

# EDUCATION INFRASTRUCTURE PROJECT BRIEF TEMPLATE (October 2017 version)



**ELLESMERE COLLEGE**  
**TE KĀRETI O WAIHORA**

CARING • RESPONSIVE • CHALLENGING

School Redevelopment

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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 ākonga.

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.

# A

## Education Brief

Ellesmere College – Te Kāreti o Waihora

Dr. Gabrielle Wall

Tāmara Rochford-Kerr

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

Our **mission** is to “provide a challenging and caring learning environment responsive to the learning needs of all ākonga.”

Our **vision** “Our students will be confident and motivated young people who are good citizens and lifelong learners”

Ellesmere College – Te Kāreti o Waihora is an innovative, inclusive and forward-thinking professional learning community which seeks out opportunities for ākonga to develop the skills and dispositions to be lifelong learners who can explore, engage with and positively contribute to society at a local, national and global level.

The strength of Ellesmere College - Te Kāreti o Waihora is its shared vision and commitment to engaging ākonga in rich, deep and contextualised learning opportunities which lead to positive wellbeing, achievement and progress outcomes. This is supported by kaiako who are collaborative divergent-thinking educators with flexible growth mind-sets who are passionate about teaching and use research-based “best practice”. The teaching staff are committed to providing rich authentic learning contexts in an integrated way across curriculum areas Years 7 - 11 along with flexible and responsive assessment practices for ākonga. Curriculum design provides contextualised and coherent opportunities for deep, culturally sustaining learning giving learners choice and agency to develop skills, knowledge and qualifications. We believe in the concept of ako - that we are all learners. Collaborative practice is fundamental to our curriculum and as educators we know we can always learn from all other stakeholders. Our strategic outcomes over the next five years include:

### Our People – Strong culture of inquiry

- Professional expertise widely acknowledged as ‘best practice’ and leading-edge
- Shared understanding of effective teaching and learning
- New pedagogies for deep learning embedded in teaching practice
- Quality information accessible to inform evidence-based inquiry
- Inquiry-based practices fundamental to professional learning and change management
- Professional learning conversations commonplace
- Common language of learning and assessment
- Priority learners identified and supported to accelerate & achieve
- Quality extra & co-curricular programmes provide rich learning opportunities and experiences

### Our Valued Outcomes – Positive student outcomes: quantity & quality

- Positive well-being indicators across the school community
- All ākonga leaving school with a relevant qualification (minimum NCEA Level 2)
- High levels of excellence in achievement
- Positive learning culture & environment
- All ākonga have clear learning and achievement goals
- Self-directed learning flourishing
- Clear curriculum and vocational pathways evident
- Rich learning opportunities within and outside the classroom with connection to local contexts
- Strong programme of Academic Mentoring and tracking of achievement with ākonga inquiring into their own learning

### Our Community – Continued high community trust and school of choice for local community

- A community school – inviting, friendly, respected
- Ellesmere College – Te Kāreti o Waihora is the hub of the community
- Relationships between ākonga, school and home are positive and educationally powerful
- Modern, fresh, contemporary buildings provide multi-functional, flexible 21st century learning environment
- Te Ao Māori and biculturalism evident and culturally sustaining
- Focus on sustainability
- Strong learning and business partnerships with community
- Continued steady roll growth from inside school zone
- Quality staff seek employment with the school
- Ākonga sought by universities, training providers & employers

## 2 Our values

Our shared values are:



### Whakaute/Respect

- Being polite to others/Kia atawhai ētahi atu
- Caring for our surroundings/ Tiaki ōu wāhi
- Showing self-respect/Whakaatu ōu kiritau



### Pāhekoheko/Integrity

- Being honest and trustworthy/Kōrero pono me te tika
- Following through on your commitments/Whāi atu ou herenga
- Being responsible/Kia noho haepapa



### Momoho/Success

- Giving your best/Me karawhiu koe
- Persevering/Pūnoke
- Identifying goals and achieving/Tautohu ōu whāinga me ōu haumāiui



### Ngākau Aroha/Empathy

- Treating others the way you want to be treated/Tiaki ētahi tangata pērā i a koe
- Caring for others/Manaaki ētahi atu
- Being community-minded/Hapori tautoko

Our school's RISE (Respect, Integrity, Success, Empathy) values were developed collaboratively with involvement from all parts of our school community through a consultative process. This included our Board of Trustees, ākonga, staff, parents and whānau. In late March of 2019, feedback on our values was sought from members of the wider community during the Leeston Fete with the opportunity for community members to rank the importance of our current values and suggest any values which could potentially be added. The overwhelming feedback from the public was for the values to remain the way they are.

Our values are supported by strong partnerships and relationships which exist between staff, ākonga and whānau. Our community draws from diverse cultural and socio-economic backgrounds. This diversity is valued and respected, with kaiako and ākonga interacting in an inclusive and respectful manner. The school feels open, welcoming and inviting to the close-knit rural community. Manuhiri new to the school are welcomed through mihi whakatau and by upholding local tikanga and kawa. Ākonga are welcoming, polite and courteous to guests. We affirm inclusive practice and an atmosphere where everyone belongs. We are committed to being culturally sustaining and encourage staff, ākonga, whānau and our wider community to value and support the richness of culture and experience that our diverse staff and learners bring with them. At Ellesmere College – Te Kāreti o Waihora we value Te Ao Māori being highly visible and are committed to:

- promoting and upholding local kawa and tikanga
- our Māori ākonga achieving success as Māori
- commitment fulfilling to our Te Tiriti o Waitangi obligations.



Inclusive practice such as valuing diversity, student agency, personalised and individualised learning provides a positive foundation for staff and student wellbeing, learning and achievement. We want all our ākonga to strive for personal excellence both academically and socially. Leadership decisions are student-centred so that learner's needs are provided for and opportunities exist for ākonga to excel based on their interests, passions and personal goals. Ellesmere College – Te Kāreti o Waihora staff positively reject deficit theorising as a means of explaining the achievement levels of minoritised ākonga. They know and understand how to bring about change in the achievement of minoritised learners and are committed to doing so.

Our learning environment is one in which the kaiako/learner/whānau relationship is strong and is based on caring and mutually respectful whānau-type relationships, agency, power-sharing, connectedness, a sense of belonging and a culture of care. Our kaupapa and interdependent roles and responsibilities we have as a school community focus on the potential of our learners and a shared understanding of individual success. This Kaupapa is grounded in the concepts of:

### Ākonga

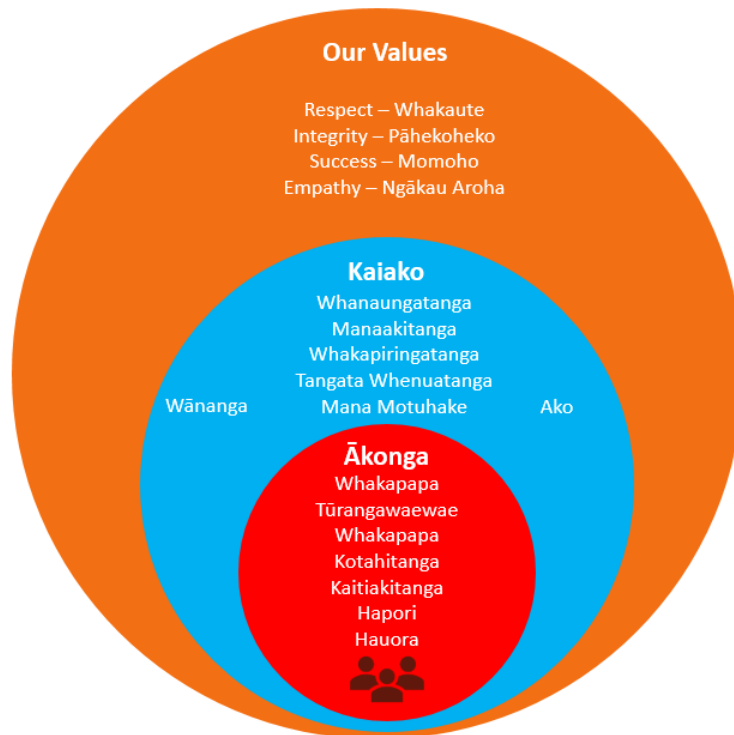
- Whakapapa - knowing one's cultural heritage, genealogy and how this underpins individual understandings of self-identity on a local and global scale.
- Tūrangawaewae - "A place to stand" where we feel culturally located, connected and empowered.
- Whakamana – an empowering curriculum and culturally-sustaining learning environment that recognises and enhances the mana of all ākonga and supports them to enhance the mana of others.
- Kotahitanga - unity of purpose - strong understanding and commitment amongst ākonga, staff and the community of the vision and purpose of Ellesmere College – Te Kāreti o Waihora is to realise the potential of every student.
- Kaitiakitanga - guardianship, protection or preservation of the natural environment. It is a way of managing the environment, based on the traditional Māori world-view.
- Hapori – sense of family and community with whānau-type dynamics and relationships.
- Hauora – staff, ākonga and the wider community understand how to look after their own wellbeing.

### Kaiako

- Whanaungatanga - staff, ākonga and the wider community feel connected through strong positive relationships, feel a sense of belonging and acceptance, and a culture of care.
- Manaakitanga - care for others as culturally-located individuals and accepting the responsibility to understand and respect the uniqueness of others.
- Whakapiringatanga - culturally safe and secure learning environment.
- Mana Motuhake - high expectations for staff and ākonga.
- Ako - Learning is dialogic, interactive and ongoing - all members of our school community see themselves as educators and learners.
- Wānanga - strong educationally powerful partnerships based on robust dialogue, communication and innovative practice exist across the learning community.
- Mahi Tahi - Professional learning community with collective responsibility, accountability and commitment to support and care for each other throughout all endeavours.
- Tangata Whenuatanga - learning is place-based, socio-culturally aware and utilises local knowledge and contexts.

These concepts align with, and are supportive of, the values of Te Taumutu Rūnanga which include:

- Aroha
- Whanaungatanga
- Manaakitanga
- Kotahitanga
- Tiakitanga
- Rangatiratanga
- Kawa me te tikanga
- Te Reo me ōna tikanga.







This model of practice links directly to Ka Hikitia and the cultural competencies of teachers of Māori learners as described in Tātaiako. It also is supported by the work done through such programmes as Te Kotahitanga, He Kakano and Kia Eke Panuku, and links to the Te Kotahitanga Effective Teacher Profile, Kia Eke Panuku Mahi Tahi framework and the Educultural Wheel. It is also underpinned by “Korero Mai – Narratives of Educational Experiences of Ellesmere College-Te Kāreti o Waihora Learners”, Te Whāriki – He whāriki mātauranga mō ngā mokopuna o Aotearoa and the New Zealand Curriculum.

We are a restorative practices school and believe strongly in building and enhancing positive professional relationships with young people. We understand that breakdowns can occur in relationships which can cause harm and conflict. We believe that in order to restore the relationship a restorative process needs to take place. Examples of this include:

- low-level restorative chats between individuals or small groups;
- class circles involving facilitated conversations with a large group of ākonga and their leader(s) of learning (teachers); and
- facilitated restorative conferences often involving parents, ākonga, staff and outside agencies.

In 2012 Ellesmere College – Te Kāreti o Waihora became involved with the Ministry of Education programme “Positive Behaviour for Learning”. This programme was relaunched at the school in 2019 and a new matrix of ready to learn (in our case “Ready to RISE”) behaviours was co-constructed.

## Ready to RISE Matrix

|  |  |
|--|--|
|  <p><b>Respect / Whakaute</b></p> <p>Is a positive way of thinking about or treating something or someone</p> <ul style="list-style-type: none"> <li>• Use appropriate and kind language</li> <li>• Take pride in your environment</li> <li>• Listen to each other</li> <li>• Follow instructions</li> <li>• Believe in yourself</li> </ul> |  <p><b>Integrity / Pāhekoheko</b></p> <p>Is acting ethically, consistently and in a trustworthy manner</p> <ul style="list-style-type: none"> <li>• Think before you act and take responsibility for your actions</li> <li>• Wear your uniform with pride</li> <li>• Show commitment</li> <li>• Be on time</li> <li>• Use approved devices appropriately</li> </ul> |
|  <p><b>Success / Momoho</b></p> <p>Is trying to be the best version of yourself</p> <ul style="list-style-type: none"> <li>• Be open to learning and make the most of opportunities</li> <li>• Be the best you can be</li> <li>• Show determination</li> <li>• Have the right equipment</li> </ul>   |  <p><b>Empathy / Ngākau Aroha</b></p> <p>Is understanding and caring about how someone else is feeling</p> <ul style="list-style-type: none"> <li>• Put yourself in someone else's shoes</li> <li>• Be kind</li> <li>• Be compassionate towards others</li> <li>• Understand that people learn in different ways</li> </ul>  |

The school's RISE values align with some of the values of the New Zealand Curriculum and the values of Te Taumutu Rūnanga. They are taught through curriculum and Learning Advisory programmes. Our RISE values are further reinforced through assembly content, learner journal reflections, parent-student-learning advisor conferences, pastoral events, active supervision and general school-wide activities.

### 3 The character of our school

|                                |                                 |
|--------------------------------|---------------------------------|
| Ko Aoraki te maunga            | Aoraki the sacred mountain      |
| Ko Rakaia te awa               | The waterways of Rakaia         |
| Ko te Hāpua o Waihora          | Ellesmere lagoon                |
| Ko Taumutu te marae            | Taumutu is the marae            |
| Ko te Kāreti o Waihora te kura | Ellesmere College is the school |
| Tihei mauri ora!               | Behold the breath of life!      |

Located in the scenic rural landscape of small-town Leeston, Ellesmere College - Te Kāreti o Waihora is an innovative and inclusive educational community which provides a challenging and caring learning environment that enables and encourages all ākonga to be resilient and adaptable lifelong learners who enjoy exploring and positively contributing to an ever-changing world. We aim to empower our ākonga to lead rewarding, culturally rich, sustainable and fulfilling lives as active, independent and caring members of society in Aotearoa/New Zealand. The school is located in the takiwā of Te Taumutu Rūnunga and the school has actively worked to strengthen partnerships with Te Taumutu Rūnunga and with local papatipu marae. At the beginning of 2020, there were 588 ākonga enrolled. 13.3% of ākonga are Māori, 75.2% Pākehā/NZ European, 5.9% Asian (Mainly Philipino) and 3.3% Pasifika.

#### History of Ellesmere College – Te Kāreti o Waihora

Located in the takiwā of Te Taumutu Rūnunga, Southbridge District High School opened in the grounds of Southbridge School in 1903 and was housed in some of the primary school's buildings. The primary and district high school remained merged until 23rd October 1924 when buildings were destroyed by a suspicious fire. Southbridge District High School was rebuilt on the same site while the Southbridge School was rebuilt on the opposite side of the street. In 1981, Southbridge District High School was closed and Ellesmere College – Te Kāreti o Waihora was founded in Leeston.

The buildings which make up 95% of the school were built in Timaru in 1980 and transported to the present site in Leeston. During transportation one of the buildings came off the back of a truck as it crossed the Rakaia with the classroom ending up in the river. The school opened in February 1981 with a blessing from prominent Te Taumutu Rūnunga kaumātua and Ngai Tahu rangatira the late [Riki Te Mairaki Ellison](#). The school gym is named in his honour and at the time of his death, Matua Riki was a member of the Board of Governors. On opening day, the school was dedicated as a Marae by Riki Te Mairaki Ellison and for several decades it is believed that it was the only secondary school in the South Island to be opened and dedicated as a Marae. 23 staff and 380 foundation pupils started that year. Several of these foundation pupils are current staff members and members of the Board of Trustees. Over the past four decades, additional prefabricated buildings have been added to the school and the student body has grown to over 560 ākonga.

The school primarily serves the Leeston, Dunsandel, Doyleston and Southbridge communities. However, ākonga are drawn from a large enrolment zone which stretches between the Rakaia and Selwyn Rivers. A large number of ākonga live in the rural hinterland and are transported to school each day by school bus.

The school is staffed by committed and highly qualified professionals focused on delivering robust, challenging programmes that prepare ākonga to be successful adults of the future. There is a strong professional development focus for all staff, centred on professional inquiry approaches, and an understanding that all professional development includes evidence-based and culturally responsive and sustaining best practice. Such an approach ensures that national and local priorities for all ākonga are addressed.

The Board of Trustees recognises the importance of its role in raising student achievement and that school planning must focus on improving the standard of all learners, especially those who require more support. The Board supports the Ministry of Education focus on priority learners – Māori, Pasifika and those with special education needs. Such a focus reflects the school's commitment to recognising that 'one size fits all' is not appropriate in terms of educating the adults of the future. Our school welcomes diversity and aims to provide opportunities for all learners to learn and achieve in an inclusive and supportive environment.

In particular, the school recognises the special place of Tikanga Māori and Te Reo Māori in the curriculum and Te Ao Māori across the school. Ākonga requesting instruction in Tikanga Māori and Te Reo Māori are provided for, as far as possible, within the school. Ngati Moki is our local marae at Taumutu which the school has strong connections to through ākonga and the Parent Whānau Committee, who were recognised for their work at the Selwyn Awards in 2018.

Ellesmere College – Te Kāreti o Waihora is a small school with a student population of approximately 580. However, Selwyn District is one of the fastest-growing districts in New Zealand and the school population is expected to grow over the coming years. The school has ample physical space to cope with this growth being located on generous grounds. The large amount of land which the school occupies also reinforces the rural feel of the school which is important to both ākonga and the local community.

The school sits at the heart of the vibrant rural Leeston District and is proud of being a local community school which works with and for its local community. Links are well established with local organisations such as the Selwyn District Council, the local medical centre, the Leeston Library, commercial interests and the various social agencies the school has relationships with. There is considerable interaction with the wider community during the day, and in the evening/weekends with several local clubs and organisations using the school as a meeting place. Parents, caregivers and volunteers are involved in many facets of school life and there is a strong Parent-Teacher Association and Whānau Committee.

Over the last 5 years, NCEA results have shown consistent improvement. These improvements have been supported through:

- Academic Tracking and Mentoring
- Engagement Reports
- Real-Time Assessment Feedback and Reporting
- Curriculum Innovation and Design
- Links with external providers
- Achievement and engagement initiatives
- Culture of high expectations
- An inclusive learning environment
- Positive relationships between staff and ākonga
- Culture of professional inquiry.

Being located in a rural area has the disadvantage of a lack of public transport and many of the senior ākonga drive to school. As a small school, Ellesmere College – Te Kāreti o Waihora offers as broad a range of subjects as possible. However, some ākonga who wish to study subjects which the school cannot offer do so via video-link and through dual enrolment with NetNZ. A number of ākonga also take advantage of Secondary-Tertiary Pathway programmes provided by external providers such as Ara, spending one or two days a week off-site. The Gateway programme is also a popular choice for senior ākonga.

95% of the current buildings are the original relocatable buildings which were constructed 40 years ago. They are no longer fit for purpose for a modern school and 21<sup>st</sup> century learning needs. The school was originally poorly designed with little to no attention to landscape design. Community and student feedback from a recent Community Consultation describes the current school as unwelcoming, poorly designed, damp, cold, feeling “institutionalised”, uncared for, mentally unhealthy and depressing. Working and learning in the current buildings has tested the resilience of staff and ākonga for many years. The current school feels temporary due to the relocatable and temporary nature of the buildings. Little thought was placed around landscape design or planting. Planting has included a mix of native and non-native flora. This has created issues for the school (e.g. significant leaf drop in the autumn, clogged gutters, leaves needing to be swept daily due to health and safety) and increased manual labour and time-intensive weeding for ground staff. Due to this, the school feels disjointed and uncared for. The community deserves a school which feels permanent, is full of natural light, has strong indoor and outdoor flow, connects with the landscape and is specifically designed for pedagogical approaches more suited to the current century than buildings which echo pedagogies of the past.

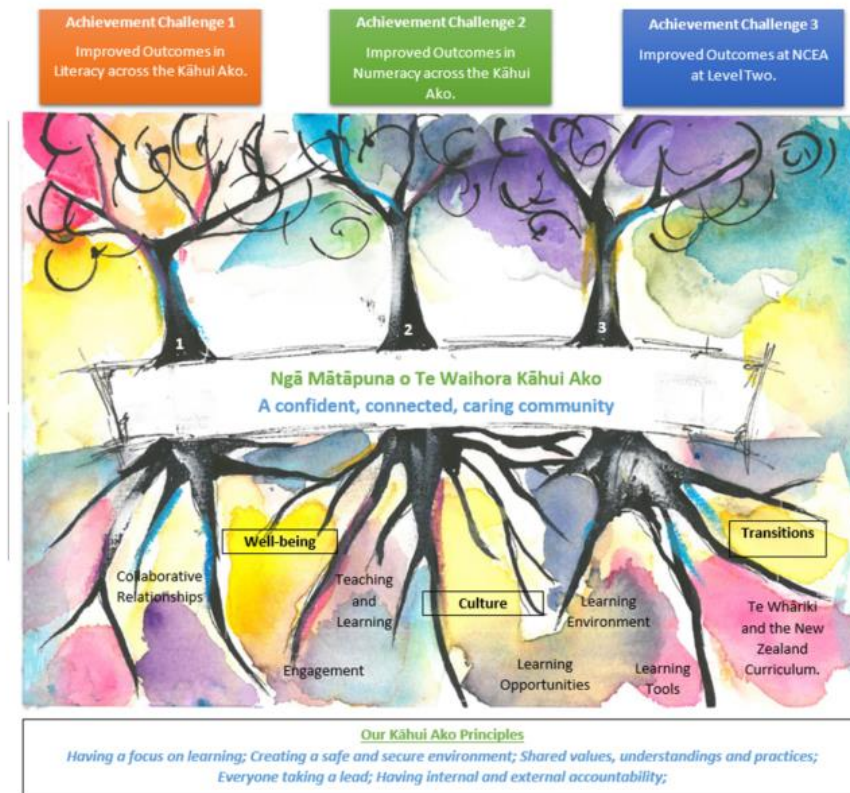
Kaiako are well supported through targeted professional learning and development that focuses on student learning and wellbeing, and how each student can be best supported to succeed. Every Monday morning teaching staff engage in facilitated professional learning and development sessions as a whole, or in departments/small groups. Targeted data analysis is used to identify specific needs within the school, inform pedagogical practice, and is used to make informed decisions to ensure a culture of continuous improvement.

The school operates a well-established distributed leadership model which effectively supports the management of change, succession planning and sustainability. The delivery of effective pedagogy continues to drive the culture of teaching and learning to ensure that value is added to each student’s holistic learning and that they leave Ellesmere College – Te Kāreti o Waihora prepared for the next steps on their individual journey. Ellesmere College – Te Kāreti o Waihora works collaboratively with local Early Childhood Centres and primary schools through Ngā Mātāpuna o te Waihora Kāhui Ako which was established in 2017.



At the end of 2018, Kāhui Ako had its achievement challenges endorsed by the Secretary for Education with a focus on transitions, culturally responsive pedagogy and well-being. In the first half of 2019, the leadership team of the Kāhui Ako decided to concentrate the focus on the KA on well-being.





The College has been heavily involved in the Primary ITO Rural Trades Academy and this is a thriving area of the school. The Rural Trades Academy works alongside NCEA and Year 11 or 12 ākonga can combine their NCEA studies with a National Certificate in Agriculture or Horticulture (Level 1 or 2).

International students play an important role in adding to the cultural richness to Ellesmere College – Te Kāreti o Waihora. Up to 25 long-term international students study at Ellesmere College – Te Kāreti o Waihora and numerous groups visit the school throughout the year, with the majority being from Japan. The school has long-standing links with sister schools Urawa Minami Kookoo and Tokushima Kita Senior High School in Japan. Biannual trips from Ellesmere College – Te Kāreti o Waihora to Japan take place, while ākonga from Urawa Minami visit yearly. The school is currently growing strong links in Thailand, Korea, Vietnam and China and we expect to see increasing numbers of international students attending the College over the coming years.

## Whānau System

All ākonga are placed in one of four Whānau (Kōwhai, Rātā, Rimu or Totara) when they enrol at Ellesmere College – Te Kāreti o Waihora. Ākonga stay within that Whānau for their time while attending the school. Each Whānau has a Kaitiaki who is responsible for pastoral and academic support of the ākonga within their Whānau. Each Whānau also has a student leader who is responsible for organising events, leading ākonga in inter-Whānau competitions and building Whānau spirit. The Whānau system provides opportunities for ākonga and staff to exhibit school spirit by providing service, participating, competing, and developing leadership. The Whānau system also allows ākonga to relate to and interact with their peers, staff and wider community in a constructive collegial way.

As part of the transitioning process from primary to high school, Year 7 ākonga remain in a homeroom situation for their first year, spending the majority of their time with their homeroom kaiako. They leave the homeroom situation to study specialised subjects such as Science, Technology and Physical Education. At the end of Year 7, ākonga are placed into a vertical Whānau class and begin attending “Check and Connect” and “Learning Advisory” with their new Whānau class in the second half of Term 4. This allows ākonga to transition from a primary-type environment to a more high-school environment.

## Assemblies

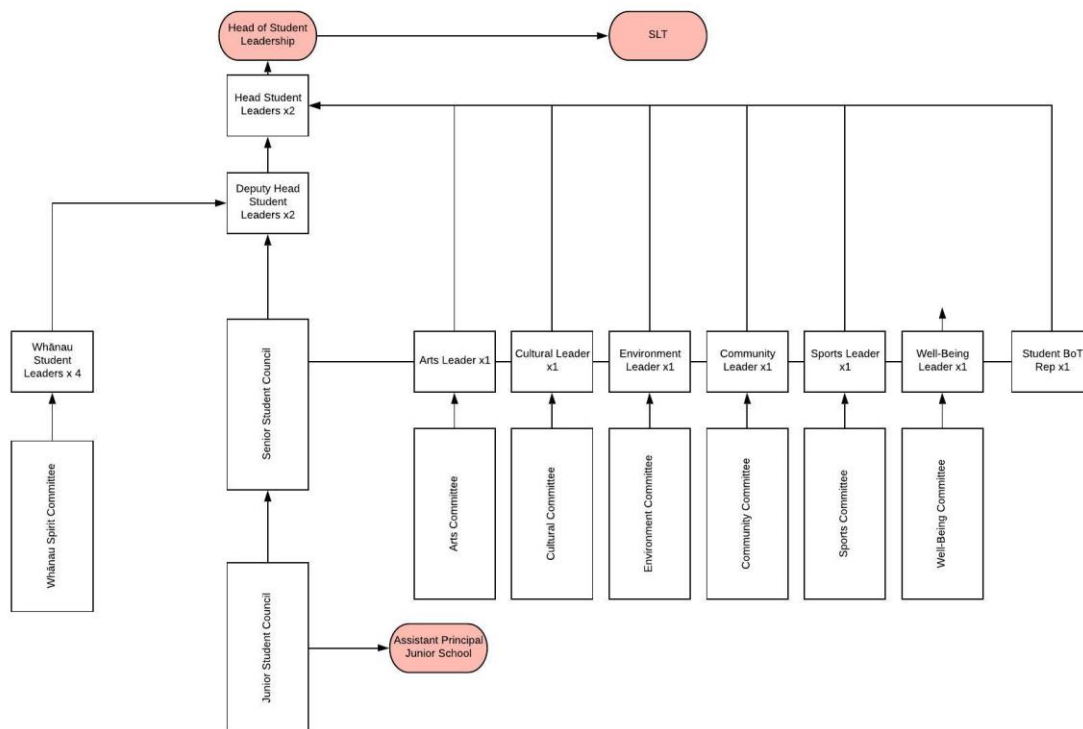
Assemblies are a regular part of life at Ellesmere College – Te Kāreti o Waihora and take place at least once every 2 weeks. At present we cannot fit all of the student body into the gym/hall. Due to this, we have half-school assemblies with the middle school (Years 7-10 approximately 400 ākonga) and the senior school (Years 11-13 approximately 200 ākonga) attending separate assemblies. Having to separate the assemblies has implications on interrupting teaching and learning time.

The assemblies are run in a formal way with group singing of the National Anthem and school waiata. The senior student leaders speak at assemblies as do student representatives from school clubs and sports teams. Assemblies are used as an opportunity to reinforce and promote the school's RISE values and senior student leaders' speeches are often based around this. Each assembly also has a different whakataukī connected to the theme of the assembly.

## Student Leadership

At the end of 2018, a review of the student leadership structure across the school took place and recommendations from this review were implemented at the beginning of 2019. The number of appointed student leadership positions decreased while a number of committees were formed to allow ākonga from across all year levels the opportunity to become involved in developing their leadership capacity. How student leadership is structured can be seen by the flowchart below.

At the beginning of 2020, a Head of Student Leadership position was created for a staff member to oversee, develop and strengthen leadership across the school. This position had a time release associated with it.



Kouzes and Posner's "Leadership Challenge" has been adopted as a model of leadership across the school. This is something which staff and ākonga explore and helps guide the style of leadership expected across the school. The model is based on:





### 3.1 Special characteristics of the school

Despite being located in Leeston a thriving country town, the feedback from our recent community consultation about the special character of Ellesmere College – Te Kāreti o Waihora was that the school was small and had a rural feel. Ellesmere College – Te Kāreti o Waihora provides a model of full service to its school community catering for the academic, emotional, social, cultural, physical and well-being needs of all ākonga. The school understands what a well-balanced education includes and acknowledges that academic achievement, extra-curricular involvement and personal self-development are all important components of successful education and the holistic development of life-long learners. Staff work hard to develop and provide a “culture of care” across the school, and learning environments where ākonga feel safe, supported and challenged. We do this by knowing our ākonga and ensuring that we are responsive to their needs.

As a small country school, it can at times be difficult to provide the breadth of subject choice which ākonga have access to at a larger school. However, ākonga do have the opportunity to study courses we do not offer through Te Kura or NetNz. Gateway is a highly popular programme at Ellesmere College – Te Kāreti o Waihora often with more applicants than allocated places. Many ākonga have taken the opportunities they have been able to experience and access through Gateway as the first stepping stones into their chosen career path. We have a number of ākonga who are dual-enrolled with Ara, attending Ara one day per week. This has been a highly successful model and we hope to grow the number of students who take advantage of Secondary-Tertiary Pathways.

The school celebrates student achievement in a range of different areas including academia, sports, the arts and culture. We experience varying levels of community engagement and support, with a recent focus on improving communication with the local community and publicly celebrating ākonga success. Recently we have seen increased attendance and participation of parents and whānau at school-related events. At the beginning of 2020 new systems of academic tracking, monitoring and mentoring were implemented along with changes to Parent-Teacher interviews. The model of academic mentoring and Parent-Student-Teacher conference is based on the research and work completed by the Starpath Project at the University of Auckland. It is hoped that these changes will increase parent and whānau engagement while developing and strengthening partnerships between school and home.

Feedback from our community consultation has helped inform and shape the key aspirations we wish to achieve through our redevelopment:

**Whakapapa/Identity** – our ākonga know who they are, their culture, their heritage, their identity – on a local, national and global scale.

**Tūrangawaewae/Culturally-Located** – Our ākonga can realise their potential as culturally-located individuals.

**Whakamana/Empowerment** – An empowering curriculum and culturally sustaining learning environment that recognises and enhances the mana of all ākonga and supports them to enhance the mana of others.

**Kotahitanga/Unity of Purpose** - Our ākonga understand the shared purpose of our school community – realising the potential of ākonga as culturally located individuals.

**Kaitiakitanga/Sustainability** - Our ākonga role-model and advocate for sustainable practices at a local, national and global level.

**Hapori/Community** - Our ākonga experience learning approaches grounded in a strong sense of local community underpinned by a culture of care.

**Hauora/Well-Being** - Our ākonga, staff and school community will flourish and prosper.

### 3.2 Future focus on cultural and inclusive education

The cultural narrative will be used to inform curriculum design as part of a localised curriculum and building/outdoor space design. In the last ERO report, ERO noted that “Learners, and Māori learners in particular, benefit from culturally responsive schooling...There is greater involvement of whānau Māori and the local rūnanga. The concepts of tuakana teina and whakawhanaungatanga are integral to the way school provides for Māori ākonga” (ERO, 2018). The College is currently split into four Whānau and vertical Year 8-13 Whānau Classes are designed to encourage tuakana-teina relationships. The College has developed a model of pedagogical practice using the design of the school crest. This links directly to the Profile of an Effective Ellesmere College – Te Kāreti o Waihora Kaiako and to our aspirations for all our ākonga.

The College will use Universal Design for Learning principles (as outlined in section 9.1.2) to ensure that all ākonga’ learning needs are catered for and that they can positively engage with the curriculum.

**Blue Sky**

- Symbolic of one of the school colours

**School Crest****Sheep**

The sheep recognizes the rural context of our school.

**Arch**

Represents the local mountains, steps to knowledge & higher things and shelter afforded by the meeting house. Also symbolises safety for all who enter the school.

**Kete:**

Represents the 3 baskets of knowledge

**Piwaiwaka:**

Recognises local bird-life and world significance of Lake Ellesmere. It is also seen as a bearer of good news by South Island iwi.

**Wheat:**

Recognises Southbridge District High School was the original high school in the area.

**Wavy Lines:**

Recognises we are surrounded by water – lakes and rivers

## School Crest as a Model of Pedagogical Practice

- Sheep**
- Represents connections
    - to our local area
    - and connections across the curriculum
  - Contextualising learning to our local area
  - Experiential learning within our community
  - How we work and engage with our local community

- Arch**
- Represents connections to our local marae and its importance to our school
  - Steps to higher learning
  - High expectations
  - Scaffolding learning so that all ākonga achieve
  - Safe learning space

- Blue Sky**
- Kaiako who creates the environment for all of this to happen
  - Big picture thinking

- Kete:**
- Represent the baskets of knowledge of ākonga, leader of learning (teacher) and whanau
  - Cultural toolkit we each bring to the classroom
  - Culturally relevant responsive and sustaining pedagogies of relations



- Piwaiwaka:**
- Represents our ākonga and a student-centered approach
  - Confident, motivated, curious and resilient young people unafraid to take risks
  - Life-long learners
  - Individual and individualised learning
  - Growth mindset unafraid to take risks

- Wheat:**
- Represents the learning, skillset and dispositions of our learners
  - Learning for Life
  - Strong set of values to support our ākonga throughout life
    - Respect/Whakaute
    - Integrity/Pāhekoheko
    - Success/Momoho
    - Empathy/Ngākau Aroha
  - Strength-based approach

- Wavy Lines:**
- Represents deep, visible learning which nourishes the wheat
  - Well-being
  - Strong-positive relationships

## 4 School timetable

### Present Situation

At Ellesmere College – Te Kāreti o Waihora the innovative timetable is structured to ensure flexibility, choice and regular formal ākonga-kaiako contact. The school's timetable is developed annually to reflect how the school offers the curriculum, meets the needs and academic pathways of ākonga, and allocates the available staffing resources. An ākonga-centred approach is taken to the timetable design with choice being the underlying driver behind many of the decisions relating to the overall structure and organisation of the timetable developed. The timetable also provides opportunities for staff development with a late start on Monday mornings and a weekly professional development slot which is on a tri-weekly rotation of whole staff PLD, learning area PLD and core class meetings. This also provides an opportunity for staff to develop and build their leadership capacity through the planning and facilitation of professional learning and development. A timetable policy has been developed in consultation with staff and meets the requirements of the Secondary Kaiakos' Collective Agreement (SCTA 2018) which includes non-contact hours, average class sizes and provisions for part-time kaiako.

### The Formal School Day

Monday, Wednesday and Friday school starts at 8.15am with a staff briefing which finishes with the staff singing the school waiata "Te Wai Tuku Kiri" (this is a waiata strongly associated with Te Taumutu Rūnunga) or other waiata such as "He Honore" and "Te Aroha".

The majority of ākonga are bused from rural areas to the school and ākonga begin arriving at 8.00am. Ākonga who are onsite prior to the beginning of formal lessons may be attending such things as fitness training, student leadership development meetings and voluntary student-directed learning. The Cactus Programme is run in conjunction with New Zealand Police two days a week from 6.30am. Ākonga will also engage in free play until 8.40am. Classes vary in length from 55 to 90 minutes (see timetable below).

Staff are on site, both in a formal and informal capacity throughout the day. The Senior Leadership Team meet daily at 8.00am with staff briefings at 8.15am on Mondays, Wednesdays and Fridays. Kaitiaki meet with their Whānau Teachers on Tuesday mornings and the staff meet together for "Thinking Thursday" which is a short session organised by different learning areas each week for staff to leave with something to reflect on and think about. The school calendar sets out the meeting cycles for the year for a variety of different workstreams. These meetings take place after school. There are also a number of other gatherings during the year that take place in the evenings such as: Parent-Student-Whānau Teacher conferences, Whānau Committee Hui, Whānau Hui, Board of Trustees meetings, Parent-Teacher Association meetings, Meet & Greet evenings, NCEA and subject choice information evenings, parenting workshops and the local camera club.

**Monday:** Formal classes do not begin until 9.40am as kaiako are engaged in professional development and learning between 8.30-9.30am. Ākonga who arrive prior to 9.40am can engage in free play or are accommodated in the school library. The canteen is open during this time to ensure that ākonga have access to breakfast. The school day finishes at 3.10pm.

**Tuesday, Thursday, Friday:** Classes begin at 8.40am and the school day finishes at 3.00pm.

**Wednesday:** The school day finishes at 2.10pm on Wednesdays in order to facilitate student participation in town sports.

### Check & Connect/Learning Advisory:

A traditional "Whānau/Form Time" structure was changed in 2020 following feedback from staff (who wanted more time with ākonga) and ākonga (who wanted less time with staff). On Monday, Wednesday and Fridays, a 10 minute "Check & Connect" occurs with ākonga connecting with their Whānau Teacher. On Tuesday and Thursdays, a half-hour Learning Advisory time occurs. During this timetabled contact time, the Whānau Teacher takes on the role of a Learning Advisor and monitors the academic and social well-being of ākonga. A programme of learning also occurs during this time and includes:

- Mindfulness & Well-Being
- Digital Citizenship
- Kiva Bullying Education Programme.

As school finishes by 3.10pm each day, there are further opportunities for ākonga to be involved in extending their learning through tutorials, extension activities, co-curricular and extra-curricular activities. Large numbers of ākonga engage in sport throughout the year outside of school hours.

## Assemblies

Assemblies are a regular part of the life of ākonga at Ellesmere College – Te Kāreti o Waihora and take place at least once every 2 weeks. As classes need to be shortened to allow assemblies to take place, assemblies are rotated through different days of the week to ensure that they do not continue to impact on the same periods/subjects.

## Timetable - Current

|   | Monday                         | Tuesday                       | Wednesday                      | Thursday                      | Friday                         |
|---|--------------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|
| <b>Staff Meeting</b>                              | 8.15-9.35                      | 8.15-8.30                     | 8.15-8.30                      | 8.15-8.30                     | 8.15-8.30                      |
| <b>Period 1</b>                                   | 9:40 - 11:00<br>80 mins        | 8:40 - 10:10<br>90 mins       | 8:40 - 10:00<br>80 mins        | 8:40 - 10:10<br>90 mins       | 8:40 - 10:10<br>90 mins        |
| <b>Check &amp; Connect/<br/>Learning Advisory</b> | 11:00 - 11:10<br>C&C - 10 mins | 10:10 - 10:40<br>LA - 30 mins | 10:00 - 10:10<br>C&C - 10 mins | 10:10 - 10:40<br>LA - 30 mins | 10:10 - 10:20<br>C&C - 10 mins |
| <b>Interval</b>                                   | 11:10 - 11:30<br>20 mins       | 10:40 - 11:20<br>40 mins      | 10:10 - 10:30<br>20 mins       | 10:40 - 11:20<br>40 mins      | 10:20 - 10:50<br>30 mins       |
| <b>Period 2</b>                                   | 11:30 - 12:25<br>55 mins       | 11:20 - 12:50<br>90 mins      | 10:30 - 11:25<br>55 mins       | 11:20 - 12:50<br>90 mins      | 10:50 - 11:50<br>60 mins       |
| <b>Period 3</b>                                   | 12:25 - 1:20<br>55 mins        | Period 3 after<br>lunch       | 11:25 - 12:20<br>55 mins       | Period 3 after<br>lunch       | 11:50 - 12:50<br>60 mins       |
| <b>Lunch</b>                                      | 1:20 - 1:50<br>30 mins         | 12:50 - 1:30<br>40 mins       | 12:20 - 12:50<br>30 mins       | 12:50 - 1:30<br>40 mins       | 12:50 - 1:30<br>40 mins        |
| <b>Period 4</b>                                   | 1:50 - 3:10<br>80 mins         | 1:30 - 3:00<br>90 mins        | 12:50 - 2:10<br>80 mins        | 1:30 - 3:00<br>90 mins        | 1:40 - 3:00<br>90 mins         |

## Timetable - Future

The time above was implemented at the beginning of 2020 after feedback and consultation with staff and ākonga. This timetable is a “transitional” timetable as the school evolves from a traditional single-cell/single-subject timetable to a more flexible and adaptable timetable which allows for kaiako to work together in cross-curricular teams with larger numbers of ākonga. Feedback and consultation around a new timetable for 2021/2022 will take place in the second half of 2020. Some of the following considerations/limitations when designing a timetable for Ellesmere College – Te Kāreti o Waihora needs to be taken into account:

- Significant professional development needs of staff
- Involvement in Wednesday and Thursday afternoon town sports (this means ākonga involved need to leave school around 1.30pm)
- Numbers of ākonga on Gateway and Dual Pathway Programmes.

It is envisioned that the next evolution of the school timetable will include specific times for ākonga to work on projects and that the day will be split into 90 or 100 minute periods.

## 5 Our curriculum

The Ellesmere College-Te Kāreti o Waihora Curriculum is underpinned by the New Zealand Curriculum Framework, the National Administration Guidelines and the School Charter. The Curriculum is comprised of the vision, values, principles, key competencies and learning areas necessary to meet the educational needs of all learners.

Opportunities to incorporate tikanga and Te Ao Māori, along with learning which connects to the local area, is strongly encouraged and actively pursued by staff.

Despite the constraints of the current buildings, a wide-ranging curriculum is on offer at Ellesmere College – Te Kāreti o Waihora and this has been substantially increased through the school's co-curricular programmes. Ākonga can choose from well-developed programmes in music, the arts, cultural pursuits, community service and volunteering, sports and outdoor education. The school is proud of the many local, national and international awards that ākonga receive through their involvement in these areas.

### Literacy & Numeracy

While literacy and numeracy historically remained the domains of the English and Maths Departments, over recent years this has changed. All kaiako are now taking more responsibility for the teaching of literacy in particular, and numeracy when appropriate. Regular facilitated professional learning conversations occur where teachers meet to interrogate the numeracy and achievement data for their classes, to discuss strategies which they could use and develop collaborative inquiry goals.

Ākonga are achieving literacy and numeracy NCEA credits across the curriculum and it is expected that all junior courses contain explicit and implicit content that will support literacy and numeracy development to the degree that a student will successfully meet NCEA Level 1 literacy and numeracy standards. It is also expected that ākonga develop a high level of disciplinary literacy specific to the courses/subjects they are studying. In order for this to occur, teachers supply a sufficient amount of:

- Learning area specific literacy/vocabulary so that ākonga can easily identify common language and language progressions as they journey through subject-specific levels of the curriculum while also increasing their level of literacy resilience
- NCEA specific literacy so that ākonga can identify language used in critical thinking, investigation and problem-solving. This includes language and verbs associated with SOLO Taxonomy.

In the senior school, the E Tū/Step-Up programme has been specifically designed to support the attainment of:

- Level 1 Literacy – through core generic unit standards
- Level 1 Numeracy – through the numeracy standards.

Ākonga are identified for the E Tū/Step-Up programme based on historical achievement data along with consultation with staff, ākonga and whānau.

An appointed staff member has the overall responsibility to monitor the delivery and achievement of Literacy and Numeracy. Along with this, a PLD workstream made up of a selection of teachers from across the school co-ordinates PLD for staff to upskill pedagogy and raise awareness of the delivery of literacy and numeracy skills.

### New Zealand Curriculum

The school-wide RISE values form the basis of a values-based approach to education. These four values align strongly with some of the New Zealand Curriculum Values. The RISE values reinforce and support such things as: assembly content, academic counselling reflections, pastoral events, active supervision and general school-wide activities.

The eight learning areas of the New Zealand Curriculum are fully covered in our junior school with ākonga having varying degrees of compulsion to study in all eight areas. As ākonga move into the senior school, student choice and student achievement being to dictate the course of study a student may engage in.

## Key Competencies

There is an expectation that all ākonga develop the key competencies of the New Zealand Curriculum through all that they do at Ellesmere College-Te Kāreti o Waihora. Key Competencies are embedded in all school-wide activities, both curricular and co-curricular.

At various stages in the Learning Advisory programme, the Key Competencies are used to aid self-reflection for ākonga, to set goals to become better learners and develop positive cultural competencies in order to be able to function respectfully, effectively and positively when interacting with people of different cultural backgrounds.

## English for Speakers of Other Languages

An intensive English Support Programme is in place for a number of ākonga enrolling at Ellesmere College – Te Kāreti o Waihora who do not have adequate English Language skills to support their placement in mainstream classes. Ākonga placed in this programme come from a variety of different backgrounds, such as:

- Foreign Fee Payers
- Refugee Ākonga
- Migrant ākonga
- English as a Second Language ākonga.

Whilst the programme addresses ākonga learning needs, it also provides extensive support for ākonga pastoral and transition needs. Ākonga placed in the programme are given specialised learning in the areas of ESOL, Mathematics & Statistics, Science, Health & Physical Education, Food and Nutrition, Art and Music.

## International Department

Ellesmere College – Te Kāreti o Waihora attracts ākonga from many international destinations including Japan, China, Thailand and Vietnam. Ākonga who choose to travel to New Zealand and study at Ellesmere College – Te Kāreti o Waihora have wide and varied reasons for doing so, and in particular, enjoy the rural aspect of the College while having a major city close by. This results in ākonga requiring personalised learning pathways and timetable customisations. Many of our international ākonga have multi-level courses and many choose to be examined under the NCEA system. Placing these ākonga in appropriate classes is a complex task and is done with a great deal of consideration and consultation. The College has a dedicated Dean of International Students, Homestay Coordinator and International Students Administrator.

## Distance Learning

Being a rural school, a number of ākonga may wish to study a subject that is not part of our formal timetabled options or due to clashes in timetables have to study a course “offline”. In this case, ākonga are offered the opportunity to enrol in courses through Te Kura or NetNZ. For ākonga learning offline, their timetable is customised and an appropriate study area is designated for them. Assistance with their enrolment and correspondence materials is provided. Breakout/small meeting room spaces which can be passively monitored would need to be part of the building design to ensure there are appropriate venues for ākonga studying via distance learning to be able to engage in their learning.

## Education Outside the Classroom (EOTC)

Ellesmere College – Te Kāreti o Waihora has many EOTC opportunities for ākonga. EOTC provides quality learning experiences and opportunities for ākonga to develop personal, social and academic skills in settings outside the normal classroom environment. Many of the EOTC opportunities in the senior school are linked with NCEA assessments and the learning acquired through participation resulting in formal qualifications.



## 5.1 Our curriculum - Present

- The majority of instruction is single learning areas, taught in a single room, with one teacher.
- Teaching key competencies is the responsibility of all teachers who incorporate opportunities into their course planning

Our curriculum goal is to meet the individual academic needs of all ākonga while supporting ākonga to develop/extend passions in areas of co and extra-curricular activity whether it be in leadership, service, the arts or sports.

The Ellesmere College – Te Kāreti o Waihora Curriculum is based on the Values, Key Competencies and eight Learning Areas of the New Zealand Curriculum. Timetabled courses including Arts, Health & PE, Languages including English, Mathematics & Statistics, Science, Social Science, and Technology.

We are currently developing a common language of learning. This common “language of learning” will be an important part of our teaching and learning structure, and will empower ākonga to talk about their learning, self-manage their workflow and reflect upon their progress. Our intention is to integrate the learning process into all teaching practices and this will be accessible to both ākonga and whānau to ensure that everyone knows what they are learning, why they are learning it, how they are learning it, when they have learnt it and what their next learning steps may be.

### Junior Programmes Years 7 and 8

Year 7 & 8 ākonga are taught primarily in a homeroom situation with one teacher. Ākonga leave the homeroom as a group to attend specialist subjects such as Science and Technology. In 2020 there has been a move to team teach ākonga in Year 8 as a way of prototyping larger learning spaces and allowing teachers to become more comfortable with team teaching. However, the physical limitations of the current school structures are impeding some progress in this area.

### Years 9 and 10

Year 9 and 10 ākonga have a compulsory programme of learning as well as a choice of options - mostly in the languages, technologies and arts. Ākonga are placed in traditional “core classes” for Maths, English, Social Studies, Science, Physical Education and Health. Traditionally teaching in the junior school occurred in 1-hour blocks, single-cell classrooms with one teacher.

Ongoing curriculum review has seen some development towards a focus on New Zealand Curriculum key competencies, foundation learning skills and inquiry learning however, we still have a large amount of work to do in this area. In 2020 some staff are trialling integration, contextual and blended learning approaches. BYOD practice is starting to become embedded across the teaching and learning programmes.

We are investigating and sharing ongoing changes to their junior programmes, timetables and ongoing conversations about the learning and structures.

### Senior programmes

| Learning areas     | NCEA Level 1  | NCEA Level 2  | NCEA Level 3  |
|--------------------|---|---|---|
| <b>English</b>     | <ul style="list-style-type: none"> <li>English 101</li> <li>English 111</li> <li>Media Studies 101</li> </ul>   | <ul style="list-style-type: none"> <li>English 201</li> <li>English 211</li> <li>Media Studies 201</li> </ul>   | <ul style="list-style-type: none"> <li>English 301</li> <li>Media Studies 301</li> </ul>                          |
| <b>Mathematics</b> | <ul style="list-style-type: none"> <li>Mathematics 101</li> <li>Mathematics 110</li> </ul>                      | <ul style="list-style-type: none"> <li>Mathematics 201</li> <li>Statistics 201</li> </ul>                       | <ul style="list-style-type: none"> <li>Calculus 301</li> <li>Statistics 301</li> </ul>                            |
| <b>Science</b>     | <ul style="list-style-type: none"> <li>Science 101</li> <li>Science 110</li> <li>Ag/Hort Science 101</li> </ul> | <ul style="list-style-type: none"> <li>Science 210</li> <li>Ag/Hort Science 201</li> <li>Biology 201</li> </ul> | <ul style="list-style-type: none"> <li>Ag/Hort Science 301</li> <li>Biology 301</li> <li>Chemistry 301</li> </ul> |

|                                      |   |  |  |
|--------------------------------------|---|--|--|
|                                      |   | <ul style="list-style-type: none"> <li>Chemistry 201</li> <li>Physics 201</li> </ul>   | <ul style="list-style-type: none"> <li>Physics 301</li> </ul>  |
| <b>Arts</b>                          | <ul style="list-style-type: none"> <li>Visual Art 101</li> <li>Drama 101</li> <li>Drama Technology 211</li> <li>Music 101</li> <li>Maori Performing Arts 100</li> </ul> | <ul style="list-style-type: none"> <li>Painting 201</li> <li>Photography 201</li> <li>Drama Performance 201</li> <li>Drama Technology 211</li> <li>Music 201</li> <li>Maori Performing Arts 200</li> </ul> | <ul style="list-style-type: none"> <li>Painting 301</li> <li>Photography 301</li> <li>Drama Performance 301</li> <li>Drama Technology 311</li> <li>Music 301</li> <li>Maori Performing Arts 300</li> </ul> |
| <b>Business</b>                      | <ul style="list-style-type: none"> <li>Business 101</li> </ul>  | <ul style="list-style-type: none"> <li>Agribusiness 201</li> <li>Business 201</li> <li>Personal Finance 200</li> </ul>   | <ul style="list-style-type: none"> <li>Agribusiness 301</li> <li>Business 301</li> <li>Personal Finance 300</li> </ul>   |
| <b>Food Studies</b>                  | <ul style="list-style-type: none"> <li>Home Economics 101</li> <li>Hospitality 100</li> </ul>   | <ul style="list-style-type: none"> <li>Home Economics 201</li> <li>Hospitality 200</li> </ul>  | <ul style="list-style-type: none"> <li>Home Economics 301</li> <li>Hospitality 300</li> </ul>  |
| <b>Health and Physical Education</b> | <ul style="list-style-type: none"> <li>Health Education 101</li> <li>Physical Education 101</li> </ul>  | <ul style="list-style-type: none"> <li>Health Education 201</li> <li>Physical Education 201</li> </ul>   | <ul style="list-style-type: none"> <li>Health Education 301</li> <li>Physical Education 301</li> <li>Sport Studies 310</li> </ul>  |
| <b>Digital Technologies</b>          | <ul style="list-style-type: none"> <li>Digital Technology 101</li> <li>Computing 110</li> </ul>   | <ul style="list-style-type: none"> <li>Digital Technology 201</li> <li>Computing 210</li> </ul>  | <ul style="list-style-type: none"> <li>Digital Technology 301</li> <li>Computing 310</li> </ul>  |
| <b>Languages</b>                     | <ul style="list-style-type: none"> <li>Japanese 101</li> <li>Te Reo Māori 101</li> <li>ESOL 100</li> </ul>  | <ul style="list-style-type: none"> <li>Japanese 201</li> <li>Te Reo Māori 201</li> <li>ESOL 200</li> </ul>   | <ul style="list-style-type: none"> <li>Japanese 301</li> <li>Te Reo Māori 301</li> <li>ESOL 300</li> </ul>   |
| <b>Materials Technologies</b>        | <ul style="list-style-type: none"> <li>Design and Visual Communication 101</li> <li>Building 100</li> <li>Mechanical Engineering 100</li> </ul>                         | <ul style="list-style-type: none"> <li>Design and Visual Communication 201</li> <li>Building 200</li> <li>Mechanical Engineering 200</li> </ul>  | <ul style="list-style-type: none"> <li>Design and Visual Communication 301</li> <li>Building 300</li> <li>Mechanical Engineering 300</li> </ul>  |
| <b>Social Sciences</b>               | <ul style="list-style-type: none"> <li>Geography 101</li> <li>History 101</li> </ul>  | <ul style="list-style-type: none"> <li>Geography 201</li> <li>History 201</li> <li>Tourism 200</li> </ul>  | <ul style="list-style-type: none"> <li>Geography 301</li> <li>History 301</li> <li>Tourism 300</li> </ul>  |
| <b>Vocational Studies</b>            | <ul style="list-style-type: none"> <li>Rural Trades 100</li> <li>Step-Up/E Tū ETU100</li> </ul>   | <ul style="list-style-type: none"> <li>Gateway 200</li> <li>Rural Trades 200</li> <li>Careers Education and Lifeskills 210</li> <li>Trades Academy</li> </ul>  | <ul style="list-style-type: none"> <li>Gateway 300</li> <li>Careers Education and Lifeskills 210</li> <li>Trades Academy</li> </ul>  |

## Dual Enrolments/Gateway

Approximately 35 senior ākonga are currently dual-enrolled at Ellesmere College-Te Kāreti o Waihora as well as at another Canterbury tertiary provider under the Secondary/Tertiary Partnership Programme and/or taking part in the Gateway work experience programme. These ākonga are supported by the HELA Vocational Pathways and Vocational Pathways Coordinator to ensure the work they have missed whilst off-site is completed on their return. These ākonga have customised timetables allowing them to self-select specific standards they wish to study towards. This helps alleviate over-assessing ākonga to achieve large quantities of credits that do not necessarily support their learning or chosen vocational pathways.

## e-Learning

All Ellesmere College – Te Kāreti o Waihora ākonga are expected to bring their own digital device to school each day. Our staff are dedicated to increasing engagement for learning and the school has previously had external support in the area of staff development and digital devices. There are varying degrees of uptake in the use of digital technologies across the school and this is an area of focus for the school over the coming years. Google Apps for Education and Hāpara are widely used across the school and we are currently investigating ways to make learning more visible to ākonga and their whānau, while also streamlining how we communicate with parents (this was a major theme of the feedback from the community consultation which occurred in 2019). Ubiquitous access to technology and increasing student's digital literacy skills will play an important part in the future-focussed curriculum developments outlined later in this section.

## Curriculum Policy

The Curriculum Policy at Ellesmere College – Te Kāreti o Waihora outlines the means by which the New Zealand Curriculum is delivered. This is overseen by the Board of Studies at Ellesmere College – Te Kāreti o Waihora who maintain an overview of the curriculum in terms of compliance with National Curriculum Statements and Key Competencies, as well as providing ākonga with a balanced course structure and logical progression.

All new senior courses must satisfy the Board of Studies as to the need, resourcing, delivery and assessment before inclusion into the school curriculum. The staff are responsive to the needs and interests of ākonga as can be seen with the introduction of a Year 10 Equine Studies option in 2020, which was at the suggestion of several ākonga.

The following can be found within the Curriculum Policy:

The Board, through the Principal and staff:

- Develops and implements teaching and learning programmes that:
  - contributes to the inclusive culture of the school
  - provides all ākonga in years up to year 10 with opportunities to achieve success in all areas of the national curriculum
  - gives priority to student progress and achievement in literacy and numeracy and /or te reo matatini and pāngarau, especially up to year 8
  - balances curriculum opportunities for ākonga with the teaching and other resources available.
- Evaluates the progress and achievement of ākonga, through the analysis of good quality assessment information, giving priority to:
  - student progress and achievement in literacy and numeracy and /or te reo matatini and pāngarau, especially up to year 8
  - the breadth and depth of learning related to the needs, abilities, and interests of ākonga; the nature of the school's curriculum; and the scope of the national curriculum (as expressed in the New Zealand Curriculum or Te Marautanga o Aotearoa)
  - analyses barriers to learning and achievement.
- Identifies ākonga, and groups of ākonga, through the analysis of good quality assessment information, who:
  - are not progressing and /or achieving, or are at risk of this
  - need learning support (including gifted and talented).
- Develops and implements teaching and learning strategies to address the needs of ākonga identified above, and any aspects of the curriculum that require particular attention.
- Develops plans and targets for improving the progress and achievement of Māori ākonga. These are made in consultation with the school's Māori community and are made known to the school community.
- Provides appropriate career education and guidance including specific guidance for ākonga at risk of leaving school unprepared for work or further education.

## 5.2 Our curriculum - Future Developments

### Curriculum & Ākonga Profiles

Ellesmere College – Te Kāreti o Waihora is currently developing ākonga profiles for end of Year 8, end of Year 10 and a Senior Graduate Profile. The school's vision is to develop ākonga profiles that connect the school's mission, vision statement and values with student development and learning. The profiles will communicate a shared understanding of what an Ellesmere College – Te Kāreti o Waihora future-oriented learner looks like. It will describe the skills and dispositions ākonga will develop during their time at Ellesmere College – Te Kāreti o Waihora to ensure that they can engage positively in society at both a local, national and global level. The process of developing the ākonga profiles began in 2019 through a consultative process with the local community, staff and ākonga. With the newly formed Ngā Mātāpuna o te Waihora Kāhui Ako there is also an opportunity to back-map and develop an Ākonga Profile across the cluster of schools at key transitions points on ākonga's learning journey within and between schools.

## School-Wide PLD

Significant school-wide professional learning and development needs to take place over the next 5-10 years to support effective pedagogical approaches and to implement future focussed curriculum developments. This includes:

- a focus on culturally relevant and sustaining pedagogies of relations within a “culture of care”
- re-engaging with the “front end” of the New Zealand Curriculum document
- development of a common language of learning using SOLO Taxonomy as an underlying framework
- Universal Design for Learning
- Well-Being.

Evidence from the community consultation, the Education Review Office's most recent report (2018) and “Korero Mai: Narratives of Educational Experiences of Ellesmere College – Te Kāreti o Waihora Ākonga” reinforces and endorses our strategic PLD direction.

## Culturally Relevant and Sustaining Pedagogies of Relations – “Culture of Care”

The professional learning and development around culturally relevant and sustaining pedagogies of relations was developed by the Principal from his work with the Te Kotahitanga project. Narratives of educational experiences of Ellesmere College – Te Kāreti o Waihora ākonga have been collected and a profile of an Effective Ellesmere College – Te Kāreti o Waihora Kaiako have been developed. In 2020 a pedagogical change management team, led by the Principal, has been developed and a multi-system approach of classroom observations, student feedback, reflective practice for staff and a PLD focus on developing culturally responsive and sustaining pedagogies within a “culture of care”. This creates a learning environment where the kaiako/ākonga relationship is fluid and is based on care, mutual respect, power-sharing and a sense of belonging (see section 9.2). It is recognised that the development and integration of the PROSPER well-being framework will support our culturally responsive and sustaining pedagogies.

## Re-engaging with the “front end” of the New Zealand Curriculum

Feedback from staff suggests that they are familiar with the “back-end” of the curriculum and have a firm grasp of curriculum learning objectives. However, few staff have a firm grasp of the components of the front-end of the New Zealand Curriculum. Over the coming years, the staff will explore and engage with the New Zealand Curriculum to ensure that they have a strong understanding of the NZC and that it underpins all curriculum-making decisions across the school.

## Common Language of Learning

As we move to new pedagogies for deep learning, there is a desire for kaiako to make learning more visible to ākonga and for ākonga to be able to self-reflect on their depth of thinking and manage their own learning. In order for this to occur, a common language of learning is needed across the school. The College is in the early phases of adopting SOLO Taxonomy as this common language of learning and in 2019 a Kāhui Ako Within-School Teacher focused their spiral of inquiry on SOLO Taxonomy. Over the coming years, the staff will explore SOLO so that it is adopted across the school and develop a common understanding between curriculum areas of how each area is utilising SOLO Taxonomy. There will be an increase in ākonga self-reporting and self-reflecting using SOLO and feedback from teachers will be connected to SOLO, as will reporting to parents.

## Universal Design for Learning

As a rural school with limited access to satellite, special needs or alternative education units, it is imperative that the curriculum and learning design is accessible to all ākonga. Curriculum design will be underpinned by ILE Principles for Universal Design as outlined in Section 9.1.2.

Our Inclusive philosophy, and the fact that we cater to all learners in the region, must be recognised in the design and development of a campus that fully supports and welcomes all learners by providing equitable access. Some staff continue to teach “to the middle” and the curriculum is designed for the “average” student. This “flaw of averages” will be challenged through individualised professional development and learning provided by a pedagogical change management team. Observation data will be collected and individuals will work through a guided process to delve into this data to bring about long-term sustainable change in pedagogical practice.

## Well-Being

In 2019 the Leadership Team of Ngā Mātāpuna o te Waihora Kāhui Ako decided to concentrate their efforts on increasing the well-being of the school community. A community consultation has already occurred around this and this will help to inform a strategic plan at a community level (led by Pegasus Health), an across-school level (Kāhui Ako) and an individual school level. These plans will be completed in the first half of 2020. The Ngā Mātāpuna o te Waihora Kāhui Ako had already decided to adopt the PROSPER well-being framework and a well-being team at Ellesmere College – Te Kāreti o Waihora, led by the Deputy Principal, will develop an action plan to ensure wellbeing underpins school-wide practices, staff and student learning and development. This is still in a developmental stage, but combined with a more culturally responsive and sustaining pedagogical approach and a “culture of care” across the school, it is hoped that it has a positive impact on valued student outcomes.

Ensuring that our ākonga act and behave online in a way which upholds our school values will be integral to the work being completed to redesign our values-based curriculum and pedagogical approaches. Digital Citizenship Education will encompass such areas as our rights and responsibilities in an online world and how we can ensure our safety when online. A Digital Citizenship Workstream, facilitated by the Principal, has been created which will design a programme of learning for staff and ākonga in this area.

One of our primary responsibilities is to prepare ākonga for future careers, a task that is increasingly complex in the current changing landscape. Not only is the workplace changing, but the nature of innovation—and human nature—means that most ākonga can expect to change jobs several times in the course of their work history.

Preparing ākonga for specific careers, therefore, is becoming of decreasing value. Instead, ākonga must be prepared to walk on shifting sands, equipped with skills that will help them land on their feet no matter what befalls them. Teaching skills such as creativity, critical thinking, and collaboration is especially important as these translate to most jobs. These skills can be taught through a variety of means including project-based learning.

Because the demands of the workplace are continually changing, ākonga also must become lifelong learners and kaiako must work to cultivate that desire in them. The future is challenging, exciting and rewarding, and we are working for all ākonga to find success. Changes in curriculum design and teaching and learning structures are being planned for the future which will see an integration of curriculum areas in Years 7-11 and more traditional pathways in Years 12 and 13 to ensure that ākonga still have access to University Approved courses. These changes will be focused around:

- Learning Advisory
- Impact Projects
- Connected Learning Modules.

These are explained in more detail in Section 6.

## 6 Teaching and learning structure

### 6.1 Teaching and learning structure - Present

A significant amount of the curriculum is delivered through traditional subjects by teachers who are specialists leading the instruction of a group of ~26 similar age ākonga allocated to them for the duration of the course (this varies from one term to a whole academic year depending on the subject). This allows for specialist teaching to take place and for teachers to develop strong relationships with their learners. However, our current physical environment can be restrictive of teachers who wish to work more collaboratively with peers and in differing configurations. The current timetable also presents restrictions on the ability to deliver instruction that is more integrated/cross-curricular. The current physical and non-physical structures were not designed to develop self-directed or student-centered learning.

The school currently has a traditional and hierarchical structure of senior and middle leaders, deans/kaitiaki, head of learning areas (HELAs) etc. These areas are siloed with limited cross-curricular and collaborative planning occurring. In 2019, during the second half of term 4, cross-curricular and integrated junior topic trials occurred. These trials are being extended throughout 2020 and 2021. During 2020 collaboration and consultation with staff will occur around restructuring the school which is envisaged to take place in the second half of 2021. This restructuring may see some current positions disestablished with the establishment of new positions.

#### Senior School

The comprehensive range of learners at Ellesmere College – Te Kāreti o Waihora has dictated that we develop a teaching and learning structure that provides appropriate learning, extension and enrichment for ākonga who are gifted or talented and for practical, vocational and academic pathways. The range of 'choice' available in the senior school can become limited due to the small numbers of ākonga and the vast majority of senior subjects are taught as multi-level courses. Some senior courses still have pre-requisite grades for entry which can restrict some ākonga in their subject choices.

#### Junior School

##### Year 7 & 8

Ākonga in Years 7 & 8 are primarily taught by their homeroom teacher in single-cell classrooms and attend specialist subject areas e.g. Science and Technology as part of their timetable.

##### Year 9 & 10

Ākonga in the junior school are placed in mixed-ability core classes. Ākonga study Mathematics, English, Social Studies, Science and Physical Education & Health with their core class grouping. Ākonga move outside of their core classes for option subjects.

With the ability to use more flexible learning environments, increasing ubiquity of technology (BYOD) and the development of a timetable that will effectively support these spaces, we anticipate that there will be increasing personalisation of learning programmes with a teaching a learning structure that better caters for individual need and learning that is more self-directed.

### 6.2 Teaching and learning structure - Future

- **Ākonga have a purpose and passion for what they are learning**
- **Focus on learning – not on credit gathering**

Learning Advisory, Impact Projects and Connected Learning Modules will form the basis of our future teaching and learning structures.

#### Learning Advisory

Learning Advisory is founded on the principles of Whanaungatanga, Ako, Manaakitanga and Tangata Whenuatanga. Advisory is designed to foster the holistic development of ākonga to empower them to be connected, collaborative, community-minded citizens at a local, national and global level. Through Learning Advisory ākonga will be supported to reach personal goals, holistically grow and to realise their potential through:

- Relationships
- Communication
- Interpersonal Skills
- Goal setting
- Pathways
- Hauora
- Citizenship.

Learning Advisory is a timetabled contact time for staff and there is a 1:20 ratio of staff to ākonga. The Learning Advisor (Whānau Teacher) is the significant adult in the student's school life who supports, tracks and monitors the student's academic progress and well-being. It is expected that the Learning Advisor develops a strong, positive relationship with ākonga and their parents/whānau.

### Impact Projects

Project-based learning involves real-world, authentic, integrated learning. The learning in impact projects starts with passions of ākonga to drive the learning process and will connect to a localised curriculum. Impact Projects are our response to the key competencies within the New Zealand Curriculum document and allow ākonga the ability to personalise their learning. Projects target collaboration, communication, innovation, problem-solving and encompass the ethos of "learning while doing".

Ākonga will be required to develop a project based on their own strength and passions. Four principles guide the ākonga to develop worthwhile projects:

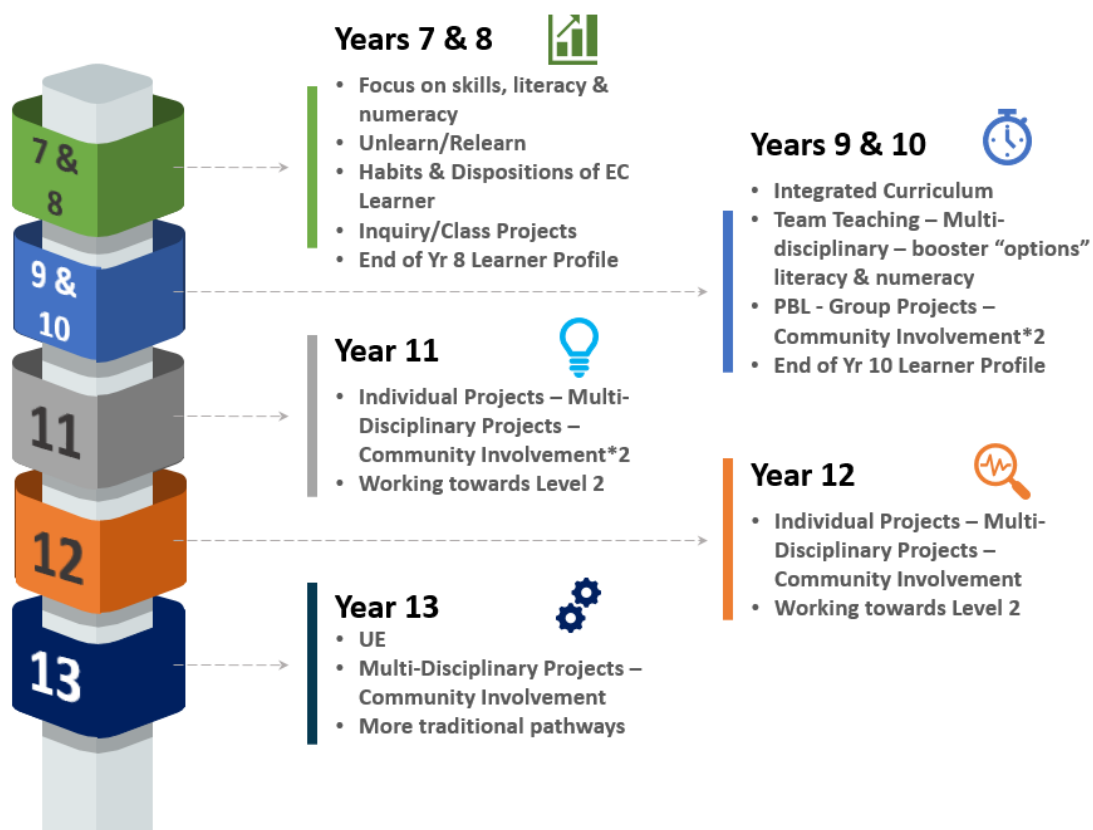
- Student ownership and agency – ākonga co-construct the topic and direction of their impact project with their kaiako.
- Substantial learning beyond the classroom – the impact project has a "real-life" component with applications to "real life".
- Connecting with the UN Sustainable Development Goals – impact projects connect with at least one of the UN Sustainable Development Goals.
- Participating and contributing with the community and community experts – ākonga engage with local, national and international experts to advise them on their work and to provide constructive feedback.

### Connected Learning Modules

Connected Learning Modules connect multiple 'subjects' to authentic 'real-world' contexts. Learning is co-designed with ākonga to be powerful and transformational.

Learning module units will be co-constructed, taught and assessed collaboratively by teachers from two curriculum learning areas in response to student needs and interests. These modules will foster deep learning and student engagement, with meaningful connections across learning areas. Each Learning Module will integrate 2 NZC Learning Areas, be taught by 2 teachers to a group of up to 60 ākonga, for a duration of 1 school semester. Ākonga will work with their learning advisors to select 3 Learning Modules to study in each semester.

Every student will need to take 1 Learning Module that includes elements of the English curriculum, and 1 Learning Module that contains elements of the Mathematics and Statistics curriculum, each semester. The coverage of curriculum Learning Areas will be carefully mapped by the ākonga and their learning advisors to ensure they are learning in contexts that are interesting to them, but that they are also being challenged and exposed to all learning areas.





## 7 School leadership and management

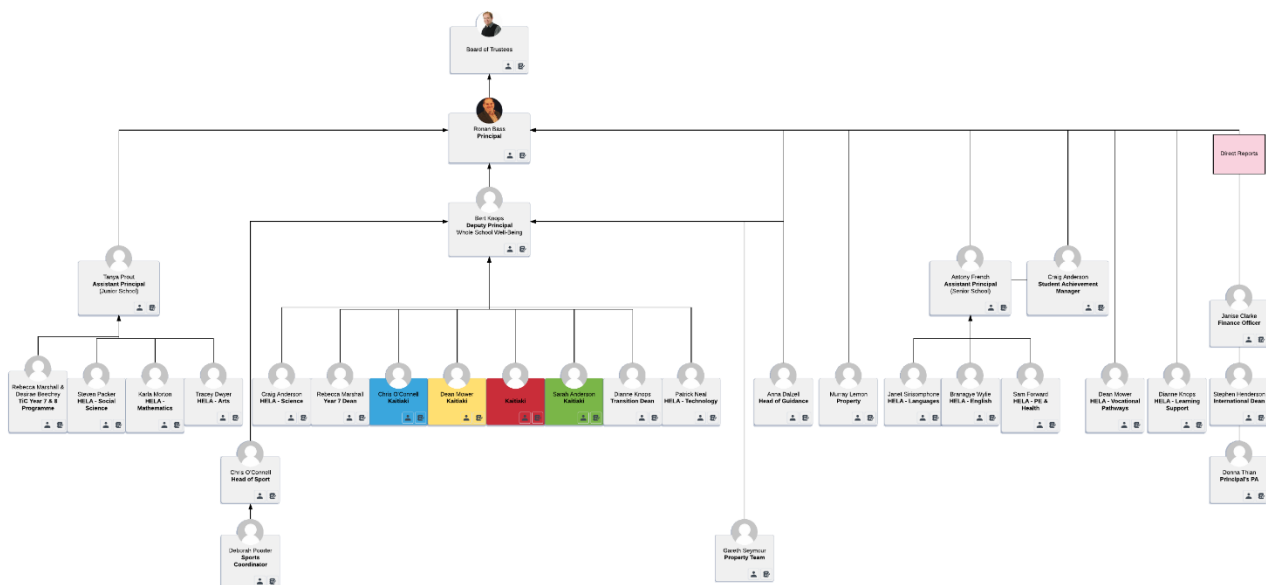
The school operates a well-established distributed leadership model which effectively supports the management of change, succession planning and sustainability. The senior leadership team is made up of: Principal, one Deputy Principal, two Assistant Principals and one Student Achievement Manager.

Currently, the Principal has his own office which connects to a shared office space for the rest of the Senior Leadership Team. After consultation with staff, this is how the team would like to continue operating but would also like access to meeting rooms for conferences with individuals as needed and to be able to facilitate larger group meetings for community and staff as we are currently lacking the space to do this at present.

Each senior leader is a line manager for a number of Learning Areas and regularly liaise with Heads of Essential Learning Areas, Department Heads and Teachers in Charge of subjects. The primary role of the Deputy Principal is the well-being of the ākonga and staff. One of the Assistant Principals oversees curriculum and learning in the senior school while the other Assistant Principal oversees curriculum and learning in the junior school. Their role is to support, build capacity and sustainability into the school system to maintain our focus on continuous improvement and provide a range of opportunities for ākonga to realise their potential.

Ākonga in Year 7 remain in a “homeroom” situation and a Year 7 Dean is responsible for their pastoral care. At the end of Year 7, ākonga transition into one of four Whānau: Kowhai, Rātā, Rimu, Tōtara. A Kaitiaki leads the Whānau and is responsible for the pastoral and academic well-being of ākonga in their care.

Heads of Essential Learning Areas are responsible for setting the curriculum in their learning areas and the overall daily management of staff within their areas of responsibility. The current leadership structure is a traditional hierarchical structure. Together with the Senior Leadership Team, the HELAs make up the Board of Studies who meet on a triweekly basis.



With the proposed changes in teaching and learning, it is felt that the traditional “siloes” learning area/department structure may impose restrictions on collaboration and the work of cross-curricular teams. A consultation around restructuring the school will take place throughout 2020 and the first half of 2021 with a complete restructure of the school finalised by the beginning of 2022.

Regular meetings are held with the Board of Trustees which include an annual planning and reporting cycle. This is to ensure that the needs of ākonga and their learning are central to planning, resourcing and implementation of the school's curriculum. The Board of Trustees has a number of sub-committees which meet regularly to discuss, reflect, implement change and facilitate progress for the school. These sub-committees include: Finance, Property, Uniform, Policy Review and Fundraising.

A school-wide well-being action plan is developed by the Well-Being Team, which the Student Well-Being Leader is a member of. The leadership of pastoral care is overseen by the Deputy Principal and has been distributed to several teams that operate within the school including: Counselling Team, Student Well-being Committee (made up of ākonga and led by the Student Well-Being Leader), PB4L Team, Digital Citizenship Workstream. This is supported by outside organisations such as:

- Pegasus Health
- Ministry of Education
- New Zealand Police
- Mental Health Service Providers e.g CAFE/CYMHS
- School-Based Mental Health Team
- Te Ora Hou
- Mana Ake
- Oranga Tamariki
- ROCK ON
- Southern Regional Health School.

Ākonga have a variety of leadership opportunities to become involved in. At the beginning of 2019, changes to the leadership student leadership structure were implemented following a review. The number of formal student leadership positions were reduced and committees were introduced. This provided an opportunity for more ākonga from across the school to become involved in planning events, developing their leadership capacity and empowering them in decision-making processes and having their voices heard. At the beginning of 2020, a Head of Student Leadership position was created for a specific staff member to support and grow the leadership of ākonga. The Principal meets regularly with the head student leaders and each of the other leaders e.g. Arts, Cultural, Environment etc. have a specific adult at school who is their “go to” person and supports them in their leadership role.

The concept of tuakana-teina underpins the structural philosophy of the school’s vertical Whānau classes. Older, more experienced ākonga are expected to take on leadership roles within their Whānau. However, this has historically been sporadic at best. With the current changes of Whānau/Form Time to a 10-minute “Check and Connect” and timetabled contact time “Learning Advisory” we are hoping that it provides an opportunity for senior ākonga to mentor and coach junior ākonga. This will be reviewed at the end of 2020 by collecting staff and student feedback.

All PLD and decisions are made to ensure that they connect with the three foci of our Strategic Plan 2019-2023. This incorporates improved academic and social outcomes in conjunction with pedagogy, best practice, evidence-informed decision-making, academic mentoring and reporting.

With the changes in appraisal following the renegotiation of the Secondary Teacher’s Collective Agreement in the second half of 2019, it has been decided to co-construct appraisal processes with staff in 2020. Feedback from staff has been positive as the appraisal process will now be “designed with them” rather than “being done to them”. As professional inquiry should be seen as a way of being for the 21<sup>st</sup> century educator, it will continue to play an important role in ensuring that positive change occurs in pedagogical practice.

## Strategic Planning Overview 2019-2023

| Strategic Focus                   | Our People – strong culture of inquiry   | Our Valued Outcomes – Positive student outcomes: quantity & quality   | Our Community – Continued high community trust and school of choice for local community   |
|-----------------------------------|--|---|---|
| What will this look like by 2023? | <ul style="list-style-type: none"> <li>Professional expertise widely acknowledged as 'best practice' and leading-edge</li> <li>Shared understanding of effective teaching and learning</li> <li>New pedagogies for deep learning embedded in teaching practice</li> <li>Quality information accessible to inform evidence-based inquiry</li> <li>Inquiry-based practices fundamental to professional learning and change management</li> <li>Professional learning conversations common place</li> <li>Common language of learning and assessment</li> <li>Priority learners identified and supported to accelerate &amp; achieve</li> <li>Quality extra &amp; co-curricular programmes provide rich learning opportunities and experiences</li> </ul> | <ul style="list-style-type: none"> <li>Positive well-being indicators across the school community</li> <li>All ākonga leaving school with a relevant qualification (minimum NCEA Level 2)</li> <li>High levels of excellence in achievement</li> <li>Positive learning culture &amp; environment</li> <li>All ākonga have clear learning and achievement goals</li> <li>Self-directed learning flourishing</li> <li>Clear curriculum and vocational pathways evident</li> <li>Rich learning opportunities within and outside the classroom with connection to local contexts</li> <li>Strong programme of Academic Mentoring and tracking of achievement with ākonga inquiring into their own learning</li> </ul> | <ul style="list-style-type: none"> <li>A community school – inviting, friendly, respected</li> <li>School is hub of the community</li> <li>Relationships between ākonga, school and home are positive and educationally powerful</li> <li>Modern, fresh, contemporary buildings provide multi-functional, flexible 21st century learning environment</li> <li>Te Ao Māori and biculturalism evident and culturally sustaining</li> <li>Focus on sustainability</li> <li>Strong learning and business partnerships with community</li> <li>Continued steady roll growth from inside school zone</li> <li>Quality staff seek employment with the school</li> <li>Ākonga sought by universities, training providers &amp; employers</li> </ul> |
| Key Strategies                    | <ul style="list-style-type: none"> <li>Education Brief focused on New Pedagogies for Deep Learning</li> <li>Curriculum design, assessment &amp; academic counselling are strongly aligned through common language of learning</li> <li>Model of Inquiry informs decision-making across the school including PLD and Appraisal</li> <li>Values-based school-wide framework for well-being</li> <li>Vision &amp; resourcing for 21st Century flexible learning environment</li> <li>Local, bi-cultural and global relationships strengthened and developed</li> </ul>  |   |   |

Data is used to inform decision-making at Ellesmere College – Te Kāreti o Waihora. Ākonga in the junior school are tested using e-asTTle numeracy and reading tests at the beginning, middle and end of the year. This data is made available to all staff, along with half and whole year effect sizes. Kaiako engage in facilitated professional learning conversations every three weeks and interrogate this data, along with any other data they may have, in order to make collaborative pedagogical decisions. Engagement data in the form of feedback and engagement reports, along with attendance data, is also used to determine the need for intervention.

School-wide self-review is essential to being a place of reflective practice and continuous improvement. HELAs and Assistant HELAs meet with the Principal and their SLT line-manager to examine achievement data and work through a collaborative inquiry process in order to identify areas needing improvement. From this annual learning area review, HELAs develop an action and PLD plan for their learning areas which connects directly with school-wide goals.

## 8 Community connections

Ellesmere College – Te Kāreti o Waihora prides itself in being a community school which serves the needs of a diverse local community. It previously used the tagline “Ellesmere College: the beating heart of a vibrant rural community”. It provides a co-educational secondary option for the learners of Ngā Mātāpuna o te Waihora Kāhui Ako. The school has a proud history within the community and is a valuable resource which is often used outside of normal teaching hours by community groups. The school has an ongoing commitment to strengthen and enhance relationships with Te Taumutu Rūnanga. Staff value the opportunity to work alongside tangata whenua in order to provide opportunities for ākonga to strengthen their bicultural identity and localised knowledge.

Our local community is very supportive of the school and we have established strong links with our wider community through positive and proactive involvements with the PTA, Selwyn District Council, Leeston Library, Leeston Medical Centre, Ellesmere and Selwyn Lions, local sporting, arts and cultural groups and various other community, business groups and organisations.

Currently, the Riki Te Mairaki Ellison Memorial Hall (school gym) is the only venue available within the Ellesmere District which can accommodate more than 300 people for performances and events. Therefore, the school gym is in high demand for use by external groups. This puts pressure on this resource both during school hours and after hours. The Wilson Room (drama room attached to the school gym) is used after hours by a local dance school while the school grounds are used on the weekend by a variety of local sports clubs, including the cricket club. The local camera club meets in our staff room, as does the school’s PTA. The Whānau Committee meets in the room designated for use by our Te Reo Māori kaiako.

In 2019 our kapahaka rōpū combined with Lincoln High School and entered the regional kapahaka competition. Due to a lack of space at Ellesmere College – Te Kāreti o Waihora, the majority of practices for this event had to be held at Lincoln High School. The Te Reo Māori department is continuing to establish and strengthen links with other local schools and hopes to work collaboratively with Rolleston College – Horoeke Haemata and Akaroa Area School.

The school has built strong networks with the community to specifically enhance student’s learning. These include Lincoln University, University of Canterbury, Ara and other secondary/tertiary interface providers, and local businesses and places of employment that support ākonga in STAR and Gateway programmes. Over the past two years Ellesmere College – Te Kāreti o Waihora has actively worked to strengthen relationships with Lincoln University due to its proximity to the school. The Māori departments of both institutions have worked to support each other and the Principal has been a member of the Lincoln University Excellence in Teaching Awards Committee for the past two years. In 2019 Ellesmere College – Te Kāreti o Waihora and Lincoln University worked collaboratively to map academic pathways from secondary to tertiary for international ākonga and have formed a partnership to jointly recruit internationally for international students. It is believed that this is the only partnership of its kinds in New Zealand and it is hoped that in the future a primary-secondary-tertiary pathway for international ākonga within the Ellesmere district will be developed.

In the future we would like to continue to strengthen professional relationships and networks including working with:

- Enviroschools
- Te Ara Kakariki
- Selwyn and Ellesmere Lions
- Southbridge Swimming Pool
- Ellesmere Heritage Park
- Ellesmere A&P

- Local community groups e.g. Scouts, Bowling Club, Youth Group, rugby and netball clubs.

A high level of community engagement with the school is very important as is the support the community gives to the school. The relationships which staff build with members can enhance valued student outcomes. The school takes a proactive approach to communication through various kanohi-ki-te-kanohi opportunities, as well as having a strong social media profile. A staff member has a position of responsibility to ensure that we are also strongly profiled in local traditional print media. Positive engagement is also evident from the high attendance rates of the local community at some school events and performances and the many parents who volunteer to help run extra-curricular activities.

## 9 Linking pedagogy to space

### 9.1 Overall configuration of the school

Ellesmere College - Te Kāreti o Waihora endeavours to develop and enhance a strong sense of belonging across the campus. One of our core principles is that the site should inspire a sense of belonging for ākonga, particularly for our current and former ākonga, but also for their families/whānau and the wider community sense of belonging within the whole campus.

We want to make prominent our commitment to biculturalism and our welcome to tangata whenua and manuhiri. This commitment should be evident in how the school is experienced by manuhiri, as well as kaiako and ākonga as they enter our campus. Any area of cultural significance should be located near the front of the school facing the entrance and with an open area outside it to function as a marae ātea. This is particularly important as it is believed that Ellesmere College – Te Kāreti o Waihora was the only school in Te Wai Ponunamu for several decades which was dedicated as a Marae. Flow and connectedness should be a feature throughout the school. A strong sense of linkage with flexibility to open and flow to outdoor spaces should be an intentional feature and theme of the site. The vision for our campus is to establish a park-like environment with native plantings to become a Te Ara Kākāriki Greenway Trust “Greendot” along with a mini food forest. It is important that these features are incorporated into the design.

Ākonga and visitors should feel welcomed onto the site and should be made easily aware of the location of key facilities. All people entering the school should be greeted by clear bilingual signage, along with well-defined pedestrian and vehicle access ways that provide easy access to all school facilities. Design implementation should support our inclusive education culture ensuring consideration is given to ākonga with special education needs.

There needs to be provision made for more effective walk on and pedestrian movement around the school. Ease of navigation and movement around our site is also an important consideration. Health and safety is a significant concern in regard to parking and vehicle movement on our site. This needs to be mitigated in our redevelopment. Drive access and traffic movement around the school needs considerable thought and planning, as does access to parking as the current space is at a premium with many staff parking on the road in front of the school. Equally, easy access is required for disabled ākonga, as is locating and accessing key student wellbeing services.

Leeston-Dunsandel Road serves as vehicle access for staff, manuhiri and the dropping off of ākonga. Beside the narrow entranceway is a drop off zone and bus bay. Vehicle congestion at the gate is an issue and significant consideration in our redevelopment should be given to designing and creating safer areas for buses and drop off zones for parents. We wish to encourage more ākonga to cycle to school and there should be a secure place for them to lock their bikes or scooters near ākonga learning areas.

The office area needs to be retained at the front of the school as it is the first point of welcome to our school. Ākonga also need to have clear access to student support and well-being facilities through their own entrance giving separation between the public and school areas. As the first point of contact between school and community, the office area needs to be aesthetically welcoming, support the physical and emotional wellbeing of our community and tell the story of the history of Ellesmere College - Te Kāreti o Waihora.

We seek to apply the following core design principles across all teaching and learning spaces to maximise the potential of the learning environment for all learners, staff and ākonga to:

- promote learning by allowing flexibility, transparency, collaboration and connectedness
- model sustainability practices in all facets of the indoor and outdoor environments, buildings and landscape design so that the design can present learning opportunities in the details itself
- provide inclusive access to the curriculum for all users
- embed flexibility in the physical design to support both present and future-focused needs
- aesthetically pleasing and welcoming, spacious and filled with natural light

- learning areas offer a high degree of visibility
- provide efficient ventilation and heating (natural where possible) and high-quality acoustics in all areas
- facilitate learning at any time, anywhere, and by any means through seamless access to IT and distribution of learning resources through flexible learning spaces
- include a range of spaces for different purposes such as large group work, quiet reflection, outdoor learning spaces
- acknowledge and enhance the school's strong presence in the community
- aesthetically pleasing and welcoming with a strong sense of the school's location in a rural landscape.

The school's learning environment will need to allow kaiako and ākonga to have a choice of the appropriate space based on the purpose and outcome for the learning tasks. We aspire to have collaborative teaching spaces that support a range of different learning activities, therefore, a range of flexible learning spaces need to be provided. These will include a range of class size spaces, breakout spaces for group or independent work, outdoor learning areas, specialist areas for technology/science work etc., performance areas, wet areas, storage areas, kaiako workspaces, resource areas, staff/admin area, music area, editing/production suite, assemblies and studio space. All learning spaces should be flexible enough to remain connected, visibly through glass or through design, but allow for some separation as and when needed. Outdoor areas which can further enhance and expand collaborative practices and learning opportunities are important. Ensuring connectivity, ease of access, ecological sustainability, weatherproofing and aesthetic designs with our cultural narrative, are essential components of the rebuild philosophy.

It is essential that gender-neutral toilets and changing facilities need to be accessible and appropriately located throughout the school and these need to serve the school and community use outside of school hours without giving access to school learning areas and resources.

### 9.1.2 Inclusive & Accessible

Our Inclusive philosophy, and the fact that we cater to all learners in the region, must be recognised in the design and development of a campus that fully supports and welcomes all learners by providing equitable access.

Unlike other urban centres in NZ, Ellesmere College - Te Kāreti o Waihora does not have access to 'special' schools or 'satellite provision' for ākonga with significant or high learning needs. This provides fantastic opportunities for all our ākonga to experience their education within an environment shared by a truly comprehensive range of different learners who truly represent the people living in our community. However, this does pose some challenges but there are significant benefits for all through the reduction of skewed perceptions that are inevitable in contexts where segregation is the norm.

Inclusive education involves creating a school environment in which all ākonga can be socially and educationally involved in a way that meets their individual needs. Designing a campus with adherence to ILE Principles of Universal Design (UD) will support our ability to realise inclusive education in our setting. All buildings are required to be robust and low maintenance.

| ILE Principles of Universal Design (UD) (The Centre for Universal Design) |  |
|---|--|
| Principal   | Descriptor   |
| Equitable use   | The design is useful and marketable to people with diverse abilities.  |
| Flexibility in use  | The design accommodates a wide range of individual preferences and abilities.  |
| Simple and intuitive  | Use of the design is easy to understand, regardless of the user's experience,  |
| Perceptible Information   | The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities. |
| Tolerance for error   | The design minimises hazards and the adverse consequences of accidental or unintended actions.   |
| Low physical effort   | The design can be used efficiently and comfortably and with a minimum of fatigue.  |
| Size and space for approach and use                                       | Appropriate size and space is provided for approach, reach, manipulation and use regardless of user's body size, posture, or mobility.   |

The Centre for Universal Design, Universal Design Principles, from  
[http://www.ncsu.edu/ncsu/design/cud/about\\_ud/udprinciples.htm](http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm)

For ākonga with disabilities or special education/learning support needs, there is the requirement for covered parking for drop off and pick up for ākonga in wheelchairs or with limited mobility. This must allow for moving from the car or taxi into the school without kerbing or physical thresholds. This area will need to be located in close proximity to the primary learning spaces for these ākonga.

The accessibility requirements of our inclusive approach require straightforward and intuitive access and circulation into and around the site. This should be supported by clear pathways and signage, but also by locating facilities that will be regularly used out of hours close to site entrances and parking. Our climate means that use of external access and circulation pathways should be considered. This enables more of the school's footprint to be used for education provision, as well as allowing easy navigation of the site outside school hours when the buildings will be secured.

Ākonga access the site through a range of transport options, and the site will require appropriate safe access for pedestrians and other forms of active transport such as scooters and bicycles. We will require sufficient secure storage for bicycles and scooters located near the site entrances. We will also require that access is delineated appropriately so that pedestrians are not sharing pathways with bicycles/scooters and cars. A large number of ākonga access our site by bus and there must be appropriate access for buses to pick up and drop off ākonga.

We wish to encourage pathways and transition by having our local feeder schools and their ākonga able to access and interact with the site. We are also aware that because of our diverse and multicultural community, our schools are sometimes ākonga first experience of education in New Zealand. Some ākonga will require additional support to integrate into the New Zealand education system, and may need supports ranging from learning support, ESOL or language support to integrate with social systems and routines.

There should also be pathways into and out of the community, with our ākonga easily able to access local businesses and industries both by bringing them onto the site and with ākonga going off-site. We want the site to support ākonga to be ready for their transition into employment or further training by providing 'real world' teaching and learning opportunities wherever possible.



### 9.1.3 Environmental Sustainability

Both in its current practices and its redevelopment, Ellesmere College - Te Kāreti o Waihora will look to increase and improve appropriate environmentally sustainable practices. The United Nations Sustainable Development Goals will become central to some of our pedagogical practice and it is critical that this is evident not only in our pedagogical practice but also in the environment in which we learn and work. Our buildings and grounds must reflect our commitment to the UN Sustainable Development Goals. We would like to take advantage, where possible, of such things as passive heating, solar electricity generation, reusing water runoff and greywater, solar hot water heating and building using environmentally sustainable materials so that our commitment to the environment in our pedagogy is reflected in our class and space usage.

These design philosophies will be applied across all learning and teaching facilities to maximise the potential of the environment for both ākonga, staff and the community and to energise and activate all curriculum and support spaces.

Our school will be a place that embraces and reflects cultural sustainability. It will promote, support and celebrate diversity and inclusion. It will demonstrate effective pedagogical practices and use spaces that are flexible, collaborative and enhance learning. It will provide a physical environment which is safe, appealing, ecologically sustainable and excites ākonga curiosity in learning. It will do this in a way that promotes and supports the wellbeing of the entire school community.

Our vision is to develop a future-proofed, sustainable and 'green'/eco site. We expect that this will include the use of sustainable building materials and processes, but also creating buildings and facilities that are responsive to the natural environment and the local climate. We want the site to be rich in green spaces, and reflect local flora and fauna in its use of native trees and plantings.

We also make use of the outdoor environment in a range of learning contexts and want the site to offer a range of thoughtfully designed outdoor learning environments. Consideration should be given to providing appropriate sheltered areas outdoors and designing building layout and configuration so that some outdoor areas are naturally sheltered from wind and rain.

Outdoor spaces should be thoughtfully connected with buildings so that there is appropriate and intuitive access to outdoor learning and social spaces from inside. This should provide opportunities for ākonga to be able to include outdoor options when selecting where they would like to work.

The grounds and landscaping should provide a variety of spaces for ākonga to gather in smaller, intimate groups as well as providing space for large gatherings or physical activity. Spaces should encourage healthy, active and fun outdoor activities. For the last few decades, we have enjoyed and appreciated beautiful and attractive outdoor surroundings with mature trees and open outdoor recreational spaces. This is something we want to try to retain so that the campus feels established. The grounds and landscaping should reflect imperatives determined by a cultural narrative that honours our Māori heritage in this area.

There should be a range of outdoor spaces for recreation and socialising so that ākonga can find spaces that best fit their preferences for during break times.

### 9.1.3 Safety & Security

Security is also an important consideration. While the school welcomes community involvement, buildings must be appropriately secured so as to minimise opportunities for break-ins or vandalism. There must be the ability to restrict cars to areas of the site and on weekends without restricting staff or other legitimate users from parking on-site out of hours.

Clear pathways and appropriate lighting are important for the safety and security of ākonga, staff or community users of the school site before or after school. Within buildings that will be hired out or used by the community, there must be the ability to secure equipment and areas containing confidential information or high-value equipment and resources.

We would like the Crime Prevention Through Environmental Design (CPTED) principles to be considered as part of the site design process.



#### 9.1.4 ICT

ICT is an integral part of:

- Excellence in teaching and learning provision
- School administration, management and operation
- Student services and pastoral care.

We recognise that ICT will change over time, and would like our ICT services and infrastructure to be future-proofed to enable growth and development of ICT services.

We will maintain reliable internet connectivity across the site (internal and external) and the ongoing development of connectivity must be at the cutting edge. ICT infrastructure (including charging facilities) must enable all ākonga and staff at both schools to have reliable digital connectivity.

## 9.2 Linking the key aspirations of the school to space

### Whakapapa/Identity

Commentary: A place where everyone knows their own cultural heritage, genealogy and how this underpins individual understandings of self-identity on a local and global scale

| Aspirations  | What does this mean?  | How will we achieve the aspiration   | What space will be required to enable the aspiration?  |
|--|---|--|--|
| Our ākonga know who they are, their culture, their heritage, their identity – on a local, national and a global scale. | <p>We make prominent our commitment to Te Tiriti o Waitangi, biculturalism and an understanding of who we are and how we connect to New Zealand’s bicultural identity. Manuhiri to the school, ākonga and kaiako will experience an environment that values our bicultural commitment and celebrates cultural diversity.</p> <p>While there will be a specific cultural space, we wish the cultural history of the site and the connection to mana whenua to be visible through the school site in a variety of ways, including the use of local native flora in the site planting.</p> | <p>Culturally responsive and sustaining pedagogy of relations is modelled across the school in teacher practices and student outcomes. Our kaupapa focuses on realising the potential of learners. It is grounded in the concepts of whanaungatanga, whakapapa, whakamana, kaitiakitanga, kotahitanga and ako. This creates a learning environment where the teacher/learner relationship is fluid and is based on whānau-type care, mutual respect, power sharing, connectedness and a strong sense of belonging. There is a “culture of care” evident across the school.</p> <p>Consideration must be given to reflecting culture through physical design, signage, artworks, symbology, site layout, gardens and plantings, and the ability for the site to be led by tikanga and other cultural protocols. It is important for the site to be culturally-located, and to be distinctively a product of Aotearoa, and of the school’s geographic location within the Waihora area. Our identity and cultural narrative should inform elements of design throughout the school site.</p> <p>The experiences of people from different cultural backgrounds are shared and celebrated. This is</p> | <p>Mihi whakatau is, and will continue to be, the formal welcome for all ākonga, staff, parents and ākonga new to the kura at the start of each year – the cultural space must be configured to support this, with a space that can function as a marae ātea.</p> <p>Cultural space at the front of the school, located in close proximity to kitchen facilities, toilets and showers (to support noho marae and offering manaakitanga to visitors).</p> <p>The main entrance is reflective of the identity of ākonga, kaiako and manuhiri and celebrates the history of Ellesmere College – Te Kāreti o Waihora. Electronic displays celebrate and showcase the work and achievements of ākonga, kaiako and the community.</p> <p>Throughout the school, there is clear bicultural signage, imagery, our school whakataukī and other appropriate elements. The display of other cultural artworks and artefacts will make visible and celebrate our increasingly multicultural community.</p> |

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|  | <p>Learners link content to their passions and interests leading to a greater depth of understanding. When they set personal learning goals they have authentic ownership over their own learning leading to increased motivation, engagement and thrill for learning.</p> <p>Staff, ākonga and our wider community feel connected through a sense of belonging and acceptance.</p> <p>Every individual accepts the responsibility to understand and respect the uniqueness of others.</p> <p>Covers every aspect of being a Global Citizen in today's world including bicultural and multicultural perspective.</p> | <p>reflected around the school campus through such examples as art, photography, cultural artefacts, iconography, landscape design.</p> <p>We use te reo Māori and tikanga in daily practice. This is evident in kaiako and ākonga being confident in using common phrases and greetings on an everyday basis. Te reo is part of school occasions when kaiako and ākonga come together. We hold expectations that kaiako develop their practice in te reo, tikanga and waiata. Manuhiri are welcomed to the school through Mihi Whakatau.</p> <p>We develop strong, positive, whānau-type relationships between staff and learners.</p> <p>Culturally significant events are celebrated with the wider community so all members of the community feel valued and connected to the school.</p> <p>Personalised learning will be developed by:</p> <ul style="list-style-type: none"> <li>• knowing the learner</li> <li>• building the curriculum around the learner and their interests</li> <li>• being flexible to meet the needs of learners</li> <li>• the learner linking content to their passions and interests</li> <li>• co-constructing personal learning goals with ākonga and whānau</li> <li>• provision of authentic learning experiences and localised curriculum.</li> </ul> <p>Ākonga are inspired by relatives they see displayed in photographs and honours boards to be the best they can be.</p> | <p>Gender-neutral bathrooms/changing rooms easily accessible to staff, ākonga and the community.</p> <p>All areas of the school are accessible for ākonga or staff with disabilities.</p> <p>Indoor and outdoor spaces where it is safe for ākonga to express their individuality and identity with other likeminded individuals.</p> <p>A strong sense of connection throughout the campus both between buildings and between indoor and outdoor spaces.</p> <p>Flexible and connected indoor and outdoor learning spaces that provide ease of access and are adaptable enough to be rearranged to support different pedagogies.</p> <p>Outdoor spaces are created that promote positive interaction and spaces for curriculum delivery, keeping in mind that primary aged ākonga attend the school. This could include an outdoor amphitheatre/performance area.</p> <p>Ākonga have access to services that support learner agency e.g. careers and vocational pathway advice, cafeteria, and study facilities.</p> <p>All of this needs to be underpinned by a reliable, robust and future-proofed ICT framework.</p> <p>Indoor and outdoor spaces which reflect our bicultural identity, cultural narrative and also our link to this place and in particular Te Waihora/Lake Ellesmere. Manuhiri are welcomed in an appropriate space at Ellesmere College – Te Kāreti o Waihora.</p> |
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|  |  | <p>We welcome people of diverse ethnic, cultural, educational and socio-economic backgrounds, gender orientation and age. We affirm inclusive practice and an atmosphere where everyone belongs.</p> <p>We value and encourage cultural and ethnic diversity through celebrating difference as part of everyday College life, as well as highlighted in events and festivals that represent our learning communities.</p> <p>By ensuring ākonga are able to access and view a range of resources that reflect their individuality.</p> <p>Providing opportunities for staff, ākonga, and the wider community to celebrate their identities and the identities of others.</p> <p>To explicitly teach and promote throughout the school community the importance placed on learning from, and relating respectfully with, people of your own culture as well as those from other cultures.</p> | <p>Te Reo and tikanga Māori is taught in a space which feels culturally appropriate and safe. Large space for Kapahaka practice to take place.</p> <p>Entrances to the school and its buildings are culturally and aesthetically welcoming and allow ease of access to all people.</p> <p>A large hall/auditorium that could be used for cultural celebrations and community-based events as well as school events.</p> <p>Outdoor spaces which reflect the cultural diversity of the school body and promote positive interaction amongst ākonga. This could include an outdoor amphitheatre/outdoor performance space, seating for socialising, sports areas including table tennis tables and handball.</p> <p>Indoor and outdoor spaces where ākonga can express their cultural identity amongst other likeminded individuals.</p> |
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## Tūrangawaewae/Culturally-Located

Commentary: “A place to stand” where we feel culturally located, connected and empowered

| Aspirations  | What does this mean?  | How will we achieve the aspiration  | What space will be required to enable the aspiration?  |
|--|---|---|--|
| Our ākonga can realise their potential as culturally-located individuals | <p>Ellesmere College – Te Kāreti o Waihora models a strong commitment to Te Tiriti o Waitangi. This commitment is evident in how Kāreti o te Waihora is experienced by manuhiri, as well as kaiako and ākonga when they first come to our place, in their interactions with others and in the spaces they use within Ellesmere College – Te Kāreti o Waihora.</p> <p>Cultural Responsiveness and Sustainability is promoted and maintained through a student-centred approach to teaching and learning.</p> <p>Ākonga realising their potential as who they are. Their cultural identity, knowledge and toolkit is acknowledged, understood and affirmed by kaiako.</p> | <p>Culturally responsive and sustaining pedagogy of relations is embedded as part of the learning and pastoral culture of the school through an ongoing process of reflection and inquiry.</p> <p>We reflect on our associations with this place, and in particular, Te Waihora/Lake Ellesmere for which the school has been named. Te Waihora was a source of sustenance and learning for local Māori for many generations (as it still is) and the role of the College is similar for residents of our region. We continue to strengthen our relationship with Te Taumutu Rūnanga and work in partnership to realise our collective aspirations for our rangatahi.</p> <p>We provide an inclusive learning environment which engages learners, kaiako, whānau and the wider community in co-constructing education to address ākonga needs, strengths, interests, aspirations and the opportunity for cross-curricular and/or multi-level learning.</p> <p>Kaiako know their learners and understand the cultural knowledge and toolkit ākonga bring with them to school every day and use this knowledge to engage ākonga in authentic learning.</p> <p>The experiences of people from different cultural backgrounds are shared and celebrated. This is reflected around the school campus through such</p> | <p>Manuhiri are welcomed in an appropriate space at Ellesmere College – Te Kāreti o Waihora.</p> <p>Entrances to the school and its buildings are culturally and aesthetically welcoming and allow ease of access to all people.</p> <p>Throughout the school, there is clear bicultural signage, imagery, whakataukī and other appropriate elements, including appropriate planting that reflects the cultural narrative of the community.</p> <p>Te Reo and tikanga Māori is taught in a space which feels culturally appropriate and safe. Large space for Kapahaka practice to take place e.g. auditorium.</p> <p>Indoor and outdoor spaces which reflect our bicultural identity, cultural narrative and also our link to this place and in particular Te Waihora/Lake Ellesmere.</p> <p>A range of high quality, adaptable and accessible learning spaces that are flexible both in use and size which allow ākonga to engage in learning informed by authentic contexts, the development of transferable skills and personalisation. These will need to cater for a range of learning and delivery needs:</p> <ul style="list-style-type: none"> <li>• catering for seminar-style delivery including team-teaching up to 120 ākonga</li> <li>• collaborative interactions</li> <li>• breakout spaces</li> </ul> |

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|  |  | <p>examples as art, photography, cultural artefacts, iconography, landscape design.</p> <p>Culturally significant events are celebrated with the wider community so all members of the community feel valued and connected to the school.</p> <p>We create a learning environment where learners and kaiako work together to build knowledge and skills to enable ākonga to be adaptable lifelong learners. This includes implementing collaborative cross-curricular teaching and learning with teachers working in teams. There is a focus on localised curriculum and engaging positively with the local community.</p> <p>Providing opportunities for staff, ākonga, and the wider community to celebrate their identities and the identities of others.</p> | <ul style="list-style-type: none"> <li>• small spaces for multiple purposes, including meetings with ākonga and whānau as well as quiet, individual work spaces.</li> <li>• student and staff conferencing</li> <li>• spaces throughout the school, where teachers plan and share collaboratively, undertake collaborative professional learning, develop pedagogy collaboratively.</li> </ul> <p>Flexibility and adaptability to change the size and configuration of spaces with effective, efficient and energy conscious:</p> <ul style="list-style-type: none"> <li>• lighting</li> <li>• temperature regulation</li> <li>• acoustics</li> <li>• colouring and furniture to enhance wellbeing and promote learning using multiple learning styles.</li> </ul> <p>We aspire to have a space (hall/auditorium) for the whole community to come together for events or celebrations. This space (currently the school gym) is well used by community groups for:</p> <ul style="list-style-type: none"> <li>• Prizegivings</li> <li>• Assemblies</li> <li>• Cultural Festivals</li> <li>• Presentations</li> <li>• Performances which showcase the arts</li> <li>• Whānau celebrations</li> <li>• Teaching larger groups</li> <li>• Keynote speakers and breakout spaces.</li> </ul> <p>It would be advantageous to have kitchen, performance and cultural facilities included, or closely located, within that space.</p> |
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|  |  |  | Learning hubs are used as Whānau assembly areas. This is visible from the colour of the hubs and iconography. |
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## Whakamana/Empowerment

Commentary: An empowering curriculum and culturally sustaining learning environment that recognises and enhances the mana of all ākonga and supports them to enhance the mana of others.

| Aspirations   | What does this mean?  | How will we achieve the aspiration   | What space will be required to enable the aspiration?   |
|---|---|--|---|
| Our ākonga have the resilience, tenacity, adaptability and confidence to succeed in anything they set out to achieve. | <p>We are developing our ākonga to become self-managing young adults who contribute positively to society.</p> <p>Pedagogies that offer a variety of learning experiences and encourage ākonga to reflect on their own learning.</p> <p>How we deliver the curriculum enhances student agency, student choice about the direction and mode of their learning, as well as providing variety in ākonga' learning experiences.</p> | <p>Culturally responsive and sustaining pedagogy of relations is modelled across the school in teacher practices and student outcomes (see Whakapapa).</p> <p>We develop strong, positive, whānau-type relationships between staff and learners. We provide an inclusive learning environment which engages learners, kaiako, whānau and the wider community in co-constructing education to address ākonga needs, strengths, interests, aspirations and the opportunity for cross-curricular and/or multi-level learning.</p> <p>We achieve the vital balance between kaiako guided learning, as well as ākonga-directed, more independent learning. It is not an 'either, or' scenario. Good teaching must strongly scaffold learner processes and skills ākonga need. It is not leaving ākonga to work it out for themselves.</p> <p>Student and staff collaboration is enabled and encouraged.</p> | <p>A variety of spaces both small (for 4-6 and 10-20 ākonga) and large (up to 120 ākonga) to allow for multiple purposes including individual work, peer and small group learning, direct teaching, performance and celebration.</p> <p>Spaces to support courses run through correspondence with either Te Kura/NetNZ or providers of distance tertiary courses which are connected to a senior hub and can be passively monitored. These spaces could also be used for senior ākonga to study independently, meeting with community experts as part of impact projects or video conferencing with local, national or international experts/advisors.</p> <p>All areas of the school are accessible for ākonga or staff with disabilities.</p> <p>A strong sense of connection throughout the campus both between buildings and between indoor and outdoor spaces.</p> |

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|  | <p>Personalisation and differentiation are critical in our approaches to curriculum delivery and to ensure equitable outcomes for all learners. The personalisation of programmes and learner agency are a priority.</p> <p>The learner is empowered by kaiako to enact and make choices. The learning environment is ākonga-centred. Ākonga have choice about the direction and mode of their learning.</p> <p>Learning is visible (to ākonga, staff and parents) and connected through a contextualised local curriculum.</p> <p>Ākonga link content to their passions and interests leading to a greater depth of understanding. When they set personal learning goals they have authentic ownership over their own learning leading to increased motivation, engagement and thrill for learning.</p> | <p>Role of the Learning Advisor in supporting the development of self-management (e.g. careers, option selection, goal setting).</p> <p>Learners will develop the skills to self-manage and self-reflect on their personal learning goals and progress. They will present their learning to the community at termly exhibition evenings.</p> | <p>Flexible and connected indoor and outdoor learning spaces that provide ease of access and are adaptable enough to be rearranged to support different pedagogies.</p> <p>Carparking is available for senior ākonga.</p> |
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|  | <p>Agency involves the initiative or self-regulation of the learner. Ākonga must have a belief that their behaviour and their approach to learning will make a difference for them in their learning context – in other words, a personal sense of agency.</p> <p>Agency is interdependent. The learner is not working in isolation doing their own thing and what suits them, there's connectedness.</p> <p>Agency includes an awareness of the responsibility of one's own actions on the learning environment and on others. Every decision a learner makes, and action she or he takes, will impact on the thinking, behaviour or decisions of others – and vice versa.</p> <p>Ākonga set high expectations of themselves and reflect on their progress. Kaiako set high expectations for learners and not underestimate what they are capable of.</p> |  |  |
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|  | Kaiako and ākonga are unafraid to take risks and understand that failing is an opportunity for growth and learning. |  |  |
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## Kotahitanga/Unity of Purpose

Commentary: Unity of purpose - strong understanding and commitment amongst ākonga, staff and the community of the vision and purpose of Ellesmere College – Te Kāreti o Waihora is to realise the potential of every student

| Aspirations  | What does this mean?   | How will we achieve the aspiration  | What space will be required to enable the aspiration?  |
|--|--|---|--|
| Our ākonga understand the shared purpose of our school community – realising the potential of ākonga as culturally located individuals | <p>Realising the goals/vision of Ellesmere College – Te Kāreti o Waihora.</p> <p>Learning is visible (to ākonga, staff and whānau) and connected through a contextualised local curriculum.</p> <p>Cultural Responsiveness and Sustainability is promoted and maintained through a student-centred approach to teaching and learning.</p> <p>Realising the potential of all learners as culturally-located individuals.</p> <p>Provide an environment where it is safe for ākonga and staff to take risks with their learning.</p> | <p>We are flexible in our pedagogy (see culturally responsive and sustaining pedagogy in Whakapapa). As well as time spent on direct teaching, time for self-directed and project based learning, discussion, and for working with others; time to think, create, time to succeed - and not to succeed - and to reflect and learn from both types of experiences.</p> <p>We create environments that de-privatise teaching practice as a strategy to improve the effectiveness of teaching and learning outcomes for ākonga, and make learning more visible to staff, ākonga, whānau and wider community. A shared language of learning (SOLO Taxonomy), online learning portfolios and celebrate student learning/achievement with the community through exhibition/celebration evenings will help strengthen this approach.</p> | <p>A strong sense of connection throughout the campus both between buildings and between indoor and outdoor spaces.</p> <p>A range of high quality, adaptable and accessible learning spaces. Learning spaces are deprivatised and allow for passive monitoring.</p> <p>Flexible and connected indoor and outdoor learning spaces that provide ease of access and are adaptable enough to be rearranged to support different pedagogies.</p> <p>Outdoor spaces are created that promote positive interaction and spaces for curriculum delivery, keeping in mind that primary aged ākonga attend the school. This could include an outdoor amphitheatre/performance area.</p> <p>Large breakout spaces to accommodate group work, discussions.</p> <p>Smaller breakout spaces to support more focused learning, quiet spaces for recording or private discussions.</p> |

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|  | <p>Providing spaces and opportunities for ākonga to experiment, develop enterprise skills and create.</p> <p>A strong culture of professional inquiry leading to continuous self-review for kaiako and school leaders.</p> | <p>We create a learning environment where ākonga and kaiako work together to build knowledge and skills to enable ākonga to be adaptable lifelong learners. This includes implementing collaborative cross-curricular teaching and learning with teachers working in teams.</p> <p>Ākonga will develop the skills to self-manage and self-reflect on their personal learning goals and progress. They will present their learning to the community at termly exhibition evenings.</p> <p>Ākonga will work in partnership with local community organisations and experts leading to authentic contributions to the school, environment and community.</p> <p>Staff set and model high expectations supported through high quality and ongoing professional learning and development.</p> <p>Learning goals are co-constructed with ākonga, parents/whānau and kaiako.</p> <p>Providing regular opportunities for staff, student, whānau and community consultation and engagement.</p> <p>Professional learning and development focused on inquiry. Integration of the curriculum with cross-curricular teams of teachers working collaboratively.</p> <p>Ākonga voice and data is used to guide decision making and encourage change.</p> | <p>Spaces which are open, welcoming and encourage ākonga, kaiako and the community to come into a space rather than be a barrier.</p> <p>Flexible and agile spaces to allow changes to the curriculum delivery to be easily made - so the spaces could be used by several different subjects with minimal disruption.</p> <p>Wet/maker space areas to support hands-on modelling or creative construction.</p> <p>Easy access between different learning settings which provide ākonga and kaiako the opportunity to choose the best setting for particular activities and maker space/quiet thinking spaces.</p> <p>Electronic displays which communicate school vision/goals/targets to ākonga, kaiako and manuhiri.</p> <p>Cross-curricular and collaborative workspaces for kaiako which allow for passive monitoring of areas around the workspace.</p> <p>Display areas for art, murals, school and cultural artefacts and the celebration of student achievements.</p> <p>Elements of the school crest are used in iconography.</p> <p>School whākatauki is evident.</p> <p>Inspirational quotes are on display to motivate kaiako and ākonga.</p> |
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|  |  | <p>Using real-world contexts that provide opportunities for ākonga to learn and experiment.</p> <p>Curriculum delivery focuses on problem-solving and critical thinking through inquiry and cross-curricular project-based learning with real-life connections to ākonga passion projects.</p> |  |
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## Kaitiakitanga/Sustainability

Commentary: A place that has a strong commitment guardianship, protection or preservation of the natural environment. It is a way of managing the environment, based on the traditional Māori world-view

| Aspirations  | What does this mean?  | How will we achieve the aspiration   | What space will be required to enable the aspiration?  |
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| <p>Our ākonga role-model and advocate for sustainable practices at a local, national and global level.</p> | <p>Kaitiakitanga – Meaningful partnerships with local iwi under Te Tiriti o Waitangi which recognise the concept of kaitiakitanga or guardianship, protection or preservation of the natural environment. It is a way of managing the environment, based on the traditional Māori world-view.</p> <p>Environmental Sustainability encompasses dealing with climate change and effectively managing our natural resources so they are available for the use of future generations. It has been defined as meeting the needs of the present</p> | <p>Learning across the school will be linked to the United Nations Sustainable Development Goals. Structured, cross-curricular learning around sustainability will provide opportunities for ākonga to make connections between learning areas, competencies and values. It requires teaching and learning approaches that draw on all elements of effective pedagogy and focuses on empowering ākonga to take action for a sustainable future.</p> <p>Commitment to role modelling sustainable practices for our community and build on current efforts to reduce consumption, particularly of non-renewable resources, increase reuse and recycling.</p> <p>Ākonga will be encouraged to take local action, through their passion projects, to bring about environmentally sustainable change within the wider</p> | <p>Our commitment to sustainability will be evident to manuhiri, kaiako and ākonga from the moment they enter our building. This could include a feature such as an indoor living wall at the front entrance.</p> <p>Use of environmentally sustainable building materials that reduce the impact of the school's footprint on the environment. This should include renewably generated electricity from solar panels and wind turbine, passive heating and ventilation, solar-generated hot water, run-off water capture and reuse of greywater. Buildings can be used as a teaching resource e.g. part of a wall could be left with a clear resin to show the insulation layers.</p> |

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|  | <p>without compromising the ability of future generations to meet their needs.</p> <p>An environmentally sustainable organisation aims to participate within its community and seeks to balance society, economy and environment within its operations.</p> <p>Sustainable development focuses on both the short-term and long-term impact of environmental management decisions.</p> <p>Empower staff and ākonga to find ways to reduce environmental impacts and improve sustainability outcomes.</p> | <p>community. They will work in partnership with local community organisations and experts leading to authentic contributions to the school, environment and community.</p> <p>All physical areas of the school role-model sustainable practices and act as learning tools.</p> | <p>Outdoor spaces that are designed to meet the climatic variability of rural Canterbury to cater for learning, recreation and socialisation in an environmentally sustainable way. Outdoor design and landscaping should include a food forest and native planting so that the school becomes a Te Ara Kākāriki – Greenway Canterbury Trust “Greendot”. Throughout the school, there is clear bicultural signage, imagery, whakataukī and other appropriate elements, including appropriate planting that reflects the cultural narrative of the community.</p> <p>Decision making informed by sustainable practice will prioritise learning spaces that are flexible and functional in design. This is inclusive of furniture, indoor-outdoor flow, acoustics, lighting, heating, ventilation, air quality and aesthetics. The rural nature of Ellesmere College – Te Kāreti o Waihora should be also captured in this design (see Marist College, Bendigo as an example).</p> <p>Flexible indoor and outdoor learning spaces that can be arranged to reflect different pedagogies to increase our understanding of our environment and opportunities these new understandings may create.</p> <p>Use of resources such as energy, administrative supplies, teaching materials, furniture etc are selected with consideration for the wider impact of their sustainable supply and disposal.</p> <p>Spaces allow for staff, ākonga and the wider community to role model sustainable use of resources e.g. recycling and reuse stations, composting, sustainable farming practices.</p> |
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|  |  |  | <p>Enclosed and roofed outdoor recycling and sorting centre part of a secure Agriculture/Horticulture pavilion. This space is visible to show our commitment to sustainability.</p> <p>Secure, fenced Agriculture/Horticulture pavilion with nursery, composting, animal husbandry.</p> |
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| Hapori/Community  |   |  |   |
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| Commentary: Sense of family and community with whānau-type dynamics and relationships   |   |  |   |
| Aspirations   | What does this mean?  | How will we achieve the aspiration   | What space will be required to enable the aspiration?   |
| <p>Our ākonga experience learning approaches grounded in a strong sense of local community underpinned by a “culture of care”</p> | <p>There is a strong “culture of care” evident across the school.</p> <p>The school will be welcoming and inclusive, ākonga, whānau and the community will feel a sense of belonging.</p> <p>Manuhiri to the school will experience an environment that values our bicultural commitment and celebrates cultural diversity.</p> <p>Ākonga and staff diversity will be celebrated. Ākonga will learn compassion, tolerance and a wider worldview due to being exposed to this diversity.</p> | <p>Culturally responsive and sustaining pedagogy (as above in Whakapapa).</p> <p>We will create and maintain a sense of belonging in how kaiako interact with ākonga and in the design of the spaces ākonga use.</p> <p>Strong values-based approach to pedagogy and how we interact with each other.</p> <p>If harm occurs to relationships restorative practices will be used to redress the harm We will apply the principles of Positive Behaviour for Learning.</p> <p>Opportunities to run school/campus - wide events, and events which allow year levels to mix.</p> | <p>Visibility - ākonga and teachers working and learning spaces are designed so that student and staff collaboration is enabled and encouraged.</p> <p>Our school values are highly visible in iconography.</p> <p>Four distinct hubs, each one associated with a Whānau through colour and iconography.</p> <p>Bookable spaces which can be used by teachers and ākonga throughout the day.</p> <p>Permeable spaces which encourage kaiako/ākonga/community to come into a space rather than be a barrier.</p> |

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|  | <p>Learners set high expectations of themselves and reflect on their progress. Leaders of Learning set high expectations for learners and not underestimate what learners are capable of.</p> <p>Staff, ākonga and our wider community feel connected through a sense of belonging and acceptance.</p> <p>Every individual accepts the responsibility to understand and respect the uniqueness of others</p> | <p>Ākonga-led interest clubs and events will be encouraged.</p> <p>We will ensure that achievement info is available to support strong home-school partnership based on transparent access to information (real-time).</p> <p>We will continue to develop opportunities for interactions with whānau to be ākonga-led.</p> <p>We will continue to strive for an atmosphere where whānau and other community members feel welcome in our setting.</p> <p>We will continue to develop our inclusive practice to support all ākonga to be the best they can be.</p> <p>Ākonga will work in partnership with local community organisations and experts leading to authentic contributions to the school, environment and community.</p> | <p>Pastoral/wellbeing hub.</p> <p>Multi-use, flexible, purposeful spaces for learning providing a range of learning spaces that meet ākonga' diverse learning needs.</p> <p>Breakout spaces for small group work and 1:1 mentoring.</p> <p>Spaces where ākonga can work on passion projects and secure storage for these projects.</p> <p>Quiet and private spaces to meet individual needs of ākonga, scattered throughout all learning spaces. This includes spaces for mindfulness which are connected to a Well-Being Hub.</p> <p>Staff workspaces that provide space and opportunity for individual and collaborative planning and work.</p> <p>Connections between specialist and general learning spaces that ākonga and staff can access with ease.</p> <p>We aspire to have a space (hall/auditorium) for the whole community to come together for events or celebrations. This space (currently the school gym) is well used by community groups for:</p> <ul style="list-style-type: none"> <li>• Prizegivings</li> <li>• Assemblies</li> <li>• Cultural Festivals</li> </ul> |
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|  |  |  | <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Performances which showcase the arts</li> <li>• Whānau celebrations</li> <li>• Teaching larger groups</li> <li>• Keynote speakers and breakout spaces.</li> </ul> <p>It would be advantageous to have kitchen, performance and cultural facilities included, or closely located, within that space.</p> <p>Indoor and outdoor spaces which promote positive interaction between ākonga.</p> <p>Indoor and outdoor spaces where it is safe for ākonga to express their individuality with other likeminded individuals.</p> <p>Electronic displays to celebrate the achievements of ākonga, kaiako and the school community.</p> |
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| Hauora/Wellbeing  |  |  |  |
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| Commentary: A place that promotes and supports the wellbeing of the school community and where staff, ākonga and the wider community understand how to look after their own wellbeing |  |  |  |
| Aspirations   | What does this mean?   | How will we achieve the aspiration   | What space will be required to enable the aspiration?  |
| Our ākonga, staff and school community will flourish and prosper  | <p>Shared understanding of wellbeing across our school community.</p> <p>Staff and ākonga understand the four dimensions of hauora.</p> <p>Staff, ākonga and our wider community feel connected through a sense of belonging and acceptance.</p> <p>Every individual accepts the responsibility to understand and respect the uniqueness of others.</p> <p>Kaiako and ākonga are unafraid to take risks and understand that failing is an opportunity for growth and learning.</p> | <p>A community-wide strategic plan developed for across the entire community. Ngā Mātapuna o te Waihora Kāhui Ako in the short term will focus on a single lever of change around well-being. A strategic plan for wellbeing at Ellesmere College – Te Kāreti o Waihora will be developed which aligns with the community and Kāhui Ako strategic plans.</p> <p>Adoption of the PROSPER model (encouraging <b>P</b>ositivity, building <b>R</b>elationships, facilitating <b>O</b>utcomes and a sense of competence, focusing on <b>S</b>trengths, fostering a sense of <b>P</b>urpose, enhancing <b>E</b>ngagement and teaching <b>R</b>esilience) across the Kāhui Ako.</p> <p>Provide opportunities for staff to develop an understanding and sense of self-efficacy in relation to their own wellbeing.</p> <p>Creating and promoting a shared understanding of culturally responsive frameworks of wellbeing.</p> <p>Regular consultation with staff, ākonga, whānau and community so that we understand the wellbeing needs of these groups.</p> | <p>A wellbeing hub is appropriately and prominently located. This area would have multiple spaces for one-on-one interviews with ākonga, a shared workspace for Kaitaki (Deans), Health Hub and office spaces/rooms for student support workers, public health nurse and Counsellors to work from.</p> <p>Throughout the school, there is clear bicultural signage, imagery, whakataukī and other appropriate elements, including appropriate planting that reflects the cultural narrative of the community.</p> <p>Gender-neutral bathrooms/changing rooms easily accessible to staff, ākonga and the community.</p> <p>All areas of the school are accessible for ākonga or staff with disabilities.</p> <p>Healthy eating habits are promoted through the school café.</p> <p>Learning, social and recreational spaces that are welcoming and encourage people to spend time there.</p> <p>Indoor and outdoor spaces where ākonga can connect informally and easily with each other and with their kaiako as a vital conduit to build connections.</p> |

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|  |  | <p>Culturally responsive and sustaining pedagogy of relations is embedded as part of the learning and pastoral culture of the school through an ongoing process of reflection and inquiry.</p> <p>Wellbeing programmes will be taught implicitly and explicitly across the school.</p> <p>Strong support systems will be in place to promote and support well being.</p> <p>Restorative practices will be used to redress harm which has occurred in relationships.</p> <p>Ensure that what ākonga hear, see and experience at school is reflective of their cultural identity and diversity.</p> <p>Maintain strong connections with the community that support the wellbeing of staff and ākonga.</p> <p>Provide leadership opportunities for ākonga to advocate for their own wellbeing, that of their peers and the community.</p> <p>Ensure our Student Wellbeing Team and their services are promoted across the school.</p> | <p>Indoor and outdoor spaces which promote positive interaction between ākonga.</p> <p>Indoor and outdoor spaces where it is safe for ākonga to express their individuality with other likeminded individuals.</p> <p>Ease of access and flow around our campus are conducive to wellbeing. All people on our site, including disabled ākonga, are able to easily orientate themselves and find their way around our campus. Parking as well as vehicle and pedestrian movement is configured to ensure efficient design and for health and safety.</p> <p>Flexible learning spaces with:</p> <ul style="list-style-type: none"> <li>• sense of space</li> <li>• natural lighting</li> <li>• temperature and ventilation regulation</li> <li>• effective acoustics</li> <li>• bright colours</li> <li>• and furniture to enhance wellbeing and promote learning using multiple learning styles.</li> </ul> <p>Quiet time out spaces for both staff and ākonga. This includes a Japanese Zen garden for reflection and mindfulness while also signifying the school's strong links to Japan (taha hinengaro).</p> <p>Safe indoor and outdoor spaces where ākonga can express their identity amongst other likeminded individuals in order to support their ongoing spiritual wellbeing (taha wairua).</p> <p>Indoor and outdoor spaces that allow ākonga and staff to participate in activities that support their ongoing physical wellbeing (taha tinana).</p> |
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|  |  | <p>High-quality support services are available which can support the needs (both wellbeing and academic) of staff and ākonga to ensure they feel a sense of belonging and acceptance from a school that values their individuality.</p> <p>Staff and ākonga role model the school value of empathy to understand and respect the uniqueness of others.</p> | <p>We aspire to have a space (hall/auditorium) for the whole community to come together for events or celebrations. This space (currently the school gym) is well used by community groups for:</p> <ul style="list-style-type: none"> <li>• Prizegivings</li> <li>• Assemblies</li> <li>• Cultural Festivals</li> <li>• Presentations</li> <li>• Performances which showcase the arts</li> <li>• Whānau celebrations</li> <li>• Teaching larger groups</li> <li>• Keynote speakers and breakout spaces.</li> </ul> <p>It would be advantageous to have kitchen, performance and cultural facilities included, or closely located, within that space (taha whānau).</p> <p>Avoid areas of congestion which may lead to anti-social behaviour.</p> <p>All areas across the campus are accessible to all staff and ākonga and are designed in such a way for easy access, minimal congestion and limit chance of injury.</p> <p>Adequate drinking water outlets across the school.</p> <p>Feedback from ākonga shows that they would like more animals at school and in particular a school dog. Provision may need to be made in the design for this.</p> |
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## 10 Description of each space (the vision for the future)

Throughout the school, there is clear bicultural signage, imagery, whakataukī and other appropriate elements, including appropriate planting that reflects the cultural narrative of the community.

All spaces have effective, efficient and energy conscious:

- lighting
- temperature regulation
- acoustics.

All colouring and furniture is designed to enhance wellbeing.

### 10.1 General Spaces

| Reception                           |  |  |
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| Space/Size                          | Activities   | Description/Additional Consideration   |
| Shared reception area<br>1-2 people | <p>This will act as a centralised hub close to administration, finance, property, and senior leadership team.</p> <p>Welcoming parents/whānau and manuhiri.</p> <p>Directing visitors to areas within the school.</p> <p>Comfortable waiting area for parents/whānau and visitors.</p> | <p>The reception hub will be the first point of contact for visitors and needs to be easy to find and easily accessible from the street.</p> <p>The design and aesthetic of the reception area needs to be warm and welcoming, and the design needs to reflect the culture and values of Ellesmere College – Te Kāreti o Waihora.</p> <p>The space should be open and welcoming without feeling overly vacant.</p> <p>The entrance should be configured for the use of parents, whānau and other visitors.</p> <p>Designated parking for parents/whānau, various visitors and ambulances should be nearby.</p> <p>The reception area should have a large screen for projecting rolling notices and celebrating ākonga work and achievements in a space that is easily seen from waiting areas without strain.</p> <p>The layout needs to consider the health and safety of staff and be easy to manoeuvre in case of volatile or emergency situations.</p> <p>The waiting area should be comfortable and discreet for ākonga, parents, and visitors to wait.</p> <p>Consideration should be given to having access to tea/coffee facilities or café.</p> <p>Adequate toilet/bathroom facilities are required for staff, ākonga, and visitors including baby change facilities in a gender-neutral space.</p> |

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|   |   | <p>The waiting area also needs to be visible from the reception desk so that reception staff may passively supervise and actively manage this area.</p> <p>This area should flow through to the office and administration spaces as well as senior leadership areas.</p> <p>Consideration should be given to having this area in close proximity to the Cultural Space.</p> <p>Our commitment to kaitiakitanga/sustainability must be evident e.g. living wall.</p>  |
| <b>Cultural Space</b>   |   |  |
| <b>Size/Space</b>   | <b>Activities/Space</b>   | <b>Description/Additional Consideration</b>  |
| 30 people   | <p>Mihi whakatau.</p> <p>Wānanga.</p> <p>Noho marae.</p> <p>Teaching and learning Te Reo Māori and Tikanga Māori.</p> <p>Whānau hui.</p>  | <p>Highly visible, at the heart of the school.</p> <p>Located near the front of the school site and in a position that ensures the Cultural Space is seen as the significant entry to the school.</p> <p>Waharoa at the entrance leading to the cultural space for mihi whakatau and welcoming manuhiri.</p> <p>Aesthetic and wairua (spirit) of the space both internally and externally should reflect Te Ao Māori and be developed in conjunction with local iwi.</p> <p>Similar requirements to general learning spaces, e.g. storage for teaching resources.</p> <p>Adequate storage for mattresses for noho marae and bedding either in space or near cultural space.</p> <p>The Cultural Space should be situated in close proximity to the school café and hospitality area to support providing manaakitanga to visitors.</p> <p>Close proximity to shower and toilet facilities.</p> <p>Close proximity to a Hāngī pit.</p> <p>Adjacency to Languages learning spaces.</p> <p>Close proximity to auditorium for large group kapahaka practise (60 people).</p> |
| <b>Offices</b>  |   |  |
| <b>Space/Size</b>   | <b>Activities</b>   | <b>Description/Additional Consideration</b>  |
| <p><b>Office/ administration spaces</b></p> <p>2-4 people</p> | <p>Workspaces for staff involved in administration for the college. This includes: finance, payroll, data administration, property, communications and resource management and additional administrative support for senior leadership.</p> <p>Meetings with colleagues, staff, ākonga, parents/whānau, and other visitors.</p> | <p>This should be attached to the reception space and meeting spaces so that staff in reception and admin can support and fill in for each other.</p> <p>This space should also be in close proximity to the main entrance for external visitors.</p> <p>These spaces will accommodate administration, finance, and property staff.</p> <p>Office and workspaces need to enable collaboration however spaces for private conversations/phone calls need to be carefully thought through.</p> <p>Spaces should be available which are acoustically separated to enable discussions and phone calls which are confidential or sensitive.</p> <p>Consideration should be given to a central collaborative space which connects individual workspaces where staff may work together.</p>   |

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|   | Communication with adults within the school and contractors and service providers from outside the school.<br>Storage and archiving data and files, including confidential material.   | Consideration needs to be given to how flexible these spaces are for changes in staff and organisation over time and the addition of new administrative staff, as well as the potential for increased storage requirements.<br>Dedicated space for reprographics is required.<br>Benches, storage/shelving areas, and lockable storage e.g. Lundia are required throughout.<br>Close proximity to gender-neutral toilet facilities.   |
| <b>Senior Leadership Team</b><br>Team of 5 plus admin support (1) | Meetings.<br>Phone calls.<br>Interviews.<br>Individual and group work, planning.   | Senior Leadership Team should be in close proximity to admin offices.<br>Due to confidentiality and productivity, the Principal will require a separate office, with space for their Personal Assistant located in close proximity. The remainder of the senior leadership team will work in an open plan office in close proximity to the Principal's office. This will ideally be located around/close to a central working space for collaboration.<br>There should be separate access for ākonga and staff to the senior leadership areas so they do not need to move through the office and administration space. Access should not require a swipe card/key access.<br>Adjacency to a large meeting room.<br>Workspace for Principal's PA.<br>Close proximity to shared kitchen/catering facilities to provide manaakitanga as needed for meetings, visitors. |
| <b>Bookable meeting spaces</b><br>5-10 people<br>10-20 people     | Interagency meetings.<br>Guidance/pastoral meetings.<br>Student leadership groups.<br>Peer support training.<br>Individual Education Plan and Support Action Plan meetings with groups.<br>Large restorative meetings.<br>Visiting groups. | Meeting spaces should be of variable sizes to accommodate small groups of 6 or less adults, and large groups of up to 20 adults.<br>The senior leadership team needs to have their own meeting space.<br>Large screen smart TV required in the large meeting spaces.  |
| <b>Resource Centre</b>  |  |   |
| <b>Space/Size</b>   | <b>Activities</b>  | <b>Description/Additional Consideration</b>   |
| 2-4 people  | A resource centre will provide services for all ākonga and staff stationery purchases <ul style="list-style-type: none"> <li>Copying for staff</li> </ul>  | Accessible from student entrance.<br>Connected to student reception/main office spaces.<br>Storing and processing centrally stored items.<br>Storing and processing shared items.<br>Purchase of stationery.<br>Good ventilation, benches, storage etc.<br>Common reprographics services.   |

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|   | <ul style="list-style-type: none"> <li>Textbooks, equipment, IT (e.g. laptops, cameras) and general resource allocation</li> <li>Adjacent to administration.</li> </ul>   |   |
| <b>Staffroom</b>                                    |   |   |
| <b>Space/Size</b>                                   | <b>Activities</b>   | <b>Description/Additional Consideration</b>   |
| Seat 60 people                                      | Briefings and meetings.<br>Morning tea and lunch breaks.<br>Socialising.<br>Storage and preparation of food, drinks.<br>Eating and drinking.<br>Washing up.<br>Catering for weekly staff morning tea.<br>Mindfulness activities e.g. jigsaws. | This space will need to be separate from student-accessed areas.<br>Ability to split the space into two separate spaces which could be used for meetings.<br>The spaces should open onto a large shared outdoor staff space, which is sheltered from the elements and not visible from student circulation areas.<br>The kitchen facilities are so that each of the two smaller spaces has access to kitchen facilities when the spaces are divided, and so that larger groups can more efficiently access kitchen facilities during meeting times.<br>The kitchen facilities and outdoor space must be able to be equitably accessed from all configurations of the internal space, whether the spaces are configured into a single space or two single spaces.<br>Close proximity to larger meeting rooms.<br>Bins/recycling system (across whole campus).<br>Kitchen should provide fast efficient dishwashing facilities.<br>The staffroom space should have separation from ākonga-accessed areas and provide a retreat from the rest of the school.<br>Must have large smart TV for presentations.<br>Pigeonholes are required for staff communications in a secure area not accessible to ākonga.<br>Student achievement data wall in area of staff pigeonholes.<br>Staff toilets should be located nearby.<br>A number of staff cycle or walk to work so shower/changing facilities are required. |
| <b>Student Social Spaces – indoors and outdoors</b> |   |   |
| <b>Size/Space</b>                                   | <b>Activities</b>   | <b>Description/Additional Consideration</b>   |
| 10-50 people  | Socialising and learning.<br>Eating and drinking.<br>Lunchtime activities including performances, games and presentations.<br>Playing organised and informal games and other physical activity during breaks.                                 | Some social spaces should be located in close proximity to the café and/or library, and many internal spaces should have access to basic food preparation facilities such as hot/cold water and a sink, handwashing/towel/sanitiser facilities (small wet area).<br>Bins/Recycling system (across whole campus).<br>These should also be spaces for sports and physical recreation, and spaces for quieter socialising or relaxing.<br>The spaces intended as 'quiet zones' could be located where they can be observed from a teacher workspace or the staffroom.<br>As primary aged ākonga are part of the school body this should be considered when designing outdoor spaces.   |

|   |  | <p>Our climate means that sun protection should be a major consideration for outdoor learning and socialising spaces, as well as the courts. Consideration should be given to some outdoor spaces being covered.</p> <p>The climate further means that consideration will need to be given to irrigation for all grassed spaces and fields, in addition to planted areas. Captured water run-off and grey water should be considered to be used for irrigation purposes.</p> <p>Need to provide a variation of attractive and purposeful learning spaces for small and large groups socialising and learning. e.g. outdoor learning spaces, outdoor performance spaces/amphitheatre, Whānau assemblies etc.</p> <p>Landscape design to include a food forest, raised garden beds (located in proximity to Hospitality area), animal enclosures and native plants so that the campus becomes a Te Ara Kākāriki – Green Way Canterbury “Greendot”.</p> <p>Security for all gardens and animal enclosures needs to be considered. Science and Rural Trades Academy will need sheds and a large greenhouse.</p> <p>All outdoor spaces should have full Wi-Fi coverage so that e-learning and access to the schools’ network is ubiquitous across the whole of the campus.</p> |
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| Parking and transport                           |  |   |
| Size/Space                                      | Activities   | Description/Additional Consideration  |
| <b>Parking</b><br><br>150 car parks             | Driving.<br>Parking.<br>Charging of electric vehicles (could be solar/wind powered).                   | Staff and visitor parking is a priority.<br>Designated visitor parking near key entry points to school.<br>Ability to close off visitor, staff parking with bollards desirable.<br>Designated parking for those with disability cards.<br>Ambulance/emergency parks required close to the main entrance without any obstructions.<br>Parking areas should also be near facilities which may be used by the community after school hours, e.g. Performing Arts, Gym.<br>Easy accessibility and parking for bulk deliveries, e.g. food deliveries via Student Entrance/Reception.<br>Student parking is less essential. Any student parking should be away from intersections and pick up/drop off areas (new/ less experienced drivers).<br>Areas well lit for afterhours/security/safety.   |
| <b>Bus bay</b><br><br>6-12 buses/300-350 people | Buses drop off and pick up start and end of every day.<br>Ākonga wait for buses at end of day.         | Provision for a bus bay.<br>Shelter for waiting ākonga including those in wheelchairs with consideration of prevailing wind rain and sun.<br>Design needs to be safe, efficient and practical. Bollards placed so they do not impact on doors opening.<br>Consideration given to bus drop off and pick up areas at different parts of campus to aid circulation and reduce congestion.  |
| <b>Drop off and pick up</b><br><br>50 people    | Parent drop off and pick up area.<br>Specialised School Transport Assistance (SESTA) bus and taxi drop | Need for parent drop-off zone which is separate from staff and bus bay areas.<br>SESTA bus drop off and pick up area near Learning Support Centre for ākonga with mobility and learning support needs.  |



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|   | off area for ākonga eligible for funded transport.  |   |
| <b>Bike storage</b><br>30-50 bikes/scooters   | Secure storage of bikes and scooters. Safe and accessible links for ākonga and staff to get to and from school site e.g. bike lanes, walking tracks, etc.   | Separate bike and scooter storage areas. These should be located in safe proximity to student entrances. Ability for bikes and scooters to be locked to storage essential. Future-proofing by including solar/wind powered charging facilities for electric bikes required. CCTV coverage of this area.   |
| <b>Vehicle &amp; equipment storage</b><br>(up to 3 vans, 2 trailers, quad bikes, tractor, mountain bikes) | Secure storage of school-owned vehicles, trailers and equipment.  | Secure storage for school vehicles, with electric charging facilities. Secure storage of other vehicles or equipment owned and utilised by the College, e.g. quad bikes, tractor, mountain bikes. CCTV coverage of this area.   |
| <b>Toilets</b>  |   |   |
| <b>Space/Size</b>   | <b>Activities</b>   | <b>Description/Additional Consideration</b>   |
| Individual usage, distributed across campus   | Toileting.<br>Handwashing.<br>Showering.  | A number of unisex toilet blocks that are accessible for ākonga and staff throughout the day (including those outdoors).<br>Each toilet in a fully enclosed cubicle with handwashing facilities.<br>Toilets should have a built-in sink for cleaning of menstrual cups.<br>Staff-only toilets should be located next to the staffroom(s).<br>Shower facilities are required for staff including storage for gear.<br>Visitors toilets should be near reception, the large theatre and café.<br>Sufficient toilets and shower facilities should be located near the cultural space to support noho marae.<br>Accessible toilets for wheelchair users throughout the campus.<br>HDU required. |
| <b>Library/Research Centre</b>  |   |   |
| <b>Size/Space</b>   | <b>Activities</b>   | <b>Description/Additional Consideration</b>   |
| 50-60 people  | Learning and social activities which uphold the values of collaboration, differentiation, cultural responsiveness, socialisation, trust, ownership, and inclusivity.<br>Individual research and learning. | Consideration should be given to adjacency to Vocational Pathways area.<br>This space needs to be accessible by ākonga, teachers, parents, and whānau of the college's community.<br>The library needs to be designed to be able to be used by all ākonga and staff.<br>There needs to be variety in the library spaces, services, and collections to encourage participation from all learners.<br>The layout should facilitate group work and social activities.  |

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|  | <p>Collaborative learning, co-creation, and knowledge sharing in both small and large groups, both structured and unstructured.</p> <p>Teaching of critical thinking, research and referencing skills.</p> <p>Quiet activities.</p> <p>Direct teaching, demonstration or presentation.</p> <p>Social activities and conversations.</p> <p>Borrowing books and materials</p> <p>Creative activities with media.</p> <p>Investigative activities.</p> <p>Booking spaces for individual or group work.</p> <p>Library space and small meeting/breakout spaces to be used for distance learning and secondary-tertiary dual-enrolled ākonga.</p> | <p>Smaller spaces which are attractive to ākonga in the junior school for independent reading. These passive must be able to be passively monitored.</p> <p>Areas for collaboration should include large tables where ākonga can work quietly together or use the table space for collaborative activities.</p> <p>Consideration should be given to including small and large spaces which enable different activities and accommodate a range of group sizes.</p> <p>Consideration should be given to acoustic and physical separations/divisions for different individual and collaborative spaces.</p> <p>Spaces should be adaptable and flexible, and furniture should be able to be reconfigured to support different learning activities.</p> <p>Inclusion of private learning spaces and break out spaces which facilitate more focused individual and group work in solitude without external distractions.</p> <p>Quiet individual spaces should be adjacent to one another and be physically/acoustically separated from major circulation pathways.</p> <p>Study rooms for Gateway and distance learning ākonga should be adjacent and be able to be passively monitored.</p> <p>General and specialised media equipment is required for creative media activities and investigative activities.</p> <p>All areas should be equipped with multiple power outlets in safe locations to enable technology use.</p> <p>The spaces should be able to display student work or resources, and these display spaces should be distributed to allow physical and visual access by all users considering the height, focal display, and sufficient space between items.</p> <p>All furniture, shelving, and display spaces must support unimpeded circulation and access within and through spaces, and support natural patterns of flow.</p> <p>Creative spaces should be able to be semi-enclosed to support safety, focus and order, and allow sufficient space for safe manipulation of materials.</p> <p>Consideration should be given to separate spaces that can be booked and spaces which are available for ad hoc use.</p> <p>The library should have appropriate and sufficient storage for library resources, collections, technology, and specialist equipment, as well as storage for the personal effects of library users near the library entrance.</p> <p>Range of IT devices available to ākonga for research/printing.</p> |
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## Staff workspaces

| Space/Size   | Activities   | Description/Additional Consideration   |
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| <p>6-10 spread across the building</p> <p>6 - 10 staff per workspace</p> | <p>Individual and collaborative planning.</p> <p>Preparation of learning resources and other supporting materials.</p> | <p>Learning areas surrounding staff workspaces should be able to be passively monitored from staff workspaces.</p> <p>Each staff workspace should provide individual workstations, shelving and drawers etc for each staff member, along with a space for collaborative planning/meetings.</p> <p>Access to whiteboard walls or planning stations.</p> |

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|  | <p>Marking and reporting.<br/>Online and telephone communication.<br/>Meetings.<br/>Secure and safe storage.</p>  | <p>Additional spaces for teacher trainees, industry mentors/ITOs or agencies to utilise when liaising/working with staff.<br/>All workspaces to be generic, not specific to particular learning areas to allow more co-curricular, cross-curricular collaboration.<br/>Preference for keycard/fob entry to staff areas.<br/>Access (or close proximity) to small breakout spaces which are acoustically separate to support private conversations/phone calls/meetings.</p>  |
| <b>Storage</b>   |   |  |
| <b>Space/Size</b>  | <b>Activities</b>   | <b>Description/Additional Consideration</b>  |
| <p><b>Ākonga</b><br/>12 - 15 ākonga per bank of mobile cubby holes</p> | <p>Temporary storage of personal possessions, bags and learning equipment.<br/>Storage of student work partially completed and under construction, or for ongoing projects.</p> | <p>Storage for student gear in the form of mobile cubby holes in large general learning spaces. Not lockable and within sight of ākonga learning spaces for security. These can also be used to delineate learning spaces for groups of ākonga and kaiako.<br/>Cubby holes should be of sufficient size and depth so that student possessions are off the floor and do not create an obstruction in the learning space.<br/>Cubby holes should not be high enough to impede visibility across the learning spaces.<br/>Charging ports for student devices.<br/>Storage should not create a visual distraction.<br/>Storage for student work during development and construction, of project work eg Visual Art, Technology subjects etc.</p>   |
| <p><b>Staff</b></p>  | <p>Storage of teaching, learning and administration resources and equipment.<br/>Archival storage capacity.</p>   | <p>Storage of teacher resources - mobile storage, one per learning group of 30 ākonga.<br/>Secure storage (e.g. Lundia) for expensive equipment, bulk resources, etc.<br/>The design must enable efficient use of space and ease of access for staff.<br/>Storage should be of sufficient size and depth to support storing a range of different equipment, but should not encourage stockpiling by having shelving that is too high, deep or inaccessible to be of practical use.<br/>Storage should support the visibility of equipment in storage so that the required items can be easily found and retrieved.<br/>Staff storage for assessments, resources, texts and equipment - large shelving system e.g. Lundia - secure, sufficient and accessible to staff.<br/>Consideration of security of storage and need to be flexible/adaptable to move within environments as needed.<br/>All centralised resource storage spaces for teaching and learning areas/space should be located in close proximity to the learning spaces and teacher workspace.<br/>Staff access to secure storage of their personal property throughout the school day. This includes small lockable drawers in staff workspaces as well as lockers for sports gear, clothes etc.<br/>Secure storage for documentation, such as paperwork, student information and assessment material.</p> |

| English Language Learners Support                |  |   |
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| Size/Space                                       | Activities   | Description/Additional Consideration  |
| <b>Office</b><br>2 people                        | General Administration.<br>Display of sister and brother school artefacts.<br>Storage of confidential documents.   | Workspaces for staff.<br>Secure storage for marketing material, gifts, files/confidential material.<br>Lockable storage for staff.<br>Shelves and racking for displays and storage of resources.<br>Display areas on walls etc.<br>Acoustic separation from adjoining spaces, circulation areas.<br>Visibility into office.   |
| <b>Meeting room</b><br>3-6 people                | Meetings with ākongā, agents, parents, homestay parents and whānau.  | Privacy.<br>Proximity to reception, visitor toilets.<br>Proximity to facilities to provide tea/coffee and catering.<br>Large smart TV.  |
| Café (with adjoining commercial kitchen)         |  |   |
| Size/Space                                       | Activities   | Description/Additional Consideration  |
| <b>Large shared café</b><br>60-100 people seated | Eating and social space for ākongā, staff and visitors.<br>Catering for community events/functions.<br>Student food preparation.<br>Serving food prepared by ākongā in Hospitality and Food Studies. | This space should have both indoor and outdoor spaces. It should be connected to an outside covered mezzanine with bbqs, pizza oven and tables and chairs.<br>Furniture and layout should be flexible to enable functions outside of normal café hours.<br>Layout and furniture should cater to both large and small groups.<br>Indoor and outdoor spaces need to be weather resistant and able to retain heat, particularly outdoors.<br>Consideration given to the inclusion of student food prep area (hot/cold water), hand washing facilities and hydration station in small wet area.<br>Café needs to be secured when not in use, especially after hours when other areas of the school are being used.<br>Adjacent to reception.<br>Attached to this space should be single-celled gender-neutral toilets.<br>The café area should be connected to the Hospitality and Food Studies student learning area.<br>The café should be located near the Cultural Space and auditorium for external hire and access. |

## 10.2 Specific Spaces

| Learning Hubs |            |                                      |
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| Space/Size    | Activities | Description/Additional Consideration |

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| <p>Learning hubs (four) need to be adaptable to enable whole group (120 ākonga each), small group and independent learning.</p> <ul style="list-style-type: none"> <li>• Yr 7 &amp; 8 Hub</li> <li>• Yr 9,10,11 Hubs (two)</li> <li>• Yr 12 &amp; 13 Hub</li> </ul> | <p>Direct teach.<br/>Self-directed learning.<br/>Collaboration.<br/>Groupwork.<br/>Performance.<br/>Inquiry and investigative work.<br/>Creating and making.<br/>Modelling and simple construction.<br/>Displaying student work.<br/>Storage of resources and learning materials.<br/>Whānau assemblies.<br/>Learning Advisory.</p> | <p>Hubs have a central space with break out areas.<br/>Each hub will have a secondary function as a Whānau space during “Check and Connect” and “Learning Advisory”.<br/>Individual hubs should be designed with the aesthetic of one of the Whānau (Kowhia, Rātā, Rimu, Tōtara).<br/>Clusters of learning spaces should provide a sense of community.<br/>Learning spaces should range in size to accommodate small to large numbers.<br/>The spaces should support a range of different learning activities, groupings and media, including independent, small group or whole group instruction.<br/>Spaces should be multi-purpose and flexible. Spaces that will often be used in conjunction with each other should be in close proximity. Learning spaces will have an openness while also retaining the opportunity to create smaller, cosy, intimate learning spaces through the use of sliding walls/doors and moveable furniture. They need to have a clear connection with each other and also flow and link to multi-purpose areas, breakout spaces and outdoor spaces.<br/>Linked indoor and outdoor learning spaces, with spaces designed to accommodate various student groupings and sizes as well as quiet individual workspaces. Explicit consideration of how the physical spaces/design can support actual learning activities.<br/>Flow and connection between outdoor and indoor spaces is important. Learning spaces should open to the outside and have large outdoor spaces with protection from the elements. Openings could be entire walls or large sliding/bifold doors. Allowing natural light and opportunities for energy conversion, such as solar panels, is very important.<br/>Planted areas inside and outside should have a native context to them and reflect the cultural narrative.<br/>Consideration needs to be given to internal living walls.<br/>Small spaces used for particular purposes, such as practice areas for performance-based learning to control noise intrusion to adjoining areas.<br/>Spaces need to be equipped with the resources required to support learning. These resources and equipment should be easily accessed from the spaces in which they are commonly used. The layout of resources in storage areas must be accessible by multiple ākonga without overcrowding. Suitable storage space for ākonga projects throughout the building is essential.<br/>Unobtrusive infrastructure to support the flexible use of technology, particularly ākonga owned devices. This includes device charging stations, access to a range of print and digital resources and large screen smart TVs.<br/>Adequate and appropriate storage for staff and ākonga is essential. Please note that most ākonga and staff will need to connect 2-3 devices at any given time.<br/>An appropriate range of indoor and outdoor furniture options, with some covered outdoor seating to support flexible configurations for diverse group sizes and activities.<br/>Display space is required to celebrate student success.<br/>Spaces need to be homely with a linkage throughout the build in the use of building materials and colour.<br/>Sufficient space allowed for the movement and flow of staff and ākonga within and between spaces without overcrowding.</p> |
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|  |          | <p>Design consideration should be given to ensuring safe entry/exit and movement through spaces. Consider circulation pathways around the campus, including their width and the extent to which they are internal or external.</p> <p>Bins/Recycling system (across whole campus).</p> <p>Inclusive access must involve ākongā with special education needs or disabilities being able to freely access the site. This might involve:</p> <ul style="list-style-type: none"> <li>• restricting or eliminating steps, curbing or thresholds from inside to outside</li> <li>• providing hard surface access to outdoor spaces (for ākongā in wheelchairs)</li> <li>• ensuring doors can be opened by ākongā with restricted strength or mobility</li> <li>• ensuring corridor and pathway width does not impede ākongā with mobility aids</li> <li>• provision of spaces that support the needs of ākongā with sensory impairments.</li> </ul> <p>Acoustics:</p> <ul style="list-style-type: none"> <li>• learner/teacher voices and audio sources clearly audible throughout the spaces</li> <li>• effective suppression of noise generated by multiple collaborative groups working within the area, as well as noise generated by equipment</li> <li>• effective control of noise intrusion to and from adjoining areas.</li> </ul> <p>Visibility</p> <ul style="list-style-type: none"> <li>• Abundant natural light</li> <li>• Sunstrike and internal/external glare managed</li> <li>• Controllable lighting (including window coverings) to be able to support different activities</li> <li>• Line of sight vision of activity in the setting from at least one adjacent area for passive supervision.</li> </ul> <p>Temperature and Ventilation:</p> <ul style="list-style-type: none"> <li>• Suitable ventilation and temperature control to support a range of different activities, from very passive to very active</li> <li>• Suitable ventilation and temperature control to support a range of different group sizes</li> <li>• Plan for largest and smallest number of people, sitting or moving around, on hottest and coldest days.</li> </ul> |
| <p><b>Year 7 &amp; 8 Hub</b><br/>Year 7 - Classrooms of 4:120<br/>(Flexibly configurable as 1:30, 2:60, 3:90 or 4:120)</p> | As above | <p>General learning spaces require access to a range of large and small break out spaces which are connected both visually and physically to the learning spaces.</p> <p>Ability to manage heating, lighting, ventilation, air quality.</p> <p>Good acoustic separation between learning settings within the larger space.</p> <p>Access to natural light.</p> <p>Multi-purpose and flexible and able to support varying types of furniture and equipment.</p> <p>Ability to create larger spaces by incorporating break out space(s).</p>   |

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| Year 8 - Pods of 4:120<br>(Flexibly configurable as 1:30, 2:60, 3:90 or 4:120)                      |                              | <p>Moveable tiered seating for performance viewing.</p> <p>Access to projection (i.e. screens, smart televisions and/or whiteboards) in each learning space. These should be a mixture of fixed and non-fixed and should be supported by wireless connections and Bluetooth speakers.</p> <p>Flexibility to accommodate changes in ICT capacity and capability is highly desirable.</p> <p>Visual connection with the natural environment.</p> <p>Wall and other areas for display of student work or visual material relevant to the learning area. There must be sufficient thoughtfully and purposefully designed space through the learning spaces for the temporary and permanent display of student work. This should include exhibition space rather than just wall space.</p> <p>Suitable storage space for student work throughout development and construction is essential.</p> <p>Access to small wet areas/maker space - sink, bench, water.</p> <p>Mobile cubbies to hold ākonga' bags/gear, near each learning space.</p> <p>Storage of teacher resources - mobile storage one per learning group of 30 ākonga, and large capacity fixed storage for bulky equipment &amp; resources.</p> <p>Secure storage for expensive equipment.</p> <p>Social settings for ākonga to work/gather informally.</p> <p>Furniture in a variety of settings that are able to be reconfigured to support different groups of learners and teachers.</p> <p>Ability for this space and others to support a large group gathering/assembly/meeting.</p> <p>Spaces for ākonga to retreat that have a degree of security and a low sensory environment.</p> |
| Year 9, 10, 11 Hubs (Two)<br><br>Pods of 4:120 (Flexibly configurable as 1:30, 2:60, 3:90 or 4:120) | As above                     | As Above  |
| Year 12, 13 Hub<br><br>Pods of 4:120 (Flexibly configurable as 1:30, 2:60, 3:90 or 4:120)           | As above                     | As Above<br>Close proximity to the Careers/Vocational Pathways Hub/Library/Research-Centre.   |
| <b>Each Hub should have:</b><br><br>Large break out space<br>30 ākonga                              | See "Breakout Spaces" below. | See "Breakout Spaces" below.  |
| <b>Each Hub should have:</b>  | See "Breakout Spaces" below. | See "Breakout Spaces" below.  |

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| Small break out spaces<br>2 - 12 ākonga  |   |   |
| <b>Breakout Spaces</b>   |   |   |
| <b>Space/Size</b>  | <b>Activities</b>   | <b>Description/Additional Consideration</b>   |
| <b>Large break out space</b><br>30 people  | Direct instruction.<br>Presentations, demonstration.<br>Viewing and other access to technology.<br>Inquiry.<br>Rehearsal.<br>Assessments.<br>Noisy large group work.  | Ability to manage lighting in spaces where screens/projectors will be used.<br>This includes the provision of blackout blinds, especially on north facing windows.<br>Ability to acoustically separate large groups engaged in noisy learning activities, or groups who need to work in a quiet and undisturbed environment.<br>Connected both visually and physically to the larger learning spaces.<br>Large screen smart TV. |
| <b>Small break out space</b><br>2 - 12 people  | Aural or individual assessments.<br>Independent work, research.<br>One to one conversations, tutoring.<br>Small group activities.<br>Activities requiring a more private, quieter setting.<br>Discussion, small group work. | Acoustic separation.<br>Connected both visually and physically to the larger learning spaces.<br>Furniture able to be configured to support different activities and group sizes without restricting the usable space.<br>Ability to divide space into two smaller spaces.  |
| <b>Learning Support Centre</b>   |   |   |
| <b>General Consideration</b>   |   |   |
| <p>It is very important that these spaces feel welcoming and inclusive, and are centrally located and integrated rather than isolated from the rest of the school. Our vision is that as an inclusive school, the Learning Support Centre will prove environments that support a range of ākonga who have additional learning needs. This will include ORS ākonga as well as those who are gifted and talented or have mild/moderate learning needs.</p> <p>All spaces across the campus must consider the specific needs of users with physical, vision or hearing impairment(s). This would include things like ramps, doors operated by sensor, wide doors etc.</p> <p>Consideration also needs to be required around manifestations (glass frosting) that will not cause difficulties for those with impaired vision.</p> <p>There will need to be specific areas for ākonga with high needs, and requirements that will apply to the whole campus to ensure we can provide an inclusive education. As such, application of the Principles of Universal Design (UD) will support this (refer also section 9.1).</p> <p>Careful consideration should take place to configure learning support spaces to limit any potential impact that severely disengaged ākonga may have on impressionable high needs ākonga whilst they are having their support needs met.</p> <p>Special consideration of proximity and accessibility for access for pickup/drop off including adequate safe turning space. There should be adequate shelter from the elements in this space as ākonga often need to wait outside. This access needs to comply with regulations for safe transport for ākonga arriving by taxi.</p> |   |   |



| <p>Learning Support teaching spaces should have easy access to the fields and other outdoor spaces.</p> <p>General learning areas will be multipurpose and will be used for recreation and socialising.</p> <p>All facilities for ākonga with high learning support needs must strike an appropriate balance between a need for privacy, accessibility and connectedness with the rest of the school.</p> <p>Generally, users in this area will require more space to circulate due to mobility devices and higher average age (many ORS ākonga remain at school until they are aged 21).</p> <p>There must be sufficient storage either within or attached to the Learning Support Centre, for equipment and for student-owned mobility equipment, such as standing or walking frames, wheelchairs etc. This storage must not congest halls or circulation routes.</p> |   |  |
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| <b>Size/Space</b>   | <b>Activities</b>   | <b>Description/Additional Consideration</b>  |
| <b>Learning Support Hub</b><br><br>10-12 People   | Office administration.<br>Small group learning.   | Open space for teachers and TA's that can serve as a hub for the numerous teacher aides, learning assistants and teachers and ākonga.<br>LSC office and break out spaces connected to hub.<br>Kitchen/life skills learning space connected to hub.<br>Close proximity to meeting spaces (10-15 people) which can be used for IEP meetings.   |
| <b>Learning Support Coordinator Office Space</b><br><br>2-3 People  | Meeting with teachers, teacher aides and ākonga.<br>Office administration.                                      | Connected to Learning Support Hub which can be passively monitored from the LSC office space.  |
| <b>Small break out space</b><br><br>2 - 12 people<br>As per break out spaces +  | Meetins with external specialists e.g. occupational therapists.<br>Groupwork.<br>Special Assessment Conditions. | Quiet spaces that can support the de-escalation of extreme behaviour, in a way that doesn't distract or unduly influence other activities. This should be low sensory stimulation and soundproofed.<br>Spaces that can meet the needs of ākonga who require time out from the general population.<br>Spaces to cater appropriately for ākonga who work best in single or small group low stimulus settings without visual connection with other active spaces. |
| <b>Kitchen/life skills learning space</b><br><br>5 people   | Learning life skills.<br>Kitchen/food prep and food safety.   | A basic domestic kitchen for occasional integrated use by ākonga (and staff). Mirroring a kitchen in a home would be of benefit here, i.e. sink, hob, oven, fridge, adequate benchspace, microwave, kettle, rubbish facilities, storage for cooking utensils.<br>Laundry facilities are also necessary for teaching and the daily laundering needs of the centre.  |
| As per general Storage +  | Storage of equipment.   | We require storage in close proximity to spaces. There needs to be space for items such as mobile hoists, walking frames and standing frames. Each school will need its own storage but this may be back to back.<br>Consideration around the storage of school owned devices is necessary as not all ākonga accessing this space will BYOD.<br>Consideration of adequate storage for mobility devices within the specialist spaces and beyond.                |
| <b>Student Changing Space</b>   | A space where student personal care needs can be catered for.   | Wheelchair accessible.<br>Shower and change table.<br>Toilet and ceiling hoist.<br>High powered ventilation.<br>Laundry tub.   |

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| <b>Toilet</b>  | Toileting   | Adequate/accessible toilets for ākonga and staff.<br>One toilet and changing area should be designated for male and female student use due to the sensitivity of some of our ākonga during adolescence.  |
| <b>Wellbeing Hub</b>   |   |  |
| <p>The following areas are envisaged as a hub linked by a central student reception:</p> <ul style="list-style-type: none"> <li>○ Student Reception area/Attendance Office</li> <li>○ Health Hub incorporating the sick bays</li> <li>○ Guidance Pastoral Area (separate but accessed via the shared reception area)</li> <li>○ Vocational Pathways Hub- close adjacency to this area.</li> </ul> <p>This hub needs to be easily accessible from the street/student entrance and to have a designated parking area with adequate parking for the various staff/parents/visiting outside agencies/ambulances.</p> |   |  |
| <b>Space/Size</b>  | <b>Activities</b>   | <b>Description/Additional Consideration</b>  |
| <b>Student Reception Area</b><br><br>1 person  | Ākonga sign in/out.<br>Triage of sick/injured ākonga.<br>Management of sick/injured ākonga.<br>Student and parent inquiries for guidance/pastoral staff.<br>Courier deliveries. | <p>This should be attached to the reception space and meeting spaces so that staff in reception and admin can support and fill in for each other.</p> <p>This space would be the go-to area for ākonga. The reception staff/attendance officer manage and direct ākonga. They would facilitate for:</p> <ul style="list-style-type: none"> <li>○ Guidance/Pastoral staff including deans and guidance counsellors and student support workers</li> <li>○ Vocational Pathways Team</li> <li>○ Health hub/sickbay area and visiting health professionals</li> <li>○ Visiting outside agencies coming to meet ākonga.</li> </ul> <p>This reception area needs to be warm and welcoming in nature. It needs to be culturally reflective of the values of the college.</p> <p>It needs to have a large screen smart TV/digital display for projection of rolling notices and celebrating ākonga success.</p> <p>Consideration should be given to the health and safety of staff and ākonga in terms of occasional volatile situations (the design should not leave staff or ākonga without easy movement away from such situations).</p> <p>The reception area should provide discrete areas for ākonga, parents and visitors to wait, whilst providing passive supervision and active management of the area by the receptionist at all times.</p> <p>This area should be in close proximity but separate to the Senior Leadership Team offices.</p> |

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| <b>Shared bookable meeting space</b><br><br>10 people  | Interagency meetings.<br>Guidance/Pastoral Meetings.<br>Student leadership groups.<br>Peer Support training.<br>Individual Education Plan (IEP) and Support Action Plan (SAP) meetings with groups.<br>Large restorative meetings.<br>Visiting Careers groups (university visits etc). | Access to a large bookable meeting space.<br>Adjacency to facilities for tea/coffee.<br>Large screen smart TV or viewing facilities required in this space.   |
| <b>Health Hub/Sickbay</b><br><br>2 people  | Care of ākonga sick or injured   | This needs the potential to change in future years to incorporate growth and community access. It needs the following: <ul style="list-style-type: none"> <li>○ Easy street access for ambulance</li> <li>○ Easy access for parents collecting ākonga who are sick or injured</li> <li>○ Needs to be accessed through the student reception area</li> <li>○ Adequate local parking for health professionals and parents</li> <li>○ Medical consulting space</li> <li>○ Space for sick ākonga to lie down/rest</li> <li>○ Access to suitable adjacent waiting areas</li> <li>○ Adequate toilet/shower and laundry facilities</li> <li>○ Potential for growth in the future if funding is found for other health services.</li> </ul> |
| <b>Pastoral Support Team</b><br><br>7 people with waiting area for up to 10 people               | Meetings with: <ul style="list-style-type: none"> <li>• Ākonga</li> <li>• Whānau</li> <li>• External agencies.</li> </ul>  | Shared office space workspace for Deans/Kaitiaki. Space to accommodate up to seven concurrent users. Each requires the ability to have a large work desk.<br>Separate student waiting area for up to 10 ākonga.<br>A separate entrance at the far end of the wing away from the student reception area that opens into the above waiting area. This entrance would be for ākonga who have an appointment or for whom the Kaitiaki/Deans have sent for. Ākonga without an appointment would enter via the main student reception area.<br>The offices need good lighting/heating and excellent sound control for the privacy of meetings.  |
| <b>Guidance Team</b><br><br>3 Offices – 2 people per office with waiting area for up to 4 people | Counselling.<br>Mindfulness Activities.  | Three separate offices for Guidance Counsellors – excellent sound control for the privacy of meetings is a must.<br>One small area for ākonga to wait - able to seat 4 ākonga comfortably.<br>A separate entrance away from the student reception area that opens into the Guidance waiting area. This entrance would be for ākonga who have an appointment. Ākonga without an appointment would enter via the main student reception area.   |

| Specialist Learning Area - Arts/Languages                           |   |  |
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| Size/pace   | Activities  | Description/Additional Consideration   |
| <b>Auditorium/Drama Specialist Teaching Space</b><br><br>350 People | Teaching and Learning.<br>Drama Productions.<br>Presentations.<br>Community Use.<br>Social Functions.<br>School Events.<br>Guest Speakers.<br>External Examinations.<br>Student Social Space.<br>Seminars.<br>Screening Movies.<br>Science Fairs.<br>Exhibition Evenings. | <p>Furniture - needs to be stackable, portable, and easily stored nearby (preference is motorised bleachers). It should also provide the opportunity to change configuration of performance / display space.</p> <p>Digital projector with a motorised drop-down screen is a necessity. The back wall of the theatre should be white for projection as well.</p> <p>Lighting rig should be easily and safely accessed by ākonga and staff (preference is a motorised rig which can be raised and lowered).</p> <p>Appropriate blackout for full stage productions is required. Preference is that auditorium should have no natural lighting and act as a 'black box'.</p> <p>The lights need to be sufficient to illuminate the depth of performance spaces and provide a range of illumination/lighting effects.</p> <p>Sound should be controlled from an appropriate booth, with a provision for wiring for a sound and light deck in the auditorium seating. The ability to communicate between the sound booth, the auditorium, backstage and in the green room is essential. The control room, lighting and other technical aspects are intended to provide teaching and learning opportunities in technical theatre craft, and so need to be of sufficient size to allow access for a small group of ākonga. The sound booth should be located in direct line with the stage when the auditorium is in a standard configuration.</p> <p>Mobile staging with the ability to create theatre in round and other performance configurations is required.</p> <p>The ability to set up a stage so that ākonga have access to both sides is required so that they can move stage left and right for performance assessments.</p> <p>Flexibility should be a key feature of these spaces.</p> <p>It is in line with our community involvement aspirations to have an auditorium of sufficient size to accommodate significant numbers of our student and parent community.</p> <p>This space must have sufficient entrances and exits to support easy and efficient access for large audiences or assemblies for each school.</p> <p>Adjacency to facilities to provide catering is highly desirable.</p> <p>Close proximity to change rooms/green room and toilet facilities is required.</p> <p>The ability to isolate lighting in circulation areas/backstage is required. This includes a separate lighting control for blue backstage lights.</p> <p>For administration and security reasons, the auditorium needs to be easily accessed, able to be secured separately from the rest of the campus, as well as being standalone in terms of toilet and changing facilities, and nearby food preparation facilities.</p> |

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| <b>Changing Facilities/Green Room</b><br><br>To accommodate up to 30 ākonga  | Preparation for drama productions.<br>Makeup.<br>Changing clothes/costumes.          | Access to hand basins and mirrors with surrounding lights required for make-up in the green room.<br>Multiple power points for mending/ironing costumes etc.<br>Accessibility to costume storage.   |
| <b>Costume/Prop Storage</b><br><br>As for general storage  | Storage of costumes.<br>Storage of props.<br>Washing, drying and repair of costumes. | Clothes washing/drying facilities in close proximity to wardrobe/costume storage. Recognition of the security requirements for high-value equipment. This space requires electricity (8 or more sockets) and a sink (at chair height) for washing and maintaining instruments.  |
| <b>Music Specialist Teaching Space</b><br><br>30 people  | Teaching and Learning.<br>Practising playing music.<br>Recording music.              | Space that supports the teaching of the academic aspects of music - space for piano and to allow up to 30 ākonga to do practical and theory work in. Furniture must be easily stackable.<br>Close access to instrument storage and the ability for smart storage of instruments within the space (eg. a wall with a sliding guitar rail).<br>Proximity to music breakout spaces is desirable. |
| <b>Music Breakout Spaces</b><br><br>spaces as per above +<br><br><b>Small</b> x 3: 6 people holding guitars<br><br><b>Medium</b> x 1: 10 people including music gear | Practising music.<br>Itinerant music lessons.<br>Music composition.                  | Close proximity to the Music Specialist Teaching Space.<br>Display areas within each space.<br>Designed to be passively monitored.<br>The ability for spaces to be used for group/composition rehearsals during class- time.<br>4 practice rooms with internal sliding doors to enlarge space for band/orchestra/choir practice -solid/soundproof internal sliding doors.                     |
| <b>Music Storage</b> requirements as per above +   | Storage of music equipment.  | Specifically require adequate storage capacity for school-owned instruments.<br>Some storage could be incorporated on/into the walls of the main teaching spaces.   |
| <b>Recording Studio</b><br><br>4-6 people  | Recording music performances.  | Visibility with high acoustic separation required.<br>Ability to communicate between performance room and recording booth essential.<br>Visibility from performance room to recording booth with continuity to allow recording etc.   |

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| <p><b>Visual Art Specialist Teaching Space</b></p> <p>60 people</p> | <p>Painting.<br/>Design.<br/>Printmaking.<br/>Sculpture.<br/>Photography.</p> | <p>This space needs to be located in consideration of the variety of different media and specific needs. Sculpture, painting and printmaking require wet medium art makerspaces.</p> <p>Access to high rendering computers/drawing tablets; necessary for photography, design and the creation of digital moving image portfolios.</p> <p>Large screen smart TVs.</p> <p>Ability for the teachers to be accessible and maintain good visibility throughout the space.</p> <p>Good access to a relaxed outdoor area with workspaces for self-regulated learners.</p> <p>Access to suitable wet/cleaning/sink areas in each room, with large sinks (for silk screening) and for smaller sinks (equipment cleaning) and adjustable faucets/hoses.</p> <p>Spaces are required for printing presses and for 2D and 3D printers.</p> <p>A darkroom for photography needs to be located within or near the space.</p> <p>Within the space we require appropriate storage solutions for art making materials and drying racks for artworks in development.</p> <p>Visual Arts spaces should be located in close proximity to Technology (Graphics, Digital art, Fabric Tech, Woodwork, Construction) and Science plus other Arts areas (Drama and Music).</p> <p>Flexible display and storage spaces are required, including for class sets of folios. Display areas, walls, etc for art works are essential.</p> <p>Spaces that provide the ability to facilitate workshops and demonstrations for; printmaking/painting; sculpture and other spatial constructions like installation; photography (tabletop and thematic shooting spaces) with light controlled facilities.</p> <p>Access to a designated area with exhaust ventilation for spray painting and other sensitive mediums including Fume cabinet for acid -ased intaglio etching.</p> <p>Photography studio spaces. Total blackout required; curtained or walled. Securable for delicate and expensive equipment setup. Needs to be directly linked to 'dry' media processing areas.</p> <p>Facility for a kiln.</p> <p>Access to secure and protected outdoor work areas for sculpture and other 'wet' medium.</p> <p>Printmaking 'wet' media spaces, to the side of the building away from traffic. Housing for printing presses, prep tables, other specialised equipment, perhaps photocopier etc.</p> <p>Flexible, but specific areas, which provide the opportunity for extension. Thus collaborative and congregational areas exist with suitable furniture.</p> <p>Proximity to a breakout space that is able to be used as a photography studio (for still life, portrait and figure form photography) with controlled lighting, is required.</p> <p>Areas to dry work in progress. Lundia style storage should be considered to maximise use of space.</p> <p>Student accessible areas to store artworks and material day to day, which could be within the main teaching space (drawers/cupboards).</p> <p>In close proximity to cleaning facilities.</p> |
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| <b>Languages Space – General Learning Space</b><br>30 people | Teaching and Learning<br>Whole and small groupwork<br>Practising oral language skills<br>Cultural food preparation | Ability to reconfigure spaces.<br>Magnetic whiteboards are necessary in each learning space.<br>Small break out spaces for recording language assessments, VLN lessons.<br>Ability to display items of cultural significance on walls, floors and ceilings required.<br>Adjacency to Cultural Space.  |
| <b>Break out spaces</b><br>3 – 5 people                      | Recording of listening and speaking assessments<br>Virtual language learning (online)                              | Acoustic separation essential whilst retaining visibility.<br>Ability to break larger space up into smaller spaces very desirable.<br>Projection for online learning with groups.<br>Equipped for significant technology use by individuals and small groups.   |
| <b>Specialist Learning Area – Physical Education</b>         |  |   |
| <b>Space/Size</b>  | <b>Activities</b>  | <b>Description/Additional Consideration</b>   |
| <b>Gymnasium</b><br>60-120 People                            | Indoor Sports.<br>Physical Education.<br>Dance.  | <p><b>Two</b> gym spaces between - <b>2 x full size netball courts</b> (netball bigger floor space than basketball). Ability to divide each double court with drop-down curtains.<br/>Floor surface must be wooden, sprung floor in all spaces as they enhance performance and greatly reduce injuries.<br/>Other features/considerations:</p> <ul style="list-style-type: none"> <li>Viewing areas over gym (upstairs classrooms/mezzanine floor as in MGC current model), room for tiered seating around gym side wall.</li> <li>Multifunction net systems and court lines. Built-in post/net system - Volleyball, Badminton, Netball</li> <li>Drop-down Basketball backboards</li> <li>Electronic Scoreboards - 1 per court</li> <li>Water stations - filtered, easy to refill bottles (not just a tap)</li> <li>Robust wall material to withstand significant impacts, reduce noise</li> <li>Access and proximity to kitchen/cooking/serving facilities for when we host exchanges or sports events. This function could be served from a well-designed and connected Pavilion space. Alternatively, proximity to school café</li> <li>Laundry - wash and dry loan PE uniforms, sports uniforms</li> <li>All areas of gym require Wifi capability and have a purpose-built stereo/audio system with staff/coach microphone facility</li> <li>One of the end walls is to have a climbing wall attached</li> <li>Roof water collected and used to irrigate the playing fields</li> <li>Required access throughout the day means that this space cannot also function as hall or a performing arts space.</li> </ul> |

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| <b>Storage</b><br><br>As per storage above plus               | Storage of equipment.   | Adequate storage required for gym/sports equipment with direct access to the gym floor area and access directly outside to fields/courts.<br>These areas need to be secured separately for community access to facilities and some equipment (volleyball poles etc).<br>Vehicle access essential.   |
| <b>Changing Facilities</b><br><br>120 people                  | Changing clothes.<br>Showering.<br>Storage of bags/personal belongings. | At least 4 spaces are required to accommodate ~30 ākonga in each space. Showers provided in separate cubicles. Toilets should be cubicle type/gender-neutral and accessible without having to access the change rooms.<br>Access from change rooms to outside learning spaces and also into Gym.  |
| <b>Fitness/Weights Room</b><br><br>26 people                  | Aerobic fitness equipment.<br>Weights.                                  | One fitness/weight room needs to house - 6 x rowing erg, 6 x spin bikes, multi-use weight PODS, free weights and stands.<br>Floor covering needs to be suitable to support these machines and activities.   |
| <b>Hard courts &amp; artificial turf</b><br><br>60-120 people | Playing sports.   | Multi use space - Tennis, Netball, Hockey. One area of this space should be covered - all weather sun protection provides an additional teaching space available all year round.<br>Artificial Turf - full sized, 3m nets, lights, kick boards, dug outs and two entry gates. Marked up for tennis, netball, futsal and handball. Scope as a community shared facility.   |
| <b>Sports Fields</b><br><br>60-120 people                     | Playing sports.<br>Socialising.<br>Inter-Whānau Competitions.           | Football pitch, rugby pitch, Ki o Rahi pitch, field space area needs to be directly next to gym complex.<br>It is ideal to have a strip of hard/artificial area between fields and gym entrances and seating outside gym to remove shoes boots prior to entry to change rooms.<br>Change rooms should be easily accessible directly from the outside. Boot washing facilities should also be available.<br>It is essential to have good road access and parking adjacent to field area for school and community events. |



| Specialist Learning Area – Science   |  |   |
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| Size/Space   | Activities   | Description/Additional Consideration  |
| <b>Two Specialist Science Labs</b><br>(Located as part of Year 12 & 13 Hub)<br>25 people per lab | Groupwork.<br>Individual learning.<br>Practical experiments including use of a range of chemical, biological and physics equipment.<br>Use of hazardous/toxic/corrosive chemicals. | Enclosed, glass walled, wet area – bifold glass doors which open out into a shared area wet-space – wet space and specialist science labs become one learning area.<br>5 - 8 large octagonal workstations (4 students per workstation).<br>Mobile desks which can be configured in different ways in conjunction with the octagonal workstations.<br>Electricity, gas + water supplied to each workstation and extra power points around sides of the room.<br>Overhang for stools to be away underneath.<br>Data projection and screens for the space required.<br>Access to break out spaces.<br>Large display areas for student work, and a resource area for science reference/library books.<br>Everyday use equipment stored close to each station in trolleys.<br>Fume hood centred on a wall, two-sided and shared with science prep space.<br>Under bench mobile storage for general equipment in each lab.<br>Lockable cupboards for storing lab chemicals and equipment.<br>The lab spaces need to be located close to each other and to the prep room to allow equipment to be transported (probably on trolleys) safely and easily.<br>Easy clean, non-slip and chemical resistant floor covering.<br>Sinks epoxy resin lined and deep for cleaning glassware.<br>Chemically resistant benchtops on side benches.<br>Power sockets above bench height.<br>Space adjacent to outside lab for storing ākonga' bags, gear.<br>All required safety features as outlined in Safety in Science Labs, MoE, including hand and eye wash stations.<br>Labs to have direct connectivity to general shared wet space (see Western Springs College as an example).<br>Line of sight and supervision important between lab and wet space. |
| <b>Large Wet Area</b><br>60 people   | Groupwork.<br>Individual learning.<br>Practical experiments including use of a range of chemical, biological and physics equipment.  | Open to rest of Year 12-13 Hub.<br>Water supply only to stations - can be isolated to prevent misuse.<br>Power points along wall edge.<br>6+ workstations (up to twenty so range of ākonga/projects can use it at once).<br>Workstations have sink covers to extend usable space.<br>Multi use, not just a science space, useable by all.   |
| <b>Prep Room</b><br>1-2 people   | Preparation of solutions, materials, equipment and resources for all Sciences.<br>Science Technician workspace.  | Workspace for Science Technician.<br>Multiple storage shelves e.g. Lundia style.<br>Lockable chemical storeroom with lockable cabinets for hazardous chemicals including oxidising agents. This area needs to have continuous ventilation.  |

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|   | Storage of equipment, chemicals and resources  | <p>Ability to store oxidising agents away from concentrated acids and other reactive chemicals.</p> <p>Fume hood, with gas and water.</p> <p>Multiple power outlets.</p> <p>Space for fridge, freezer, incubator and other large items.</p> <p>Space to store equipment trolleys etc.</p> <p>Easy access to gas supply for labs.</p> <p>Safety shower with drain in floor.</p> <p>Eye wash station.</p> <p>Other safety equipment available to Science staff stored in prep room.</p> <p>Wet area including dishwasher with chemical preparation area adjacent.</p> <p>Large double sink with hot and cold water.</p> <p>Water still/deioniser unit over sink.</p> <p><b>Extensive</b> storage space, including for bulky items eg skeletons, spectrophotometers.</p> <p>Extensive space still needs to allow for easy maneuverability of staff with no obstructions.</p>   |
| <p><b>Agriculture/Horticulture/Rural Trades Academy</b></p> <p>25-30 people</p> | <p>Groupwork.</p> <p>Individual learning.</p> <p>Plant propagation &amp; cultivation.</p> <p>Soil analysis.</p> <p>Animal Production.</p> <p>Sustainable farming practises.</p> <p>Practical farming skills</p> <ul style="list-style-type: none"> <li>• ATV driving</li> <li>• Chainsaw use</li> <li>• Fencing</li> <li>• Water systems/irrigation</li> <li>• Animal husbandry</li> </ul> | <p>Secured pavilion for resources associated with Agriculture/Horticulture/Rural Trades Academy.</p> <p>Classroom Space (flexible learning space) which is connected to our outdoor area and to a Science area wet room.</p> <p>Garden space for raised beds connected to school orchard/food forest and Food Technology area.</p> <p>Orchard space.</p> <p>Livestock paddock.</p> <p>Tunnel house.</p> <p>Shade house.</p> <p>Greenhouse.</p> <p>Storage sheds for tools and animal feed (lockable).</p> <p>Concreted veggie pod zone for 15+ pods.</p> <p>Soil and compost bins.</p> <p>Beehives.</p> <p>Shed in livestock paddock with power.</p> <p>Security fence that can be locked for the whole area.</p> <p>Sheds combined to one large shed/barn structure that is also a teaching space useful in all weather, storage for vehicles and all outdoor/garden equipment.</p> <p>Benching and storage of potting materials, tools, sprayers, equipment, hoses, wheelbarrow etc.</p> <p>Small green/glasshouse.</p> <p>Irrigation and consideration of electronic sensors to feed into science for data use in lessons.</p> |
| <b>Specialist Learning Area – Technology (Materials)</b>                        |  |   |
| <b>Size/Space</b>   | <b>Activities</b>  | <b>Description/Additional Consideration</b>   |

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| Location/Proximity   |   | These spaces should have easy vehicle access so that equipment can be easily loading and unloading of materials, equipment, industry mentors to access facility.   |
| <b>“Innovation Hub”</b> - a hub area that works as a makerspace accessible for ākonga studying Technology and design.<br><br>30 people | Teaching and learning.<br>Independent and groupwork.<br>Planning and modelling.<br>Prototyping.<br>Final Designs.<br>Presentation and product launch.<br>Technical products.<br>Supported by specialist equipment and specialist technicians. | A large equipment/machine space.<br>Specialist equipment would support learning in: <ul style="list-style-type: none"> <li>• Digital DVC, Coding/Programming</li> <li>• Electronics and Robotics</li> <li>• Hard Materials</li> <li>• Art &amp; Material Technology proximity / accessibility higher than foods proximity</li> <li>• Food and biotechnology (potential to be close to science labs).</li> </ul> It is important that these spaces support future-focused technologies such as DVC, Automation and coding.<br>This area must be easily passively monitored from other learning areas.   |
| <b>Maker space</b><br><br>10-15 people   | Planning and modelling.<br>Prototyping.<br>Laser cutting models<br>3D printing<br>Project work<br>Teaching and learning   | Maker Space located so that specialist equipment can be easily accessed.<br>This area must be easily passively monitored from other learning areas.<br>Noise reduction ceiling.<br>Provision for 1-2 Laser cutters & fume extraction (noise).<br>Provision for 3D printers x 3.<br>Electronic area with appropriate fume extraction and work surface.  |
| <b>Woodwork Machinery Area</b><br><br>24-28 people   | Teaching and learning.<br>Planning.<br>Prototyping.<br>Milling.<br>Sawing.<br>Carving.<br>Joinery.<br>Lathing.<br>Wood turning.<br>Fabrication of timber based products.  | Spaces to house tools and machinery suitable to woodwork based learning, and needs an efficient dust extraction system and sound-proofing.<br>OSB wall covering, underfloor heating, good ventilation (3 x room air volume per hour) and be a well-lit space.<br>The area must include bench space for 24-48 ākonga with sturdy benches with woodwork vices and power points & compressed air to each bench. Three phase power will be required.<br>This area must be easily passively monitored from other learning areas.<br>Spaces to house tools and machinery suitable to woodwork based learning, and needs an efficient dust extraction system and sound-proofing.<br>Noise reduction ceiling.<br>Power shut down system.<br>Flooring polished chemically seal concrete for low maintenance and durability. <ul style="list-style-type: none"> <li>• Space for a large table saw with a 2400mm sliding table (noise proof room)</li> <li>• Thicknesser (noise proof room)</li> <li>• Buzzer (noise proof room)</li> <li>• CNC Router 1200 x 1200mm (noise proof room)</li> <li>• Band saw x 2</li> <li>• Spindle moulder/Router table (noise proof room)</li> </ul> |

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|   |   | <ul style="list-style-type: none"> <li>• Wood lathes x 4 (noise proof room)</li> <li>• Large Edge Sander (noise proof room)</li> <li>• Vertical Belt sanding machine (noise proof room)</li> <li>• Compound sliding mitre saw w/- access to material store</li> <li>• Drill press x 2</li> <li>• Mortice Drill x 1</li> <li>• Small CNC router</li> <li>• Buffer with extraction</li> <li>• borer</li> <li>• compressor</li> <li>• scroll saw x 8</li> <li>• Plastics area for benders x 2 and oven and vacuum former</li> </ul> <p>Considerations:</p> <ul style="list-style-type: none"> <li>• Wall space for shadow boards, ear muffs and first aid kit and whiteboard with data projector</li> <li>• Wall space for posters and ākongā work.</li> <li>• In-room storage for consumables (glue, screws, dowels etc)</li> <li>• In-room storage for off- cuts</li> <li>• Waste bins</li> <li>• Sink space</li> <li>• Open storage for power tools and charging stations</li> <li>• Access to outdoor construction area.</li> </ul> |
| <b>Engineering Machinery Area</b><br>24-28 people | Teaching and learning.<br>Planning.<br>Prototyping.<br>Milling.<br>Grinding.<br>Lathing.<br>Sawing.<br>Welding.<br>Fabrication of metal-based products. | <p>Spaces to house tools and machinery suitable to Engineering based learning with sound-proofing. There needs an efficient fume extraction system in the welding bay area.</p> <p>OSB wall covering, underfloor heating, good ventilation and be a well-lit space.</p> <p>The area must include bench space for 24-28 Ākongā with sturdy benches with Engineering vices and hanging power points and compressed air. Three phase power will be required.</p> <p>Flooring polished chemically seal concrete for low maintenance and durability.</p> <p>Noise reduction ceiling.</p> <p>Power shut down system.</p> <p>In addition to the work benches there needs to be enough space for:</p> <ul style="list-style-type: none"> <li>• white board with data projector</li> <li>• metal lathes x 5 (not in noise proof room)</li> <li>• milling machine x1 (not in noise-proof room) rill mill x 1 (not in noise proof-room)</li> <li>• pedestal drill x 3 1x free standing, 2 x benchtop</li> </ul>                                 |

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|  |   | <ul style="list-style-type: none"> <li>• pedestal grinder (in noise proof room)</li> <li>• drop saw (noise proof room or material store)</li> <li>• vertical bandsaw,</li> <li>• Horizontal bandsaw in material store</li> <li>• guillotine (1200mm)</li> <li>• folder (1200mm)</li> <li>• 3in1 folder</li> <li>• roller</li> <li>• bench grinder</li> <li>• surface table (1000mmx1000mm)</li> <li>• marking out table (2400mm x 1200mm)</li> <li>• welding bay to include: <ul style="list-style-type: none"> <li>○ gas welding plants x 2 Built-in with cylinders outside in cage.</li> <li>○ mig welder x2 in booth w/- steel welding benches</li> <li>○ tig welder in booth w/- steel welding bench</li> <li>○ plasma cutter with compressed air access &amp; cutting bench.</li> <li>○ furnace</li> <li>○ fume extraction</li> </ul> </li> <li>• wall space for shadow boards, ear muffs and first aid kit and whiteboard</li> <li>• wall space for posters</li> <li>• tool store for attractive items</li> <li>• in-room storage for consumables</li> <li>• in-room storage for off- cuts</li> <li>• waste bins</li> <li>• sink space</li> <li>• open storage for power tools and charging stations.</li> <li>• Provision for angle grinders x2 either covered outside area or in noise proof space.</li> <li>• Compressor 3hp x1 in noise proof room or larger 3 phase unit plumbed into both rooms.</li> <li>• Vehicle door, 2 post vehicle hoist &amp; space for 3 stationary engines (automotive bay addition to Engineering room).</li> </ul> |
| <b>General Technology Learning Space</b> as for general learning space +<br>28 - 30 people | Teaching and learning.<br>Planning.<br>Prototyping.<br>Designing.<br>Drawing.<br>CAD. | Design space suitable for hand drawing and CAD.<br>Easy access to storage, charging spaces, space for consumable, wall space for poster, large screen TV for presentations.<br>Should have access to engineering, woodwork machinery and maker spaces.<br>This area must be easily passively monitored from other learning areas.   |

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|   | DVC.   | Adjustable height benches where ākonga can stand, or sit, and draw. Space with black & white boards for rendering (2.4 x 12 x 2 blackboards).<br>Wall display space as possible at eye level so exemplars and student work can be displayed.<br>A2 & A3 folder storage.<br>Drawing board storage and T square storage. Paper, card & modelling storage.<br>DVC materials storage, books, A2 paper, coloured paper, etc.<br>Full access to makerspace area.<br>Full and complete access to Computers with specialist software.<br>Data projector & A3 Visualizer.<br>Light box / tracing table 1200 x 1200.<br>Modelling area.<br>Guillotine.<br>Sink. |
| <b>Construction Course &amp; Automotive Requirements</b><br>24 people | Teaching and learning.<br>Design and development of large scale projects.<br>Automotive engineering. | <b>Covered Outdoor</b> space sheltered from the elements which will be used for construction of non-consent structures as well as outdoor work on 2 x vehicles.<br>Ākonga need storage to securely store equipment and materials.   |
| <b>Spray room and dangerous good store</b><br>2 people                | Paint spraying projects.   | Spray room for water and oil-based finishes to meet environmental and safety requirements.<br>Storage room for dangerous goods.   |
| <b>Materials Storage</b><br>2 people                                  | Storage of wood and metal.   | Storage for long length of steel and sheet metal and long length of wood 5m+ and Sheets 2400x1200.<br>Timber needs to be stored flat. The shelves should accommodate 600m of timber. This requires heavy-duty shelving 600mm deep.  |
| <b>Student Projects Storage</b><br>2 people                           | Storage of student technology projects.  | Student technology projects vary in size, but they need to be stored with easy access, preferably on industrial shelving units. This space must be lockable.  |
| <b>Resource Storage</b><br>2 people                                   |  | Resources include project exemplars, measuring tools, specialised equipment that will not be available all the time to all ākonga. Will also be used to store moderation materials and various consumables  |
| <b>Specialist Learning Area – Technology (Food)</b>                   |  |   |
| <b>Size/Space</b>   | <b>Activities</b>  | <b>Description/Additional Consideration</b>   |
| <b>Teaching kitchen</b><br>25 people                                  | Teaching and learning.<br>Groupwork.<br>Planning.  | Full commercial teaching kitchen set up.<br>Stainless steel benches, shelves.<br>Gas cookers and extractor hoods.   |

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|                                   | <p>Experimenting.<br/>Commercial food preparation and cooking.<br/>Demonstrations.<br/>Presentations.<br/>Barista Training.</p> | <p>Commercial combi ovens.<br/>Sinks with hot and cold water.<br/>Shelves for storing equipment.<br/>Projection/mirror for demonstrations.<br/>Teaching/demonstrating space with lockable cupboards and drawers.<br/>Fridges, freezers - double door, upright.<br/>Whiteboard.<br/>Display wall/board for notices etc.<br/>Hooks for aprons.<br/>Adjacent to café seating area for serving prepared food.<br/>Adjacent to café barista station for learning to make coffee.<br/>Visibility to café and circulation space.<br/>Adjacent secure storage of bags and other student possessions.<br/>Hand washing area.<br/>Temperature, light and air quality control important.<br/>Doors to café/serving area easily opened when required for serving.<br/>Instant hot water wall mounted zip unit.<br/>1 large commercial dishwasher and drier quick cycle washing many at once for hygiene and timeliness.<br/>Extra bulk goods and equipment storage area with many shelves and extra-large drawers of varying heights for appliance and equipment. Many appliances stored to cater for technology studies and unit standards including storage for class sets of- 5 colours of chopping boards as specified by Service IQ for both food and beverage and bakery standards.<br/>Outside fenced off area to dispose of rubbish for recycling and to get it out of kitchens each lesson as with restaurants in industry, hospital kitchens etc.<br/>Mains cut off power switch by entry to room and teaching space . Fridges, freezers, laundry equipment not connected to this switch.<br/>Barista training facilities.<br/>First aid kit. Fire blankets and extinguishers.<br/>Access to outdoor covered mezzanine with pizza ovens and BBQs. This needs to be connected to an area for raised vegetable and herb gardens which is connected to an orchard/food forest.</p> |
| <p><b>Pantry</b><br/>4 people</p> | <p>Storage of bulk food supplies, equipment etc.<br/>Receive deliveries.</p>  | <p>Shelving and storage for food and ingredients - fresh, dry, frozen.<br/>Shelving and storage for linen, recycling, rubbish.<br/>Secure mobile storage of knives and other utensils.<br/>Fridges, freezers - standing, double door.<br/>Commercial steriliser, deep sink and sluice area.<br/>Cleaning materials and equipment storage.</p>   |

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|   |  | <p>Washing machine/dryer for laundry, or close proximity to these facilities.</p> <p>Storage area for trolleys.</p> <p>Bulk dry goods stored in mobile trolleys.</p> <p>Proximity to vehicle delivery area for bulk goods.</p>   |
| <b>Specialist Learning Area – Technology (Digital)</b>            |  |  |
| <b>Size/Space</b>   | <b>Activities</b>  | <b>Description/Additional Consideration</b>  |
| <p><b>Digital Technology Learning Area</b></p> <p>25 people</p>   | <p>Coding.</p> <p>Design.</p> <p>Gaming.</p>   | <p>Bench for location of peripheral devices used in group presentations, for physical presentations, and for student group work within the class.</p> <p>Ākonga are still likely to need to access high-end programs they may not have on their laptops. Despite being a full BYOD school, like other learning areas, we require access to machines (25) for authentic assessment purposes or high-end rendering.</p> <p>Ākonga desks must have the capability to hold large computer monitors as it is important to see large tracts of code.</p> <p>Ākonga desks set in cloverleaf pattern or rectangular pattern to maximise group discussion but flexible enough to be reshaped into other designs. The ability to print is still due to be a requirement in the future.</p> <p>Easy access to Makers Space.</p> |
| <b>Specialist Learning Area – Vocational Pathways</b>             |  |  |
| Proximity/Location  | Vocational Pathways Area co-located within the Year 12 and 13 Learning Hub   |  |
| <b>Size/Space</b>   | <b>Activities</b>  | <b>Description/Additional Consideration</b>  |
| <p><b>Vocational Pathways – Shared Office</b></p> <p>3 people</p> | <p>Career planning and advice.</p> <p>Presentations.</p> <p>Meetings with local business owners.</p> <p>Meetings with colleagues, staff, ākonga, parents/whānau, and other visitors.</p> <p>Communication with adults within the school and service providers from outside the school.</p> | <p>Accessible from the Year 12 &amp; 13 Learning Hub.</p> <p>Easy access and movement within the space is essential.</p> <p>Space needs to allow for private conversations, information exchange, staff workspaces and large electronic display for information.</p> <p>Area for freestanding brochures and brochure rack.</p> <p>Close proximity to shared breakout space and meeting spaces which can be passively monitored.</p>  |



## 11 Furniture and equipment (F&E)

### 11.1 Furniture

- Flexible and adaptable furniture and equipment that meets the varying needs of staff, ākonga and our community is an essential component to a future-focused teaching and learning environment.
- Furniture and equipment must support our inclusive education culture ensuring consideration is given to the furniture and equipment requirements of ākonga with special education needs and how this will be integrated with the rest of the furniture so that the user is not isolated.
- There should be a range of seating options, including standard height chairs, bistro height, and soft chairs/couches. The relative number of these will vary by learning area. Furniture needs to be durable and comfortable to cater to a wide range of student heights and builds. Furniture is portable and can be used to create different learning spaces and experiences.
- There should also be a range of different table and work surface options, including standard height desks, bar leaner height, and tables of different shapes and sizes for group work.
- Easily adjustable height tables and chairs, for tables that can be used for sitting at different heights or standing.
- The furniture and equipment options must support collaborative and self-directed learning. This will be reflective of learning spaces both inside and outside that will provide opportunities for ākonga to work individually, in small and larger group settings.
- Furniture and equipment should be high quality and robust, and able to withstand being reconfigured to suit different learning activities.
- In order to support student self-direction, furniture should be easily moveable and adjustable, and preferably stackable (where this doesn't compromise comfort).
- Transportability could be enhanced by furniture with castors or that is light to carry.
- Furnishings should provide ākonga with choice, be comfortable and appropriate to suit the learning activities they are engaged in.

### 11.2 Storage

Thoughtful and purposefully designed storage is required in all areas, with additional specialist requirements specified in section 10 previously.

- Chemical storage, including control for fumes, secure and flammability.
- Dust-free storage.
- Secure storage (for technology and devices).
- Secure storage (for student assessments and confidential records).
- Storage of sufficient depth and height with appropriate holders for musical instruments and sporting equipment.
- Storage and display of student work, including work-in-progress and work that is drying.
- Storage for costumes (hanging and folded) and props.
- Storage for office supplies and consumables.
- Storage for staff property and resources.
- Storage for student property, some open cubby holes, others lockable and some lockable with access to power for charging.

- Cleaning and caretaking supplies and equipment.
- Mobile trolleys for transporting resources and equipment, in addition to suitable trolley 'parking space'.

### 11.3 Display

- Use of glass and autex in learning spaces should still support the ability to display student work and learning area resources without covering glass, and with suitable wall covering.
- Purposeful cabinets (some lockable) for displaying student work.
- Television screens, whiteboards and electronic displays.
- Tables which can be written on (whiteboard table, glass table or digital).

### 11.4 Outdoor spaces

- Thoughtfully designed and easily reconfigured furniture to support eating, learning and socialising.
- This must be robust and able to withstand wind and sun.
- Consideration must be given so this furniture can be secured outside school hours.

### 11.5 Other

- Furniture must be durable, hygienic and easily cleanable.
- It is important that furniture and equipment is safe from moving or tipping hazards if high or mobile, so must be able to be secured or otherwise fixed, and have lockable castors.
- Requirements for specialist equipment and furniture is outlined in section 10 previously. This relates mostly to the technology, science and arts learning areas.

## 12 ICT

- Ubiquitous access to reliable Wi-Fi throughout the site, including all outdoor spaces and sport fields, for all ākonga and staff to BYOD, which will require massive data capacity.
- Ubiquitous access to power in all interior learning spaces, with adequate power points and charging stations for ākonga to charge devices.
- Sufficient Power points and other charging stations in all learning spaces.
- Some student storage lockers should have charging ability.

- Spaces should have access to excellent ICT, including Smart televisions and whiteboards in each learning space. These should be a mixture of fixed and non-fixed, and should be supported by wireless connections and Bluetooth speakers.
- Flexible to accommodate changes in ICT capacity and capability.
- Physical servers should be easy to access and have space for expansion, in addition to sufficient ventilation.
- Digital technology is used to support integrated curriculum provision and to enhance programme delivery in a blended learning environment. Each learning space requires access to multimedia and global communication.
- Digital technology will also be used to enhance communication within the school and within the community including digital screens promoting school events, features, regular updates, student achievements, our vision and values etc.
- Digital technology is an important feature of collaborative planning and reporting, and staff use of a range of programmes for modelling and prototyping as their collaborative practices develop and are implemented.
- Ākonga access a range of print and digital resources in their learning time and these resources will support independent or small group learning, or be suited for larger groups (visual displays).
- Technology is a key component of supporting our vision of ākonga who work collaboratively with both classmates and others in different locations.
- All ākonga bring their own Chromebook or laptop to school every day.
- Our ākonga are digital natives so it is our responsibility to assist them to develop skills, competencies and attitudes that will enable them to operate safely, responsibly and effectively within the digital environment.

