (Standards 'C – Minimal' or 'D – Mothball') would be used. They are reflective of strategic impacts. All Maintenance Standard D's must have a corresponding Strategic Impact to explain why this standard has been applied.

5.2.1 Default Standards

5.2.1.1 Maintenance Standard A – Specialist spaces

This Standard applies to specialist buildings or services within education properties unless there are special circumstances.

This Standard recognises that some special spaces within a school complex warrant a level of attention higher than the normal default standard. Such areas typically:

- are subject to higher levels of ‘wear and tear’ than other areas
- are subject to a wider range of stringent statutory obligations (such as food preparation areas)
- need a specialised environment (such as tighter temperature and humidity controls).

The Standard is aimed at preserving essential functionality, complying with statutory health, safety and environmental obligations, and rectifying faults before consequential damage incurs additional cost. The requirement is to preserve the operational capacity of the building or service as much as possible. This Standard does not require close attention to physical appearance, except to meet the other criteria.

Examples of specialist spaces

Areas such as science laboratories, security systems, food preparation areas, ICT rooms, libraries with ICT facilities and special buildings and services.

Performance criteria

- Visual appearance - Minor signs of deterioration when viewed closely may be acceptable. No deterioration when viewed from normal distance. Some deterioration may be tolerated for short periods of time.
- Function - All elements must function as intended during periods of intended use, with a low probability of failure.
- Compliance - All requirements with respect to health, safety and the environment must be met.
- Financial - The primary aim in this category is to maximise the long term economic performance of the building or service. Refurbishments, equipment replacements and maintenance planning should be in a strategic framework, and decisions taken on a life-cycle basis.

Planning implications

A high proportion of maintenance should be done on a cyclic basis to reduce failures and maintain an adequate level of functionality and appearance. Inspections and maintenance tasks should be planned to minimise disruption.

5.2.1.2 Maintenance Standard B – General spaces

This Standard applies to all school buildings and services unless there are special circumstances.

This Standard is aimed at preserving essential functionality, complying with statutory health, safety and environmental obligations, and rectifying faults before consequential damage incurs additional cost. The requirement is to preserve the operational capacity of the building or service as much as possible. This Standard does not require close attention to physical appearance, except to meet the other criteria.

Examples of general spaces

Most areas which are in routine use for education purposes such as classrooms, administrative areas, ablutions and recreation areas.

Performance criteria

- Visual appearance - In this criteria physical appearance is not the major consideration and signs of deterioration are acceptable.
- Function - All required elements should be able to function as intended during planned periods of use. Minor failures, excluding those which bring a threat to safety or security, can be tolerated.
- Compliance - All requirements with respect to health, safety and the environment must be met. Other obligations should be met to the maximum extent feasible.
- Financial - The primary aim in this criteria is to maximise the long term economic performance of the building or service. Refurbishments, equipment replacements and maintenance planning should be in a strategic framework, and decisions taken on a life-cycle basis.

Planning implications

Some maintenance is undertaken on a cyclic basis, in order to reduce failures and maintain an adequate level of functionality. Plan maintenance and inspection tasks to minimise school disruption, but some interruptions are acceptable.

5.2.2 Modified Standards

5.2.2.1 Maintenance Standard C – Minimal

This Standard applies to buildings and services which have a limited life (of less than 5 years) or fulfil a non-core function. It can also be used for buildings and services that provide a basic utility function only and visual appearance and amenity are not critical.

Maintenance is aimed at minimising current operational costs while continuing to preserve essential functionality for operational purposes and complying with statutory obligations to the maximum extent possible.

Examples of minimal utility areas

Non-core buildings such as caretaker sheds, bicycle sheds, buildings and services identified for major refurbishment or replacement in the short term (but which are still required for use).

Performance criteria

- Visual appearance - Signs of deterioration are acceptable.
- Function - All primary elements should function as intended during periods of intended use. System failures will be tolerated except for health and safety.
- Compliance - Statutory responsibilities with respect to health, safety and the environment should be met.
- Financial - Limitation of short and long term maintenance costs is the primary objective.

Planning implications

Most maintenance will be reactive, and planned to retain functionality for a limited period only. Cyclic maintenance is confined to primary elements of the asset only and should be undertaken only where existing function has failed. Plan work that focuses on the minimum required to retain safety and compliance with regulations.

5.2.2.2 Maintenance Standard D – Mothball

This Standard applies to buildings and services which have been closed or vacated and are not in current use. Maintenance is aimed at maintaining essential safety and security, protecting against vandalism or other damage, and limiting any cost penalties.

Examples of mothball spaces

Buildings and services which are held vacant awaiting sale, demolition, or a decision about their future.

Performance criteria

- Visual appearance - Not important.
- Function - No requirement to retain any functional performance except to avoid degradation of asset value (only if asset is to be sold) .
- Compliance - Only essential responsibilities with respect to safety and the environment should be met.

- Financial - In this criteria the limitation of maintenance costs in the short term is the primary objective.

Planning implications

Maintenance in such areas is confined to regular inspections, with only essential work undertaken such as the control of noxious weeds or unavoidable essential services.

5.3 Step 3a - Desktop assessment

Facilitate a desktop assessment. This is a workshop using existing data and knowledge to provide a virtual assessment of the condition of the assets and the works required. It relies heavily on the practical knowledge of the participants, like the principal, caretaker and other property personnel.

The desktop assessment is quick to complete. Use the Condition Assessment Checklist and the Desktop Assessment Questionnaire (download this from the New Zealand School Property Agency website).

5.4 Step 3b - Physical assessment

The physical condition assessment follows on from the desktop assessment. Carry out a detailed inspection of the school property to ensure all work items required over the period of the 10 year plan have been captured and any specific issues arising from the desktop assessment have been investigated.

Specialists are required to prepare high-level reports for some key infrastructure services. In depth reports may be required if issues are identified. See Appendix 2 for more information.

Use the Minor Items Form to record any minor maintenance items you identify during the assessment which the school should be aware of or any hazards which a school should record on their hazard register.

5.5 Step 4 – Data Capture Guide

5.5.1 Priority codes

Each assessment record must have a priority code to ensure the 10YPP reflects a proper allocation of funding against risk. Year 1 of a 10YPP should prioritise the highest risk works first followed by lower risk works at later stages.

Use the following priority codes:

1. Health and safety: work that if not done in the year shown will result in a breach of health and safety regulations.

2. High operational risk: work that if not done in the year shown will result in a major failure that prevents continued operation of the school or a school programme, eg if there was no power to the school site, the school would have to close.
3. Asset preservation: work that if not done in the year shown will result in unacceptable deterioration of the school assets/buildings.
4. Low operational risk: work that if not completed in the year shown could result in minor disruption to the school's operation or to a school programme, eg power loss to a block may close part of a school.
5. Life cycle replacement: a work that is not a priority 1-4, but is required to ensure ongoing functionality of the asset or building.

Most of work in the 10YPP will be either priority 3 (asset preservation) or 5 (lifecycle replacement), priority 1 work should be done immediately.

5.5.2 Element codes

Element codes allow the Condition Assessment data to be grouped by the asset element that best corresponds to the works.

Code	Sub element group
BF	Building fabric
ES	Electrical systems
FS	Fire protection system
HV	Heating, ventilation and air conditioning
PS	Plumbing services
IN	Infrastructure
VT	Vertical transportation

5.5.3 Trade codes

The following trade codes need to be used for each record to provide guidance on the types of work and to allow analysis of the 10YPP to develop the most optimal delivery strategy. For example, 'painter' should be selected to group all painting works over a number of years to improve the economy of scale and reduce costs.

Where the trade description is not fully accurate, select the closest and add further details in the work description field to clarify the specific trade requirements.

Code	Trade Codes
CA	Carpenter
CO	Consultant
EL	Electrician/security/communications
FC	Floor coverings
FS	Fire services
HV	Heating, ventilation and air conditioning

Code	Trade Codes
HW	Heritage work
LA	Landscape/fencing
OT	Other
PA	Pavements/roads
PE	Painter external
PI	Painter internal
PL	Plumber
RO	Roofer
SW	Structural works

5.5.4 Job type codes

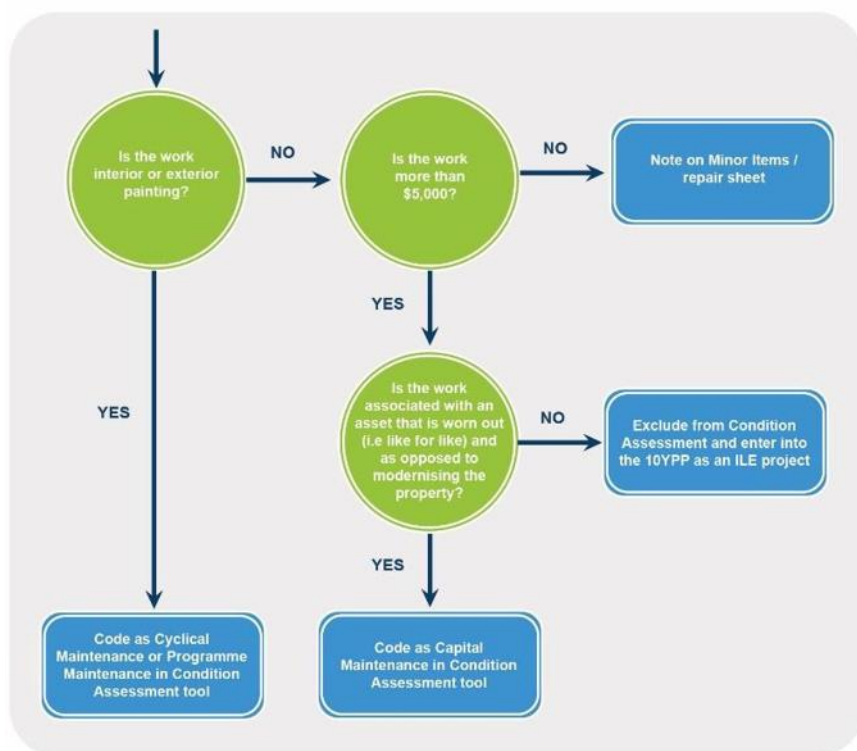
Use the following job type codes to allow work to be grouped under a particular funding source.

Code	Job Type Codes	Description
CYC	Cyclical maintenance	Re-painting on a cyclical basis both External and Internal.
PRO	Programme maintenance	Re-painting under a long-term contract, usually an annual amount.
CAP	Capital maintenance	Major works over \$5,000 that are needed to preserve the school in accordance with the Maintenance Standard and ensure the school can continue operating for the foreseeable future, as planned. These works exclude any modernisation works that enhance the functionality of these assets or expand capacity of the building.
EQW	Earthquake works	Major repairs, rectifications, replacements and strengthening works identified as a result of an earthquake or structural engineers assessment
WTP	Weather-tightness	Major works related to the National Weather-Tightness Survey or NZSPA's Building Improvement Programme.

From time to time NZSPA will add or delete special funding programs for school maintenance. Special Job/Fund codes will be added to capture works and costs associated with these programmes. Instructions and guidance will be issued as needed on the scope and application of these codes.

How to code work items – flowchart

This flow chart will help you decide the type of work and how to code it in the Condition Assessment.



5.5.5 Costs

Cost thresholds of \$5,000+

Only include work with a value of \$5,000 or greater. In some instances costs can be aggregated to larger work packages, e.g. exterior repaint of two blocks and minor repairs (windows, door locks, rotten boards etc) can be part of the same project.

You may identify minor items of work (e.g. less than \$5,000) that require urgent attention. Do not record these in the Condition Assessment. Where a matter is urgent, life threatening, or of a health and safety nature, report it to the school principal or caretaker for immediate action.

Where the matter is important but not urgent, note it on a Minor Items Form (available for download on the [New Zealand School Property Agency website](https://www.schoolproperty.govt.nz/)) and give it to the school caretaker or principal for attention. A copy can be uploaded into MPlan as a record. Also note on the Minor Items Form any hazards that you identify which should be included on the school hazard register.

Estimating costs

Costs in a Condition Assessment are budget estimates only and should include the works and project management costs.

Use recent projects and quotes as a basis for the estimate of similar items elsewhere. Other sources include trade cost resources that provide square metre rates, e.g. QV CostBuilder.

5.5.6 Minor and Operational Maintenance

During the course of a Condition Assessment, minor items of work (e.g. less than \$5000) may be identified that require urgent attention. These items are not to be recorded in the Condition Assessment. Where a matter is deemed of an urgent nature, life threatening, or Health and Safety, it should be reported to the school for their immediate attention.

Where the matter is important but not urgent, it can be noted on a Minor Items Form and handed to the school caretaker or Principal for attention. A copy can then be uploaded into MPlan (under Strategic Impacts) as a record.

Any hazard identified during a condition assessment should be notified to the school for inclusion in the school hazard register.

5.5.7 Specialist Reports

You will need to engage specialists to do high-level reports of some key infrastructure features.

The specialist will sign the high-level report confirming if there are, or are not, any known problems with any infrastructure services.

Mandatory reports

High-level reports prepared by specialists are mandatory (unless advised otherwise by NZSPA) for certain key infrastructure services. They are to confirm if there are, or are not, any known problems with any of these services. They must be included as part of a 10YPP. They are required for:

- Electrical services
- Roofing
- Plumbing services
- Drain laying
- Boiler and heating services

Reports must be completed using NZSPA's template for these reports which can be found of the [New Zealand School Property Agency website](#).

Reports must be received and uploaded as a Strategic Impact and any resulting work included before the condition assessment can be finalised.

Full specialist reports

Full investigative reports may be needed if any problems are found during the Condition Assessment. For example, if a school reports ongoing problems with drainage systems a full report may be required to identify the problem and any work required to rectify the problem.

If full or additional specialist reports are required, the process below should be followed:

- The 10YPP consultant should put a placeholder project on the plan with an indicative budget based on the likely cost to undertake the report and remediate the issue.
- The placeholder project will need to be done in Year 1 of the plan before any Priority 3 projects.

5.5.8 How to manage failed building envelope

School buildings that have suffered from building envelope failure (roofing and cladding) have the potential to create health and safety risks for occupants.

Building envelope failure works identified in a Condition Assessment must be reviewed and updated before a Condition Assessment can be completed.

School buildings that have suffered from building envelope failure may qualify for the Weathertightness remediation programme. Confirm with a property advisor if a project qualifies for Weathertightness funding and is eligible to be part of the programme by meeting the criteria of having a building built or modified between 1994 and 2005 that is experiencing weathertightness failure.

If there is a building envelope failure/weather tightness failure strategic impact, this must be confirmed with the property advisor. If the property advisor confirms that this is still current, ensure that MPlan is updated accordingly using the WTP job type. All building envelope failures should be incorporated in the 10YPP.

5.5.9 How to manage earthquake works (EQW)

If works are identified under the Job type code EQW, or if potential risks are identified, you must contact the Property Advisor to find out the current requirements or works at the school.

5.6 Step 4 – Enter data into WebFM MPlan system

The data from both the desktop and physical assessments must be entered into the WebFM MPlan Condition Assessment database.

For physical assessments you can record information on the Condition Assessment Data Capture form (available to download on the New Zealand School Property Agency website) and then enter the data into MPlan or use the MPlan App.

Remember that:

- all specialist reports must be complete and any resulting works entered into the Condition Assessment before it can be signed-off as completed
- all items in a Condition Assessment must be current and should have a current or future start year.

Use pivot tables to review and check your data. Download a copy of the example pivot tables on the New Zealand School Property Agency website to see what checks to do. Read more about the condition data in Appendix 5.

5.7 Step 5 - Develop the 10 year forecast

Once data entry is complete, export data into Excel to show the initial 10 year forecast of the costs to maintain the assets. Set the start year for all records to current or future to ensure you capture all data items in the system.

Use pivot tables to analyse and the data. The example on the New Zealand School Property Agency website shows the three pivot tables which must be included in the 10YPP submission to NZSPA.

Review the forecast with school property representatives to 'normalise' it. This involves aligning common works in the same year, delaying or moving forward works to improve delivery or reduce disruption to school programmes, and looking at cash-flow and available funding over the 5 year term.

5.8 Step 6 - Integrate into 10YPP

Assess the 10 year Condition Assessment forecast and the school's strategic plans and identify any new capital work.

Update the Condition Assessment data to reflect any new, amended or deleted items, e.g. if new buildings will be built, they will require forward maintenance items to be assessed and included in the Condition Assessment.

5.9 Step 7 - Reviewing information in MPlan

Before completing the Condition Assessment, check your data to confirm it has all been entered correctly.

Use pivot tables to audit the data. An example pivot table, showing what checks to do is available to download from the New Zealand School Property Agency website.

Ask yourself the following questions when auditing the data:

Strategic Impacts

- Are the descriptions complete and understandable by a third party?
- Do all buildings with a Maintenance Standard 'D' have a linked Strategic Impact?

Maintenance Standards

- Have the correct standards been applied to the buildings?

- Have all buildings been allocated a Maintenance Standard?

Condition data

- Are the frequencies correct (check for frequency 1 -5)?
- Have 'job type' codes been correctly applied (CAP, CYC, PRO, WTP, EQW)?
- Does 'trade' match 'job-type" (eg. painting – CYC/PRO)?
- Does 'sub-element' match 'trade' (eg. building fabric - carpenter)?
- Has an assessment been made of each level of a multi-storey building?
- Have costs be allocated to the correct year?
- Are works \$5,000 or over?
- Check there are no upgrade or Innovative Learning Environment (ILE) works included.
- Have priority codes (P1-4) been correctly applied?



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