

Appendix E

Ministry's standard Methodology for Site Evaluations – Version 6B

MINISTRY OF EDUCATION

METHODOLOGY FOR NEW SCHOOL SITE EVALUATION



1. INTRODUCTION

The site evaluation methodology document is a tool to assist in the identification and assessment of future school sites.

The evaluation methodology is broken down into two stages.

The first stage is the identification of all potential sites for assessment. This range of potential sites is filtered through the use of four broad criteria;

1. Locality,
2. Size/Shape,
3. Current land use and
4. Access

These criteria reflect not only the fundamental requirements for an appropriate school site, but also some critical aspects that contribute to the “consentability” of a site in terms of the Resource Management Act 1991. Any sites that fail one or more of these categories should be discarded if there are suitable alternatives.

The second stage subjects the sites to further detailed evaluation using prescribed criteria. The outcome of the second stage will be a recommendation to the Ministry of Education (Ministry) on which site is deemed the most appropriate.

The recommendation stemming from the second stage process should identify any risks associated with the site and how these can be managed or mitigated through the relevant legislation or other works. A risk register for the site should be prepared and maintained. Any risk mitigation measures necessary (e.g. further specialist reporting) should be undertaken as a third stage of the process, following approval from the Ministry of the second stage recommendation.

Process under the Resource Management Act 1991

Before a site can be used for the construction of a new school, the Ministry will lodge a suitable notice of requirement for designation to reflect the site’s use within the Territorial Authority's district plan.

The site evaluation report in part fulfills requirements that are relevant to any eventual designation of the site under Section 168 of the Resource Management Act 1991 ('the Act'). This is achieved through a Notice of Requirement lodged with the relevant Territorial Authority. When considering a requirement, under Section 171 of the Act, a Territorial Local Authority must have regard to:

Whether the designation is reasonably necessary for achieving the objectives of the public work or project or work for which the designation is sought; and

Whether adequate consideration has been given to alternative sites, routes, or methods of achieving the public work or project or work for which the designation is sought;

The first of the two tests set out above centres around consideration of the objectives for the project. As well as being a statutory test of the Act, the project objectives also play an important role by providing context to the project. The project objectives must be well defined and available at the outset of the process set out in this methodology, and should be referred to throughout.

It is noted that by the time the process has reached the "new site selection phase" to which this methodology relates, the Ministry will have already considered other methods of achieving the project objectives such as redeveloping an existing school(s). For Notice of Requirement documentation purposes, it can be assumed that the new site evaluation report produced by this methodology will be complimented by evidence and background needs analysis produced by the Ministry.

2. CONSULTATION

The service provider will develop and submit a consultation plan for approval. Consultation with other organisations may be undertaken to obtain a broader picture of factors beyond or having potential effect to the evaluation criteria. Consultation may occur in two formats, external and internal. The service provider will only be required to consider external consultation to complete the site evaluation report. The

service provider may be required to attend meetings with Ministry staff to discuss the report to assist in internal consultations.

External Consultation

It is useful for the Ministry to include key stakeholders in the site evaluation process. Through consultation, developments may come to light which will need to be considered in selecting the preferred site for the new school.

Organisation	Issue of Interest	When
Regional Councils	Growth, location, Regional consents required with designations	Start of evaluation and 1st draft of completion of evaluation
Territorial Authorities	Growth, location, council opinions in relation to a designation, joint projects	Start of evaluation and 1st draft of completion of evaluation
Tangata whenua (iwi organisations, mandated hapu), recognised mana whenua	Cultural significance, historic knowledge and ownership	Start of evaluation and as necessary
Transport Authorities (Council), Infrastructure agencies e.g. water, wastewater	Location, TA initiatives, potential objections to designation, integrated infrastructure provision, growth	Start of evaluation and 1st draft of completion of evaluation
Major land developers	Growth, location, land for sale, joint projects	Dependent on specific site circumstances. Ministry staff will advise
Other Crown departments including NZTA, Housing	Location, surplus land, land swaps, joint projects, co-location	Dependent on specific site circumstances. Ministry staff will advise

Minutes of these external consultations should be attached as an appendix to the final report as evidence for inclusion in any Notices of Requirement documentation. Any issues, considerations, preferences raised by the consulted organisation should be summarized in the appendix.

Local Schools

Consultation with local schools is not a requirement of this analysis. The Ministry is required to consult with local schools through the provisions of the Education Act 1989 when a new school is planned for establishment. If the service provider is approached by a local school for information questions should be referred directly to the Ministry.

3. CRITERIA FOR STAGE ONE SITE EVALUATION

All sites identified in the first stage evaluation process should be shown and numbered on a colour map. The map should provide sufficient detail for the reader to identify major roads and landmarks. The sites should be listed at the bottom of the map providing detail of their address, size and lot numbers.

The service provider is not required to score the individual sites for stage one evaluation. Comparative analysis using the four broad criteria set out below should be undertaken and results recorded. This analysis will result in a “traffic light” indication of the suitability of each site. Sites that achieve a “Red Light” are unlikely to be evaluated further. Sites that achieve an “Amber Light” have attributes that present some risk as being suitable and sites that achieve a “Green Light” are considered the most suitable for further evaluation. The service provider shall share these results with the Ministry and minutes of the meeting to determine the short list of sites shall be recorded as an appendix to the final report.

Criteria	Evaluate	Guide
Locality	<ul style="list-style-type: none"> Does the site fall within a logical catchment as identified in the demographic report/area review or strategy (to be provided) in relation to both the population growth and the school roll growth areas? 	<ul style="list-style-type: none"> A map showing a suggested boundary for the site evaluation will be provided. The location of the sites in relation to established schools. A site outside the identified area will be given a red light, a site inside will be given a green light. Those on the border of the area will achieve amber.
Size and Shape	<ul style="list-style-type: none"> Is the size (in hectares) adequate for the intended school? Could a suitable site be created via the provisions available to the Crown? Does the shape of the site permit good use of the available land? Is the site of such steep and varied topography to make construction unviable in comparison to other sites identified? Are there existing buildings or other developments on the site (e.g. large sealed areas) that could be retrofitted? Provide high quality educational facilities? 	<ul style="list-style-type: none"> A secondary school of 1500 students requires approximately 8 hectares of useable land, an intermediate school of 800 students requires approximately five (5) hectares and a primary school of 500 students approximately three (3) hectares of useable land. These site sizes are indicative only and should not exclude consideration of sites larger or smaller, or concurrent sites that could be amalgamated for example. Sites also need to be capable of accommodating an early childhood education centre which would require approximately 1500m². Sites which are smaller (by up to half) than stated above but are adjacent, or in close proximity to recreational reserve land should be considered. Schools may be constructed on multiple levels thereby reducing the quantum of land required. Attachment 2 contains guidance on the size and quantity of playing fields and courts, which should be considered in assessing site size and shape

Criteria	Evaluate	Guide
Current land use/form	<ul style="list-style-type: none"> • Are there any transmission lines/ cell phone sites etc on the site? • Are there any historic buildings (registered with NZHPT) on the site? Is the site itself a registered historic place or site? • Does the site have significant cultural, spiritual or other significance? • Is the site predominantly covered in vegetation or contain ecologically important items? Does the site have a water course running through it? Is the site susceptible to flooding? • Is the site currently serviced or do plans exist (structure plans etc) to provide services in the near future? • Does the site have a major geotechnical hazard that would impact significantly on the feasibility of constructing a school? • Is there any history of contamination from previous activities on the site; pesticides from agricultural use, asbestos from the previous farm use, illegal dumping/fill etc? • Are there any NES consents on the land? 	<ul style="list-style-type: none"> • Providers should review the relevant District Plan heritage schedule and the Heritage New Zealand Register of buildings, sites and areas. • In the absence of a site visit, District Plan maps should be examined to ascertain the presence of any high voltage electricity transmission lines, and/or Transpower should be contacted directly. • Desktop evaluation via council records should highlight sites that contain or adjoin Significant Natural Areas (SNA's) or habitats or are known by other means to be ecologically significant in some way. A site on which the construction and operation of a school has the potential to have a significant effect on the ecological environment will score a fail. • The relevant District Plan should show any relevant structure plans, however review of the growth related provisions of the relevant Regional Policy Statement would be also be prudent. • Relevant Council records such as hazard registers should be consulted for this first stage review of geotechnical hazards. Other knowledge within the assessment team of geotechnical constraints should also be utilised. • Desktop evaluation via council records (e.g. Hazards Registers, HAIL lists) should highlight sites with any history of these risks, and whether the risk has been mitigated or remediated (e.g. the site may once have flooded but now is protected by a flood control scheme, or some contaminated soil on the site has been removed and the site now complies with relevant human health guidelines). Sites that show history of these risks and no subsequent mitigation or remediation such that the safe and efficient construction or operation of a school will be questionable will score a fail. However, if a site has been successfully protected or remediated to a level suitable for the establishment and operation of a school then it may score a pass.

Criteria	Evaluate	Guide
Access	<ul style="list-style-type: none"> Does the site have legal access/road frontage? Is there sufficient frontage to provide for adequate parking/drop off areas? Are there other public areas/services in the immediate vicinity which could provide mitigation to the provision of onsite car parking? 	<ul style="list-style-type: none"> Comment on the timing for development of formed access (e.g. structure plans for green-field subdivision etc.). What the provider should consider in general terms how accessible the site is to the catchment identified in the demographic study/area review/strategy. Could access be economically? Secured/created? What is the classification of the adjacent roads?

4. Criteria for Stage Two Site Evaluation

The sites that have been considered for further detailed evaluation should be shown on a second colour map. Each site should be numbered and this number should be used for each reference in the report. The sites should be listed at the bottom of the map providing detail on their address, size and lot numbers.

The assessment criteria have been designed to avoid "double counting" and aid with transparency of the methodology. In most cases the criteria will require the service provider to consider one factor affecting the site at a time. In cases where a criteria includes more than one factor all factors listed should be considered to be of equal importance. Where applicable a specialist consultant may be required to provide advice on the criteria. Each specialist report should detail the assumptions upon which the comparative assessment of options is based and be included as an Appendix to the main report.

Evaluation of the criteria shall be undertaken using Multi-Criteria Analysis (MCA) methodology. Each of the criteria set out in the Table below should be weighted equally unless the objectives of the project determine that differing weightings be applied.

For example, a wider area within which several school sites are being considered may be known to have elevated cultural or historical values but is known to be very low risk in a natural hazard and ground conditions sense. In such a circumstance it may be appropriate to give cultural and historical criteria greater weighting than hazard and geotechnical criteria.

The reasons why any decisions to alter weightings are made should be recorded. Scoring tables should be kept in an electronic format (e.g. spreadsheet) that allows scores and weightings to subsequently be revisited should the need arise. Scoring should be done by awarding a score of between 0 and 5, (5 being the highest where a site meets or exceeds the criterion and 0 being the lowest where a site fails the criterion). Some criteria, where stated, will be scored with either a 0 or 5. The scores for each site should be recorded and totalled on a table allowing quick and easy comparison.

A detailed description of each site including colour photos and aerial views should follow the scoring table. A brief explanation (e.g. bullet points) in the MCA spreadsheet of why the site has been allocated its criteria score will also be provided.

No	Criteria	Evaluate	Guide
1	Site acquisition costs	What are the land values within the locality? A general assessment based on a per hectare or per m ² rate using the underlying zone or recent sales evidence is adequate.	Sites with a lower projected land acquisition cost will score higher.
2	Perceived ease of acquisition	Is the site owned by the Ministry, other Crown department or currently being marketed for sale either by the owner or an agent? No contact should be made with private land owners/developers unless specifically instructed to do so.	Vacant sites or those with short term leases on them owned by the Ministry will score 5 . Other Crown department land that has been declared surplus or been suggested by that department for swap will score 4 . Sites on the open market for sale will score 3 . Other Crown land not currently declared surplus will score 2 . Sites where the owner has previously expressed they would sell if approached by the Ministry will score 1 . All other sites will score 0 .
3	Site size	Is the site of a size capable of providing for all the educational requirements of the proposed school and projected future growth? For this criteria the "site" should be regarded as the overall area/buildings available for potential school development, which may incorporate multiple titles/parcels (including Unit Titles).	Sites providing or exceeding the stated useable land requirement will score 5 on the scale. Sites smaller than the stated useable requirement will score progressively and comparatively less.
4	Topography	Is the site of such steep or undulating topography so as to make construction very difficult?	Gradients greater than 1 in 10 for the main building platform would be considered inappropriate. The flattest site should score the highest.
5	School design potential	Does the site present good urban design and architectural opportunities that would promote good learning outcomes? Are there existing buildings or other developments on the site (e.g. large sealed areas) that could be retrofitted to provide high quality educational facilities?	An architect with experience of modern NZ school design should provide a comparative analysis of the shortlisted sites, scoring 5 down to 0 .
6	Position of site in relation to any relevant growth strategy or residential plan change	Is the site inside or outside any relevant growth strategy area (or relevant township/new structure plan area)?	Sites within growth strategy / residential plan change areas are less likely to attract opposition during a designation process from the relevant planning

No	Criteria	Evaluate	Guide
			authority. A site inside the growth strategy area will score 5 a site outside will score 0 .
7	District Plan zone	Are the district plan zonings (or proposed zonings in a relevant structure plan) suitable for this school?	Schools are typically located in predominantly residential areas. The majority of sites acquired in recent years have an underlying residential zone, however other zones such as open space, business, mixed use and recreation can also be considered. Sites that are zoned for educational purposes will score the highest. Then in order of suitability: residential, open space, mixed use, business and reserve.
8	Location within the proposed student catchment	Is the site well located within the proposed school's likely zone?	A site located near the edge of the proposed student catchment and in an already well established population area will not score as high as a site located centrally in the likely school zone or towards the area of future growth.
9	Existing site constraints	Does the site contain immovable structures such as transmission line towers, large buildings or communication masts?	Sites with the fewest number of restrictions to building platforms/recreation space will score the highest.
10	Road frontage	Does the site have appropriate legal road access to its boundaries? Does the site have road frontage to all its boundaries?	A site with roads (or planned roads) on all boundaries will score higher than a site with no roads as this provides access flexibility and can mitigate urban design constraints.
11	Transport network	In the opinion of qualified traffic engineers, is the site well serviced by a transport network that is safe and has sufficient capacity for the proposed school?	A site that is considered more accessible via alternative means of transport will score higher than one that is remote of these services.
12	Infrastructure services	Does the site have immediate availability or connection to: Water supply (potable and fire fighting), sanitary drainage, storm water, electricity, gas, telephone, refuse. Distance from the headworks of these services should also be considered	A site with adequate connection to all infrastructure services for the proposed school will score the highest. 0.5 point for each service plus an extra 1 point for all services.

No	Criteria	Evaluate	Guide
13	Geotechnical	Does the site have any history or demonstrate any evidence of instability or poor ground conditions.	Desktop evaluation via council records may highlight sites with known geotechnical issues. If no information is available on any sites then all should score equal. Sites that may require greater construction costs as a result of ground conditions (e.g. deep peat) will be scored lower than others. This criteria should not be conflated with criteria 4 in this stage, which is solely focused on topography. Preferred sites will be subject to additional due diligence post site evaluation.
14	Flooding	Does the site have any history or demonstrate evidence of flooding?	Desktop evaluation via council records and site visits to confirm any watercourses should highlight issues. Low lying sites identified as flood plains with watercourses will score lowest together with those located in 'red' tsunami threat zones. Preferred sites will be subject to additional due diligence post site evaluation.
15	Contamination	Does the site have any history of uses that may result in contamination of the land?	Council records and site visits will assist in a determination of potential contamination. Activities that would result in difficult or costly remediation of the site will score lowest. Preferred sites will be subject to additional due diligence post site evaluation.
16	Noise effects on any proposed school	Do land uses (or potential land uses identified in a structure plan) in the vicinity of the site produce significant noise? E.g. airports, train network, state highway noise corridors.	A common sense approach is required as the Ministry may commission specialist acoustic reports on the preferred site if required and engage with relevant agencies/stakeholders responsible Sites that are located in quiet areas (during school hours) will score higher than those in potentially noisy areas. It is accepted that this is a

No	Criteria	Evaluate	Guide
			subjective criterion.
17	Ecological impact	How will the construction and operation of a school on the site effect animal and plant ecology; loss of habitat, disruption of territorial domains, and interruption of ecological corridors? Are there existing ecological studies or reports available on the site?	Desktop evaluation via council records should highlight sites that contain or adjoin Significant Natural Areas (SNA's) or habitats or are known by other means (such as local knowledge; relevant experience) to be ecologically significant in some way. A site on which the construction and operation of a school has the potential to have adverse effects on the ecological environment will score lower than a site where ecological effects are avoided or are very minor.
18	Cultural or other significance	Is the site of cultural, spiritual or other significance?	Research based on the relevant available planning documents into the site to establish cultural, spiritual and historic significance. Sites with strong attributes should score lower than those without where they could pose significant challenges to the successful designation of the site or construction of the school. Where it is apparent from the Stage 1 assessment that a general area within which several potential school sites are being considered has elevated cultural or other significance, the Ministry expects that an expert in the relevant field will lead the scoring on this criteria.
19	Opportunities for co-location or shared facilities with other parties	Subject to a separate agreement, could the site make use of council reserve or other land for the sharing of sports fields/other facilities?	Sites adjoining active council reserve (or public car parking that could be used by the school) will score the highest. Sites with no potential access to (or very remote from) shared facilities will score the lowest.
20	Social Impacts	What is the nature of the new school (e.g. kura kaupapa)? How relevant	It can be expected that any new school site will have a

No	Criteria	Evaluate	Guide
		<p>will the school be to the ethnic make up and age composition of its catchment? What are levels of deprivation in the relevant community? Statistics New Zealand and relevant Council data should be reviewed for each site option.</p>	<p>positive social effect. Some sites may however have greater positive social effects than others. The generally used RMA practice definition of 'significant' should be used as a guide. It is accepted this is a subjective criteria.</p>

5. Recommendations

Service providers will identify preferred site/s based on the assessment process set out above. The recommendation should identify the reasons and rationale behind why the site was preferred, and be structured in such a way that it can be used in subsequent consultation phases to concisely answer questions from affected and interested parties as to why the site was selected.

Any risks associated with the preferred site should be clearly identified, and a Risk Mitigation Plan included along with an initial Risk Register.

6. Reports

A draft version of the report should be submitted to the Ministry for comment prior to production of a final report. The Ministry will require two (2) copies of the site evaluation report for internal use. The report, or extracts from it, may be used to support a Notice of Requirement to designate land or for the purposes of public consultation.

CURRENT SCHOOL TRANSPORT POLICY DAILY SERVICES

General Description

1. The school transport policy essentially provides assistance daily for primary and secondary pupils. It does not provide a 'door to door' service. Assistance is provided on the basis of the sharing of responsibility between the Government and parent.

Criteria

2. Accordingly, assistance is provided for state pupils less than 10 years of age who live more than 3.2 kilometres from the nearest state school; or 10 years and over and live more than 4.8 kilometres from the nearest state school.
3. Pupils are expected to make their own way or be conveyed by parents up to 1.6 kilometres to a school bus service.

Public Transport Services

4. Pupils with access to suitable public passenger services to their nearest school will not receive school transport assistance. To be unsuitable, a public transport service must:
 - be more than 2.4 kilometres from the pupil's home
 - travel no closer than 2.4 kilometres from the pupil's nearest school
 - have a timetable that prevents the pupil arriving at school by the school commencing time, or leaving soon after the school day officially closes, e.g. closing time 2.30pm - leaving time 3.15pm require the pupils to change buses more than once on one journey

Integrated Pupils

5. Students under 10 years of age who live more than 3.2 kilometres from the nearest integrated school having the same special character with which the

parent identifies, and students 10 years of age and over who live more than 4.8 kilometres, are eligible for transport assistance to that nearest school

Forms of Assistance

6. Assistance can be in the form of a school bus service, a private transport allowance to enable parents to convey children by private car to school or school bus service, a public transport allowance to use public transport services. The Ministry will provide the most economic and appropriate form of assistance.

Bus Services

7. A five (5) kilometre gap will be maintained between school bus services operating to two or more schools e.g. two state primary schools.

Nearest School

8. The majority of pupils assisted are conveyed on school buses. School bus services should only be provided to the pupil's nearest school. The amount of the private or public transport allowances paid should be for the same distance as if the pupil is travelling to the nearest school or school bus service to the nearest school. Pupils who choose to attend a more distant school may have to meet additional transport costs.

Ineligible Pupils on School Buses

9. Pupils who do not meet the eligibility criteria, may be charged a fare by school bus operators. Ineligible pupils should not be carried if space is required for eligible pupils.

Per Capita Limits

10. School bus services and transport allowances will be provided in accordance with per capita limits. Where a school bus service exceeds the per capita limit because of falling numbers, or contractual adjustments to the bus operator's rate etc the service will be cut back, otherwise reorganised, or completely withdrawn.
11. Similarly, if numbers of eligible passengers increase, the service may be reviewed for extension.

Extensions of Bus Services

12. The Ministry or its agent may consider the extension of a service providing the cost of the extension is within the per capita limit, the cost of the total services remains within the per capita limit, and there is no significant impact on the timetable for other pupils using the service.

Extensions in Other Circumstances

13. The Ministry or its agent will also arrange, where appropriate, the extension of bus services to avoid temporary road hazards on an existing route.

Parent Paid Extensions

14. Parents of eligible pupils may, with the approval of the Ministry of Education or its agent, arrange with the operator a parent-paid extension of an existing service so that these buses may travel closer to the pupils' homes. The payment will be a matter of arrangement between parents and the operator.

Road Danger

15. Assistance may be provided on the grounds of exceptional road danger after the Ministry or its agent has received reports from the Ministry of Transport, New Zealand Police Traffic Safety Branch and the local district council that exceptional road danger exists. Assistance will be in the form of the extension of an existing school bus service for eligible pupils exposed to the danger.

Pre-School Pupils

16. Only pre-school children with special needs attending recognised special classes for pre-school children are eligible to receive school transport assistance. In some cases other pre-school children may use existing school bus services in accordance with the usual rules applying to ineligible pupils and providing there is sufficient room for adult escorts. All pre-school pupils carried on school buses must be accompanied by an adult escort in the ratio of one adult escort for every four pre-school children.

Special Needs Transport

17. 'Special needs transport' covers the transport assistance requirements of the following groups:

- pupils with serious permanent or temporary locomotive disabilities attending ordinary classes at primary or secondary schools;
- pupils enrolled at recognised special clinics, special schools, or special classes; pre-school children attending recognised special classes for pre-school children; pupils who because of educational, psychological, emotional or social development are required to travel away from their nearest school to attend an alternative one more suited to their needs;
- pupils enrolled at activity centres who require activity centre placement and who live more than 4.8 kilometres from the centre;
- pupils who require attendance at speech clinics which are not on site or within reasonable walking distance of the school they attend or their home.

Attachment 2: School Playing Field Sizes

PLEASE NOTE: The following data is a guide only and is based on an old code. Therefore all information in this section is indicative only.
Playing Fields and Facilities

DIMENSIONS OF PLAYING FIELDS

Type of Area	Minimum Play Area in metres	Minimum Surround in metres	Minimum Area in metres	Total Area in square metres
Rugby	100 x 69	10 x 5	120 x 79	9480
Rugby (Medium)	69 x 50	10 x 5	89 x 60	5340
Rugby (Small)	60 x 41	10 x 5	80 x 51	4080
Soccer	120 x 90	10 x 5	140 x 100	14000
Soccer (Medium)	69 x 50	10 x 5	89 x 60	5340
Soccer (Small)	64 x 50	5 x 5	74 x 60	4440
Hockey	92 x 55	2 x 2	96 x 59	5664
(Boys & Girls)	75 x 45	2 x 2	79 x 49	3871
Hockey (Medium)				
Netball	30.5 x 15.25	1.5 x 1.5	33.5 x 18.25	609.75
Netball (Small)	23.77 x 10.97	1.5 x 1.5	26.77 x 13.97	373.87
Tennis	23.77 x 10.97	6.4 x 3.66	36.57 x 18.29	667.86
Tennis (Medium)	23.77 x 10.97	6.4 x 3.66	36.57 x 18.29	667.86
Cricket	22.86 x 22.86		22.86 x 22.86	522.57
(Wicket Area)				
Softball	18.3 x 18.3	8 x 8	34.3 x 34.3	1176.49
Softball (Medium)	15.24 x 15.24	8 x 8	31.24 x 31.24	975.93
Volleyball	18 x 9	2 x 2	22 x 13	286.00
Volleyball (Medium)	12.19 x 6.09	2 x 2	16.19 x 10.09	163.35

Where the site does not permit the provision of full sized playing fields in every case, or where such provision would entail expensive groundwork's, only the first ground supplied need be of full size.

Useful references under this heading are:

- Sports Instruction series published by the Government Printer
- Sports Dimensions in Metric by Curriculum Development Unit, Department of Education

SUFACES OF PAVED AREAS

The surface of the paved area shall consist of tarmacadam, asphalt, concrete or other approved material. The area shall be laid on a suitable foundation and properly drained. The gradient shall be such as to satisfactorily drain the area e.g. between 1:120 and 1:60.

1. Primary Schools

Paved Areas

a) The following area shall be provided:

Number of Class Spaces	Paved Area Courts	Total Area Square metres
1	1 Medium	325
2	1 Medium	325
3	2 Small, 1 Medium	615
4	2 Small, 1 Medium	615
5	2 Small, 2 Medium	900
6	2 Small, 2 Medium	900
7	2 Small, 2 Medium	900
8	2 Small, 2 Medium	900
9	2 Small, 2 Medium	900
10	2 Small, 3 Medium	1200
11	2 Small, 3 Medium	1200
12	2 Small, 3 Medium	1200
13	2 Small, 3 Medium	1200
14	2 Small, 3 Medium. 1 Large	1675

Small	6m x 12m
Medium	12m x 24m
Large	32m x 16m

b) The court areas need not be provided in a single area. The total area also provides for some paving immediately adjacent to the classrooms and the need for a special area for younger children should not be overlooked.

c) Areas of paths and internal roads are not included.

GRASSED AREAS

a) The following grassed areas shall be provided where sufficient area exists:

Number of Class Spaces	Playing Fields
1	1 Small
2	2 Small
3	2 Small
4	2 Small
5	2 Small
6	2 Small
7	2 Small, 1 Medium
8	2 Small, 1 Medium
9	2 Small, 1 Medium
10	2 Small, 1 Medium
11	2 Small, 1 Medium
12	2 Small, 1 Medium
13	2 Small, 1 Medium
14	2 Small, 1 Medium

b) If the site does not permit the provision of the proposed grassed areas, application should be made to the Department for an increase in the paved area.

c) The actual areas provided will depend on the size, shape and contours of the individual site.

d) The requirement is not a large adult playing field but for playing spaces more in keeping with the needs of the children they serve. The remainder of the site is to be left as far as possible with a rolling contour.

2. Intermediate Schools

Playing Fields

The following grassed fields shall be provided where sufficient area exists. Where it is not possible the equivalent number of smaller fields shall be provided.

Planned Capacity for roll	Fields (Rugby/Hockey/Soccer)
270	2 Medium
305	2 Medium
340	3 Medium
375	3 Medium
410	4 Medium
445 and above	4 Medium

Paved Areas

a) The following paved areas are to be provided:

- I. Paved apron of approximately 10 square metres per class space.
- II. Paved area for courts as follows:

Roll	Netball/ Tennis Court	Area (sq.m.)	P.E Court (sq.m.)	Total Area (sq.m)
270	1/-	420	420	840
305	2/1	840	420	1260
375	3/2	1255	420	1675
410 and over	4/3	1675	420	2095

* Physical education court to be adjacent to hall.

b) If the site is such that the approved grass areas cannot be provided, approval should be sought to increase the paved areas.

3. District High Schools or Area Schools

Roll Primary & Secondary	Suggested Grassed Playing Fields		Paved Areas		
	Rugby or Soccer	Hockey	Tennis/ Netball	Physical Education Areas	
Up to total roll 200	2	2	2/1	2 small	Total area 900m ²
Over total roll 200	3	2	4/3	2 medium 2 small 2 medium plus PE Court 35m x 18m	Total area 1530m ²

4. Forms 1 to 7 Schools

Type A – Roll not expected to exceed 400

Type B – Roll will probably exceed 400

Type	Suggested Grassed Playing Fields		Paved Areas	
	Rugby or Soccer	Hockey	Tennis/Netball	Physical Education Area
A	2	2	4/3	35m x 18m
B	3	2	6/4	35m x 18m

5. Secondary Schools

Roll		Paved Areas:	Suggested grassed playing fields:			
Co-ed or	Girls	*Paved areas of 35m x 18m	Type	Roll	Rugby or Soccer	Hockey
300		5	Co-ed	300	2	1
400		5		400	2	2
				600	3	2
				850+	4	2
600		7	Boys	300	2	1
850		9		400	3	1
				600+	4	2
950	600	9	Girls	300	-	2
1150	850	10		400	-	2
1400	950	11		600+	-	3

* This total minimum area is suitable for netball, tennis courts, or volley ball courts at the discretion of the school.