

EDUCATION INFRASTRUCTURE PROJECT BRIEF TEMPLATE



RICCARTON HIGH SCHOOL

Te Kura Tuarua o Pūtaringamotu

[334

Te Wairua o Pūtaringamotu Redevelopment

Document Control

The table below is a record of the document control:

Document title:	Education Infrastructure Project Brief Template
Date created:	23 September 2015
Owner:	Ministry of Education, Education Infrastructure Service

Revision History

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

Revision Date	Version	Summary of Changes
23 September 2015	Version 1.0	First version for general issue
October 2017		Addition of clause 3.2

Document History

Date	Status	Version No.	Author	Description of changes
19 Dec 2017	Draft	1.0	Fiona	Initial draft for consideration by Neil and Shane (sections 1 to 6)
5 February 2018	Draft	1.1	Neil	Additional material provided as requested
6 February 2018	Draft	1.2	Fiona	Further draft incorporating section 8
11 February 2018	Draft	1.3	Fiona	Transfer to October template, add Neil contribution to section 7, and inclusion of commentary by Fiona to clauses 3.2, 8, 9.1 and 9.2
12 February 2018	Draft	1.4	Neil and Shane	Amendments to draft 1.3
12 February 2018	Draft	1.5	Fiona	Accepting changes and adding paragraphs to include cultural walk through (at cl 3.2)
13 February 2018	Draft	1.6	Fiona	Addition of commentary from Shane after conducting building review
15 February 2018	Draft	1.7	Fiona	Copy prepared after meeting with Shane and Neil on 15 February. This copy is for review by Janine and Rosemary (quality check) and for the navigator Ray Burkill
27 February 2018	Draft	1.8	Fiona	Incorporating comments from Rosemary, and additional student voice information, learning support figures and additional building information for section 10
28 February 2018	Draft	1.9	Fiona	Incorporating comments from Neil – copy ready for circulation to Board
5 March 2018	Draft	1.10	Fiona	Updated Learning Support and Kohanga Ako information
13 to 16 March 2018	Draft	1.11	Fiona	Changes from Shane, Helen, Michelle (careers, counselling and Kohanga Ako), John (grounds and planting), Rosemary initial changes, Janina (cultural narrative), Neil (additional cultural commentary), Ray (Navigator input) and meeting

				on 16 March with Neil, Shane and Fiona, and subsequent comments from Carla
19 March 2018	Draft	1.12	Fiona	Removing track changes

Approvals

This document required the following approvals:

Name	Position	Sign	Date	Version
Alan Aitken	Chairman – Board of Trustees		4 April 2018	1.12

Distribution

This document has been distributed to the following people:

Name	Position	Date of Issue	Version
Riccarton High School Board of Trustees		1 March 2018 and 5 March	1.10
Michelle Hemmingsen	Learning Support	28 February 2018	1.9
Ray Burkhill	Navigator	5 March 2018	1.10
Janina Konia	Mātauraka Mahaanui	5 March 2018	1.10
Neil Haywood, Shane Morrow, Lisa Heald, Sharyn Varcoe	School Leadership team	5 March 2018	1.10
All teaching staff at Riccarton High School		5 March 2018	1.10
Student, staff and parent representatives	Project Steering Group	5 March 2018	1.10

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Introduction

The purpose of this project brief is for the Ministry to document their project requirements, and for schools to document their vision for delivering education in their school, and how property can support that vision.

This brief is to be provided to the architect and their project team for Ministry funded project that involves new buildings or structural alterations to existing buildings. Design and detailed planning of property developments at schools must:

- Align with the Ministry's property objectives
- 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.

This document is one part of a suite of briefing documents that the project design team will use as the basis for their Project Design Proposal, and upon which compliance with the Ministry's property objectives can be assessed. Refer to the [Designing Schools in New Zealand – Requirements and Guidelines](#) for an overview of the relationship between these documents and detailed information about the Ministry's design principles.



The **Project Brief** has two sections:

- **Education Brief** – sets out the school's 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. This document will be provided to the Design Team after their engagement has been confirmed.
- **Property Brief** – sets out key property related parameters and constraints associated with the site. This will be completed by the Ministry and will form part of the Design Team's Agreement for Consultant Services.

Ministry property objectives

The Ministry's investment objectives for property are set out in [The New Zealand School Property Strategy 2011-2021](#).

Designs for education buildings must be:

- **Efficient** in form and operation. They should be of consistently high quality, regular shape, and efficient to construct and maintain.
- **Durable**, resistant to wear and tear, and must not require extensive maintenance.
- **Cost effective** over the whole life of the building, while providing the high levels of amenity required of flexible learning and support space.

Precedence of documents

Should any ambiguity or contradiction occur between the Design Guidance Suite documents on individual aspects of briefing, then [Designing Schools in New Zealand – Requirements and Guidelines](#) takes precedence over the **Project Brief**, and within the Project Brief the **Property Brief** takes precedence over the **Education Brief**.

Where any ambiguity or contradiction is identified this should be referred to the **Ministry Project Lead** for confirmation of the appropriate resolution. This resolution should be clearly documented.

Project description

This School is an established Secondary School which is contemplating moderate redevelopment, and upgrading a number of maintenance issues including leaky buildings, older buildings (since the 1950s) and learning environments which cater for the learning needs of our diverse range of students and modern teaching pedagogies.

Indications are that on a budget of approximately \$9m our focus will be renovating existing learning environments in an attempt to bring them in line with innovation and renewal expectations of the Ministry and our school community.

Our aspirational time line is to have construction underway by Term 1 2019.

A

Education Brief

Riccarton High School

Navigator: Ray Burkhill

The Education Brief takes the format of:


- Heading
- Purpose
- Questions to be answered
- And in some instances an exemplar answer

To complete this section, please answer the questions in full, explaining anything you feel relevant to school practice. Please bear in mind the Education Brief is about people undertaking activities, not about buildings.

Once you have completed your Education Brief, please delete any highlighted areas.

Refer to the Ministry's [Designing Schools in New Zealand – Requirements and Guidelines](#) publication prior to completing this brief.

1 Our vision/ mission statement

Feature	
Mission statement	A successful school where students excel in learning, take opportunities and serve others
School motto	<p><i>Disce ut prosis</i> – Learn that you may be of service.</p> <p>This focuses on the importance of leading, serving and supporting others in our immediate and the wider community.</p> <p>The school crest incorporates the school motto and was designed by Canterbury artist Bill Sutton. It contains an open book and a lamp representing the joy or pleasure in discovering and learning new things.</p> <div style="text-align: center;">  <p style="font-size: 24pt; font-weight: bold; color: #0056b3;">RICCARTON HIGH SCHOOL</p> <p style="color: #c00000; font-style: italic;">Te Kura Tuarua o Pūtaringamotu</p> </div>
Vision statement	<p>We are a forward-thinking place of learning. Our diverse ākonga are preparing for a rapidly evolving world. They are developing relevant skills, a global perspective and embrace the Riccarton Way.</p> <p>Students will experience success today and will be prepared for tomorrow.</p>

2 Our values

Our Riccarton Graduate Profile

The vision of success for our Riccarton Graduate is that they find their way into tertiary education, the workforce or other training and go on to live a life with a strong sense of values and commitment to service.

By engaging with Riccarton Way throughout their time at school a Riccarton Graduate is academically successful, well-rounded and self-aware.

Riccarton Graduates will be achieving, independent, lifelong learners who are caring, responsible, involved, globally connected citizens.

Our values

Our values are embedded in the spirit of the Riccarton Way – Te Wairua o Pūtaringamotu. The Riccarton Way is demonstrated through four key values, commitment, honesty, respect and excellence. The Education Review Office commented (in 2014) that:

The values and attitudes promoted through the well-established 'Riccarton Way' foster a positive, inclusive school culture. This culture actively promotes student engagement, participation and learning. The board, school leaders and staff are strongly committed to upholding school traditions that support student's achievement and wellbeing...

Students clearly benefit from the positive school culture. The active promotion of the school's well-established values, positive relationships and inclusive practices create a supporting and caring environment for students.

This shared Riccarton Way and embedded values continue to form the basis of the way our school community acts, thinks and relates to others. It is the glue that binds the school community with its consistent focus on improving outcomes for students. It is an ethos that promotes a caring, supportive learning culture focussed on learning and achievement. Decisions relating to the curriculum, and interactions that take place in the school reflect the values of the Riccarton Way. We reinforce the values with Spirit of Riccarton Awards (Te Tohu Wairua) for both students and teachers to recognise 'spirit' shown throughout the year.

Schools values/principles	Meaning
Commitment <i>Te pono</i>	Approach life with enthusiasm, confidence and energy To develop positive relationships and serve others <i>Get involved, stay involved, work hard, serve others</i> <i>Te Tohu Wairua:</i> <ul style="list-style-type: none"> • <i>Involvement / participation / effort</i> • <i>Service / helpfulness</i> • <i>Attendance / punctuality</i>
Honesty <i>Te kauanuanu</i>	See things as they really are <i>Be honest with yourself, be honest with others, be trustworthy, give it your best shot</i> <i>Te Tohu Wairua:</i> <ul style="list-style-type: none"> • <i>Taking responsibility</i> • <i>Doing the right thing/ selflessness</i> • <i>Extending / challenging / taking a risk</i>
Respect <i>Te hiringa</i>	Treat others with care, courtesy and tolerance and respect the environment <i>Be polite, show care for others, show tolerance, care for our environment, be part of the team</i> <i>Te Tohu Wairua:</i> <ul style="list-style-type: none"> • <i>Courtesy / tolerance</i> • <i>Personal appearance</i> • <i>Teamwork / leadership</i> • <i>Care for others and / or environment</i>
Excellence <i>Te tapatahi</i>	In learning and in life Improve yourself; be better than before <i>Strive to improve, be an all-rounder, be a lifelong learner</i> <i>Te Tohu Wairua:</i> <ul style="list-style-type: none"> • <i>High achievement and / or performance</i> • <i>Improvement</i> • <i>Focus on learning</i>

Through the process of beginning to understand and integrate our cultural narrative we have come to recognise that the te reo Māori terms we use for our school values are loose translations of the English terms. It is important for us to re-examine these values in order to ensure that they encapsulate Te Ao Māori (a Māori world view). We have begun the mahi on this in 2018.

The Riccarton Way is:

- Showing a positive attitude
- Taking pride in our work
- Being confident enough to take risks
- Showing a desire to improve
- Achieving to the best of our ability
- Getting involved
- Taking advantage of opportunities
- Making sure we have high expectations of ourselves

It is about how we treat others:

- Acknowledging cultural differences
- Being tolerant of differences
- Accepting community responsibility
- Respecting other people's property
- Caring for others and our environment

Development of the Riccarton Way

The school values were originally developed in 1990 with consultation from the school community.

In 2014 they were endorsed as part of the Positive Behaviour for Learning review.

In 2017 the school undertook a thorough self-review process that included consultation and engagement through focus groups, surveys, and whānau hui with school-wide and community-wide stakeholders¹.

The Riccarton Way was strongly endorsed. From this process we highlighted the following key trends / themes:

- Student priorities were identified as a school culture which supports each student's sense of hauora and belonging, positive relationships between students and staff, and that individual learning styles and needs are supported. The recent report produced by the Children's Commissioner and the New Zealand School Trustees Association, 'Education matters to me: Key insights'² identified six key insights from students nationally. Five of these were reflected strongly in our student feedback, and are well reflected in our Riccarton Way. The second point (developed from national student voice in the survey) was indicated by our students in terms of a greater desire for appropriate cultural recognition (to avoid discrimination and bias) rather than experiencing racism directly.



1. Understand me in my whole world
He kākano ahau i te wao nui tāngata



2. People at school are racist to me
He ahurea kaiiki tō te hunga kura



3. Relationships mean everything to me
He mea nui te hononga tangata



4. Teach me the way I learn best
Whangaia tēnei manu kai matauranga



5. I need to be comfortable before I can learn
He āhuru mōwai, he ingo matauranga



6. It's my life – let me have a say
Whakatūa tōku rangatiratanga

¹ This involved focus groups representative of school stakeholders to prepare consultation materials (parents, students, staff – both teaching and support). Opportunities were then provided for consultation with, and survey of, all current students, parents, teaching staff, support staff, and those members of the community most closely associated with Riccarton High School.

² Education matters to me: Key insights. A starting point for the Statement of National Education and Learning Priorities prepared by the New Zealand School Trustees Association and the Office of the Children's Commissioner after engagement with tamariki and rangatahi for their views Dated January 2018 <http://www.occ.org.nz/assets/Uploads/OCC-STA-Education-Matters-to-Me-Key-Insights-24Jan2018.pdf>

- Parent focus was on recognition, understanding and celebration of diversity (of all kinds) and inclusiveness as well a supportive environment and student hauora (the concept of well-being encompassing the physical, mental and emotional, social, and spiritual dimensions of health). Positive staff/ student relationships were considered key to creating a purposeful and regarding learning environment, alongside efficient and consistent communication.
- Teaching Staff and Support Staff confirmed the priority of a supportive environment for all staff and ākonga and recognised the school's diversity and need for inclusiveness. The importance of the 'whole' person (hauora) was recognised – of both staff and students. Facilitation was confirmed as a key strategy for student agency with recommendation of assessment rationalisation to contribute to student and staff hauora.
- The wider community endorsed the Riccarton Graduate characteristics of well-rounded students, who are resilient, aware of others, problem solvers, socially skilled, service oriented, embracing diversity and with a willingness to learn.

Inclusivity, belonging and connectedness

Our community has identified the importance of inclusivity and of creating a sense of belonging and connectedness as key. That recognition of the diversity of our student body, both culturally and in terms of learning diversity will support our Riccarton Way values, and the identified needs of our school community.

3 The character of our school

Riccarton High School is a wonderfully diverse, Decile 6, state, co-educational school for students in years 9-13. In 2018 we will celebrate our 60th anniversary with a current roll (including International Fee-Paying Students) of approximately 1100. The school maintains a clear vision of creating young men and women who are successful well-rounded individuals ready to contribute positively to society.

Our school location

Riccarton High School is situated in the western sector of Christchurch city.

We have links to Pūtaringamotu (the original name for Riccarton Bush). Our whare is called Pūtaringamotu, and our kapa haka group is Te Kapa o Pūtaringamotu. The Whare Ako holds a number of panels created by our students. The central panel is Pūtaringamotu:



Pūtaringamotu is the only remaining remnant from a time when kahikatea swamp forests once covered large areas of the Canterbury Plains. Pūtaringamotu holds historical significance in regard to the cultural and social practices of mana whenua prior to European settlement. The kahikatea itself is also of significance. The mighty tree has a shallow root system that its survival depends on entwining its roots with other kahikatea therefore offering symbolism of creating a unity of purpose.

The geographical proximity of Pūtaringamotu to Riccarton High School and symbolism of the Kahikatea inform essential elements in the school's cultural narrative. This, and other important local cultural features could be reflected in building design and signage to promote a greater sense of connectedness and belonging for students.

Our school catchment

Our catchment includes parts of the Russley, Avonhead, Ilam, Riccarton, Upper Riccarton and Sockburn residential areas. We are well supported by the local primary schools, and there is a strong demand from our community for children to attend their local high school. Our main contributing schools are Kirkwood Intermediate, Avonhead, Riccarton, Russley and Wharenui Primary Schools.

In 2017 the Te Kāhui Ako Pūtaringamotu (Community of Learning) was established. Currently this includes Riccarton High School, Riccarton Primary, Wharenui Primary and Springs Community Early Learning Centre. All members of the Kāhui Ako have agreed on the following principles as the basis of our working relationship:

- We are culturally responsive to our bi-cultural heritage and the ethnic diversity of our school communities.
- We collaborate positively for the shared benefit of all our students
- We maintain strong learner focused relationships
- We work together with whānau and other key stakeholders in raising levels of learning support and ultimately raising student achievement particularly with our priority learners.

The Kāhui Ako operates under the following structure:

Management Group: This is made up of the principal of each school. The management group is undertaking the formation of the Community of Learning and the establishment of operating structures and the Achievement Challenges

Stewardship Group: Membership of this group is a board member from each school/centre. The purpose of this group is to provide oversight, monitor progress regarding the development of the Achievement Plan and provide each board with information and updates.

Other Forms of Collaboration: There also exists a strong spirit of collaboration between ourselves and the three integrated secondary schools in our area, as well as with the University of Canterbury.

3.1 Special characteristics of the school

The special character of our school can be identified in a number of ways:

- The Riccarton Way (our values, as described above in section 2)
- Our family / whānau atmosphere
- Our inclusive multi-cultural environment
- Our community links, including the joint use of the Riccarton Public Library
- Our special education focus, including our Kohanga Ako, ESOL and Learning Support teams
- Our unique outdoor education facilities (Kokiri and Birch Hill).

Aspirations for development of our buildings are that they will reflect our values including a welcoming and encouraging environment to our diverse community. Inclusiveness, creativity, flexibility and sustainability will be key themes.

Family / Whānau atmosphere

Riccarton High School focuses on maintaining a welcoming and inclusive family / whānau atmosphere, where strong and positive relationships are built among our staff, students and the family and community that engage with the school.

Due to the manageable size of the student population each of the students are able to be known and recognised for the individuals they are by staff and other students. Student voice is captured in many ways, including junior and senior student councils which meet weekly, and liaising with each Whānau Group. All students can raise any issues they have with their Whānau Group teacher, or their Dean – who will stay with them throughout their years at Riccarton High School. There is also regular electronic student survey – many of which are initiated by the students themselves. Students can also communicate with the board of trustees through their student representative.

Our Riccarton Way values are key to nurturing the supportive and encouraging environment that creates the Riccarton graduate.

We are well supported by our parents who make a significant contribution to all aspects of school life and who show a keen interest in their children's education. We have strong engagement with parents who are often invited into the school grounds for activities. This includes, for example:

- Communications on student progress such as three-way interviews twice a year (with parents, students and teachers meeting together)
- Hui with our Māori whānau students to promote whakawhanaungatanga (relationship building), ngā hononga (responsive and reciprocal relationships), and mana whenua (belonging).
- Attendance at musical extravaganzas and shows, and dramatic performances
- Annual prizegiving celebrations
- Learning celebrations such as regular presentations for the Year 9 Context Class students to family and community representatives who have been involved in the Context activities. This is a class that has regular collaborative project activities in the community. We intend to enable more students throughout the school to have greater involvement in self-driven collaborative projects to enhance learning across subject areas.

Inclusive multi-cultural environment

Our Māori and Pacific peoples focus

We have increasing numbers of students from our Māori and Pacific people communities attending Riccarton High School. We work with our Māori community to ensure we are living the principles of Treaty of Waitangi (partnership, protection, participation, self-determination) in every aspect of school life. The school's Maori and Bi-Cultural Strategy (2018-2021) is designed to create positive opportunities for individual and collective Maori achievement and for non Maori to understand bicultural perspectives. Working biculturally enables us to honour our responsibilities to tangata whenua and acknowledge, value and celebrate the diverse cultures of all our students. We would like to promote this sense of inclusiveness in our building programme.

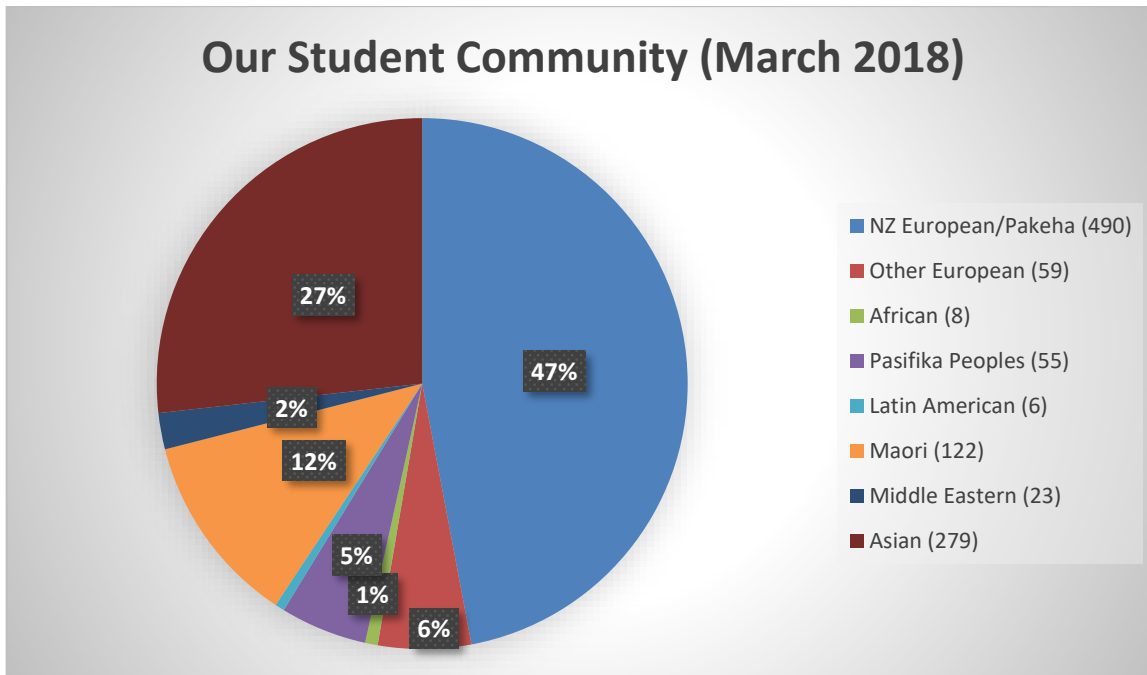
We also want to encourage a safe and respectful environment in which our students are encouraged to express their culture proudly, and learn about and respect the culture of others.

As part of our appraisal documentation and process our teaching staff are required to identify areas of Tātaiako (cultural competencies) that they work on and reflect on including a focus on Whanaungatanga (relationships) Ako (practice in the classroom and beyond) and Wānanga (communication).

International students

Riccarton High School is a multi-cultural school which provides the school with a distinctive and diverse culture. It is globally connected, and respected. We have significant numbers of students from Asian and European countries choosing an education with us. Children of over 50 ethnic backgrounds are currently enrolled, with a significant number having English as a second language.

The proportions of students from various ethnic groups will continue to change over time, but the multi-cultural nature of the school will remain a unique feature of the school. It will be important to retain flexibility to cater to changing ethnicities and some of our shared spaces could visually reinforce our global connectedness and inclusivity of all cultures, alongside our Te Tiriti commitment.



Our community links

School / Community library

We have a particularly strong and unique connection with the Riccarton Community library. This, and other community links are further discussed in section 8.

Special Educational Needs

'The learning support, including English language learning programmes, provided for students with identified learning needs is a significant strength of the school. Effective leadership, specialist teachers and flexible, responsible structures and systems are focussed on provided targeted teaching that matches students' strengths, needs and interests. Students, including those with high special needs, benefit from the support they receive in terms of their progress, sense of belonging and wellbeing. ERO Report 29/07/2014

Kohanga Ako

Our Kohanga Ako programme has operated as a learning nest for more than 40 years. It has an excellent reputation for the quality of our learning programmes in a caring and supportive environment. Mainstreaming opportunities are provided where appropriate, and an important factor to consider in our future design decisions will be accessibility to and within learning spaces due to the physical challenges some of our students face. Some matters that need to be considered are unrestricted freedom of movement within learning spaces, addressing access for electronic wheelchairs and manoeuvrability once in the learning spaces.

Learning Support

A number of our students experience medical conditions or require learning supports, including those with diagnoses of ADHD, epilepsy, dyslexia, dyspraxia, dysgraphia, and dyscalculia. As at February 2018 the following numbers of students either qualify for, or are in the process of being assessed for, Special Assessment Conditions (the NZQA approval for the students to have extra help when being assessed to enable barriers to achievement to be removed, and a fair opportunity to achieve credits for both internal standards and external (exam) standards):

- Year 9 48 students
- Year 10 34 students
- Year 11 32 students

- Years 12 and 13 22 students

Inclusive design principles will accommodate the needs of these students where possible. Examples of Special Assessment Conditions include use of a reader / writer, computer, rest breaks, extended time – each leading to necessary environment supports – such as break out spaces or spaces separate from the main body of students during assessments / exams.

ESOL

A very large proportion of our students, and their families, have English as a second language. In February 2018 Ministry of Education funding applications for 150 English as a Second Language students were completed with an equal number not qualifying for this funding due to a variety of reasons.

Unique outdoor education facilities

Riccarton High School operates effectively in two campus locations.

There is an opportunity for our students to develop self-confidence, team and leadership skills in an outdoor setting. This has traditionally been at our West Coast Kokiri property, but the school has now purchased a new site at Birch Hill in Canterbury. Activities will be transitioned to this new site over the 2018 year, ready to commence in 2019.

Leadership opportunities are considered an important part of our Riccarton Way. Our outdoor facilities provide many opportunities for this, both within class groupings and with senior students leading groups of junior students.

The Riccarton Way extends to our new facilities at Birch Hill and will be used to reinforce our values and provide our students and staff with a unique outdoor education opportunity experience.

3.2 Future focus on cultural and inclusive education

Pastoral care is a fundamental component of the education provided for the students of Riccarton High School. To support our initiative to provide holistic support for all our students, we aim to provide safe and welcoming learning space which enable their energies to be focused on learning. In particular, our safe and welcoming spaces will support the wide diversity of our community, cognisant of their cultural, physical and learning needs. We expect this to directly improve student engagement in learning.

We intend to incorporate features in the Inclusive Education Guides for Schools
<http://inclusive.tki.org.nz/guides/ile/>

Inclusive Education

- The school will use Universal Design principles in planning so that all students can engage with the curriculum.
 - We want to create an optimal learning environment to enable all of our students, including particularly those with special learning needs and challenges, to be able to fully and equitably participate in a quality learning experience.
 - The ability to use our buildings in flexible ways (to expand and contract classroom sizes, have spaces capable of being linked, and to meet the needs of individual students who require additional physical and learning support) will be crucial in our ability to meet our future needs for flexibility of learning spaces and timetabling.
 - One of the key areas we would like to address is the potential to move from some of our single cell classrooms (one teacher per 25 to 30 students) toward a model allowing greater flexibility in terms of the grouping of students and collaborative approaches to learning.
 - Part of this flexibility will include ‘smaller’ spaces within the learning environments where specific accommodation can be made for some of our students requiring learning support.
 - Increasing numbers of students with recognised learning disabilities/ differences and /or Special Assessment Conditions has increased the need for separate / flexible spaces for use in or near our main learning spaces (e.g for reader/writers or students requiring additional time or space to dictate in class time, quiet spaces for our students with anxiety). These needs are throughout the year in addition to the end of year final assessments.

- We aim to assist teaching staff to more easily meet the needs of these students with well-designed environments which will reduce the challenges of inaccessible learning spaces, and create improved acoustics, lighting and break out spaces. This will include break out spaces within the learning environments, as well as in the learning support area, to accommodate those with Special Assessment Conditions, identified sensory challenges, or physical challenges (including visual, hearing or mobility) and / or anxiety issues. It will also include small collaborative group work spaces for special project work. Although these improvements will be targeted at students with challenges, all students and teachers are expected to benefit from these changes (for example, some behavioural issues could be reduced by environmental accommodations).
- Our Learning Support and Kohanga Ako staff and student representatives will be welcomed to contribute to the Universal Design features that will best meet their needs.
 - Feedback this year from Kohanga Ako families has confirmed the collaboration at Riccarton with mainstream classes is 'fabulous'. In order for this to be advanced, additional flexibility and access to different areas of the school need to be enhanced, and more indoor/ outdoor learning opportunities are desired. Issues such as the lack of handrails in the hall to enable access to the stage for some of our Kohanga Ako students also limits the ability of these students to fully participate (for example attending a prizegiving at the hall). There were also requests for more cultural reflection in learning opportunities and surroundings.

Cultural Narrative

- As we have a large number of different cultures attending Riccarton High School, we intend to reflect all of this cultural diversity in our building designs and outdoor spaces.
 - In September 2017 a "Cultural Walk Through" was arranged. Participants included the school Senior Management Team, Head of Faculties, Cultural Diversity Facilitator and five student representatives from diverse cultures (Māori, Chinese, Samoan, Filipino and Middle Eastern). The purpose was to have a collaborative review of the current identities and cultures on display in the school and to identify what changes could help reflect cultural diversity, and enhance the sense of belonging, in the current school setting.
 - All commented that the entrances are dated and failed to fully reflect the multi-cultural nature of the school community.
 - It is apparent from the review document prepared that the majority of 'cultural features' are temporary posters and materials, additive in nature. There were some school-created artworks but there was a lack of continuity and integration. For example, largely due to the age of the buildings there are no consistent building features linking any of the cultural themes.
 - Appropriate cultural themes could be woven throughout the school by linking design features— to create a visually appealing and welcoming environment, with a particular focus on representing our tangata whenua, and Pacific peoples. We expect this to contribute to the students feeling valued and positive about their newly attractive environment.
 - We may reconsider our main school entrance, and heighten the prominence of our whare.
 - Our outdoor spaces, and linkages between those spaces, could be enhanced by additional plantings of native plants that historically were abundant in the area, subject to them still being able to thrive in our current local conditions. This would be designed to recognise the Waitaha focus on regeneration and replenishment.
 - This could include expanding on our existing plantings of harakeke for weaving, and perhaps introducing traditional medicinal plants. We do already have well-maintained existing plantings throughout our grounds. These enhance many parts of the campus and any new plantings will be designed to work in with our existing gardens.
 - This could assist to meet our sustainability goals and reinforce our global connectedness, recognising 'our place' on the planet.
 - Subject to compatibility with the Waitaha focus referenced above, we could also consider incorporation of appropriate planting areas to acknowledge plants of significance, or sculptural features and landscape layout appropriate to reflect other cultures in our school, for example Middle Eastern and Asian gardens, as far as is possible with our local climate.

- We want to encourage tuakana/ teina relationships with vertical integration of whānau classes / house groupings to enable fostering of close relationships between junior and senior school members to enhance a nurturing environment with leadership and mentoring opportunities. We are currently limited in terms of space and would like to explore flexibility in meeting spaces as part of our development work. This would involve regular meetings of four groupings of perhaps up to 350 students at a time.
 - We aspire to provision of a single large shared space where our students and their families, can join together and celebrate the performances and achievements of our students. This could include, for example, kapa haka and waiata, different cultural group performances, music extravaganzas and school productions. This would enable our students to learn performance skills and enable them to participate successfully in these large-scale activities, and for their community to be involved.
 - Our current hall facility cannot accommodate the entire student population at one time (the school has to be divided into two groups – junior and senior for assemblies for example). In fact, in 2018 we find ourselves in a situation of not being able to accommodate the senior school in our hall.
 - This is inefficient and limiting (in terms of opportunities for our students and in our desire to develop tuakana / teina relationships). A vital aspect of the wairua within our school is taking opportunities to bring members of the family together.
- Our school community have requested that we consider a healthy and safe space for all cultural groups to share – enabling personal contemplation or prayer space for individuals, potentially with food heating facilities for a number of overseas students who have a preference for heated food.



4 School timetable

Our term dates follow the standard Ministry dates. We are planning for more flexibility in our timetables so that we can fully utilise buildings and are not restricted to the traditional 8.30am to 3.15pm day.

Our school community has students that attend the school premises from 7.30am to sundown. They will usually be on the basketball courts or in the library outside school hours. Formal class instruction currently takes place between 8.30am and 3.15pm, with the school opening its doors at 8am.

The 2018 timetable is as follows:

Period	Monday Rāhina	Tuesday Rātu	Wednesday Rāapa (Periods rotate)	Thursday Rāpare	Friday Rāmere
1	8:30am-9:30am	8:30am-9:30am	8:30am-9:30am	8:30am-9:30am	8:30am-9:30am
2	9:30am-10:30am	9:30am-10:30am	9:30am-10:30am	9:30am-10:30am	9:30am-10:30am
Whanau Group	10:30am-10:50am	10:30am-11:00am	10:30am-11:00am	10:30am-11:00am	10:30am-10:50am
Interval	10:50am-11:15am				10:50am-11:15am
3	11:15am-12:15pm	11:00am-12:00pm	11:00am-12:00pm	11:00am-12:00pm	11:15am-12:15pm
4	12:15pm-1:15pm	12:00pm-1:00pm	12:00pm-1:00pm	12:00pm-1:00pm	12:15pm-1:15pm
Lunch	1:15pm-2:15pm	1:00pm-2:00pm	1:00pm-1:40pm	1:00pm-2:00pm	1:15pm-2:15pm
5	2:15pm-3:15pm	2:00pm-3:00pm	1:40pm-2:30pm	2:00pm-3:00pm	2:15pm-3:15pm
After School	Staff committee meetings	Staff/Faculty/ Department meetings	2:30pm Sport	Staff professional learning	

Shared line with Villa Maria College in 2017

On Wednesday the periods rotate, so that assemblies can be held with our students. The hall is too small to fit all students at once, so it is currently necessary to hold assemblies for junior and senior students separately.

We have also aligned the timetable to enable some shared classes with Villa Maria College for some specialist topics – this enables a wider range of topics to be sustainable for both schools.

Flexibility and collaboration

We wish to include flexibility in future timetables, which could include extending the learning periods so that classes extend for longer than the current one-hour periods. There may also be changes to the hours in which the curriculum is delivered at some stage in the future.

It is also important to enable collaboration between different learning areas, (cross-curricular collaboration) which may involve joint teaching and timetabling, for example a math / science collaboration.

As many spaces have multiple use, greater flexibility is desirable to meet our varied requirements.

National Curriculum timetabling requirements

Classes currently operate with approximately 24 to 28 pupils, or less for more specialised subjects.

Year 9 students study in all 8 learning areas. The students try all subjects in all areas with a choice of language. In addition, there is also provision for English as a second language, and a 9LIT tuition group of students who require learning support with all literacy issues (approximately 13-15 students in any year).

Year 10 students study in full year courses in five learning areas and have opportunities to study in the other three learning areas. The students will make their choices prior to the end of Year 9 and timetabling then occurs according to the identified level of student demand for courses.

In Year 11 onward the students identify curricular pathways and select courses from the wide choices available.

Timetabling for courses needs to manage the available resources (both in teaching staff and space) with the student numbers in specific classes. Riccarton High School endeavours to meet student need rather than limiting access to classes.

Specific learning needs may be expressly timetabled to take advantage of ESOL and Learning Support requirements, such as focussed smaller reading groups, writing groups and extension support requirements. Timetabling challenges include ensuring individual students, with physical challenges in getting into and using some of our existing buildings, are able to attend their classes in the more accessible classrooms (noting that some of those 'more accessible' spaces are still challenging for movement within the classroom). Examples of particular access challenges include the two-story buildings G and H (English) and E and F (Math).

Regular activities

There are many regular activities in addition to classroom learning time. There are currently some challenges in accessing appropriate spaces for activities.

Regular activities include:

- Twice weekly Whānau Group time. Students are divided into whānau groups – currently at each year level for years 9 to 13.
 - Whānau teachers are the first point of contact for pastoral matters as they see students regularly. Each Whānau Group enables the students to become familiar with each other and work together in shared classes and as sports teams for across-school events or perhaps as a fund raiser, for example on as a market day.
 - We want to continue to build on the positive findings in the ERO report of 29 July 2014 which identified '*Student leadership and service to others is actively encouraged and successfully supported in a wide variety of ways. These opportunities are contributing to the development of skills and qualities that enable senior students in particular to effectively support junior students, participate in decision making and provide positive role models. These students appreciate the variety of leadership roles they undertake*'.
 - The current Whānau Group meetings are in the classroom of the assigned Whānau teacher, and include only a classroom size collection of other students of the same year groups (25 to 30 students in each group). In future it is intended that there will be a move to vertical integration of age groups, perhaps along the lines of a school house structure. This will enhance our pastoral care, leadership opportunities for senior students and mentoring opportunities for junior students. Meeting places for these larger groups will need to be considered in our future planning.
- Music, sport, dance and theatre performance activities (including at lunchtimes and before and after school)
- Kapa haka (with regular weekly – and sometimes more frequent- practice)
- Pasifika group regular weekly meetings to practice performance activities and to meet and socialise.
- Homework club – which usually operates twice a week using the library classrooms
- Weekly assemblies. This is currently problematic as it is not possible to bring both junior and senior students together in a single building. As we plan to move to integrated year groupings for leadership and mentoring opportunities (combining by vertical year groups) space for larger groupings will need to be considered.
- Weekly school council meetings, with multiple classroom representatives meeting collectively as a school council
- Bi-annual parent, student, teacher interview days to report on individual student progress in each class
- Parent evenings
- Music and drama concerts and performances, including two major productions each year
- Speech competitions, presentations for Context class, and other project work

- School socials
- Annual prizegiving – this must currently be held offsite as there is no facility that can hold either junior or senior students and their whānau.

Community Usage

We have a number of community organisations that use our school premises outside the school timetable, including:

- Adult Community Education (ACE) which supports a sense of inclusiveness for our diverse community, and supports lifelong learning with a focus on basic computer skills and English language classes alongside other learning opportunities for the community. ACE utilise our school buildings in the evenings.
- Regular and ad hoc community celebrations and sporting activities (such as volleyball, basketball and football). This can be during evenings, weekends and sometimes during the school day. We are currently challenged for space for some activities, such as those that use the hall, as there are competing needs for the same spaces at the same time.
- Churches – on Sunday the hall / staffroom, and Kohanga Ako spaces are all used.

Multi-purpose uses of different spaces and cluster arrangements of buildings may enable us to continue to engage with the community at all times of day and night.

5 Our curriculum

Our current Curriculum Outline can be located on the school website in the Course Planning information provided for students and parents:

<http://www.riccarton.school.nz/wp-content/uploads/2017/08/senior-course-selection-information-for-parents.pdf>

We want to be more innovative in future but are restrained by almost the entirety of our teaching spaces being 1950s single cell classrooms. Although we intend to continue to teach most classes in the single cell style, in order to support future learning opportunities for our students we are looking for more flexibility. We will require the ability to turn some of our learning areas into larger spaces for collaborative purposes, and shared teaching opportunities (for example joining two classes and their teachers together in a large shared space). We will also want to be able to 'resize' those classrooms to have standard single classroom size learning spaces, with all learning spaces having smaller 'break out' room spaces for use when required by students with learning challenges or for additional learning requirements. It will however remain important to retain some specialist teaching and learning areas (such as specialist science areas, food and nutrition or hard materials).

Future development of the curriculum

Toward 2020 and beyond the school intends to continue to develop its pedagogical practice with the teacher as a facilitator of learning, guiding students to be self-learners capable of independent learning and research.

Feedback from our 2017 surveys and consultation activities confirmed expectations and desires from our community for our students learning to provide variety and choice in what to learn and to recognise each student as an individual, acknowledging their unique learning profile. The need for flexibility in curriculum delivery was a consistent theme, as was student and staff hauora.

- Students sought delivery of the curriculum through a variety of teaching methods and groupings of learners which recognise the different and diverse learning needs and ways that students learn best (inclusivity of learning diversity). This includes tutoring, learning support and extension (for example for gifted students). The need for flexibility was expressed in the request for a broad curriculum providing personalised learning programmes, allowing for student voice/choice in what to learn, and what and how learning is assessed. An education leading to a variety of pathways for work and/or for study beyond school was desired, as was a curriculum incorporating life skills, key competencies and hauora, acknowledging cultural diversity and leading to cultural competency (for example with cultural groups and classes). A curriculum enhanced by a wide ranging co-curricular programme including arts, cultural, sporting and lunchtime activities were also considered important.
- Parents confirmed a variety of teaching and learning strategies are required for the diverse range of ākonga, and for those students to have a voice in what is learnt, and how it is learnt (student voice

should have an important role in the feedback process, particularly around the most effective teaching / learning strategies from the student perspective). Increased opportunities for skills in addition to traditional classroom topics were desired such as incorporation of digital technology skills, more opportunities for leadership for all students and 'soft' skills development (collaboration, communication, resilience etc). Parents wanted the school to continue to develop an informed understanding of multiple potential career pathways and study opportunities.

- Teaching Staff and Support Staff confirmed the desire to reflect Riccarton Way values in every teaching opportunity, and encouragement of life-long learning (for both staff and students). Student and staff hauora should be supported with assessment rationalisation, enabling students to focus on learning rather than testing, and for staff to concentrate on support of that learning and teaching. Facilitation was considered a key strategy for student agency. The staff recognised the need for adaptability / flexibility to meet future learning needs of all students as individuals. Flexibility requirements include pedagogy (a variety of teaching and learning strategies and the need to reflect diversity and future changes), space (a need for flexible learning spaces) and time (to develop the knowledge, attitudes and skills of Riccarton Graduates (recognising diversity) and time to plan and implement development ideas).
- Our wider community supported continuing variety of choice for students, and ongoing contribution to community programmes. Suggestions included development of more tertiary training options, financial literacy, life skills and awareness of regional and national skill shortages when developing learning programmes.

Our focus will be on ensuring confidence and mastery across subjects, with an understanding of how knowledge in different subject areas is linked and relates to real life understanding. A focus on flexibility and collaboration between staff and students will assist to meet our objectives.

We intend to move away from over-assessment (or teaching to an assessment) and the associated work load pressure on our students and teachers, and focus on the quality of the achievements of our students rather than the number of credits they obtain each year. We also intend to continue to support electives that will encourage a lifelong love of learning.

We will look to create opportunities to promote Māori success as Māori and continue to integrate te reo Māori me ōna tikanga as well as Te Ao Māori into classroom programmes and practices. Another area of focus is on Pacific peoples' success and providing culturally responsive learning opportunities such as Pasifika Studies.

We will continue to build our curriculum options to meet the future career demands and opportunities for our students in this rapidly changing modern world. The school currently operates schoolwide as BYOD, and will continue to integrate technology into classroom learning opportunities to enable students to become familiar with, and then expert in use of appropriate technology and applications. This has increased demands on the school infrastructure, and those will continue to increase over time.

Flexibility in some learning spaces will be key to the success of some of these initiatives (for example, the opportunity to have some teaching spaces that can incorporate two classes with two teachers and up to 60 children on occasion – potentially from different faculty areas e.g math and science).

Our graduate profile

Our students will have high aspirations for themselves and our curriculum will support the development of the well-rounded and community minded Riccarton Graduate.

The vision of success for our Riccarton Graduate is that they find their way into tertiary education or other training, or the workforce, to continue to learn on and live a life with strong values and commitment to service.

'Soft' skills development

We will look to supporting the development of our students with those skills that will make them effective in the workforce and in life. This theme came through strongly in the parent and community surveys. This includes resilience, collaborative ability, creativity and interpersonal communication skills.

This will include a continued emphasis on the Riccarton Way for development of all students. A welcoming, and supportive school campus with connected flow throughout will enhance our ability to continue the 'family' feel of our diverse school community.

Sustainability

An awareness of sustainability principles and environmental awareness are values we wish to encourage our students to develop. This reflects the 'caring, involved and globally connected citizens component of our Riccarton Way. Our school buildings should reflect these principles to enhance our students learning opportunities and knowledge.

- We have developed strong sustainability teaching units involving cross-discipline learning, enabling student directed learning choices. A strong example was the Sustainability project unit in the 2017 Year 9 classes which involved science, social studies, math and english components to form a cohesive educational opportunity to research and present a detailed topic on sustainability aspects of the school.
- Future aspirations include reviewing citywide partnership activities involving Ngāi Tahu around 'mahinga kai' sites.
- We currently have school gardens that students can choose to be involved with, which shares knowledge of sustainable food production (including some chickens for egg production).
- Areas where we could improve our sustainability practices include energy usage and generation.
- The learning environments in some classrooms is either too hot or too cold for optimal learning. Better design for passive solar gain, and management of the temperature with innovative practices (including ventilation and insulation) will both meet our students learning needs for a healthy learning environment, and also reflect our values of creativity and sustainability that we intend to weave through our curriculum.

6 Teaching and learning structure

Connectivity and collaboration

We want to encourage greater connection between all learning teams at our school. We see opportunities for collaboration across all learning and teaching that will occur at Riccarton in future.

We would like to encourage more opportunities for teachers to meet and share ideas, potentially including one large shared collaborative planning space, to creatively develop our curriculum and learning opportunities for students. This will include

- Teachers of the same learning groups working together
- Teachers in different learning groups working together
- Teachers sharing best practice with each other
- Students working with each other to develop the 'soft skills' of problem-solving, collaboration and resilience
- Students and teachers working together to develop the most effective teaching practices from the student's perspective

Current professional development in the school emphasises collaboration, both for staff to work together and to provide collaborative opportunities for students.

We are developing opportunities within the curriculum for project-based work across curriculum areas.

- We have a widely regarded Context class at year 9 (of between 24 and 26 pupils) that has a strong history of community engagement on projects across multiple curriculum areas.
- We are using the expertise developed over the last two decades this Context programme has been run, and the developing collaboration skills of our teaching staff to expand the project-based learning opportunities throughout the school.
- The opportunities are many, and flexibility in teaching approach and spaces for learning will be required.

Comprehensive learning community engagement

We want to be a leader in our community of learning, with clear pathways and collaboration established from early childhood to tertiary level so teaching and learning is consistent as students transition through the different levels.

Expectations and support

We support our students learning with high expectations, backed by supportive opportunities and communication, for example:

- Multiple opportunities for extracurricular activities, including sporting activities, cultural activities and interest-based activities.
- After school homework clubs
- Student / parent / teacher interview days
- Fortnightly reports on each child indicating engagement with every subject during the previous fortnight
- Strengthening connections with mana whenua with aspirations to grow and maintain a reciprocal relationship of support and guidance.

Identified learning areas of focus

We are working with contributing schools to identify those students with challenges to enable us to provide a strong learning support focus on those groups of students to enable them to equitably access the curriculum. This includes our pastoral care focus - building strong and positive relationships with families that require support. Our Learning Support Team will help with transitioning our students and their families to the secondary school environment, building strong and positive relationships with families to continue throughout their years of schooling.

7 School leadership and management

An expanded Senior Leadership Team in 2018 has resulted in an Assistant Principal joining the team of two Deputy Principals and Principal. The Deputy Principals and Assistant Principal share a collaborative working space (formerly the Principal's office) while the whole team uses two small meeting rooms for interviews/meetings as needed.

Professional Development

It is well established that teachers play a vital role in shaping students' future career choices as well as their attitude and wairua. At Riccarton High School an emphasis is placed on teachers being positive role models particularly in the context of being lifelong learners and by embracing the concept of ako - where both groups can learn from each other both inside and outside the classroom.

Before teachers can act as mentors for their students, it is important that they themselves become informed, for example they are competent in their knowledge of professional training opportunities, the variety of jobs available and skills required. Riccarton High School also acknowledges Tātaiako and aspires to continue to develop cultural competencies for its teachers of Māori learners.

Curriculum and collaboration

In the curriculum sense the school is divided into faculties (nine in total) each with a Head of Faculty who leads a team of teachers. Faculties which contain more than one discipline for example, Social Science, employ a distributed leadership model with additional tiers operating at the Head of department or 'Teacher in Charge' level. Regular meetings between the Senior Leadership Team and the Heads of Faculty provide the opportunity to focus on the school's vision and effective teaching and learning.

New technologies

Recent professional learning at Riccarton High School has led teachers to increasingly embrace the concept of blended learning - an approach which combines effective styles of traditional teaching and learning with the best of what new technologies can provide. In 2017, our BYOD (Bring Your Own Device) programme was developed at Year 9 where all students were expected to bring a device. This will roll through to other year levels in subsequent years, so it now applies to both Year 9 and 10 students. Our future planning will need to reflect the increasing reliance on necessary supports for this technology.

Collaborative teaching

There has also been a recent focus on collaborative teaching and learning at Riccarton High School. This has provided our teachers with the opportunity to team teach a group of students and explore options around cross-curricula study where students are encouraged to the various subject areas as connected rather than in isolation. The resulting project work has also enabled the school to welcome parents into the school to share the results of the learning with their children.

Teaching and learning in this type of collaborative pedagogical environment is currently challenged by our existing physical environment.

Learning spaces: A learning space has been developed as a prototype which allows staff and students to experience a more flexible teaching environment catering for a number of different learning situations. The design process will be able to enable us to more thoroughly explore the options available to enable us to enhance and realise our vision for teaching and learning.

Teacher planning spaces: The current limited option of groupings of single cell classrooms divides the faculties in a physical sense. This will create challenges for our future teacher collaborative preparation, planning and evaluating. It may be more effective to consider opportunities to have shared teacher planning and development spaces, where collaborative planning and discussion can occur, and shared resources can be stored and accessible to all. Areas where this currently occurs include, in particular, Technology and Learning Support. We have recently reviewed our Copyright Policy and have strongly reinforced the Creative Commons licence approach of welcoming sharing of the school's teaching resources for the benefit of all.

Flexibility would also be required with these planning spaces to provide 'break out' spaces where teachers can access multiple alternative spaces for small group work, or solitary quiet areas or for making confidential contact with parents or others. These spaces could also be multi-use and provide options for quiet space and Special Assessment Conditions at certain times of the year, as required.

English language requirements

Related to the blended learning and collaborative approach, a significant amount of professional learning has been directed towards the learning needs of an increasing number of English Language Learners at Riccarton High School, with the aim of increasing achievement levels for all of our ākonga.

Pastoral Care

Pastorally speaking, students are well supported. In a formal sense, a year level Dean provides oversight for a cohort of teachers, who are backed up by a team of whānau teachers who each meet their whānau classes on a twice weekly basis. Two Guidance Counsellors, in addition to a Careers Advisor, also provide additional support within our network. Our Riccarton Way values fully support the extended pastoral care of our students, with each member of the school community having responsibility for the care of those around us. The school has a longstanding reputation in the community for its strong pastoral care.

Student engagement

Students have numerous opportunities to step into leadership roles from the time they arrive at Riccarton in Year 9. There is a strong focus on creating a whole school inclusive environment with some student leaders taking on specific portfolios such as environment, sport, culture and wellbeing.

There is a school council made up of year 11 to 13 representatives, with a student representative who sits on the Board of Trustees. The year 9 and 10 students each have two class representatives who sit on a student council which meets once a week, and address issues of relevance to the junior school.

Three student representatives have been on the Steering Group for this Education Brief, and were responsible (with the support of a Deputy Principal) for developing the student surveys which were completed online by all students, including members of the Māori student leaders group who focused not only on the physical aspects of the school but also on ways in which their learning could be better supported. This feedback (along with that from the parent survey, the teacher, learning support and administrative staff and the community consultation) has been used to inform the drafting of this Education Brief.

Administration

It is acknowledged that the administration services associated with Riccarton High School play a key role in its efficient operation on a day to day basis. Although most roles remain specialised, particularly in the areas of finance/accounts and works/property, the team has a substantial degree of flexibility to be able to fill in for others when required. All administration staff have some degree of contact with students on a day to day basis with most interaction occurring around student payments, uniform issues and attendance reporting. In the physical sense the majority of the administration staff are based in single cellular offices with the only exception being the two reception staff who occupy more of an open plan environment. This type of office configuration has proven to be effective when taking into account the tasks that these staff are expected to perform.

8 Community connections

Profile in the community:

The school surveyed community stakeholders to identify the community perception of Riccarton and its students. The Riccarton Way was strongly endorsed. The graduate attributes that were most strongly endorsed were the well-rounded, service-oriented, non-judgmental, confident, hardworking and empathetic nature of the students, who take opportunities, are self-aware and will be lifelong learners.

Student Hauora and wellbeing

We support our student hauora and wellbeing by inviting appropriate professionals and support groups to present on campus, or to be available to serve student needs. For example, a public health nurse is available regularly to see students – and a space where confidential consultation can occur is required.

We invite speakers to come and communicate with the students on issues such as alcohol, drugs, endometriosis, career pathways. We are involved with Attitude, and Crash Bash. We make space available for the New Zealand Blood service to attend on occasion.

School / Community library

We have a unique partnership connection between the school and the Upper Riccarton Community and School Library (Te Kete Wānanga o Pūtaringamotu) operated in conjunction with the Christchurch City Council. The library shares the Main South Road side of the school field with us. The library opened in 2006 and has state of the art teaching and learning facilities that are used by both the school and the community library. There are three learning spaces available to the school during normal school hours, and these can also be used out of normal hours for activities such as school homework clubs.

This is a strong point of interaction with the community, and it links our students to opportunities for service in the community. This includes activities such as Gen Connect where students assist older community members with technology issues, or the soldier research into the lives of soldiers who fought in WW1 and had links to the local community. This soldier research culminated in a public exhibition at the library: 'Out of the Shadows, Into the Light', and the information is now on the Christchurch City Libraries Kete webpage and will be published into a book for the community to remember those who lost their lives.

Community Usage

School buildings are utilised by the wider community outside of school hours; in particular the hall and staffroom. The school is enthusiastic and supports this use for the development of community. To this end, the hall and other buildings are regularly hired by local community groups on a cost recovery rather than profit-making basis.

We have a number of community organisations that use our school premises outside the school timetable, including:

- Adult Community Education (ACE) which supports a sense of inclusiveness for our diverse community and supports lifelong learning with a focus on basic computer skills and English language

classes alongside other learning opportunities for the community. ACE utilise our school buildings in the evenings.

- Regular and ad hoc community celebrations and sporting activities (such as volleyball, basketball and football). This can be during evenings, weekends and sometimes during the school day. We are currently challenged for space for some activities, such as those that use the hall, as there are competing needs for the same spaces at the same time.
- Churches – on Sunday the hall, staffroom, and Kohanga Ako spaces are used.

Multi-purpose uses of different spaces, and cluster arrangements of buildings may enable us to continue to engage with the community at all times of day and night.

Special relationships

Parent community

There are multiple opportunities for parents to be engaged with the school on school premises. These include:

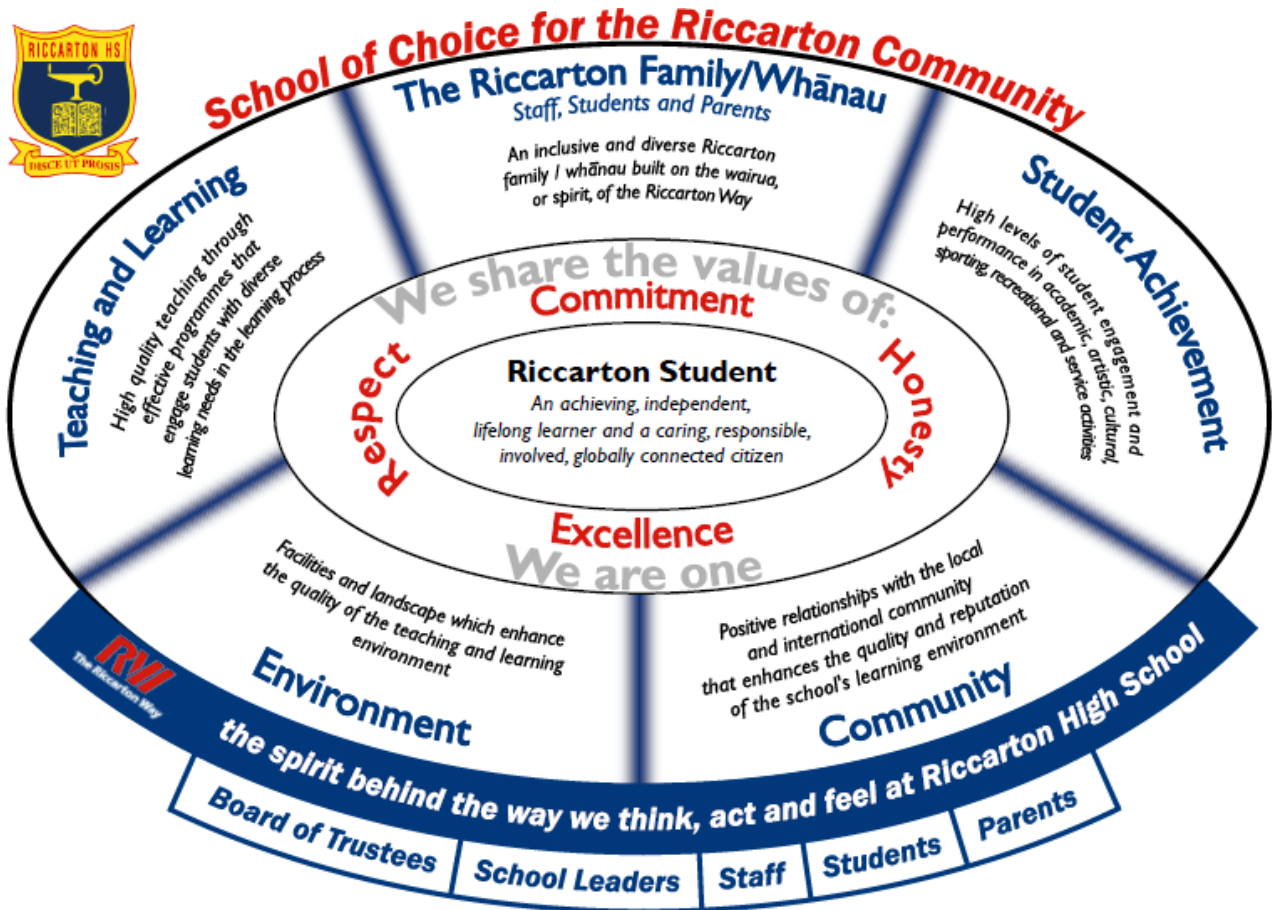
- Twice yearly parent, student, teacher interview days to report on individual student progress in each class
- Parent evenings
- Music and drama concerts and performances, including major productions
- Speech competitions, presentations for Context class, and other project work
- School socials
- Annual prizegiving – this must currently be held offsite as there is no facility that can hold either junior or senior students and their whānau.

Other schools and educational institutions

There are some shared classes operated with Villa Maria College (at Riccarton) for some specialist topics – this enables a wider range of topics to be sustainable for both schools and sometimes to solve timetable clashes for students.

9 Linking pedagogy to space

As our Charter confirms, the Riccarton Way is the ‘glue that binds the school community in its focus on constantly improving outcomes for students’. The Riccarton Graduate outcome will be ‘Achieving independent, lifelong learners and caring, involved, globally connected citizens’.



9.1 Overall configuration of the school

The overall movement flows within the school will need to be addressed during the design process. Historically speaking the school has for the last 25 years allocated each of its spread-out buildings to specific curriculum areas. There is a desire to move away from this model to one which incorporates cross curricula learning and programmes, to enable us to embrace opportunities for innovation and modern learning.

Campus cohesiveness

We need logical, efficient and attractive linkages between our buildings and access ways to reinforce the purposes for each of those spaces (whether they be learning spaces or administration spaces). This will be designed to enhance the connectivity among all faculties and learning aspects of the school, and reinforce the opportunities for collaboration and connectedness to support our Riccarton Way.

The linkages should be easy to navigate, intuitive, and enable easy transition of new students to our campus, and for visitors to swiftly and confidently find their way throughout the school as appropriate.

Linking learning spaces with each other

- Learning communities will need connectivity to each other, to central services and to outdoor learning areas.
- Within the learning communities the intended collaborative learning approach will vary from year to year. Thus no standard model of teaching group ratio can be fixed without limiting future learning delivery. Collaboration could be between two facility areas one year and four the next. The needs of different year groups and classes will vary from year to year. It is vital that provision can be expanded and contracted to accommodate the needs of different cohorts as well as future expansion.
- We need to find ways of adapting the isolation of different building sections in the school to link them cohesively to the rest of the school (looking at ways to modernise the older buildings and adapt them to the modern learning environment). We are open to considering options from the design teams as to how this can best be achieved within our modest budget. For example, changing some access points to buildings (such as replacement of some ground floor windows with wide opening double doors with ramp access, or creating accessways on new sides of adjacent buildings and linking them with covered walkways and garden spaces) will help to improve connectivity.
- The placement of buildings on our site currently causes some challenges:
 - Our buildings are spread around which makes travelling between them uncomfortable in the winter as there is only one covered way (between C and the western end of B block).
 - The sports fields are around the north and east boundaries of the school. The gym, however, is located in the southwest corner. The building currently used by the Sports Coordinator is near neither the sports fields nor the gymnasium.
 - The Hall is located fairly centrally on the school site - next and to the south of the Administration building and near the main carpark off Curletts Road. The Hall is used for a variety of school events including larger performing arts concerts, shows and productions. The Performing Arts block is distantly located in the northwestern corner of the school which means a significant amount of student and teacher time is used to move equipment to and from the Hall for performances.
 - The whare could become more centrally located and prominent.
 - Our administrative facilities could be aligned with any new entrance.
- We will aim to increase efficiencies (to enable more time to be spent on learning) and a sense of connectedness during our redevelopment.

Access – identification of locations

- Students and visitors alike should feel welcomed onto site and should be made easily aware of the location of key facilities. Currently there is very limited signage. Most visitors and students are accessing the school from the Main South Road (our data shows around 80%), and for example, it is difficult to identify the main administration block or hall (common destinations for visitors) without asking a passing student for directions. Sometimes members of the public end up in learning area spaces while searching for the main reception – this could pose a safety risk to our students. Our current entrance layout is not welcoming to our community trying to engage with us. Pathways and signage could significantly improve navigation ability and visually support the welcoming and culturally inclusive environment we are aiming for.

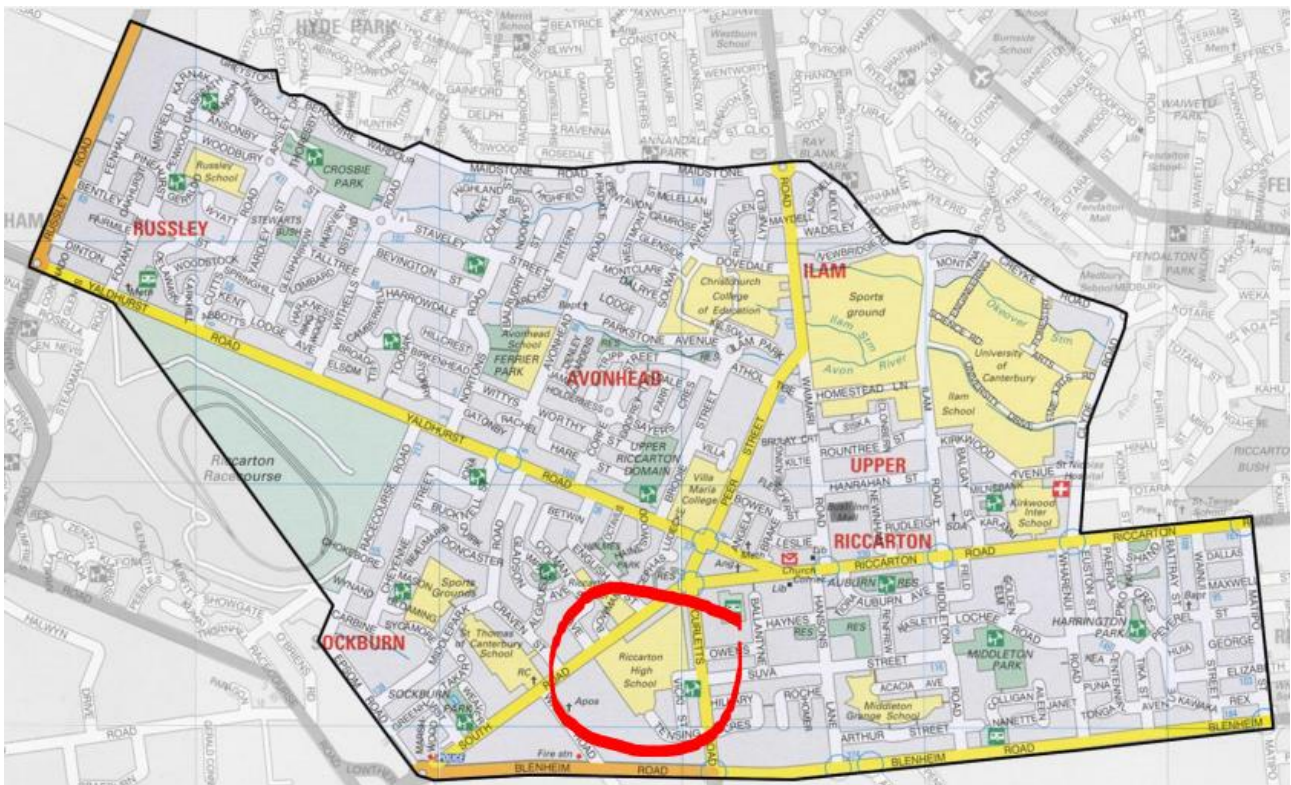
- The school endeavours to develop and enhance a strong sense of belonging across the site. Flow and connectedness should be a feature throughout the school buildings and across the site. A strong sense of linkage with the flexibility to open and flow to the buildings, and the spaces between, should be an intentional feature and theme of the site.

School entrance - accessibility

Current accessways for the school (from two major and very busy roads) will need to be considered to ensure we have safe access to the school for all, and that the main entrance reflects our actual 'traffic flows' (i.e: 80% access from the Main South Road entrance).

It may be that some current building usage may change to create new efficiencies and align with welcoming students, staff and the community into our school. For example, the current suite of administrative buildings (the office, management and staff buildings) could be re-purposed, and these functions moved to buildings closer to a new and more accessible main entrance. Our whare may also become more prominent and accessible if the entrance way were to be changed, bearing in mind protocols around entering into or near this space (we may need to address creating a natural boundary). We envision consultation with Ngāi Tahu Rūnanga to guide us to meet our aspirations for the whare.

The school has two access points, from the north and east of its site. The access points are off two major roadways, Main South Road and the Vicki street entrance - off Curletts Road. The placement of the school is in a 'triangle' bounded by three major roads, with the entirety of its current zone to the north and east of the school. The position of the school also creates a challenge with members of the public regularly using the grounds as a short cut between Curletts Road and Main South Road (and vice versa) during the school day.



Vicki Street: The 'main' entrance, via Vicki Street, leads to the school car park, and after travelling some distance, does loop past the administration block. The Vicki Street entrance is problematic for pick up and drop off – peak times 8 to 8.30 am and again 2.50 to 3.30 pm. The road layout is complex and we are concerned about safety of parents dropping children to school, particularly on rainy days.

When the school was first built the access roads points would have been significantly less busy, and Vicki Street was made into the 'main' entrance way. This does not reflect our current traffic flows, with significantly more students arriving and departing via the Main South Road entrance (estimated as high as 80% of the student body either walking or cycling in this entrance).

Main South Road: The entrance is currently a narrow roadway, shared with the public library for access to its rear car park. It does not have high visibility as an access point for the school. It is very difficult for visitors to the site to find their way to the main office as it is on the opposite side of the school and the signage is limited

This entrance can have two cars passing each other (just) in opposite directions. It is however used by the vast majority of the students entering and leaving each day – either to walk or cycle to school, or to bus. There is a bus stop and road crossing with a traffic light just beyond the school boundary. The current 'sharing' of this access point with school road traffic is not ideal. There is effectively no room to expand access at this existing point as it is immediately adjacent to library and next to the school boundary.

It may be that a new entranceway should be created to the east of the public library (it is on school grounds). This may have an impact on the configuration of the school. Administrative facilities will ideally be centrally accessible and options for change of location may need to be considered.

9.2 Linking the key aspirations of the school to space

The following table sets out the school’s long term aims, provides a commentary of the current state, sets out the aspirations for each long-term aim and provides a discussion on what these mean and how they will be achieved. The final column in the table considers the space required to enable and support the achievement of the long-term aim.

Use our campus to enhance our Riccarton Way			
Commentary: We wish to incorporate as many features as possible in our building and environment designs to support and reinforce the established Riccarton Way as we provide an enriched learning environment for our Riccarton graduates. We wish to enhance our caring and supportive culture that is focussed on learning and achievement.			
Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
<ul style="list-style-type: none"> Celebrate the diversity in our school community 	<ul style="list-style-type: none"> We want to support our students and staff to have a sense of hauora and belonging so that they can equitably participate in a quality learning experience. The school environment should create a harmonious and visually attractive space where our diverse community feel recognised and welcomed 	<ul style="list-style-type: none"> Ensure that our building developments incorporate elements and themes including: <ul style="list-style-type: none"> - Recognition of our diverse multi-cultural population including in particular our Māori and Pacific students - Recognition of the diverse needs of our learners and provision for these needs -with reference to the Inclusive Education Guides for Schools Ensure that we continue our consultation with representative groups from our community including Iwi, cultural groups, Kohanga Ako, ESOL and Learning Support 	<ul style="list-style-type: none"> Throughout the school, on our buildings and in our landscaping Consistency of themes could also be carried over into our new Birch Hill outdoor learning facility, which the Board will be developing over the next few years

Use our campus to enhance our Riccarton Way			
<ul style="list-style-type: none"> Enhance the welcoming and 'family' feel of our school to provide a strong base from which our students can readily engage in learning 	<ul style="list-style-type: none"> Enable the community to feel welcome and confident in their interactions with the school, including navigating around our school grounds 	<ul style="list-style-type: none"> Consider a welcoming and encouraging entranceway, including greater prominence and easier access to our whare Pathways and signage could significantly improve navigation ability and visually support the welcoming and culturally inclusive environment we are aiming for. 	<ul style="list-style-type: none"> Throughout the school
<ul style="list-style-type: none"> Sustainability and environmental awareness 	<ul style="list-style-type: none"> Addressing cost effective options for sustainable practices within the school 	<ul style="list-style-type: none"> Consider improvements to buildings that will enhance natural lighting, provide for shading, ventilation and insulation and reduce our reliance on power and diesel to provide a warm or cool environment for our learning spaces Incorporate indoor / outdoor flow including appropriate landscaping, and reintroducing species historically native to the Riccarton area 	<ul style="list-style-type: none"> Throughout the school

Flexibility			
<p>Commentary: To 'future proof' options for the school it is important that we are able to continue to meet the changing needs of our diverse learning community. We want to ensure the current investment will be able to last the distance, and continue to provide optimal learning opportunities for our school community:</p>			
Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?

Flexibility			
<ul style="list-style-type: none"> • Create learning spaces that can cater to different size groupings of learners, meeting changing requirements over time (including numbers of students catered for in various spaces as well as time frames for delivery of services with potential for longer lesson times and extended school hours) 	<ul style="list-style-type: none"> • Ensuring changes made will enable expansion and contraction on a changing basis in each year – and even between lesson sessions (for example ensuring larger spaces created that can cope with multiple teachers and between one and three classes of students can also be closed off if smaller spaces are required – back to single classroom size). 	<ul style="list-style-type: none"> • Recognising that our budget will not support wholesale change from our existing single cell classrooms • Being willing to incorporate innovative solutions proposed by our designers that may as yet not have been identified by our school community. Key features will include sustainability and learning from the experience of others in the wider school community with similar buildings and issues. • Enable more classrooms to be used in a combined manner and /or linked, and repurposing some spaces (indoor and outdoor) where appropriate. • Addressing the potential for indoor/ outdoor flow to be utilised in some cases to expand learning spaces to the outdoors and enable some breakout spaces / small collaborative group work spaces to be created in the outdoor environment. 	<ul style="list-style-type: none"> • Multiple classrooms to be identified during the design phase that can best be adapted within the existing budget constraints • Some commentary in section 10 below identifies possibilities for initial consideration

Flexibility			
<ul style="list-style-type: none"> • Provide opportunities for collaboration 	<ul style="list-style-type: none"> • Ensure that the opportunities created by the flexible learning spaces will encourage naturally occurring collaboration, both among teachers and students and between disciplines 	<ul style="list-style-type: none"> • Flexible classroom spaces will contribute to the ability to collaborate on learning opportunities, including between disciplines for more inclusive and well-rounded subject teaching and learning (holistic learning). • Consider provision of a shared teaching planning space, with breakout rooms/ meeting rooms for interactions requiring privacy, or quiet space. This is to be a welcoming environment for teachers to work together in new ways 	<ul style="list-style-type: none"> • Multiple classrooms / learning spaces to be identified during the design phase that can best be adapted within the existing budget constraints • Some commentary in section 10 below identifies possibilities for initial consideration
<ul style="list-style-type: none"> • Modernise the aging property portfolio 	<ul style="list-style-type: none"> • We need to ensure that the school is safe, in good physical condition and supports inspired teaching and learning as otherwise identified in this Education Brief 	<ul style="list-style-type: none"> • Ensure that the adaptations are designed to make the school fit for purpose and will support future educational services • Ensure appropriate adaptations are made to incorporate technological changes including access to ultra-fast broadband throughout the school 	<ul style="list-style-type: none"> • Throughout the school

Student Aspirations For Their Learning			
Commentary: To provide innovative programs which promote self-directed learning and are not restricted by unsuitable learning spaces			
Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
<ul style="list-style-type: none"> To offer learning programmes which are broad, personalised and relevant 	<ul style="list-style-type: none"> Programmes of learning are developed which include student voice in terms of what is learned and how it is learned. These programmes recognise a range of diverse learning needs and pathways 	<ul style="list-style-type: none"> Recognising that there are a diverse range of learners within our school community and that their individual learning needs are met 	<ul style="list-style-type: none"> Multiple learning spaces throughout the school which cater for different learning needs and activities, for example, including the provision of breakout spaces which enhance the tutoring support and extension aspects of learning, as well as Special Assessment Conditions Allowing for the provision of spaces which support teacher directed learning, group interaction and independent learning. There will be a need for adjacent learning spaces to be opened up or closed off to accommodate these. Creating green space courtyards between currently disconnected buildings and utilising these newly created outdoor spaces as part of our learning spaces to help our students connection to the environment and to enhance student hauora with fresh air and connection to nature. Appropriate collaborative teacher planning spaces (including for cross- curricula collaboration)

Student Aspirations For Their Learning			
<ul style="list-style-type: none"> To focus on a number of potential learning pathways 	<ul style="list-style-type: none"> Programmes provide a clear insight into a variety of potential career pathways 	<ul style="list-style-type: none"> Students are provided with a variety of experiences which enable them to make informed decisions about future pathways 	<ul style="list-style-type: none"> Provision of adequate space for students to participate in career and guidance counselling opportunities, individually and in group settings, as well as to interact with external representatives of various tertiary and training institutions and providers. Clustering of related activities will need to be considered e.g outdoor garden located close to the food technology areas. Clearly defined physical areas within the school which are easily accessible to our students and offer students with the opportunities to experience potential career pathways
<ul style="list-style-type: none"> Programmes recognise the importance of balance between curriculum and co-curricular activities 	<ul style="list-style-type: none"> Programs are enhanced by a wide ranging co-curricular programme including the arts, cultural, sporting and lunchtime activities 	<ul style="list-style-type: none"> Ensure students are offered a variety of opportunities both inside and outside the classroom 	<ul style="list-style-type: none"> Sports and Performing Arts facilities which are fit for purpose and able to cater for the increased numbers of students participating in these areas. We will also address potential for some outdoor spaces to be created to support this participation. Review of hall, gymnasium, and other facilities to address expansion possibilities or to identify where future aspirations may envision new multi-purpose facilities on campus

10 Description of each space

**The template table has been completed below. A detailed audit of all school spaces has been conducted and can be made available on request.*

We now address:

- Our aims
- The current state of the school
- Our proposed solutions and aspirations

Our Aims:

Look and feel of the spaces

We want all spaces to reflect our Riccarton Way where possible, including:

- enhancing the welcoming and ‘family’ feel of our school. Parents and students wanted appealing and modern facilities creating a safe, welcoming and practical learning environment.
- celebrating the diversity (both cultural and learning) in our school community:
 - We have a strong commitment to Te Tiriti, and student feedback confirmed a strong desire for visible representation of the multiculturalism of the school.
 - Inclusive access must involve students with special education and learning support needs and disabilities being able to equitably participate in all of school life.
- reflecting our principles of sustainability and environmental awareness, and these values are strongly supported by our students and staff.
- enabling the individual learning aspirations of our students to be met with our increased ability to flexibility accommodate different student needs. Students have strongly noted their need for a voice in their future, and to be taught in a way that meets their learning needs. Staff indicated the need for a variety of uses for spaces to enhance the learning process (spaces need to be adaptable for group sizes, physical access, technological access, collaboration, facilitation, resources).

Classroom sizes and numbers of teachers

We want to be able to foster the strong sense of collaboration among our teaching staff, and our students, including cross-curricula teaching and learning, We want to encourage pride and enjoyment in the work of our teachers, and excitement which will be reflected in their interactions with students. The importance of the strong student teacher relationship was well supported throughout our feedback process.

We wish to remain open-minded to ensure that we can review all options and select the most cost-effective choices that will:

- meet the aspirations we have set out in clause 9.2
- fit within the modest funding that we have available, and
- acknowledge the current aging buildings that we must work with.

Please note that there is not a specific list of classroom size and student numbers, as we need to be guided by our design partners as to the opportunities we can make within our existing building stock for flexible learning spaces. We are aiming for some spaces that are able to be increased, and decreased as required, alongside additional smaller breakout spaces. As far as possible we want to obtain maximum flexibility with classroom options so that we can adapt to our changing future needs – from breakout spaces, to single cell classrooms to spaces that can be enlarged to cater to multiple classroom sizes incorporating cross-curriculum learning opportunities.

Current school state – our challenges:

In order to describe the school ‘spaces’ it is important to address the overall school building configuration and current condition. We need to reflect the fact that we are looking at only a moderate redevelopment budget but the school is aging, and does have some significant matters to address in order to deliver cost-effective innovation and renewal for our school community.

- *Aging Buildings:* The effects of just over 1000 students passing through our buildings daily is marked. All learning spaces in the school are dated, most are shabby, some are unpleasant. This does not increase the students’ feelings of confidence in the learning opportunities they will be provided, so we want to work to cost-effectively improve the overall environment.
- *Original Configuration:* Many learning spaces in our school remain in their original 1958 configurations - particularly upstairs in F block, both floors of G/H block, the eastern (Visual Arts) end of B block. Some individual buildings are likely to be very expensive if it is necessary to bring them up to code due to their age and construction, for example: D5 Timeout room, D6 Health room, the P3 to P7 Performing Arts rooms, the buildings used by the grounds and maintenance staff. There are only stairwells and no lifts in the two, two-storey “Nelson Blocks” E/F and G/H. There are, however, some good examples of potentially flexible learning environments already in the school e.g. T block, the western end of B block, and the potential to develop more within some of the existing buildings.
- *Demand outpacing space available:* We currently have insufficient space in our performing arts, food technology, and gym (for example, the bookings are so full that it is difficult to accommodate some of the opportunities to include Kohanga Ako groups on occasion). This limits our options for flexibility, and we hope with some of the upgrades we may be able to find alternative ways of providing the necessary spaces.
- *Delayed Maintenance:* There has, necessarily, been little maintenance and updating of interior spaces since the earthquakes in 2010 while we have waited for redevelopment. Many buildings, e.g. G/H block, were already overdue for upgrading and redecorating before the earthquakes. Some, like the Performing Arts block built in 1997, were nearly due for upgrading pre-quakes but are now well overdue.
- *Weather-tightness:* There are issues with many of the buildings developed in the 1990s and 2000s– particularly with our newest building, the Administration Block.
- *Teaching silos:* There was some building work undertaken in the 1990s and early 2000s, much of this to create ‘specialist’ learning spaces such as the science labs, music and drama, technology and physical education. An effect of this redevelopment work was to rationalise the buildings so that now most

seem to “belong” to a specific faculty (e.g. the “Science” block, the “Technology” block). Our system of nine faculties mirrors the eight Learning Areas of the New Zealand Curriculum with the addition of the Student Support Faculty. Grouping our learning resources and specialist classrooms this way was very efficient for historical teaching methods. Grouping our teachers this way, however, has increased the challenge of growing cross-curricula collaboration for student learning, and encourages learning ‘silos’. We wish to move forward with more innovative practices.

- *Inadequate teacher planning / collaborative spaces:* Support and teaching staff workspaces are of greatly varying size and quality from non-existent (Visual Arts, most areas of Social Sciences) to very well-appointed (Technology). In many areas of the school there is inadequate space available for teachers to work on planning, assessment and administration work when their usual learning space is not available. The workspace areas which are available appear to have a strong sense of faculty “ownership”.
- *‘Isolated’ layout:* Our buildings are spread out and stand alone in many cases. This makes travelling between them uncomfortable in the winter as there is only one covered way (between C and the western end of B block), and does not currently support our desire for collaboration and flexibility in learning opportunities.
- *Heating / cooling challenges:* It has been incredibly hot and humid since the school year began. Many of our learning spaces are oriented towards the sun, have little or no insulation and are unbearably hot. Teachers and students have attempted to shade the rooms by drawing the curtains against the sun - this makes many rooms feel very stuffy, and there is a lack of air flow. It is a challenge to our teachers and students to learn in such environments. In the winter some rooms are under-heated, or do not retain heat well. Some are over-heated and often windows are thrown open in the winter to let (expensive) heat out. There was strong feedback from students and staff that the lack of insulation / energy efficiency has created learning environments that can be very difficult to work in.
- *Internal layout issues:* Most of our “general classrooms” are single-cell and of a size which makes them inflexible for alternative placements of furniture. Most rooms have a clearly defined “teacher space” usually at the front and to one side of a fixed whiteboard. This limits our ability to innovate in learning opportunities. It can also create challenges for our diverse learning community, particularly those with physical challenges or with learning support needs.
- *Storage challenges:* Storage of resources, materials and equipment need to be reconfigured, with efficiency and safe storage in mind. Student locker access could be increased and reflect changed student storage needs (for example, they now bring computers to school) and access of large groups at a time can be challenging. The new Code of Practice (Health and Safety 2015) regarding storage of chemicals / equipment means that we need to provide satisfactory, secure storage, particularly in areas like arts, science and technology. In addition, with the schools strong focus on BYOD there will be a need to consider storage spaces in learning areas for student devices.

Aspirations and proposed solutions

A healthy and safe physical environment (including light, air, temperature, sound, storage, security and reliable access to IT networks).

Flexibility

We intend to be able to use the existing spaces (and possibly some extended or new spaces) for multiple learning activities at the same or different times and in multiple configurations, thereby saving on foot print and budget.

We are willing to consider ‘re-purposing’ some of the current uses of buildings if the design team have any creative suggestions for how we can do this to best meet our flexibility needs.

Collaboration

Staff feedback sought work environments that enhance collaboration and positive staff relationships leading to improved learning outcomes (work spaces that support best practice). We wish to reconsider staff work spaces to be more collaborative, and perhaps a more centralised space or spaces that are connected, bright, airy and attractive. Staff could share resources and ideas in this joint space. We also need to provide a place where staff can safely store their belongings and conduct private conversations where appropriate – for example with parents by telephone or in person. We want staff to feel valued. We envisage one large, well designed, space where all teachers will have the opportunity to meet, share resources and work together as well as other smaller spaces for smaller groups or quiet space activity.

Cultural diversity

We will reflect our Te Tiriti o Waitangi commitment with visual references throughout our new buildings and in the way we set up spaces to operate respecting tikanga Māori practices, for example, are there places for clothes storage separate from food storage? When removing shoes to enter spaces, where do the shoes go?

A healthy and safe environment for all cultural groups (suggested a prayer / contemplation space suitable for all cultures / religions, including food heating areas) was also suggested during the feedback process, and would support the opportunity to our global community to have a space to reflect their different backgrounds and share aspects of their identity with others.

Learning diversity

Accessibility for those with physical challenges, both in travelling between and entering learning spaces, and again to avoid limitation of movement within the classrooms.

- Creating improved mobility access may involve, for example:
 - Restricting or eliminating steps, curbing or thresholds from inside to outside, as well as on routes between buildings.
 - Providing hard surface access to outdoor spaces (for students in wheelchairs).
 - Ensuring doors can be opened by students with restricted strength or mobility.
 - Ensuring corridor and pathway width does not impede students with mobility aids, who are accompanied by an adult, or who need additional physical distance from other students.
 - Access to mobility toilets and showers (currently in the Administrative building and Kohanga Ako), and to wet areas/ kitchen spaces in appropriate learning spaces
 - Provision of spaces that support the needs of students with sensory impairments and learning differences (such as a sensory room).
 - Building signages / linkages that incorporate assistance for those with visual impairment.

Environmental accommodation for those with learning challenges, such as a sensory room, wet spaces (kitchen and sinks), and breakout spaces for Special Assessment Conditions. Some student and parent feedback was not supportive of 'big open spaces' or 'barns' (and the related sensory and distraction challenges). Indoor learning spaces with a range of furniture types, in rooms with a variety of sizes – including smaller, quiet zones were also a clear student request.

Sustainability and environment

We want spaces/design to physically demonstrate our sustainability values for example, collecting data from solar power or recycling and repurposing options. Staff and student voice both supported sustainability initiatives.

We would like to increase the flow between indoor and outdoor spaces. For example, creation of some new accessible entranceways may be incorporated with an indoor/outdoor flow in some buildings (e.g sliding glass doors onto a deck with a ramp through a garden space). Outdoor learning spaces may also be able to be created. These options would also contribute toward our goal of inclusiveness and use of the Universal Design principles as well as improving the connection to nature for staff and students.

Student and parent feedback was supportive of sheltered outside spaces for lunch (from the sun in summer and rain and wind in winter), and to enable participate in recreational activities during inclement weather. Some playground equipment was requested.

Efficiency should also be considered, with spaces that will often be used in conjunction with each other in close proximity. Circulation and 'traffic' flows around the campus should also be factored into our designs (including access in poor weather where no shelter / cover is available between buildings).

There was a clear request for an improvement in the toilet facilities (and the possibility of warm water for hand washing). Students also requested that buildings be insulated, energy efficient and able to be appropriately cooled in summer and warmed in winter

The school layout and classroom labelling is as below:

Riccarton High School			18.10.12
Block Name Reconciliation Table		By: Fulton Hogan	
PMIS Blk No	MoE Description	School Blk No (if different)	School Blk Name / Description
A	Block A		Administration, hall, staffroom
B	Block B		Arts classrooms
C	Block C		Science classrooms
D	Block D		Technology classrooms
E	Block E		Special needs, guidance counsellor
G	Block G		Social studies classrooms
I	Block I		Store
J1	Block J1		Classrooms
J2	Block J2		Classrooms
K	Block K		Gym
L	Block L		Tuck shop
M	Block M - COMMONS		Commons room
N	Block N - PERFORMING ARTS CENTRE		Performing arts
O	Block O		Classrooms
P	Block P		Whare
ZA	BLOCK ZA		Classrooms
ZB	TEACHING SPACE		Classrooms
ZC	Block ZC - Block L		Classrooms
ZD NEW	NEW ADMINISTRATION BLOCK		Administration
ZLUB	SCHOOL COMMUNITY LIBRARY		Library
1	Boiler 1		Boiler house
Z	Block Z		Classrooms
X	Block X		Demolished - Glass House
W	Block W		Ancillary
V	Block V		Ancillary
U	Block U		Ancillary
T	Block T		Ancillary
R	Block R		Ancillary
CW	Covered Way		Covered way

Riccarton High School (PMIS# 334) – Site Plan with PMIS Block Numbers

Date marked-up 18 Oct 2012



Space	Activities	Description
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<p>General learning spaces, currently including:</p> <p>Block B - Art Second story of E block (known as F Block) - Maths</p> <p>Block G – English and social studies</p> <p>Blocks J1 and J2</p> <p>Block O</p> <p>Block ZC and ZB – ESOL, Languages</p> <p>Block ZB – History, classics and social studies</p>	<p>Learning activities that happen in learning spaces include:</p> <ul style="list-style-type: none"> • Direct explicit teaching, demonstration, presentation. • Structured and free-form collaboration. • Direct, explicit teaching of language (for example Te Reo Māori), demonstration, and use of Māori pedagogical approaches to learning, through for example: waiata, haka, action songs and movement activities. • Powhiri, mihi whakatau to welcome manuhiri into the space. • Discussing and exploring ideas and listening to stories or oral presentations. • Meetings, virtual conferencing, small seminars. • Small group or individual tuition or support by teachers or para-professionals. • Creative, investigative or construction activities with media, general and specialised equipment and materials (wet and dry). Depending on the medium or combination of media and the size of equipment, these activities can require a range of settings from very specialised to more generalised spaces and may involve both indoor and outdoor settings. • Quiet reflective activities and/or individual research. • The same spaces should be able to be used for multiple learning activities at the same or different times. 	<p><i>Flexibility</i></p> <ul style="list-style-type: none"> • Most of our “general classrooms” are single-cell and of a size and layout which makes them inflexible for alternative placements of furniture. Most are set up with a whiteboard/screen at one end and individual student desks facing it. Most rooms have a clearly defined “teacher space” usually at the front and to one side of the fixed whiteboard. Most also have built-in furniture which dictates and/or limits the flexibility of the room’s layout. • All learning spaces require innovation and renewal to achieve our vision for teaching and learning. We would hope to be able to leverage off the learning experiences of other schools – such as effective use of various forms of furniture, partitioning, lighting, and other creative ways of utilisation.. • We wish to support learning activities for groups from very small (2 to 5 students), to small (6 to 12 students), medium (13 to 25), large (26 to 100), to very large (over 100). Different size groups will require different spatial layouts which can be used and configured flexibly. <p><i>Acoustics</i></p> <ul style="list-style-type: none"> • Learner, teacher, presenter and performers’ voices and audio sources must be clearly audible throughout the space. • There must be effective control of noise intrusion to and from adjoining areas and effective suppression of noise generated by multiple collaborative groups working within the area (soundproofing). • For teachers of te reo Māori, spaces that are acoustically isolated are needed as waiata, haka, action songs and language activities are a regular part of the language transmission and English should not permeate the te reo Māori teaching space. <p><i>Visibility</i></p>
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Space	Activities	Description
		<ul style="list-style-type: none"> • Abundant natural light is desirable. • Sunstrike and internal/external glare must be managed. • Controllable lighting (including window coverings) should be addressed, to be able to support different activities, for example, capacity to highlight displays, media work, direct lighting to workspace that requires good hand-eye co-ordination, horticultural experiments. • Each learner's view of teaching focus/presenter/displayed material should be unobstructed from all positions in the setting. The teaching focus position should be such that facial expressions are recognisable (for example, for lip reading). • There should be line of sight vision of activity in the setting from at least one adjacent area for passive supervision. • All participants should have a face-to-face view of the learning opportunity (for example, not sitting in rows). <p><i>Temperature</i></p> <ul style="list-style-type: none"> • Suitable ventilation and temperature control should be available to support a range of different activities, from very passive to very active, and to support a range of different group sizes. • We should plan for largest and smallest number of people, sitting or moving around, on hottest and coldest days. • Storage areas (for example, for teaching and learning resources, drama costumes, sports uniforms and equipment) need to be appropriately ventilated.

Space	Activities	Description
<p>Entrance Admin Reception - ZD</p>	<ul style="list-style-type: none"> • Ideally this will be a welcoming and functional hub for the school providing the first point of contact to visitors to the school. • It should enable efficient performance of necessary administrative tasks. • Visitors should be able to easily locate the building, and staff, students and the community able to access the administrative services easily. • This also contains nearby offices of the senior leadership team and the board room. 	<ul style="list-style-type: none"> • Currently the administrative reception building is some distance from either main entrance. The Main South Road entrance, currently the highest volume entrance point, is on the opposite side of the school so the office visibility is low. • It may be necessary to change the main school entrance and therefore consideration of relocation of these services may be necessary (or redesign of the entranceway to enable clear access to the reception/ administrative section of the school). • Improved safety should also be considered due to the potential for visitors to be on school property without 'checking-in' to the office. • Also note that one of the two mobility toilets is in this block, so future access to this space will need to be remembered in designs.

Hall – Block A
Gym – Block K

- The hall (and the associated rooms) is used for the usual school gathering activities and celebrations – including school assemblies, socials, events, concerts, productions, ceremonies, as an exam centre for up to 200 students, a church on Sundays, a general meeting point (when available) for students to shelter on wet days at interval and lunchtime, storing sports gear, second hand uniforms and the Hall's upright piano, for itinerant music teachers and as a backstage/ dressing room during concerts and productions.
- The gymnasium is used for many of the classroom Physical Education class activities, and the inbuilt court with limited seating is used for a variety of games.

- The hall and gym are separate.
- The hall is currently part of the administrative complex
- The gym is currently at some distance from the sports field
- Both the hall and gym are too small for the current numbers of students.

The issues with the current hall are:

- It is too small to seat just the senior school, let alone the whole school.
- It has poor sight lines for the audience due to its flat floor.
- The audience seating is time-consuming to set up.
- Outdated proscenium arch design stage which has poor acoustics.
- Insufficient wing and backstage space meaning performers have to wait outside in the cold to come onto the stage.
- The concrete steps on the platform on the south side of the Hall only go part-way along the concrete platform outside the doors. This is the main student access for assemblies.
- Inadequate cooling/ventilation making it unacceptably hot in summer, winter and during performing arts events.
- The electrical system is often unable to cope with the demands of running theatre lighting and sound equipment.
- Access to the stage (no handrails) is challenging for students with mobility issues.

Additional gymnasium space would also be desirable to enable greater opportunities for use of the space – currently competing interests limit the numbers of students who can access the gym.

Space	Activities	Description
		<ul style="list-style-type: none"> Consideration by the design team of any cost-effective options for expansion of either gym or hall spaces will be gratefully considered
School / Community Library - ZLib	<ul style="list-style-type: none"> The shared community library is located at the edge of the school grounds and contains a number of modern learning spaces equipped with modern technology 	<ul style="list-style-type: none"> The facilities are modern and well utilised. Additional linking of the facility to the school with pathways and signage etc would enhance the link between community and school.
Specialist spaces:	<ul style="list-style-type: none"> Direct explicit teaching, demonstration and presentation using specialist equipment. 	<p>Many of the principles noted above for general learning spaces (such as acoustics and visibility) will also be applicable here, with some additional specific issues for these specialist spaces:</p> <p>Acoustics:</p> <ul style="list-style-type: none"> Suppression of noise associated with equipment e.g. machinery in Technology, musical instruments <p>Direct explicit teaching using specialist equipment and materials (wet and dry):</p>
Science – Block C	<ul style="list-style-type: none"> Science includes multiple specialist teaching areas 	
Technology – Block D Also Pasifika learning space in D3 / 4	<ul style="list-style-type: none"> Technology – this includes digital technologies, design and visual communication, food technology and hospitality, hard materials and fabric technology. Currently the food technology and hospitality space needs to be increased with an additional learning space. Pasifika studies is also timetabled in to the technology block 	

Space	Activities	Description
Specialist Spaces Cont.		<ul style="list-style-type: none"> • Special purpose settings and specialised resources and equipment for specific investigative activities intended for the setting, for example, controllable lighting, stainless steel benchtops for horticultural activities; surfaces resistant to chemical interaction for chemistry activities. • Direct access to an appropriate number of wet areas to suit the demand related to the activity and the number of users of the space. • Bench and storage spaces for a range of sizes of works in progress. • Special purpose settings and specialised resources and equipment for specific creative activities intended for the setting – for example, 2D or 3D art, digital media creations, analogue photography • Storage and/or space for investigative projects requiring extended time. • Storage capacity nearby to suit the equipment and resources required for each setting. • Stowing place(s) for mobile storage so that it can be housed.
Performing Arts – Block N	<ul style="list-style-type: none"> • Performing Arts: dance, drama and music. Additional learning and breakout spaces are required 	<ul style="list-style-type: none"> • Spaces used in Performing Arts learning (Dance, Drama and Music) should be completely acoustically isolated either for silent work by the occupants, or very noisy activities by the occupants e.g. composition, individual or group rehearsals. An increase in the use of music technology in learning requires appropriately isolated spaces to create quality audio recordings.

<p>Learning support – Block B</p>	<ul style="list-style-type: none"> • Learning Support – resource room, some small classrooms for reader/ writer type activities • Assessments of students to identify learning needs • Resource hub for all teachers to obtain specific support and information to help students with identified learning needs <p><i>Current use:</i></p> <ul style="list-style-type: none"> • Teaching areas of various size groupings of students - includes Elective class (2-10 students); Correspondence/ Te Kura students (1-8 students); tutoring groups (1-10 students); collaborative breakout space for small groups of students (1-6 students); ORS teaching space (1-2 students); small teaching spaces for SPEC, 9LIT, 9ENG (3-8 students). • Two classrooms (multiple facility use) with indoor outdoor flow and teaching spaces. Used by Mathematics, Learning Support, Language (Pasifika Studies) English and Social Science faculties. Used for explicit teaching etc. • Collaborative teacher/ support staff work space. This has two PCs (at two different work stations) used for assessing Special Assessment Conditions using Ministry approved programmes; storage of student files for SAC applications and ongoing evidence of use; storage of personal and collective teaching materials; collaborative meeting space; and individual workstations. 	<ul style="list-style-type: none"> • Review of the layout of the current allocated Block B space, to provide space for teacher planning and collaboration, and testing of students, both for Special Examination Conditions and assessments of learning needs. This space should be of sufficient size that: <ul style="list-style-type: none"> ○ teacher and parent meetings can occur without confidential information of other students being on view. ○ multiple teachers can attend conferences to discuss learning needs of specific students and obtain appropriate resourcing assistance. • Improve/ extend the layout of the existing spaces to provide adequate learning spaces, as well as specific breakout spaces available for students (for reader / writers to work with students, and rooms appropriate for students with sensory needs). It is currently cramped and dark, and limited in break out opportunities. • Assessment of other appropriate campus spaces (within all learning areas) for flexibility to include ‘smaller’ spaces, and breakout spaces, within the existing learning environments. This is so that specific accommodation can be made for some of our students requiring learning support in the location where the classes are taking place (such as the ability to have a nearby quiet space to dictate work, or sit with a reader / writer without disturbing other students). • To meet out inclusiveness aims: <ul style="list-style-type: none"> • Soundproofing of teaching and breakout spaces • Accessibility of the rooms and mobility within the rooms – particularly hallway or other access for a wheelchair • Expansion of the storage spaces, particularly to incorporate differentiated reading material for
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Space	Activities	Description
		<p>students, and storage of separate physical equipment for specific student needs, such as a wheelchair tray and above average height desk</p> <ul style="list-style-type: none"> • Location of a mobility toilet / shower room. This is currently in the Administration block.
<p>Fono space for Pasifika Students – shared space in Block B with Learning Support</p>	<ul style="list-style-type: none"> • The Fono is an important meeting place for our culturally diverse student base. • This space is currently a shared learning space (with learning support) and the gathering space for our Pasifika students. This has an indoor / outdoor flow and the outdoor area is often used by the group in its cultural activities. • The students practice for Polyfest in this space and use it as a meeting space 	<ul style="list-style-type: none"> • Linking this space to the body of the school, and connecting with appropriate signage and acknowledgement throughout the school will contribute to our diversity aims. • Consultation with the Pasifika student body regarding any changes can be undertaken when we review what spaces are to be provided for these purposes.

<p>(Kohanga Ako) and careers and guidance counsellors- first floor of Block E</p>	<p><i>Kohanga Ako</i></p> <ul style="list-style-type: none"> • Kohanga Ako unit – meets education requirements of our special needs unit • This currently has three teaching spaces, one large and two smaller (one with a small kitchen and two used as eating areas) and there are two small office spaces off the classrooms. • There is a combined disabled toilet and shower to meet the everyday living needs of our Kohanga Ako students <p>The careers and counselling teams also operate in this block and see multiple students in small to medium groups</p> <ul style="list-style-type: none"> • Both the counselling and careers services have a need for flexibility to meet varying student needs including access to larger learning spaces, combined with flexible smaller breakout spaces and soundproof private spaces for confidential and sensitive discussions. <p><i>Guidance Counselling</i></p> <ul style="list-style-type: none"> • There are currently two offices and a waiting room available for counselling. • This space is used for Travelers program and the Boys Group, being programmes operated for small groups of students requiring specialised assistance. • Outside agencies that provide additional services frequently interact with our students in these spaces. <p><i>Careers Counselling</i></p> <ul style="list-style-type: none"> • To help prepare our Riccarton Graduates for the future we provide careers counselling. This can involve both individual student meetings, and group meetings (for example Y13 whanau class of 20 students). • There needs to be access to a significant volume of career related material in a visual layout that students can easily access. 	<ul style="list-style-type: none"> • Ideally there will be a large communal space where students can be together without the need to continually move furniture - with it opening into an outdoor space, preferably including a small edible garden in the vicinity. These meet diversity and environmental requirements for our Kohanga Ako learners. • Acoustics / soundproofing will help with the learning environments • Review of the current storage, office, bathroom and laundry spaces for the Kohanga Ako unit to meet the diversity needs of our students. • Potential addition of three breakout spaces for teaching, learning and mindfulness – for up to 8 students • Review of appropriate spaces for careers and counselling services, so that the emotional needs and educational opportunities of our future Riccarton Graduates can be handled with privacy and in a warm and welcoming environment. • Counselling services aspires to: <ul style="list-style-type: none"> • a multi-functional space that can accommodate small and medium group work with numbers of up to 12 students e.g currently used for Travelers programme and the Boys Group • A third office for outside agencies which could accommodate 24/7, student counsellor, the health nurse and as a private meeting space where no documentation is visible, such as for whanau meetings. • Career services aspire to: <ul style="list-style-type: none"> • an expanded learning space to take groups of up to 20 students (e.g Y13 whanau class of 20 students) with tables. • A private meeting space to have confidential conversations (this currently takes place in the teaching space and is often interrupted by students accessing the photocopier etc)
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<p>Whare – Block P</p>	<ul style="list-style-type: none"> • Our Whare is a key feature of our cultural diversity planning, and will support our desire to provide culturally appropriate opportunities to our students • The Whare needs to accommodate a wide range of formal and informal learning, teaching, connecting and ceremonial activities. 	<ul style="list-style-type: none"> • The Whare is currently located far away from either main entrance to the school, facing north towards the sports fields. This makes it feel isolated from the rest of the school. Ideally it should be located at or near the front of the school site facing the entrance of the site to mirror the placement of the whareniui on a marae, and with an open area outside its entrance to function as a marae ātea, or at the heart of the school after consultation with the relevant Ngāi Tahu Rūnanga. • It is approximately two-thirds of the size of a standard, single-cell classroom and too small for many of our classes, for community hui, kapa haka practice or noho marae. The Whare should be of a sufficient size to support a range of different activities for different sizes of groups, including comfortable configurations of furniture for a range of activities including presentations, performances, seating areas for mana whenua and manuhiri, and noho marae. • It has insufficient facilities for the requirements of appropriate manaakitanga and is not near to appropriate facilities in another building. Factors to consider include: <ul style="list-style-type: none"> ○ This learning space should be located near to kitchen/food preparation facilities to support manaakitanga for visitors, and a separate area for dining (if the cultural space is tapu). ○ This space should be located near to sufficient showers and toilets to support noho marae (toilets situated away from the food preparation area). ○ Floor coverings should be carefully considered if users will be removing their shoes, spending time sitting on the floor while learning, or sleeping.
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Space	Activities	Description
		<ul style="list-style-type: none"> ○ Sufficient storage for mattresses and bedding, with storage ensuring that mattresses and pillows will not be used for sitting on, and storage area for bedding to be appropriately ventilated. ○ Controllable lighting to support noho marae. ○ Sufficient power outlets are required to support charging of personal devices by groups spending extended periods of time in the space. ○ Consideration could be given to location of a hangi or umu pit
Outdoor spaces	<ul style="list-style-type: none"> • Ideally greater use of outdoor spaces will be incorporated into future learning opportunities 	<ul style="list-style-type: none"> • Creation of greater indoor, outdoor flow will enhance the opportunities for learning spaces to directly engage with many areas that are currently not accessible within existing building structures • Incorporation of appropriate landscaping will be reflective of the cultural narrative, enhance the visual appeal of the school and may provide learning opportunities, for example, in selecting plants and managing growth.
Tuck Shop - L	<ul style="list-style-type: none"> • Canteen for students 	<ul style="list-style-type: none"> • Upgrading the building and integrating it into the campus visually would be useful
Admin spaces – Block A and ZD	<ul style="list-style-type: none"> • Reception area • Location of Leadership Team offices, Administration Staff and Deans • One mobility toilet is also located here 	<ul style="list-style-type: none"> • Single cell offices for some staff with specialist duties e.g finance in addition to provision for collaborative office space. • A reception area which is welcoming for all visitors and visually recognises our cultural diversity as a school

Space	Activities	Description
Staff Workspace – various locations	<ul style="list-style-type: none"> • Staff workspaces will be welcoming locations where lesson planning, marking and other preparatory activity can take place • We want to encourage collaborative opportunities for staff in different curriculum areas to share ideas and create new learning opportunities – moving forward from the historical faculty ‘silos’ of information. • Secure storage should also be available for staff within these collaborative hubs for personal possessions • Centralised resources to enable sharing of information and teaching materials 	<ul style="list-style-type: none"> • Support and teaching staff work areas are currently spread around the school, with some teaching staff having no ready access to appropriate preparation / collaboration space. • Ideally there will be reorganisation of space with increased provision of linked spaces, located to encourage increased collaboration between different faculty areas of the school.
Staff room Block ZD	<ul style="list-style-type: none"> • This services as a staff meeting and break room during the school week • It is also used as a venue for community meetings in the evenings and weekends and a church on Sundays. • It is also used as a ‘green room’ or holding pen for students performing on stage in the adjacent hall. 	<ul style="list-style-type: none"> • This is a relatively modern space and well-appointed in terms of natural light and ventilation
Student services – Admin Block ZD Student common room – Peerswick Room Block M	<ul style="list-style-type: none"> • Used as the main reporting area for students with uniform issues and those requested to visit admin offices • Year 13 Common Room - (Peerswick is a Board owned building) 	<ul style="list-style-type: none"> • Often congested waiting area which is very close to one of the main external entry/exit points to the admin building • Office with counter currently occupied by Student Services Support Staff member
Toilets In A, B, E, G and K Blocks	<ul style="list-style-type: none"> • Hygienic toilet facilities • Accessible facilities for those with physical challenges need to be reviewed. Current mobility enabled toilets are in Kohanga Ako and in the Admin Block. 	<p>Consideration for toilet upgrades include:</p> <ul style="list-style-type: none"> • Provision of hot water and soap dispensers required in hand basins for hand washing in student toilets. • Visibility into general areas to minimise bullying. • Not placed directly beside a kitchen/ food area. • Mobility of students considered – for accessibility in appropriate locations.

Space	Activities	Description
Resource spaces	<ul style="list-style-type: none"> Flexible options for secure storage of materials and equipment, or support spaces for teaching rooms 	<ul style="list-style-type: none"> There are currently a number of underused and poorly located resource spaces that may be able to be repurposed to help meet our flexibility needs. Resources and equipment should ideally be able to be easily accessed from the spaces in which they are commonly used. This should include layout of resources/storage so that they can be accessed by multiple students without crowding. Mobile storage options may be able to be considered for small equipment and resources for transport to collaborative groups (access for student mobility will also enable easy transport of appropriate storage modules) Storage areas (for example for teaching and learning resources, drama costumes, sports uniforms and equipment) need to be appropriately ventilated.
Storage Student lockers currently in B, E and G Blocks	<ul style="list-style-type: none"> Annual storage of student materials between classes 	<ul style="list-style-type: none"> Storage facilities will ideally enable secure storage of student possessions, which will be visible, out of the sun, provide easy access for large numbers of students simultaneously and be sufficiently centrally located that there is not undue travel over campus between classes.

Space	Activities	Description
<p>Spaces used by the community and out of hours</p>	<ul style="list-style-type: none"> • Currently the hall and staff room, as well as the Kohanga Ako space are used by community groups outside of normal school hours 	<p>The following issues need to be addressed in any development in these areas (or other areas that are identified as appropriate for community use):</p> <ul style="list-style-type: none"> • Access to toilets, showers, and kitchen facilities. • Access to cleaners' cupboard. • Separate alarm and alarm monitoring that does not require access to admin spaces. • Separate locking that does not require access to admin spaces. • Suitable lighting and access for navigating on the school site after hours and sometimes at night. • Appropriate storage (lockable) for equipment/resources to be stored for regular community activities in designated spaces. • Access to heating/ventilation out of hours. • Security of the school's materials and information (e.g. the current staff pigeon holes are accessible to any out of hours users of the Staff Room)

11 Furniture and equipment (F&E)

In terms of general principles furniture and equipment needs to be:

- Able to support learning by promoting collaboration
- Mobile, easily movable and adjustable
- Able to be easily reconfigured to visually create different learning spaces and experiences in the room
- Varied to support the differentiated needs of learners and provide appropriate support for learners' materials – such as mobile devices, writing, reading matter, aids and appliances for students.
- High quality, robust and durable
- Stable to avoid any risks such as tipping – and lockable castors where appropriate to prevent safety risks of being accidentally pushed or moved.

12 ICT

Our ICT strategy is based on a blended learning approach. Our website indicates *“At Riccarton High School, we firmly believe the best approach is blended learning, where the primary focus is on the learning rather than the tools used to deliver it. Blended learning draws from many teaching styles such as group work, discussion and presentation. Digital tools support this rich learning environment through collaboration, feedback and access to varied media”* <http://www.riccarton.school.nz/e-learning/> .

In 2017, our BYOD (Bring Your Own Device) programme was developed at Year 9 where students were expected to bring a device. This will roll through to other year levels in subsequent years, so it now applies to both Year 9 and 10 students. Our future planning will need to reflect the increasing reliance on necessary supports for this technology, as our current 50 year old environment did not have any requirement for a multitude of power points and storage. Consideration needs to be given to storage, charging and wifi access. We may have in excess of 1000 connected student devices, plus teaching connections. Students need to have access to power points to charge their devices throughout the day.

Digital technology is used to support integrated curriculum provision and to enhance programme delivery. Learning spaces require access to multimedia and have potential for communication globally. It is an important feature of collaborative planning and reporting, and staff are expected to use a range of programmes for modelling and prototyping as their collaborative practices develop and are implemented.

Design principles should include:

- Careful consideration of what the minimum need is in terms of visual display, and where they would be located.
- Data, power, and media presentation facilities accessible at the point of presentation.
- Wireless coverage to the extent of no less than the maximum number users in any space, both internal and external.
- Seamless and safe access to resources, services, and ICT throughout.
- Specialist power and ICT outlets with consideration of impact of reticulated gas.
- Data and power outlets for high-end media, number to suit size of setting – minimum coverage is one per 60m² for mobile or fixed AV display.
- Data, power, and AV display for spaces intended to support virtual conferencing.
- Access to utilities and services, including data and power for AV screens at points of display.
- Dimensions, and height of display relative to line of sight vision, appropriate to the viewing depth and width ready access to resources and ICT.

B

Property Brief

Riccarton High School

[Property Brief is to be completed by the Ministry of Education]

1 Purpose

The Property Brief sets out relevant project parameters and key information relating to the site, buildings and infrastructure.

2 High level information

School name													
School ID													
School type													
Decile													
School contact person													
Region													
Ministry of Education Project Lead (Delivery Manager)													
External Project Manager													
Designer													
Development type													
Construction budget (excl. fees and contingency)													
Planned start date													
Planned end date													
Roll as at [date]													
Build Roll													
Master Plan Roll													
Surge Requirement (transportable teaching spaces)													
School ethnicity composition as at [date]	<table> <tr> <td>International</td> <td>XX%</td> </tr> <tr> <td>European</td> <td>XX%</td> </tr> <tr> <td>Asian</td> <td>XX%</td> </tr> <tr> <td>Maori</td> <td>XX%</td> </tr> <tr> <td>Pacifika</td> <td>XX%</td> </tr> <tr> <td>Other</td> <td>XX%</td> </tr> </table>	International	XX%	European	XX%	Asian	XX%	Maori	XX%	Pacifika	XX%	Other	XX%
International	XX%												
European	XX%												
Asian	XX%												
Maori	XX%												
Pacifika	XX%												
Other	XX%												
Ministry of Education Lead Infrastructure Programme	Christchurch School Rebuild Programme												

Note that the Build Roll³ is the roll that this particular project must accommodate. The Master Plan Roll⁴ is the roll that the Master Plan must be designed to accommodate, and for which site infrastructure should be designed. The Surge Requirement identifies the number of additional transportable learning spaces that may need to be located on the site to account for exceptional temporary requirements.

³ Also known as the Initial Roll.

⁴ Also known as the Projected, Final, Design, or Ultimate Capacity Roll.

3 Project scope

The scope of this project as noted in the Master Planning and/ or Design RFP includes:

[Identify any scope items not set out in the Background and Project Description on page 6 which are relevant.]

4 Roles and responsibilities

This is a table summarising the roles and responsibilities of the parties within the project.

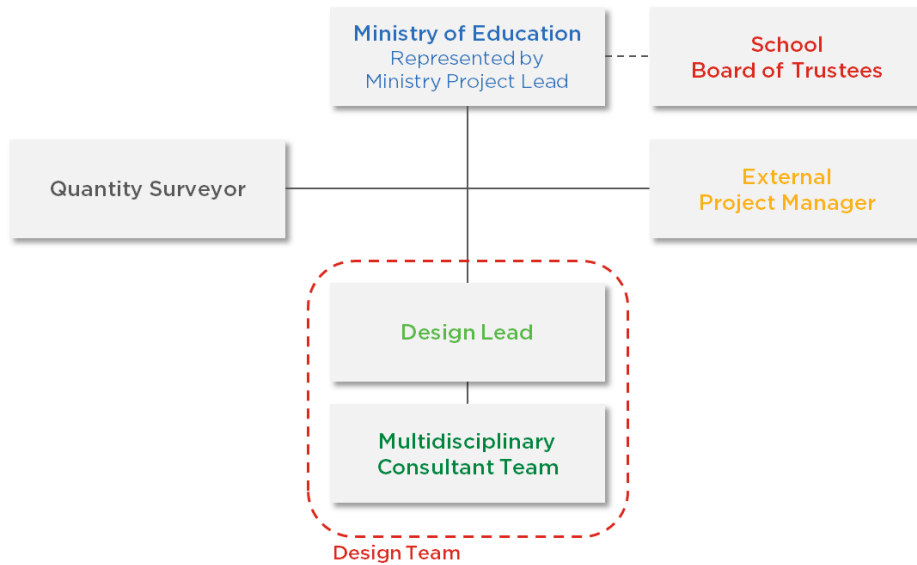
[Name the contracting parties. For example, the design and build consortium, architect etc.]

An example table is shown below. Commentary also needs to include project specific details about procurement approach, Design Control Group (DCG) and Project Control Group (PCG) makeup, responsibilities, frequency of meetings etc. Project specific requirements must be established and documented.]

Schedule of Responsibilities for Key Project Participants					
Responsibility:					
P= Prime C= Co-ordination A= Approval L= Lisison O= Observation					
Process / Role	Ministry/Board of Trustees	Project Manager	Contractor	Quantity Surveyor	Lead Design Consultant
1.0 Project Participants	A				
Selection	A	P/C	L	L	L
Scope of Work/ Services	A	P	L	L	L
Contractual Arrangements	A	P	L	L	L
Conditions of Engagement	A	P	L	L	L
Appointment	A	P	L	L	L
Contractual Relationship	A	P	L	L	L
Communications Systems	A	P	L	L	L
2.0 Ministry Objectives					
Risk Assessment	A	P/C	L	L	L
Project Deliverables	A	P/C	L	O	L
Procurement Strategies	A	P/C	L	L	L
Delivery Methods	A	P/C	L	O	L
3.0 Concept Design					
Town Planning Issues	L	C	-	-	P
Design Options	A	C	-	L	P
Project Budget	A	C	-	P	L
Consents	L	L	-	-	P
Project Programme	A	P	-	L	L
4.0 Preliminary Design					
Operating Requirements	P	L	-	O	C
Brief Confirmation	A	P	-	O	C
Specification Standards	L	C	-	O	P
Functional Relationship	P	L	-	O	C
Preliminary Master Programme	L	P	-	L	L
Preliminary Design Budget	L	L	-	P	L
Approved Design	P	L	-	L	C

4.1 Project Structure

[An example Project Structure Chart is shown below. It should be replaced by an appropriate graphic relevant to the specific project. Project specific requirements must be established and documented.]



5 Project programme

The planned programme milestones for this project as noted in the Master Planning and/ or Design RFP are set out below:

[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	[Y/N]	Date or N/A
Preliminary Design		Date
Developed Design		Date
Detailed Design		Date
Construction Commence		Date
Handover		Date

The Design Team will be expected to meet all statutory compliance requirements, Resource and Building Consent requirements.

6 Project handover documentation required

At the completion of the project and as a prerequisite to the completion of Ministry Handover processes the Design Lead shall provide the Ministry and the School with a Building Owner’s Manual in electronic format containing the following:

- A brief description of project including reference photographs of the completed project.
- Full set of construction drawings and specifications amended for variations which occurred during the course of the contract, from all disciplines.
- List of consultants engaged on the contract.
- List of contractors and subcontractors engaged on the contract.

- Copies of all warranties and guarantees issued for the project.
- Copy of consents issued on the project including Outline Plan Approvals, Resource Consents, Building Consents or any waivers issued for any of the above.
- Copy of any Producer Statements issued by consultants, reviewers or contractors on the project.
- Copy of Codes Compliance Certificate(s) issued on the project.
- Finishes and colour schedules for the project.
- All structural and geotechnical reports (including drawings and calculations).
- All review reports undertaken for the project (e.g. accessibility or acoustics assessment reports).

7 Compliance documents

This brief is based on the following documents:

Document Title	Version Number	Date Referred To
Designing Schools in New Zealand – Requirements and Guidelines	V1.0	September 2015
Structural and Geotechnical Guidelines for School Design	V1.1	29 June 2015
Weather-tightness and Durability Requirements		August 2014
Fire Safety Design Requirements for Schools		July 2008
Fire Alarms Specification SF1		February 2006
Information and Communications Technology (ICT) Cabling Infrastructure: Policy and Standards for Schools	V4.0	May 2014

8 Project information

8.1 Site information

[Enter site address.]

8.2 Existing 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 annotated site plan. 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	PMIS/ Ministry Block Name	School Block Name	Comments

8.3 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 indicate as ‘unknown’.]

Special needs

[Provide any information on any special needs requirements on site, if none available please indicate as ‘unknown’.]

9 Roll projections

See Section 1 of this document for an explanation of roll types.

Roll Numbers [to be verified by Network via Memorandum of Understanding document]	
Current Roll (enter year)	
Build Roll	
Master Planning Roll	
Surge Requirements	[number of transportable classrooms]
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.]

Table 1 Build Roll (Roll Spread and School Entitlement)

School Roll - Build Roll				School Entitlement - Build Roll	
	Non MI roll	MI Roll	Total Roll		
Year 0	0			Classroom TS (excl gym)	0
Year 1	0			Gymnasium TS	0
Year 2	0				
Year 3	0			Classroom area	0
Year 4	0			Gymnasium area	0
Year 5	0			Library area	0
Year 6	0			Administration area	0
Year 7	0			Resource area	0
Year 8	0			Hall / Multi-purpose area	0
Year 9	0				
Year 10	0			Total net area	0
Year 11	0			Total gross area	0

Year 12	0		
Year 13 +	0		
* MI is Maori Immersion			
Total school roll			0
ORS high			
ORS very high			
Outside technology roll			

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Table 2 Master Plan Roll (Roll Spread and School Entitlement)

School Roll – Master Plan Roll			
	Non MI roll	MI roll	Total roll
Year 0	0		
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		
* MI is Maori Immersion			
Total school roll			0
ORS high			
ORS very high			
Outside technology roll			

School Entitlement – Master Plan Roll	
Classroom TS (excl gym)	0
Gymnasium TS	0
Classroom area	0
Gymnasium area	0
Library area	0
Administration area	0
Resource area	0
Hall / Multi-purpose area	0
Total net area	0
Total gross area	0

10 Project budget

[Complete table below – ensure that this has been cross 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, e.g. satellite units. Make sure this aligns with the Design Team RFP.]

Budget – GST Exclusive	
Construction budget	
Less already allocated	
Available for construction	

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

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

11 Ministry approvals, design review and weathertightness review requirements

11.1 Project specific review requirements

This project will require the following Ministry sign-offs, design and weather-tightness reviews. This table does not include sign-offs that are standard to the building construction industry (for example, compliance reviews from the Building Consent Authority).

[Complete table below – ensure that it reflects the design stages and reviews required for this project.]

Stage	DRP submission required	Weathertightness review	Ministry sign-off required
Master plan – Bulk and Location	YES		YES
Preliminary Design	YES		YES
Developed Design	YES		YES
Detailed Design		YES	YES
Handover			YES

11.2 Design reviews

One step of the Ministry approval process is submission of plans to the Design Review Panel (DRP). The purpose of the DRP is to develop a consistent approach towards school property design and associated outcomes. These reviews support the Ministry's 'controlled gateways' approval process and the goal to optimise the quality of its property portfolio.

The DRP is a small group of experienced specialists (including engineers, architects, quantity surveyors) who access the selected design information and undertake high-level independent project reviews. The DRP reviews projects at certain milestones, depending on the risk profile of the project. The requirements for this project are outlined in the table above.

A DRP submission requires the formal submission of documents five working days in advance of the scheduled review. The DRP will convene and a report will be issued within 10 working days following the review session. The DRP does not approve projects or the completion of a milestone. The DRP report is part of the documentation required for submission for milestone sign off by the Ministry.

11.3 Weathertightness review

A comprehensive weathertightness review undertaken by the Ministry's designated expert consultants will be required at the detailed design stage.

11.4 Staged Ministry sign-offs

Staged Ministry sign-off will be required for each of the stages set out above by the Ministry Project Lead. DRP reviews and weather-tightness reviews listed above will be prerequisites to the staged sign-off as will be the completion of the Ministry's Design Compliance Checklist (DCC).

Ministry approval and formal sign-off are required to progress to each of the project stages. Deliverables and reporting requirements for these approvals are set out in the [Designing Schools in New Zealand – Requirements and Guidelines](#).

12 Data available

This section exists to document the existing reports about this site that are being provided to the Design Team. Commentary is not necessary.

12.1 Technical overview – key issues

[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 as 'no information available'.]

Item	Reports Available	Comments
Infrastructure services and roading		[Note if any report has been completed and any high level budgetary estimate provided for like for like replacement as at.....]
Weathertightness		[Note if any report has been complete, which block and any high level budgetary estimate provided for weathertightness remediation work.]
Seismic		[Note from site executive summary blocks that require strengthening and any other high level info to note.]
Geotechnical		[Enter the geotechnical category noted in the geotechnical report – GC1 – 4.]
Other		[Note any other reports.]

12.2 Other data

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 documentation 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 Dropbox.]

Subject Area	File Name	Author
Up to date aerial image		
Site plan		
Geotechnical assessments		
Structural assessments		
Insurance reports or details		
Infrastructure report		

Condition assessments		
ILE compliance assessments		
Weathertightness assessments		
Any site plans, services Plans held on the MOE PMIS		
Hardstand reports		
Floor level surveys		
Damage assessment report–canterbury		
Other		

Appendix A: Project and Site Constraints Table

The Project and Site Constraints Table Template is available for download from [Education.govt.nz](https://www.education.govt.nz).

[This table should be completed as far as is possible by the Ministry Project Lead prior to issuing to the Design Teams for RFP Submissions and will then become the responsibility of the successful project team to complete for staged Ministry sign-offs.]