

Education Infrastructure Service

PROJECT BRIEF

Golden Bay High School

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Document Control

The table below is a record of the document control:

Project:	Golden Bay High School 5YA
Date Created:	24/05/2015
Owner:	CSR PSO
Author Education Brief:	L Moss
Author Technical Brief:	
Document Number:	PROP_TEMP_047
Document Title:	EIS Project Brief

Revision History

The table below is a record of the changes that have been made to this document:

Revision Date	Version	Summary of Changes	Author
24/05/2015	1	First draft	L Moss

Approvals

This document required the following approvals:

Name	Position	Sign	Date	Version

Distribution

This document has been distributed to the following people:

Name	Position	Date of Issue	Version

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Introduction

The purpose of the project brief is to provide a framework for schools to develop and document their vision for delivering teaching and learning in their school in the future and how that translates into a property solution that enables and supports that education vision.

This brief is provided to the architect, so that the design and detailed planning of property development at the school will:

- Reflect and support the character and values of the school
- Enhance the delivery of the curriculum
- Cater for the evidence-based teaching practices that have been shown to improve outcomes for students

The project brief has two sections:

1. Education brief – sets out the schools vision for teaching and learning for the future and how that translates into physical spaces to enable and support the pedagogy (this should be completed by the school with support from the Ministry as required).

It is important to note that the Education Brief section is aspirational. It reflects the wishes and long term educational vision of the school and its stakeholders.

It is not a mandate from the Ministry and it should not be interpreted as a Schedule of Work.

2. Technical brief – sets out key technical parameters and constraints associated with the site and property (this will be completed by the Ministry).

Background

The following table provides a high level snapshot of key information about the project. Further details are provided in various sections throughout the rest of the document.

School Name	Golden Bay High School	School Property Advisor	John Crone
Region	Southern	School Contact Person	Roger File
Decile		Project Manager	
Roll as at [date]		School Id	
Ethnicity make-up as at July 2014	0.2% International, 76.3% European, 4.8% Asian, 13.9% Maori, 2.5% Pasifika, 2.3% other	Procurement Approach	

Section A

Education Brief

Golden Bay High School

1. Our vision/ mission statement

MOTTO

Ake Ake Kia Kaha. Forever and ever be strong.

VISION

A modern learning environment in which students are encouraged to explore, create, challenge and lead.

MISSION

Educating and engaging our students with varied, high quality learning programmes and providing opportunities to develop the knowledge, skills and personal resources needed to lead satisfying, balanced and responsible lives.

2. Our values

VALUES

To have the courage to aim high and the resilience to keep trying, to respect and show concern for others and for our environment, and to work together for the benefit of all.

THE AIMS AND PHILOSOPHY OF GOLDEN BAY HIGH SCHOOL

Our aim is to provide a sound, balanced education which promotes and encourages:

- All individuals to reach their full potential.
- A wide range of learning experiences.
- Self-confidence, reliability, self-respect and consideration for others.
- A spirit of enquiry and concern.
- A sense of participation and pride in the school.
- Physical, mental, emotional and social health.
- Effective, honest and respectful two-way communication between pupils, staff, Board of Trustees, parents and the community.

We offer:

- A very wide range of subjects and courses (see next page and our Course Information Booklets - for Years 11, 12 & 13).
- Access to many other subjects and courses, including correspondence.
- Multi-level study.
- A guidance-centred approach in every respect.
- Excellent facilities in a delightful setting.

We will achieve these aims through:

- Designing and delivering the best possible teaching and learning programmes within the Curriculum Framework, that take into account the ability and interests of all students, and stimulate a culture of learning and a spirit of inquiry.
- Ensuring that students develop an understanding of the history, and social, economic, cultural and physical environment of Mohua/Golden Bay and Aotearoa/New Zealand, including its global context.
- Providing all students with the opportunity to achieve to their potential and to put programmes in place that challenge and extend them. This includes identifying barriers to learning, and putting individual programmes in place for students who have difficulty making progress.
- Assisting students to build and develop their own intrinsic motivation and physical and mental well-being.

- Assisting students to acquire knowledge, skills, attitudes and values needed to be responsible people, and helping them research and plan further study, work and lifestyle options.
- Fostering a respectful school community that is based on mutual trust, honest communication, co-operative relationships and concern for others. Each person is encouraged to accept responsibility for their own behaviour and well-being.
- Incorporating the principles of the Treaty of Waitangi into the learning culture, assisting students to value Maori language and culture, and working with the local Maori community

3. The character of our school

Golden Bay High School, a state co-educational Year 7-13 school, is situated at the northern end of the Takaka township in Golden Bay. The school serves the Takaka valley and the coastal area from Wainui to Onekaka, thus requiring 60-75% of students to travel to school by bus. The school draws its roll from three contributing primary schools and has a roll of 330. Thirteen percent of students identify themselves as Maori and the school has a close working relationship with the Onetahua Marae. There are also many students whose parents are recent European immigrants. Each year the school may enrol a small number of international fee paying students, who are all hosted with local families. The school is very well supported by the local community and has a vibrant Home and School Association.

Our school's aim is to continually develop programmes that recognise the interests and abilities of all students and encourage them to reach their full potential and to maintain a life-long interest in learning. Staff expectations for success are high for all students, and academic results in external examinations and competitions are very good. The relationship between staff and students is friendly and positive. It is based on high expectations of student behaviour and a commitment to non-violence.

3.1. Special characteristics of the school

Golden Bay High School aims for all students to achieve to their potential, in a supportive, guidance-centred learning environment.

We have high expectations for academic success of all our students, and complement academic learning with very strong sporting, outdoor recreational, and artistic and cultural programmes.

Our strengths are the flexible and committed teaching staff, the diversity and friendliness of our students, and our ability to take advantage of all that the superb environment of Golden Bay has to offer.

4. School timetable

PERIOD TIMES

The school day will be as follows:

8:45 Form Time

9:00 Period 1 begins

9.55 Period 2 begins

10:50 Morning Interval

11:15 Period 3 begins

12:10 Period 4 begins

1:05 Lunch

1.55 Form Time, DEAR (Drop Everything and Read) and Deans Assemblies

School Assembly Thursday

2:15 Period 5 begins

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3:10 School day ends

5. Our curriculum

The school offers a full range of the curriculum, including Maori and International Languages. Where class numbers are too low to run a class, subjects can be offered, or the curriculum extended, through the Correspondence School, Nelson Marlborough Institute of Technology, universities and other agencies. The school prepares candidates for NCEA and will offer credits towards the National Certificates. Workplace learning is offered to senior students through Gateway. We encourage our students to participate in academic activities such as International Schools English, Computing, Science and Maths competitions, Regional Science Fair, the Brain Bee challenge, the Young Enterprise Business Scheme and a range of regional literacy and maths competitions to both extend them and to allow us to measure their progress against other schools.

In 2014 Aquaculture was introduced into the Year 11 Science programme and with the support of the Marine Farmers' Association, is being taught as a separate subject at Year 12 in 2015, with the aim of it becoming an academy – styled programme.

The school places a strong emphasis on transition education, education outside the classroom and health education. In years 7 and 8, extensive screening and one-to-one teaching, provide all students with the opportunity to reach required levels of literacy. This support continues if required.

The school participates in the UNESCO ASP network and students in recent years have produced work on the Sub-Antarctic Islands for the World Heritage Education project and participated in a World Heritage International Youth forum. We are working towards becoming a 'Human Rights in Education' school. In 2014 we began participation in the Project Janszoon "adopt a section" programme in Abel Tasman National Park, a project which has a potential span of 25 years and links in to the ideals of UNESCO.

Our outdoor education programmes take advantage of the local environment. We also offer a full range of sporting and recreational opportunities at regional, national and international level and employ a Sports-fit coordinator to support the work of PE staff and sports coaches. All these activities support the school's goals of building a healthy lifestyle, learning to cope with challenges and difficulties, and building self-esteem.

Years 7 - 10

All students follow a compulsory "core", consisting of English, Mathematics, Science, Social Studies, Physical Education, Creative Design, Health, Information Technology, Drama and Languages.

Year 11 - Course of Study

Most students will follow English, Mathematics and Science courses. English and Mathematics are important in themselves, as key subjects in supporting learning in other areas, and as a compulsory part of the National Certificate in Educational Achievement. Students are then able to opt for courses which suit their particular strengths or the requirements of their continuing educational plans. Students are reminded that a well-balanced, broad choice of subjects is most advisable at NCEA Level 1.

Year 12 – Course of Study

Most courses in year 12 will offer achievement standards leading towards NCEA level 2. Although there are no specific literacy or numeracy requirements for NCEA level 2 most students will follow both a Mathematics and English programme as they will not only need to develop skills that support other areas of learning, but they will also need to be aware of minimum literacy and numeracy requirements for University Entrance.

Year 13 – Course of Study

There are no compulsory subjects in Year 13. However, school age students are expected to follow a full course of five subjects. Students may opt to study a multi-level

programme, including subjects from years 11, 12 and 13.

Some courses and vocational short courses are available for study through the Correspondence School. Students seek guidance from their Dean as to the best combination of courses to make their year 13 course of study worthwhile and rewarding.

DEAR (Drop Everything and Read)

Staff at Golden Bay High School believe that reading is a cornerstone in life-long learning and in school-based education. In 1999 we instigated a daily 20 minute sustained, silent reading period, which has since received favourable feedback from staff, students and parents.

Students may choose what they read, though they are not permitted to flick through magazines. Parents are asked to encourage their students to read and can assist by reminding them to bring suitable reading material, suggesting titles and sources to students and by talking to them about what they are reading.

The Arts

The school employs an Arts Coordinator to help increase student access to arts related opportunities both in Golden Bay and further afield, and to expose the artistic talents of our students to the community. Instrumental and vocal music tuition is available and the school has had a concert band and rock bands. Golden Bay High School students have competed in both the Smokefree Rockquest and Stage Challenge competitions and aim at staging a school production annually. They also have the opportunity to take part in Kapa Haka within the school and in the wider region.

MAORI

Te reo Māori is indigenous to Aotearoa New Zealand. It is a taonga recognised under the Treaty of Waitangi, a primary source of our nation's self-knowledge and identity, and an official language. By understanding and using te reo Māori, New Zealanders become more aware of the role played by the indigenous language and culture in defining and asserting our point of difference in the wider world.

MATHEMATICS

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but different ways of thinking and of solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live. Mathematicians and statisticians use symbols, graphs, and diagrams to help them find and communicate patterns and relationships, and they create models to represent both real-life and hypothetical situations.

These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts.

COURSES AT GOLDEN BAY HIGH SCHOOL		
NCEA Level 1	NCEA Level 2	NCEA Level 3
English OR SPEC	English	English
Maori	Maori	Maori
Mathematics OR Mathematics Applied	Mathematics	Calculus
	Mathematics - Statistics	Statistics
Science	Biology	Biology
	Chemistry	Chemistry
	Physics	Physics
Aquaculture	Aquaculture	
Social Sciences	Geography	Geography
	History/Classics	History/Classics
	National Certificate in Tourism	National Certificate in Tourism
Economics		
Physical Education	Physical Education	Physical Education
	Outdoor Education	Outdoor Education
Practical Art	Painting	Painting
	Photography	Photography
	Printmaking	Printmaking
Languages - Spanish		
Digital Technologies	Digital Technologies	Digital Technologies
Hospitality - Cooking	Hospitality- Cooking	
Technology - Mechanical Engineering	Technology - Mechanical Engineering	
	Technology - Construction and Materials	
Transition	Trades	Trades
Gateway	Gateway	Gateway
	Peer Tutoring	Peer Tutoring

SCIENCE

Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating and debating with others – in order to develop scientific knowledge, understanding, and explanations.

Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence. Different cultures and periods of history have contributed to the development of science.

Aquaculture

The Level 1 Aquaculture course will run for half a year, and introduces students to aspects of mussel and salmon farming. The course includes two biology Achievement Standards worth a total of 7 credits. Classroom lessons will be supplemented by site visits to NZ King Salmon, and Aristacat Mussels. Students will be required to complete the Aristacat Mussels induction and safety course so that they can take part in spat collecting and retrieval of mussel lines as part of their practical investigation for AS 90925.

The Golden Bay High School Aquaculture Programme is funded through the generous support of the Marine Farming Association, and local businesses.

SOCIAL SCIENCE

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

Social Science courses offered at Golden Bay High School include Level 1 Social Science, Level 1 Economics, Level 2 Business Studies, Level 2 Geography, Level 2 History, Level 3 Economics, Level 3 Geography, and Level 3 History. Level 2 and Level 3 History include some Classical Studies Achievement Standards.

Economics

Economists are interested in the factors that influence the well-being of people and aim to find solutions to improve people's standard of living. Economics helps to explain and predict how goods and services will be produced and consumed. It will help learners understand who gets what, how, and why.

Economics explores issues of:

- Sustainability (efficient use of scarce resources)
- Enterprise (identifying profit-maximising levels of output)
- Citizenship (economic decisions affecting New Zealand society)
- Globalisation (the benefits of international trade).

Geography

Geography is a very "Jack of all trades" subject which acts as a base towards many specialist careers as well having skills that help towards other non-directly related careers; it is also a big area of interest for many people. It is unique in that it is an area of study that focuses on the physical earth (Natural environment) as well as the Human (Cultural) environment that we live in and the interactions between the two environments therefore, the possibilities are numerous.

History

History encourages the development of a range of skills useful in a wide range of careers. These skills include being able to communicate effectively, locate and analyse information and viewpoints, construct a logical argument based on evidence, and most importantly be able to think for themselves. These are all skills essential for success in careers such as law, journalism, advertising and marketing, local and national government, tourism, business management, the military, and much more. The emphasis with History is not on the knowledge gained but the thinking skills developed along the way.

Tourism

The full National Certificate consists of 53 Credits which could be completed within two Years. The Compulsory section ensures people awarded with this qualification are able to demonstrate knowledge of tourist characteristics and needs, the business of tourism, destination New Zealand, world tourist destinations, and work roles in tourism. The flexible nature of the course will mean students can work at their own pace and can join the course at any time during the year. Standards are available at both Level 2 and Level 3.

Physical Education

In Physical Education, the focus is on movement and its contribution to the development of individuals and communities. By learning in, through, and about movement, students gain an understanding that movement is integral to human expression and that it can contribute to people's pleasure and enhance their lives. They learn to understand, appreciate, and move their bodies, relate positively to others, and demonstrate constructive attitudes and values.

This learning takes place as they engage in play, games, sport, exercise, recreation, adventure, and expressive movement in diverse physical and social environments. Physical education encourages students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.

Outdoor Education

Base skills taught for a career in outdoor pursuits, tourism, guiding, and teaching. Teamwork skills taught are valued by all employers. Skills and knowledge learnt on this course will be useful for lifelong recreational pursuits in the outdoors.

Units are taught to give a practical introduction to a wide variety of outdoor pursuits, including white-water kayaking, river crossing, tramping, caving, rock-climbing, abseiling, and orienteering. Theory units on navigation, weather, risk management and first aid are taught to support the safe practise of outdoor activities. An emphasis on co-operative teamwork is reinforced through an Adventure Based Learning programme. Most units have both a theory and a practical component.

The Arts

Practical Art

This foundation course provides a body of knowledge to further enhance developing pathways through providing knowledge and processes that leads into Level Two and Three in Painting, Printmaking and Photography. This may include any of the specific visual arts but also include architecture, photography, graphic design, fashion, film, signage, hairdressing and many other different aspects that may be followed through at a tertiary level.

A practical course involving research, drawing, painting and printmaking. Students will work from artist models, study aspects of bi-cultural features within the visual arts and start to develop their own skills, ideas and styles. The external submission is in the form of a two panel folio.

Painting

Painting offers a *one-year* thorough course with a variety of approaches. There is both guided and individual study of traditional and contemporary methods and ideas. Students apply their understanding of painting through the development of their own work on a theme. The external submission is in the form of a two-panel folio, which if successfully completed to Merit or Excellence carries an endorsement in this subject.

The *modular* range of Semester One and Semester Two 4-credit standards include one where students can produce a resolved work for a particular traditional or contemporary purpose e.g. an animation, street art, a mural, mask making. The media choice for this is not limited to painting.

Printmaking

Printmaking offers a *one-year* thorough course with a variety of approaches. There is both guided and individual study of traditional and contemporary methods and ideas. Students apply their understanding of print making through the development of their own work on a theme. The external submission is in the form of a two-panel folio, which if successfully completed to Merit or Excellence carries an endorsement in this subject.

The *modular* range of Semester One and Semester Two 4-credit standards include one where students can produce a resolved work for a particular traditional or contemporary purpose e.g. an animation, street art, a mural, mask making. The media choice for this is not limited to printmaking.

Photography

Photography offers a *full-year* thorough course in both black and white and colour photography. There is both guided and individual study of traditional and contemporary methods and ideas. Students apply their understanding in digital format through the development of their own work on a theme towards the external folio. The external submission is in the form of a two-panel folio, which if successfully completed to Merit or Excellence carries an endorsement in this subject. All equipment is provided, however, access to a single lens reflex camera with manual control is an advantage.

The *modular* options within Semester One and Semester Two include standards where students can produce a resolved work for a particular traditional or contemporary purpose e.g. an animation, street art, a mural, mask making. The media choice is not limited to photography.

Drama

Drama is studied at years 8&9. Classroom space must function for a variety of learning from theory activities which include direct instruction, video watching, writing, ICT use and reading to practical performance and practice. Activities should be able to spill naturally to the outdoors.

Languages

Students will build on their ability to communicate in the target language through reading, writing, viewing, listening and speaking. Students will understand and produce more complex language. They will communicate beyond the immediate context, for example past and future events. The material used will also help develop cultural knowledge and awareness.

Technology

Digital Technologies

The term Digital Technologies is used to describe the use of digital resources to effectively find, analyse, create, communicate, and use information in a digital context. This encompasses the use of web 2.0 tools, digital media tools, programming tools and software applications.

Whether students are planning to go into the ever growing IT industry, in other fields, or just in life, strong computing and digital skills are essential. Whether it is to build confidence in using digital technology, expand knowledge of specific applications or to have a subject that will benefit students no matter what path they take.

Digital Technologies sits within the Technology learning area of the New Zealand Curriculum and at senior level has become a new specialist subject within this learning area. At senior level (levels 6, 7 and 8 in the NZ Curriculum), Digital Technologies is made up of five specialist areas: Digital Information, Digital Media, Digital Infrastructure, Programming and Computer Science, and Electronics.

Hospitality – Cookery

This course is designed as an introduction to working in a commercial kitchen environment. Students will learn:

- The essentials of food hygiene and safe food handling practices
- To identify career pathways in the hospitality industry
- How to prepare and present meat
- How to prepare and present fruit and vegetables
- How to prepare and present egg and cheese dishes
- How to prepare and present hot finger food
- How to bake cakes, sponges and scones

- How to care, carry, store and use knives correctly

A variety of cookery methods using a wide range of ingredients are investigated and practised. The food safety US167 is a recognised qualification in the industry and necessary for anyone selling food products to the public. Students must gain US167 before any other credits can be obtained.

Construction and Mechanical Technologies

Technology education in senior secondary provides for a more specialised technological literacy, where students gain knowledge and skills that prepare them for university courses and future professional careers in technology. These students may become future leaders of excellence through innovative technological practice. Initially, post compulsory education in technology helps students to extend this literacy to gain knowledge and skills that might prepare them for trade apprenticeships, service professions and for possible careers across a range of technology-related industries.

The Level 1 course will offer achievement standards at NCEA Level 1. These standards are both theory and practical based. It is essential that the student understands that the theory requirement demand is set at a high literacy level and is quite rigorous in the demand of quality in order to be successful. This introductory level course will provide students with a qualification that combines design thinking, problem solving and construction skills.

Building, Construction, and Allied Trades Skills

The qualification provides a range of opportunities for structured workplace learning through work-based learning programmes, where students can test future career and employment opportunities. Learning can then take place in a more realistic environment, allowing students to make informed decisions on their transition from school to work.

The qualification could lead in the future to the National Certificate in Carpentry (Level 4).

This is the second of two qualifications that form part of the BConstructive programme, designed specifically to provide a progressive pathway for secondary school students to integrate into a wide range of trade-related occupations. The design and content of this qualification is the result of extensive national consultation with secondary schools and Tertiary Education Organisations.

The National Certificate in Building, Construction, and Allied Trades Skills (Level 2) [Ref: 1368] includes compulsory standards that focus on the acquisition of theoretical and practical knowledge and skills and that form the structural base of the qualification. The range of skills and activities contained in the elective section provides an opportunity for schools to develop a flexible approach to learning. This emphasis on the process of learning allows students to make informed choices on the subjects that are relevant and appropriate to their needs and purposes.

Mechanical Engineering Technology

An introductory qualification for people interested in mechanical engineering and automotive technology, and has been developed primarily for use in secondary schools to attract students to careers in mechanical or related trades or professions. Achievement of the qualification is an excellent preparation for Gateway programmes and engineering apprenticeships and will demonstrate to prospective employers that the candidate has the right skills to commence employment in their industry.

The qualification is also intended to provide students with a well balanced, practically orientated course that develops lifelong skills, stimulating self-esteem, confidence and a pride in paying attention to detail.

The qualification has a compulsory and elective component. The compulsory section incorporates the following basic skills and knowledge:

- Basic workshop safety
- Basic engineering workshop techniques including cutting, marking out, measuring, joining, assembly and finishing
- Use of basic tools and machinery
- Investigation, design and building of a simple product.

Transition

Units covered in this lead can help towards apprenticeships and work in the “trades” or “retail/hospitality” areas.

Students will cover topics aimed at improving personal confidence and assertiveness with skills to enable the making of a successful transition from school to the workplace.

Trades

Units covered can be a good basis for future apprenticeships or work dealing with the public. They will also gain credits towards a Vocational Pathways certificate. This course is based on a two year programme and offers a variety of Unit Standards at Levels 2 & 3. The topics are chosen to give a good grounding in skills needed for transition from school to workplace and to independent living. Units offered may differ to the ones listed depending on the make-up of the class.

Careers

Advice is personalised for each students in helping them choose, planning and developing their career. Information is available on all types of jobs & industries in New Zealand and on national & regional work trends and help is available in searching for courses and training options.

Research material in the Career Resource room

Jobs Galore - Hundreds of jobs outlined.

Courses Galore - Almost every course in New Zealand listed

Prospectuses are available for each Polytechnic and University in NZ. All courses are outlined; costing and required/suggested qualifications are discussed.

Card Sort - A handy, effective resource that helps to identify jobs that may suit students’ skills and aspirations.

SPEC

South Pacific Education Courses (SPEC) meet the New Zealand Curriculum principles and have a specific focus on *Key Competencies*:

PARTICIPATING AND CONTRIBUTING: Students are a part of many communities; family or whanau; vertical form; form class; Golden Bay High School; Golden Bay or Mohua; New Zealand; planet Earth.

- What students do within any of these communities has an impact on the community.
- Students can take part in discussions and contribute ideas to these communities
- Students can actively participate to improve the welfare of these communities.

RELATING TO OTHERS: Students are effectively relating to others when they:

- Understand that there is no right or wrong opinion
- Can follow instructions
- Understand that people see things in different ways; are open to change; recognise that as part of a group their actions impact on that group
- Empathise with other peoples’ point of view and understand that in a good team, everyone has a part to play and works together for the benefit of the team

MANAGING SELF: Students are effectively managing themselves when they:

- Willingly engage in activities
- Seek to improve what they do
- Can find some things out for themselves
- Meet deadlines
- Ask for clarification and direction
- Attempt everything even if they think they may get it wrong, and learn from their mistakes
- Take advantage of extra opportunities
- Recognise their strengths and weaknesses

THINKING: Students are effectively thinking when they:

- Build information on to what they already know
- Seek out more or new information
- Evaluate ideas to make or justify a decision

USING LANGUAGE, SYMBOLS AND TEXT:

- Use words, symbols, formula and numbers that are appropriate for a given subject
- Collect data
- Read instruments accurately
- Identify and use units of measurement
- Process data, make calculations and present data in tables and graphs
- Use ICT when appropriate
- Communicate clearly, both written and orally

Gateway

This programme is available to senior students who wish to combine practical learning in the workplace with school study, over the course of this year. Gateway suits students who know their career path and want to make a start on preparing for employment or tertiary training in their field of interest.

Gateway offers students an opportunity to achieve qualifications/certificates in specialist skills eg. Dairy farming, hairdressing, barista, automotive, etc. These qualifications will help any student wanting to move into an apprenticeship or on to a Polytechnic course. There is an expectation students will earn a minimum of 20 NCEA credits, generally at Levels 2 & 3, which are assessed through outside industry providers. Students will have timetabled classes and these classes will allow them to work on Industry Units as well as the opportunity to work on whole class units.

STAR COURSES

These courses are made possible by STAR funding (Secondary/Tertiary Aligned Resourcing). It is based on the number of senior students enrolled at school. Its intention is to enable us to facilitate our students' smooth transition from schooling to further education and training. The objectives of a STAR Course are to:

- Facilitate a student's transition to the workplace.
- Provide or purchase tertiary courses that will better suit the needs of students, that will motivate them and facilitate their transition to further education, training or employment;
- Support students to explore pathways and make informed decisions about their schooling and future work and study.

Some industry based courses offered in our school curriculum are supported by STAR funding. However STAR funding also opens up special opportunities outside our school:

STAR Courses at NMIT

These are extremely valuable for our rural students.

Nelson Marlborough Institute of Technology offers many shorts courses of 1-4 days in length, to year 11 to 13 students. We have approximately 100 students

attend these courses each year. Such courses offer new skills and an introduction to a tertiary campus outside our valley. Details of the courses offered are published and circulated each March. We really appreciate the support of parents in respect to transport to Nelson for these courses.

STAR Courses at other venues:

Courses meeting the above criteria are advertised regularly.

Courses offered regularly include:

- Photoshop at Natcoll (Design College in Christchurch)
- First Aid courses
- Automotive at GBHS, 40 hour course with

Correspondence Courses

All NCEA correspondence students will access their course materials online through the OTLE. Printed material will not be available for students at any NCEA level, including gifted and talented students and international fee-paying students.

For most courses this means students will need to download their booklets from the OTLE and print some or part of the booklet so they can complete the work. Clear instructions will be provided within each course in the OTLE.

Wherever possible, students are encouraged to return work online through each course's online dropbox. This means feedback can be given quickly while the learning is still fresh in the student's mind and minimises any delays caused by posting the work. There will be some occasions when sending work back through the post will be the preferred method, such as for some mathematics course work.

Students are given four hours per week at school to work on their correspondence, and will need to do at least two hours per week of homework. Students will be withdrawn from their correspondence if they do not hand in work punctually. All the subjects normally available at GBHS are also available on correspondence. If a course cannot run at school because there are insufficient students it may be possible to do the course on correspondence.

Overseas Students

Each year we welcome students from other countries. Some come as exchange students and some as fee-paying students. In previous years we have had students from Venezuela, Brazil, Australia, Finland, France, Japan, Thailand, Hong Kong, USA, Korea, Norway, Denmark, Germany, Iceland and Sweden. We value the international perspective they bring to our small community, and the friendships that are made help bring an awareness of other cultures.

The exchange organisations arrange host families for their students, and the school arranges host families for fee-paying students.

Golden Bay High School organises ESOL classes for students who need extra tuition in English, and provides them with support to help them settle into their new environment. Students from GBHS can also apply to go on exchange. Mr File has information on such schemes.

The Greenhouse - Literacy Support

Our Special Education personnel develop and provide programmes specific to the needs of children with a variety of learning deficits or special aptitudes.

Disabilities range from severe impairment to just one area of learning difficulty, while giftedness can require an extension programme.

Teachers, teacher aides and peer tutors staff the Special Education Department. They use a wide range of diagnostic techniques to monitor pupils' progress.

In addition they:

- Give withdrawal and in-class help
- Set regular home/school remedial work
- Design suitable programmes
- Make appropriate resources
- Have regular conferencing with staff
- Hold Individual Education Plan meetings
- Generally provide an environment that supports and motivates the learners.

YEAR 12 and 13 PEER TUTORING

Peer Tutoring offers our Year 12 and 13 students valuable opportunities to work with other students who require additional assistance and support in a variety of subject areas.

For peer tutoring programmes to be successful we require students who have a genuine interest in other people, a willingness to follow through their commitments and an ability to work with minimal supervision.

In preparation for the year, the Literacy Department will have available a number of peer tutoring positions in the following areas:

- General classroom tuition (in a variety of subject areas)
- One to one tutors in literacy skills (in the 'Green House')
- Physical Education

Students may opt to work in more than one of the above areas.

Extra-curricular experiences

ART TRIPS The Art Department takes students on all kinds of trips. Out of school expeditions included the annual Year 11 Onetahua marae visit in Pohara and two separate visits to Nelson to see exhibitions at The Suter Gallery. The senior's trip to the Suter to view NZ's Top Folio exhibition was highly inspirational. The Woollaston Estate Gallery in Lower Moutere was visited twice and exhibits by renowned NZ artists such as Jane Evans and Peter Gibson-Smith were made available to student, staff and the community.

YOUNG@ART, BAY ART & BAY LIT

Numerous art students from all years entered their magnificent pieces, including painting, photography, sculpture & drawing into this year's Bay Art & Young@Art exhibitions. Many GBHS students also entered into the annual GB Arts Council Bay Lit Awards.

ROCKQUEST

Smokefree Rock Quest is has been attended by a school band for the last two years (The Black Spots). They made it into the finals on both occasions, despite still being one of the youngest bands to compete, and played in the Theatre Royal, Nelson, cheered on by the relatively large group of Golden Bay supporters

End of Year Music Concert

The school year finishes with the annual afternoon music concert, when all the music students will play their favourite pieces for their parents/caregivers and other family members.

TSS Events – We travel to various events around the Tasman area with some really good results. The events that our students competed in were Golf, Ki O Rahi, Athletics, Tennis, Mountain Biking, Climbing and in addition this year we hope to have included Y9/10 Indoor Netball.

EDUCATION OUTSIDE THE CLASSROOM (E.O.T.C.)

The school organises a comprehensive EOTC programme each year. Each trip is carefully planned with the needs and strengths of each particular year group in mind. In some instances this programme may be changed because of the mix of students, the

staff available and other factors. Many subjects have field trips to apply classroom learning in the wider environment. Those field trips held in Years 11-13 are detailed in course information booklets. In addition there are school interchanges and cultural activities.

6. Teaching and learning structure

Years 7&8

These two year groups enjoy a somewhat connected curriculum with varying degrees of integrated studies in maths, English and social science. Further collaboration and connectivity between the home base classrooms would allow for a much more student focused learning delivery, with students being more able to follow “stage not age” learning in these key subjects and interchanges between the teachers to capitalise on their strengths.

The potential for maths to be taught in this integrated way at year 8 is currently being considered. This would mean that those three essential subject areas could be housed in one “learning village” which would create the sense of home base, belonging and gradual transition into option course delivery that is so important to younger students.

Years 9 & 10

The proportion of compulsory studies gets less as students progress through their senior years. Personal strengths, a greater awareness of future directions and course counselling all help students to plan their options to meet their personal needs and career paths.

Year 11 to 13 Senior School Courses

Personal strengths, a greater awareness of future directions and course counselling all help students to plan their options to meet their personal needs and career paths. Assessment procedures vary greatly between courses.

Collaboration model

The ways in which subjects deliverers envisage collaboration working for Golden Bay students varies according to the requirements of the subject area. In years 7&8 collaboration will be commonplace with teachers collaborating on planning and delivery and students moving to spaces and activities that suite their specific learning needs. Further collaboration within faculties would be a benefit, with break out, quiet and additional spaces that could be available for a range of delivery needs. Collaboration across faculties is currently stunted by the layout of building; there are some key relationships that would benefit from a re-shuffle.

Qualifications in the Senior School: The National Certificate of Education Achievement (NCEA)

NCEA or National Certificate of Educational Achievement is an internationally recognised qualification that requires students to achieve credits in **Achievement Standards (AS)** or **Unit standards (US)**. Additional National Certificates may also be awarded depending on courses taken eg. National Certificate in Mathematics. Credits are gained by meeting standards in their chosen courses. Some Achievement Standards will be assessed by the external examinations. Other Achievement Standards will be assessed by internal assessment.

GUIDANCE NETWORK

Our school Guidance Network involves all staff. Form Teachers, Heads of Departments, Deans, Deputy Principals, Principal and Guidance Counsellors are all involved in the pastoral care of our students, and are committed to meeting their individual needs.

While our students are our main concern, we also try to meet the needs of parents and other caregivers. This is done through the Home and School Association, "workshops", report evenings, newsletters and other forms of communication, which we hope parents find valuable.

Please feel free to contact the school if you have any concerns: it is usually better to deal with a problem in its early stages before it becomes too serious.

COUNSELLING AT GOLDEN BAY HIGH SCHOOL

Counselling may help students to address issues which prevent them from learning and living effectively.

When it is appropriate the counsellor can teach skills for living e.g.:

- Anger management
- Problem solving
- Decision making
- Conflict resolution
- Effective communication
- Motivation

....and can assist with personal/social difficulties e.g.:

- Grief
- Coping with change
- Fear and anxiety
- Relationships in school / family
- Depression
- Sexual health
- Loneliness
- Drug and alcohol problems
- Lack of confidence
- Dealing with bullying or harassment

7. School Leadership and Management

In most cases, students' first point of contact is their student's Class Teacher, Form Teacher or Dean. Every Head of Department (HOD) and Teacher in Charge (TIC) of a subject has special professional and administrative tasks related to the teaching of one or more subjects.

All other teachers likewise have both teaching and administrative duties, with the senior administrators having overall responsibility for various year levels.

Senior leadership

Mr Roger File Principal; Year 13

Mrs Deb Marsden Deputy Principal; Years 8, 11, 12, Health

Mr Richard Baker Deputy Principal; Years 7, 9, 10, Correspondence

Management

Mr Rob Anderson HOD Physical Education

Mr Paul Childs HOD Mathematics

Mr Ben Knoef HOD Technology

Mr Peter Mitchison HOD Social Sciences, History, Library

Mr Paul Nield HOD Science; Chemistry

Ms Tasmine Palmer HOD English

Ms Enfys Bellamy HOD ART

Mrs Sue Mitchison Years 7&8

SPORTFIT CO-ORDINATOR Mrs Cherie Chamberlain

ARTS CO-ORDINATOR Ms Elvira Van der Waay

SENIOR LEADERS

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All Year 13 students become Senior Leaders, taking on a variety of activities and responsibilities throughout the year.

Activities include Peer Tutoring, mentoring, sports coaching and assistance, school discos/dances, representation of the school, etc. Involvement of this sort helps develop the skills of the senior students while providing positive contact between them and younger students, encouraging both groups to participate fully in school life.

SCHOOL COUNCIL

School Council is made up of class representatives from Years 7 - 13 and meets regularly with a Senior Management Representative.

The role of the School Council is to:

- represent the student body;
- provide a forum for discussing all aspects of school life;
- lead by positive example;
- research, prepare and present ideas;
- organise fundraising activities;
- organise lunchtime activities.

PARENTS AND SCHOOL

Parent involvement is urged with homework assignments and in encouraging children to be positive about themselves, supporting the parent seminars, sharing ideas with other parents and caregivers, and learning new skills and strategies for positive parenting. Parents will have access to their child's information online via the Student Management System (KAMAR). <http://kamar.gbh.school.nz>

Reporting to parents

Two reports per year will be issued for all students at years 7 – 10. The first of these will be issued at mid-year. The second report will be in term 4. A report for Years 11-13, along with an Interim Results Notice for NCEA, will be issued twice a year. Formal report meetings for consultation between staff, caregivers and students will be held following the issue of the first reports.

Reports will be available on line through the school student Management system (KAMAR). Details of dates etc. will be published in "Goldie", the school newsletter which is published every fortnight. This will have details of any changes to routine, information on what is happening at school and notices of meetings, as well as students' work and community notices. It is issued every second Friday. Contact the office if you would like to receive the Goldie by email.

A variety of newsletters will be written by the Principal, Deans, Form Teachers and staff in charge of special events such as trips, sports, etc.

8. Community connections

There are cultural and sporting clubs in the community including musical and drama groups. There are, however, few organised entertainment facilities for young people. Golden Bay is separated from the rest of Tasman district by a winding road over the Takaka Hill. This isolation limits exposure of our young people to career options and creates a big leap from school to tertiary level education. It can also limit access to extension programmes both academically and sporting. Talented students in sport and music, although well supported by the community, often travel significant distances to participate fully.

The school is very much part of this community. Individuals and organisations from the community use the school facilities on a regular basis and assist the school with fund-raising, teaching programmes and by providing work experience opportunities for our students, including via Gateway learning. Our highly successful Year 9 'Day Out'

programme places students with an adult mentor from the community and is very dependent on support from all parts of our very diverse community.

ADULT STUDENTS

We welcome adult students in our school:

- Places are available for adult students in most regular day school classes.
- Our facilities are available for educational hire.

CULTURAL AND SPORTING ACTIVITIES

All pupils are encouraged to take part in activities outside the classroom.

- We have winter and/or summer sports exchanges with Nelson Preparatory School, Collingwood Area School, Tapawera Area School, Garin College and participation in Top of the South Year 7&8 Tournament, and Year 9-13 Winter Tournament
- We offer individual music tuition and depending on demand can provide tutoring in some of the following: Brass, Clarinet, Flute, Guitar, Recorder, Saxophone, Keyboards.
- We offer the following sports: Athletics, Badminton, Basketball, Climbing, Cricket, Cross-country, Gymnastics, Hockey, Lifesaving, Netball, Rugby, Soccer, Swimming, Table-tennis, Tennis, Volleyball and Ki-O-Rahi.

Our Swimming Pool

Golden Bay High School has a large 30m pool that is heated to about 25 degrees. It is open from mid October until mid April. The general public are able to use the pool in the summer holidays for lane swimming if they purchase a key; it is open to the public in the summer holidays during the hours of 12 - 4pm and is fully supervised. Our school pool is the first in the country to have an oxygen treatment system.

The School Pool is available for use by members of the public. GBHS does not provide supervision for the community, except for public swimming sessions during the holidays.

Adults may swim in the 7.00-8.45am session on weekdays and at weekends if the pool is not booked by other groups.

9. Linking pedagogy to space

9.1. Overall configuration of the school

The whole school feels like it has been disconnected by the layout of the temporary accommodation in the school's "heart". The Digital Technologies and English relocatables positioning (whilst clearly a very practical choice given the pressing requirements of time and space limitations), has proved intrinsic in a reduced sense of community within the site, something that all faculties mentioned in feedback. Redistributing spaces to create a sense of community and connection across the site is a key priority.

Another knock on effect of the required work was the displacement of the senior students' common room. This has also contributed to the reduced sense of community perceived by staff and students alike. The presence of the seniors at the heart of the school symbolised the family/whanau approach to pastoral care (epitomised by the peer tutor system). Re positioning the seniors at the heart of the school is another whole school priority.

Years 7&8 would collaborate more and deliver a connected, cohesive curriculum which prepares students for the learning pathways ahead. A suitable scaled "learning village" would help students to garner confidence in their social and learning relationships whilst

also providing the solid pastoral connection that makes transition to Senior school more manageable for students and parents alike.

In Technology there is currently a physical disconnect between two areas which would collaborate more given the opportunity: hard materials and digital technologies. The same could be said of the food room and the rest of technology, with PE, with the Green house and in fact the rest of the school (it is currently almost totally isolated).

A range of subjects (e.g. science, the Arts and English) require spaces which encourage and support student led learning whilst providing better connectivity within the respective faculties. A menu of supervisable and connected spaces (including outdoors space and sufficient storage) that allow for a wide range of learning needs, styles and personalities are necessary to achieve this.

The school is keenly aware of its strong community connections and its place within Golden Bay society. Heralding the schools presence and reaching out into the community as well as the community feeling integrated and connected with the school could be better achieved with improved community facilities and better street presence.

9.2. Linking the key aspirations of the school to space

1. Enhancing the sense of connectivity and community within and beyond the school			
Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
A cohesive and connected school community.	Students, staff and visitors share a sense of belonging wherever they are in the school.	Senior students are intrinsic to the school's culture	Centrally located senior common room
		Faculties are connected	Reorganisation of building and learning space layout Menu of spaces within each faculty
		Year 7&8 learning village	Reorganisation of building layout
		Connectivity is improved	Indoor/outdoor flow Circulation mapping is considered in design of site layout. Reposition the digital technologies and English provision to create a school "heart". Place senior students at or near this heart.
Sense of place that the community can share, see and own.	Students learning and experiences reach into the community	Joint community and school projects.	Community space for students and community to connect and work together
	The community feel that they are an intrinsic and essential part of the school's day to day working.	Every day involvement in learning, not just specialised projects. Events and conferences etc held on site	Community facilities on site. Kitchen and other facilities in the Hall
2. Meeting the various learning needs of all of our students in whatever ways are relevant.			
Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
Younger students feel welcomed and comfortable from day one at GBHS	Smooth and natural transition to and through the high school.	Homebase delivery of pastoral and some learning. A sense of belonging and "our space" is created for the younger students.	7&8 Learning Village

Diverse and relevant learning provision	Student led learning	Wide range of option choices	Various learning spaces for each faculty
		Modular (connected) curriculum	Connection between spaces for further flexibility of provision
		Level and/or activity based learning	Menu of connected settings within each faculty
		Cross and inter curricular opportunities	Reconfiguration of faculties across the school site

3. Increasing collaboration opportunities			
Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
Self directed learning includes collaborative opportunities	Students will collaborate with peers, staff and the community.	Creating modular curriculum activities or programmes.	7&8 learning village Faculty learning hubs of related subjects and spaces
		Subjects can be delivered or accessed in a range of spaces	
Cross and inter curricular opportunities.	Students can learn how subjects are interdependent and connected	Staff will collaborate within and across faculties and departments	Community space for students and community to connect and work together
		Authentic community projects	
		Real life problems	

10. Description of each space

The “Green House” team provide support for students with special learning needs to develop life skills and to meet their emotional and learning needs. The Ongoing Resourcing Scheme (ORS) provides support for students with the highest level of need for special education to join in and learn alongside other students at school. The school currently has 2 ORS learners but this figure can vary greatly year on year. ORS has 13 hours of MSE school paid support in 2015. (RT lit support is delivered in classrooms across the school)

Faculty/area: Student services		Area: SENCO (Special Educational Needs Co-ordinator /RTL B (Resource Teachers: Learning and Behaviour) “The Green House”
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
Learning support space	<ul style="list-style-type: none"> Numbers range up to 30ish groups of four are timetabled (kids get their slot on their own timetable), try co-ordinate so kids don’t lose same subject each. Some come four times a week, other three times a week depending on need. Students may need support to develop: <ul style="list-style-type: none"> Social skills. Life skills. Self management / impulse control. Learning skills. 	<ul style="list-style-type: none"> Group spaces. Kitchen facilities (for life skill development). Low sensory rooms. Build ‘breakout’ / withdrawal space across the school. Near to disable drop-off. Adjustable F&E. Devices that support and enhance learning. Cooking area Connection to other learning spaces (visually at least) Visibility into and from other spaces
Storage	<ul style="list-style-type: none"> Secure and confidential long term storage Counselling materials: brochures, booklets etc. 	<ul style="list-style-type: none"> Storage of large mobility equipment. Confidential files General resource storage: paper, files etc.
Toilets	<ul style="list-style-type: none"> Toilet Handwashing/drying. 	<ul style="list-style-type: none"> Near to toilets accessible for learners throughout the day (including those outdoors).

Faculty/area: Student services		Area: SENCO (Special Educational Needs Co-ordinator /RTL B (Resource Teachers: Learning and Behaviour) "The Green House"	
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.	
Office / work space	<ul style="list-style-type: none"> • Student Educational Plan development – lots of meetings • Each year the amount of RTL B staff varies so we need a work space which can accommodate varying numbers (5-10). 	<ul style="list-style-type: none"> • Storage of confidential items. • Meeting / Office space which is private and secure. • Teaching Assistant numbers vary as they are allotted to students with specific needs, last year was 5, this year it is 10. 	
Withdrawal/ break out space	<ul style="list-style-type: none"> • Personal quiet time to calm down from emotional break outs 	<ul style="list-style-type: none"> • The ability to be dark and warm • Supervisibility (discreet) • Soft furnishings • Dimming lighting • Quiet and private 	
ICT	<ul style="list-style-type: none"> • Documentation. • Student access to internet for learning purposes. • Email access. • Research. 	<ul style="list-style-type: none"> • ICT: data and power. 	
Other	<ul style="list-style-type: none"> • The feel of the "Green House". 	<ul style="list-style-type: none"> • The Green House is a place of consistent practice and relationships where some kids only place of consistency and calm. • The physical isolation from the rest of the school has its benefits and drawbacks. Some children respond well to the privacy (particularly when their emotions are 'running high' and students can make their own way to the green house without an audience), The physical separation can make the unit feel a little disconnected and "back of house". 	

Faculty:		P.E.
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
General learning: classroom space	<ul style="list-style-type: none"> Health and Physical Education classes. Group meetings, Sports team meetings i.e. video analysis/goal setting. Students would be doing individual quiet work completing assessments, class discussions and/or group work to complete presentations. 	<ul style="list-style-type: none"> Tables and chairs for students to do written and ICT work, flexible enough to reconfigure the space very quickly, easily stackable. It is useful to have a flexible space where you can easily transition between desk work and a more open area for group Need to be able to have classrooms set up for groups in PE and also be able to move around the room easily. Adequate wifi access for all students within the class to have a device as well as adequate power connections.
Break out space	<ul style="list-style-type: none"> Class teaching, break out groups from classes, department lunches and celebrations, sports meetings. Classrooms on wet days. 	<ul style="list-style-type: none"> Lots of flexibility or openability between general learning and break out spaces. Adequate wifi access for all students within the class to have a device as well as adequate power connections.
Gym	<ul style="list-style-type: none"> Multiple games going on within a class (e.g. this is where divider curtain is really useful) full class activities, Older students teaching younger students to get experience for assessments. Physical Education classes, schools sports training, school assemblies, school event e.g. house Olympics, community sports and event, e.g. national fencing champs, club netball training. Classes may work individually or as a group. They share instructions with the classes, they share facilitation of students. Ideally we would be able to support community groups more. 	<ul style="list-style-type: none"> Sound connections (big speakers in roof as currently in one of our gym), wifi connections. Large spaces that can have multiple activities going on, team trainings, school activities e.g. school sports tournaments, exchanges, school assemblies. Non marking floor. Fittings for wall mounted frames and climbing wall. High tie in points for abseiling (e.g. roof beams). Whiteboards for strategy discussions.
Weights room	<ul style="list-style-type: none"> Sports trainings – crossfit, students working in small groups to investigate how the body functions. 	<ul style="list-style-type: none"> Flexibility with the space. Sound connections wifi connections.

Faculty:		P.E.
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
Outdoor spaces	<ul style="list-style-type: none"> • Team trainings for school teams and community. • Fields- multiple classes with multiple physical activities going on – students working in groups or as a class, team trainings, athletics day • Tennis courts – with even concrete – as above. • Netball courts • Extensive community use (especially of Astroturf). 	<ul style="list-style-type: none"> • Ideally all spaces open out onto the field. • Wifi access. • Netball courts gone (under the temporary relocatables): need replacing • Access to storage facilities. • Access to outside changing room/toilet. • Connected to indoor faculty facilities.
Staff room/staff workspace	<ul style="list-style-type: none"> • Meetings between staff teaching courses • HoD meeting. • Staff working individually or alone. • Staff social space: lunches, drinks etc 	<ul style="list-style-type: none"> • Staff work spaces: desks and chairs with storage for work and personal items. • Kitchenette facilities. • Toilet. • Shower. • Data and power connection.
Student storage	<ul style="list-style-type: none"> • Storage of kit and personal items. 	<ul style="list-style-type: none"> • Lockers for student bags – we currently have some. These are centrally located. In the faculty.
Changing rooms	<ul style="list-style-type: none"> • Indoor and outdoor changing for many groups at once. • Separation of outdoor and indoor changing (consideration of muddy boots etc). 	<ul style="list-style-type: none"> • Showers: privacy and easy to keep clean. Shower block needs to be lockable for security reasons and to prevent damage. • Toilets within each changing room and access to toilets from the other faculty areas of learning. • Some more private spaces for dignified changing. • Current changing rooms are in dire need of upgrading. • Supervisibility across the room (changing area dividers at shoulder height). • Connected closely to gym spaces.
Laundry	<ul style="list-style-type: none"> • Washing and drying of fabric items. 	<ul style="list-style-type: none"> • Washing machine. • Tumbler.

Faculty:		P.E.
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
	<ul style="list-style-type: none"> Storage of fabric items: kit, tabards etc. 	<ul style="list-style-type: none"> Ventilation. Storage for laundry products and various cloth items: shelving/cupboards etc. Space for air drying: clothes horse etc
Storage	<ul style="list-style-type: none"> Storage areas for gym. Large areas that can accommodate gymnastics gear Lockable area for outside coaches and goals etc that they use. 	<ul style="list-style-type: none"> Lockable storage rooms for large pieces of sports equipment. Shelving that allows air and visual checking. Storing of sporting gear in adjacent, accessible and lockable spaces. Some of which will need to be accessible from the outdoors. Central and outdoor storage. Learning resources and material storage near to classroom.

Faculty:		Science
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
General learning and break out spaces across full faculty	<ul style="list-style-type: none"> • 7-10 combos of theory and practical tends to be en mass at lower ages. Some increasing independence at upper ages. • Two or three groups at the same time in seniors that is split into subjects – phys/bio/chem./aqua culture. • Classroom/laboratories that allow practical activities ... experiments/investigations for all Junior and General Science classes. • Independent and group practical/ experimentation work. • Group work which requires students to work in groups to plan and problem solve in central spaces which are currently conventional classroom tables. • Demonstrations which require students to sit around the front bench area and make observations for practical safety, and/or make notes. Students sometimes take photographs to help with their understanding. • Dissections/model building in pairs. • Independent work which involves critical and creative thinking activities • Drama activities which help students to model key concepts and ideas which requires furniture to be moved and create open space • Increasing use of student electronic devices to incorporate research and revision of key concepts 	<p>Zones – menu of spaces presentations/ demonstration/ research/ experimentation large groups so space for all to do practical work.</p> <ul style="list-style-type: none"> • Laboratory spaces that have gas, water and electricity readily accessible, (current Biology space to be extended to make full size). • Separate wet and dry areas, so ICT/E-learning equipment can be integrated into lessons easily and safely. • Front bench with mounted camera connected to the screen enabling all students to see demonstrations/dissections. • Sinks/electricity points and gas points around the sides and back of laboratories to utilise space for working groups. • Lab style benches rather than low tables with back supported stools. these bench style tables could be used in a traditional bench style or sets as tables for group work. • Raised boards to rest laptops/devices on which currently are too low and encourage poor posture. • Benches no longer just round the sides of back of room - health and safety risk with students having back to us - need to be able to see what they are doing - also opens up for teacher discussion and student discussion if working around a space. • Break out space for independent work or small groups, rather than having to work in teacher spaces - allows for better flexibility around student focused learning and diversification of teaching within a unit. • Glass needed between spaces to see what is happening and allow for acoustic separation. • Better use of corridor space in our old buildings - can doors be put into rooms so students can access labs from the outside, can then increase the size of the labs to enable wet and dry teaching spaces. • Senior student work/study spaces, to make better use of student 'free' periods

Faculty:		Science
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
Specialist spaces	<p>Some rooms set up to cater specifically for:</p> <ul style="list-style-type: none"> ○ A large range of practicals to give context and understanding to key ideas ○ Collaborative group work activities which require students to work in groups of 3 or 4. ○ Model making activities. ○ Structured examination question activities which require students to work independently and sometimes peers mark answers. <ul style="list-style-type: none"> ● Biology ... ability to carry out extended investigations with plants and animals. The Biology curriculum has been planned to incorporate the following: ● Chemistry ... experiments involving specialist glassware/apparatus ● Physics/electronics ... extensive access to electrical supply, storage of specialist equipment ● Food technology and experiments with food ... the use of food to illustrate and motivate students requires non-laboratory conditions. A shared space to use food in science would be beneficial. 	<ul style="list-style-type: none"> ● When possible having sliding walls that can be opened between labs would enable the department to have a larger space which could be used for science dramas, science fairs, and larger specialist lectures. The quality of the projector screen should be large enough to accommodate this. ● Gas/water is useful around the room but generally is along the side benches only. This makes practical work for large senior classes challenging. Placing sinks/gas along the back bench would reduce safety risks and help distribute students evenly around the room. Currently central tables are small with chairs that take up quite a bit of space. ● Bench style tables with high stools (which have a back rest) would enable the Biology labs to utilise the space better and hold some of the practicals within the central space. Stools can easily be stored away and movement around the class less restricted. ● Biology ... Front benches to have a camera directly linked to screen to show student work, exam question exemplars, biological specimens, dissection etc. This would probably be useful for chemistry also. Coat racks/ storage for bags and practical work which has to be left for several days to collect data. ● Chemistry ... fume cupboard, safe and secure storage of chemicals, system for collection and disposal of waste ● Physics/electronics ... a lot of specialist gear to store. Students working on individual projects need storage for each person.
Outdoor spaces	<ul style="list-style-type: none"> ● Easy access to outdoor spaces from laboratories would enable a greater range of experiments/investigations and increase connections between science and the world of the student. 	<ul style="list-style-type: none"> ● Pond, greenhouse/growing area, native plants ● Benches/seating to have a class outside ... water/sink, electrical and wireless connections. ● Aquaculture area including tank and maintenance equipment storage.
Staff room/staff	Central flexible workspace to allow science	Desk space for each teacher.

Faculty:		Science
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
workspace	teachers to collaborate on planning/resource preparation ... easy access to teaching spaces	Partitions that can be moved to create different office configurations. Access to ICT/internet/printing <i>Space for faculty meetings and to be able to enjoy a coffee! - small kitchen area</i>
Student storage	Experiments/investigations/projects that extend over more than one period require student work to be stored safely.	Shelves/cupboards. If we are going to be BYOD, then students will need lockers with electricity points to charge their devices.
Toilets	Would be great to have a staff toilet available in A block.	Provision of staff and student toilets in any new block
Resources space	Science resources require technician/s and teachers to prepare and store resources ... and to try out experiments.	Access to gas/water/electricity plus bench and storage space. Safe storage of chemicals Efficient storage and organisation of kits for numerous standard experiments, plus the flexibility to create new activities. Science Library area would be useful with specialist texts/magazines. Technician area to be at the hub of Science faculty with connecting doors to service all labs.
Storage	Biology ... storage and access to microscopes, plant growing area, pond/aquarium Chemistry ... goose-neck taps for attachment of condenser hoses, storage of chemicals and specialist equipment such as titration and quick-fit apparatus. Physics/electronics ... extensive access to electrical supply, storage of specialist equipment	Better storage for chemicals - much larger and safer space. Plus clearly defined safety shower.

Faculty:		Mathematics and Statistics
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
General learning	<p>Individual study – including tests, work from worksheets and textbooks.</p> <p>Group work – discussions, variety of table based activities and moving around activities.</p> <p>Computer work – usually requiring each student to have access to the technology.</p> <p>Whole class activities – again this is a mix of discussions, or moving around activities.</p>	<ul style="list-style-type: none"> • Classrooms. Individual desks that can be easily moved and joined together for group work or stacked away if needed. Enough room on desk for workbook and textbook/ computer and workbook. • Chairs that can stack away if needed or be easily moved around for different room formations. • Power sockets around the room for students to charge devices, also reliable Wifi access. Projectors and Whiteboard/screens. Other technology support to allow teacher to roam with a device etc. Alternative teaching area so additional whiteboard to allow for teacher to teach smaller groups whilst other work is left on the main board for other students to use. • Ideally good natural lighting, airy spaces that can be kept warm or cool as needed so students can be comfortable and focus on their work.
Break out space	<ul style="list-style-type: none"> • Class teaching, break out groups from classes, department lunches and celebrations, sports meetings. • Classrooms on wet days. 	<ul style="list-style-type: none"> • Lots of flexibility or openability between general learning and break out spaces. • Adequate wifi access for all students within the class to have a device as well as adequate power connections.
Student storage	Potentially in the future we may need to have storage spaces for students' devices these would need to have a power point access as well as being secure.	Lockers with power sockets in them. Students will need access to these whilst staff should be able to supervise naturally and easily.
Storage	<ul style="list-style-type: none"> • Storage of resources • Accessible during class time without entering other classes. • Past papers, moderated tasks information on standards, curriculum documents and reports. 	<ul style="list-style-type: none"> • We store a wide range of resources, measurement items and equipment, dice and games of chance to paper resources and assessments. • We also have a large number of textbooks. And spare copies of homework books. • A secure room with shelving and filing cabinets • Hard drive space.

Faculty:		English
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
General learning	<ul style="list-style-type: none"> Students integrate sources of information and prior knowledge purposefully, confidently, and precisely to make sense of increasingly varied and complex texts Students create a range of increasingly coherent, varied, and complex texts by integrating sources of information and processing strategies. Viewing and editing visual texts is critical. Reading exemplars and using them as launch-pads for writing their own texts is common practice. Presenting plays and speeches would be great as would videoing blogs and using Facetime or Skype or Google hangouts too. Media needs group work and specialized computer programmes for filming and editing. 	<ul style="list-style-type: none"> Desks that can be easily moved and joined together for group work or stacked away if needed. Chairs that can stack away if needed or be easily moved around for different room formations. Power sockets around the room for students to charge devices, also reliable Wifi access. Projectors and Whiteboard/screens. Alternative teaching area so additional whiteboard to allow for teacher to teach smaller groups whilst other work is left on the main board for other students to use. Need to be able to control temperature well in class, i.e. heat pump. At least one space must be able to be fully blacked out for film/video watching.
Break out Space	<ul style="list-style-type: none"> Break out spaces for filming and editing would be ideal. A quiet reading and writing place will be essential. 	<ul style="list-style-type: none"> A suite of desks that allow BYOD. Break out spaces must be able to 'contain the noise' both from within the space and from without. Connected to learning visually and physically
Outdoor spaces	<ul style="list-style-type: none"> Reading Individual work All learning tasks should be capable of being undertaken in the outdoors in spaces which are easily supervisable and connected to the main learning. Learning to spill out performance/reading/work 	<ul style="list-style-type: none"> Connected to learning Multi weather surface for outdoor activities even when it has previously been wet. Would be fantastic to have furniture that could be used outside to provide break out spaces. Perhaps some sheltered outdoor spaces that provide shade or prevent wet weather but still allow students to work outside.
Storage	<ul style="list-style-type: none"> Private storage of personal items (staff & students) Past papers, moderated tasks information on standards, curriculum documents and reports. Student storage space in class 	<ul style="list-style-type: none"> Lockers with power sockets in them. Students will need access to these whilst staff should be able to supervise naturally and easily. Filing: secure Cupboards for materials etc. A secure room with shelving and filing cabinets.

Faculty: Arts		Music
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
Classroom	<ul style="list-style-type: none"> Classroom music study. Music technology. A range of vibrant music activities which capture the interest of both junior and senior students. Activities include: performance and practice, listening, annotation, reading, researching, music composition, watching videos, music technology (using music software). Concurrent research, development and practical activities. Larger groups for performance and spectating. 	<ul style="list-style-type: none"> Power points throughout. ICT access throughout both classrooms and faculty. In class storage of student bags etc away from practical area, should be visible for security. Lots of storage for equipment and materials: both at each work station and single larger, accessible (and supervisible) storage for one-off items such as powered equipment. Excellent acoustics suitable for loud musical activities, (see DQLS document by Branz: "Acoustics; Specialist space criteria"). Tables and desks which can be cleared away
Rehearsal space	<ul style="list-style-type: none"> Performance workshops. Itinerant music lessons. Co-curricular group rehearsals (Choir of 75 students, Orchestra of 50, Concert band of 45 plus 15 smaller ensembles) Invited musicians/group presentations Small practice Individual practice Itinerant teaching 	<ul style="list-style-type: none"> Seating. Data and power. Excellent acoustics suitable for loud musical activities, (see DQLS document by Branz: "Acoustics; Specialist space criteria").
Storage room	<ul style="list-style-type: none"> Storage of instruments Learning materials Student and staff personal storage 	<ul style="list-style-type: none"> Adjacent to learning spaces Supervisible. Secure individual lockers.

Faculty: Arts		Drama
Space	Detailed description of activities	Description of spaces required including F&E, ICT, resources, connections, visibility and/or other special requirements.
General learning	<ul style="list-style-type: none"> In drama students are required to participate in both practical and written activities. The practical classes require students to move around the classroom (similar to PE in a gym at times) with students working in small groups to full class activities. Students are required in one lesson to work as a whole group, small groups and potentially individually depending on the task. 	<ul style="list-style-type: none"> Large open classroom, bigger than an average desk and chair space. The drama space is a specialised area with limited tables and chairs in favour of a wide open space. F&E must be easily, moved for a variety of activities. Suitably equipped to teach a practical subject eg: portable staging, appropriate room size that can accommodate large practical classes of 31 students or more. Use of projectors, sound system and whiteboards is required. Also multiple plugs and power outlets to allow for lighting and camera set up.
Outdoor spaces	<ul style="list-style-type: none"> Areas where students can safely rehearse without the concern of disrupting other classes. Rehearsal spaces and breakout areas. 	<ul style="list-style-type: none"> Visibility for the classroom teacher to monitor student both in and outside the space. Weather proof. Connected to our faculty learning spaces and separate from other faculty teaching (to prevent noisy distraction).
Student storage	Student storage during class.	Cubby holes or shelving that could house student bags so they are not in the way.
Resources space	Storage for costumes and props. Costumes can be hung up and folded.	Shelving and clothing racks to hang and store costumes. Windows or some ventilation so that costumes do not become mouldy and damp.
Storage	General storage of student work in filing cabinets.	<ul style="list-style-type: none"> Filing cabinets Access to costume room storage is via the classroom and can be accessed at all times.

Faculty: Arts		Art
Space	Detailed description of activities	Description of spaces required including F&E, ICT, resources, connections, visibility and/or other special requirements.
General learning: specialist Art room	<ul style="list-style-type: none"> Students undertake practical activities in that include painting sculpture, drawing, photography, design, print-making. These are our general teaching activities at junior level. Group sizes can be from 10 to 30. Lots of practical art activities that involve paint, glue, ink etc. as well as lots of bulky equipment at times such as light-boxes and printing presses in each room. Art History classes in a general classroom. 	<ul style="list-style-type: none"> Art studio which include a range of specialist storage (from A1 folios to workbooks to art materials and teacher supplies) and items such as light-boxes, drying racks, apron storage, printmaking presses “wet” floors for clean up extra large desks and high stools, sinks and paint areas guillotines, paper storage and storage of student folders. A busy and creative space where equipment and artwork is stored economically and neatly within the space. Due to the nature of group sizing, the ability to expand and contract suitably design art space would improve delivery.
Break out spaces	<ul style="list-style-type: none"> Small group and individual work development. Self-managed activities: especially for the senior students. Construction/painting/sculpting etc Research 	<ul style="list-style-type: none"> Quiet space which is accessible and visible from main learning space. Tables and seating that can be easily arranged into many configurations. ICT rich: device storage charging and robust wifi access. Flexibly sized working areas for small or large groups.
Specialist spaces	<p>Photography – printing in the darkroom and photographing in the classroom / studio.</p> <p>Printmaking Etching using acid and using printing presses.</p>	<ul style="list-style-type: none"> Computer lab for Design and Photography mainly but also used by most other students. Storage area behind classroom. Etching / Printmaking / and Painting spaces. Dark room teaching space/ Studio / Kiln Room.
Outdoor spaces	<ul style="list-style-type: none"> Areas where students can work on projects which are inappropriate for indoor spaces. Places to gather as a community and eat and socialise, green spaces, overflow class spaces for portfolio preparation. 	<ul style="list-style-type: none"> Areas where students can work on projects which are inappropriate for indoor spaces: large or messy. Places to gather as a community and eat and socialise, green spaces. Rooms connected for a sense of community. The art courtyard is a secluded area that most of the art classes face into. It provides natural light and fresh air – as our rooms aren’t well ventilated and provides our Art community with a hub.

Faculty: Arts		Art
Space	Detailed description of activities	Description of spaces required including F&E, ICT, resources, connections, visibility and/or other special requirements.
		<ul style="list-style-type: none"> Natural and immediate access from learning spaces with good supervision.
Student storage	<ul style="list-style-type: none"> Student keep art folders, NCEA work and equipment in rooms. 	<ul style="list-style-type: none"> Made for purpose furniture that covers all of these requirements. Cubby holes or shelving that could house student bags so they are not in the way.
Resources space	Storage of all art materials for hundreds of students including consumables like paint, paper etc storage for equipment like glue guns printers, cameras, tripods, printmaking equipment Storage of still life materials	<ul style="list-style-type: none"> Bespoke storage solutions that cater for both central storage and for learning space specific storage. Some secure central storage, some accessible for students in each learning space which can be locked. Neat, fit for purpose and easily manageable storage systems.
Storage OFFICE	General storage of student work in filing cabinets.	Filing cabinets /A3 drawers / A1 folios

Faculty:		Social Science
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
General learning	Classroom teaching, group and pair work, individual work, debates, presentations.	<ul style="list-style-type: none"> Chairs and desks. Ability for students to have BYOD devices. Wifi. Data projector. Some computers in the classroom x10. Ability for teacher laptop to be used. Group work area. Bright and airy, good air flow (B block is very hot in the summer). Ability to use the space easily for doing different activities for example doing some group work, others on computers etc. Multi-purpose spaces. Access to the hub for a large number of classes would be required given the large faculty and number of classes likely on at the same time. 2 smaller hubs may be needed. Flexibility to open spaces up for larger team teaching.
Break out space	<ul style="list-style-type: none"> Small group activities. Quiet individual work on difficult tasks/assessments. 	<ul style="list-style-type: none"> Furniture for different work settings, chairs and desk that can be easily reconfigured. Break out space must be able to be closed off but still be connected visually to learning spaces for supervision.
Outdoor spaces	<ul style="list-style-type: none"> Investigative activities which link social sciences to the physical and natural world. Business events and activities like market day. 	<ul style="list-style-type: none"> Ideally sheltered and covered for all weather activities. Space for chair and table furniture that could be removed to make a larger space.
Student storage	For bags and equipment not required during the class-time to keep spaces clear.	At the entrance way to classroom/learning areas. Lockable.
Toilets	<ul style="list-style-type: none"> Toilet Handwashing/drying. 	<ul style="list-style-type: none"> Accessible for learners throughout the day (including those outdoors). Toilet access for staff (No toilets for staff currently in the B block area).
Resources space	The 'hub'. An area for all shared faculty resources and student resources. Including computers and iPads, books, newspapers etc	Ability to charge and store iPads safely with easy access. Organised storage of resources such as books, paper and stationery items. Centrally located and easily accessible by multiple classes at a time.
Storage	Moderation boxes, teacher based resources only	<ul style="list-style-type: none"> Storage for items not used by students: needs to be easily accessed but not used all the time. Close to or a part of the office space. Storage shelving spaces.

Area: Maori Education		
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
Connected main learning spaces	<ul style="list-style-type: none"> • Te Reo- Year 7 and 8 rotation 13 weeks. Year 9, 10 6 periods over 10 days. Year 11, 12, 13 combinations of kids, 7 periods over 10 days. • Differing group and class sizes year on year. • Lots of practical activities, singing/games etc. Powhiri practice – Year 7. • Year 10 practical, carving Taiaha Unit standards – can't do larger projects. Storage: indoor wet/ art area – storage and work, and sink, kai prep. • Whole school powhiri (waiata and school haka). • Interactive class, moving around, so flexible. 	<ul style="list-style-type: none"> • Classroom – Couches / soft furnishings, open learning, music area, art area, formal tables and chair area in one. • Devices – ICT, 4x PCs, video conferencing. • Display space - Whiteboard walls. • Performing Arts should be done where no negative impact is felt on other subjects, so floor reverberation reduction is a big issue. • Technology hand-tools and tables (RMT room is so far away and timetabled a lot). Outdoor use for carving activity – shattered.
Outdoor learning	<ul style="list-style-type: none"> • Performance, recitals etc. • Construction, art and carving activities. 	<ul style="list-style-type: none"> • Native plants and trees. • Seating and shade. • Outdoor performance space / amphitheatre for recitals etc. • Outdoor area for arts / construction with native plants.
Storage	<ul style="list-style-type: none"> • Learning materials. • Some student accessible storage of resources and equipment. • Confidential storage. 	<ul style="list-style-type: none"> • General resource storage: paper, books etc. • ICT chargeable storage. • Storage of assessment materials.
ICT	<ul style="list-style-type: none"> • Presentation • Display • Research • Documenting work • Conferencing/collaborating 	<ul style="list-style-type: none"> • Ubiquitous ICT: data and power throughout the faculty. • Areas for hard wired work stations as well as supporting mobile/handheld/tablet devices. • Secure, chargeable storage solutions.

Faculty/area:		Languages
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
General learning	<ul style="list-style-type: none"> Yr 7-10 several languages are delivered in rotation with options higher in the school of French, Te Reo Maori, German and Japanese (and/or Spanish if numbers are sufficient). Students will be speaking to each other in pairs. Students will be moving around the class speaking to other students. Students will be watching the data projector presentation/listening to sound files. Students will be reading and writing at their desk. Students will be working in groups together regularly. 	<ul style="list-style-type: none"> Data projector, screen, whiteboard, pin board display areas large area at back of room for activities requiring movement, room for desktop computers. Lockable cupboards for resources in the classrooms. Desks which are big and sturdy enough to have students' books and devices. Area for bags at the back or side of the room. More power points for charging devices- however we feel that students should bring their devices charged from home but this would require a school-wide policy. Black out curtains. Sun filter curtains. When we are not using the data projector we would prefer not to close the curtains. However it is very sunny and the sun gets in students' eyes. Better ventilation especially for hot days. The heating works fine in winter. Break out spaces for group work; work with the Language assistants, to do catch up tests. One per classroom at least.
Breakout Space	One small break out room for group work or work with languages assistants.	<ul style="list-style-type: none"> Acoustically separate. Visually connected to main learning space. Benches, flexible tables. Chairs. ICT data and power. Text and small amount of resource storage.
Student storage	In class storage of personal items.	Student open locker storage at the back of each classroom would be ideal so that they are not tripping over their bags at their desks. Students need somewhere to store their BYOD safely. It is not acceptable for them to have to carry their devices around all day in their backpacks.
Toilets	Separate staff and student toilets located in the Math block.	Provision for access to toilets throughout the day for students and staff.
Storage	Storage for equipment and resources.	A storage room with large cupboards and filing cabinets for languages resources.

Faculty/area: Technology		Department/Subject: Digital Technology	
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.	
Specialist learning studios	<ul style="list-style-type: none"> • Student conferencing space (private) within work space • Research • Apply digital information management tools to create an outcome • Create digital media outcomes • Construct software programs • Develop electronic environments • Assemble and test electronic and embedded systems • Design digital infrastructure systems 	<ul style="list-style-type: none"> • Must have clever and flexible F&E solutions that can be easily re-configured and stored away to allow for sufficient performance and practice space. • Power points throughout learning area. • Areas for hard wired work stations as well as supporting mobile/handheld/tablet devices. • Space for storing and using a range of devices. • Space on student desks for keyboards AND written work. • In class storage of student bags etc away from practical area, should be visible for security. • Room for documentation folio beside computer • Computer workstations • Teaching work station. • Mechanical extraction and ventilation! Current design of low roofed and small windowed relocatables makes for very hot and uncomfortable learning spaces. 	
Storage	<ul style="list-style-type: none"> • Learning materials. • Equipment of a wide range of size and shape. • Some student accessible storage of resources and equipment. • Confidential and personal item storage. 	<ul style="list-style-type: none"> • Storage for equipment and materials. • General resource storage: paper, books etc. • ICT chargeable storage. • Storage of internal exams and assessment materials. 	

Faculty/area: Technology		Department/Subject: Multi materials technology	
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.	
Large multi-material studio	<ul style="list-style-type: none"> • Research: writing up, presentation of findings, ICT research, using hard copy resources. • Design: hand drawing, use of CAD programs. • Development of design solutions: low level experimentation of parts or whole project solutions. • Cutting, shaping, assembling, finishing, documentation. • Evaluation and assessment processes. 	<p>Flexible space capable of connecting onto break out spaces and with digital technology or CAM space.</p> <ul style="list-style-type: none"> • Teaching work station. • Student conferencing space (private) within work space • Some 3 phase equipment: thicknesser planer, circular saw, pillar drills, lathes, grinder, belt sander. • Benches with power for small mains supply equipment: vacuum former, scroll saws, line benders etc. • ICT access throughout room and faculty. • In class storage of student bags etc away from practical area, should be visible for security. • Work benches adaptable for wood and metal vices. • Lots of storage for equipment, ongoing work and materials: both at each work station and single larger, accessible (and supervisable) storage for one-off items such as powered equipment. • Ground level access: for safety, deliveries and heavy equipment • Display and exhibition space. • Non-slip flooring, hot and cold water, sink benches, drying racks. • Forge/furnace/heat area. • Spray room/booth. 	
Break out space	<ul style="list-style-type: none"> • Teaching/lecturing/guest visitor talks • Teacher/Student/guest speakers Presentation Area • Quite student Work Area for planning, development and presentation stages of Tech Practice. • Small, medium and large group work. • Individual project development. • Self-managed activities such as research and design. 	<ul style="list-style-type: none"> • Accessible and visible from main learning spaces, connected visually and physically. • Tables and seating that can be easily arranged into many configurations. • ICT rich: device storage charging and robust wifi access. • Flexibly sized presenting areas for small or large groups. • Wide range of display opportunities: live feeds, video clips, static displays, written work displays, posters etc. • Documentation areas- for seniors to work at computer work stations for research and write up and presentation stages with associated Technologies (eg photocopiers/scanners), Physical modelling space 	

Faculty/area: Technology		Department/Subject: Multi materials technology	
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.	
	<ul style="list-style-type: none"> • Collaboration. • Planning. • Presentation. • Practical development of models and mock ups. • Provision for working teachers or senior students) in a silent space – this has become a scarce resource in schools! 	(including the 3D printers etc).	

Faculty/area: Technology		Subject: Hospitality - Cookery	
Space	Detailed description of activities	Description of spaces required including F&E, ICT, resources, connections, visibility and/or other special requirements.	
Food preparation room	<ul style="list-style-type: none"> • The essentials of food hygiene and safe food handling practices • To identify career pathways in the hospitality industry • How to prepare and present meat • How to prepare and present fruit and vegetables • How to prepare and present egg and cheese dishes • How to prepare and present hot finger food • How to bake cakes, sponges and scones • Theory, planning and preparation work Research: writing up, presentation of findings, ICT research, using hard copy resources. • Evaluation and assessment processes. • How to care, carry, store and use knives correctly 	<ul style="list-style-type: none"> • Fixed work benches • Ovens/Hob tops/equipment. • Power points throughout. • Cupboards for small equipment storage (pans etc) • Knife rack • ICT access throughout room and faculty. • In class storage of student bags etc away from practical area, should be visible for security. • Lots of storage for equipment and materials: both at each work station and single larger, accessible (and supervisible) storage for one-off items such as powered equipment. • Flexible regular tables and chairs which can be configured in a variety of ways. • Some flexibility to allow for increasing/decreasing amount of theory and practical space being used. • Staff controllable mechanical ventilation. • Spaces need to allow for supervision from many points within the space, so a balanced aspect ratio of room is crucial. • In class storage of student bags etc away from food preparation area, should be visible for security. • Lots of storage for equipment: both at each work station and single larger, accessible (and supervisible) storage for one off items i.e. powered utensils. • Access to Pantry and storage for equipment / ingredients • Access to School canteen 	
Break out space	<ul style="list-style-type: none"> • Concurrent theory and practical activities. • Quiet work away from main noisy food room. 	<ul style="list-style-type: none"> • Accessible and visible from main learning spaces, particularly the theory end of classrooms. 	
Outdoor learning	<ul style="list-style-type: none"> • Growing of ingredients and knowledge of base food sources 	<ul style="list-style-type: none"> • Food garden – Horticulture area, potentially linked to Health / science block. 	

Faculty/area: Technology		Subject: Hospitality - Cookery	
Space	Detailed description of activities	Description of spaces required including F&E, ICT, resources, connections, visibility and/or other special requirements.	
Laundry	<ul style="list-style-type: none"> Washing and drying of fabric items (some other dept use, e.g. PE) Storage of fabric items 	<ul style="list-style-type: none"> Washing machine. Tumbler. Dish washer. Ventilation. Storage for laundry products and various cloth items: shelving/cupboards etc. Space for air drying: clothes horse etc 	
Storage	<ul style="list-style-type: none"> Storage of ingredients and made products Confidential and personal item storage. Storage of learning materials: texts and paper etc. Extensive storage of equipment and powered utensils: some securable and some accessible to students 	<ul style="list-style-type: none"> Dry Store. Pantry. Fridge / Freezer. Secure and safe storage of cooking utensils and equipment (some secure and away from learning yet supervisable for students to access with supervision from staff). 	

Year 7&8 Learning village		
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
Connected main learning spaces	<ul style="list-style-type: none"> • Form based activities: community time each day: pastoral care with form teacher and physical activity. • Numeracy and literacy programmes are designed to meet student needs. Students will read, write, listen, problem solve, working in pairs, small groups or individually. • Programme of Integrated studies, some project based work. May have a brief e.g. "Video project", social studies, "Time capsules" etc. Activities include: Research, writing, reading, presentation, performance, scientific enquiry, art based outcomes, printing, presenting, producing artefacts/booklets etc. 	<ul style="list-style-type: none"> • Spaces must be directly connected to allow for full group activity and natural flow through from space to space as children follow their personal learning pathway. Supervision and connectivity between these spaces is vital to allow for the curriculum to flow and be self directed. • Power points and ICT access throughout college. • Storage of student bags etc connected to learning area, should be visible for security and supervision. • Lots of storage for equipment and materials: accessible (and supervisable) storage of learning materials. • Menu of spaces to allow for student centred learning in wide ranging activities: quiet areas, desks and chairs which can be re-configured, various furniture settings, audio visual display and presentation to suit a variety of uses and groupings. • Water/drinking fountain.
Break out space	<ul style="list-style-type: none"> • Self-managed activities. • Reading • Research work • Collaboration • Planning • Presentation • Display of work. • Research based subject delivery. • Autonomous and diverse learning activities. • Individual written/computer work. • Quiet work (acoustically separated). 	<ul style="list-style-type: none"> • Accessible and visible from main learning. • Tables and seating that can be easily arranged into many configurations. • ICT rich: device storage charging and robust wifi access. • Flexibly sized presenting areas for small or large groups. • Wide range of display opportunities. • Accessible and visible from main learning spaces,

Year 7&8 Learning village		
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.
Staff room/meeting room/workspace	<ul style="list-style-type: none"> • Marking and assessment. • Confidential filing. • Telephone calls. • Online research and other work. • Parent interviews • Collaborative planning. • Meetings. • Preparation of learning materials. • Professional development. 	<ul style="list-style-type: none"> • Linked and visible from learning college. • Could be communal office for all college. • Some office space for confidential/quiet work. • Printing facilities • Resource storage • Personal item storage. • Desks for staff. • Meeting table. • Storage: shelving, confidential files etc.
Outdoor learning	<ul style="list-style-type: none"> • Investigation. • Reading. • Play. • Any other learning activities should it suit the learning needs of the child. 	<ul style="list-style-type: none"> • Natural and smooth connection to the outdoors with the option for children to move outside when it suits their learning, so without the need for extra organisation and supervision • Native plants and trees. • Seating and shade.
Storage	<ul style="list-style-type: none"> • Learning materials. • Some student accessible storage of resources and equipment. • Confidential storage. 	<ul style="list-style-type: none"> • General resource storage: paper, books etc. • ICT chargeable storage. • Storage of assessment materials.
Toilets	<ul style="list-style-type: none"> • Toilet • Handwashing/drying. 	<ul style="list-style-type: none"> • Central to college, accessible for learners throughout the day (including those outdoors).
ICT	<ul style="list-style-type: none"> • Presentation • Display • Research • Documenting work • Conferencing/collaborating • Making and viewing of video clips 	<ul style="list-style-type: none"> • Ubiquitous ICT: data and power throughout the faculty. • Areas for hard wired work stations as well as supporting mobile/handheld/tablet devices. • Secure, chargeable storage solutions.

Faculty/area: School management services		Area: Reception	
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.	
Visitor and student reception	<ul style="list-style-type: none"> External visitors: sometimes to go through to student services such as external practitioners, experts, health workers etc. Deliveries. General enquiries. Greeting and directing parents. Late arrivers (sometimes justified through appointments sometimes tardy). Finance transactions. Timetable queries. Enrolments 	<ul style="list-style-type: none"> Separate from student reception both internally and in terms of external access route. Waiting area with seating. Plasma screen display. Window for greeting and directing visitors. Secure door to general office. Near to Senior Management Suite. 	
General Office	<ul style="list-style-type: none"> All school management activities: <ul style="list-style-type: none"> Finance Enrolment Publication preparation Staff issues. Communication systems. Student issues. Telephone first point of call. Photocopying 	<ul style="list-style-type: none"> Storage of confidential items. Meeting / Office space which is private and secure. Space for up to 3 people. Chairs. Desk for writing/ICT work. Connected to both the medical examination room and sickbay. Access to outdoors for breaks. Access to kitchen facilities. Access to reprographics. 	
Storage	<ul style="list-style-type: none"> Storage of resources: General resource storage: paper, pens, files etc. Student details. Various form and document filing. 	<ul style="list-style-type: none"> Secure filing. Filing in desks. Resources cupboard (lockable). 	
Toilets	<ul style="list-style-type: none"> Toilet Handwashing/drying. 	<ul style="list-style-type: none"> Near to toilets accessible for staff and visitors throughout the day. 	
ICT	<ul style="list-style-type: none"> Documentation. Email access. 	<ul style="list-style-type: none"> ICT: data and power. Printing and reprographics facilities 	

Faculty/area: School management services		Area: Senior Management (SMT) Suite	
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.	
Conference/ meeting room	<ul style="list-style-type: none"> • Meetings: BoT, SMT, staff groups, community groups. • Candidate panel interviews. 	<ul style="list-style-type: none"> • Conference table and seating. • Data and power. • Presentation and video conferencing facilities (Internet link). • Kitchen facilities. 	
Principal and SMT Offices.	<ul style="list-style-type: none"> • External visitor meetings. • Interviews. • Planning, reporting, etc. • Confidential work. • Internal meetings. 	<ul style="list-style-type: none"> • Waiting area with seating. • Near to Dean Suite, staff services, visitor reception. 	
P.A. to Principal and SMT	<ul style="list-style-type: none"> • External visitor meetings. • Interviews. • Planning, reporting, etc. • Confidential work. • Internal meetings. 	<ul style="list-style-type: none"> • Waiting area with seating. • Near to Principal's office and visitor reception. 	
Toilets	<ul style="list-style-type: none"> • Toilet • Handwashing/drying. 	<ul style="list-style-type: none"> • Near to toilets accessible for staff throughout the day. 	
ICT	<ul style="list-style-type: none"> • Documentation. • Email access. • Research. 	<ul style="list-style-type: none"> • ICT: data and power. 	

Faculty/area: School management services		Area: Staff services	
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.	
Staff room	<ul style="list-style-type: none"> • Training. • Briefings/whole staff meetings. • Socialising. • Break time/lunch. 	<ul style="list-style-type: none"> • Kitchen area • Pigeon holes • Notice boards/displays • Comfortable seating • Low level tables • Separate from students' main areas but close and welcoming enough for students to approach when really needed. • Must be large enough for all staff to sit at once. 	
Work room	<ul style="list-style-type: none"> • Marking. • Assessment. • Planning. • Preparing learning materials. • Collaboration between staff. 	<ul style="list-style-type: none"> • Seating. • Benches/desks for written work/marketing/ICT work etc. • Tables and chairs for meeting/collaboration planning. 	
Kitchen	<ul style="list-style-type: none"> • Preparation of drinks, food (snacks and lunch) • Washing up 	<ul style="list-style-type: none"> • On demand, filtered hot and cold water. • Dishwasher. • Sink. • Cupboards for storing crockery, cleaning products and other kitchen items. • Drawers: cutlery, cloths etc. • Worktop areas. • Microwave ovens. • Coffee machine. 	
Reprographics	<ul style="list-style-type: none"> • Printing • Photocopying • Laminating • Document binding 	<ul style="list-style-type: none"> • Printer. • Photocopier. • Laminator. • Binder. • Bistro height benches for preparation of materials. • Storage of materials. 	

Faculty/area: School management services		Area: Staff services	
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.	
Storage	<ul style="list-style-type: none"> • Paper, card, laminating sheets, binding materials. • Personal item storage. 	<ul style="list-style-type: none"> • General resource storage: paper, files etc. 	
Toilets	<ul style="list-style-type: none"> • Toilet • Handwashing/drying. • Showering. 	<ul style="list-style-type: none"> • Near to toilets accessible for staff throughout the day. • Showers for male and female staff. • 	
ICT	<ul style="list-style-type: none"> • Documentation. • Email access. • Research. 	<ul style="list-style-type: none"> • ICT: data and power throughout. • Data projector function. • Laptop/hand held/tablet devices. • Plasma screen display. 	

Faculty/area: School management services		Area: Facilities management	
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.	
Caretaker's office	<ul style="list-style-type: none"> • Security of site. • Management of site workers and cleaning staff. • Paperwork and administration. • Storage of keys etc. • Issues log management. 	<ul style="list-style-type: none"> • Work area: Desk, chair, telephone, ICT connection. • Maintenance equipment & grounds maintenance equipment storage nearby. 	
Handyman's area	<ul style="list-style-type: none"> • Repairs to furniture and equipment. 	<ul style="list-style-type: none"> • Near to Technology for 3 phase machine access. 	
Cleaners cupboards	<ul style="list-style-type: none"> • Storage of cleaning products and equipment. • Central access to stock 	<ul style="list-style-type: none"> • Dispersed throughout the school site. • Secure. • Central storage (near delivery access and caretaker's office) of cleaning stock. 	
Storage	<ul style="list-style-type: none"> • Maintenance equipment. • Grounds maintenance equipment storage. 	<ul style="list-style-type: none"> • Secure. • Accessible from outdoors and delivery access route. 	
General site management points	<ul style="list-style-type: none"> • Zone-able and timed security system. • Master key and servant key system (with some keys only accessing certain areas and one master key accessing everywhere. Could be swipe card). • Leave the installation of groundwork paths around the school until a year after occupation. • Security: Security guard checks the security of the site after cleaning and 'lock up'. • Single fire alarm system linked to 24/7 response. • ICT server is managed through external provider. 		

Faculty/area: School management services		Area: ICT support	
Space	Detailed description of activities	Description of spaces required including furniture and equipment, ICT, resources, connections, visibility and/or other special requirements.	
Technicians' office	<ul style="list-style-type: none"> • Security of ICT services. • Repair, maintenance and servicing of devices • Paperwork and administration. • Storage of devices etc. 	<ul style="list-style-type: none"> • Work area: Desk, chair, telephone, ICT connection. • Maintenance equipment storage • Work bench 	
Server room	<ul style="list-style-type: none"> • Server storage 	<ul style="list-style-type: none"> • Air conditioning • Secure • Power • Dark space 	
Storage	<ul style="list-style-type: none"> • Devices and equipment. • Maintenance equipment storage. 	<ul style="list-style-type: none"> • Secure. • Accessible from technician's office (without disturbing classes) 	

Faculty/area: School management services		Area: Library / Learning Resource Centre	
Space	Detailed description of activities	Space description including furniture, ICT, and resources	
Main library	<ul style="list-style-type: none"> • Training. • Briefings/whole staff meetings. • Socialising. • Conferences/events. • Reading. • Equipment, device and book loaning. • Break time/lunch activities. • Collaboration (staff and students). • Digital and physical range of services. 	<ul style="list-style-type: none"> • Reconfigurable comfortable seating & low level tables. • Desk and chair seating arrangements. • Flexible 'Keiver' seating/amphitheatre space. Various F&E heights. • Visible sightlines throughout including into break out space. • Entrance to allow for a variety of user to easily access. • RFID loan gates. RFID (passive) for issuing points. • Enquiry desk • Colour zoning to demark function. (Quiet, collaborative, ICT etc). • Located central to learning. • Kitchenette with fridge and microwave. 	
Break out space	<ul style="list-style-type: none"> • Self-managed activities. • Research work • Collaboration • Planning • Presentation • Display of work 	<ul style="list-style-type: none"> • Accessible and visible from main library. • Tables and seating that can be easily arranged into many configurations. • ICT rich: device storage charging and robust wifi access. • Flexibly sized presenting areas for small or large groups. • Wide range of display opportunities: live feeds, video clips, static displays, written work displays, posters etc. • Richly resources with text and research materials. • Data projection for instruction/presentation. 	
Storage	<ul style="list-style-type: none"> • General learning material storage. • Library equipment and materials. • Staff and student personal item storage. 	<ul style="list-style-type: none"> • Archive storage: secure and separate from learning areas. • General resource storage: paper, files etc. 	
Toilets	<ul style="list-style-type: none"> • Toilet • Handwashing/drying. • Showering. 	<ul style="list-style-type: none"> • Near to toilets accessible for staff throughout the day. • Showers for male and female staff. 	
ICT	<ul style="list-style-type: none"> • Documentation. • Email access. • Research. • All aspects of learning. 	<ul style="list-style-type: none"> • ICT: data and power throughout. • Data projector function. • Laptop/hand held/tablet devices. • Plasma screen display. 	

11. ICT

At Golden Bay High School, our goal is to provide access to the Internet, so staff and students can:

- become effective and safe users of the Internet
- extend their awareness and knowledge of the Internet
- become motivated, responsible, independent users of the Internet

Use of the Internet facilities at GBHS is for educational purposes. We have Websense Internet Filtering in place to provide the most up-to-date protection possible from unwanted content and malicious threats. Our server software records all sites visited by students and staff and we check this list regularly.

Golden Bay High School has about 190 computers which include classroom computers, teacher laptops, computer suites and library laptops. All computers are on a fully integrated, stable, gigabit fibre-optic network. The operating system used is Windows 7 along with the industry standard Microsoft Office 2010 and Google Apps for Education. GBHS also has some Apple Macbooks. Students must sign a network user contract at the time of enrolment; they will then receive their own network login name and password and a Gmail address. All students have access to colour printers, filtered internet, general educational software and other shared resources. Students are encouraged to bring their own device so they can connect to the internet when they have signed a BYOD agreement.

Students are given a set amount of printing funds which is usually enough to cover the majority of required work; any excess printing can be purchased from the office in the form of a top-up card. Golden Bay High School also has a wide range of digital cameras, video cameras, data projectors, televisions and DVD players. A Network Manager and a part-time Computer Technician are onsite to maintain and develop the network.

The school is supported by a team of in house ICT support technicians. Devices are turned around every three years and rotated to elsewhere on site. School wide BYOD not an option as a blanket policy but it augments the provision of school devices. The school has a stable requirement of software needs: Adobe creative suite – illustrator and Photoshop, Tech – CAD/CAM, Google apps and Microsoft office used across the school.

Data projectors are fixed and long throw, there are no interactive or mobile devices which limits the range of their usefulness. Some students bring their own tablets. Some subject areas have bought their own tablets through their subject budget. There is an ongoing Google Chrome-books trial – being run by the Careers/gateways team which has 5 Chrome-books available for student use which is moving towards a whole school approach.

BYOD

We have found that many of our students already have their own devices – be that a smartphone, their own laptop, tablet or iPad. They're already using these devices, so it makes sense for us to leverage this usage in an educational setting. We want our students to

bring their own device of choice to school, the one that they are most comfortable with - we will not be telling parents what device they must purchase.

BYOD is Voluntary: We provide a number of computers in each classroom and a selection of laptops are also available for use. We have over 120 wired desktop computers for students available and we will continue to have these available at GBHS.

Internet access on mobile devices will be filtered through our school internet filtering system. Students are only allowed to use the GBHS Wireless network on their devices during school time - this is a safe and monitored network.

The school has High Speed Internet via a fibre connection and is 90% covered wirelessly.

Google Apps for Education - GAFE

We use Google Apps at GBHS, this can be accessed from any web browser which allows us to be device neutral. Google Apps for Education means we have cloud based storage for students and staff using Google Drive alongside our own data servers. As long as the device has access to the internet by having a web browser an essay can be written and work can be accessed.

Section B

Technical Brief

Golden Bay High School

[to be completed by Ministry]

1. Introduction

The technical brief sets out relevant project parameters and key information to the site, buildings and infrastructure.

All buildings on site must comply with a number of design features to protect the safety of students and the fabric of the building. The design standards fall into three categories:-

1. Legal requirements which include but not limited to:-
 - Building Act 2004
 - Building Regulations
 - New Zealand Building Code
 - Resource Management Act 1991 and District Plans
 - Health and Safety in Employment Act 1992
 - Fire Service Act 1975
 - Fire Safety and Evacuation of Buildings Regulations 2006
 - Hazardous Substances and New Organisms Act 1996
 - Construction Contracts Act 2002
 - Any other statutory building requirement.
1. Ministry requirements
2. Best practice standards

More details on these requirements can be found at the following link:-

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/PropertyToolBox/StateSchools/Design/DesignStandards.aspx>

2. Project Scope

The scope of this project is as noted in the Master Planning RFQ and has to incorporate the following deliverables:

*[enter summary of overall scope of work. Dates entered below are to be in accordance with overall master programme deliverables, depending on the type of procurement all the deliverables may or not be required. If not required then note this in the box as **not required**]*

Deliverables	Required	Date deliverables required
Master planning for DRP review		
Preliminary Design		
Developed Design		
Detailed Design		
Construction		

3. Project information

3.1. Site address

[Enter site address]

3.2. Special considerations

Cultural significance

[Provide any information on any known cultural significance or school engagement with mana whenua – if none available, please indicate as unknown]

Historical significance

[Provide any information on any known historical significance, if none available please indicated as 'unknown']

Special needs

[Provide any information on any special needs requirements on site, if none available please indicated as 'unknown']

All buildings must comply with the NZ standards (NZS 4121:2001) for design for access and mobility – Buildings and Associated Facilities and the Ministry of Education special needs requirements. For further information on the property modification for students with special needs please refer to the property toolbox on our website:

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/PropertyToolBox/StateSchools/Funding/SpEdPropertyProvision/PropModifGuidelinesSpecialEduNeeds.aspx>

General

[Provide any information on any general information that may be relevant to master planners, if none available please indicated as 'unknown']

3.3. Building information

[Complete box with the latest up to date available data]

A list of existing building blocks is provided in the table below. The Ministry of Education’s Property Information System (PMIS) block numbers are referenced on the attached aerial image map. Further information on existing blocks that includes age, building types, envelope materials and record repairs/upgrade projects can be found by accessing PMIS online through the following web address: <http://pmis.minedu.govt.nz/>

PMIS Block Number	Ministry Block Name	General information

3.4. Technical Overview

[Provide a high level summary of the various reports that have been undertaken – information from executive summary level. If no information or report available please note sat 'no information available']

Item	Reports available	Comments
Infrastructure		<i>[Note if any report has been completed and any high level budgetary estimate provided for like for like replacement as at.....]</i>
Weathertightness		<i>[Note if any report has been complete, which block and any high level budgetary estimate provided for weather tightness remediation work]</i>
Structural Strengthening		<i>[Note from site executive summary blocks that require strengthening and any other high level info to note.]</i>
Geotechnical		<i>[enter the geotechnical category noted in the geotechnical report – GC1 – 4.]</i>
Earthquake Damage		<i>[Note if any DAR has been complete, provide a high level summary of the damage]</i>

4. Roll projections

(to be verified by network via MoU document)

Roll	
Current roll (enter year)	
Build to roll	
Master planning roll	
Satellite Capacity	
Technology Capacity	

The total gross area for the school based on a build roll of *[enter build to roll number]* is *[enter gross figure]* gross (*[enter net figure]* net). This is made up as follows:

(add in table from school impact assessment from data analyst)

Build roll		MI Roll	
Master Plan roll			
Satellite on site			

Based on a roll of *...*, this is the roll spread used in the entitlement calculation

			Build Roll	
Roll as at 7/2014	MI	Latest Roll	MI	Roll
Year 1	0		-	
Year 2	0		-	
Year 3	0		-	
Year 4	0		-	
Year 5	0		-	
Year 6	0		-	
Year 7	0		-	
Year 8	0		-	
Year 9	0		-	
Year 10	0		-	
Year 11	0		-	
Year 12	0		-	
Year 13 +	0		-	
	0		0	
ORS high		1		1
ORS very high		0		0
Outside technology roll		0		0

Below is a schedule of School Property Guide entitlement aligned to existing space usage for a Build roll of *....*

Build Roll	School Property Guide	Existing PMIS data including PLAND	SPG Change
Classroom TS (ex gym)			
Gymnasium TS			

Classroom area			
Gymnasium area			
Library area			
Administration area			
Resource area			
Multi area			
Other			
Total net area			
Total gross area			

The schedule below is the School Property Guide entitlement for Master Planning to a maximum roll of .

Master plan Roll	School Property Guide
Classroom TS (ex gym)	
Gymnasium TS	
Classroom area	
Gymnasium area	
Library area	
Administration area	
Resource area	
Multi area	
Other	
Total net area	
Total gross area	

Note that this school has existing Special Education Satellite facilities. Please carefully check the location and masterplanning implications. [Delete if not applicable]

5. Project Budget

[Complete table below – ensure that this has been crossed referenced with information that was provided to the school as part of their formal visit letter. Add in lines if there are additional budget provisions eg. satellites]

Budget – GST Exclusive	
Construction budget	
Less already allocated	
Available construction	

Budget includes: Escalations, design changes, demolition costs, landscaping, site works, infrastructure upgrades, temporary accommodation, staging costs.

Budget excludes: Consultants fees, territorial authority fees, furniture and equipment and contingency.

Please note: any work that the School would like to have undertaken with their own board funds should be allowed for in the master plan, however, the work and approval for this is not included in the overall construction budget.

6. Priority of Requirements

It is critical that within this budget the following core essential property and infrastructure requirements are completed:

- Roll Growth
- Weather tightness issues
- Earthquake damage remediation
- Seismic Strengthening (resilience)
- Significant condition assessment issues
- Accommodation based on the design roll

The remaining budget should be used to upgrade spaces based on the following priorities:

1. Upgrading teaching and learning spaces (indoor and outdoor)
2. Upgrading spaces that support teaching and learning spaces (including student social space and teacher resource spaces)
3. Ancillary and admin spaces
4. Other spaces

7. Program

[enter date required – this is to be determined in conjunction with DRP availability]

Task	Date Required
Initial briefing with MoE and School	
Submit review edition of master plan to Design Review Panel for review	

Meet with DRP panel	
Final master plan to be submitted	

8. Design Review Panel (DRP)

The Ministry operates a design review panel (DRP) with the goal of developing a consistent approach towards school property design and associated outcomes.

The basis of the Panel’s operation is a small group of experienced engineers and architects, who with access to selected design information, undertake high-level independent project reviews.

The review stages involve a formal submission of documents with sufficient prior notice for the Panel to convene and provide feedback. The DRP review process supports the Property teams controlled approval ‘gateway’ and time should be allowed in the design development process to allow for possible re-work.

9. Project and Site Risk Table

A design risk table is attached for use by the design team to outline key physical and other project constraints along with proposed treatments or strategies to address the issues. The design team is required to develop the table through the design process as a key deliverable.

It is a requirement that the design team appraise all engineering reports, surveys and factual data provided by the Ministry and in-turn use the risk table as a ‘return brief’ format to demonstrate that the information has been adequately assimilated. The completed table should “tell a story” by succinctly communicating what the key site issues/constraints are and how these have influenced the design solution. It is envisaged that this information will form the basis for the Design Features Report (or a similar design record) that will ultimately document the decisions made along the way to arriving at the final built form.

The table is divided into two sections for the purpose of identifying the initial inputs required at master plan stage followed by more detailed information at the onward design stages.

[attach the DRP risk table spreadsheet when sending this document to master planner]

10. Communication

All communication is to be made via *[enter name of contact and role]* on *[enter contact numbers – landline and mobile]*. Email: - *[enter email address]*

The communications requirements are documented in the Communications Matrix below. The Communications Matrix will be used as the guide for what information to communicate, who is to do the communicating, when to communicate it, and to whom to communicate.

Communication Type	Description	Frequency	Format	Participants/ Distribution	Responsibility
Status Report	Email summary of project status	Fortnightly	Email	Client and Design Team	Lead Architect
Design Team Meetings	Meeting to review project requirements	As needed	In Person / conference call	Client and Design Team	Lead Architect

11. Data available

The Ministry has a data base of existing engineering reports and other data that relates to the site. A list of the information being provided to the design team is provided in the following table:

[enter all available reports and documentations that will be provided to the master planners that MoE have available for release – if unavailable, please note as nil or unavailable. Recommend that data is sent to master planner/PM via filezilla]

Subject Area	File Name	Author
Post Earthquake Aerial image		
Site plan		
Geotech assessments:		
Structural assessments		
Earthquake Damage Insurance Claim		
Infrastructure report		
Damage Assessment Report (DAR)		
Condition assessments		
MLE compliance assessments		

Weather tightness assessments		
Any site plans, services plans held on the MoE PMIS		
Hardstand reports		
Floor level surveys		
Other		