



Te Kura Tuarua o Mohua

Golden Bay High School

EDUCATION INFRASTRUCTURE

Education Brief and Vision for Design

Manawhenua ki Mohua: Ngāti, Tama, Ngāti Rarua, Te Ātiawa

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Introduction

Ko wai au?



- Golden Bay High School is a unique, small, mid-decile, community Year 7 - 13 school set in one of the most stunningly beautiful areas of NZ. It was first established in 1862 and has a roll of around 350 year 7-13 students
- Golden Bay (Mohua) is loved for its natural beauty, its outdoor opportunities with safe swimming, rock climbing, mountain biking, fishing, kayaking, caving and tramping, and also its arts and crafts
- Mohua has a population of approximately 5000 people, however, over the summer months from November to March, this can more than triple with an influx of visitors from all over New Zealand and the world
- An eclectic community, Golden Bay residents are a mixture of dairy farmers, eco warriors, small business owners (with a tourism focus), hippies, commune dwellers, horticulturists, artists, performers, outdoor enthusiasts and explorers etc. who live together in a harmonious and supportive manner



Our building priorities for development

Note: These are repeated in section 9.1

- **Whare** – a manawhenua culturally appropriate welcoming learning space - at a new entry to the school
- **Whare kai – community room**
 - Not necessarily connected to whare
 - Which will also serve as the place for staff to gather and relax
 - Incorporate a commercial kitchen and barista (primary purpose not for student learning)
 - Serve the whare as well as hall
- **Flexible learning environments with shared common spaces**
 - Interlinking indoor and outdoor
 - Specialist spaces linking to non specialist spaces
 - A variety of sizes and potential uses
- **FAFEP principles apply to all spaces**
 - Flexible – can be used now in a variety of ways
 - Adaptable – can be adapted in the future
 - Functional – acoustics, natural light, air quality, temperature, line of sight, glare, adequate electricity supply, wireless, ant and vermin free etc.
 - Environment – sustainability a consideration including for example solar, use of materials
 - Prison grade – super hard wearing

1. Our Motto & Targets

Ake Ake Kia Kaha - For Ever and Ever Be Strong

GBHS 2019 strategic targets

- High relational trust is evident between all in the Golden Bay High School community - students, staff, whānau, Mohua Kāhui Ako schools and the wider community
- Every learner will be challenged and supported with high quality, future focussed teaching
- Māori students enjoy accelerated educational success as Māori
- Enhance Governance

We are the only secondary school in Kāhui Ako ki Mohua, which comprises three Primary schools, an Area school, three early learning centres, two play centres and ourselves.

Our Kāhui Ako vision is:

- Building a resilient and thriving community of learners and leaders

2. Our Values, Graduate Profile & Houses

Golden Bay High School Values

- Respect
- Kindness
- Passion
- Creativity

These values were created with student, staff and community voice in 2018.

Māori values

These were gifted to GBHS by manawhenua late in 2018, and we are currently building an understanding. In time the two sets of values may merge.

- Manaakitanga
- Whanaungatanga
- Wairuatanga
- Kaitiakitanga

Graduate Profile

When students leave Golden Bay High School they will have developed these qualities and foundation skills:

Qualities

- Open mindedness
- Resilience
- Sociability
- Strong work ethic

Foundation Skills

- Literacy
- Numeracy
- Digital skills
- Cultural competencies (including manawhenua tikanga)
- Critical thinking
- Participation (locally and globally)

This graduate profile has been created using student, parent/whānau, manawhenua, BoT and staff voice in 2019. It will continue to be honed.

Houses

House allegiance is strong with families (including parents who are staff) in the same house. They are four colours: Blue, Red, Green, Yellow.

Competitions include a range of sports and Lipsync.

3. The Character of Our School

Students, whānau/parents, manawhenua, the wider community and staff have been asked what they think is unique about GBHS:

- Fabulous students
 - Open, thoughtful, generous, high moral values, accepting of learning disabilities, grateful, independent
 - Special culture which is commented on by those new to the school
- Stunning, unique environment
 - Golden Bay is bordered by two National Parks, beautiful beaches and clear watered rivers which are utilised in many aspects of learning
 - One of the largest karst aquifers in world (3 cubic km of water)
 - The marble and limestone around the Tasman area contains NZ's longest, deepest and most spectacular caves
 - Strong interest in the environment from students and community (active Earth Guardians group, Project Janszoon)
- The important place of Manawhenua
 - The three Manawhenua iwi of Mohua (Golden Bay) are Ngāti Tama, Ngāti Rārua and Te Atiawa.
 - Manawhenua ki Mohua has appointed a trustee (Haydon Ward-Holmes) to the GBHS Board. One of his responsibilities is to consult with the Manawhenua project team for the re-build
 - Onetahua is our beautiful Marae. It represents the three Iwi plus Maata Waka. The Marae was once the old Tarakohe school
 - The Native Reserve G originally belonged to Ngāti Tama descendants of the Tairehe whānau. One acre was gifted by Te Meihana Te Aho Tairehe for the original school in 1861. The Department of Education acquired the remainder of the land for the schools via the Public Works Act. The whānau had little choice in this process and it had severe repercussions for the owners of many other subdivisions within the Takaka Native Reserve
- Small and isolated community
 - The only road in is over Takaka Hill from the Nelson region, which can be closed in exceptionally bad weather
 - Diverse family values, priorities and outlook on life, with a less diverse population from an ethnicity perspective. There are dairy farmers, eco warriors, small business owners, hippies, commune dwellers, horticulturists, artists, performers, outdoor enthusiasts and explorers!
 - Close, supportive community. Despite differences, there is tolerance and understanding
 - Strong, personal relationships between students, parents and teachers
 - Informal atmosphere
 - Strong community interest in sports and the arts
 - Trusting culture (e.g. no theft, doors left unlocked, honesty)
 - No shopping malls or multinational takeaways – we like healthy food (Te Whare Kai), and home baking. Fruit is often donated to the school
 - Limited employment opportunities
 - Very limited tertiary access
- Curriculum and giving students opportunities to compensate for isolation
 - An amazing outdoor education and camp programme (see special programmes below)
 - Small classes, with a limited senior curriculum enhanced by Te Kura (online correspondence school)
 - Increasingly flexible to meet students' needs
 - Extensive gateway, work experience and work mentoring programmes
 - Huge opportunities for a wide range of sports, with a blend of school and community support
 - Currently south island adventure racing champions
 - Caving is a unique strength
 - Strong student and community interest in performing arts not yet well met by the school
 - Student opportunities strongly supported by community and parents
 - Diverse student groups increasingly forming, some student led e.g. rainbow group

4. Student Experiences including Timetable – Summary

When we consider the day to day experiences of a student attending school, there are four main variables:

- Curriculum – what students are taught and learning (e.g. subjects, camps, extra-curricular)
- Pedagogy – how students are taught (e.g. inquiry learning, teacher at front, google classroom, collaboratively)
- Structures – how the student day is organised in terms of grouping of students, timetable etc. (e.g. learning in groups of 25 with students the same age, groups of varying sizes, mixed with different ages, 1 week timetable, 10 day timetable, flexible starts to day)
- Buildings and grounds – the environment in which teaching and learning occurs

This table summarises the current position and future possibilities. Details follow in the next sections.

	Current	Future
Curriculum	<ul style="list-style-type: none"> • Traditional subject based • Extensive outside the classroom opportunities • Contextualisation varied • 32 gateway places and strong work experience programme • Limited community involvement across the school 	<ul style="list-style-type: none"> • Student co-led and co-designed • Deliberately planned towards graduate profile • Maintain and build on current strengths • Integration and links between subjects when powerful and practical • Wellbeing prioritised • Manawhenua histories and tikanga woven throughout • Contextualised, local curriculum • Expansion of world view • Community involved
Pedagogy	<ul style="list-style-type: none"> • Working towards relational, responsive pedagogy • Mixed practice, some outstanding 	<ul style="list-style-type: none"> • Student lead • Relational • Responsive • Based on research • Common learning framework and language across school (e.g. SOLO taxonomy)
Structure of learning	<ul style="list-style-type: none"> • Students organised by year level • Traditional 6 line timetable • 2 week timetable cycle (allows more double periods and arrangements of subjects) • Traditional 9-3 day, constrained by buses 	<p>Need to serve curriculum and pedagogy, not be a driver</p> <ul style="list-style-type: none"> • Flexible and agile • Larger blocks of learning time • Multiple ways of grouping students, with different sizes of groupings of students • Easy to link with community and other schools
Buildings and grounds	<ul style="list-style-type: none"> • Attractive grounds including protected trees • Poor state and functionality • Poor drainage • Little flexibility and adaptability 	<p>Need to serve curriculum, pedagogy and structure of learning, not be a driver</p> <p>FAFEP principles apply to all spaces:</p> <ul style="list-style-type: none"> • Flexible – can be used now in a variety of ways

	<ul style="list-style-type: none">● Inadequate provision for Māori● Inadequate staff areas● Good pool● Shark tank works well● Good having some busy spaces, some quiet spaces – plenty of variety● No covered routes between different classrooms for wet days	<ul style="list-style-type: none">● Adaptable – can be adapted in the future● Functional – acoustics, natural light, air quality, temperature, line of sight, glare, adequate electricity supply, wireless, ant and vermin free etc.● Environment – sustainability a consideration including, for example, solar● Prison grade – super hard wearing
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5. School Structure of Learning including Timetable

Current Structure of Learning

Impact of buses and school hours

Many students travel to and from school by buses, some of which are shared with Takaka Primary School. This is extremely restricting, significantly reducing flexibility. Very few senior students drive to school.

School organisation

The timetable is organised by year levels. Form classes are horizontal, and Deans and Deputy Principals have responsibility for cohorts.

Timetable

The school currently runs forty nine 55 minute periods over a 2 week cycle. The 50th time slot is used for teacher professional learning.

As a consequence, students have a broad range of largely siloed learning experiences with specialist teachers.

M, T, Th, F of Week 1 & 2 Timetable, W of Week 1 Timetable		Wednesday of Week 2 Timetable	
8.50 – 9.00	Form Time	8.50 – 9.00	Form Time
9.00 – 9.55	Period 1	9.00 – 9.55	Period 1
9.55 – 10.50	Period 2	9.55 – 10.50	Period 2
10.50 – 11.15	Interval	10.50 – 11.15	Interval
11.15 – 12.10	Period 3	11.15 – 12.10	Period 3
12.10 – 1.05	Period 4	12.10 – 12.40	Assembly
1.05 – 1.55	Lunch	12.40 – 1.20	Lunch
1.55 – 2.15	DEAR	1.20 – 2.15	Period 4
2.15 – 3.10	Period 5	2:15	School closed

Staff

Teacher briefing: Mon/Wed/Friday 8.30am

Teacher meeting cycle: Monday & Tuesday after school

Teacher PLD: Cycle 2 Wednesday 2.30-3.30

Staff Only Days: A number held throughout the year for teaching and non teaching staff

Future Structure of Learning

Technology will impact in ways we can't foresee. It is critical that **all** of the planning has an 'unknown future' lens run past it. For example:

- Personal driverless vehicles may see the end of school buses
- Technological developments such as use of robots may see a change to the rule about supervision of under 14 year olds. If these were to occur they could radically change the use of the school property, with, for example, school buildings being accessed for much longer times during the day and night

We are planning a full timetable review in 2020 for 2021. The result in 2021, and then in subsequent changes may be very different, and could include:

- Agile structures with student determination
- Flexible start and finish times
- Flexible sized blocks of time
- Students grouped by other than year levels
- Agile groupings of students (some large and some small)
- More learning off site

6. Our Curriculum and Pedagogy

This section contains

a. Current Curriculum and Pedagogy

- curriculum overview
- organisation of subjects
- whole cohort programmes
- learning support and inclusive education
- targeted programmes
- extra curricular
- pedagogy

b. Future Curriculum and Pedagogy Aspirations

a. Current curriculum and pedagogy

Curriculum overview

- traditional – 6 line timetable in a 2 week cycle
- largely teacher driven
- increasingly exploring student voice in some subjects
- juniors studying separate subjects
- little integration or combining of subjects
- some flexibility with lines in Year 12 & 13 (some individualisation)

Organisation of subjects

Year Level	Current Curriculum – Organisation of Subjects
7	<ul style="list-style-type: none"> • English, Maths, Science, Socials, PE & Health, Digital studied each week • Māori, Spanish, Visual Art, Performing Arts, Resistant Materials Technology, Home Economics studied in 13 week taster rotations
8	<ul style="list-style-type: none"> • English, Maths (streamed), Science, Socials, PE & Health, Digital studied each week • Māori, Spanish, Visual Art, Performing Arts, Resistant Materials Technology, Home Economics studied in 13 week taster rotations
9	<ul style="list-style-type: none"> • English, Maths (streamed), Science, Socials, PE & Health, Digital studied each week • Visual Art, Resistant Materials Technology and Home Economics studied in 13 week taster rotations • Choice of two half year options from Performing Arts, Māori, Spanish, Art, SPEC
10	<ul style="list-style-type: none"> • English, Maths (streamed), Science, Socials, PE & Health, Digital studied each week • Choice of four half year options from Visual Art, Resistant Materials Technology and Home Economics, Performing Arts, Māori, Spanish, Outdoor Education & SPEC
11	<ul style="list-style-type: none"> • 6 subjects chosen across 6 lines (English & Maths compulsory)
12	<ul style="list-style-type: none"> • 6 subjects chosen across 6 lines including Outdoor Education • 32 gateway places across years 12 & 13
13	<ul style="list-style-type: none"> • 5 subjects chosen from 6 lines including Outdoor Education • 32 gateway places across years 12 & 13
Other	<ul style="list-style-type: none"> • Te Kura (correspondence) is available after whānau consultation • Kapa Haka is held Cycle 2 Wednesday period 5 • Itinerant music taught by 7 tutors (combination of school and private funding)

The small size of the school means that although there is choice, it is limited.

Whole cohort programmes

GBHS has an extensive programme of camps and activities aimed at supporting students to develop the 'soft' skills they will need to navigate the rapidly changing world, whilst taking advantage of our beautiful environment as the context. As students progress through the school, the challenges become greater and the emphasis moves to preparing for the next steps beyond school. These programmes are for the whole cohort, not related to subject choice.

- Year 7 Learn to Sail; Teapot Valley 3 day Camp
- Year 8 Learn to Sail; William Pike Challenge, Abel Tasman 3 day tramp
- Year 9 Lake Rotoiti 5 day Alpine Camp; Big Day out – 4 day community mentoring
- Year 10 Technology Challenge; Plan their own 1-3 day Odyssey
- Year 11 5 day work experience
- Year 12 2 day work exploration

Learning support and inclusive education

- There is a strong programme of Learning Support managed from the 'Green House'
- Most students with particular learning needs are in mainstream classes, withdrawn at times for targeted literacy support
- Teacher inquiry teams (professional learning) have focussed on inclusive education in 2018 and 2019
- Change is afoot with the SENCO leaving, and an allocation of Learning Support co-ordinators from the MOE

Targeted programmes and support services

- Big Brother – Big Sister mentoring programme
- Guidance counsellor (full time)
- Health professionals (nurse, alcohol and other drugs counsellor, support available from Q-Youth, CAMHS, SASH and other community and government agencies)
- Bully Busters student led group
- Rainbow Rangatahi and Allies support group

Extra curricular

- Environmental
 - Earth Guardians - student led group actively organising student strikes for climate
 - Project Janszoon - Abel Tasman, collaboratively with Manawhenua ki Mohua and DoC
- Within school
 - Sport
 - Music
 - Visual Arts mentoring between senior and junior students
- Beyond school
 - Sport
 - Drama
 - Dance
 - Music
 - Visual Arts and Photography exhibitions in community

Current pedagogy

Pedagogy is largely traditional, and teacher focussed. There is strong student and teacher feedback for this to change.

We are currently focussing on developing

- Relational pedagogy
 - Extensive PLD being undertaken and evidence show having an impact
- Responsiveness pedagogy
 - Students, whānau and staff acknowledge this is a priority and teachers are engaged in PLD
 - Walkthrough audit of 3/4 of teachers: 4% basic, 70% developing, 26% integrating
- ERO quote (July 2019)
 - The school has begun to develop a framework for curriculum review. This now needs to be progressed in order to develop a curriculum and teaching and learning practices that will:
 - Enable all students to have a greater understanding and management of their own learning
 - Be responsive to individual abilities, needs and interests
 - Be culturally responsive
 - Enable all students to achieve positive learning outcomes.

b. Future curriculum and pedagogy aspirations

Consultation with students, parents, manawhenua, the community and staff about the needs of our students in the future have been grouped together into three broad aspirations.

These aspirations then translate directly to Section 9, Linking Aspirations to Space.

Aspirations group A – Whanaungatanga

- Place of manawhenua strongly apparent
 - Appropriate meeting and learning spaces
 - Cultural narrative apparent to all and woven through all aspects of the school
 - Bilingual provision
- The purpose of school - our values, vision (yet to be created) and graduate profile, will be central
 - Specific teaching towards graduate profile foundation skills and qualities
 - Creativity will be a driver
- Our Year 7 and 8 students learn in a safe and inviting hub, which supports their transition from primary to high school
- Community feel inspired and welcomed to be involved in the school (see section 8)
 - Including working more closely with Collingwood, TPS, other schools and tertiary
 - Community feel welcome on site, and to contribute to student learning
- A place students and staff want to work and learn
 - Wellbeing is prioritised
 - Challenging, exciting and fun
 - People are valued
 - It is easy to work in the way that best fits each individual
 - The grounds continue to be beautiful

Aspirations group B – Ako and authenticity

- Students and their voice co-lead learning and student experience
 - Student determined personalised pathways through school
 - Guided by enabling constraints
 - Inclusive education opportunities enhanced
 - Opportunities abound
- Learning linked through a contextual, localised curriculum
 - Use of our stunning environment is maximised
 - Integration of learning when powerful and practical
 - Combining students across year levels when powerful and practical - larger and smaller groups
 - Wellbeing specifically taught
 - Clear links from local to global thinking
- Relational and responsive pedagogy
 - Based on research about what works in NZ schools and tailored to what works in the unique context at GBHS
- A Performing Arts school, within the school
 - Collecting together and integrating performing arts opportunities

Aspirations group C – Re-envisioning the current

- Current buildings are repurposed and revitalised to maximise Aspirations groups A & B (whanaungatanga, ako and authenticity)
 - Meeting the individual learning needs of our students must be across the whole school
 - Pedagogy should not need to change between new and current buildings
 - Learning will be linked, with smaller and larger learning spaces (which can be opened up and closed down), and shared common areas
- A master plan for reconfiguration of the current buildings is drawn up to allow them to better meet the Aspirations of whanaungatanga, ako and authentic learning
 - Creative use of existing buildings and spaces to support student agency and learning
 - Wasted space such as corridors will be cleverly reconfigured as valuable learning areas
 - E.g. reconfigure the 4 pre-fabs (if they remain) to provide flexible learning environments that enable our vision for future pedagogy and curriculum
 - E.g. re-purpose the science corridor to use the space for learning, and linking learning from Ahu Moana (aquaculture lab) to other labs
 - E.g. the admin function could be relocated and the current admin area repurposed for learning

7. School Leadership and Management

Current

- GBHS currently has a traditional structure with a Principal, two Deputies, Heads of Departments and Deans. Some of our departments are clustered in faculties, but not all, for historical reasons. Because the school is small, a number of middle managers have multiple roles
- A Business Manager leads the non teaching staff

Future

- Changed Leadership structures
- Staff collaborate in agile groupings
- Community will be actively involved
- Students are part of the direction setting and leadership of the school
- Staff will feel valued with adequate relaxation and work spaces

8. Community Connections

Current

- Manawhenua ki Mohua
 - Extremely supportive and actively involved in both governance and day to day activity
 - Actively involved with powhiri and kapahaka
- Formal student programmes
 - Gateway programme - 32 places for years 12 & 13 - extremely strong
 - Work experience and mentoring - year 9, 11 & 12
 - In class support and links with a variety of organisations and people
 - E.g. Golden Kids - building and construction
 - Aquaculture - strong relationships with salmon and mussel industries
 - Project Janszoon (Manawhenua and DOC partnership with Abel Tasman National Park)
- Home and School Association
 - Small but active group mainly focussed on fundraising
- Parents coming in to school
 - Invited to some class events, especially Science
 - Course planning, information and korero meetings
 - High uptake as camp parent helpers
 - Strong involvement in extra-curricular
 - Huge support of Lipsync, and some parents attend swimming, athletics etc.
- Local services and businesses
 - Relationships with NZ Police, CAMHS, Mohua Social Services etc. are strong and inter-dependent
 - Strong support with goods in kind, free use of NBS van, sponsorship
 - ANZAC assembly
- Pool
 - Golden Bay Swim Club providing lessons after school
 - 100 key holders access out of hours
- Sport
 - Football, squash, basketball, touch and rugby are played for local clubs
 - Caving and cross country on local farms
 - The recreation centre is an amazing resource
- Visual and performing arts
 - Many students undertake private lessons in music, dance, sewing and drama
 - Visual Arts links with Bay Arts and other exhibitions
- Facilities for hire
 - A number of groups hire our facilities, especially the hall, music room and gym

Future Aspirations for Community

These aspirations fit into Group A – Whanaungatanga, above in Section 6, and then below in Section 9.

As we build our relationships with manawhenua, it is important that their place is strongly felt within the school.

The community have asked for more involvement in the school. This feedback has come through hui, and through surveys and the Principal's 360° appraisal.

9. Linking Pedagogy to Space

9.1 Overall Configuration

Building priorities (repeat of introduction)

- **Whare** – a manawhenua culturally appropriate welcoming learning space - at a new entry to the school
- **Whare kai – community room**
 - Not necessarily connected to whare
 - Which will also serve as the place for staff to gather and relax
 - Incorporate a commercial kitchen and barista (primary purpose not for student learning)
 - Serve the whare as well as hall
- **Flexible learning environments with shared common spaces**
 - Interlinking indoor and outdoor
 - Specialist spaces linking to non specialist spaces
 - A variety of sizes and potential uses
- **FAFEP principles apply to all spaces**
 - Flexible – can be used now in a variety of ways
 - Adaptable – can be adapted in the future
 - Functional – acoustics, natural light, air quality, temperature, line of sight, glare, adequate electricity supply, wireless, ant and vermin free etc.
 - Environment – sustainability a consideration including for example solar, use of materials
 - Prison grade – super hard wearing

9.2 Linking the key aspirations of the school to space

<p>Aspirations – Group A Whanaungatanga</p> <ul style="list-style-type: none"> ● The purpose of school - our values, vision (yet to be created) and graduate profile, will be central ● Place of manawhenua strongly apparent ● Community inspired and welcome to be involved in the school ● A place students and staff want to work and learn <p>What does this mean?</p> <ul style="list-style-type: none"> ● Buildings reflect manawhenua ● It is easy and welcoming for the community to use our facilities ● Staff, students and whānau feel valued so that we get the best out of people 	<p>How will we achieve the aspiration?</p> <ul style="list-style-type: none"> ● Build a whare learning space at a new entrance to school ● Build a whare kai/community room where staff can relax during the school day ● Weave cultural narrative throughout buildings (existing and new) ● Create a safe and inviting Year 7 & 8 hub ● Ensure access to the 'Green House' to support inclusion for our vulnerable students and those with higher needs ● Take advantage of beautiful trees and views ● Using the FAFEP principles <ul style="list-style-type: none"> ○ Flexible - can be used now in a variety of ways ○ Adaptable - can be adapted in the future ○ Functional - prison grade, acoustics, natural light, air quality, temperature, line of sight, glare ○ Environment - sustainability a consideration ○ Prison grade - super hard wearing ● Ensure adequate staff and student work and socialising spaces ● Keep creativity as a driver central
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<p>Aspirations - Group B</p> <p>Ako and authenticity</p> <ul style="list-style-type: none"> ● Students and their voice co- leading learning and student experience ● Learning linked through a contextual, localised curriculum ● Relational and responsive pedagogy <p>What does this mean?</p> <ul style="list-style-type: none"> ● Students and teachers are able to be agile and flexible ● People and learning are able to be easily connected ● There is ample space for sharing creativity 	<p>How will we achieve the aspiration?</p> <ul style="list-style-type: none"> ● Interlinking flexible indoor and outdoor learning environments with shared common spaces <ul style="list-style-type: none"> ○ Specialist spaces linking to non specialist spaces to allow for holistic as well as subject learning (see section 10 for details) ○ A variety of sizes and potential uses (see section 10 for details) ○ Visibility between spaces ● Spaces will allow for students, staff and community undertaking: <ul style="list-style-type: none"> ○ Direct explicit teaching, demonstration and presentation - our current spaces will also accommodate this ○ Structure and free-flow collaboration - common spaces with room to configure in an agile manner, able to be used by multi age groups ○ Dialogue, storytelling -small spaces ○ Meetings and e-meetings - small spaces ○ Creative, investigative and construction activities with media, general and specialised wet and dry materials - sufficient floor area and connections between spaces ○ Quiet reflective activities, individual and small group research - small, quiet and passive spaces ○ Rehearsal, performance celebration and exhibitions - open, flexible space with access for community ○ Relaxation and socialisation
<p>Aspirations - Group C</p> <p>Re-envisioning the current</p> <ul style="list-style-type: none"> ● Current buildings are reconfigured to maximise the aspirations in Group A and B ● A master plan of the buildings is drawn up to allow them to better meet the aspirations of Whanaungatanga, Ako and authenticity <p>What does this mean?</p> <ul style="list-style-type: none"> ● Planning to maximise configurations and minor refurbishments to enable good flow and <ul style="list-style-type: none"> ○ Students and teachers are able to be agile and flexible ○ People and learning are able to be easily connected ○ There is ample space for sharing and creativity 	<p>How will we achieve the aspiration?</p> <ul style="list-style-type: none"> ● Current buildings are repurposed and revitalised to be linked in hub type, adaptable arrangements <ul style="list-style-type: none"> ○ indoor learning spaces will be linked ○ outdoor learning spaces will be enhanced and linked to indoor spaces ○ break out spaces will be developed ○ FAFEP principles (see Aspiration Group A – Whanaungatanga) will be implemented ● Creative use of existing buildings and spaces to support student agency and learning <ul style="list-style-type: none"> ○ Wasted space such as corridors will be cleverly reconfigured as valuable learning areas ○ E.g. reconfigure the 4 pre-fabs (if they remain) to provide flexible learning environments that enable our vision for future pedagogy and curriculum ○ E.g. re-purpose the science corridor to use the space for learning, and linking learning from Ahu Moana (aquaculture lab) to other labs and parts of the school ○ E.g. the admin function could be relocated and the current admin area repurposed for learning

10. Description of Each Space (The Vision for the Future)

Space	Activities	Description
Whare	<ul style="list-style-type: none"> • A learning room where Manawhenua ki Mohua and the community feel welcome and comfortable within and outside of school hours • A flexible environment/classroom where quality learning occurs – potentially bilingually • There is a sense of place and history 	<ul style="list-style-type: none"> • Location and design needs to be guided by manawhenua partnered with school community. • Possible new entrance on Rototai Rd. Possible stand alone or joined to a larger complex • Manawhenua to determine if part of a bigger complex of a stand alone building, and how to form a connection to both school and community • Clever disguising of boiler
Whare kai/community room	<ul style="list-style-type: none"> • Food preparation also for whare and hall • Level 3 Hospitality and Level 2 Barista could make limited use of facilities, though this isn't primary purpose (consideration of how the mixed use will work) • Community meetings and gatherings • Staff relaxation during school day • Easy access out of school hours - swipe keys? 	<ul style="list-style-type: none"> • Not necessarily physically connected to whare but in close proximity • Not physically connected to hall (noise) • Ample space for relaxation seating (60 people) (comfortable chair seating plus room for two round tables and chairs for eating and working) • Easy to use for food preparation, and space for appliances and food/utensils storage. • Potential single commercial kitchen • Potential barista serverly • Lockable storage for community groups (3) • Lockable staff information area (pigeon holes) with noticeboard - to preserve confidentiality • Storage (20 small lockers) for staff personal items and food • Non gender toilets and 2 non gender showers
General learning spaces	<ul style="list-style-type: none"> • Direct explicit teaching, demonstration and presentation, • Structure and free-flow collaboration – common spaces with room to configure in an agile manner, able to be used by multi age groups • Dialogue, storytelling – small, quiet spaces • Meetings and e-meetings – small, quiet spaces • Creative, investigative and construction activities with media, general and specialised wet and dry materials – sufficient floor area and connections between spaces • Quiet reflective activities, individual research – small, quiet and passive spaces • Rehearsal, performance celebration and exhibitions – open, flexible space with access for community 	<ul style="list-style-type: none"> • Linked specialist and non specialist spaces with shared common spaces (see below for details). • Year 7 & 8 student hub which is safe and inviting, with easy access to playground • A variety of sizes which could also be accommodated by rejigging existing plant • FAFEP principles apply <ul style="list-style-type: none"> ○ Flexible ○ Adaptable ○ Functional ○ Environment ○ Prison grade • Maximise use of space to provide <ul style="list-style-type: none"> ○ Common spaces – including a 'creative hub' (with water/wet sink area) for 60 ○ Larger space for curriculum delivery <ul style="list-style-type: none"> ▪ Space for seating at tables/desks for 60

Space	Activities	Description
General learning spaces (cont.)	<ul style="list-style-type: none"> Relaxation and socialisation – spaces which can also be used for socialisation and relaxation by students (ideally separate spaces but will depend on footprint) 	<ul style="list-style-type: none"> Small, quiet or group spaces which can be opened up or broken down to different sizes <ul style="list-style-type: none"> 1-4 people (6+) including near library 8-10 people (2+) which could be used by students, staff and community (bookable) thus giving potential space for 20 people Links and visibility between spaces and people Use by different aged students (who may be grouped together or by year level) Spaces can be used by more traditional ‘subject’ or ‘junior’ classes and also more mixed groups
Resistant Materials Technology	<ul style="list-style-type: none"> Learning linked to Visual Arts, Digital Technology and general spaces Teaching of BCITO and Mechanical Engineering standards 	<ul style="list-style-type: none"> Floor area to enable learning, new plant etc. Built to house heavy machinery safely (power supply, strong floor, emergency stop etc.) Quality dust extraction Line of sight – current building has good line of sight Ample storage Easy access to overflow garage/shed Outdoor space that is safe for rest of school e.g. for welding, noise etc. Painting and drying spaces Access to places for planning, design work, research
Foods	<ul style="list-style-type: none"> Teaching of Home Economics and Food Technology Preparation of food in cross-curricular learning 	<ul style="list-style-type: none"> Space for practical preparation and cooking safely (an additional station) Space for multipurpose tables – prep, eating, bookwork Easy to keep clean Mirror for demonstrations Storage including lockable areas Potential single commercial kitchen and barista in wharekai/community room – as to get the standards there need to be serveries Community access
Science	<ul style="list-style-type: none"> Teacher directed learning Small group learning Self directed learning Experiments set up and left 	<ul style="list-style-type: none"> External access to lab 2, and consideration of school flow to lab 3, and other learning ‘hubs’ Corridor and old locker bay utilised for breakout spaces and experiments being left set up rather than as a thoroughfare Senior self directed areas Safe, secure and ample equipment and chemical storage Potentially near rooms that can be used for Maths

Space	Activities	Description
Fabrics	<ul style="list-style-type: none"> • Learning linked with resistant materials technology 	<ul style="list-style-type: none"> • Small area • Potentially linked with resistant materials • Community access
Art	<ul style="list-style-type: none"> • Learning linked to general spaces, common spaces, resistant materials technology, digital technology • Displaying of art work inside and outside around school 	<ul style="list-style-type: none"> • Could potentially relocate and current area be used for another purpose • Flexible space to allow different sizes and groupings of students, as well as different mediums • Display areas around school to allow showcasing of student work • Natural light • Interchangeable wall spaces • Ample storage
Performing Arts	<ul style="list-style-type: none"> • A variety of activities including: <ul style="list-style-type: none"> ○ Class learning ○ Bands practising ○ Drum kit set up ○ Dance ○ Drama groups ○ Individual music lessons and practice ○ Small multi discipline performances with audiences of approx. 30 • Easy access out of hours • Lockable storage for instruments • Storage for costumes and props (hall?) 	<ul style="list-style-type: none"> • Variable sizes to allow for variable activities • Acoustics and sound proofing may mean a separate building • Storage • Mirror with curtains • Wires for curtains (small theatre) • Beam for lights • Potential for green screen/editing/film/radio studio
Library	<ul style="list-style-type: none"> • Books are currently still needed, but their role is changing, and so will the library • The library and adjoining spaces will be busy and vibrant, with students, staff and the community • Ability for students, staff and community to gather information via various mediums • Could be a place to read, relax and re-energise or could be adjacent to such places 	<ul style="list-style-type: none"> • We are open to radical thinking about how this might fit into the overall design • Adjacency will be key - could link to <ul style="list-style-type: none"> ○ Common spaces ○ Tiered seating - here or elsewhere ○ Cafe?/wharekai? ○ Careers ○ Year 13 space
Pre-fabs (if they remain)	<ul style="list-style-type: none"> • Pedagogy will not be restricted by the structures of existing buildings • Our future aspirations for pedagogy and curriculum need to be enabled in the pre-fabs 	<ul style="list-style-type: none"> • The 4 prefabs will need to be reconfigured or replaced to provide flexible learning environments that enable our vision
Gym	<ul style="list-style-type: none"> • A variety of physical activities and learning • Easy community access 	<ul style="list-style-type: none"> • Large breakout space (see previous design) • New floor - current is dangerous • Modernise and rationalise toilets and showers • Storage spaces - easily accessible and ample • Link to outdoor education shed (with van and trailer access) • Re-lay astro turf • Modernise rock climbing

Space	Activities	Description
Student and staff work spaces	<ul style="list-style-type: none"> Students and staff need quiet places to work individually and in groups 	<ul style="list-style-type: none"> Staff work spaces with access to printer Student work spaces Some offices Meeting rooms – some that are more private, relatively small
Student relaxation spaces	<ul style="list-style-type: none"> Indoor spaces for student relaxation needed Space for seniors Outdoor spaces that encourage interaction 	<ul style="list-style-type: none"> Student relaxation spaces can potentially be double use of space (professional for combination of relaxation (coffee/tea/microwave/toaster) and meeting, studying but needs to be thought through carefully Students range from 10 years old to 18 years old Senior space could be like Rangiora and not traditional common room
Storage and resource spaces	<ul style="list-style-type: none"> Students and staff access to resources and learning artefacts 	<ul style="list-style-type: none"> Resource and storage spaces need to be linked with learning areas and workspaces
Outdoor spaces	<ul style="list-style-type: none"> Learning and relaxation occurs outdoors and in doors 	<ul style="list-style-type: none"> Current protected and large trees remain Consideration of existing playground being near general learning area suitable for younger students Indoor areas link to outdoor areas <ul style="list-style-type: none"> Potential use of shade cloth Garden to support food technology Concrete circle Shark tank/chess board area works well
Admin spaces	<ul style="list-style-type: none"> Visitors need to feel welcome Admin staff need to be able to work uninterrupted Unwell students need attention - two sick bays 	<ul style="list-style-type: none"> Reconfiguration of current space, or relocation and repurpose current space for learning Current space has large amount of unused area
Flow around school	<ul style="list-style-type: none"> People need to be able to move easily between learning areas even in the wet Safe entrances to/from school Staff able to park and get to site 	<ul style="list-style-type: none"> A rethink of whole school site and access between areas is needed Drainage needs re-doing There is a sense of space and the environment
Parking	<ul style="list-style-type: none"> Parking for visitors and those who move on and off site frequently during the day Bike and scooter parking 	<ul style="list-style-type: none"> A rethink of traffic and parking is required
IT and printers	<ul style="list-style-type: none"> Easy use and access to IT 	<ul style="list-style-type: none"> May need a rethink of location of school server Printer locations will need reviewing to ensure easy access for students and staff Ensure teaching/learning spaces have room for a TV to be mounted
Security and alarms	<ul style="list-style-type: none"> Moving around the school, and securing it, are easy Alarms are audible from all areas 	<ul style="list-style-type: none"> Alarm system overhauled Keying/security processes overhauled

11. Furniture and Equipment (F&E)

During the master planning and design phases we will trial some furniture and undertake a practical workshop.

12. ICT

Current

- 1:1 BYOD devices being introduced across school

Future

- ICT ubiquitous tool
- TVs in all learning areas (short term)