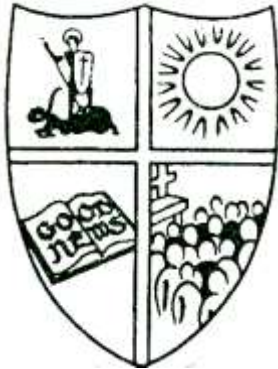


# St Michaels Catholic School Masterplan 2015



26 March 2015

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# **1 Introduction**

## **1.1 Background**

This document has been prepared by the Board of Trustees ('BOT') for the current and future BOTs, as well as informing stakeholders such as Catholic Schools Office, the Parish of St Michael's Remuera, SMCS's Principal, teachers and families and PTA.

This document should be used by future BOTs when considering future school capital and maintenance projects.

Whilst Master Plans have been prepared at a point in time, it is important to integrate this Master Plan with other SMCS strategic, planning and policy documents such as the Charter. It is also important that future BOTs regularly review and update this Master Plan – the BOT who prepared this document suggest that it should be reviewed and updated at the same time as the review of the Charter.

## **1.2 Purpose of this Report**

This Master Plan provides a road map of the existing physical portfolio of land and buildings to a consensus future vision of an educational environment that is fully aligned with the vision of SMCS.

It provides a logical and effective long term development strategy which supports the service delivery requirements of the school. It aligns many diverse considerations into a strategic long term vision for land and buildings combining both educational and facilities planning to ensure financial resources are optimised.

## 2 Master Planning Vision

The SMCS School Charter includes the following Vision Statement:

*St Michael's is a Catholic School, where all are committed to creating a loving, caring and joy-filled environment which is inspired by Jesus Christ. St Michael's is a place where all children are challenged both academically and spiritually, and encouraged to achieve to their full potential in all areas of life.*

The property plan must be consistent with the long-term site-related goals for SMCS to achieve this vision outlined in the Charter:

- To fully engage students with special needs in school activities and provide them with the programmes required to achieve to the best of their potential;
- In conjunction with the core curriculum, provide resources and teaching programmes that encompass gifted and talented, sports, special needs, cultural and religious education;
- To effectively integrate ICT into regular, daily practice;
- To create, sustain and develop an environment, both physical and emotional, that is conducive to learning;
- To develop learning environments and classroom programmes to promote a sustainable environment;
- To prepare children for their next stage of learning in an environment that encourages high standards of achievement and a love of learning;
- To provide an environment where everyone in our School community feels safe and is aware of their rights and responsibilities;
- To ensure the school environment is enhanced and maintained to fully comply with Health and Safety regulations; and
- To continually move forward, through innovation, creativity and endeavour.

**The plan is also aspirational – to have the best site usage and facilities of its Catholic School peer group in Auckland to ultimately improve student achievement**

### 3 Master Planning Process

The BOT commenced the Master Planning process in 2013 by seeking advice from various experts associated with the school to help define and then follow the process summarised in the following diagram.



During the middle of 2014, 61 of the 170 families in the school community responded to an online survey prepared by the BOT. The BOT sought feedback from the community on its priorities in two key areas:

- Ranking of a wide selection of projects for the school site;
- Staging of these projects over the short, medium and long-term within the next 20 years.

The results of this feedback are shown in Section 6. In addition the community was asked to provide general feedback and comment. The BOT gratefully received these comments and incorporated them into the Master Plan.

## 4 Master Planning

### 4.1 Ministry Requirements

The Ministry of Education's School Property Guide provides a template to determine the maximum roll that is permitted based on the existing floor areas of school buildings.

The following tables show the current role of 229, the maximum school roll of 270, a possible increase to 300 and then up to 350 to illustrate the extent of additional floor areas (in sqm.) that would be required within the existing land size of SMCS. The negative numbers shaded in red show the increase in floor space required to support the increase in maximum roll numbers.

Maximum School role: 229

	Classroom TS (excl. gym)	Classroom area	Library area	Admin area	Resource area	Hall area	Total net area	Total gross area
School entitlement	10	740	45	145	51	115	1,096	1,426
Current area	10	745	65	147	92	132	1,181	1,499
Difference	0	5	20	2	41	17	85	73

Maximum School role: 270

	Classroom TS (excl. gym)	Classroom area	Library area	Admin area	Resource area	Hall area	Total net area	Total gross area
School entitlement	11	831	48	158	56	135	1,228	1,597
Current area	10	745	65	147	92	132	1,181	1,499
Difference	-1	-86	17	-11	36	-3	-47	-98

Maximum School role: 300

	Classroom TS (excl. gym)	Classroom area	Library area	Admin area	Resource area	Hall area	Total net area	Total gross area
School entitlement	13	982	52	166	59	150	1,409	1,831
Current area	10	745	65	147	92	132	1,181	1,499
Difference	-3	-237	13	-19	33	-18	-228	-332

Maximum School role: 350

	Classroom TS (excl. gym)	Classroom area	Library area	Admin area	Resource area	Hall area	Total net area	Total gross area
School entitlement	15	1,133	56	180	64	175	1,608	2,090
Current area	10	745	65	147	92	132	1,181	1,499
Difference	-5	-388	9	-33	28	-43	-427	-591

Whilst the Master Plan options outlined in this Master Plan do not explicitly allow for additional classrooms, it is assumed that any additional classrooms would be built on the Kings lawn so as not to inhibit the existing lower field playing areas.

Future BOTs may also wish to consider the process for increasing the school roll by applying via the Diocese to the Ministry of Education for funding for additional classrooms.

In making this decision, the BOT at the time will need to consider the merits of increasing the roll with respect to the impact on infrastructure, such as parking and the limited size of the school grounds (assuming this has not been increased in years to come).

## 4.2 School Roll Projections

The Master Planning process has assumed that SMCS will continue to be at or near the full roll of 270 students for the foreseeable future. The roll is limited by the floor area of the school buildings.

This is predicated on SMCS continuing to provide high quality Catholic education for primary school students, the current waiting list, and no significant change in community demographics.

The Master Plan will need to be revisited if this fundamental assumption changes.

The Auckland Unitary Plan announced in 2014 is assumed to have no impact on the maximum roll of 270.

We are concerned that this simplistic assumption is an over-simplification and that subsequent BOTs need to monitor the best available information sources (including Ministry, Diocese, Council and actual trends in roll development and waiting lists) for developments that may impact its validity.

Future BOTs may want to consider adding something to the policies and procedures about regular review of the 20 year plan and also monitoring waiting list and actual school roll trends.

### 4.3 Existing Buildings Site Plan

Refer Section 7 for site plans.

#### 4.3.1 Link with St Michael's Parish

The Master Plan for the School must be considered in unison with the St Michael's Parish and its long term plan.

The SMCS site is dominated by the St Michael's church, and parish house. There is a satisfactory pathway that links the Parish and SMCS. There is access from SMCS via the Parish Centre to the Church that is frequently used by the students.

The Parish has engaged with the parish community in recent years about embarking on the Piazza project (including car parking in Beatrice Avenue). At the time of this report, it is anticipated that this will commence at some stage in the next five years.



The BOT is supportive of this project and, in particular, the car parking and drop-off area created at 4 Beatrice Avenue, as it will improve traffic flow and make for a safer drop-off zone for students.

As part of this project, a pathway will be built along the south side of the Kings Lawn to provide pedestrian access between the proposed drop-off zone and SMCS grounds.

### **4.3.2 Environmental and Design Considerations**

The SMCS school site is 10,112m<sup>2</sup> in size, with three distinct tiered zones:

- King's lawn;
- School buildings – classrooms and hall; and
- Lower field, swimming pool, and hard-court.

The value of the school site is significant in Remuera and is surrounded by high value residential homes. In part this explains why the SMCS community does not see the acquisition of land as a realistic or desirable option within this Master Plan.

The lower field is sheltered by the natural south-western amphitheatre. The downside is that the runoff floods the lower playing field and makes it unusable for most of winter.

### **4.3.3 School Access**

As noted above, the car parking and drop-off area created at 4 Beatrice Avenue is expected to improve traffic flow and make for a safer drop-off zone for students. The current configuration is inefficient and is potentially unsafe when congested at peak drop-off and pick up times.

The pedestrian crossing and lane access from Bassett Road to the school grounds is quite satisfactory despite the lane being a shared driveway with a Bassett Road residence.

### **4.3.4 Lower field, Swimming Pool and Hard-court**

A combination of clay-based soils and poor or non-existent drainage makes the lower field (in particular) unusable for the majority of the school year. Winter sports teams resort to using either the hard-court or the school hall when the lower field is unusable. Whilst great care is taken using the hall, the use of the hall for these types of activity will increase the wear and tear and long term maintenance costs.

The swimming pool is a legacy asset; historically it was expected that a child would learn to swim at school. Despite a recent refurbishment, the pool is an underutilised asset; it is used for approximately 4-6 weeks at the start of the school year and sits unused for the remainder of the year, whilst still requiring to be maintained and being a potential hazard during this period. In addition, the pool is shallow and unheated which makes it difficult for teachers to encourage children to swim in the pool and it is largely unusable for actual swimming for senior school students as their hands touch the bottom during freestyle.

The new St Mary Mackillop hall has proved to be an invaluable asset for the school community. However, the hall was constructed over two tennis courts, effectively removing a significant all-weather playing area for the school. To a degree this space has been substituted by the cobbled area in front of the hall and the lower hard-court. At the time of this report, the lower hard-court surface and fencing are showing signs of wear, with the assumption that these may become hazards in the short-term.



#### **4.3.5 Kings Lawn**

The Kings Lawn with its sloping contour is slightly separate from the rest of the school and is exposed to the prevailing wind. Whilst the sloping contour means that it is better drained than the Lower Field, the wind makes it a colder option for children's lunchtime activities (with the majority of the school year during colder months).

Large native trees and surrounding neighbours present challenges for the use of this land.

#### **4.3.6 Playgrounds**

Safety concerns prompted the 2013 PTA to successfully fund raise and construct an attractive and well-utilised new senior school playground. This facility is well-designed and compliant with the latest safety standards.

The junior playground is still relatively new and fit for purpose, albeit on the small side relative to the junior school roll. It is slightly separated from the junior school and cuts into the playing area of the Lower Field.

#### **4.3.7 School Buildings**

No change assumed for the following school buildings:

- Administration;
- Library; and
- Hall.

Classroom styles and education space will inevitably change in the next 20 years to reflect among other things advancements in teaching styles and technology which will have an impact on class rooms and teaching areas.

The Diocese as owner of SMCS's land and buildings will need to be consulted, support and ultimately approve any major refurbishment, extension or renovation of existing buildings.

All three future Site Options that follow in this document include an additional storey for the junior block and the addition of classroom under the existing senior block in the 12-20 year timeframes.

#### **4.3.8 Role of ICT**

The school has a fibre connection and utilises a combination of cabling and wireless for connectivity in the classrooms. This is deemed to be adequate for the foreseeable future.

The increasing use of the Cloud by the school will see less need for physical computer hardware, such as servers on site.

The recent implementation of Bring Your Own Device has not required any significant changes in the classrooms.

## 5 Constraints, Risks and Exclusions

The Master Plan has been prepared based on the following assumptions:

### 5.1 Constraints

The BOT has identified the following constraints when a particular capital work is contemplated:

- Protected trees on Kings Lawn;
- Staff car parking numbers are limited to the spaces beside the church and may present access issues to the school site if the driveway was narrowed;
- Drop-off and pick-up areas for parents create potential hazards, particularly in Beatrice Avenue;
- Keeping a natural feel when considering artificial turf;
- Council consents;
- Current infrastructure set-up;
- Drainage;
- Future roll increases;
- Financial resources – only options that could realistically be funded by PTA fundraising, donations, community grants and the diocese. No intention to fund via bank debt; and
- Piazza project funding – following the recent fund-raising for the St Mary Mackillop hall and junior playground, it was thought that a period of time needed to lapse before contemplating another significant capital work on the school site. This is particularly the case with the St Michaels Piazza project under consideration at the time of this report, which may require significant fundraising from the parish community.

### 5.2 Risks

No specific risk assessment exercise has been undertaken at this stage. This would be undertaken on a case-by-case basis with regards to a specific capital works prior to that works commencing. At that time the level of contingency included in cost estimates would be judged based on the level of design information available, confidence surrounding potential for residual cost risk, omission and design development and relevant professional input. The main risks identified at that stage and considered pertinent to that project's cost performance are likely to be as follows:

- Ground conditions and site topography requiring additional soft spot excavation and imported fill or additional foundation requirements;
- Ground contamination;
- Existing live or redundant services not identified;
- Connections to existing infrastructure services;
- Programme / delays / weather;
- Market conditions;
- Fire Engineering / reports which may require additional Fire protection requirements;
- Building consent conditions – requiring additional modifications to existing classrooms / buildings; and
- Access for removal of assets to be replaced.

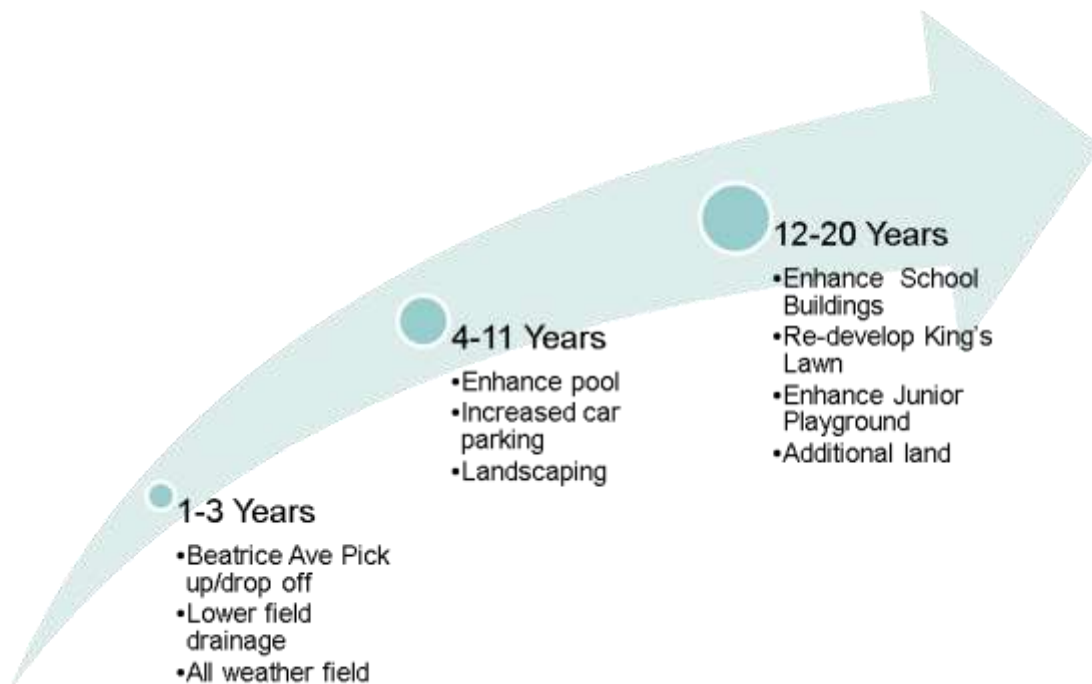
All of these risks could present financial risks to the overall cost of the particular project. The current BOT would therefore recommend that an additional risk contingency be allowed for within the budget / business case for each individual project, to cover land / risk encumbrances.

### 5.3 Exclusions

This Master Plan does not contain any recommendations to begin any major capital works at the time this report has been compiled. For this reason, the BOT considered that it would not be prudent to provide even headline costings for the projects contemplated in the report as the time and costs to prepare such estimates would have to be duplicated when the contemplated project actually eventuated, i.e. the BOT's view was that it would be better to spend money with professional consultants only once and in the passage of time a number of key assumptions used in the preliminary estimates are likely to have changed, e.g. changes to the unitary plan / resource consents from the time of this report; costings for the capital works; and an associated repairs and maintenance plan.

## 6 Staging of Priorities

Following the process outlined in Section 3, the following graphic summarises the feedback received from the SMCS community. By asking for feedback on short (1-3 years), medium (4-11 years) and longer (12-20 years) term priorities, the BOT was able to assess the community's views on the best ways to enhance the school site and at the same time assess the potential to support associated fundraising initiatives to fund the specific capital works considered worthy of consideration.



## 7 Site Options

Based on the feedback summarised in the previous section, the BOT concluded that it would be most beneficial to develop three Master Plan options based on the following key considerations:

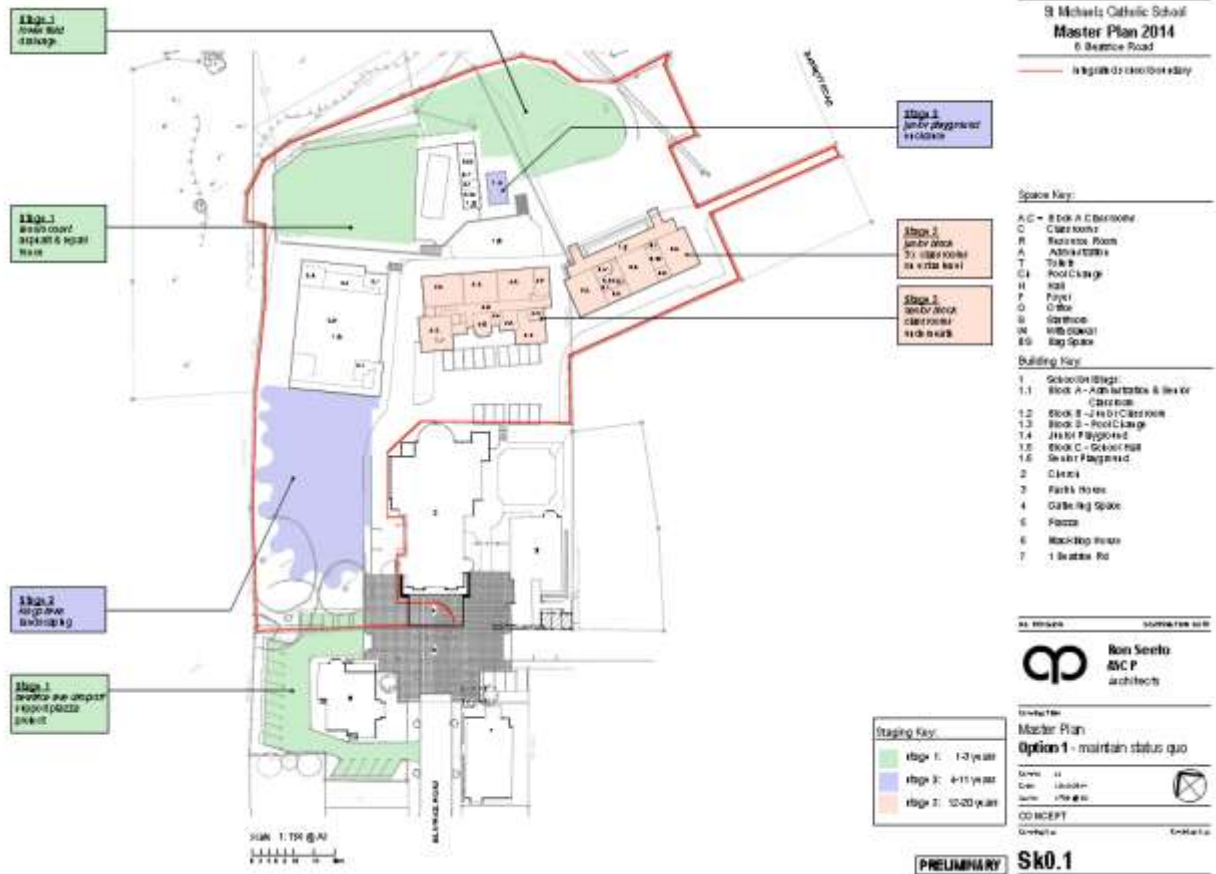
- The key constraint to any Master Plan is most likely to be financial. Therefore, the three options developed present a spectrum of site plans from a lower cost maintenance of the current site configuration (Option 1) through to a higher cost contemporary all-weather Lower Field facility (Option 3); and
- The first “test” of the Master Plan is likely to be the maintenance or re-development of the hard-court, with identified deterioration of the asphalt surface and surrounding fences.

The following table summarises the three Options developed by the BOT, broken down into the three time stages:

	Key areas	Option 1 - Maintain Status Quo	Option 2 - Grass Lower Field	Option 3 - All-weather Lower Field
1-3 yrs	Hardcourt	Asphalt & repair fence	Asphalt & repair fence	Remove, Astro, Drainage
	Pool			
	Lower Field	Drainage	Drainage	
	Junior Playground			
	Senior Playground			
	Classrooms			
	Hall			
	Beatrice Ave Drop-off	Support Piazza project	Support Piazza project	Support Piazza project
	Kings Lawn			
4-11yrs	Hardcourt		Grass, Drainage	
	Pool		Remove, Grass	Remove, Astro, Drainage
	Lower Field		Drainage, Grass	Drainage, Astro
	Junior Playground	Enhance	Re-locate up Basset Rd bank	Re-locate up Basset Rd bank
	Senior Playground			
	Classrooms	Built on King's Lawn	Built on King's Lawn	Built on King's Lawn
	Hall			
	Beatrice Ave Drop-off			
	Kings Lawn			
12-20 yrs	Hardcourt		Astro	
	Pool		Astro	
	Lower Field		Astro	
	Junior Playground			
	Senior Playground			
	Classrooms			
	Hall			
	Beatrice Ave Drop-off			
	Kings Lawn			

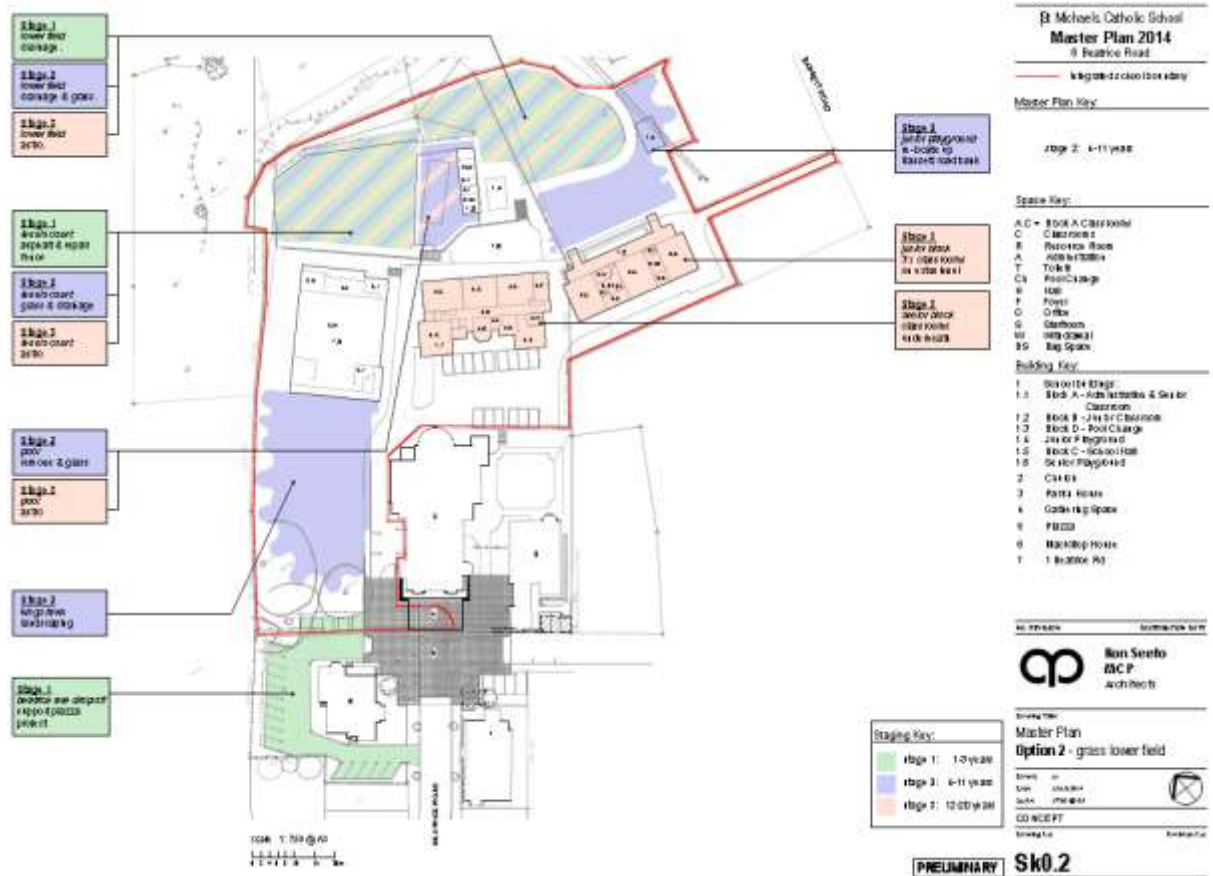
## 7.1 Option 1 – Maintain Status Quo

This option could be described as maintaining and enhancing, but not upgrading, the existing site facilities:



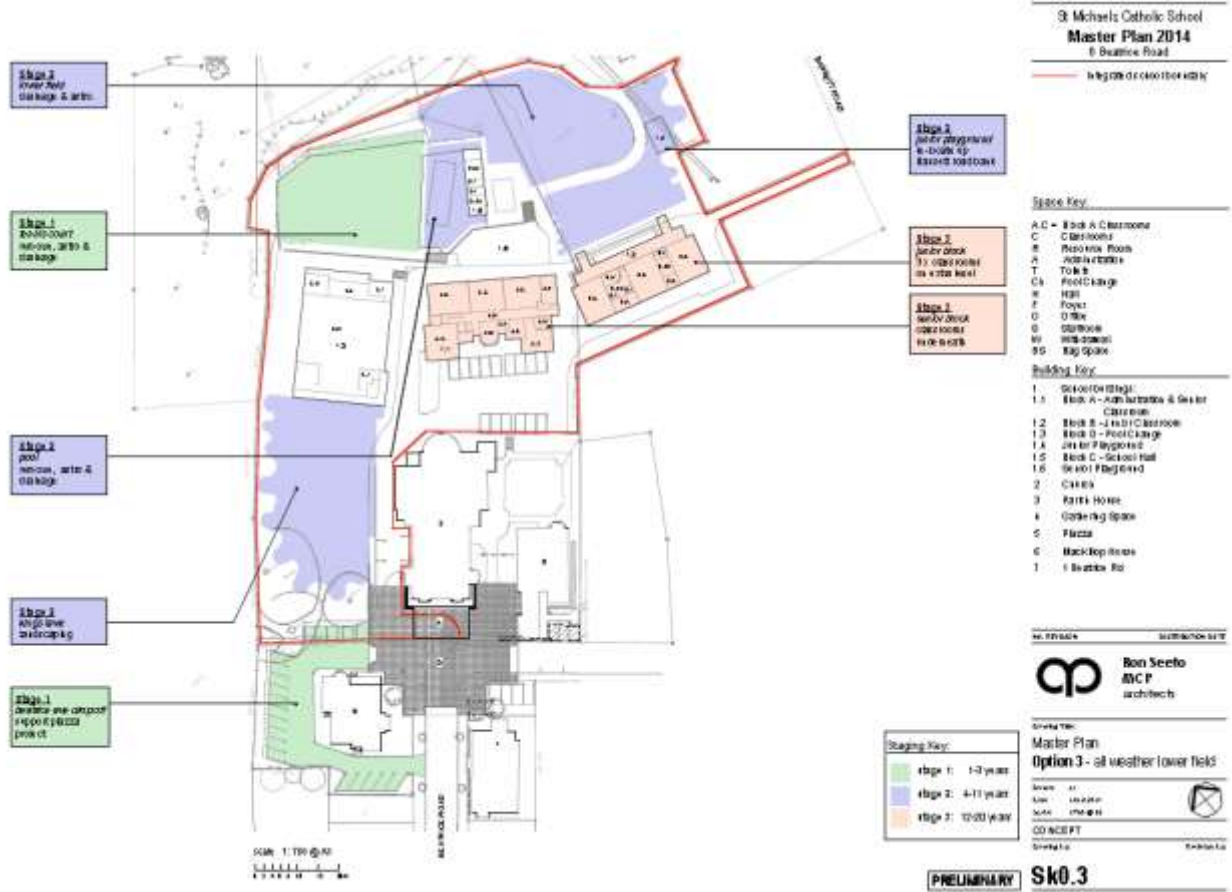
## 7.2 Option 2 – Grass Lower Field

This option could be described as enhancing and upgrading the existing site facilities to the best of breed amongst SMCS's Catholic primary school peers:



### 7.3 Option 3 – All-weather lower field

This option could be described as enhancing and upgrading the school site to be as good or better than other Catholic, public and private schools in its region (after taking into consideration the size of its site and financial resources):



## **8 Conclusion**

This Master Plan provides a road map of the existing physical portfolio of land and buildings to a consensus future vision of an educational environment that is fully aligned with the vision of SMCS.

It provides three options for future BOTs to consider when specific issues arises (e.g. the redevelopment or maintenance of the hard-court) or financial resources allow (e.g. once the current funding obligations for the funding of the St Mary Mackillop hall are at a desired level and/or the funding of the St Michael's Piazza project has concluded).

The BOT at the time that this report has been prepared found that previous Master Plans prepared around the time of the development of the Junior School and St Mary Mackillop hall were "lost" in the fullness of time and with the changing of headmistresses and BOT members.

Therefore, whilst the Master Plan presented in this report does not pertain to any specific capital works nor provide a fundraising "call to arms" the authors of this report hope that the main use of the report will be to provide a framework and filter for use in future capital works. Moreover, its primary goal is for this document to stay "live" and be regularly updated by future BOTs so that any significant capital works contemplated has an "eye to the future" in order to minimise the chance that money might be wasted, by for example a project being made redundant in the medium term, with the expectation that financial resources at SMCS will always be a challenge.

In conclusion, maintaining an up to date Master Plan should become a key responsibility of each future BOT to ensure that it is a "live" document, is regularly updated and the framework developed adhered to when SMCS considers significant financial commitments on its current site.