Ministry of Education

EDUCATION INFRASTRUCTURE

PROJECT BRIEF

West Spreydon School

WEST SPREYDON SCHOOL
The journey starts here...
ATTITUDE ADVENTURE ACHIEVEMENT

147 Lyttelton Street, Spreydon, Christchurch 8024, New Zealand. Phone (03) 338 8184 Fax: (03) 338 8348
Email: admin@westspreydon.school.nz www.westspreydon.school.nz

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

Revision Date	Version	Summary of Changes
23 September 2015	Version 1.0	First version for general issue

Approvals

This document required the following approvals:

Name	Position	Sign	Date	Version
Duane Major	Board Chair WSS			
Marriene Langton	Principal			

Distribution

This document has been distributed to the following people:

Name	Position	Date of Issue	Version

Contents

Introduction

The purpose of this project brief is for the Ministry of Education (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.

Align with the Ministry's property objectives.

Reflect and support the character and values of the school.

Enhance the delivery of the curriculum.

Cater for the evidence-based teaching practices that have been shown to improve outcomes for students. This 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:

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 <u>The New Zealand School Property Strategy 2011-2021</u>.

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 <u>Designing Schools in New Zealand – Requirements and Guidelines</u> 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.

PART A: EDUCATION BRIEF

Project Description

The Education Brief takes the format of:

- Heading

- Purpose

- Questions to be answered

- And in some instances an exemplar answer.

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

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

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

1. Our Vision/Mission Statement
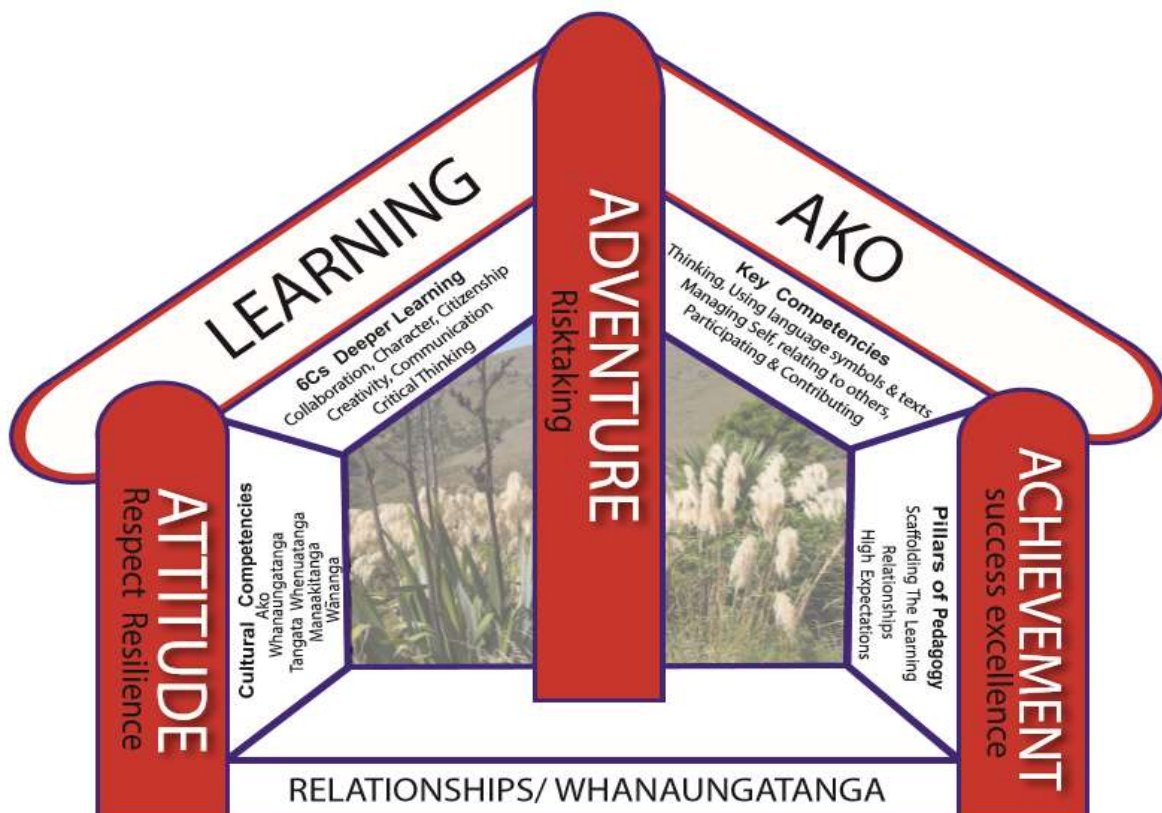
Feature	
Mission Statement	To raise student achievement in every area of endeavour Whāia te iti kahurangi ki te tūohu koe, me he maunga teitei (Pursue excellence – should you stumble let it be to a lofty mountain)
School Motto	Attitude Adventure Achievement
Vision Statement	West Spreydon School is an important part of the local community; its history and its future.

2. Our values

The values, vision and mission statement were crafted out of consultation with staff, board, students and community and are regularly reviewed to ensure that they are relevant and evident in school practice. Our documents, student awards, website and newsletters reflect these values. The school values, mission statement and vision were revisited at the Board retreat 24-26 June 2017.

At West Spreydon School we believe that:

- Education is a key to equality, democracy and a healthy society.

- Numeracy and literacy skills lay the foundation for lifelong learning.

- School should be a catalyst to inspire and empower lifelong learning.

- Children learn best when the family, school and community work together.

- Learning is an adventure.

- We have an obligation to challenge ourselves to do our best to be our best.

- We have an obligation to support each other to do our best to be our best.

- Our teachers make a difference.

- Diversity adds richness to life and life-long learning.

- A sense of humour brings perspective and resilience.

- Every child is special and deserves to have a sense of belonging to a special place.

- Every child will leave our school knowing that at least one teacher loved him/her.

- Learning can happen anywhere at anytime.

- It is the adult's' job to believe that every child can reach his/her full potential as a human being.

West Spreydon School – Strategic Goals 2017-2022

"Building on what we have; preparing for the future..."

Teaching and learning

Aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and in the Kahukura Community of Practise (COP).

Environment

Build a school environment that connects our community, people, buildings and natural places, and tells the story of "us, our place and our future" in our local community.

Connection

Invest in school based activities that include the community, building capability and capacity of our people into the future through connection.

Culture

Extend the opportunities for cultural pride and belonging, endeavour and excellence, leadership and service.

Graduate profile:

By the end of their final year we want each child to reflect the following values;

- **Attitude**

  Each child to leave this school knowing that he/she was loved, that it takes effort to succeed and that he/she has a key role in making the world a better place.

- **Adventure**

  Each child to view learning as an adventure, to be prepared to take risks and to fail in order to learn resilience and to treasure that sense of curiosity and possibilities.

- **Achievement**

  Each child to strive for excellence in every area of endeavour and to flourish in his/her area of genius.

3.   The Character of Our School

West Spreydon School is a contributing primary school. Our current roll is 324. Our decile rating does not reflect the diversity of the school community. There are many families with PhDs, tertiary qualifications and professions and some who are not school graduates. Together we make a fantastic school community with stewardship and generosity at the centre of what we do. Our school is a culturally diverse school with Māori (26%), Pasifika (10%), Asian (7%), MELAA (5%) and Other (3%).

Community Connections

West Spreydon School has a history of strong links to the local community. We draw on a myriad of local talents, volunteerism and para-professional groups who provide a rich foundation for our school's curriculum and deep learning experiences.

Some of the current students are third, fourth and fifth generation from families in the community.

We have strong ties to our local Early Childhood Education (ECE) services and to our local intermediates and high schools.

The school is supported by many local community based groups such as South West Baptist Church, Cross Over Trust, Sport Canterbury, Junior Neighbourhood Support, Barrington Neighbourhood Group, 24/7, Paper Plus, Project Esther, Oderings, Rotary, Horticultural Society, Student Volunteer Army, Ellesmere Food Bank and local sports clubs. People give time, tuition, mentoring, coaching and goods to support the endeavours of the students. We have significant parent and community based volunteerism which enables us to operate twenty-three in school and out of school extension groups. These include: basketball, science club, touch rugby, rhythmic gymnastics, netball, keyboard, computer coding, robotics, guitar, ukulele, wearable arts, sketching, Dancing Like the Stars, kapahaka, choirs, voice/singing, drums, enviro group DJ, Pasifika Culture group etc.

The West Spreydon School Friends and Whānau Group is a dedicated group who are committed to supporting school initiatives through fundraising and volunteerism.

Community Projects – Playground and Pools

After the earthquakes in 2010-12 local community groups and charities focused on our school and undertook the build of the playground with thousands of donated hours, materials, professional services and dollars. This is as a real attraction for our local community and lots of children and families spend time in our grounds outside of school hours.

The school pools became a symbol for community involvement and commitment. The rebuild of the school pools, following their destruction in 2011, is a community based $1.3m project that is being driven by the dreams and vision of those who have a history with our school, and/or who want to be a part of the future.

Kahukura Community of Practice

We have worked in a collaboration with the Kahukura Community of Practice (COP) for the past five years. Our principals, Boards of Trustees and lead teachers of seven local schools collaborate in New Pedagogies for Deeper Learning, (an international collaboration led by Michael Fullan), performing arts, Māori Achievement Collaboration and Special Education Needs Coordinator Officer (SENCO). Our work with the Kahukura COP is a key to our desire to build a constellation of local schools who are inspired to provide high quality education to every child in our area.

The Kahukura COP through the Māori Achievement Collaboration, has had a huge influence on our drive to celebrate our bi-culturalism through high quality learning programmes that acknowledge Māori achieving success as Māori, and every child flourishing in every endeavour. We embrace our bicultural and multicultural diversity.

School Environment

Feedback from parents and visitors in our school is that they love the feel of whānaungatanga (sense of family connection) in our school. They value the quality of the teachers, the learning programmes, the school playground and pools and the school gardens and field. We have extensive edible gardens and an orchard. We grow some of the food for our community hāngī every February where we feed about 450 people from our school and wider community. The hāngī is organic to the school and is a highlight where the staff serve the local community.

We negotiated a travel plan for our school some years ago which reflects the local flavour of our school and our parents and children valued the ability to be able to walk, scooter, skateboard and bike to our school.

The school gardens also house five chickens that lay eggs, and along with the garden produce are tended by the children, harvested, cooked and eaten. We have been awarded Gold Medals in the Schools Garden Competition for the last two years.

The Ōpāwaho/Heathcote River is a highly significant river to mana whenua, as it has been a key site of settlement and mahinga kai for over 600 years.

This area was an important mahinga kai, a source of plentiful food, especially tuere (blind eel) and kanakana (lamprey).

Ōpāwaho is the Māori name for the Heathcote River. The area known today as Opawa derives its name from the pā once located where the present-day Judge Street and Vincent Place once intersected.

It was known as Ōpāwaho, which refers to its function as a waho (outpost). It was a resting place for Ngāi Tahu travelling between Kaiapoi and Horomaka (Banks Peninsula).

The land in this area was once marshy and covered in grasses, raupō and tussock.

Poho Areare, meaning pigeon-breasted was the name of an original chief of Ōpāwaho and his name is given to the old Māori track that led over the sandhills from Opawa to South New Brighton. Tūrakipō was its later chief.

The swamps draining the Ōpāwaho were called Te Heru O Kahukura and the upper reaches of the river at Spreydon bore the name Wai Mokihi after a smaller pā located there called Ō Mokihi meaning place of the flax staff rafts.

The Halswell River is a river in the Canterbury Region of New Zealand. It rises in the Port Hills south of Christchurch and flows south into Lake Ellesmere. Parts of the river originally had the Māori names of Huritini (meaning "many turns"), Te Tau Awa a Maka and Te Heru o Kahukura.

The **Wai Mokihi river** is an important part of our school's cultural narrative, and we see it as a key part of our school, and natural learning environment. It runs down the back of our school grounds and is culturally significant for us as a school community. This is reflected in our unique school haka. We see ourselves as kaitiaki (caretakers) of this stretch of the river and have committed ourselves to maintaining and looking after it.

Sources

- http://ngaitahu.iwi.nz/

- Te Maire Tau, Anake Goodall, David Palmer and Rakiihia Tau. Te Whakatau Kaupapa: Ngāi Tahu Resource Management Strategy for the Canterbury Region, Aoraki Press, 1990.

- W.A. Taylor, Lore and History of the South Island Māori, Bascands, Christchurch, New Zealand, 1952.

- Walk Christchurch: 60 short walks that explore your city; edited by Mark Pickering, compiled by Kjesten Nilsson, Karen Theobald and Lesley Symington. Published: [Christchurch, New Zealand] Leisure Unit, Christchurch City Council, 1998.

- **Jump up^** Peter Dowling (editor) (2004). *Reed New Zealand Atlas*. Reed Books. pp. map 83. ISBN 0-7900-0952-8.

- **Jump up^** "Halswell - Library Names". Christchurch City Libraries. Retrieved 12 July 2009.

- **Jump up^** *Discover New Zealand: A Wises Guide* (9th edition.). 1994. p. 381.

- Land Information New Zealand – Search for Place Names.

Planting and stream restoration

Children at our school, parent volunteers and our caretaker have planted native trees and plants all along this stream area and around the school grounds. For the past two years the children have been clearing the river of rubbish, testing the water quality, planting native plants along the bank and doing eel counts with the support of a parent Board of Trustees (BOT) member who works for DOC.

Characteristics of the school

Our BOT has stated that every child will leave this school knowing that at least one adult loved him or her and had an unshakeable belief that every child could reach his or her full potential as a human being.

The BOT set strategic goals that state that we are committed to high levels of success in every endeavour. It is a "no excuses" approach to success. This is broader than numeracy and literacy and has extended to a performing arts and huge sport focus across the school with a sports co-ordinator and a sports coach jointly employed by us and three other schools. We have a large number of after school and interschool competition teams in many sports. Our grounds are used after school by cricket teams, athletics groups and rugby teams. An additional strategic goal was to make performing arts a focus for student endeavour. This is show cased in a large number of tutored groups in curriculum time and by the Kahukura COP Music Festival. Our lead teachers in performing arts meet regularly and share expertise and resources.

We want to be a central hub for continuous learning for our students and community.

Culturally Responsive Practice

We have developed a culturally responsive approach to our learning and kaupapa which values language, Tikanga, fono/hui, Rangatiratanga, whanaungatanga, kaitiakitanga, manaakitanga. We value tuākana tēina to support our students who struggle with maturity and attachment. Kapa haka and Pasifika cultural groups are school wide all year as part of the school curriculum.

Our week begins with karakia and waiata at our Monday morning meeting. All formal meetings begin with karakia and waiata including our Board meetings. Māori Achievement Collaboration has been a catalyst for us as the Kahukura COP to challenge and change our thinking about our Māori students sense of identity and success.

Examples of how we have done this include:

- Every staff member including part-time teachers has completed or is completing the Te Wānanga o Aotearoa 'He Papa Tikanga' course.

- As a school we have studied and applied developmental theory and our students are held close by their teachers as if they were part of a village/whānau. This reflects whakawhānaungatanga in action.

- Kapa haka and Pasifika groups operate in learning time and all children have had the opportunity to learn traditional Māori games.

- We have developed a Kaupapa Māori website at the request of our school community that contains karakia, waiata, haka and Te Reo Māori resources. This website is widely accessed in our school and across other New Zealand schools.

http://kaupapaMāori.weebly.com/

We have seven teacher aides who work with students on specifically targeted programmes and outcomes. There is a highly qualified Reading Recovery and English as a Second Language (ESOL) teacher who works alongside the classroom teachers.

4.   School Timetable

Classroom instruction begins at 8:55am and ends at 3:00pm. This year we are trialling a totally new daily timetable based on teacher and student feedback. We have increased learning block times to optimise teacher strength and student engagement.

8:55am – 11:10am	Learning (Water/milk and fruit breaks included)
11:10am – 11:30am	Morning tea
11:30am – 12:30pm	Learning
12:30pm – 1:30pm	Lunch break
1:30pm – 3:00pm	Learning

There are four collaborative teaching teams across the school in 2017.

- Te Pihinga Years 0-1 (3 classes)

- Ti Kouka Year 2 (2 classes)

- Raupo Years 3-4 (4 classes)

- Harakeke Years 5-6 (3 classes)

Each collaborative teaching team shares the same timetable for learning and activities. This places a premium on spaces, resources and personnel.

Student Led Conferences are held throughout the year on anniversary dates and mid-year for Years 4-6. These are comprehensive one-hour sessions that use technology, practical demonstration and teacher interview time to showcase learning and to highlight next steps. The content is increasingly student managed as they reach Years 4-6.

Whole school assemblies are once per fortnight in the school hall. They are student led and have student content. We do a lot of singing together, show examples of learning and students are awarded prizes. Assemblies are not in prime learning time. They are attended by parents and grandparents. All awards acknowledge iwi or Pasifika village where appropriate.

Team assemblies are held on the alternate week, and are squeezed into the classrooms of each team. They also include singing, showing examples of learning and students getting awards.

Fono/hui are held once per term and always involve all of the whānau around kai. We share hopes and aspirations, student data and concerns and make the time to build genuine relationships. The local Tongan and Pasifika ministers are invited and sometimes attend. At the end of the year we have a performance celebration for our Māori and Pasifika whānau.

Each team collaboration has a timetabled cultural slot within the learning week that is held in the school hall.

Literacy and numeracy are timetabled every day. One of the prime reasons for changing the daily timetable was so we could accommodate the need for longer learning blocks. Much of the learning and instruction require students to move throughout spaces (we are currently single cell.) across classes and year groups. Large, flexible spaces are essential as they would allow cross collaboration in our collaborative teaching teams. We use the hall where we cannot compromise and manage with a smaller space. The outdoors, gardens, playground and hard courts are an integral part of the learning environment. There is an old office for ESOL and reading recovery and a small book repair space in the library that we utilise for specialist teacher aide intervention. We used to use Room R but since the earthquakes this area is not waterproof or airtight and has developed black mould.

Most of our resources are kept in areas that are damp and separted from the learning spaces because there is nowhere else. Currently our resources are affected by damp and fouling from river rats.

At times small, soundproof spaces are essential for music tuition, Big Brother Big Sister, ESOL, reading recovery, Social worker in schools, counsellors, small group tuition, teacher aide specialist programmes, videoing and recording. This is where we struggle currently. We have the disused dental clinic which has to be carefully booked to allow for all of the tuition we currently offer. ICT is available everywhere in the school: SeeSaw, laptops, cameras, smart touch screen, large smart tvs

and chromebooks. We have a high-speed internet fibre connection which is managed by N4L.

Other National Curriculum requirements are regularly timetabled as they are identified as rich learning experiences for our children. Extension and enrichment groups also run after school, in breaks, in the weekends with teacher and parent volunteer leadership.

As a Kahukura Cluster we agree on our term dates as per Ministry guidelines and include a professional learning day for all of our teachers in the COP.

Many of our students have a variation on programmes they attend in school time. There is an extensive extension and remediation programme. Lead teachers manage the timetables. Some children begin their learning programme at 8am and some finish at 4:00pm on two days a week. For some the learning continues in the evening and weekends because the sports and performing arts programmes extend into that time. This includes Code Club, Jump Jam, robotics, basketball, netball, student leadership programmes and rugby.

Each year we review our school organisation and timetable to ascertain whether what we are doing is the best option for the children. Change is likely if the current organisation is not optimising student engagement and rich learning experiences for our tamariki.

5.   Our Curriculum

We are currently re-developing our school curriculum document to reflect our current practice and beliefs about deep learning.

Maths and literacy are foundation learning which are taught in prime learning time. They are planned and assessed collaboratively. These skills underpin all integrated, deep learning experiences.

All other curriculum skills are addressed specifically and taught in deep learning contexts. For instance, we teach the skills of scientific investigation, painting technique and ball skills and apply them to real learning experiences. We approach learning from an integrated, inquiry focus. Our learning programmes are linked to the key competencies, cultural competencies and New Pedagogies for Deeper Learning 6 C s (Collaboration, Creativity, Critical thinking, Citizenship, Character, Communication) which underpins our pedagogical approach to teaching and learning. Our learning must have a meaningful and deep context. Our Kahukura COP has been in partnership with Michael Fullan for three years in the New Pedagogies for Deeper Learning international research project.

Māori Achievement Collaboration has given us a deliberate focus on ensuring that learning has a te ao Māori perspective that is relevant and honouring to our Māori students. We deliberately acknowledge kaupapa and ensure that our students have pride in knowing their iwi and their whakapapa.

ICT enables our whole learning community to access anywhere, anytime learning.

6.   Teaching and Learning Structure

In 2017 our school is organised into four collaborative teams. There are two teams of three teachers with 90 students, one of 4 teachers with 120, and one of two teachers with 58 students. Students work across classrooms and year levels within the confines of single cell classrooms. There are 7 teacher aides to assist with learning and an ESOL/Reading Recovery teacher who works closely within those collaborations.

Teachers are encouraged to work to their strengths and passions and each year the placement of all staff is reviewed in the light of the current student needs. This regularly results in reconfiguring teacher teams to maximise the talents and strengths needed for student success.

Our teachers have been immersed in collaboration as part of an international research project with Michael Fullan so they have a sound pedagogical basis for best practice even if the physical environment creates barriers. They plan, teach and assess collaboratively.

At times we have the entire school moving from place to place and in whānau groupings as we get involved in deep learning that is captivating at every level of the school. Within collaborative teams teachers run passion projects and ABCD Time. In these times children choose from a range of subjects based on their interests and passions. Children are often cooking in the staffroom, outside in the gardens, completing science experiments, training for triathlon, building skate ramps, completing coding and robotics challenges, making crafts, creating wearable arts etc. Student learning inquiry has elements of student choice based on interest and student self-management.

In the future we would like to explore the possibilities of students working across age and year levels in order to better cater for their needs, talents, passions and interests.

We are severely limited with our current spaces as we have very few options for shared learning, private instruction, group tuition, whole school celebration, indoor sport, team collaboration, accessible storage, teacher work and study space, meeting spaces, community spaces, board and staff meeting spaces, leadership offices and administration space. We do our best to make the best out of what we have. Our buildings are not weather tight, waterproof or well ventilated and heated.

We manage a Resource Teacher Literacy who has an isolated office space in an old part of one of the buildings.

7.   School Leadership and Management

Leadership Development

Leadership development at every level of the school is a key to seeing every teacher, board member, support staff member and student operating in his /her strength. We operate our own leadership training programmes for middle leaders and student leaders. All staff and student leaders including relief teachers and support staff complete the Gallup Strengthfinders assessment and coaching. This allows us to work from a strength base foundation. This allows all staff to use their leadership skills to enrich our wananga. Creativity and innovation is expected and encouraged.

Professional learning

Professional learning is a key to chānging teacher practice and the Board of Trustees makes this a budget priority. High expectations are matched with high levels of support through quality professional learning. Our teachers and support staff have the opportunity to lead and participate in current international thinking. Staff meetings are always focussed on professional learning and are often led by teachers who have strength and leadership in each area.

Our Board of Trustees has committed to high levels of support for all staff in order to raise student achievement and to see children flourish in every endeavour. Some of the supports include:

- Kahukura shared initiatives and resources.

- Student Achievement Function.

- Maths Professional Learning Development 2017/18.

- Developmental theory/attachment theory Dr Gordon Neufeld.

- Māori Achievement Collaborative National hui.

- Edutech/INTASE conferences.

- NPDL international collaboration.

- Sports Start.

- Staff meeting are held 2x term from 3:15 to 7:30. The focus is on professional learning, modeling best practice and sharing ideas and inspiration.

Leadership Team

A distributive leadership structure has been developed in the school over the past five years, giving Team Leaders a strong focus on leading teaching and learning in their teams, and growing leadership pathways for teachers. The Principal, Deputy Principal and Assistant Principal share a collaborative working space and have adopted the Agile Leadership Model for prioritising key tasks. It is more likely that there will be simultaneous meetings, several staff and three or four children in the Principal, Deputy Principal and Assistant Principal's working space as we have no other available working spaces.

While each leader has specific tasks and responsibilities for things like ECE relationships and transition to school or student relationship management, they each cross over into all leadership responsibilities so that we can build a broad skill base for school leadership.

Weekly leadership meetings for professional learning and support are essential to our growth. These meetings include the four team leaders. They take place in the shared leadership office as there is nowhere else.

We have one small meeting room for private meetings with individuals or whānau. This can make private meetings a challenge to manage because that room is in demand and is often already occupied.

Team Leadership is internally advertised every year for a one year fixed term position and appointed based on the strengths and innovations they will bring to the position.

We have a group of selected student school leaders who have varied responsibilities around the school. These range from running school assemblies and meeting and showing new parents around the school. This year is the first year that we have a head boy and head girl.

We also have a groups of students who have been selected and trained as Physical Activity Leaders. These students plan for and run sport activities during break times for students.

The Deputy Principal and the Assistant Principal each oversee two team collaborations. They attend team meetings and are responsible for the pastoral care of their team leaders and student achievement data within these teams.

All pastoral care information on individual students is written into our School Management System (SMS) by the class teacher. The issues are discussed during pastoral care meetings which are attended by The principal, SENCO, RTLB, Public Health Nurse, School Based Mental Health, SWiS, Police Liaison, Health Promoting Schools and Community Liaison. This is led by the SENCO. We operate a referral system that involves the right service at the right time.

The office personnel include a Principal's PA and a clerical assistant/bursar. Their role in the school is critical to smooth operation and leadership support. They work in a space which has limited functionality, lighting and storage. They require:

- Archive and secure storage/filing.
- Workbenches and drawers, cupboards.
- Private workspace.
- Reception desk.
- Access to the leadership office.
- Visible connection to the hauora centre (wellness area).

8. Community Connections

Our hall, library, classrooms, grounds, playground, basketball hoops, pools and all-weather cricket pitch are available for community use before and after school, most weeknights and weekends. We encourage our community to use the hall on a koha basis only. If we are an important part of the local community then our facilities are the hub of community enterprise.

The community sees our school as the hub and the following groups use our school grounds and buildings:

- Martial arts operate weekly in the hall four nights, two sessions per night and on Sundays.
- Riccarton Players utilise the hall and a classroom for rehearsals.
- Special Olympics Basketball use the staff room and hall for monthly meetings and special events.
- STAND village stay children use our playground as an excursion.
- Basketball teams practise are before and after school and at weekends using our outdoor basketball courts.

- Primary school cricket teams hold matches in the weekends on our all weather pitch.

- Community and family picnics and events.

- Personal trainers and their client, scout leaders and their troupes and Youth groups use the playground and grounds for fitness training and activities.

- Weekly ladies' fitness group uses the library.

- The library is used for parent training sessions before and after school.

- Classrooms and the hall are used after school for fono/hui.

- WSS Friends and Whānau group (PTA) use the teacher workroom, kitchen and staffroom after, before and during school for meetings and activities. WSSFW store their coffee cart and BBQ in the caretaker's shed and use the space under the library veranda to serve coffee to the community on Friday mornings. This is very challenging as we are pushed for space to meet and space to store any equipment.

- Suburbs rugby primary school teams are coached on our grounds after school weekly.

- A local athletics group uses the field for training.

- Sign Language and te reo Māori for beginner's courses run fortnightly in our school library

We are considered to have a high profile in the community and this positive connection is supported through many community projects and media interviews on tv and in newspapers and Facebook profiles.

Our future aspirations are to have:

- A large collaborative working office space for the senior leadership team with high quality, lockable storage for confidential documents, resources etc.

- A large stadium/hall and up to date catering facilities for school and community use. Linked to other buildings but able to be separately accessed if required.

- Large shared learning spaces with all facilities including hand-benches, storage, tubs, wet areas, oven, fridge, microwave, IT, smart tvs, sound system for music and for assisting hearing impaired students. These spaces need to be reconfigurable.

- Recording and videoing facilities available for after hours community use.

- Kitchen spaces for events such as our annual community hāngī and school fundraising events.

- Fixed space for the coffee machine and BBQ.

- Meeting rooms for board and leadership meetings.

- Joint Kahukura Boards and Principals seminar space.

- Extension group spaces for school groups e.g. science club and after school activities especially where ex-students act as tutors.

- A health hub where parents and the local school community can access financial and health support.

- A whānau room for the WSSFW group which can be used as a parent education centre and includes space for pre-schoolers.

- Easily accessible storage spaces that are directly accessible from the learning areas.

- A space for the local community toy library who were forced to vacate our school during the earthquakes as we needed the space.

- Playing fields, gardens and all weather courts that are linked to and visible from the learning spaces and used by community.

- Dedicated space for SWIS/Counsellors/Big Brother Big Sister.

- Teacher work and study spaces that are linked to learning spaces.

- Withdrawal rooms for tuition linked to the learning spaces.

- No hallways or remote corridors that waste space, heat and accessibility.

- High quality acoustics to minimise noise.

- Eco-friendly and sustainable lighting, ventilation, heating etc.

- Intercom system and telephone links.

- A student hauora space that is visible to office staff, easy to clean, has a shower and toilet and is a welcoming space for sick children.

- Staff shower and toilet facilities (wharepuku) that are far away from the administration entrance and whare kai and cannot be accessed by the community to avoid cross infection.

Current school partnerships are with Health Promoting Schools, 24/7, West Spreydon School whānau and Friends group, West Spreydon School Pool, STAND, Sharp, Red Cross, Heathcote/Cashmere Community Board, South West Baptist Church, Crossover Trust, University of Canterbury Teacher Training Programme, Kids Can, Big Brother Big Sister Mentoring, Trees For Canterbury, Paper Plus Barrington, Oderings Nursery, Department of Corrections, Canterbury Horticultural Society, Sport Canterbury, Origin Sport, Junior Neighbourhood support, Barrington and Spreydon Neighbourhood Groups.

9.   Linking Pedagogy to Space

The outdoor spaces, field, gardens, playground, pools and facilities are essential to our learning environment. Currently they are disconnected to indoor spaces. Each area needs a natural connection indoors and outdoors. There are few shaded work, eating and play spaces. The hard courts should be all weather surfaces, and need to be connected to the rest of the school. The land where the back block and hard courts are situated did suffer from lateral spread during the earthquakes.

The school is currently arranged into four blocks, a small hall and a library which are all disconnected. Easy access to all facilities and opportunities for genuine collaboration are limited by the configuration of the current buildings.

The school entrance site is visible and accessible. The gates and administration building face the road and field and this is a positive architectural feature. This is something that could be developed much further.

Signage, art, sculptures and buildings need to reflect and honour the values and heritage of Tangata Whenua and our relationship to this place as a school.

The layout of the rest of the school is disjointed and lacks connection and flow.

Wharepaku open into the entrance/administration area and staff eating area. This is culturally and socially unacceptable. The waiting space in the administration area is a thoroughfare rather than a reception area. At the moment our reception area is temporary storage for delivered goods, a triage area for children wanting first aid or a change of clothing, visitors waiting their turn and children requiring assistance or delivering messages. The current area is not waterproof and sometimes has water coming from the light fittings and door lintels. The prevailing smell has been compared to that of a wet dog. We make it as welcoming as we can but the current configuration doesn't facilitate a good work environment for the office staff or create the impression that people are welcome to sit and relax until they can be addressed. We often look like a ticketing office at a railway station! The hush room/interview room is directly aligned to the reception area and works well however, it is the only space we have. The entrance area and administration are disconnected from other buildings, facilities and learning areas.

There is no privacy for teachers, the leadership team or the administration staff as each space opens directly into the foyer area and makes it easy for the community to interrupt meetings or work time.

At present the West Spreydon School Friends and whānau group (PTA) use the staffroom for their meetings and for food preparation. This often clashes with the need for staff to have a space to eat and relax. The kitchen in the hall is very small and separated from the rest of the school.

The following facilities need to be connected or near to the entrance:

- Office administration.

- Interview and meeting rooms.

- Leadership (Principal, DP, AP) work space.

- Board meeting/seminar space.

- Filing space.

- Secure storage.

- The area where parents meet for coffee on a Friday morning.

The school should be accessed via a central administration hub which makes visitor monitoring and security a much more manageable task. Our school has input from dozens of volunteers and visitors every week. Our school cannot operate without them as we rely on community goodwill and partnership to offer all of the activities we do.

The key aspirations of the school to space:

1.	Teaching and Learning

Commentary:

Teaching and learning

Aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP

It is important that all of our learning and teaching spaces are visually connected and that all learning hubs contain:

- Large collaborative learning spaces

- Breakout spaces for individual plus small and large group work

- Teacher work and planning spaces

- Kitchen facilities

- Maker space/science/art and storage facilities that are directly linked to the learning hubs and are readily accessible by students and teachers

It is also essential that the administration and leadership spaces have a direct connection to the learning hubs.

Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
Flexible, collaborative, teaching and learning. Ubiquitous (anytime, anywhere), innovative learning that fosters creativity Grow rangatiratanga (leadership) across the school at every level: board, teachers, support staff, students and parents	Teachers and leaders planning, assessing and teaching together to enhance the teaching and learning at West Spreydon School. Share our skills, resources, personnel, knowledge and expertise across the Kahukura COP	Sound and proven pedagogy regular observations and feedback on practice continue to provide high quality professional learning to our staff, board and whānau ensure our Kahukura lead teachers work together on innovative projects share professional learning days and resources across the Kahukura COP continue to provide our many extension groups to cultivate the talents and passions of our children home school connectivity via a learning tool like Seesaw encourage learning at home and encourage parents to be involved at every level	Learning Hub Space with ready access to: - cooking - science - art - wet areas - Maker Space - smart tvs - presentation technology - sound system - Storage spaces - fixed, mobile and options for lockable storage that are directly linked to the learning areas - Links to outdoor learning spaces e.g. river, fields, gardens,

and with every opportunity in the school encourage innovation and risk taking in all ākonga

provide extension opportunities for children using digital technologies

ensure that ICT is more than a substitute for blackline masters and that our learners see technology as a way to connect globally and to facilitate innovation

ICT and connectivity will be available all over the school

leadership and team meetings that are innovative and inspirational continue to develop our student leadership training programme to foster student agency deepen our teacher and middle leadership professional learning programmes.

courts, chooks, orchard, pools and playground

- lockable charging stations for devices

- technology/device focussed power outlets

- A space for robotics club - where we can permanently charge robots and have gear set up.

- the teacher work spaces

- Break out spaces/dividers

- movable benches

- nooks

- hot desk dividers

Teacher work spaces connected to the learning spaces with storage for resources and the option for lockable storage

Work space rooms (4 per hub) as part of every learning hub with:

- soundproofed, glassed rooms that lead off from the learning hub

- a range of different sized soundproof work rooms for individual tuition and small group learning spaces (soundproof) that are visually connected to the large learning spaces

- Specialist soundproof spaces

for:

- Reading recovery

- ESOL

- Teacher aide

- Video editing, green screen, recording and production space.

Leadership work space large shared working space for Principal/AP/DP storage area for Principal, Deputy Principal, Assistant Principal and Team Leader resources

Private separate meeting room is essential for SWIS counselling, enrollments and parent meetings etc.

Separate office space:

RTLit office (x1)

NB: MOA to provide a separate space Large, collaborative seminar room that can accommodate 50 people at one time. Partitioning walls will accommodate smaller groups. This will be used for Board of Trustees meetings, Kahukura COP combined meetings, student leadership etc. It is essential that it comes with a kitchenette.

2. Environment

Commentary:

Environment

Build a physical environment that tells the story of "us and our place and our future" in our local community.

We value beautiful, eco-friendly, culturally responsive buildings that connect to our community.

Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
Beautiful buildings and grounds that are eco-friendly, highly functional, accessible adaptable and flexible and belong in the local setting	new buildings that allow us to teach and learn in the ways which reflect our beliefs and 21st Century learning practices. buildings and grounds that have been designed to honour our cultural landscape and existing environment. buildings that are built from sustainable materials and are purpose built	work with the Ministry and our school community on the renewal project to plan and design a school that meets our needs and aspirations.	new buildings that flow, are interconnected, purpose built and connect seamlessly to the outdoors large learning spaces that can be reconfigured or adapted within the space by variable height seating, cubbies, temporary dividers etc incorporate and beautify our existing grounds, gardens, pools and playgrounds into the learning areas all weather outdoor courts

3. Connection

Commentary:

Connection

Invest in school based activities that include the community and build capability and capacity into the future.

The school has a long history of partnership with iwi, whānau, community and business organisations. Connection and being active participants is deeply embedded in the way we do things. Stewardship and manaakitanga are reflected in our values, beliefs and practices.

Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
Our school will maintain and strengthen connections with Early Childhood Centres, local schools, whānau and local community All our community groups will have a strong sense of belonging to our place Our role and responsibility is to promote hauora (well-being), whānaungatanga, manaakitanga, kaitiakitanga and ako. An all weather outdoor court suitable for basketball and netball	It is essential that our community has access to a space to welcome and host the activities that support our school community. We need facilities to cater for: • new families to meet and gather • hold fono/hui • host parent learning sessions e.g. sign language, Te Reo Māori, budgeting, domestic violence, personal training, healthy eating, literacy, numeracy, developmental theory, digital technologies, music sessions • fundraising • Facility will be utilised by the school and the wider school community	Continue to provide parent learning sessions in which whānau are given opportunities to learn relevant life skills the West Spreydon School Whānau and Friends (WSSWF) group become engaged in our 'global cafe' every Friday and connects our families with pastoral care, social links and equitable access to services the WSSWF fundraise throughout the year with sausage sizzles, competitions, quizzes etc. Termly Fono/Hui will be held in order to connect with our Pasifika and Māori community sport teams coached by parents, after school coaching, community use	**Multi-purpose stadium/gymnasium** for team sports, cultural performances and learning celebrations with: • kitchen facilities • laundry facilities for washing sports and kapahaka uniforms • High quality sound and projection systems • connection to high speed internet • a robust and flexible seating system Large lockable storage area for: • physical education equipment • kapahaka and pasifika uniforms • sports and representative uniforms Whānau Room that is visible, central and separate from learning

			spaces with an adjoining outdoor covered area with the WSSWF coffee machine and a bbq set up permanently. The indoor space will need large storage spaces. This space will also be used to meet and interact with new families. This space needs to be big enough to host Fono / Hui Meetings every term. It needs to have kitchen facilities to cater for these events.
			Professional Recording Studio
			This will be available for community use after school hours to promote creativity, innovation and enterprise e.g. school radio/television station, music recording, podcasting etc.
			Multi-purpose Outdoor Courts
			These need to be all weather outdoor basketball, tennis and netball courts.

Commentary:

Culture

Extend the opportunities for cultural pride and belonging, endeavour and excellence and leadership and service.

Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
Cultural narrative is expressed in the way the grounds look and feel - landscaping, carvings, gardens. Learning environments that are responsive to tikanga. Grow leadership and capability in Te Reo Māori, kaupapa Māori and Pasifika culture and language across the school at every level: board, teachers, support staff, students and parents.	The school community will have a deep sense of belonging and a connection to our place and its history. All children at our school will be proud of their whakapapa, culture, language and identity	By working with local hapu and iwi we will design our school environment to reflect our cultural narrative and our values. Continue to provide: • Kapa haka and Pasifika Cultural practices and performances • parent learning sessions with a focus on teaching parents New Zealand Sign Language and Te Reo Māori Review all teaching and learning to ensure that it is meaningful, leading to lasting changes or innovative solutions to local and global questions Rewrite the school curriculum to reflect who we are and our place in the community/nation/world	Our school grounds • Entrance • Carvings • Native planting and pathways that reflect our cultural narrative in the design • Artwork • Fencing • Gates • Bilingual signage • Hangi pit **Gardens** • Growing of traditional Māori vegetables e.g. kumara, puha, potatoes, kamokamo. These are to be used in the annual hangi. These are tended to by the children. **Learning Hubs** • Wharepaku is not in the area or food preparation or eating areas • Storage or covered area for shoes to

		stay dry
		• Performance space with high quality sound and projection systems
		• Food preparation area
		• Bilingual signage
		• Bilingual Unit
		A space connected to one of the learning hubs.
		This would be a collaborative teaching and learning space for whānau Māori. There will be an outdoor space to welcome manuhiri.

10. Description of Each Space

Space	Activities	Description

Four Large Learning hubs
Akomanga
	In the large, collaborative learning area children will have:
	
	• collaborative team learning
	
	• Kapa haka lessons
	
	• the majority of their learning activities
	
	• dance lessons
	
	• drama lessons
	
	• opportunities to perform for others
	
	• art activities
	
	• technology tasks
	
	• science experiments
	
	• investigations and
		When children, staff and parents walk in it should feel like home. Bright, airy, welcoming, relaxing, inviting and conducive to learning.
		
		Learning Hubs must have:
		
		• breakout spaces/dividers with:
		
		   – moveable benches
		
		   – nooks
		
		   – hot desk dividers
		
		• links to outdoor learning spaces e.g. river, fields, gardens, courts, seating, chooks, orchard, pools and playground
		
		• windows that look out onto these outdoor learning spaces
		
		• quality soundproofing
		
		• neutral coloured walls
		
		• LED coloured lighting that can change the

	discovery
	mood/atmosphere

• assemblies/celebrations	• natural light
Breakout dividers will be used to create separate learning areas and spaces within the large, collaborative learning hub.	• no window coverings, tinted glass only
	• well ventilated learning areas
	• glass sliding doors leading to outdoor seating and the play areas
Cooking area in which children can:	• variable nooks and crannies for quiet work
	• tiered seating, raised spaces, cubbies and retreats
• have hands on learning experiences linked to the curriculum	• surround sound, access to all technologies like clevertouch screens, smart tvs, sound booths.
• work collaboratively	• considerations for moveable technology such as tvs on trolleys, benches, work desks and art tables and having plugs in different areas.
• have access to equipment that supports deep learning	• flexible learning spaces that can be reconfigured according to the purpose at the time.
Wet areas for science and art in which children can:	• a space for an integrated library
	• separate areas for cooking and food preparation with:
• have hands on learning experiences linked to the curriculum, technology, art and science learning	– induction ovens
	– sinks
• work collaboratively	– microwaves
• have access to equipment that supports deep learning.	– fixed and reconfigurable benches
	• separate wet areas for science and art with:
	– wet areas
	– Maker Space
	– drying area for artwork
	– large separate tubs for washing art and science equipment
	• storage spaces - fixed, mobile and options for lockable storage
	• lockable charging stations for devices
	• technology/device focussed power outlets
	• space for robotics club - where we can permanently charge robots and have gear set up
In the workshop spaces children will have:	Workshop spaces (4 per learning hub) with:
	• soundproofed, glassed rooms that lead off from

	- large and small group instructions - independent and collaborative learning opportunities 1 to 1 or group tuition with teachers or teacher aides	- the learning hub - a range of different sized soundproof work rooms for individual tuition and small group learning spaces (soundproof) that are visually connected to the large learning spaces - Specialist soundproof spaces for: - Reading recovery - ESOL - Teacher aide - Video editing, green screen, recording and production space
	In the teacher work spaces staff will: - assess children - hold team meetings - create resources - plan - hold team professional development - meet with other staff members or professionals - hold Agile Leadership SCRUM planning meetings and stand up meetings	Teacher work spaces (1 per learning hub) with: - space for team meetings 4-6 people - a large magnetic whiteboard - storage areas for records and files and teacher resources - collaborative desks and benches - ergonomic chairs - a smart tv - a photocopier - a laminator - links to the learning spaces - soundproofing - glass walls so that teachers can view the learning areas and students can see them - excellent ventilation - excellent lighting - heating system - natural light - a mini kitchenette
Leadership workspace **Tari Kaiako**	In the leadership work space the Principal, Deputy Principal and the Assistant Principal will: work collaboratively to	Leadership work space This must be a large shared working space for the Principal, Assistant Principal and the Deputy Principal with:

	plan and implement the strategic goals of our school • hold Agile Leadership SCRUM planning meetings and stand up meetings • meet with staff, parents and other professionals	• storage area for resources • a large whiteboard • a large notice board • natural light • no window coverings, tinted glass only • excellent ventilation • sound proofing • neutral coloured walls • accessible power outlets • a large smart tv with projection capabilities • surround sound
	The large, collaborative seminar room will be used for: • Board of Trustees meetings • conferences • Kahukura COP meetings • staff professional development	Large, collaborative seminar room This space will be used for Board of Trustees meetings, Kahukura COP combined meetings, student leadership etc. This space needs to accommodate 50 people at one time. It must have: • partitioning walls to accommodate smaller groups • kitchenette facilities • natural light • no window coverings, tinted glass only • excellent ventilation • sound proofing • neutral coloured walls • accessible power outlets • projection/smart tv capabilities • surround sound
Student services Rūma whakawhitiwhiti whakaaro	These **separate** office spaces will be used for: • Social Worker in Schools meetings • Resources Teachers of Literacy offices • Big brother big sister mentoring • student counselling	Separate office spaces for: • SWIS counselling, enrollments and parent meetings etc • RTLit office (x1) NB: MOA to provide a separate space These separate office spaces must be private, sound proof and near to the Leadership Work Space.

	• pastoral care meetings	

Multi-purpose gymnasium **Whare kori tinana**	This multi-purpose gymnasium will be used for:
	
	 • sports practices and games
	
	 • physical education lessons
	
	 • performing arts
	
	 • kapa haka performances
	
	 • celebrations
	
	 • community events
	
	 • parent learning sessions
	
	 • team celebrations
	
	 • full school assemblies
	
	 • fono/hui gatherings
		Wow factor! Modern, eye catching, welcoming facility for us and the community. This is the place where people will start thinking about the possibilities for high quality performance and creativity.
		
		 Multi-purpose stadium/gymnasium for team sports, cultural performances and learning celebrations with:
		
		 • kitchen facilities
		
		 • laundry facilities for washing sports and kapahaka uniforms
		
		 • High quality sound and projection systems
		
		 • connection to high speed internet
		
		 • a robust and flexible seating system
		
		 • Large lockable storage area for:
		
		   – physical education equipment
		
		   – kapa haka and pasifika uniforms
		
		   – sports and representative uniforms

Library **Wharepukapuka**	The library spaces within the learning hubs will be used as a multipurpose learning space. Activities may include reading, research, relaxation, project based working [etc].	Our current library system enables children to access, reserve and borrow books from any device at home or at school. Age relevant resources will be kept in the learning areas rather than the library. Library books will be integrated into learning spaces for immediate access for students
Outdoor spaces **Rāwaho** We already have orchards, huge edible gardens, native plantings, flowers and a lovely field at the front of the school. The gardens are historical and integral to what we do at school. These features need to be retained and	These outdoor spaces will be used for: • adventurous play • learning to garden • harvesting food • cooking food • eating the produce • growing vegetables for our school community hāngī • student experiences • caring for school chickens	Beautiful green spaces that enhance our buildings and include edible gardens, flowers, native plantings, animals and room for exuberant children to play and explore. We must have: • a music garden • a math garden • shaded seating and eating areas that link to the buildings • outdoor courts • community pool • gardens and playground to enhance what our

enhanced.		community treasures • all weather, multi-purpose, marked basketball, netball and tennis courts • strong connections to the Wai Mokihi stream • boundary fencing for safety This space must be linked by line of sight and physical accessibility.
Entrance **Waharoa**	This entrance space will be used for: • welcoming parents • visitors to gather and wait	This space will create the first impression and the first chance to welcome anyone to the school. It must have: • high visibility • an obvious entrance • green space with native planting • pathways that reflect our cultural narrative in the design • gardens connected to this area • bilingual signage • art • carvings and sculptures that reflect and honour the values and heritage of Tangata Whenua and our relationship as a school, to this place, Wai Mokihi • appropriate fencing and gates
Admin space **Waharoa**	The admin space will be used as a: • parent and Visitor reception area • security "sign in" space • administration office area • file storage area • secure records area • hauora centre (sick bay)	Welcoming and practical reception area leading from the entrance. Storage, light and airy, accessible for staff and allowing us to interact with parents. This space must have: • a private space for admin staff to work and to retreat to complete confidential or complex tasks • links to the leadership workspace • some seating for visitors • an area to display trophies and student artworks • an area for display of student work • smart tvs for school highlights and notices • soundproofing • natural light

		- no window coverings, tinted glass only
		
		- excellent ventilation
		
		- neutral coloured walls
		
		- accessible power outlets
		
		- a hauora centre (sick bay) with:
		
		  – beds easily viewed by office
		
		  – an attached shower and toilet
		
		  – space for administering first aid
		
		  – lockable storage for medicines
		
		- a washing machine and dryer in order to wash spare uniforms, sport uniforms and sick bay bedding

Staff room **Ruma Kaiako**	The staff room space will be used for: - eating of meals - relaxing - interacting with other staff members - holding weekly staff meetings - cooking meals for the staff	Our precious staff should be able to walk into this space and feel that this is their space where they can relax, cook, eat, talk and learn together. It should be bright and airy and connected to the outdoor spaces. This space should have: - a large open area - storage space for personal belongings - space in the staffroom for dining tables, lower tables and comfortable chairs - a fully equipped attached kitchen - a smart tv and surround sound for presentations of professional development and staff meetings - a dishwasher, fridge, microwave, tea/coffee hot water system - fixed and moveable benches - healthy ventilation - natural light - a heating system - links to the learning hubs, admin space and outdoor learning areas - staff shower and toilets (Wharepaku) attached rather than opening into admin area or staff room. **The Wharepaku cannot be near the wharekai.**

Toilets **Wharepaku**	The toilet area will be used for ablutions.	Student toilets need to be: • in the large learning hubs • visible • accessible • single units • unisex • well ventilated • away from any eating area Staff toilets need to be: • accessible from the staff room area • visible • single units • unisex • well ventilated • away from any eating area These must include hand basins and hand drying facilities. One staff only toilet needs to be attached to each learning hub.
Storage **Pātengi**	These storage areas will be used for: • storage of resources • storage of science, art, music, technology, cooking etc resources; some will be perishable items and require airtight or cold storage.	**Resource storage spaces** (1 per learning hub) must have: • easy access • links to the learning hub • lockable storage spaces • shelving units • fixed and reconfigurable benches with large drawers and cupboards • variable heights so students can access what they need too • bright colours • racks/drawers for science and art equipment • storage for musical instruments-guitars, ukuleles, recorders • include airtight and cool storage for perishables • charging stations for digital technologies • art drying racks

		• hangers and floor files for big books etc
		• pull out bins
		• large student lockers that are reconfigurable
		• seating with storage space underneath
Caretaker and cleaner's utility and storage facilities **Rūma kaitiaki**	This area will be used for: • storage of caretakers equipment e.g. ride on mower, shovels, gardening equipment etc. • storage of cleaning equipment e.g. mops, brooms. • washing and maintaining cleaning equipment • Secure storage for chemicals and sprays	Caretaker and cleaners storage facilities must have a: • large storage area that can securely store the caretakers ride on lawn mower, gardening equipment etc. • locked utility cupboard for chemicals • utility area in each learning hub with a large tub and hot and cold water for washing and maintaining cleaning equipment. • lockable area for storing cleaning materials, supplies and chemicals.

11. Furniture, Fittings and Equipment

The BOT strongly supports high quality furnishings and fittings that are durable, safe, ergonomically approved and purpose built. Every child in our school deserves the best.

- A range of shapes, contours, sizes and **quality** materials that allow children the flexibility to support their posture and to choose a range of appropriate configurations so that they can learn in comfort.

- Whiteboard tables, smart multi touch tv/tables, high stools and high tables, arm chairs/settees, tiered seating, quality ergonomic chairs that fit with tables, large and small reconfigurable tables and desks, art tables, benches and deep tubs, moveable benches for a mobile science lab, stoves, hotplates, microwave ovens, large screen smart tvs, fridges, hot and cold water access, student storage spaces that are deep enough to take their belongings, moveable library book storage bins.

Anything that is not wired in or plumbed in should be able to be reconfigured to allow flexibility for students and teachers to adjust the environment to suit the learning.

12. ICT

Every child will have access to learning anywhere, anytime. Parents will be connected to their children's learning. Equity will be achieved by the Board continuing to commit to funding quality connection and ICT devices so all children have access and no-one misses out. ICT is not an add on or substitute for worksheets. Our digital devices are used as tools for learning. ICT in our school is used to connect people and ideas. We believe that its' real potential is in innovation, discovery and

creativity and that through the use of technology, we can make a difference as citizens of the world.

Robotics and computer coding are taught from new entrant level.

Skype, SeeSaw, podcasts etc will be used as ways to connect our children to their parents, friends and the world.

ICT tools and devices must be accessible for all children in the learning hubs. They need access to the following:

- Smart tvs and Apple tvs.

- Promethean smart touch active screens/tables.

- IPads.

- Chromebooks.

- Laptops.

- Cameras.

- Desktop computers.

In each learning hub there must be many accessible power outlets and lockable charging stations.

Digital Technology is a part of our National Curriculum as of 2018. We need access to the highest quality resources in order to effectively meet our curriculum obligations.

PART B: PROPERTY BRIEF

West Spreydon School

[Property Brief is to be completed by the Ministry]

PART B: PROPERTY BRIEF

1. Purpose

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

2. High Level Information

School Name		External Project Manager	
School ID		School Contact Person	
Region		Ministry Project Lead	
Planned Project Start Date		Planned Project End Date	
Construction Budget		Roll as at [date]	
Build Roll		Master Plan Roll	
Surge Requirement (transportable teaching spaces)			
School ethnicity composition as at [date]		Ministry Lead Infrastructure Programme	

Note that the **Build Roll**[1] is the roll that this particular project must accommodate. The **Master Plan Roll**[2] is the roll that the Master Plan must be designed to accommodate, and for which site infrastructure should be designed. The **Surge Requirement** identifies the number of additional transportable learning spaces that may need to be located on the site to account for exceptional temporary requirements.

3. Project Scope

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

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

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[1] Also known as the Initial Roll.

[2] Also known as the Projected, Final, Design, or Ultimate Capacity Roll.

4. Roles and Responsibilities

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

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

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

Schedule of Responsibilities for Key Project Participants

Responsibility:

P= Prime   C= Co-ordination   A= Approval   L= Liaison   O= Observation

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

Project Structure

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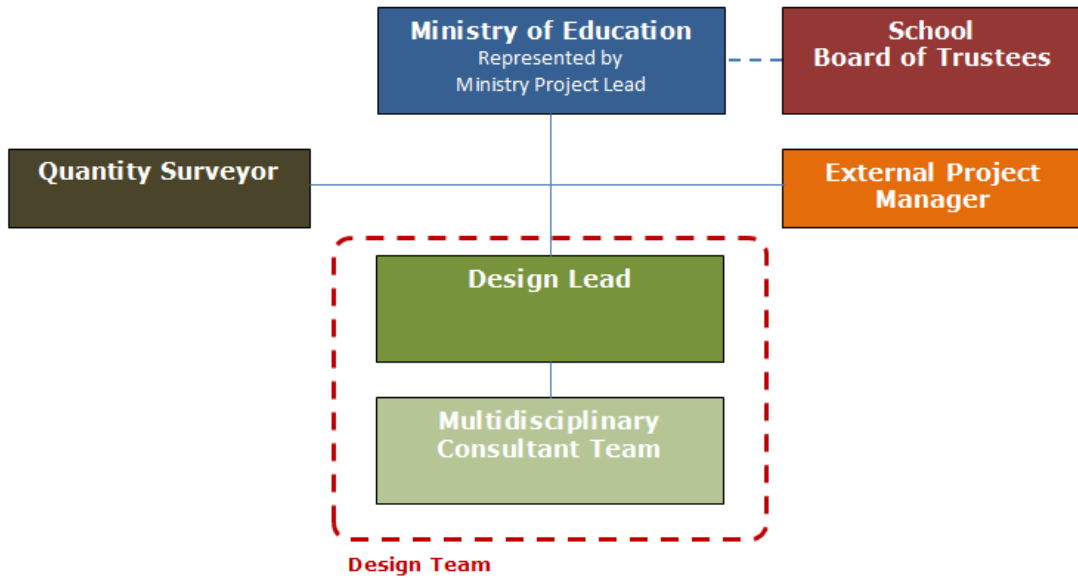
5. Project Programme

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

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

Deliverables	Required	Date deliverables required
Master Planning	[Y/N]	Date or N/A
Preliminary Design		Date
Developed Design		Date
Detailed Design		Date
Construction Commence		Date
Handover		Date

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

6. Project Handover Documentation Required

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

- ☐ A brief description of project including reference photographs of the completed project

- ☐ Full set of construction drawings and specifications amended for variations which occurred during the course of the contract, from all disciplines.

- ☐ List of consultants engaged on the contract.

- ☐ List of contractors and subcontractors engaged on the contract.

- ☐ Copies of all warranties and guarantees issued for the project.

- ☐ Copy of consents issued on the project including Outline Plan Approvals, Resource Consents, Building Consents or any waivers issued for any of the above.

- ☐ Copy of any Producer Statements issued by consultants, reviewers or contractors on the project.

- ☐ Copy of Codes Compliance Certificate(s) issued on the project

- ☐ Finishes and colour schedules for the project

- ☐ All structural and geotechnical reports (including drawings and calculations)

- ☐ All review reports undertaken for the project (e.g. accessibility or acoustics assessment reports)

7. Compliance Documents

This brief is based on the following documents:

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

8.   Project Information

Site Information

[Enter site address.]

Existing Building Information

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

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

PMIS Block Number	PMIS/ Ministry Block Name	School Block Name	Comments

9.   Special Considerations

Cultural significance

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

Historical significance

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

Special needs

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

10. Roll Projections

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

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

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

[Add in table from school impact assessment from data analyst.]

Table 1 Build Roll (Roll Spread and School Entitlement)

School Roll - Build Roll			
	Non MI roll	MI Roll	Total Roll
Year 0	0		
Year 1	0		
Year 2	0		
Year 3	0		
Year 4	0		
Year 5	0		
Year 6	0		
Year 7	0		
Year 8	0		
Year 9	0		
Year 10	0		
Year 11	0		
Year 12	0		

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

Year 13 +	0		

* MI is Māori Immersion

Total school roll	0
ORS high	
ORS very high	
Outside technology roll	
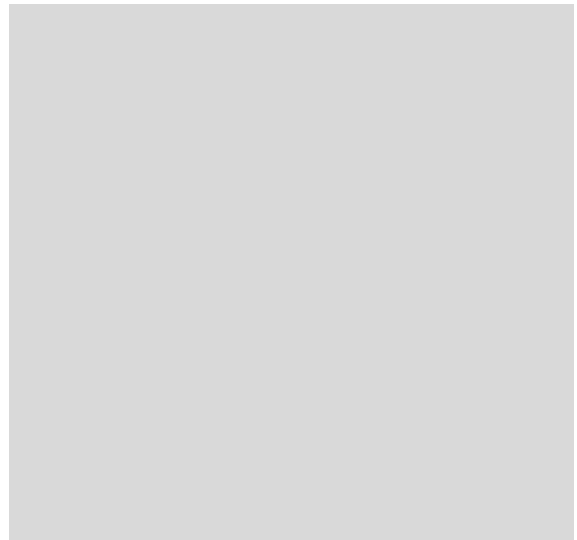
Table 2 Master Plan Roll (Roll Spread and School Entitlement)

School Roll – Master Plan Roll			
	Non MI roll	MI roll	Total roll
Year 0	0		
Year 1	0		
Year 2	0		
Year 3	0		
Year 4	0		
Year 5	0		
Year 6	0		
Year 7	0		
Year 8	0		
Year 9	0		
Year 10	0		
Year 11	0		
Year 12	0		
Year 13 +	0		

* MI is Māori Immersion

Total school roll	0
ORS high	

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

| ORS very high | |
| Outside technology roll | |

11. Project Budget

[Complete table below – ensure that this has been crossed referenced with information that was provided to the school as part of their formal visit letter. Add in lines if there are additional budget provisions, e.g. satellite units. Make sure this aligns with the Design Team RFP.]

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

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

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

12. Ministry Approvals, Design Review and Weather-tightness Review requirements

Project Specific Review Requirements

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

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

Stage	DRP Submission Required	Weather-tightness Review	Ministry Sign-off Required
Masterplan - Bulk and Location	YES		YES
Preliminary Design	YES		YES
Developed Design	YES		YES
Detailed Design		YES	YES
Handover			YES

Design Reviews

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

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

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

Weather-tightness Review

A comprehensive Weather-tightness Review undertaken by the Ministry's designated expert consultants will be required at the Detailed Design stage.

Staged Ministry Sign-offs

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

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

13. Data Available

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

Technical Overview – Key Issues

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

Item	Reports Available	Comments
Infrastructure Services & Roading		[Note if any report has been completed and any high level budgetary estimate provided for like for like replacement as at.....]
Weather-tightness		[Note if any report has been complete, which block and any high level budgetary estimate provided for weather tightness

Seismic		[Note from site executive summary blocks that require strengthening and any other high level info to note.]
Geotechnical		[Enter the geotechnical category noted in the geotechnical report – GC1 – 4.]
Other		[Note any other reports.]

Other Data

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

[Enter all available reports and documentation that will be provided to the master planners that Ministry have available for release – if unavailable, please note as 'nil' or 'unavailable'. Recommend that data is sent to master planner/PM via Dropbox.]

Subject Area	File Name	Author
Up to Date Aerial Image		
Site Plan		
Geotechnical Assessments		
Structural Assessments		
Insurance Reports or Details		
Infrastructure Report		
Condition Assessments		
ILE Compliance Assessments		
Weather-tightness Assessments		
Any Site Plans, Services Plans held on the Ministry PMIS		
Hardstand Reports		
Floor Level Surveys		
Damage Assessment Report– Canterbury		
Other		

Appendix A

Project and Site Constraints Table

The Project and Site Constraints Table Template is available for download from Education.govt.nz.

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