



EDUCATION INFRASTRUCTURE

CO-LOCATION AND EDUCATION BRIEFS

Marlborough Boys' and Marlborough Girls' Colleges

Marlborough Boys' and Marlborough Girls' College Co-location

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Project description

This brief is regarded as a living document, and both schools look forward to continuing to work with each other, the Ministry of Education and our community to further develop our understanding of how innovative and future-focused spaces and facilities can support our vision of embracing opportunities for our community of learners.

Marlborough Girls' College and Marlborough Boys' College are the two secondary providers in Blenheim. The schools began as the co-educational Marlborough High School (later Marlborough College) in 1900, and became single sex providers in 1963 with the newly established Marlborough Girls' College relocating to another site.

In 2015, the Minister announced that the two schools would co-locate on a new site due to extensive property issues on both schools' current sites.

As outlined in this document, we view the co-location as an opportunity to enhance education provision at both schools, and intend to work closely together for the benefit of students. This brief outlines our shared aspirations, as well as each school's individual aspirations.

Our work has not yet progressed to the point where iwi have had the opportunity to consider and endorse this full brief. [Click here](#) for further detail of the work being undertaken.

We do not have a confirmed site for the co-location and this impacts most significantly on the sections relating to sports facilities. However, overall needs will be impacted on by relative proximity to community facilities.

A

Education Brief

Marlborough Boys' and Marlborough Girls' Colleges Co-location

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

Co-location Vision Statement

Embracing opportunities for our community of learners.

Kia whai hua mō tō tātou hapori ākonga

Marlborough Boys' College

Feature	
Mission statement	Inspiring and educating the young men of Marlborough to fulfil their potential. E whakaohoho ana i ngā taitama kia ako ai, kia eke ai ki ngā taumata teitei.
School motto	"Virtutem Doctrina Parat" - Learning prepares for life "Mā Te Akonga, Hei Takatū, I Te Oranga"
Vision statement	To create for the young men of Marlborough an inspirational learning environment in which high expectations exist in all endeavours. Kia whai wānanga whakaohoho mō ngā taitama. Me pukumahi rā ka tika i ngā whāinga katoa.
Values Statement	Young Men of Marlborough show Pride, are Respectful, Responsible and Involved so they can Be the Best they Can Be

Marlborough Girls' College

Feature	
Mission statement	To empower each young woman to engage in and succeed through high quality, personalised learning Kia whakamanatia ngā kōhine mā te ruku hōhonu ki roto i te ao mātauranga, me te eke ki tōna panikiretanga
School motto	"Virtutem Doctrina Parat" - Learning Prepares for Life
Vision statement	Marlborough Girls' College is a community of purposeful lifelong learners Ko Te Kāreti Kōhine o Wairau he hāpori poipoi i ngā ākonga taumano
Values statement	The Mana Wahine values of Respectful Relationships, Resilience, Reflection and Responsibility

2. Our values

Co-location Guiding Principles

We believe that co-location

1. Supports MBC and MGC working collaboratively on a single site, providing broad learning opportunities in a culturally inclusive environment.
2. Strengthens pathways by extending the opportunities for lifelong learning.
3. Provides a holistic education and strengthens a sense of belonging within a safe and diverse environment.
4. Embraces the concept of a hub working with the community to grow opportunity.
5. Enables systems, structures and facilities to support personalised learning opportunities that meet the social, emotional, cultural and learning needs of every student.
6. Values the past (history, culture and vision of both schools) while driving future focused education.
7. Honours Te Tiriti o Waitangi through authentic partnerships.
8. Recognises the commitment to collaboration - open and genuine communication and consultation between the schools and with their community including other educational providers.

What are the deeply held beliefs about what is important or desirable at the school?

Values are expressed through the ways in which people think and act. Every decision relating to the curriculum and every interaction that takes place in a school should reflect the values of the individuals involved.

We regard ourselves as community schools. The relationship with our community is symbiotic - we both benefit and support our community through their use of our facilities and shared school/community facilities. We value this relationship and require it to be expressed throughout the design.

Marlborough Boys' College

Marlborough Boys' College is proud of the work done to support well rounded development of our students. We aim to inspire and educate each to fulfil their potential. *We strive to create for the young men of Marlborough an inspirational learning environment in which high expectations exist in all endeavours.*

The current school values were developed in 2011 through community, student and staff consultation and form an integral part of the Positive Behaviour for Learning and Restorative Practice framework at the College. The values statement is "Young Men of Marlborough show PRIDE are RESPECTFUL, RESPONSIBLE, INVOLVED so they can BE THE BEST THEY CAN BE.

The terms collectively encompass both the values and the expectations that we hope to see in all endeavours at our College.

The use of the language relating to the school values is woven into the fabric of our active and passive interactions with students and used to form the basis of learning conversations when expectations have not been met. This includes the values concepts being signposted as part of student and staff induction,



assemblies and further explored in various settings. Known colloquially at the MBC RIPR values, most conversations around expectations are linked to one of the values and these words are displayed prominently around the campus and classrooms.

Peer supporters, rainbow alliance and a strong student leadership network work to support a positive culture for the school. A school that is designed to support and encourage the activities of student leadership/initiative is important to us.

The concepts of our students leaving us as 'Marlborough Men' is expressed through the College song that is sung at Principal's assemblies, prizegiving events and other more exotic places:

Marlborough men come join the chorus,
Sing the land and race that bore us,
Sing the pupils gone before us,
Sing the College praise.

Tell of hard fought games the story,
Tell of victories fierce and gory,
Tell of lessons learn the glory,
Tell of College days.

Chorus- Wave our banner proudly,
High above unfolding,
Gold and blue it opens true and bears
The motto boldly,

May our hearts to Homeland turning,
Marlborough's glorious victories learning,
Marlborough's fire within us burning,
Make us Marlborough men.

As part of the consultation with our community we are developing a 'graduate profile' that captures and articulates the breadth of opportunities that our students have and what they will have acquired before they leave us as Marlborough Men. This will be an ongoing dialogue and may lead to changes to what we prioritise/provide requiring flexibility for this to be accommodated.

The basis of this graduate profile as it currently exists is to have students leaving us having lived and wanting to live by the school values and as balanced individuals having taken up opportunities to be the best they can be academically, in leadership/service, the arts and sport. Our strategic intent is to support boys in these specific focus areas.

Marlborough Boys' College has policies, programmes and procedures in place to reflect the cultural diversity of New Zealand and the unique position of Māori. At Marlborough Boys' College we endeavour to be proactive in fostering cultural understanding consistent with Te Tiriti o Waitangi – to honour the concepts of protection, participation and partnership. All staff and students are exposed to opportunities to experience Tikanga Māori (Māori protocol and culture). Steps taken to incorporate Tikanga Māori into the culture of the school and the school's curriculum include:

- New staff and students are welcomed at the start of the year with a full pōwhiri
- All year 9 students study Te Reo Māori as part of their compulsory curriculum.
- Tikanga Māori being part of MBC culture – "what we do around here." For example, blessing of new buildings, signage in Māori and displays of Māori art work.
- It is important to us that our layout/buildings/landscaping honour and reflect the unique position of Māori.

We value our history. Our history is strongly evident throughout the corridors of our College (see photos below) - this heritage must be incorporated into new school planning. It is important that care is taken to support ongoing connections with our existing and future alumni.



Marlborough Girls' College

Building respectful relationships – “Kia whai whānaungatanga pai”

Marlborough Girls' College's curriculum aims to develop young women who relate well to others and collaborate effectively.

Students are encouraged to respect themselves and the human rights of others', the environment and the values on which New Zealand's heritage is based, honouring the principles of Te Tiriti o Waitangi.

Our belief and ethos of 'Respectful relationships' is at the heart of MGC. The expectation of each member of our community is to uphold this value within every interaction and communication we have. College communications and partnerships practise the principles of restorative practice and our behaviour management system is based upon these principles. All teachers are trained in the use of restorative practice which is embedded within our culture and way of being.

Building resilience – “Kia aumangea te noho”

Students are encouraged, through the development of resilience, to strive towards their personal best. The development of self-management skills is essential to building resilience. Current pedagogy throughout the school is focusing on Guy Claxton's 'Learning Building Power' strategies and Carol Dweck's 'Growth Mindset Development'. We believe developing strategies to meet the challenges of life are crucial for all people. The development of resilience is both challenging and of paramount importance.

Acting on reflection – “Kia whai whakaaro”

Marlborough Girls' College encourages reflective practice and ongoing review within our culture of lifelong learning. All learners in the College, teachers and junior students, currently develop their own inquiries. Teachers collaboratively develop theirs using Helen Temperley's "Spirals of Inquiry" model. This model is used by all teachers across our Piritahi Kāhui Ako, around our common goals.

Being responsible – “Kia haepapa te noho”

Marlborough Girls' College curriculum develops strong citizenship and responsibility. Students are encouraged to value equity through fairness and social justice, to contribute, participate and support others. Our learners aspire to be successful and happy citizens, contributing to our world, recognising rights and responsibilities. MGC learners are encouraged to “lead”, making a positive difference in the world.

Mana Wahine

The theme of Mana Wahine is integral to MGC's curriculum. We support and encourage our young learners at MGC to develop into individuals who are confident, creative, connected and actively involved. Mana Wahine demonstrate behaviour which enables lifelong learning and hauora for self and others. Students are encouraged to demonstrate and live by the key values of Mana Wahine.

Respect - Whakaute

- Use polite and appropriate language
- Be kind and considerate
- Care for the environment

Achievement – Tutukitanga

- Take ownership for your learning
- Attend and participate
- Give your best effort

Responsibility – Takohanga

- Be prepared and punctual
- Take pride in your appearance
- Support others to learn
- Use devices appropriately



‘Mana Wahine’, 2014 - created by staff and students at MGC

3. The character of our schools

Marlborough High School opened in 1900 as a co-educational school. In 1919 the school changed its name to Marlborough College. The school roll rose from 342 in 1946 to 1205 in 1962. When the government decided to build a second secondary school in Blenheim the community voted for single sex education. The school was renamed Marlborough Boys’ College in 1963 when Marlborough Girls’ College was opened on another site. The school rolls have since increased to a combined 2000 (and rising). It is important that our new campus is future proofed to absorb continuing population growth.

The schools serve Blenheim and the surrounding Marlborough area. Marlborough is a region of great geographical diversity, and rich history. Covering an area that includes the internationally renowned beauty of the Marlborough Sounds, to the rugged Pacific coastline in the east, and also able to boast New Zealand's largest farm, Marlborough is full of variety.

Human utilisation of the regional resources began with Māori who hunted moa, and harvested flax and eels from the area that is now Blenheim. Further south, kumara gardens were planted along the coast. European activities began with sealing and whaling, but later logging, gold mining, and pastoral farming became important local industries as the region developed. Pastoral farming remained a mainstay of the economy up until recently with viticulture now dominating land use.

Today Marlborough is one of the southern hemisphere's most important wine growing regions. With the wine industry, an increasing focus on tourism has also developed, and the natural beauty of the Marlborough Sounds provides an ideal environment for eco-tourism, along with other parts of the region.

At the 2013 census the permanent regional population stood at 43,416, up from 42,549 in 2006. By far the largest proportion of the population lives in Blenheim, with a population of 29,292. Other towns include Picton (served by Queen Charlotte College), Havelock, Seddon, Ward, Renwick and Wairau Valley. The permanent population is expanded considerably by seasonal workers employed in the region's vineyards.

Our student body is predominantly NZ European with a significant and increasing representation of Māori (18%), and Pasifika (5%) students. The current trend is for expanding ethnic diversity.

Blenheim is based at the top of the South Island and has a population of approximately 30,000. As the only two secondary schools in the Blenheim area, the Colleges cater to individuals from both urban and rural backgrounds with a diverse range of learning needs and expectations. We are committed to a culture of inclusive practice for all learners at the College. It is essential that the Colleges offer pathways to their students which best meet the needs of all. The curricula and learning environment must reflect this diversity to enable us to effectively meet all learners’ needs and potential pathways.

Both Colleges also wish to acknowledge and recognise key people from their respective histories on the new campus. For example, MGC have some specific learning areas/buildings named after key people who are part of their past and history. This includes examples such as Jane Jerram and Olivia Hope, ex-MGC students who died following significant events. We feel it is important to acknowledge those who have come before us in our present and future so that history is not forgotten.

Piritahi Kāhui Ako

Both Marlborough Boys' and Marlborough Girl's Colleges belong to the Piritahi Kāhui Ako made up of 21 local schools and 6 Kindergartens. This commenced in October 2015 and was initially named the Blenheim Community of Schools. Common goals have been identified from local collated data, and all members are committed to the achievement of these goals. The Colleges are committed to the relationships and work of our Piritahi Kāhui Ako.

Careers and Transition / Additional Providers

The Colleges are engaged in the ongoing development of relationships with Early Childhood Education and Tertiary Providers to provide transitional and educational opportunities for diverse range of learners in our region. We are exploring the potential of having an Early Childhood Education Centre on-site which would offer a diverse range of opportunities for both students and the community. We are also committed to seamless pathways of learning for students, through access to tertiary courses and potential onsite facility provision. This may involve partnerships on site with tertiary providers.

Both Colleges are strongly focused on Careers and Transition being threaded throughout the Curriculum. All learners must participate within authentic and purposeful learning. We are committed to our local Trades Academy, Gateway and STAR programmes for students, and we continue to welcome further opportunities.

Inclusive Practice

There is a wide range of additional learning support required to meet the needs of students, including those with mild, moderate or high learning needs. The learning environments at the Colleges must be designed to meet the needs of all and promote our inclusive culture.

The data below outlines the high needs students we are aware of who will be with us over the next few years as this will impact on both the general and specialist spaces that are required to ensure that those with high needs can access an inclusive education:

2020 MBC = 21 students with 3 in wheelchairs MGC = 12 students with 2 in wheelchairs

2021 MBC = 24 with 3 wheelchairs MGC = 13 with 3 wheelchairs

2022 MBC = 25 with 2 wheelchairs MGC = 14 with 4 wheelchairs

2023 MBC = 22 with 2 wheelchairs MGC = 15 with 5 wheelchairs

2024 MBC = 20 with 2 wheelchairs MGC = 18 with 5 wheelchairs

2025 MBC = 24 with 2 wheelchairs MGC = 17 with 5 wheelchairs

Most of the students in wheelchairs have standing frames and walking frames which need to be stored. All but two need to be hoisted in all transfers. All of them plus others need a change table for toileting.

These figures include students with visual impairments, hearing impairments, and autism. Currently six students have warranted their primary schools to have funding to be fenced fully.

Bus Students

A significant percentage (44%) of students currently travel by bus each day to both Colleges. The catchment for both Colleges' is predominantly the Marlborough Region. Currently, the bus service includes both primary and secondary schools, restricting some flexibility beyond these hours for compulsory programme. Due to the large proportion of bus students across both schools, our bus bay area must be large and centrally located to both Colleges. It should also ensure the safety of students, staff and the local community based within the school area.

Marlborough Boys' College

Marlborough Boys' College is a welcoming environment that offers rich variety for our learners. We have developed a culture that encourages involvement in the wide range of co and extra-curricular activities on offer that results in a well-rounded education and school leavers who are well positioned to explore their skills, interests and talents as part of *inspiring and educating the young men of Marlborough to fulfil their potential*.

The whare metaphor below depicts the key facets of opportunity for development that are provided in support of developing well rounded 'Marlborough Men'. Through strong foundational 'stones', the opportunities provided by the 'pillars' of Academic, Arts and Sport and the 'roof' Leadership and Service are provided are a key part of the education provided.



We strive to inculcate a strong sense of identity and belonging through the house system that divides the school into four houses named after prominent local rivers Opaoa, Wairau, Waihopai, Awatere. The house system supports involvement through competitive small scale and schoolwide events such as swimming sports, debating and cross country.

Sport and other physical activity is a key aspect of the experience at MBC for many of our students. This ranges from a great choice of extra-curricular sports opportunities to the compulsory Year 9 camp in the Marlborough Sounds. Using outdoor spaces for learning and student development is widely valued and an important aspect of what we offer our young men. The ability to have adequate space is an important aspect of what we value as vital for successful education and development of boys.

Many students join us with the aspiration of playing with pride for their school on the front field and doing so marks an important rite of passage and pinnacle of achievement that generations of Marlburians have reached. This aspect of MBC should be sensitively replicated as part of the co-location along with the potential relocation of the



Goulding Pavilion. As part of wide participation in sport, the 'front field' has developed an important significance at the soul of our College.

Our student leadership and service programmes support a culture where students feel a strong connection and ownership of the school culture. There are two parallel aspects that operate at each year level and often with each house. These aspects cover Theory and Skills of Leadership workshops and Leadership in Practice such as organising an event/project as part of a multi-year level team. A good example of where this aspect of our culture has significant impact on space is on Thursday mornings when our students are leading instruction of our Year 9s through our Tuakana Teina programme. It is therefore important that our spaces are designed to accommodate and support this student led instruction of groups of younger peers.

A significant aspect of MBC is the focus on all students getting involved in many pursuits during their time at the school in support of their all-round learning and development into Marlborough Men before they leave. Students are actively involved in ongoing school improvement and decisions through the Student Council and through house leadership initiatives/activities. All year 13 students with a study line will engage in a minimum of one hour of school or community service each week which will likely include things like mentoring younger students. As such, informal spaces where this can take place must be considered.

We are very well supported by our community with an active Old Boys' Association, Parent Teacher Association and the Marlborough College Charitable Foundation (MCCF). These three and other charitable sources locally ensure that we are able to provide a high quality education. The PTA structure that oversees the running of the uniform shop is an important example of a community partnership that is directly contributing to student programmes and support.

Marlborough Girls' College

Marlborough Girls' College was officially opened on 28 February 1963 but classes had begun on the morning of February 5, opening its doors to 583 girls and a staff of 23. After the post-war overcrowding problem at Marlborough College, it was important to achieve further space for secondary education in the form of a second College in the region. Community consultation of the time had advocated that students would benefit from single sex education.

The culture of Marlborough Girls' College is all about the people and their relationships. It's about the development and empowerment of women- of strong women 'Mana Wahine.' People coming into our place always comment on the welcome, the friendliness, the positive relationships and the engaging, positive culture. We are recognised for student leadership, active participation and voice. Visitors also comment on our beautiful grounds and environment. The students and their teachers take pride in their space and contribute to the physical culture of the College through their ongoing care of it and development of artwork and murals, representing our core values. All leavers leave their painted handprint on a building wall and as a cohort they plant a tree in our Leavers' Avenue. Our spaces need to reflect our proud identity.

We have a very strong culture of student leadership throughout the College where hundreds of girls take pride in leading, serving and contributing to a happy school environment and their community, where they strive to make a positive difference. Students lead and organise regular full school assemblies and a wealth of activities for school-wide participation throughout the year. Every girl is involved in a class community service project to develop their citizenship and understanding of the importance of giving and supporting others. Student leaders lead various interest committees across the school, which organise various events and activities throughout the year. Tuakana Teina (Big Sister-Little Sister) mentoring groups are operating across the school encouraging positive and respectful relationships. A school council made up of approximately 50 students meet regularly to share and discuss student issues. House Prefects lead the organisation of house events throughout the year where everybody is encouraged to be involved. These include House Choir, House Drama, Cross Country, Athletics, Swimming and various other sporting and cultural activities or events which develop a strong sense of belonging and pride in our school and who we

are. It is important for students to have small and large social spaces to meet for a vast range of collaborative forums - (for business and fun).

The whānau structure, house system, and pastoral care system, based on restorative practices, support an inclusive, safe environment. The College students and teachers are made up of four houses.

3.1 Special characteristics of the school

Marlborough Boys' College

We have a comprehensive range of different learners with a huge range of interests and aspirations. This has led to the provision of a broad range of options for students to choose from with increasing choice as students' progress into the senior school.

We cater for a range of pathways that lead to university, vocational/apprenticeship and courses involving sport or other physical activity feature prominently as part of most student programmes.

Specific courses that we currently have that look to serve our students include:

- Practical Technology courses with ITO accreditations supporting pathways into employment.
- Rugby Academy
- Forestry and Agriculture Courses
- Marlborough School of Winemaking
- Trades Academies as part of the top of the south trades academy (TOTSTA)
- Significant Vocational & Gateway (work experience) Provision including travel and tourism and hospitality options
- Te Waharoa (Māori Arts Course)

Our popular Career Development Vocational (CDV) courses are tailored towards meeting the needs of individual education plans whilst drawing from an enviable range of NCEA credits around learning that supports the specific context they have chosen. All Year 9 students engage with timetabled CDV to support the development of well-connected, motivated learners.

Our Theory and Skills of Leadership instruction and extensive Leadership and Service focus necessitates a Leadership Hub space to ensure that this special aspect of our College can be more seamlessly realised.

MBC has a significant number of students who require additional learning support that ranges from mild/moderate to very high needs (with ongoing resourcing support). Our high needs learners have partially integrated programmes at present but the complex physical and personal care needs mean that we currently operate a specialist unit that serves as a home room space as well as learning spaces. We are currently reviewing how we can ensure high levels of inclusive practice and decisions around the built environment will facilitate how inclusive we can be.

Marlborough Girls' College

At Marlborough Girls' College, young women are surrounded by strong and supportive role models. They are provided with the opportunities to become confident and are encouraged to respect all cultures, beliefs and opinions and become lifelong learners. Opportunities to interact with people from many cultures, to understand and learn from each other and develop great global citizenship is important. Our girls develop the values and skills to become leaders, self-motivators and team players. We encourage every student to reach their potential, to make a positive contribution to society and relish challenge as a global citizen. Marlborough Girls' College has a wide range of co-curricular and extracurricular activities including service and leadership opportunities. We provide an extensive range of sporting and cultural activities. Our students are motivated to succeed and are encouraged to do so by staff and their peers.

Marlborough Girls' College must retain our proud heritage, values and principles as we celebrate and plan for the learning opportunities ahead. Our past informs our future.

Key Marlborough Girls' College aspirations include:

- Strong focus on participation and contribution within local and global contexts, focusing on academic, sporting, cultural, leadership and service aspects of school life
- Producing strong, independent young women with a focus on lifelong learning and achievement
- Strong culture of high expectations and positive relationships
- Our curriculum continues to evolve providing an increasing range of learning experiences and vocational opportunities. Student interest in hospitality, hairdressing, all trades academy courses, Star and Gateway courses are rapidly increasing and our desire is to keep expanding learning opportunities and potential pathways for all learners.
- An inclusive environment enabling all students access to a quality education is paramount. As our number of high needs students is looking at an exponential increase to a Ministry-projected figure of 18 with 5 wheelchairs by 2024, our planning of learning programmes and the school environment is pivotal.

Diversity

Marlborough Girls' College prides itself on offering a safe, nurturing learning environment which accepts and celebrates diversity.

ERO's View

In 2016 Marlborough Girls' College received their ERO report from the Ministry of Education. The ERO report stated:

"Marlborough Girls' College continues to be a high-performing school. Girls are proud of the College's history, traditions and the school-wide theme of mana wahine. Progressive and strong leadership is contributing to a range of significant school developments. A rich school curriculum, very effective pastoral care and a sustained focus on knowing the strengths and needs of every student are contributing very positively to the learning and wellbeing of the girls at the College."

4. School timetable

In order to enhance learning opportunities for all learners through collaboration, we will be aligning our systems and structures where possible, including:

- Time and length of school day
- Period length and break times
- Start and end of school year and year dates
- Teacher only days and professional development opportunities
- Bell and evacuation procedures
- Meetings, assemblies and special interest days

We intend to use the co-location to enhance the opportunities for the provision of a high quality and diverse curriculum which integrates with other local educational opportunities provided.

This may possibly involve shared staffing and joint classes for subjects that may not otherwise be sustainably offered.

To support this, consideration should be given to flexibility and how the teaching and learning spaces within each school can be easily accessed by staff or students from the other school. There may be consideration of some shared, centrally-located teaching and learning spaces.

We anticipate that this approach will also apply to some co-curricular; leadership, service, sporting and cultural opportunities. There may be opportunities for students to participate in activities at the other

school that are not offered by their school or in activities that are enhanced by student involvement together from both schools.

There should be consideration and careful planning on the new campus around ease of access to all school facilities when required outside school hours to meet the needs of our learners and community.

Our Colleges serve more than the education needs of our students and they are frequently used by our community for learning, social and fundraising purposes. This is through both regular and one off use of facilities such as our halls, gymnasium, library, pavilion and computer labs for events organised by us or by other local initiative. Our community are comfortable in our setting and there are significant benefits that come from us serving as community hubs.

Current Timetables

Both schools at present run their own separate timetables. They are open for instruction from 8.45am to 3.15pm. MGC opens late on a Wednesday morning, starting classes at 10.05am. Staff engage in professional development at this time. MBC opens late on Thursday morning. Extra-curricular activities (particularly in sport and performing arts) take place in break times, at the end of the school day, in evenings and at weekends. Both schools endeavour to have student choice as the basis for the structure of the timetable. Both wish to keep increasing the choices available.

Many classes are taught as individual subjects. Many teachers are providing increased contextual and authentic learning experiences. There is a general acceptance amongst teachers of the need for greater flexibility to cater for a wider range of courses, responsive to student choice, vocational pathway preferences and the strategic aims of the Colleges. A growing appetite for the collaborative development of curricula is emerging.

There is a permanent commitment from both Colleges to operate an aligned timetable from 2019 that will facilitate the ability for student interchange.

The term dates follow the Ministry of Education's guidelines and for the time being fit with traditional understandings of seasonal term breaks.

It is of note that currently the school facilities are accessed by students, staff and the community outside of the usual school hours for a variety of academic, sporting, cultural and service based activities.

Links with other organisations

There are existing links with other organisations, providing flexible opportunities for our students. Further consideration of how the schools (and students) work with outside organisations such as Tertiary providers/industry/etc. will need to be factored into how and when a student will access their learning. Conversations will continue with outside learning organisations on how relationships will be fostered and timetabled into a school day. As well as students going off site this could also mean outside tutors etc coming into the school to deliver programmes.

Marlborough Boys' College

Our College has a timetable structure that facilitates access to the breadth of curriculum options that we offer to accommodate the diverse learning needs of our comprehensive intake. Outside of the structured timetable, students have access to a rich range of activities that form a vital component of their wider education and development. These activities routinely draw on extensive use of the learning spaces from 6am to 6pm.

Principal's assemblies are currently scheduled at MBC fortnightly instead of a period of normal instruction with a termly rotation so different subjects are hit. For all students, half the period is assembly (2 houses together) the other half is spent with the form teacher on skills4life (pastoral instruction). This means that

half the school need to fit in the assembly space. All students also attend one house assembly per fortnight which operates when they would have had form-time. This requires a space that can accommodate a quarter of the school.

The current timetable structure is composed of 6 lines that occur as 55 minute blocks 8 times in a 10 day cycle. This structure allows a student to access a programme of study at multiple curriculum and NCEA levels. We have also recently introduced double periods that straddle lunch to provide opportunities for deeper learning for each class (timetable line) once per fortnight.

We are looking into the potential benefits of extending this which could also see each 'line' also experiencing a 110 minute (double) block one morning every fortnight.

Our current timetable and proximity to the town centre enables us to utilise community facilities such as the stadium, aquatics centre and the Clubs of Marlborough as part of our curriculum provision.

In 2018 a three room equivalent space will be utilised to allow staff and students to experience teaching and learning in flexible learning spaces. This builds on flexible learning environment and co-teaching opportunities provided in 2017 in Science and Art.

Our Visual Art studios, leadership and sporting spaces have availability for student out of hours access up to 10:00pm. Other outside hours use currently includes the library being used for homework clubs and curriculum spaces are used for trade training and community interest groups (for example; sports organising committees, PTA, Mac users group). A church group currently uses the hall on Sundays.

Marlborough Girls' College

The New Zealand National Curriculum is delivered across all learning areas within the Marlborough Girls' Curriculum, at both junior and senior level. The front end of the New Zealand Curriculum has gained more focus in recent years. The teaching of the key competencies has become more explicit.

Each year a full course structure and programme is created by the Curriculum Leaders and teachers to cater for student needs, based on review, pedagogical development and student voice. Students in the senior school select their subjects from the annual curriculum handbook. Year 11 and 12 students select six subjects. English is compulsory in Year 11. In Year 13 students select five subjects and have a study period.

Our College has recently moved to a six day timetable to enable more equitable learning times for all learning areas and Ako, a new 2-period learning time for all Year 9 and 10 students to develop foundation 'learning to learn' skills and work through a series of project-based inquiries. In the senior school we have moved to further semesterisation, enabling students more flexibility and learning opportunities.

Some students are involved in Trades Academy, Gateway and various work experience opportunities which involve individualised tailoring of their timetables. Such opportunities typically but not exclusively involve; 1 day or part of a day each week or block courses for 1-3 weeks. In the previous 10 years we have used a 5 day 5 period, a 10 day 5 period and currently a 6 day 5 period timetable as we feel this best suits the learning programmes and needs of the students. We have also previously had timetable links with MBC with students accessing courses not available at their home school, including French, Te Reo Māori and Drama.

As the College continues to develop a more student-centered and cross-curricular curriculum, our timetable will continue to adapt to serve the learning needs of students. Next year we intend using some prototype spaces for further cross-curricular and team teaching learning opportunities in year 9.

Students are grouped in year group cohorts from year 9 to year 13. Subject classes at the junior levels are mixed ability with some banding in the junior school in Maths and English. We intend to keep reducing banding. In the senior school students are admitted to courses upon meeting prerequisites. Prerequisites are required only when deemed necessary for student success.

School assemblies are an essential part of school life and timetabled at MGC fortnightly on a Tuesday at 9.45am. Students alternate between Assembly/House Assembly or Assembly/extended whānau time. As the numbers are too large to fit whole school cohorts in one space, both schools split their school and have half (2 houses) at a time. All students attend whānau time twice a week. This time is for pastoral support from their whānau teacher, administrative tasks, goal setting and pastoral and wellbeing information. MGC has smaller Year 9 whānau groups to assist the development of relationships and transition. Year 10 and 11 are in separate year group whānau classes and the Year 12 and 13 are in mixed whānau groups.

The timetable structure is student-driven and directed annually by a set of prioritised guidelines based on our strategic direction. Planning is underway for further junior curriculum development in 2018 to progress collaborative, integrated learning approaches. Planning will be driven by potential ongoing change to further student-centered learning and inquiry. Timetabling will support further teaching team collaboration across the school, ongoing review of learning times and spaces to meet learning needs. Over recent years there has been much discussion regarding the potential of increasing the length of the daily tuition hours to enable further flexibility and opportunity. The regional coordination of the bus scheduling has been a restriction in the past but not necessarily in the future.

Future Timetables

Our timetabling will keep evolving to meet our curriculum delivery and design to best meet student needs. We believe this will certainly involve the lengthening of the school day and into school holiday periods. Extending the hours and use of our Colleges' campus to meet future learning design will continue.

2019 Alignment

Investigations into alternative timetable models will see the Colleges move towards more significant change in the longer term. By 2019 both schools will follow an aligned timetable format. Length of learning period times is an ongoing topic of investigation at both Colleges. Students (and community learners) may be learning onsite or offsite, beyond a traditional school day. The school is likely to be open for instruction from early morning to late afternoon. Students will continue to have 24 hour online access to learning and to learn in mixed year groups and learning blocks may continue to change to meet their needs. Senior timetables should be totally personalised so each student pursues his/her own pathway. Hence, learning spaces will need to be able to accommodate this approach and be fit for purpose.

5. 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

Junior Programmes

Year 9 and 10 students have a compulsory programme of learning as well as a choice of options - mostly in the languages, technologies and arts. Ongoing curriculum review has seen development towards a focus on NZC key competencies, foundation learning skills and inquiry learning. Ongoing work has seen some integration of learning, contextual and blended learning. BYOD practice is embedded across the teaching and learning programmes.

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

Senior programmes

Both schools offer a wide range of options for their senior students - leading to various vocational pathways. Teachers are working collaboratively and providing more integrated, contextual courses and furthering flexibility with the provision of more semester opportunities. Some subjects (English and Maths) are compulsory at Year 11 (Science is also compulsory at MBC).

Key competencies and inquiry approaches have become more of a focus of teaching and learning within curriculum delivery.

Marlborough Boys' College

Junior Curriculum

MBC's curriculum goal is to meet the academic needs while supporting students to develop/extend passions in areas of co and extra curricular activity whether it be in leadership, service, the arts or sports.

Our Year 9 and 10 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.

In Year 9 students may choose whether to study Te Reo Māori for 3 terms (instead of 1), or ESOL. In Year 9 all students undertake a Career Development (CDV) course that supports them to connect their learning at MBC with their future aspirations or pathway. This complements the work through Skills 4 Life to support all students to develop key competencies necessary if they are to *be the best they can be*.

In Year 10 more choice is available. While there is still an emphasis on Arts and Technologies as in Year 9, students may choose to study particular Arts or Technology electives.

These Option subjects run for a school term. While the Year 10 Options are not prerequisites to Year 11 subjects some do offer the opportunity to specialise and be better prepared for NCEA Level 1 in those subjects.

From 2017 all students in the Junior school have been required to bring their own device (laptop or similar) to school and there is a significant ongoing PLD programme in support of staff to ensure that the benefits that this technology can provide for learning is enhanced. The majority of students follow courses with their age peers but provision exists for acceleration of students as part of their individual education plans. As such a number of Year 10 students undertake NCEA level 1 subjects whilst in Year 10.

Year 9 Courses Offered

English, English for Speakers of other Languages, Te Reo Māori, Maths and Statistics, Science, Social Studies, PE & Health, Art, Drama, Music, Technology, Design and Graphics, Digital Technology, Food Technology.

Year 10 Courses Offered

English, English for Speakers of Other Languages, Te Reo Māori, Te Waharoa, Mathematics and Statistics, Agriculture & Horticulture, Science, Financial Management and Consumer Law, Geography, History, Social Studies, Physical Education, Health Education, Sports and Fitness, Outdoor Education (Optional Rotoiti Lodge Camp), Art, Digital Art, Drama, Media Studies, Music, Specialist Art, Specialist Music, Technology, Design and Graphics, Digital Technology, Engineering and Workshop Skills, Food Technology, Woodwork.

Senior Curriculum

Our curriculum goal is to meet the academic needs of students while supporting students to develop/extend passions in areas of co and extra curricular activity whether it be in leadership, service, the arts or sport

Below are the subjects available to students at our College. It provides the structure of the courses available and outlines qualifications students can achieve. Some courses exist to prepare students for

university study. Others exist to prepare students for trades and to join the workforce immediately on leaving school. Some students have a programme of study made up of courses at multiple levels

	Learning Areas						
	LANGUAGE & LANGUAGES	MATHEMATICS AND STATISTICS	SCIENCE	SOCIAL SCIENCES	HEALTH AND PHYSICAL EDUCATION	ARTS	TECHNOLOGY
Level 1	English English for Speakers of Other Languages Humanities Te Reo Māori Te Waharoa	Mathematics and Statistics	Agriculture and Horticulture Science	Accounting Classical Studies Economics and Business Studies Geography History	Physical Education	Art Drama Media Studies Music	Technology Design and Graphics Digital Technology Hospitality and Chef Training General Engineering Woodwork
Level 2	English English for Speakers of Other Languages Humanities Te Reo Māori Te Waharoa	Mathematics Calculus Statistics	Agriculture and Horticulture Biology Chemistry Forestry General Science Physics Sustainable Marine Science School of Wine Growing	Accounting Business Studies Economics Classical Studies Geography History	Sport Studies Outdoor Education Physical Education Rugby Academy	Drama Media Studies Music Visual Arts -Design -Painting -Photography	Technology Design and Graphics Digital Technology Engineering Drawing Furniture Making General Engineering Hospitality and Chef Training Trade Calculations Construction
Level 3	English English for Speakers of Other Languages Te Reo Māori Te Waharoa	Calculus Statistics	Agriculture and Horticulture Biology Chemistry Forestry Physics	Accounting Business Studies Classical Studies Economics Geography History	Sport Studies Outdoor Education Physical Education Rugby Academy	Media Studies Music Visual Arts Design Painting Photography	Construction and Mechanical Technology Design and Graphics Digital Technology

			Sustainable Marine Science	Vocational Courses Tourism and Travel			General Engineering Hospitality and Chef Training Woodwork Construction
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Pastoral Curriculum

All students are supported to be the best they can be through pastoral support at MBC, this happens through daily contact with a form teacher and a consistent dean linked to each student's house. Pastoral instruction is also delivered fortnightly through Principal's Assembly and our Skills for Life programme at all year levels. Topics covered are age relevant including aspects such as wellbeing, time management, target setting, budgeting and staying safe online. Additional Pastoral supports and instruction are provided to students individually or as a group 'as and when' specific needs are identified including the use of outside speakers.

The Year 9 Programme also includes a specific Pastoral Programme that follows a Tuakana Teina instruction approach. This occurs every Thursday P1 in terms 1-3 and the focus covers topics including positive behaviours for success and our school values, effective group working, communication, cooperation, self-awareness/expression, culture & diversity, peer pressure, and building strong friendship and trust. The programme invites key note speakers and follows a workshop approach. This is followed by opportunities to engage in school and community service projects.

As a restorative and PB4L school, all teachers embrace opportunities to support student learning when expectations have not been met or relationships have broken down. This is done through modelling and coaching or through structured conversations.

Current Curriculum Developments

In support of the transition of our Year 9 cohorts, for the past 4 years we have ensured that core classes in Year 9 are taught in consistent house groups. In this system each Year 9 student only shares classes with other students in his 'house' (a quarter of the cohort). This enables the teachers of these students to more closely discuss the dynamics and teaching strategies to meet group and individual needs through scheduled Special Interest Group meetings.

We are also currently exploring teaching some students through integrated programmes with teachers from different learning areas meeting to co-plan programmes. Another current development is curriculum level groupings rather than 'year level'. We are looking at concurrent multi-level instruction in shared spaces and multiple learning area courses/pathways such as the School of Winemaking and the tiny house project.

Anticipated future curriculum direction

As part of our professional development conversations and engagement with research relating to how we best engage learners and prepare them for their future we have been reflecting on how we can recognise and enhance where our school maximises the potential benefits outlined by the [OECD's 7 Principles of learning](#).

1. Learners at the centre
2. The social nature of learning
3. Emotions are integral to learning
4. Recognising individual differences

5. Stretching all students
6. Assessment for learning
7. Building Horizontal Connections

This is leading to courses where students are grouped/organised by curriculum level rather than chronologically. Further Pathway courses explored where student learning programmes are more closely contextualised around a pathway theme.

The NZ School of Winegrowing which is set to begin in 2018 for students from both Colleges is an example of providing opportunities for students whether their aspiration is work or tertiary studies. Learning with a reason or purpose is referred to as authentic learning and this what the wine school will offer. The course will have a cross-curricular focus. A day on a vineyard looking at why varieties of grape are grown in different areas might involve biology, geography, mathematics, chemistry and English and include soil testing, measurement (temperature and wind patterns) and topography. The wine school is already acting as a catalyst for other learning areas to look to horizontally connected models that might better engage students

Marlborough Girls' College

Over recent years all of our teachers have become more familiar with our Charter and how it directly impacts on all annual goals we set and review together. The Charter drives our staff learning, department learning and teaching and student learning. Goals are regularly monitored and reviewed. More recently the Piritahi Kāhui Ako goals have been incorporated into our plan. Marlborough Girls' College is committed as a member of the Piritahi Kāhui Ako to work collaboratively to meet the regional challenges and goals identified.

The College's curriculum is designed to engage and meet the needs of individual students and to support learners to develop as successful citizens in the twenty-first century. Emphasis is placed on developing learning programmes that are underpinned by the vision, values, competencies and principles of the New Zealand Curriculum.

Through our professional learning programmes, we aim to create supportive learning environments, focused on effective learning and teaching practice.



Marlborough Girls' College Charter 2013-2017

Purpose/Mission

To empower each young woman to engage in and succeed through high quality, personalised learning

Kia whakamanatia ngā kōhine mā te ruku hōhonu ki roto i te ao mātauranga, me te eke ki tōna panikiretanga

Values/Principles

MGC believes in the importance of making an effort:
 Building respectful relationships *Kia whai whānaungatanga pai*
 Building resilience *Kia aumangea te noho*
 Acting on reflection *Kia whai whakaaro*
 In being responsible *Kia haepapa te noho*

Vision

Marlborough Girls' College is a community of purposeful lifelong learners

Ko Te Kāreti Kōhine o Wairau he hāpori poipoi i ngā ākonga taumano

STRATEGIC PRIORITIES

Thinking (Academic Success)

Whakaaro

In a bicultural / multicultural setting, Learners are supported and challenged to become curious, engaged and successful learners.

Managing Self

Rangatiratanga

Learners are provided with pathways and opportunities to become confident, connected, self-managing lifelong learners.

Participating, contributing and relating to others

Kia whai wāhi, kia tuku koha, me te whakawhānaungatanga o tētahi ki tētahi

Learners are supported to be active, confident contributors who promote healthy relationships and citizenship.



While literacy and numeracy historically remained the domains of the English and Maths Departments, over recent years this has changed. All leaders of learning are now taking more responsibility for the teaching of literacy in particular, and numeracy when appropriate. Students are achieving literacy and numeracy NCEA credits across the curriculum.

All learning areas are covered within our curriculum including Arts, Careers, English, Languages, Learning Support, Mathematics, Music, PE and Health, Social Sciences, Science and Technology. For the last 5 years we have offered the provision of BYOD classes. In 2017 it was made compulsory for Year 9 students for the first time. The number and range of devices brought to school by students varies across all classes, so too does the blended learning provision by teachers. This is developing.

Our achievement results have continued to increase over the last 5 years and our students have become more focused on achievement, which has been pleasing. One side effect has been that the focus on achievement and the accruing of credits has been to the detriment of rich learning. Presently we are trying to reclaim the emphasis on learning and rich learning experiences. Part of this work has included the school-wide reduction of credits within each course to ensure more time available for deeper learning.

Over recent years, we have developed semesterisation to enable students to have a wider selection of courses to meet their needs and greater flexibility. There is also ongoing development of cross-curricular and contextual learning experiences within courses and in the development of new courses.

The College has invested a significant resource and focus on the junior curriculum and its delivery, as a result of working through a major inquiry. The ongoing outcomes of this inquiry have led to a greater emphasis on the front end of the New Zealand Curriculum focusing on the key competencies and the skills we believe our current and future learners will need or require. It has also led to the development of the Ako class for every Year 9 and 10 student. Ako focuses on the explicit teaching of a set of key 'learning to learn' skills progressing students to develop their own project-based learning inquiries throughout the rest of the year. Our thinking is to prepare our junior students as more competent and independent learners ready for the senior school and ongoing lifelong learning.

Over the last few years we have taught an integrated cross-curricular short programme to junior students at the end of the year.

Sport in Education, with its integrated focus, has been implemented and led by our CL Health/ Phy-ed and a team of teachers working together.

In 2018 we are planning a more cross-curricular teaching programme for year 9 students. Sport in Education and active education will support the cross-curricular contextual programme. A group of teachers are enthusiastically collaborating in the development of this, extending and building upon our Ako programme.

6. Teaching and learning structure

Marlborough Boys' College

A significant amount of the curriculum is delivered through traditional subjects by teachers who are specialists leading instruction of the group of ~26 similar age students allocated to them for the duration of the course (usually a year). 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 comprehensive range of learners at MBC has dictated that we develop a teaching and learning structure that provides appropriate learning, stretch and challenge for practical, vocational and academic pathways. The range of 'choice' available in the senior school is enviable to many other schools. The current structures already permit student acceleration and simultaneous multi-level study.

Over the course of the past few years our school has shifted significantly away from semi rigid ability groupings in the junior school that saw students placed in groups with those who presented at the same or similar curriculum level in their year level. This shift which has resulted in mixed ability now being the norm presents challenges for teachers who have been required to develop their differentiation skills and capabilities. Ability groupings that remain are much more flexible and reviewable than in the past

There are also some active inquiry that are exploring more integrated approaches (A year 9 PE, Maths, Science & English semi integrated course) and grouping of students based on curriculum rather than year level (maths) as well as continuing acceleration of students who display gift in a particular subject/learning area.

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.

Our approach to support staff learning and inquiry has modelled this a 'learner centered' approach over the past few years and more individual choice, unstructured 'inquiry time' and flexibility has largely replaced prescribed and whole staff PD sessions. Developing a lifelong learning culture has been a focus as well as developing staff confidence to share their inquiry and learning with colleagues.

We are currently reviewing our teaching and learning structures in light of the Inquiry that has been taking place. As part of the alignment of structures with MGC we will be able to re start student interchange (that was running until the start of 2017) and with increasing accessibility of more flexible learning spaces. In the future we envisage more flexibility in programmes to ensure that we best cater for individual needs within our context. There are some challenges that this poses in terms of teacher professional development and so it is likely that aspects of the design for 2021 will need to support the journey that our staff, students and community are undertaking to 'shift' from a fairly traditional, single cell, subject based and teacher led experience to an increasingly flexible and student-centered approach.

Marlborough Girls' College

Marlborough Girls' is a 'Community of Learners' There has been significant progress towards a school-wide understanding of the importance and competencies of 'Lifelong Learning' and making this explicit in the learning culture and practice for all adults and young people as learners at MGC.

Ako - student focus in the Junior School

VISION FOR AKO

To empower students to become connected lifelong learners by way of:

- critical thinking,
- confident self-management and
- their ability to relate to others and contribute effectively.



Hui Ako - Teachers

In 2017 the school has changed its timetable structure, establishing a PLD collaborative learning opportunity for all teachers for an hour every Wednesday morning. The underpinning values and learning goals are;

- Lifelong learning and reflective practice
- Collaboration
- Spirals of Inquiry

Staff are really enjoying and valuing their opportunities for collaboration, and continuing to think and plan towards new models of learning to meet student needs. At this time groups of teachers are planning models of cross-curricular learning experiences for Year 9 students in 2018. They hope to develop student-centered learning approaches around their own group of students and team teach, plan and review collaboratively.

Traditionally teachers have prepared, planned more in isolation, however there is now a growing trend of teachers preparing and collaborating together for their teaching. In 2017 there has been a marked change in how we work together with our Hui Ako. Hui Ako is all about collaboration. Teachers are now discussing together, through their spirals, where their students are at and plans around their needs. Hui Ako was developed and implemented in 2017 with the primary objective of developing and growing collaboration within teaching staff.

Hui Ako 2017 Focus

- MGC Ongoing Collaborative inquiry as a system-wide framework for professional learning
- Strong connectedness and high intellectual engagement
- Genuine inquiry needs space to take risks, make mistakes and try again – and again
- There is no place for blame, shame or fame
- Focus on high quality and high equity for every learner, regardless of starting point
- Curiosity – for everyone – is a way of life.

MGC Spirals of Inquiry 2017

Reference: Timperley et al, 2014

Spiral of Inquiry – Framework

Reference: “Seminar Series 234 – A framework for transforming learning in schools: Innovation and the spiral in inquiry”. Timperley et al, 2014

Within our current Learning Area structure, a collaborative approach to teaching and learning will evolve over time. We may have a highly integrated and context-rich curriculum in the future but we may also offer specialisation in discrete subjects. As we are a school of diverse learners we do not have a fixed view for employing a particular pedagogy. Providing effective learning experiences and more varied pathways to meet the needs of our increasingly diverse community of learners will continue to be at the heart of our vision. No standard model of teaching group ratio can be fixed without limiting future curriculum delivery.

Our learning environment must respond to the diverse needs with flexible student learning and breakout spaces and staff learning/working spaces enabling large and small group collaboration and learning.

7. School leadership and management

Marlborough Boys' College

Students are increasingly involved in school leadership at a variety of levels. This involvement both contributes significantly to their own personal development as well as impacting significantly on school improvement. As involvement in leadership and service has increased over recent years there have been

marked improvements to the culture of the College with our senior students frequently stepping into formal and informal tuakana roles. Involvement in leadership and service is at a number of layers and levels, it begins in the junior school with our Year 9s completing a service period as the conclusion to their involvement in the Tuakana Teina programme. It includes opportunities to be involved in the Student Council and Marlborough Youth Council, Junior Prefects. Leadership groups at each year level have access to leadership skills and theory instruction and teams organised vertically are involved in projects (in school and the wider community) that provide opportunities for students to develop their leadership through practice. A number of students in Year 13 become prefects. Consequently, the environment need to provide spaces that can be utilised to support this activity.

The school's leadership structure retains traditional hierarchical positions within a defined structure. The broadening of the senior leadership team in recent years and the work to empower both our pastoral/house leaders and curriculum leaders has resulted in leadership being more distributed with a wider base of staff leading activities across areas of the school. In addition to this, many other staff members have leadership responsibilities that generate Management Units (MUs) or middle management allowances (MMAs) for various curriculum or 'project' leadership roles. Our Senior Leadership Team routinely interface with the wider SLT team (8am daily), parents, teachers, students and community members. This consists of a variety of 1-1 or group meetings on any given day.

Fixed term management projects that attract MUs, MMAs and/or time allowances encourage all staff to develop and grow their leadership potential and provide the school with the ability to respond to, prioritise and resource any matters of strategic importance. Access to facilities, space, resources that can support the efficacy of this work is an important investment in terms of supporting the nurturing of middle and emerging leadership capacity at the College. The Piritahi Kāhui Ako has allocated two *across school* and five *within school* leaders which has increased the leadership capacity and scope both through and for these individuals. Each Kāhui Ako teacher is working through an action plan relating to their focus area to support and develop the practice of their immediate and regional colleagues. We support the philosophical shift to unlock the potential from enhanced regional collaboration.

Professional development is linked to our Charter and strategic plan. The recent shift in PLD has led to an increasingly inquiry based and differentiated approach to better tailor resources and time to meet individual PLD needs. We are currently prioritising PLD resourcing around Gifted and Talented Education (GATE), e-learning (Digital Fluency), culturally responsive pedagogy and practice (Poutama Pounamu) and literacy. We are supported in this through both the Piritahi Kāhui Ako (Community of Learning) and MoE centrally funded PLD projects.

Over the past few years we have supported and encouraged groups of teachers to inquire into their practice together. This has been through group inquiry, providing time every week for groups of teachers to meet and coordinating discussion and collaboration around common students/classes through the creation of the Special Interest Group slot every Tuesday morning as well as less structured 'time slots' every third Tuesday afternoon.

Traditionally the teachers at MBC have coalesced predominantly within learning areas. However, staff are increasingly looking to work together and develop practice in groups that cover multiple learning areas. Cross curricular working groups exist to support school improvement. The Innovative Teaching Team (ITT) work to ensure that the e-learning plan and other innovative practice is deliverable, positive behaviour for learning (PB4L). Professional practice, learning and readings are shared with staff at the weekly 'Toha' slot as well as monthly through the optional 'Voice' sessions.

Our house system divides the College vertically into 4 houses (Opaoa, Wairau, Waihopai and Awatere) with a House Leader (Dean) overseeing pastoral and learning needs of students through a network of form teachers who provide support and guidance to their class and individual learners as required. There are two form classes per house at each year level (groups of about 25). Form teachers are key to ensuring that students wider pastoral needs are met. At present most of the time that form teachers spend with their

form class falls outside of their contact time allocation (15 minutes each morning) and this has limited the depth of support that can be offered and also limits the scope and impact of our skills 4 life pastoral programme. We are currently exploring how we can better integrate both formal and informal skills instruction and mentoring time within our school day.

The House Leaders (Deans) and Guidance Counsellors support the form teachers with students who require additional support. The Pastoral and Guidance team meet fortnightly (after school) with Senior Leadership team to discuss strategic matters and fortnightly to collaborate on case or day to day matters. The House Leaders (Deans) meet with their team of form teachers once per week (15 mins).

Beyond the routine and administrative day to day, the pastoral needs of students are met predominantly by our dean team who respond to referrals through our SMS from both teachers and form teachers to support them by addressing student issues, behaviours and challenges. Like many other schools we are currently exploring the merits of prioritising a shift in the form teacher role to see all teachers take on more active leadership/mentoring and coaching of the students for 'form group' they are responsible for. This would result in a shift in the role of the dean to increasing the emphasis to supporting the adults in their team rather than dealing predominantly with students and their families. This would have implications of the spaces they would require.

Teachers predominantly prepare, plan, evaluate and collaborate within their individual subject/learning areas but this is something that is shifting as staff become more interdisciplinary in their approach/thinking. This could have implications for future staff work area configurations.

At MBC many teachers make frequent home contact with parents via telephone. However, routine interactions/communication is increasingly via email.

Marlborough Girls' College

Leadership is about making a positive difference at MGC. Our practice and commitment as a College is to continue moving towards transformational and more distributive leadership practice, where teachers are encouraged to lead and work collaboratively in various teams across the school engaging in planning, inquiry, reflection and decision-making.

The school senior leadership structure is still quite traditional with a Principal, Deputy Principal, 3 Assistant Principals with allocated school-wide responsibilities. The senior leadership team and school are further supported by a Resource Manager who works closely with the team covering Finance, Property and Novopay.

The senior leadership team is based in a corridor with glass walled offices side by side and participate in daily collaborative meetings to discuss current school issues and strategic planning. Senior leaders are able to carry out confidential meetings in their offices in a safe and visible setting, but also work independently or collaboratively together in the shared meeting space regularly throughout the week. A Personal Assistant and an Executive Team Administrator work in the corridor providing support to the Principal and team. A range of spaces for both individualised and collaborative work is required to support the senior leadership team in working together while still providing confidential individualised spaces.

There are various other leadership roles within the College, some permanent and some fixed term who have key task related responsibilities which are part of a range of management units. Despite the traditional structure the practice is more collaborative and shared.

A middle leadership structure exists with Curriculum Leaders and Guidance staff. The Piritahi Kāhui Ako has allocated six Within School Lead Teachers and one Across School Lead Teacher within MGC who are developing momentum as leaders. They are leading our staff Hui Ako sessions where every teacher is participating and contributing. Our goal is to continue developing the strategies and skills of true collaboration where every individual plays an important role in the development of learning at the College.

The Middle Leaders need to have access to a range of individual office spaces and small and larger meeting spaces for up to 20 people.

Teachers are continually involved in supporting students and whānau in private and confidential conversations. Appropriate spaces for these meetings are really important for all members in our community right across the school. Teachers require flexible breakout spaces for small and larger group learning interventions and opportunities.

Pastoral care is managed through the role of the Whānau tutor and supported by the Guidance team based in the Guidance area. Every learner has a whānau tutor who is responsible for their ongoing pastoral care, providing support and guidance to their group and individual learners as required. The Guidance team includes Deans, a Guidance Teacher and Counsellor and a Social Worker. Various community specialists, agencies and support groups are provided with private and confidential rooms in the guidance area to meet with student clients to provide care. The Guidance team meet fortnightly and regularly collaborate to ensure appropriate supports are in place for all learners.

Student leadership is a strong component of the College and all learners are encouraged to develop their confidence and skills in both leading and working with others. The traditional Prefect structure currently in place has a Head Girl and Prefects supporting and leading key aspects of student life such as; student support, academia, junior school life, school houses, community relations, promotion of events, environment, cultural and international. There is a Board of Trustees Prefect elected by the student community to represent their voice at Board level.

MGC has a strong student council with a representative from every whānau class led by the Head of School Council Prefect. This group of students gathers student voice and plans initiatives for the betterment of students within the school community. All prefects lead their own Interest Committee group of student leaders who lead a particular focus. All prefects meet and collaborate weekly around making a positive difference for students. There are layers of other student leadership at each year level in the College. The student leadership structure is continually being reviewed to better meet the needs of the student community and develop towards our more transformational leadership approach. As part of our commitment to encouraging and growing young leaders for the future, MGC also selects six students to represent the College on the Marlborough Youth Council, providing a youth voice on Council and community issues.

A range of formal and informal spaces, indoors and outdoors, are important for students to gather, collaborate and plan. This includes spaces catering for groups from 10 to 50 students at a time. It would be helpful to have these within larger student social spaces.

8. Community connections

Our schools are responsive to multiple communities, and we envision these communities interacting with the schools and the site in different ways.

8.1 Students and families / whānau / aiga

Both schools currently share the same families, whānau and aiga within their student community, with sons attending one school and daughters attending the other. Our parent/whānau group have differing aspirations for their children, with some families valuing the academic opportunities offered by the schools, and some placing more value on broader vocational pathways.

Families also have different levels of interaction with the school, and the site has to be inviting both for families arriving to drop off and pick up students, or for those who wish to be more involved in school activities. This may involve opportunities such as tertiary or other adult education classes. We want to

continue to encourage parents to be involved in the school, as we believe that it assists our students to understand and value lifelong learning.

There are a range of opinions regarding the extent to which single-sex education is valued by the community. The majority of the community consultation responses in 2013/14 indicated that this strongly fits with their aspirations for education in Marlborough, whilst others put less value on single-sex education and preferred co-educational education.

The community is demographically diverse, with a range of cultures, religions, ethnicities and socio-economic backgrounds. Some students originate from a rural background, and some are from within the local urban area. Families have different perspectives on potential pathways for their children.

There is also a growing community of families from outside New Zealand and international students. We are also starting to experience more diversity in the gender identity of our students, as well as diversity in learning support needs that students may have.

There are differing views within the community about future-focused education. Some community members have an in-depth understanding of future-focused teaching and learning, while some will require further opportunities to learn about the changing pedagogies that will be (and are currently being) implemented both leading up to and following co-location.

The community supports co-location, and in being kept informed of aspects of the co-location as these progress. This has been seen most recently in a high level of community interest in the potential site location of the co-located schools.

8.2 Community of Learners

Both schools are part the Piritahi Kāhui Ako made up of 21 schools and 6 kindergartens in Blenheim and the surrounding area. As the only secondary providers, both schools are cognisant of the opportunity and responsibility to provide effective transition pathways from primary and secondary. We are committed to the provision of educational opportunities for all members of our community

8.3 Iwi

We have students whose whakapapa is with a range of iwi groups from across Aotearoa. Some may be related to local iwi, but many come from iwi groups outside the Blenheim area. Within our local area, there are also a number of iwi and Māori organisations. We value these partnerships that support learning opportunities for students. We are committed to working collaboratively to grow these partnerships to support Rangatahi to achieve success as Māori.

Both schools are looking to work closely with the iwi which has the new co-located site within its takiwā, to ensure the development of the co-located Colleges celebrates the cultural history of the site.

8.4 Alumni and other community support

Both Colleges have positive relationships with former students, and have Old Boys' and Girls' associations. Marlborough College alumni have strong ties with their College (pre-1963). The Alumni Association and Parent Teacher Associations have historically provided strong support to both Colleges. The Marlborough College Charitable Foundation (MCCF) have supported MBC initially but long term have aspirations to support both schools. Both schools are also supported by other local, regional and national trusts.

8.5 Local geographic community

The schools are (and will be) located in a geographic community that comprises current and former students and their families, as well as people with no educational ties to either school. The schools view

themselves as an important part of the community for all those who live in the surrounding area, and want to create a site which encourages and welcomes involvement from all.

The local community will access the school site to use the facilities for sporting, cultural, educational and social purposes. We want the schools and site to be welcoming to the local community, and to offer multiple opportunities for the community to connect with the schools and vice versa.

We anticipate that the site will be configured so that some buildings and facilities can be easily accessed and used by community both within and outside school hours. In addition to more generalised uses, the community could also access the schools' shared specialist spaces and opportunity to host health professionals.

8.6 Local business, tertiary and training community

Both Colleges are dependent on, and contributors to, our local businesses, industries and the wider local economy. We value the current partnerships with local tertiary providers and businesses that provide learning opportunities for students. We are committed to further exploring these opportunities relevant to employment pathways in our region.

While some students may leave the area for tertiary study or training, or for other employment, we believe it is important to continue to strengthen relationships with local organisations so that we can:

- Produce graduates with the necessary skills and experience to contribute to the local economy through employment; and
- Partner with local industry to provide rich on or off-site learning experiences for students, which may involve access to programmes or equipment which can be provided more effectively than on the co-located site.

The Colleges would like to see themselves as a community educational hub providing learning opportunities and facilities within our local community. We are enthusiastic in our pursuit of furthering our relationships with individuals and groups throughout our community.

Alternative Education - We have set up a regional trust to support the governance of the AE consortium that covers MBC, MGC and Queen Charlotte College. There has been a big shift in recent years to the AE practice to be as inclusive as possible in line with the positive behaviour 4 learning approaches at the three Colleges. We also leverage smart partnerships with local groups and providers. At present this involves Bread of Life, Community College and Maataa waka Trust. This has implications for space that are outlined in the section on Learning support. MBC is currently the lead school for the consortium.

The Marlborough College Charitable Foundation (MCCF) was set up initially to support ensuring that students at MBC received a first class broad-based education. The scope of the charitable purpose is developing to include support to MGC.

Gateway/Work Experience

Both Colleges have developed extensive relationships with local employers to provide placements as part of our very successful and popular Gateway programmes.

Top of the South Trades Academy (TOTSTA)

Both Colleges access places via the region's Trades academy offering through TOTSTA and the Whenua iti Trust.

The Marlborough School of Winegrowing.

This pathway initiative has received significant backing (financial and material) from local wine industry bodies.

Other partnerships exist between both Colleges and the following:

- NMIT
- Community College
- Riding for the Disabled
- ASB Theatre
- Marlborough Lines Stadium 2000 Pool Complex

Both Colleges provide school facilities for hire or use by local community groups. This regularly includes the use of hall, gymnasium, staffroom and other general learning areas as appropriate. The halls are often used by visiting speakers to provide community education sessions which are provided for the local community.

Marlborough Boys' College

PTA Uniform Shop- Managed semi independently by PTA volunteers on behalf of the College/community. Proceeds donated back to the school.

Existing Sports Partnerships at MBC that involve facilities

- Squash club - Including physical shared assets (4 courts)
- Swimming pool facility - Old Boys and Community funded facility on site
- Hockey Turf at College Park (partnership with Marlborough District Council and Marlborough Hockey)
- Clubs of Marlborough – Use of the clubs' facilities as part of the PE programmes

Community Literacy Support

A literacy support programme is coordinated to ensure that students with significant literacy needs are introduced to a community volunteer who works with these students through the Toe By Toe programme. Spaces would need to be made available for this to be conducted in safe places around the campus.

Marlborough Girls' College

Electronic Noticeboards are distributed throughout the school providing the opportunity for local agencies and community or sports groups to promote their services to students and staff. An electronic sign on a main access route to Blenheim offers the opportunity for notices to the wider community.

9. Linking pedagogy to space

9.1 Overall configuration of the campus

One of our core principles is that the co-located site should inspire a sense of belonging for students in each school, particularly for our current and former students, but also for their families/whānau and the wider community sense of belonging within the whole campus.

We anticipate that there will be a shared entrance to the site for both schools, with a range of safe and appropriate access ways for pedestrians, scooters, bicycles and cars. The configuration and layout of the site should maximise the opportunities for equal access to shared facilities between the two schools and to support community access to and usage of the facilities. Learning for everyone needs to be reflected in the design of our schools. All members of our learning community must feel welcome and have a strong sense of belonging.

The unique position of Māori should be reflected in the design of our school.

Honouring the history of our schools is also significant. Consideration is required to provide continuity and identity to ex male and female alumni of Marlborough College and post 1963 connections with the two current locations to help ensure their ongoing support of and connection to the new College site.



It is important shared facilities should be located in close proximity to some specific facilities belonging to each school individually. We suggest that opportunities are maximised where facilities with similar or complementary functions are either shared or located in close proximity, and expect that this will largely involve sporting, cultural, administration spaces, and some specialist learning and support spaces.

We envisage that these spaces are located close to the front of the school site, so that they have good visibility for visitors to the site, and are easily accessible for performances and events taking place in the larger group spaces. The site should be configured so that it will have both single sex spaces to learn and socialise in, and spaces where all students can interact and socialise.

One of our core principles is a commitment to collaboration, both within and across many user groups. The site and its buildings should be configured to enable a range of informal and formal collaboration opportunities. We believe collaboration opportunities are more likely to be recognised and taken up where the build environment actively supports this to occur.

We wish the buildings and facilities to be flexible and adaptable so that students can learn through a range of media and in a range of different learning spaces to meet their individual needs. The focus on student-centered and collaborative learning requires a variety of flexible and engaging learning spaces in and out of the buildings.

Overview of spaces

The following table outlines the spaces to be considered for sharing between both schools, or for spaces belonging to each school being co-located in close proximity.	
Shared	Located in close proximity
<ul style="list-style-type: none">• Reception• Cultural Space, Languages*• Library	<ul style="list-style-type: none">• Administration - Senior leadership, finance, property, HR.• Student Services(with some Shared)

<ul style="list-style-type: none"> • Theatre - large • Gymnasium facility* • Cafe • Careers Hub • Resource Centre • Learning Support* <p>* with some separate aspects</p>	<ul style="list-style-type: none"> • Health and Physical Education • Technology (with some Shared) • Arts (with some shared) • Science (with some shared) • Uniform shops
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Primary Connections (Adjacencies)

Cultural Space, Languages, International Centre
Science, Technology, Visual Arts
Visual Arts, Performing Arts, English
Senior Leadership Teams, Student support - Guidance, Deans, Learning Support, Careers
English, Social Science, Media,
Health and Physical Education

Centralised Facilities

The following spaces are considered a priority for a central aspect on the campus: Reception/Admin, Cultural Centre, Library, Cafe, commercial kitchen, Theatres, Student Services, Resource Centre.

9.1.1 Inclusive and accessible

Our Inclusive philosophy and the fact that we cater for 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 the major centres in NZ, in Marlborough there are no 'special' schools or 'satellite provision' for though with significant or high learning needs. This provides fantastic opportunities for all our students 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. 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 students can be socially and educationally involved in a way that meets their individual needs. A campus that is designed 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.

Table 4 ILE Principles of Universal Design (UD) (The Center for Universal Design).

Principle	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	Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.
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 Center for Universal Design. Universal Design Principles, from http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm

For students with disabilities or special education/learning support needs, there is the requirement for covered parking for drop off and pick up for students 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 students.

The accessibility requirements of our inclusive approach require straightforward and intuitive access and circulation onto 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.

Students 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 students access our site by bus and there must be appropriate access for buses to pick up and drop off students.

We wish the site to support effective transition into, through and out of the schools, so we are actively exploring partnerships with other education providers, and it is possible that there will be early childhood or tertiary provision on the site. Likewise, we wish to encourage pathways and transition by have our local feeder schools and their students able to access and interact with the site. We are also aware that because of our diverse and multicultural community, our schools are sometimes students' first experience of

education in New Zealand. The sites should understand that students sometimes 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 students easily able to access local businesses and industries both by bringing them onto the site, and with students going off-site. We want the site to support students to be ready for their transition into employment or further training, by providing 'real world' teaching and learning opportunities wherever possible.

9.1.2 Safety and security

Security is also an important consideration. While the schools welcome community involvement with and access to each of the school sites, buildings must be appropriately secure 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 students, staff or community users of the school site before or after school. Within buildings that will be hired out or used by 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.

9.1.3 Environmentally responsive

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 for each school. 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 give opportunities for students 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 students 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 at the new site. 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 both single sex and co-educational outdoor spaces for recreation and socialising, so that students from both schools can find spaces that best fit their preferences for during break times.

9.1.4 ICT

We intend to share all IT infrastructure, and will be exploring the possibility of a shared or integrated student management system. 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 to 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 students and staff at both schools to have reliable digital connectivity.

9.1.5 Shared facilities and procurement

We wish to share horizontal infrastructure, including heating, drainage, electricity, water supply, network cables, and IT provider. We intend to collaborate on the procurement of furniture, equipment and resources. Depending on the procurement method for the build, this could extend to sharing maintenance and property personnel, equipment and storage spaces.

We would like to share or locate in close proximity those facilities that give both schools access to facilities that are larger or more specialised than what either of us could provide in isolation. We recognise that some of these shared facilities may lead to the consideration of whether personnel within those spaces are shared also, and the appropriate personnel structure will be considered at a later stage in the co-location process.

We all recognise the economies of sharing procurement across both schools, and intend to pool purchasing for both consumables and some equipment which does not need to be duplicated across both schools.

9.1.6 Retaining and celebrating history and vision

Given the rich history of both schools' it is important to us that this is retained and celebrated on the new co-located site. Important aspects of this are:

- Protecting and relocating special artworks from both schools, including murals such as the MBC St Mary's hall artwork.
- Considering relocating equipment or other items donated to the Colleges
- Relocating and providing purposeful and varied spaces and media for the display of memorabilia such as student photos and artwork.
- Consideration of displays on the history of the two schools, as well as the appropriate naming of buildings and other spaces.
- Consideration of the movement of the main front section of the Goulding Pavilion to the new site.

We are currently compiling a directory of areas of significance, building names and areas where commitments have been made to families or other benefactors

It is also important to note that retaining the schools' history should occur alongside delivering future-focused education. As both schools work towards leveraging all the possibilities of future-focused teaching and learning, it is important that spaces give the flexibility to be altered and reconfigure as teaching and learning practices and pedagogies continue to evolve.

9.2 Linking the key aspirations of the schools to space

The below aspirations are those identified as part of the community consultation for the co-location of MBC and MGC.

Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
<p>Global identity</p> <p>Identity / Tuakiri</p> <p>Our students are aware of who they are, their culture, their heritage and their future – on a local and a global scale.</p> <p>E tino mōhiotia ana ngā tikanga tuku iho, ngā kōrero tuku iho hoki e ngā tauira katoa, kia tirohia whānuitia.</p>	<p>Covers every aspect of being a Global Citizen in today's world including bicultural and multicultural perspective.</p> <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.</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. This should not compromise the possibility of shifting of trees or planting of saplings cultivated from existing historic trees from the existing sites.</p> <p>We value the importance of each student appreciating what being a MBC/MGC student means.</p>	<ul style="list-style-type: none"> • Develop and implement our cultural narrative in partnership with local iwi and our Māori community • It is important for the site to be culturally-located, and for the site and buildings to be distinctively a product of Aotearoa, and of the school's' geographic location within the Wairau area. • 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 lead by tikanga and other cultural protocols. Our identity and cultural narrative should inform elements of design throughout both schools and across the site. • Use te reo and tikanga in our everyday interactions. Kaiako and ākonga develop confidence in using common phrases and greetings. • Students inspired by relatives they see displayed in photographs and honours boards to be the best they can be. 	<ul style="list-style-type: none"> • Throughout the school, there is clear bicultural signage, imagery, our school whakataukī and other appropriate elements • Cultural space at front of the school, located in close proximity to kitchen facilities, toilets and showers (to support noho marae and offering manaakitanga to visitors) • ELL (English Language Learners) provision as a shared space between both Colleges • Pōwhiri is, and will continue to be, the formal welcome for all students, staff, parents and visitors new to the Colleges at the start of each year - the cultural space must be configured to support this ceremony, with a space that can function as a marae ātea • Signage and display of other cultural artworks and artefacts will make visible and celebrate our increasingly multicultural community.

			<ul style="list-style-type: none"> The ability to physically and digitally demonstrate the value of previous students' (ancestral) achievements in a way that students connect with them actively and passively
<p>Sustainability/Kaitiakitanga</p> <p>Our students understand and apply sustainable approaches to everything they do</p> <p>E manaaki ana ngā ākonga i te taiao, hei kaitiaki rātou.</p>	<p>Sustainability involves creating a site that incorporates green space, natural plants and forests.</p> <p>Environmental consideration given to integrating the school into its environment in a thoughtful way. Smart use of natural resources needs to be utilised- sunshine, water and wind.</p> <p>It is important that the design and physical spaces are sufficiently flexible to support changes in teaching and learning organisational structure and curriculum design.</p> <p>This should include the possibility of moving from spaces organised by subject delivery to spaces organised by student-centered learning. This may involve potential repurposing learning spaces (and their groupings) from subject delivery to delivery to a particular group of students, such as four Year 9 - 13 "house" groups of 250 - 300 students each.</p>	<ul style="list-style-type: none"> Sustainability in terms of building materials and processes and also in terms of future-proofing the buildings and facilities. Recycling evident throughout the school with strong focus on environmental sustainability High quality in design, materials, construction and workmanship. It will be cost effective in terms of the ongoing maintenance The school site will have a net zero energy use. Solar power should be considered carefully for our region. Curriculum will include hands-on opportunities for caring for the school environment and monitoring energy efficiencies associated with the schools' facilities. 	<ul style="list-style-type: none"> General learning spaces (and associated support spaces such as breakout spaces, toilets, storage etc) should be as generic as possible, so that they can support the delivery of different learning areas, since learning areas may change in the future. General learning spaces should also be grouped so that they are able to change from delivery of a particular learning area, to delivery of multiple learning areas for a particular group of students. The buildings/sloping roofs should be oriented to maximise aspects of energy capture potential and natural light/heat/ventilation.

<p>Creativity & innovation / Auahatanga</p> <p>Our students apply creative & innovative thinking to their work, providing them with a solid foundation for future problem-solving.</p> <p>Kitea ana i ngā mahi o ngā ākonga te tangongitanga o te matatau o rātou kia hīraurau ai i ngā raruraru.</p>	<p>Provide an environment where it is safe for students and staff to take risks with their learning.</p> <p>This is about providing spaces and opportunities for students to experiment, develop enterprise skills and create.</p>	<ul style="list-style-type: none"> • Professional development focused on inquiry. Sharing within departments and between teachers in each school and cross school is made easier. Co-teaching is encouraged and used as a vehicle for opening up the classroom. • Student voice and data is used to guide decision making and encourage change. • Using real world contexts that provide opportunities for students to learn and experiment • Curriculum delivery focuses on problem solving and critical thinking through inquiry, and cross curricular collaboration will be encouraged. 	<ul style="list-style-type: none"> • Learning spaces that support more than one teacher working with up to 60 students. • Large breakout spaces to accommodate group work, discussions. • Smaller breakout spaces to support more focused learning, quiet spaces for recording or private discussions. • Spaces which are open, welcoming and encourage students, teachers, community to come into a space rather than be a barrier • 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. • A wet/maker space area to support hands on modelling or creative construction. • Easy access between different learning settings which provide students and teachers the opportunity to choose best setting for particular activities and maker space/quiet thinking spaces.
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			<ul style="list-style-type: none"> • Definition between noisy collaboration and small group focus spaces
<p>Personal management / Rangatiratanga</p> <p>Our students have the resilience, tenacity, adaptability and confidence to succeed in anything they set out to achieve.</p> <p>E tū māia ō tātou rangatahi kia whai hua i te ao hurihuri, hei aha te aha</p>	<p>We are developing our students to become self-managing young adults rather than children.</p> <p>The personalisation of programmes and learner agency are a priority.</p> <p>Pedagogies that offer a variety of learning experiences and encourage students 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 students' learning experiences.</p>	<ul style="list-style-type: none"> • After hours access to some spaces for students, staff and community • Student and staff collaboration is enabled and encouraged • Flexible enough to allow for changes in the size and configuration of spaces to suit different groups and purposes - this could include moveable walls or display screens etc • Role of the form teacher/coach/mentor in supporting development of self-management (e.g. careers, option selection, goal setting) 	<ul style="list-style-type: none"> • A variety of spaces both small (for 10-20 students) and large (up to 60 students) to allow for multiple purposes including individual work, peer and small group learning, direct teaching, performance and celebration • Access to hot and cold water in learning spaces to enable students to prepare drinks. • Spaces to support courses run through correspondence with either Te Kura or providers of distance tertiary courses.
<p>Effective relationships / Whakawhānaungatanga</p> <p>Through collaborative learning approaches, our students build strong relationships that help them to work and achieve together.</p>	<p>The schools will be welcoming and inclusive, and students / whānau and the community will feel a sense of belonging.</p> <p>Student and staff diversity will be reflected and celebrated by both schools, and students will learn compassion, tolerance and a wider worldview due to being exposed to this diversity.</p>	<ul style="list-style-type: none"> • We will create and maintain sense of belonging in how teachers interact with students and in the design of the spaces students use. • Opportunities to run school/campus-wide events, and events which allow year levels to mix • We will continue to follow restorative practices, and to apply the principles of Positive Behaviour for Learning. • We will continue to develop our inclusive practice to support all learners to be the best they can be. 	<ul style="list-style-type: none"> • Visibility - students and teachers working and learning • Spaces are designed so that student and staff collaboration is enabled and encouraged • Bookable spaces which can be used by teachers and students throughout the day • Permeable spaces which encourage teachers/students/community to come into a space rather than be a barrier

<p>Mā te ako tahi, ka eke ngā ākonga ki ngā taumata teitei.</p>		<ul style="list-style-type: none"> • Student-led interest clubs and events will be encouraged. • We will ensure that achievement info is available to support strong home school partnership based on transparent access to information (real-time) • We will continue to develop opportunities for interactions with families to be student-led • We will continue to strive for an atmosphere where parents and other community members feel welcome in our setting. 	<ul style="list-style-type: none"> • Pastoral/wellbeing hub • Multi-use, flexible, purposeful spaces for learning providing a range of learning spaces that meet students' diverse learning needs. • Breakout spaces for small group work and 1:1 mentoring. • Quiet and private spaces to meet individual needs of students, scattered throughout all learning spaces • Staff workspaces that provide space and opportunity for individual and collaborative planning and work • Connections between specialist and general learning spaces that students and staff can access with ease
<p>Student-centered learning / Ako Arotahinga</p> <p>We're creating a learning environment where students are inspired and supported to be the best they can be.</p> <p>E whai ana tātou ki ngā kete aronui kia whakaohoho i ngā ākonga katoa</p>	<p>Personalisation of programmes and learner agency are a priority, so that students can access learning at their curriculum level rather than based on chronological age.</p> <p>Pedagogies that offer a variety of learning experiences and encourage students to reflect on their own learning</p> <p>Curriculum delivery reflects both the students' own experiences and provides the key dispositions, skill</p>	<ul style="list-style-type: none"> • Encourage the development of programmes that allow students to co-construct learning programmes so that they use their own culture, background and experiences to help empathise with others. • Encourage risk taking in our teaching staff through their teaching inquiries so that they can meet the needs of a wide range of students • Encourage the sharing of pedagogy through professional discussion to de-privatise teaching practice and encourage collaboration 	<ul style="list-style-type: none"> • Multi-use, flexible, purposeful spaces for learning providing a range of learning spaces that meet students' diverse learning needs. • Breakout spaces for small group work and 1:1 mentoring. • Quiet and private spaces to meet individual needs of students, scattered throughout all learning spaces • Seamless access to the schools' resources, including access to

	and knowledge that will empower them to thrive into their future.	<ul style="list-style-type: none"> • Increase real world learning contexts by partnering with community and local industry • For example ICT support for students is facilitated by a team of student T-Wiz, Technical support (lighting sound website etc) aspects of performance and productions are lead/managed by students • Strong coaching/mentoring of students to support positive choices related to relevant pathways and the student's aspiration 	<p>physical buildings, equipment, ICT, software etc</p> <ul style="list-style-type: none"> • Provision for storage of student work, particularly for problem, project and hands on construction based learning • Well designed and resourced 'library learning space' • Display areas for student work. • Performance spaces both inside and outside.
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Click <https://docs.google.com/document/d/1x4kzZ1wTa6u-tmENIZE1Ghi2YKyQAdYiCuU1x9UaOiQ/edit?usp=sharing> to access a 'read only' view of section 10 (detail on specific spaces) which some of you may also be interested in. Section 10 is still in google docs and subject to improvements; particularly to the sections on the Arts, Careers and Technology as we refine this detail early week beginning 6th November . Section 10 is 86 pages long.

10. Description of each space

General & Shared Spaces

Reception - A shared space	
Activities/Space	Description/additional consideration
<p>This is the space in which visitors to both school sites enter the school, and near where a number of our administration staff work. Both schools should be clearly identifiable within the reception area through branding/signage.</p> <p>Visitors to the schools must be able to be greeted and have a comfortable space to wait, but should still visibly experience that they are part of a school.</p> <p>The entrance should be configured for the use of parents, whānau and other visitors, and a separate access should be provided for student use.</p> <p>Easy access to visitor parking</p> <p>Reception area should flow into administration and senior leadership areas. Consideration regarding relationship to Cultural Space.</p> <p>Receiving deliveries and a space to store items</p> <p>Toilet/Bathroom facilities for visitors including baby change facilities in one visitor space</p>	<p>Shared space between both Colleges. Centralised facilities close to administration, finance, property, senior lead teams.</p> <p>There are benefits in the space being shared. Consideration should be given to how this space can symbolically reflect both the separate identities and shared histories of each of the two schools.</p> <p>We want this space to feel welcoming, showcase our history, community and engender a sense of arrival.</p> <ul style="list-style-type: none"> • An open space which is both welcoming and intimate. Avoid large barn-like space. • Electronic noticeboards and rolling noticeboard sharing current practice and student life • Lockable Display Units and area to celebrate student work and achievement e.g. trophies • Space to display items of cultural significance such as korowai; potential space to display local Iwi history/stories • Alumni strongly affiliate with aspects of our existing sites. Aspects of the reception area could be a good place to acknowledge links to our shared heritage that alumni and visitors to the school will recognise.
Offices and administration spaces	
Activities/Space	Description/additional consideration

<p>This space needs to accommodate offices, workspaces and meeting rooms for the staff involved in school leadership and administration. The central reception area will be shared (along with the receptionists) and lead to separate but connected areas for the following:</p> <p>Senior Leadership Team - separate spaces for each school in close proximity</p> <p>There should be thoughtful design of these spaces to support the delicate balance between the ability to communicate /collaborate with colleagues and the need for access to privacy to undertake certain functions. A key activity for SLT members includes interfaces with colleagues from their own and other schools, parents, students, community members and other visitors. There is also the requirement to engage in phone calls (some of which are of a sensitive nature) and work independently or collaboratively using a computer.</p> <p>Due to confidentiality and productivity, the two principals will require separate offices, with space for their Personal Assistants located in close proximity. The need for confidential working spaces means all SLT members at MGC will need individual offices, ideally gathered around a central working space for collaboration.</p>	<p>Co-located spaces with adjacency to SLT, finance, property. Potential for some centralised resources.</p> <p>The need for flexibility (and drive for a more distributed leadership approach) means that future SLT makeup is likely to change. Therefore these spaces are required to be as flexible as possible.</p> <p>These spaces need to be located in close proximity to reception and small and large meeting spaces for meetings with both internal and external people.</p> <p>The principals and SLT need to have close access to meeting rooms for both impromptu and planned meetings of a private nature.</p> <p>Flexible meeting spaces for small groups (5-6) and a large group meeting space (25) for BOT meetings and other large group meetings in each senior leadership area. It is desirable that these large spaces have the flexibility to be configured into 1 larger space.</p> <p>Resources include reprographics room, benches and storage/shelving areas, lockable storage for confidential documentation (Board paperwork, Personnel files). Kitchen and gender neutral toilet facilities to be shared between both schools.</p> <p>Separate access way for students to the SLT area to that of parents/reception visitors. Waiting areas for family and whanau waiting to meet with Principals and SLT members.</p>
<p>Administration</p> <p>Office areas in each school will accommodate a number of other administration staff. Each school requires an area for the following work:</p> <ul style="list-style-type: none"> • Finance • Data Administration • Property (not caretaker) • Additional administrative support for SLT • Meeting spaces for each school 	<p>Similar to the reception space, these spaces must be accessible for both internal and external visitors, and so the spaces need to relate to the external entrance of the schools as well as linking to the bodies of both schools.</p> <p>Separate access for students and visitors to the Finance offices for each school. Ideally close to visitor parking and easily accessible, one on each side of reception so that individual schools retain their independence.</p> <p>Close proximity to facilities for providing manaakitanga - tea & coffee facilities</p>

<ul style="list-style-type: none"> Secure storage/space for confidential data and files e.g. Finance, Payroll, Property, Board documents Archives 	<p>Each school requires an area for the following resources</p> <ul style="list-style-type: none"> Storage of administration resources Archive storage - could be further away from this area Reprographics
<p>Uniform Shops</p> <p>There should be a space for a uniform shop. Currently there are two different providers and consideration should be given to the provision for co-located or adjacent spaces which could provide the opportunity to function as a single shop in the future. The uniform shops should be in close proximity to or within the reception/administration area. The space should enable two separate uniform providers to operate, provide separate changing areas, and access to dust-proof storage for boxes and hanging space.</p>	<p>The uniform shops will require separate changing spaces for boys and girls.</p> <p>The opportunity to provide storage for hire of sports, cultural uniforms and blazers should be incorporated into the design.</p> <p>Consideration must be given to issues of security and theft.</p> <p>Separate access away from reception area for students and whanau.</p> <p>Co-located centralised storage area for Uniform Shops (one per college but in co-located space)</p>
Resource Centre- co-located, centralised resource with shared area in the middle	
Activities/Space	Description/additional consideration
<p>A shared resource centre will provide services for all students and staff stationery purchases</p> <ul style="list-style-type: none"> Typing/copying for staff Textbook, equipment, IT (e.g. laptops, cameras) and general resource allocation Adjacency to the server room 	<ul style="list-style-type: none"> Storing and processing centrally stored items Storing and processing shared items purchase of stationery (common) Good ventilation, benches, storage etc Common reprographics services Configurable to ensure clear separation of items owned by each college. Potential for shared staff
Staffroom and staff outdoor space	
Activities/Space	Description/additional consideration

<p>The two schools wish to retain the ability for their staff to have their own staff-room space by dividing a larger space. These spaces should have separation from student-accessed areas and provide a retreat from the rest of the school.</p> <p>The two spaces should be adjacent and should have the flexibility to be configured into a single larger space, or each into two smaller spaces when required. It must be easy to reconfigure into separate spaces by different groupings of staff or community users, and must have four sets of kitchen facilities so that more than one group can use each of the smaller spaces and have access to food and drink preparation at a time.</p> <ul style="list-style-type: none"> • Both spaces must have data projector facility for presentations • Pigeon Holes are required for staff communications • Shared outdoor staff space, sheltered from the elements and not visible from school grounds. • Staff toilets should be located nearby • A number staff cycle to work so and shower/changing facilities are required. 	<p>This space will need to be separate from student-accessed areas</p> <p>Each staff-room must accommodate up to 100 people, therefore 200 when the spaces are combined..</p> <p>It should be in close proximity to the hospitality and café space, and easily accessible for community or function usage.</p> <p>The spaces should open onto a large shared outdoor staff space, which is sheltered from the elements and not visible from student circulation areas.</p> <p>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 four single spaces.</p> <p>The kitchen facilities are so that each of the four 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.</p> <p>Close proximity to larger meeting rooms for each school</p> <p>Bins/Recycling system (across whole campus).</p> <p>Each kitchen should provide fast efficient dishwashing facilities.</p>
<p>Student social spaces</p>	
<p>Activities/Space</p>	<p>Description/additional consideration</p>
<p>The site must provide a range of thoughtfully designed spaces across the school for students to socialise, with separate spaces for boys and girls, as well as the potential for joint spaces. This should include both indoor and outdoor spaces.</p> <p>The ability to host combined colleges social events (eg Junior Social) in a secure space should be factored into the design of the theatre or other</p>	<p>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 microwave.</p> <p>Student food preparation areas should be safe and easy to use for large numbers of students and designed so that they are easily supervised and managed to ensure the areas are clean and tidy.</p>

appropriate space. Adjacency to secure outdoor setting/courtyard is necessary for this function.	Bins/Recycling system (across whole campus)
Parking and transport storage	
Activities/Space	Description/additional consideration
<p>The schools would like to share car parking.</p> <p>Student car parking should be separated from visitor and staff parks.</p> <p>Separate bike storage areas for each school should be located on the perimeter in safe proximity to student entrances. Future proofing for modes of transport e.g electric charging facilities should be considered. Due to large number of buses, provision must be made for a large shared bus bay with shelter.</p> <p>Garaging for school vehicles (with electric charging facilities) and other vehicles or equipment owned and utilised by the Colleges. e.g. boats, trailers, kayaks, mountain bikes</p>	<p>Parking areas need to provide good circulation including a logical drop off and pick up area for parents, and easy drive up access to the site. Provision for disability car parking and ambulance bay (close access to Health Hub).</p> <p>This must be separate from other users of the site (staff and students) and separate from those using active transport e.g. bikes</p> <p>Safe and accessible links for students and staff to get to and from school e.g. bike lanes, walking tracks, etc.</p> <p>Need for several parent drop-off zones which are separate from staff and bus bay areas.</p> <p>All parking which is school specific should be labelled as such.</p> <p>Parking should also be near facilities which may be used by the community after school hours.</p>
Library	
Activities/Space	Description/additional consideration
The schools are exploring the opportunities for sharing this space. Developing this is an ongoing special workstream as the vision of future use of libraries is changing. This is referenced through the vision for learning and learning are requirements sections	Shared space with potential adjacency/relationship to Guidance/Health and Careers areas

Café (Shared cafe with shared commercial kitchen and restaurant adjacent)

Activities/Space	Description/additional consideration
<p><u>Large shared café</u> facility with equitable access for students and staff of both Colleges adjacent to a shared restaurant which is a flexible function /cafe space.</p> <p>Located near Performing Arts Centre and/or Cultural Space for external hire and access.</p> <p>Shared social student space - should include both indoor and outdoor facilities. The capacity will be influenced by whether the timetable has all students at lunch at the same time.</p> <p>Separate single celled gender-neutral toilets within the cafe social area (potentially with an equal number per school on each side of the space).</p> <p><u>Restaurant</u> shared by both Colleges</p>	<p>Shared space with a commercial kitchen, located in close proximity to cultural space, theatre and hospitality learning spaces.</p> <p>This cafe area must be connected to student learning areas such as Hospitality, catering. The cafe should be adjacent to the restaurant, shared by both Colleges, to support students' Hospitality/Catering learning.</p> <p>Possibility of cafe and attached commercial kitchen being available to hire for community use outside of school hours.</p> <p>We want a food service and eating area that supports the same level of service and comfort in all weather that we would afford to adults in a tertiary setting.</p> <p>It must also be easily accessed by staff and visitors.</p> <p>Within the cafe area possible inclusion of student food preparation area with microwave, hot and cold water.</p> <p>seating up to 50 guests, potentially available for community hire</p> <p>needs to be secure as is a licensed premise</p>

Cultural Space

Activities/Space	Description/additional consideration
<p>The schools have entered into and are in ongoing consultation with our respective Māori communities and with iwi to consider how a shared cultural space can be incorporated into the new site. As this consultation progresses, further detail will emerge relative to this space.</p>	<p>Potential shared space with adjacency to Languages Learning Centre</p> <p>The Cultural Space should be connected to food preparation facilities for providing manaakitanga to visitors.</p>

<p>This space should be highly visible from the front of the school site and the aesthetic and wairua (spirit) of the space both internally and externally should be authentically and visibly Māori.</p>	<p>It should support hui, fono and a range of different learning activities and allow for single-sex and co-educational teaching and learning.</p> <p>It may be used for noho marae, and so will require adequate storage for mattresses and bedding, as well as storage for teaching resources. It will also need to be located in close internal proximity to shower and toilet facilities.</p> <p>Preferred adjacency to Languages to facilitate the use of the cultural space as a teaching and learning space.</p> <ul style="list-style-type: none"> • Needs to be close proximity to a Hangi pit • Waharoa/Entrance leading to cultural space for pōwhiri, welcoming visitors
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Outdoor spaces

Activities/Space	Description/additional consideration
<p>There are economies in sharing a range of outdoor sporting facilities, including fields, courts and artificial turf with flood lighting. (see PE & Health Learning area)</p> <p>There should be thoughtful outdoors spaces for socialising and learning, and options for students to choose different spaces. These spaces should include spaces for informal single-sex and combined socialising.</p> <p>These should also be spaces for sports and physical recreation, and spaces for quieter socialising or relaxing. The spaces intended as 'quiet zones' could be located where they can be observed from a teacher workspace or the staffroom.</p>	<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.</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, house assemblies etc.</p> <p>Established gardens both ornamental and horticultural. ie Science garden, Food Technology garden, Horticultural garden, Fruit trees, etc. Security for all horticultural gardens needs to be considered. Science and Horticultural gardens will require small equipment sheds and a small greenhouse.</p> <p>All outdoor spaces should have full Wifi coverage so that e-learning and access to the schools' network is ubiquitous across the whole of the campus.</p>

Specific Space Requirements

To minimise duplication, we have captured below the space requirements that are consistent to all spaces in these categories.

General Learning Spaces	
Activities	Description
<ul style="list-style-type: none"> • Direct instruction • Independent work • Small group activities • Whole class activities • Presentations • Viewing and other access to technology • Space for socialising and celebrations • Collaboration • Co-construction 	<ul style="list-style-type: none"> • It is expected that these descriptors apply to all learning spaces throughout both schools, with additional requirements outlined by school and by learning area as specified. The schools' respective curricula are likely to change and become more integrated in the future and we wish to support this by having spaces which support a range of different teaching and learning activities regardless of the age level, groupings of staff and students or curriculum delivery. • Spaces will have excellent heating, lighting, ventilation and acoustics, with good access to natural light but minimal visual distraction from internal and external windows. • Lighting and heating must be easily controllable, and there must be the ability to manage lighting in spaces where screens/projectors will be used. • Spaces should be multi-purpose and flexible and able to accommodate up to 120 students and teachers, in 4 groups of up to 30 students. • Spaces should be able to support varying types of furniture and equipment, that are also flexible and adaptable to the need of the learner and teaching/learning that is occurring • Spaces should support a range of different learning activities, groupings and media, including independent learning, small group or whole group instruction. • Spaces should have the ability to support presentations or small performances without sound intruding on other learning groups or activities. • These different groupings could be supported with the ability to open or close off different parts of the space, as well as using mobile furniture to divide up the space. There should be glass doors or walls that are easily moveable to create both large and small breakout spaces when required. • Spaces should support BYOD for all students and staff, and need reliable wireless throughout. Please note that most students and staff will need to connect 2-3 devices at any given time. • Spaces should have access to excellent ICT, including projectors, screens, smart televisions and whiteboards in each learning space. These should be a mixture of fixed and non-fixed, and

	<p>should be supported by wireless connections and bluetooth speakers. Flexibility to accommodate changes in ICT capacity and capability is highly desirable.</p> <ul style="list-style-type: none"> • Spaces should have a number of power points and USB points for the use and charging of devices, and these should be in areas that wires or cords will not impede movement in the space. • Visual connection with the natural environment is important to our vision of being connected with our local area, and learning spaces should be designed to have direct access as well as visual connection to the outdoors wherever possible. • While there should be excellent visibility through the learning space, it is vitally important that this does not compromise the ability to display 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. • Suitable storage space for student work throughout development and construction is essential. • Display areas and cabinets representing school's traditions and culture are required throughout the campus. • Ability to acoustically separate large groups engaged in noisy learning activities, or groups who need to work in a quiet and undisturbed environment. • Acoustic separation between smaller groups within the 120 to create focused purposeful learning • Bins/Recycling system (across whole campus) • All students should have access to hot/cold water and microwave alongside social spaces. • Careful consideration of storage of student bags, should be considered in all learning spaces. Larger lockable student lockers for bulky equipment (eg sports gear) should be considered for different parts of the campus along with self-locking lockers, cubby holes and BYOD charging lockers.
Four separate/distinct general learning spaces across each school with specialised learning spaces spread throughout the sites.	Providing four separate general learning spaces across each school site. This would allow opportunity to transition to a house based or student-centered learning model - if pursued by either school at a later date.

Breakout spaces

Activities	Description
<ul style="list-style-type: none">• Activities requiring a more private, quieter setting.• Small group activities or rehearsals• Independent learning• One-to-one or small group tutoring e.g. 6-12 students.• Large group direct instruction and presentation for up to 30 students.• Aural assessments etc	<ul style="list-style-type: none">• The general learning spaces require access to a range of large and small breakout spaces which are connected both visually and physically to the learning spaces.• These must be acoustically separate from the larger learning space. Consider smart use of furniture to create discrete spaces within spaces.• Small breakout spaces will be used to support students working independently or in small groups, and as a space for students to have one-on-one or small group instruction if this is required.• Large breakout spaces will provide a space for presentation, direct teaching, noisy learning activities and formal assessments requiring a quiet focused environment.

Staff workspaces

Activities	Description
<ul style="list-style-type: none">• Individual and collaborative planning• Preparation of learning resources and other supporting materials• Marking and reporting• Online and telephone communication• Meetings• Storage, secure and safe	<ul style="list-style-type: none">• Each general and specialist learning space will have a shared staff workspace, and this may be located so that it can accommodate staff from one learning area or staff from several learning areas.• For learning areas that are co-located or with shared specialist spaces, staff workspaces may be shared.• All staff workspaces should be located in close proximity to the centralised resource storage spaces for the teaching and learning area/space.• Each staff workspace should provide individual workstations, shelving and drawers etc for each staff member, along with a space for collaborative planning/meetings.• Access to whiteboard walls or planning stations.• Additional spaces for teacher trainees, industry mentors/ITOs or agencies to utilise when liaising/working with staff.

	<ul style="list-style-type: none"> • All areas to be generic, not specific to particular learning areas to allow more co-curricular, cross-curricular collaboration. • Preference for keycard entry to staff areas. • Access (or close proximity) to small breakout spaces which are acoustically separate to support private conversations/phone calls/meetings. • Tea/coffee facilities in each staff workspace with hot/cold water, sink, fridge, food prep space
Storage	
Activities	Description
Staff and school <ul style="list-style-type: none"> • Storage of teaching, learning and administration resources and equipment • Archival storage capacity 	<ul style="list-style-type: none"> • Extensive and purpose-built storage is essential throughout the school. In some areas this will have specialised requirements eg PE, Science, Technology, Arts, Outdoor Education, Sports. • Design must enable efficient use of space and ease of access for staff. • Storage should be of a 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. • Storage should support the visibility of equipment in storage, so that the required items can be easily found and retrieved. • Display cabinet options around the school for student work and school memorabilia. • Wall display space for information, student work. • Wall space for school owned art. • Storage for student work during development and construction, particularly in Technology, Design and Visual Arts. • Staff storage for assessments, resources, texts and equipment - large shelving system - secure, sufficient and accessible to staff • Consideration of security of storage and need to be flexible/adaptable to move with environments as needed • All teachers need access to mobile resource storage in each learning space - for items such as whiteboard markers, pens, paper, scissors, glue etc. • Spaces for archive and artifact material need to be accommodated

	<ul style="list-style-type: none"> 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.
Students <ul style="list-style-type: none"> Storage of personal possessions, bags and learning equipment 	<ul style="list-style-type: none"> Students transport a range of equipment and possessions with them, and there must be plentiful storage for student possessions within each learning space and in centralised areas around the site. Storage should be of sufficient size and depth (e.g. cubby holes) so that student possessions are off the floor and do not create an obstruction in the learning space There will be pressure points for accessing storage at the beginning and end of classes, and so storage must be sufficiently distributed that this can be done easily and safely Many students bring devices which may need charging during the day, and powerpoints for charging could be located within the lockable storage areas, as long as devices can be charged without the risk of being bumped or damaged by students accessing their bags Storage should not create a visual distraction, and thus must not be placed where it is in the eyeline of students, but should still be visible so that students' possessions are secure Lockers for secure storage of student equipment including variety of sizes for things such as hockey gear, other sports gear, instruments, folios, etc
Toilets	
Activities	Description
<ul style="list-style-type: none"> Toilet Hand Washing/drying 	<ul style="list-style-type: none"> A number of unisex toilet blocks that are accessible for students throughout the day (including those outdoors). Handwashing facilities will be jointly accessible, but toilet cubicles must be individually enclosed There must be some toilets that are single cubicles at different locations across the site, so that a student who does not wish to enter a set of toilets can access an individual toilets. The entry and exit must be glass and the interior of the block (not the toilets) visible from the outside. Staff toilets must be separated from student toilets. Shower facilities for staff with storage for gear

	<ul style="list-style-type: none"> • Gender-neutral toilets for visitors/guests/whanau to use - separate from staff toilet areas • Accessible toilets for wheelchair users throughout the campus • HDU required in each school
Outdoor spaces	
Activities	Description
<ul style="list-style-type: none"> • Learning • Eating • Relaxing • Socialising • Playing organised and informal games and other physical activities during breaks 	<ul style="list-style-type: none"> • There should be a range of thoughtfully designed outdoor learning spaces that have appropriate seating and workspaces to support direct instruction and small and large group activities. Need to be directly accessible from indoor learning spaces to allow for a variety of indoor and outdoor learning opportunities. • Students should have a range of places that they can socialise, perform or carry out sporting activities in their breaks. • Access to the outdoor fields, and court spaces should be easy during break times, and there must be sufficient outdoor spaces, so that boys' physical activities are not impacted on by sharing the space with girls, who tend to be less physically active in a mixed sex setting. • The climate means that while these spaces will be able to be used for the majority of the year, wind and sun protection should be a major consideration for outdoor learning and socialising spaces. • Bins/Recycling system (across whole campus) • Large outdoor assembly/performance space - wired for sound/projection wall • Outdoor spaces to include spaces for each individual school (girls and boys only) plus additional space for shared social interaction between both schools • Wifi access across all outdoor spaces. • Large outdoor assembly/performance space - wired for sound/projection onto an external wall, eg. for performances by bands, viewing of digital projections etc

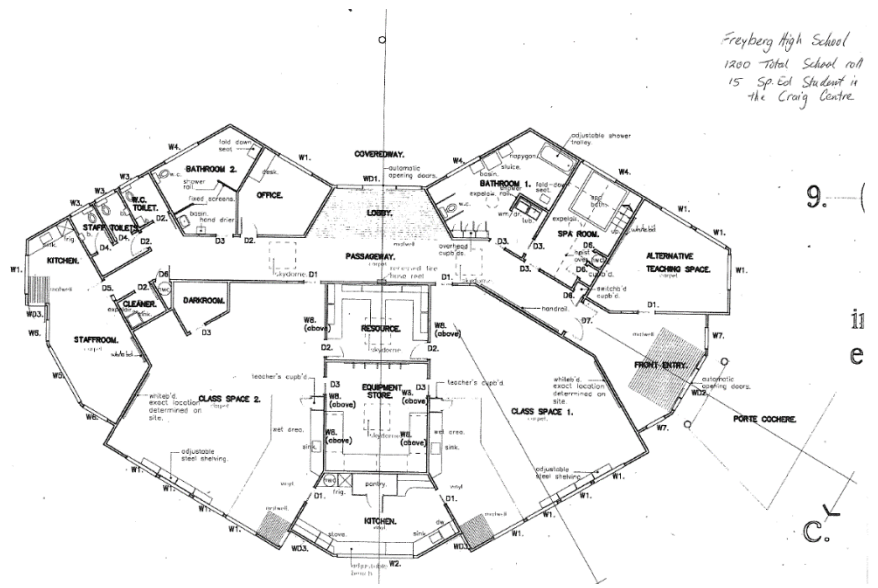
The following tables group the school-wide aspirations that sit outside the (faculty) learning areas.

Learning area: LEARNING SUPPORT

Aspirations common to both Colleges

Activities/Space	Description
Location / Proximity	<i>Predominantly shared spaces with adjacency to Student Support. It is preferable to have close proximity to physical education facilities and student support/guidance.</i>
These specific spaces and aspects of the whole campus need to support the full spectrum of learning support requirements, including support, gifted and talented, and students accessing the Southern Regional Health School. Teen parents and alternative education (AE).	<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.</p> <p>All spaces across the campus must consider the specific needs of users with physical, vision or hearing impairment(s).</p> <p>We anticipate that this would include things like ramps, doors operated by sensor, wide doors etc. Consideration also needs to be required around manifestations (glass frosting) that will not incur impairments for those with impaired vision.</p> <p>There will need to be specific areas for students 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 students may have on impressionable high needs students 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 students often need to wait outside. This access needs to comply with regulations for safe transport for students arriving by 'taxi'.</p>

<p>As per general learning areas +</p>	<p>While each school shares the following aspirations, shared learning areas need to be configurable to enable single sex instruction when required.</p> <p>Learning Support teaching spaces should have easy access to the fields and other outdoor spaces. Outside allotment for gardening and horticultural, orchard etc</p> <p>General learning areas will be multipurpose and will be used for recreation and socialising spaces at times.</p> <p>All facilities for students with 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 students remain at school until they are aged 21). Forecasts show significant increase in wheelchair users in the immediate future.</p> <p>There must be sufficient storage either within or attached to the learning areas, for equipment and for student-owned mobility equipment, such as standing or walking frames, wheelchairs etc.</p>
<p>As per general Storage +</p>	<p>We like the Freyburg High school storage/resource facility that has storage in close proximity to learning spaces. There needs to be the 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.</p> <p>Consideration around the storage of school owned devices is necessary as not all students accessing this space will BYOD.</p>

	 <p>Freyberg High School 1200 Total School roll 15 Sp Ed Student in the Craig Centre</p> <p>9. 11 e C.</p>
<p>As per staff workspaces +</p>	<p>Consideration of adequate storage for mobility devices within the specialist spaces and beyond</p>
<p>Student Changing Spaces</p> <p>A space where student personal care needs can be catered for.</p>	<p>The staff workspaces can be shared but we need adequate space for both staff teams.</p> <p>Open office space for teachers and TA's that can serve as a hub for the numerous teacher aides learning assistants and teachers.</p>
<p>Sensory Room</p> <p>A space to meet the requirements of our students who need sensory stimulation as part of their learning and wellbeing.</p>	<p>Requires Wheelchair accessible, Shower, change table, toilet, ceiling hoist, high powered ventilation, laundry tub</p> <p>Ability to be fully blacked out.</p> <p>Acoustically secure space.</p> <p>Multiple electricity points for light and sound equipment</p>

	Inbuilt lockable storage in one wall within the space.
Hydrotherapy room A space to meet the requirements of our students who need physical therapy as part of their learning and wellbeing.	Hydrotherapy pool, with associated hoist and shower. However, the specific needs will be advised by MOE learning support based on the needs of the students. If this has both internal and external access then this facility would be utilised by students with their families outside school hours and available for the wider community.
Courtyard	High needs learning programmes require access to outdoor learning spaces. This needs to be a secure space that has a covered area, edible garden and sensory garden.
Outdoor recreation	Students need access to a space to ride bikes, drift bikes. Must be contained ie tennis court space.
Access to Kitchen/ life skills hospitality learning spaces	A basic domestic kitchen (toaster, microwave, jug, dishwasher, small oven) for occasional integrated use by students (and staff). Mirroring a kitchen in a home would be of benefit here. Laundry facilities are also necessary for teaching and the daily laundering needs of the centre We also require access to a hospitality space for students to learn cooking and other life skills. From an inclusive practice perspective serious consideration should take place around the location of this space being within or connected to the main hospitality facilities.
Alternative Education learning space to accommodate up to 12 students and 4 adults	This space needs to be as other general learning spaces but its location needs to be carefully considered. The proximity needs to be a little separate but near enough to the main part of the campus, that the student support and senior leadership can be accessed.
As per breakout spaces +	Spaces that can be used within the facility for occupational therapists, or for 1:1 or small group work. There may need to be more than one of these.

	<p>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 sound proofed.</p> <p>Spaces that can meet the needs of students who require time out from general population..</p> <p>Spaces to cater appropriate for students who work best in single or small group low stimulus setting without visual connection with other active spaces</p> <p>Spaces that can host IEP meetings that are attended by 10 plus people</p>
Toileting	<p>Adequate/accessible toilets for students and staff male and female</p> <p>One toilet and changing area should be designated for male and female student use due to the sensitivity of some of our boys and girls during adolescence.</p>
Communal space for all students	<p>An area to meet that can also be used as learning space.</p>

Learning area: LIBRARY

Aspirations for the Library to be shared between both Colleges

Activities/Space	Description
<p>Spaces that enable being private / alone</p> <p>Individual focused work with visual and acoustical accommodations.</p>	<p>Despite an increase in collaborative work, individual study is still necessary for learning. These spaces, such as study enclaves and small breakout rooms, provide privacy without distraction for maximum productivity</p> <p>Individual spaces support focused work for an individual, their well-being and the security and accommodation of resources.</p>

<p>Spaces that enable being public / alone</p> <p>Individual work in the presence of others</p>	<p>Observational research repeatedly shows students studying alone together, such as at open tables in libraries and hallways. These spaces are used when social connections are important but individual study is required, for both quick touchdowns or lengthy stays. Individuals want to work in the company of other, stay socially connected while working alone in various open settings.</p>
<p>Spaces that enable being private / together</p> <p>Group work with visual and acoustical accommodations.</p>	<p>These spaces support team collaboration and study when visual or acoustic privacy is important. Spaces should accommodate a range of group sizes and learning modes and allow users to easily share digital content.</p> <p>Library learning spaces should accommodate active learning and distance learning with fluid transitions. Team spaces should support multiple meeting modes and student project teams.</p>
<p>Spaces that enable being public / together</p> <p>Open group work with peers or faculty and staff.</p>	<p>These spaces support impromptu brainstorming and sharing of information among group members while allowing opportunities for mentoring and learning among staff and students. Spaces should support different group sizes and postures. Students often do group work in open areas to stay connected to others, requiring flexibility to meet their changing needs.</p> <p>These spaces facilitate social behaviours and are not used exclusively for academic work.</p>
<p>Vision for the library shared by both colleges, created by the Library Reference Group.</p> <p><i>“Other places in the colleges can reflect the single sex nature of our education, but the library should be the college’s public library.</i></p> <p>The Library will enable:</p> <ul style="list-style-type: none"> • student agency • teacher agency • personalised learning and study • participatory learning environments • participation in remote distance learning • connections with subject specialists 	<ul style="list-style-type: none"> • “A social space where you can eat, with areas to relax, breakout spaces, access to technology equipment that supports learning and access to up to date information.” • “The library is a space for all where students can enjoy a social space but also have spaces for learning and the transformation of knowledge. Develop a lifelong love of reading and learning. • “Welcoming, bright, vibrant space that encourages all stakeholders to participate and interact. With a wide range of information available in a way that reflects the diversity of need” • “Libraries can be a safe space to learn, create and investigate in an area that is welcoming to all of school community.” • “Engaging, inspiring, collaboration, welcoming, safe” • “A lot more community groups into the library. Open to the public later on in the day” • “A place where everyone feels welcome and a place where students and teacher want to go and have a reason to go. School libraries should be a socialising place where students and teachers can hang out with each other.”

<ul style="list-style-type: none"> • a borderless learning environment • information creation and co-creation 	<ul style="list-style-type: none"> • The school library as an inclusive, creative, flexible, evolving student hub focusing on collaborative as well as individual gathering and sharing of knowledge. It is reflective of our school cultures and values and represents our diverse community.” • “The school library should be a place for all students with all different needs. Reading, writing, listening, talking, collaborating, thinking, watching, studying etc, etc, etc. Flexible spaces and a range of spaces provide kids with a space to build knowledge” • “To provide a multipurpose learning environment which is central to all interests and learning groups of the community which it serves.” • “School libraries - a service that supports all the learning needs of the school and its associated wider community, leading to better communities. • “The school library is a large welcoming environment with multipurpose areas that are multi-functional. Community involvement would bring different learning opportunities for students as well as providing resources for the wider school community. • “A place for all students and they can go there before, after and during school. Bright, happy learning spaces (that) look like a classroom, hangout spot, reading nook also a place where you can eat, a bag bay (hooks), and a studying spaces. Have hard copy books and kindles. The library should be a space for research and hanging out”. • “Inspire a love of lifelong learning. Create, enhance, promote knowledge - attract and strengthen community engagement.
<p>Values of library shared by both colleges, created by The Library Reference Group</p>	<ul style="list-style-type: none"> • Collaboration: Offering spaces that facilitate and enable collaborative learning, the co-creation, sharing of knowledge and conversations. • Differentiated: The library’s role in supporting lifelong learning for all individuals. • Culturally responsive: All library users: learners, teachers and the shared communities, can <i>see themselves</i> within the spaces and collections. • Responsive: Make learning for everyone, with marginalised and non-traditional library users seeing their place within the library spaces, services and collections. • Socialisation: Spaces that allow for connecting socially not exclusively academic pursuits. The library as the college’s Commons. • Trust: Spaces offering privacy, solitude and small group work. • Ownership, Students and library users can identify their reason for using the library, its resources and spaces and bring this to life independently. An opportunity to <i>manage self</i> through independently booking spaces, self-issue and return of books and library items,

	<p>configuring library spaces for individual purpose underpinned by a mutually agreed and shared respect of the library</p> <ul style="list-style-type: none"> Inclusive: An environment which recognises and respects the needs of two school communities of library users, with diverse and often different needs. An environment which embeds the principles of Universal Design for Learning at the concept stage. 	
<p>Library Reference Group ideas about use of the space within the shared library</p> <p>(Column 2 indicates the votes this feature received).</p>	Flexibility	22
	Culturally inclusive signage	16
	Paintings & art works as features	16
	Fish tank - Library fish	15
	Training for junior librarians to become full librarians later in life	15
	Variety of furniture	15
	Ever-changing displays	14
	Customer friendly staff	14
	Outdoor area with sun and rain protections	13
	Surfaces to write on and project to - including movable	13
	Climate control for all seasons	12

	Easily movable desks & chairs	11
	Comfortable seating that allows for different postures	11
	Bright & happy colours	10
	Student librarians	9
	Access to support services	8
	Linking the library with feeder schools before high school	6
	Promotes reading engagement	7
	Seniors only study area	7
	Easily accessible to both colleges	6
	Room for expansion as technology will change	6
	Space for books “so library users can have a break from technology”	6
	Consideration for light - both natural & artificial	5
	Community classes within the library	5
	School archives	1

Library Reference Group ideas about attributes of the shared library	Social space	22
	Space for quiet study	22
	Outdoor area & flow to outdoors	16
	Careers areas	15
	Space for collaborative learning	15
	Lego wall	14
	Climate controllable	13
	Reading books	10
	Self-issuing and returning option	9
	Presentation space	9
	Projector	8
	Somewhere safe for introverts	8
	Makerspace area for printing, copying, laminating, spiral binding, glue/stick area, 3d printer	8

	Multimedia zones - to be able to listen to music, view films	7
	Privacy	6
	Two storeys	6
	Space for student displays	6
	Easily movable furniture	6
	Private/alone space- with books	5
	Private/together space - without books	
	Private/alone space - with computers	
	Private/together space - without computers	
	Spaces for relaxing	4
	Storage for library equipment	4
	Window seats/corners	4
	Gaming space	3
	Bag-bay area	3
	Reading and writing areas	3

	Spaces - recording/listening rooms	2
	Talking/phones rooms	2
Library Reference Group ideas about infrastructure within the shared library	Area to eat and socialise	25
	Cafe	20
	Wi-Fi	20
	Toilets	18
	Movie theatre / viewing areas	17
	Printing area	16
	Whiteboard walls	16
	Small breakout spaces offering cubicles / privacy	12
	Open spaces	9
	Makerspace	8
	Outdoor area	8

	Moveable walls	8
	Gaming area	6
	Tech areas (film, editing, producing)	5
	Virtual reality area	5
	Car park	5
	Day loan devices for students and families without devices	4
	Technologies to transform (e.g. video editing, TV screen, 3D printer)	4
	Video gear (AV, tripod)	3
	Lockable storage for students	3
	Bike park	1
	Music, radio, TV	1
	Exhibition/Expo space	1

Learning area: PASTORAL AND GUIDANCE

Aspirations common to both Colleges

Activities/Space	Description
Location / Proximity	<i>A combination of shared and co-located spaces including Guidance, Deans, Health (sick bay), Attendance. Preference for adjacency to Learning Support, Senior Leadership and Careers. Preferably located centrally on the campus.</i>
Student Wellbeing and Pastoral area	<p>The following areas (outlined below) are envisaged as one large space:</p> <ul style="list-style-type: none">• Reception area• Health Hub incorporating the sick bays• Attendance Office• Guidance Pastoral Areas (separate but accessed via the shared reception area)• Large Meeting Room(s)• Careers support - close adjacency to this area. <p>This large hub needs to be accessible easily from the street and to have a designated parking area with adequate parking for the various staff/parents/visiting outside agencies/ambulances.</p> <p>This large hub should be adjacent to the Learning Support area as both could share access road and potentially parking areas.</p>
Reception Area	<p>This shared space would be the go-to area for students, parents and visitors to the college (who already knew who they needed to see or with an appointment). The reception staff manage and direct parents and visitors to the appropriate person. They would facilitate for:</p> <ul style="list-style-type: none">• Guidance/Pastoral staff including deans and guidance counsellors and in-school social workers• Careers• The shared health hub/sick bay area and visiting health professionals• The attendance support staff-potentially using a shared or co-located space

	<ul style="list-style-type: none"> • Visiting outside agencies coming to meet students • A large bookable/shared meeting room • Kitchen facilities with easy access for hub staff and the Guidance staff in each school. • Appropriate toilet and shower facilities for students, toilet facilities for staff. • A waiting area for students, visitors and parents that is welcoming and comfortable. This might include easy access to tea/coffee facilities. <p>The reception area would also be for students without appointments.</p> <p>This reception area needs to be warm and welcoming in nature. It needs to be culturally reflective of the values of the college. It needs to have a large screen for projection of rolling notices. Consideration should be given to health and safety of staff and students in terms of occasional volatile situations (the design should not leave staff or students without easy movement away from such situations). The reception area should provide discrete areas for students, parents and visitors to wait, whilst providing passive supervision and active management of the area by the receptionist at all times.</p>
Shared bookable meeting space	<ul style="list-style-type: none"> • Access to a large shared, co-located bookable meeting area used by both schools, suitable for up to 30 adults for meetings such as: <ul style="list-style-type: none"> ○ Interagency meetings ○ Guidance/Pastoral Meetings ○ Student leadership groups ○ Peer Support training ○ Individual Education Plan (IEP) and Support Action Plan (SAP) meetings with groups ○ Large restorative meetings ○ Visiting Careers groups (university visits etc) • This space needs to be easily split into two smaller spaces (with the ability for these to be private from each other. • Adjacency to facilities for tea/coffee • Data projection or viewing facilities required in this space.

Health Hub including Sick Bay	<p>A shared health hub. This needs the potential to change in future years to incorporate growth and community access. It needs the following:</p> <ul style="list-style-type: none"> • Easy street access for ambulance • Easy access for parents collecting sick bay students • Needs to be accessed both through the shared reception area and to have a separate access for students of each school • Adequate local parking for health professionals and parents • Medical consulting spaces • Private waiting areas, separate for girls and boys, or access to suitable adjacent waiting areas • Adequate toilet/shower and laundry facilities • Potential for growth in the future if funding is found for other health services • Separate sick bay areas for boys and girls, with separate access preferred • A work space for a shared staff member/nurse
<p>Learning area: PASTORAL AND GUIDANCE</p> <p>Marlborough Boys' College</p>	
Activities/Space	Description
<p>Guidance and Pastoral area</p> <p>Meetings with:</p> <ul style="list-style-type: none"> • students • families • outside agency staff 	<p>This section is based on the following assumptions that are under review:</p> <ul style="list-style-type: none"> • MBC continues to operate a four dean (house leader) system • MBC continues with the same Guidance staffing arrangements • MBC continues to house deans in the same area (ie NOT in a system that has the house leaders based within whanau house blocks) <p>Given the above the MBC spaces should be attached to the large student hub and accessible via two means, outlined below. These facilities need to be separated from the MGC facilities. Within this area there needs to be:</p>

	<ul style="list-style-type: none"> • Space to accommodate up to seven concurrent users. Each requires the ability to have a large work desk and routinely access space to meet up to 5 people. Spaces would be used by the deans (4), the guidance staff (2 Guidance Counsellors), and for meeting spaces for outside agencies and restorative meetings (2) • One small area for students to wait - able to seat 4 students comfortably • A separate entrance at the far end of the wing away from the reception area that opens into the above small waiting area. This entrance would be for students who have an appointment or for whom the deans have sent. Students without an appointment would enter via the main reception area. • Limited Toilet facilities (perhaps one) for staff • The offices need to be able to be private (ie not able to be looked into) where desired or visible where desired to allow for flexibility of staffing. Glass with blinds would be appropriate • The offices need good lighting/heating and excellent sound control for privacy of meetings.
<p>Learning area: PASTORAL AND GUIDANCE</p> <p>Marlborough Girls' College</p>	
Activities/Space	Description
	<p>This section is based on the following assumptions (note these are different from MBC section):</p> <ul style="list-style-type: none"> • MGC continues to operate a five dean (year level dean) system • MGC continues to employ an in-school social worker • MGC continues with the same Guidance staffing arrangements • MGC continues to house deans in the same area (ie NOT in a house leader, house based system) <p>Given the above the area should be attached to the large student hub and accessible via two means, outlined below. These facilities need to be separated from the MBC facilities. Within this area there needs to be:</p>

	<ul style="list-style-type: none"> • Seven office spaces, each able to have a large work desk and host a meeting of 5 people. These would be used by the deans (5), the guidance staff (1), the Social Worker (1), • Meeting spaces for outside agencies and restorative meetings would be in these offices during times when they are not in use, and able to accommodate up to 10 people. • One small area for students to wait - able to seat 4 students comfortably • A separate entrance away from the reception area that opens into the Guidance waiting area. This entrance would be for students who have an appointment or for whom the deans have sent. Students without an appointment would enter via the main reception area. • Access to Toilet facilities • Access to tea/coffee facilities • The offices need to be able to be private (ie not able to be looked into) where desired or visible where desired to allow for flexibility of staffing. Glass with blinds would be appropriate • The offices need appropriate natural lighting/heating and good ventilation. • Excellent acoustic separation is required to ensure privacy of meetings.
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The following tables group the space requirements/aspirations of our (faculty) learning areas.

Learning area: ARTS Aspirations common to both Colleges	
Space/Activities	Description
Location / Proximity	<i>As this space shall incorporate a large shared theatre close to the front of the site, enabling easy access for both Colleges and the wider community for community events is a priority. This main theatre is to be centrally accessible to each College's Performing Arts spaces, including the medium theatres and specialist learning spaces.</i>

	<i>These hubs require adjacency to Visual Arts, Social Science and Media for each College to enhance theme-based learning and other appropriate learning connections</i>
As for general learning spaces +	Specifically important to make our curriculum spaces as 'real world' as possible so we can have experts in and not have to put away work that the students are in the middle of developing. Expressive spaces rather than all square and rigid. Special consideration of acoustics/proximities in any shared spaces.
As for breakout spaces +	For music, high level of soundproofing of these spaces is a priority as is a preference for limited right-angled walls
As for staff work spaces +	Special consideration could be made to ensure that passive supervision of curricular/extra curricular activity is possible from the arts learning area staff workspaces. High quality acoustic separation required for these spaces.
As for general storage +	<p>Clothes washing/drying facilities in close proximity to wardrobe/costume storage. Recognition of the security requirements for high value equipment. The space requires electricity (8 or more sockets) and a sink (at chair height) for washing and maintaining instruments.</p> <p>Specific storage solutions for a range of musical instruments & drama equipment/props of varying size and bulk.</p> <p>Storage of students' bags while they are engaged in active learning and performing which do not impact on the use of learning space nor get in the way of general circulation.</p>
Gallery Spaces	Spaces where art pieces can be rotated throughout the year.
Performing Arts Hub Each school	Both schools have a strong presence in the performing arts, and wish to share a Performing Arts Centre with some shared spaces and some co-located spaces. All performance theatres must retain flexibility of usage by having different possible seating and stage configurations to support different audience sizes and performance types. An MGC dance space could be incorporated within this space or within the gymnasium.

	<p>This centre should also include curriculum delivery spaces for music and drama, 8-10 itinerant music teaching spaces, and spaces for co-curricular/cultural activities for each school.</p>
<p>Large Theatre</p> <p>shared facility</p> <p>Outdoor learning and performance spaces should be incorporated in the design</p> <p>The large and small theatres need access to specialist spaces, including:</p> <ul style="list-style-type: none"> • Dressing rooms/Changing spaces for dance for up to 30 students at once • Green room with make-up facilities • Extensive storage for costumes, props and instruments • Multiple toilets, both to service the backstage area and for the audience • An area that can be used as a ticket booth(may be mobile) • Exploring options for refreshment provision (may be mobile) <p>All spaces complement each other and will be used for the following activities:</p> <p>Group based student learning or varying group sizes where diverse student groupings can be combined for a variety of teaching and learning activities including:</p> <ul style="list-style-type: none"> • Performance • Assemblies • Guest speakers 	<p>The Arts faculties should be able to access a large shared theatre space that is also used as the assembly space for each school (as such it would need to accommodate 750+ seated). This space could be used for the large combined productions and could be available for community use. This should be a multi use space, and may also be used for other social functions, school events and external exams.</p> <p>Furniture - needs to be stackable, portable, and easily stored nearby. It should also provide the opportunity to change configuration of performance / display space.</p> <p>An excellent 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>The lighting rig should be easily and safely accessed by students and staff. A catwalk above a truss system for lights, with curtains/blacks appropriate for full stage productions is preferred. 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 theatre seating. The ability to communicate between the sound booth, the theatre, 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 a sufficient size to allow access for a small group of students. The sound booth should be located in direct line with the stage when the theatre is in a standard configuration.</p> <p>Mobile staging with the ability to create theatre in round and other performance configurations is required. The ability to set up a stage so that students have access to both sides is required so that they can move stage left and right for performance assessments.</p> <p>It is anticipated that the performing arts centre including the large theatre would be used for a range of purposes, some by the local community. It will be used for a range of school</p>

	<p>performances, potentially including joint school performances. As such a mobile ticket booth or similar is required.</p> <p>The theatre will be used for a variety of meetings, presentations and screenings, including parent documentary screening or seminars, and science fairs and other trade shows or presentation style activities.</p> <p>The theatre would be used periodically for a student social space, such as for student discos on a termly basis.</p> <p>Flexibility should be a key feature of these spaces.</p> <p>It is in line with our community involvement aspirations to have a theatre of a sufficient size to accommodate significant numbers of our student and parent community</p> <p>The 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. 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 large theatre needs to be easily accessed, able to be secured separately from the rest of the co-located campus, as well as being standalone in terms of toilet and changing facilities, and nearby food preparation facilities.</p>
<p>Medium Theatres</p> <p>A large component of our performing arts curriculum requires smaller, more intimate performance space, to accommodate 250 people, and which could also be teaching space(s).</p> <p>One per school</p>	<p>An intimate performance space, the medium theatre would be a shared facility and used for displays and performances including those for assessments , and be hired out to community based organisations as well.. This space should seat an audience of 250 people. The medium theatre space should be adaptable, using curtains/blacks so that the space can be used in a variety of configurations.</p> <p>Lighting and sound requirements are as for the shared large theatre.</p>

	<p>The medium theatre must have access to adjusting and managing lighting, sound, staging and blacks so that productions, performances and exhibitions can be organised and managed by students as part of the curriculum.</p> <p>The ability to access both sides of the stage area are required so that students can move stage left and right for performance assessments.</p> <p>This theatre must be able to be secured so that installations can be left set up over a period of time and have proximity to each school's Arts learning spaces.</p> <p>Furniture - needs to be stackable, or portable, adaptable - easily stored and should be flexible so we can change configuration of performance / display space. potential for this space to be set up for teaching/assessing technical standards including lighting, sound etc. Excellent digital projector a necessity with a motorised drop down large projection screen.</p> <p>A wooden sprung quality dance floor is required in the medium theatre.</p> <p>Proximity to the green rooms and props storage, change rooms and toilet facilities are essential.</p>
<p>Changing facilities/Green Rooms</p> <p><i>Shared aspiration, but spaces to be separate for each College</i></p> <p><i>To accommodate up to 30 students</i></p>	<p>It is a requirement for students to dress, make-up and change in the backstage and green room spaces for both theatres. Access to hand basins and mirrors with surrounding lights required for make-up in the green room. Multiple power points for mending/ironing costumes etc.</p> <p>Accessibility to costume storage</p>
<p>Food Preparation/Service</p> <p>Shared</p>	<p>Some performances are accompanied by food and beverages service/sales. Consideration should be made to ensuring that either a dedicated facility is available for this purpose or the theatres are located in close proximity to shared food preparation spaces.</p>
<p>Music Specialist Teaching Space</p>	<p>Space that supports the teaching of the academic aspects of music -The ability to clearly configure spaces for single sex instruction. Teaching spaces to allow up to 30 students to do theory work in; built-in benches to place 15 student keyboards (with power) for junior music programme. Close access to instrument storage and the ability for smart storage of instruments within the space (eg. a wall with a sliding guitar rail)</p>

Music Breakout (practice) spaces as per above +	Breakout spaces large enough for 6 people holding guitars. 1 medium sized space large enough for 10 people (for a rock band including gear). in close proximity to the classrooms. Display areas within each space. Each room with long and wide glass strips on the doors to allow easy supervision. The ability for spaces to be used for group/composition rehearsals during class- time. Must be visible from specialist teaching space. Explore use outside lesson times to compliment extracurricular development of mixed choirs, single-sex string quartets, Rock bands, Jazz combos, etc.
Music Storage requirements as per above +	Specifically require adequate storage capacity for 30 standard guitars, 3 drum kits, 10 specialist guitars, 10 violins, shelving for brass instruments, shelving for wind instruments. some storage could be incorporated on/into the walls of the main teaching spaces.
Recording 'Studio' Facilities For up to 4 students in each with drum set, musical instruments etc Each school, with opportunity to also share larger recording and practise spaces for groups such as orchestra, choir, kapa haka etc.	Two adjoining recording studios with the ability to record performances. Equipped for learning music technology as well as capturing and editing recordings of individual and group performances. Visibility with high acoustic separation required. Ability to communicate between performance room and recording booth essential. Visibility from performance room to recording booth with continuity to allow recording etc.
Performance Music is a key extra-curricular aspect for both our colleges. spaces that can be re-configured for shared or co-located use are required.	Acoustically secure large room with glass sliding doors (to enable flexible space) big enough to contain piano and 5 keyboards, 30 brass players or orchestra, conducting space and access to instrument storage, maintenance and repairing facilities as per storage above. Proximity to curriculum music spaces is desirable. The space designed to ensure valuable practice time is not lost setting up/down equipment with amplifiers, music stands, keyboards and other large instruments (possibility for this to be permanently set up). Accessible spaces need to support the development of a mixed concert band, large Marlborough student orchestra as well as supporting Maori and Pasifika cultural practices/performances

Performance Music - Tuition & Practice Breakout Spaces adequate for both schools	4 small spaces capable of accommodating 6 people holding instruments. Larger spaces big enough to accommodate 15 people (choirs, rock/jazz band etc.) Ease of accessibility for outside instructors (itinerant teachers) is a consideration. Acoustically secure design is paramount.
Drama specialist teaching spaces as per general spaces + <i>Shared aspiration, but drama spaces to be separable for each College e.g. separate drama rooms for each school with shared costume and props rooms</i>	<p>Drama Learning space to hold up to 60 that can be divided in half by an acoustic wall. This space needs a stage/performance area big enough to have a circle of 35 students and seating/audience areas for up to 35 students at a time. We need the flexibility to transform the space swiftly from theory teaching to practical usage. It would also be used for small group drama learning, including at lunch times/after school hours for theatre sports and other drama co-curricular activities.</p> <p>A flat floor and access to mobile staging could be considered. Ideally these Drama learning spaces for each school would be close to the Large and Medium Theatres as well as an outside performance space.</p> <p>Ability to show presentations/data projections/screens important.</p> <p>There would need to be a pulley system with regard to the stage lighting to allow pupils to work safely. Request for natural light with the option of making it a blackout space. A built in sound system is necessary.</p> <p>Access to spaces that will allow specific technical lessons to occur such as set design, lighting design.</p> <p>See appendix for concept diagram showing the 2 colleges drama rooms backing onto each other but with the costume and props rooms being shared.</p>
Drama specialist breakout spaces as for breakout spaces + For 6-12 students	<p>Breakout rehearsal spaces adjacent to the main space with high visibility , so staff can easily monitor/supervise students rehearsing.</p> <p>Acoustic separation is important.</p>
Drama Storage requirements Capacity for each school, consideration for co-located or shared props storage	Props room with storage cupboards (variety for big and small props). Careful consideration is required around costumes as they are used for both curriculum drama as well as college productions. The costumes are a valuable investment. and Community theatre groups borrow

	<p>(and vice versa). There needs to be exploration of how to securely secure shared and individual college costume and prop assets.</p>
<p>Visual Art Centre (including Painting, design, printmaking, sculpture, Photography + DMI portfolios) specialist teaching spaces as per general spaces +</p> <p>Spaces adequate for each school. Shared aspirations but separate spaces necessary for Junior school.</p>	<p>The space needs to be zoned 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; necessary for photography, design and the creation of digital moving image portfolios. NB our needs are similar to media and DVC(Graphics)</p> <p>Ability for the teachers to be accessible and maintain good visibility throughout the space. Good access to a relaxed area to semi outdoor with workspaces for self-regulated learners. Access to suitable wet/cleaning/sink areas in each room.</p> <p>Spaces are required for printing presses and for 2D and 3D printers.</p> <p>A shared darkroom for photography needs to be located with or near the space for easy access by students from either school. Ability for this space to be used by the community after school hours should also be taken into consideration.</p> <p>Within the space we require appropriate storage solutions for art making materials and drying racks for artworks in development.</p> <p>Whichever visual arts spaces are shared between the two schools should be located in close proximity to both schools, in order to provide easy and equitable access to students arriving from either school.</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). Visual arts central to multiple zones.</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>Visual Art Centre (including Painting, design, printmaking, sculpture, Photography + DMI portfolios) specialist breakout spaces as for breakout spaces +</p>	<p>Spaces that provide the ability to facilitate workshops and demonstrations for; printmaking/painting; sculpture and other spatial constructions like installation; photography (table top and thematic shooting spaces) with light controlled facilities.</p>

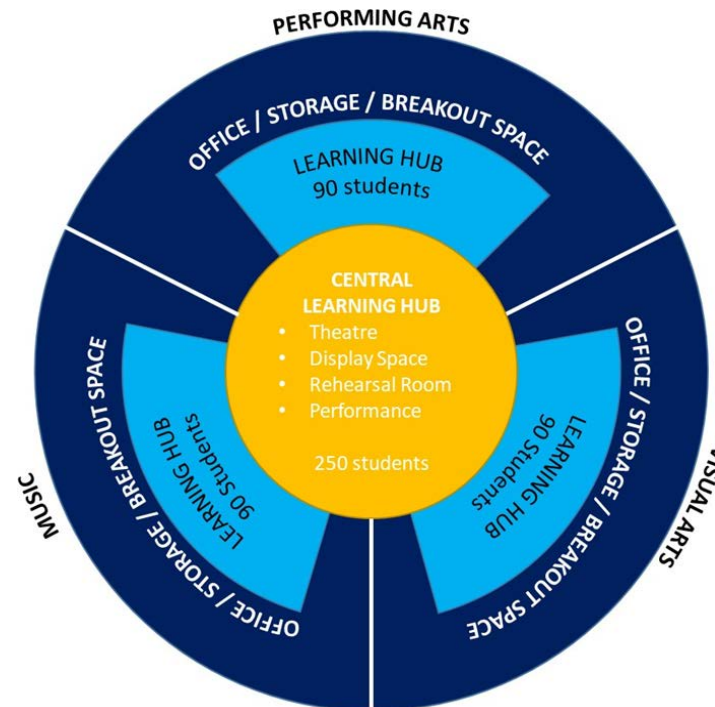
<p>Spaces adequate for each school</p>	<p>Access to a designated area with exhaust ventilation for spray painting and other sensitive mediums including Fume cabinet for acid based intaglio etching. Access to outdoor work areas for sculpture and other wet medium. Senior art studio spaces for art making - secure and accessible 6:00am-10:00pm - supporting progression towards art school. Individual sized workstations for Scholarship students and some multi-discipline Arts students</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>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>Possible scope for exploring integration with other learning areas. A whakairo workshop could be shared with other faculties. Theatre, design, costume, sculpture, installation, media, wood workshop, music leading to performance/ productions. Proximity to these spaces should therefore be considered.</p> <p>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>Visual Art Centre Specialist storage spaces as for storage spaces +</p> <p>Spaces adequate for both schools</p>	<p>Areas to dry work in progress. Lundia style storage should be considered to maximise use of space. 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>
<p>Learning area: ARTS</p> <p>Specific Aspirations - Marlborough Boys' College</p>	

Space/Activities	Description
Media Studies Specialist Space requirements	Viewing auditorium with 'High Definition' movie theatre experience including blackout/ surround sound. Magnetic whiteboard, floor to ceiling display walls. Teacher station with DVD player and fully function A/V capability. Proximity to Digital Technology learning spaces would be advantageous. Close access to printing facilities
Media Studies breakout spaces as per above +	<p>Ability to be used for video editing with access to computers as the rendering and software needs will still likely exceed student BYOD capacity/capability, wired internet access and adequate power for fixed and portable media equipment</p> <p>Ability to project onto a screen or wall, adequate soundproofing supporting the recording of sound, floor to ceiling wall display Access to a room with Green Screen capability.</p>
Media Storage requirements as per above +	Bench and tools for repairs at height suitable for sitting while effecting repairs. Sufficient access to power for charging of portable equipment. Secure storage of 12 video cameras with charger, cabling, adaptors (currently in individual 20 x 20cm boxes), 12 tripods. Whiteboard for tracking gear loaned out and returned. Accessibility of wardrobe sized storage of some costuming for videos-making, able to store items such as 6 jackets, 6 hats, ties, scarves, lab-coats etc. Large film posters not on display (could be rolled up)
Learning area: ARTS Specific Aspirations - Marlborough Girls' College	
Space/Activities	Description
Music - Specific - Additional notes/requirements* To be read in conjunction with the information in shared aspirations section.	<ul style="list-style-type: none"> Preference for access to staff work spaces; more conducive to focused uninterrupted work, also allowing for private interviews with students, parents or staff

	<ul style="list-style-type: none"> • Access to a large teaching space, (similar to the current MGC Music Room), with collapsible tables and stackable chairs, could also double as a viable rehearsal space for a choir of up to 40 students with provision for a piano and other musical equipment such as a drum kit. • For our performance music we require access to a rehearsal room dedicated to a full time set up for orchestral and band instruments plus chairs and music stands. This space would need to accommodate up to 40 instrumentalists and could be within a shared space with MBC. • Access to a minimum of 6 individual practice rooms each with a piano. Capable of holding 6 - 8 students comfortably with instruments. A glass panel in the door for easy viewing from the outside. • Access to one larger space for group rehearsals such as Rock Band, Jazz Combo, or small choral group. This could also be used as a small tuition or lecture room. • An essential part of the Music Department is the access to a recording studio. This is a small soundproof room centrally situated between the practice rooms, with viewing windows on all sides to these rooms. It should contain, (as should the practice rooms), independently patched microphone ports to allow for individualised recording from any room direct to the recording studio. Select communication via the recording room to each practice room is essential. • It is important that secure storage of musical equipment is prioritised as expensive music equipment must be isolated from student independent access.
<p>Drama - Specific - Additional notes/requirements*</p> <p>To be read in conjunction with the information in shared aspirations section.</p>	<ul style="list-style-type: none"> • Access to high end computers/ technology preferable apple macs.

Visual Arts Specific-Additional notes/requirements*

To be read in conjunction with the information in shared aspirations section.



Large central hub to facilitate multiple teaching approaches within and outside the framework of art education. Refer to concept diagram (above) - 90 Student classroom space

Breakout walls to to be flexible; walls ideally double as display walls.

Discrete space (small library) for storage of resource books

Learning area: Careers and Transition

Aspirations common to both Colleges

Activities/Spaces	Description
Location / Proximity	<i>Careers Departments in co-located learning space with adjacency to Student Support/Wellness Hub or Library</i> <i>Careers Resource Hub a shared space</i>
Careers Hub Overall Description	<p>This department provides career planning, work experience and career presentations to all students .</p> <p>It will be a busy space for a large number of people from within the schools and outside visitors so easy movement within and access to the space is essential.</p> <p>The space needs to allow for private conversations, information exchange, interviews, presentations, staff work spaces and large display space for information and brochure racks. There needs to be space for freestanding brochure stands as well.</p> <p>The Careers Hub provides a large range of resources supporting all learning areas across the curriculum.</p> <p>Close proximity and access to the Careers Hub to general and specialist learning opportunities in Tourism/Gateway/STAR/Trades courses is required.</p>
Careers Resource Hub <i>Shared space between both Colleges adequate for both schools</i>	<p>Open wide access from the central hub/reception area/library of the school with easy access for students,staff, parents and many careers visitors from outside the Colleges.</p> <p>The Careers Resource Hub needs to accommodate</p>

	<p>a reception desk</p> <p>staff workspaces (currently 6 across both schools) including separate office for the Careers Advisors of both schools.</p> <ul style="list-style-type: none"> • access to tea/coffee facilities, • meeting rooms for 6-12 people, • general display space including wall space, free standing brochure displays, access to printing/photocopier, electronic display of notices regarding career opportunities • reading and waiting space for visitors and students, to accommodate up to 12 people. <p>Open access from the central hub/reception area/library of the school with easy access for students, staff, parents and many careers visitors from outside the Colleges.</p>
<p>Presentation Space</p> <p>(access in close proximity to the Careers Hub)</p> <p><i>Shared space between both Colleges</i></p>	<ul style="list-style-type: none"> • Used for year group presentations in relation to tertiary study and information. • Data projector/speakers and screen for audiovisual presentations. • Seating for up to 100 students. • Wall linings to absorb sound and allow for displays to be put up.
<p>Shared breakout spaces</p> <p><i>Shared space between both Colleges</i></p>	<ul style="list-style-type: none"> • For students to work in smaller groups e.g. particularly our more at risk learners. • The size of the breakout spaces could be adjustable depending on need using screens/dividers. • Space should enable students to work in a smaller environment appropriate to small group work (5-6). • Wall linings to absorb sound and allow for displays to be put up with plenty of power points. • A variety of furniture options (wipeable and hard wearing) to allow for these spaces to work.
<p>New Zealand School of Winegrowing (managed by MBC)</p>	<p>This pathway and others being developed by the Careers and Transition Team would need access to flexible teaching spaces with a lab for students to complete experiments.</p> <p>The needs could be accommodated through access to general learning spaces, hospitality & science labs for practical lab work.</p>

	The School of Winegrowing pathway is provided for both MBC and MGC students and currently runs with students from both Colleges attending.
Learning area: Careers and Transition Marlborough Boys' College	
Activities/Space	Description
Career Development (CDC) Courses	<p>As part of developing more student-centered programmes, an increasing number of students are opting to take CDV. The whole class instruction aspects of this course are minimal but they require small group collaboration spaces, individual workspaces and the nature of these courses is teachers working alongside students to design bespoke programmes that are a combination of Unit and Achievement Standards.</p> <p>Tourism, gateway, driving and other vocational pathway options are delivered under the CDV umbrella. Flexibility is required for future and growth employment support courses to be offered. Hospitality teaching requirements are outlined within the Technology faculty table</p> <p>Special consideration is required for the increasing prevalence of outside visitors working with students</p>
Learning area: Careers and Transition Marlborough Girls' College	
Activities/Space	Description
School of Hospitality and Tourism	This area will cater for the learning areas of Hospitality, Baking and Tourism.

(able to be situated completely separately from the Careers Resource Hub area)

Teaching/Learning spaces: 3 x fully equipped well designed commercial grade Hospitality and Catering teaching kitchens to accommodate 24 students maximum in each kitchen. Preference is for the commercial kitchens to be adjacent to general learning spaces

Staff work space: for up to 6 Hospitality/Baking staff with adequate desk space and ample lockable cupboard storage space for moderation material to be stored. This area should also include work space for the Hospitality Technician who is responsible for the ordering and management of food and equipment associated with the School of Hospitality and Tourism

Food Storage space: Food storage for wet and dry foodstuffs. Walk in dry pantry with plenty of storage space and shelves, walk in chiller, deep freeze.

Cleaning chemicals storage area: lockable space for the storage of all cleaning materials and to include the cloths, mops, buckets etc.

Laundry facility: to include a commercial grade washing machine and dryer, space for washing baskets, cupboards & bench,, an iron and ironing board (for students to iron their Hospitality uniforms) a cupboard for hanging up the uniforms (30x).

Access and adjacency to the Cafe, Performing Arts Centre preferred. We envisage that Hospitality and Catering students will work in or help run the school cafe in future however it may be operated by a commercial provider initially. Therefore consideration should be given to allow for changing use of both the cafe and catering and hospitality kitchens. Students in this area may also provide catering for groups using the Performing Arts facilities, both during and after usual school hours.

The cafe will provide food and drink for students and staff of both schools. This area also needs access to kitchen/prep/storage/wash up/crockery storage areas. Cafe seating for 100+ will be needed with an area able to be sectioned off to provide a function environment when needed, and adjacent to the student run restaurant.

Coffee/Barista facilities are needed in the Cafe for the making and sale of barista coffees by students. This should be near but separate to the sale of food from the cafe. A portable coffee cart serviced from the cafe can also be utilised for on-site and off-site events. We will need a large storage space for a mobile coffee bar.

	Commercial kitchen specifications - gas & electric ovens, salamanders, extraction, cookery equipment (pans, pots). Plenty of power points for use of appliances. Demonstration bench with overhead mirror. Easy access for delivery of goods/supplies. Barista machines x 3 (2 fixed teaching/service & portable option) Separate storage for Food & Beverage uniforms. Laundry for washing. Recycling system for food and plastic waste. Height adjustable workstation in the kitchen for students with disabilities. Whiteboards in each kitchen Display wall boards. Secure storage for knives etc.
Hairdressing Salon <i>(able to be situated completely separately from the Careers Resource Hub area and accessible to the public)</i>	Well designed Hairdressing salon set up with a minimum of 8 basins and all associated equipment including power points/mirrors etc. Hot/cold water, electricity etc, multiple power points, mirrors/whiteboard, storage for equipment, resources, appropriate acoustic separation and display walls. Access externally for customers. Retail opportunity.
General Learning spaces	For such subjects as Gateway/Driving/Trades Tourism/Early Childhood Education - needs storage for changing

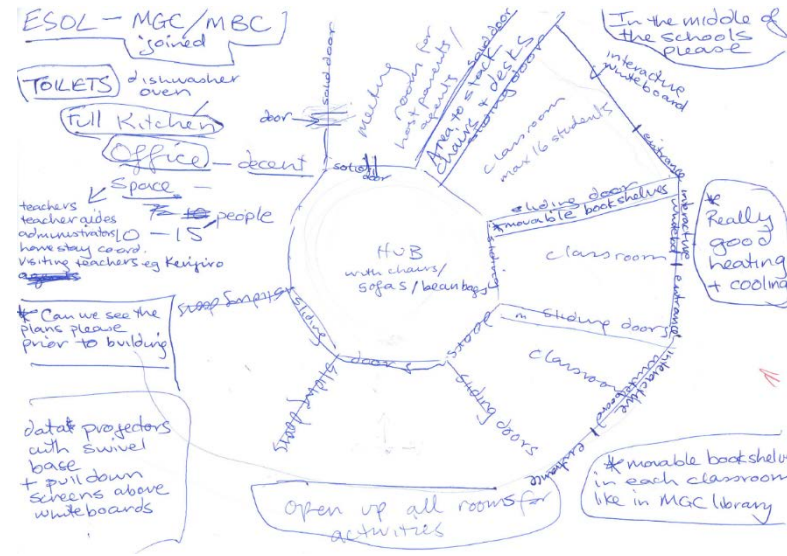
Learning area: ENGLISH Aspirations common to both Colleges	
Activities/Space	Description
Location / Proximity	<i>Separate general learning space with adjacency to Social Science, Media, Visual Arts and Performing Arts</i>

As for general learning spaces +	With close proximity to the library and multimedia capability. Ample whiteboard spaces. The ability to display student work must be factored into the plan
As for breakout spaces +	<i>Areas suitable for students to practise speeches or watch their speeches before final presentations.</i> Some tables with whiteboard surface for group discussions.
As for staff work spaces +	Centralised resource hub/office with learning spaces adjacent. Open to combining with Drama, Media, ESOL etc
As for general storage +	Consideration around resources that are centrally stored (sets of class texts) with some storage in staff work space for items that require frequent accessibility
Viewing Theatre <i>Could be shared by both colleges</i>	Room/Theatre for viewing film, speeches, drama etc for 60 students. Removable/retractable seating
Learning area: ENGLISH Marlborough Boys' College	
Activities/Space	Description
Literacy/reading recovery	<p>A space for group work, where students can engage in shared or guided reading and discuss ideas. This should be a friendly, 'study group' type space, with areas for self directed learning, resources and displays. We need options to engage in technology, to further reading skills (computers, speech to writing equipment such as headphones/microphones, films with subtitles).</p> <p>There also needs to be a private space for individual assessments, to ascertain learning needs, or to assess for SAC, that can also be used for one-to one instruction. This needs to be private and soundproof, to avoid student distraction or discomfort.</p>

	Toe by toe (reading volunteers) require use of these and other spaces; up to 6 spaces required at the same time.
Learning area: ENGLISH Marlborough Girls' College	
Activities/Space	Description
NA	

Learning area: LANGUAGES Aspirations common to both Colleges	
Activities/Space	Description
Location / Proximity	<i>Languages learning spaces shared by both colleges with adjacency to Cultural Space</i> <i>Also requires access to kitchen/catering facilities, toilets</i>
As per general learning spaces + Languages We want to embrace the opportunity that co-location offers for providing a vibrant languages programme with a variety of learning spaces. Spaces, classes and	Specific configuration to support collaborative learning and focus on ability reconfigure learning spaces dependant on learning function. Magnetic Whiteboards are necessary in each learning space.

staff are likely to be shared by both schools. Both colleges will continue to explore the growing opportunities for e-learning in relation to languages.	<p>Spaces need to be configurable to facilitate the recording of spoken assessments and listening to recordings.</p> <p>Spaces to display work and other visual learning stimulus is important in these spaces for language learners</p> <p>Carvings/cultural realia on display - similar to a Marae so that ancestry can be displayed giving full immersion.</p> <p>Cultural immersion in this space dedicated solely for the teaching of languages, giving students ownership over the space, particularly important for the Maori students to have cultural space.</p> <p><i>Aspect of the Language facility facing the same way as the front of the school so that formal Pōwhiri can take place, creating cultural significance.</i> Learning space to be doubled up for Maori formal welcomes and Kapa Haka practice</p> <p><i>Cultural food preparation Kitchenette needs to be available for Kai preparation.</i></p>
As per breakout spaces +	Priority focus on visibility of students without noise leakages. Acoustic walls to provide small spaces for recording oral assessments. Specific emphasis on use of technology in these spaces by individuals or small groups
Language lab to support correspondence learners	<ul style="list-style-type: none"> • Small room with booths available for students accessing correspondence courses for languages. Well-sound proofed to enable skype lessons. • Spaces available for discussion between students. • Space for projector/TV display, microphone and speakers for a virtual tutor to address a small group of students without them all cramming around one small screen.
As per staff Work spaces +	Consideration of the need to accommodate a fluctuating number of staff when there are high numbers of ELLs/ international students present
As per general storage+	the need for students to access resources independent of their teacher

<p>Outdoor courtyard space for all languages to share with seating around the outside.</p>	<p>Spaces where conversation can be practiced in pairs/groups in an informal setting. Space could be suitable for mau rakau instruction (see below)</p>
<p>English Language Learners (ELL) 'Hub'</p> <p>As per general learning spaces +</p> <p>A designated ELL space - with space for resources to be stored.</p> <p>International office to be connected to this space, to provide one hub from which ELL and International function.</p> <p>Space also configurable to accommodate ELL classes (ideally capped at 16)</p> <p>Reading space within the main room, with shelves for resources and bean bags to encourage students to use this space.</p> <p>Technology hubs - around the walls.</p>	<p>This provides domestic English language learners and International students with a 'home-base', as well as allowing the development of a library of resources that are readily available to teacher and students.</p> <p>Space designed for whole class activities, and group work. Sufficient space for students to move around, and engage in 'milling' activities. Access to discrete teaching spaces is required to provide for single sex and co-educational instruction, as well as different age and ability levels. Numbers fluctuate significantly over the course of a year so linkage to general learning areas is a significant consideration.</p> <p>This area also provides the administration and pastoral aspects required for ELLs and overseas students to take place in close connection with the ESOL programme, for ease, consistency, and continuity of testing, time-tabling, and pastoral care.</p> <p>Soundproof space with technology to provide a place for students to work on individual assessments or research or writing - the nature of ESOL classes and broad levels we teach at mean students are often working at different levels on different assessments. This would enable students to complete these while classes continue.</p> <p>a breakout space for reading space, comfortable and informal, with ESOL graded readers,</p> 

	<p>reference books, and magazines, to encourage reading as a pleasurable activity.</p> <p>Able to be used for classwork, and assessments, including individual listening activities., <i>Our ESOL students need a 'home' - a place where they learn ESOL, develop relationships with students from other cultures, and build on their English language skills. A designated ESOL space will give all students from other cultures a place of belonging in the school, and provides instant security for new ESOL and International students arriving at the campus.</i></p> <p><i>Space should be welcoming and intimate, to encourage students' sense of belonging. The dynamic nature of ELL classes with new students arriving throughout the year makes a smaller space where all students are instantly integrated and part of the class as a whole important.</i></p> <p><i>Desks/tables to be able to be grouped and re-grouped easily, to accommodate changing numbers of students.</i></p> <p><i>Technology available in this space would be enormously beneficial as ELL students rarely have their own technology - often due to financial constraints. Technology in ELL classes provides a wealth of opportunities to practise reading, writing and listening skills in an authentic and relatable context.</i></p> <p><i>Access to a small kitchenette with microwaves for students to heat lunch.</i></p> <p><i>Central ELL space to be configured in connection with adjacent spaces for group activities and shared lunch.</i></p> <p><i>Close proximity to a space that can accommodate up to 40 people is requested in support of international student visits.</i></p>
<p>Learning area: LANGUAGES</p> <p>Marlborough Boys' College</p>	
Activities/Space	Description

Te Waharoa	<p>Space for Maori carving to take place and Mau Rakau classes - preferably an indoor and outdoor space to be available for these.</p> <p>Storage for carvings in progress and equipment.</p>
<p>Learning area: LANGUAGES</p> <p>Marlborough Girls' College</p>	
Activities/Space	Description

<p>Learning area: MATHEMATICS</p> <p>Aspirations common to both Colleges</p>	
Activities/Spaces	Description
Location / Proximity	<i>Separate learning spaces (with future integrated opportunity available if required)</i>
As per general learning spaces +	<p>Access to a large breakout spaces for direct teaching, presentation and assessment is required.</p> <p>Need the ability to display Maths specific resources and work onto wall spaces</p> <p>Mathematics specific facilities such as a gridded whiteboard must be accommodated. Additional whiteboards around the wall spaces to allow for small group teaching.</p>

	<p>Preference for Maths specific transfers at seated eye level to ensure some privacy. Maths visual Frieze/frosting on exterior windows, as well as interior</p> <p>Smart board and/or best/latest technology for teaching of mathematics</p> <p>Teacher wheeled storage unit, with enough space on top to hold planner, laptop, book etc.</p>
As per breakout spaces +	Direct teaching/Assessments - Access is required to large breakout spaces that accommodate up to 30 students as per the general learning areas.
As per storage +	Schoolwide Centralised resource centre would be useful to issue and collect in text books owned by the Maths department.
As per staff work spaces +	
<p>Learning area: MATHEMATICS</p> <p>Marlborough Boys' College</p>	
Space/Activities	Description
Teaching specific Mathematical strands	<p>Exploring the need for Junior and Senior 'spaces' as teaching needs change as students progress in Maths.</p> <p>eg. Access to a space to allow for lecture style message delivery - agile tiered seating.</p>
Maths Lab - Teaching mathematical experiments	Provision of bench spaces and sink space for 28 Students (Maths Laboratory)
Breakout spaces	To have glassed walls to enable vision between classes. Some tables with whiteboard surface for group discussions

Learning area: MATHEMATICS

Marlborough Girls' College

Activities/Space	Description
Direct teaching assessments	Access to large breakout spaces that accommodate up to 30 students as per the general learning areas.
Maths Lab - Teaching mathematical experiments	Provision of bench spaces and sink space for 28 Students (Maths Laboratory)

Learning area: PE/HEALTH

Aspirations common to both Colleges

Spaces/Activities	Description
Location / Proximity	<p><i>Combination of Shared and Separate learning spaces for each College with adjacency to Gymnasiums and Health learning spaces</i></p> <p><i>Consideration that is likely to be a space used locally for Civil Defense purposes, and as such additional storage space may be required</i></p> <p><i>A sports and recreation workstream is underway to coordinate facilities at a regional level whilst leveraging the opportunities that the co-location provides CLICK HERE to access this report.</i></p>

<p>Gymnasium</p> <p>Multi-purpose community facility</p> <p>Shared Timetable is essential to allow shared use of facilities, collaboration and potential combining of classes for some topics.</p> <p><i>Shared aspirations but MGC & MBC Separable</i></p>	<p>Four gym spaces between two schools required - 2 x full sizes basketball + netball courts (netball bigger floor space than basketball) per school. Ability to divide each double court with drop down curtains.</p> <p>Floor surface must be wooden, sprung floor in all spaces. A quality sprung floor absorbs shocks, giving it a softer feel. Such floors are considered the best available for indoor sports, physical education and dance. They enhance performance and greatly reduce injuries. Concrete floors and other solid surfaces are unforgiving when it comes to physical activity and sport. Because they have no resilience they are an invitation to permanently damage growing bodies. Insufficient shock absorption causes activity-related injuries to ankle and knee joints. Correct shock absorption also reduces fatigue and significantly reduces the potential for shin splints and other common injuries, reduces the strain from rotating and pivoting movements and with the correct top layer foot stability reduces rollover and other injuries to students/athletes.</p> <p>Four full size court spaces are critical to the effective delivery of both school's curriculums. This is based on class sizes, number of classes at each school and the curriculum content.</p> <p>Other features/considerations:</p> <p>Viewing areas over gym (upstairs classrooms/mezzanine floor as in MGC current model), room for tiered seating around gym side wall.</p> <p>Multifunction net systems and court lines. Built in post/net system - Volleyball, Badminton, Netball</p> <p>Drop down Basketball backboards</p> <p>Electronic Scoreboards - 1 per court</p> <p>Water stations - filtered, easy to refill bottles (not just a tap)</p> <p>Robust wall material to withstand significant impacts, reduce noise.</p> <p>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.</p> <p>Laundry - wash and dry loan PE uniforms, sports uniforms</p>
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	<p>All areas of gym require Wifi capability, and have a purpose built stereo/audio system with staff/coach microphone facility. Separate systems for each school within the gym space. Ability for each pair of gyms to project the same material from the same control.</p> <p>One of end walls is to have a climbing wall attached</p> <p>Consider collecting roof water to irrigate the playing fields</p> <p>Required access throughout the day mean this space cannot also function as hall or a performing arts studio.</p> <p>Classrooms and changing facilities are located in close proximity to gym space.</p> <p>The two fitness rooms should be in close proximity/connected to this space</p> <p>Consideration should be made in support of the potential to host Tasman Secondary Schools Athletics and regional community meetings.</p>
Athletics Track	<p>Artificial surface, 400m, 7 lanes minimum. Combine with Marlborough Athletics and explore with MDC to provide main Athletics venue for Blenheim.</p>
Data to support the above	<p>MBC Data to support</p> <p>Number of students who take PE at MBC: 732 students . Juniors = 463, Seniors = 269</p> <p>Hrs of Teaching: Junior PE = 54hrs, Senior PE = 52hrs. 106hrs in a 5 Day cycle across whole school</p> <p>Current Facilities:</p> <p>1 Gym, 1 Artificial turf, 3 Fields, 1 x 30m Swimming Pool, Set of 3 Squash Courts, Weight room/fitness Area</p> <p>Community Facilities used as part of our PE programmes:</p> <p>Stadium 2000, Jujitsu Gym, MDC Athletic Park, MDC Skatepark, MDC Mountain Bike Park, Clubs of Marlborough</p> <p>Current activities in Junior PE curriculum:</p>

	<p>Aquatics. Athletics. Striking/throwing/catching via Softball, Cricket, Field games. Touch Rugby, Basketball, Football, Hockey, Ki O Rahi, Games from Around the World- Gridiron, Handball, Tchoukbal, Aussie Rules, Gaelic Football, Ultimate frisbee, Korfbal, Hurling. Volleyball. Gymnastics. Jujitsu. Racket sports- badminton, table tennis, squash. Underwater Hockey. Waterpolo. Snorkelling. Skating/Scootering.</p> <p>MGC data to support:</p> <p>No. students - Junior PE, Senior PE: 514 students</p> <p>Hrs of teaching - Junior PE, Senior PE: 73 hrs per 6 day cycle</p> <p>Curriculum needs:</p> <p>Junior Programme - Net/Wall, Striking/Fielding, Invasion: including Tennis, Volleyball, Table Tennis, Handball, Cricket, Softball, Teeball, Touch, Football, Kio Rahi, Tapu Ae, Netball, Basketball, Tchoukbal, Korfbal, Hockey, Ultimate Frisbee, Sof-crosse, Athletics,</p> <p>Senior Programme – Ki o Rahi, Volleyball, Golf, Squash, Tennis Netball, Ultimate Frisbee, Badminton</p>
<p>General Learning space PLUS</p> <p><i>Shared aspirations -separate spaces</i></p>	<p>Required for tutorials, group projects & assessments, multi-purpose space preferably downstairs which can be used as a tutorial room, assessment room, but could also be used as a meeting space for staff and community groups.</p> <p>Minimum of 4 learning spaces for each school attached to or in close proximity to the gym space. Connected by a mezzanine floor with potential to use as a viewing space over the gym. Each school to have 2 large breakout space to accommodate a group of 25-30, and two smaller breakout spaces as part of their HPE learning spaces.</p> <p>Mobile TVs preferred over data projectors.</p> <p>2 classrooms can connect - flexibility to change to larger spaces. Ability to close off spaces for assessments. Sliding doors, foldable walls to open and close space - allows flexibility of space size.</p> <p>MGC data to support classroom requirements in 2017:</p>

	<p>No. students - Junior Health, Senior PE, Senior Health: 645 students, 27 classes</p> <p>Hrs of teaching: Junior Health, Senior PE, Senior Health: 71 hrs per 6 day cycle</p> <p>Curriculum needs:</p> <p>Yr 9 & 10 Health 1hr per 6 day cycle</p> <p>Senior PE 5 days per 6 day cycle (classroom space used 3 out of 5 lessons in conjunction with gym space and outdoor spaces)</p> <p>Senior Health 5 days per 6 day cycle</p> <p>MBC data to support classroom requirements in 2017:</p> <p>Junior Health: Year 9: 24 hrs per 10 day cycle, Yr 10 9hrs per 10 Day cycle</p> <p>Senior Level PE courses which require a classroom: 96 hrs per 10 day cycle.</p> <p>Due the nature of our curriculum and the theory/practical combination it seems logical to situate these classrooms in gym complex on mezzanine floor overlooking gym.</p>
<p>As per storage PLUS</p> <p><i>Shared aspirations but MGC & MBC separable</i></p>	<p>Adequate and separate storage for each school required with direct access to the gym floor and to have access directly outside fields/courts preferred. These areas needs to be secured separately for community access to facilities and some equipment (volleyball poles etc) but not other school equipment.</p> <p>Vehicle access essential.</p> <p>Sports Uniforms, codes equipment to be in separately secured storage area.</p>
<p>As per staff work spaces PLUS</p> <p><i>Shared aspirations- separate spaces</i></p>	<p>Located within gym facility - views into gym space (supervision) preferred, access to classrooms/learning space. Acoustically separated from the noise from gyms.</p> <p>Staff toilet and shower area separate.</p>
Changing facilities	<p>At least 4 spaces are required to accommodate ~30 students in each space. Showers provided (potentially shared between gender assigned changing spaces) in separate cubicles. Toilets should</p>

<p><i>Aspirations shared but changing spaces should be designated MBC or MGC - separate spaces</i></p>	<p>be cubicle type/unisex and accessible without having to access the change rooms. Access from change rooms to outside learning spaces and also to into Gym.</p>
<p>Fitness Suite</p> <p><i>Shared aspiration but separate space</i></p>	<p>One Fitness/weights room per College (specs below)</p>
<p>Hard courts and artificial turf</p> <p><i>Shared aspirations but ability to use aspects separately</i></p>	<p>Multi use space - Tennis, Netball, Hockey. One area of this space should be covered - all weather, sun protection, provides and additional teaching space available all year round.</p> <p>Curriculum data and sports data support one per school.</p> <p>Artificial Turf - full sized, 3m nets, lights, kick boards, dug outs and two entry gates. Marked up for Hockey and hand ball. Scope as a community shared facility.</p>
<p>Sports Fields</p> <p><i>Shared aspirations but ability to use aspects separately</i></p>	<p>Football pitch, Ki o Rahi pitch, Field space area needs to be directly next to gym complex. We require direct access from some of the changing spaces to fields,. 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. . It is essential to have good road access and parking adjacent to field area for school and community events. An athletics track would be a great addition, and having Athletics community involved would be great advantage.</p>
<p>Squash Courts</p> <p><i>Shared aspiration and space</i></p>	<p>A partnership/shared use facility exists at present on the MBC site. This arrangement should be continued with the development of a new facility on the school site or adjacent with good consideration of discrete community access.</p>
<p>Pool - aquatic training, swimming, water polo, underwater hockey, kayak skills etc</p> <p><i>Shared aspiration and space</i></p>	<p>Should be covered and heated to provide year round use and a means to continue and expand aquatic opportunities for students. Could be excellent scope for community partnership</p>

Pavilion <i>Shared aspiration and space</i>	We wish to explore the scope/possibility of shifting the Goulding Pavilion to our new site and ensuring it has a appropriate position in the schools' masterplan. Alternatively, access to a space that can provide pavilion functions should be developed
PE & Health Storage requirements as per above + <i>Shared aspirations but MBC & MGC separate storage</i>	Separate gear store rooms accessed directly through the gym. Ease of access to outside/fields to be considered. 1 storage facility that can be directly accessed from outside/road access <ul style="list-style-type: none"> the gym storage area needs to have direct access onto gym floor the outside PE/Sports gear area need to have direct access to the field area and needs good road access
Staff work spaces requirements as per above + <i>Shared aspirations but MGC & MBC separate spaces</i>	Located within the gym facility. Important that setup allows collaboration between staff, flexible, open to accommodate all the team and the Sports Coordinator. Views over gym and fitness area and adjacent to classroom/learning space. Staff need their own toilet & shower area away discrete from the student space.
<h2>Learning area: PE/HEALTH</h2> <p>Marlborough Boys' College</p>	
Activities/Space	Description
Outdoor playing surface requirements	2 x Rugby pitch, 2 x Football pitch. Other sports such as Aussie Rules, Touch Rugby, Ki O Rahi, Frisbee Golf and Games from around the World can also use these spaces. It is important these spaces are adjacent to the gym complex. Use curriculum and sports data to support field space request. Once again opportunity for use as a shared community facility. An athletics track would be a great addition and once again be a great opportunity for a combined school and community shared partnership.

Storage Requirements as per above +	<p>In close vicinity to gym complex we will need a large storage for Outdoor Education gear- needs to be stand alone and have excellent road access with extra turning space for trailers. Doors will need extra height for trailers.</p> <p>At our present site we have a 7 Bay shed plus 2 containers which house all our Outdoor Ed gear. These sheds need to have very good road access and a wide turning entrance so that trailer access is easy.</p> <p>Present Outdoor Ed numbers:</p> <ul style="list-style-type: none"> • Year 9 210 students involved in a 4 day Camp • Year 10 120 students involved in a 5 day Camp • Year 12 48 students involved in a Level 2 course at 4 hrs per 5 day cycle • Year 13 30 students involved in a Level 3 course at 4hrs per 5 day cycle <p>As well as Duke of Ed groups and clubs such as Dive club.</p>
Fitness Suite	<p>Fitness/weight room needs to house - 6 x rowing erg, 6 x spin bikes, multi-use weight PODS, free weights and stands.</p> <p>Floor covering needs to be suitable to support these machines and activities. Class size is 26 students.</p> <p>CLICK HERE for a visual layout concept.</p>
Climbing Wall/ Abseil tower	<p>This area needs to be able to cater for a class of students. It is best situated in a corner as this allows for better use of space and aids in safety. The climbing wall needs to be at full height of the gym with abseil tower attached. Safe access to the top of the tower is essential. Specialist equipment like this needs to be designed and constructed by professionals. Other key features include: high anchors for abseil tower, colour coded climbing grades on wall, anchors in gym floor, for class use need 5/6 belay stations, need metal tube for belay ropes at top of tower.</p> <p>The corner situated climbing wall allows for a low bouldering section as well as high wall climbing/abseiling, Health and Safety will require this wall to be sectioned off when not in use,</p>

Student numbers/data to support these facilities	<p>Number of students who take PE at MBC: 732 students . Juniors = 463, Seniors = 269</p> <p>Hrs of Teaching: Junior PE = 54hrs, Senior PE = 52hrs. 106hrs in a 5 Day cycle across whole school</p> <p>Current Facilities:</p> <p>1 Gym, 1 Artificial turf, 3 Fields, 1 x 30m Swimming Pool, Set of 3 Squash Courts, Weight room/fitness Area</p> <p>Community Facilities used as part of our PE programmes:</p> <p>Stadium 2000, Jujitsu Gym,MDC Athletic Park, MDC Skatepark, MDC Mountain Bike Park, Clubs of Marlborough</p> <p>Current activities in Junior PE curriculum:</p> <p>Aquatics. Athletics. Striking/throwing/catching via Softball, Cricket, Field games. Touch Rugby, Basketball, Football, Hockey, Ki o Rahi, Games from Around the World- Gridiron,Handball, Tchoukball, Aussie Rules, Gaelic Football, Ultimate frisbee, Korfbal, Hurling. Volleyball. Gymnastics. Jujitsu. Racket sports- badminton, table tennis, squash. Underwater Hockey. Waterpolo. Snorkelling. Skating/Scootering.</p> <p>Current additional activities at Senior level: Snorkelling, Kayaking, Diving, Mountain Biking, Tramping, Sea Kayaking, Cycle Touring, Camping and Personal Training Programs</p>
Supporting Sports Numbers	<p>See attached excel Spreadsheet for full details</p> <p>Athletics- 40 students, Badminton- 8 competitive and 20 social, Basketball- 7 Junior teams and 2 Senior teams, Lawn Bowls- 6 students, Cross Country 14 students, Cycling - 12 students, Football - Teams:Junior A 2nd XI AND 1st XI, Hockey - 3 Teams,Futsal - 1 team, Mountain Bike - 20 students, Multi-sport 10 students, Rugby- Teams: 3 x U 14, 2 X U15, U16, U18, 1st XV, Rowing - 40 students, Smallbore shooting - 10 students, Squash 15 students, Swimming - 8 students, Softball- Teams Junior and Senior, Table tennis - 1 Team, Team Sailing - 10 students, Tennis - 2 teams, Touch Rugby- 10 teams, Under-Water Hockey - 2 teams, Volleyball - 5 teams, Water Polo - 2 teams.</p>

Learning area: PE/HEALTH

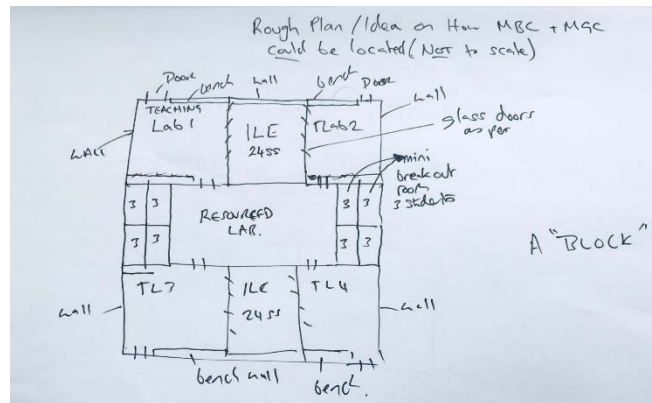
Marlborough Girls' College

Activities/Spaces	Description
Courts	<p>Multi use artificial hard court surfaces: Able to be used in all weather - Timetable demands can have up to 5 PE classes on in the same period. Outdoor spaces essential to ensure curriculum delivery continues.</p> <p>Hockey, Netball, Tennis, General PE use</p> <p>Size: 5 Tennis/Netball courts</p> <p>Justify: Large enough area to accommodate a whole PE class, sports team. Ability to be used all year round in all weather. Able to be used for a multitude of sports and activities. Based on curriculum use and sports teams at MGC.</p>
Fields	<p>Football x2 fields</p> <p>Touch x2 fields</p> <p>Kio Rahi area x 1</p> <p>Curriculum and sports team data supports this request.</p>
MGC Data to support above features	<p>MGC data to support these outdoor facilities:</p> <p>No. students - Junior PE, Senior PE: 514 students</p> <p>Hrs of teaching - Junior PE, Senior PE: 73 hrs per 6 day cycle</p> <p>Curriculum needs:</p>

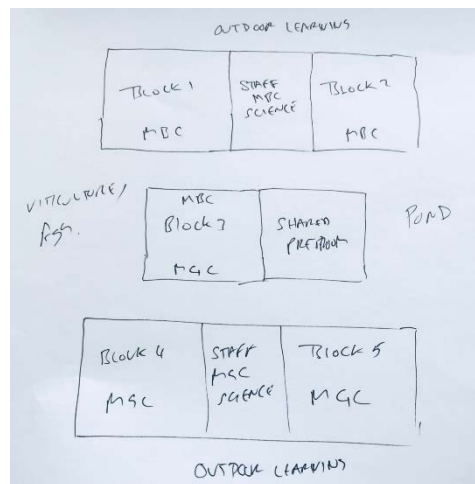
	<p>Junior Programme - Net/Wall, Striking/Fielding, Invasion: including Tennis, Volleyball, Table Tennis, Handball, Cricket, Softball, Teeball, Touch, Football, Kio Rahi, Tapu Ae, Netball, Basketball, Tchoukbal, Korfbal, Hockey, Ultimate Frisbee, Sof-crosse, Athletics,</p> <p>Senior Programme – Ki o Rahi, Volleyball, Golf, Squash, Netball, Ultimate Frisbee, Badminton</p> <p>Sports Teams: 2017 participation data</p> <p>Athletics (36), Badminton (1 team + 36 social), Basketball (3 teams), Bowls (6), Cross Country (15), Cycling, Mountain Biking (6), Football (1 team), Hockey (2 teams), Netball (6 teams), Rowing (15), Rugby (1 team), Shooting (10), Squash (6), Swimming (8), Table Tennis (1 team), Team Sailing (8), Tennis (2 teams), Touch (2 teams), Volleyball (5 teams), Waterpolo (2 teams).</p>
MGC OED Storage Needs	<p>Stand alone storage for OED (at present OED gear housed in one garage). Other conditions as per MBC important, vehicle and trailer access.</p> <p>These sheds need to have very good road access and a wide turning entrance so that trailer access is easy.</p>
<p>Dance/Movement space</p> <p>This could also be located near Performing Arts</p>	<p>Wooden sprung floor - See reason above for gym flooring. Adjacent to change rooms with showers, toilets.</p> <p>Mirrors on one side/wall with blinds over for use in assessment. Barres on 3 walls.</p> <p>Cupboard space for audio system. Also data projector with pull down screen. Blinds on any external windows.</p> <p>Large enough area to be used as a teaching space for one class of 30 students dancing.</p>
Fitness/Weights room	<p>Large enough space to house:</p> <ul style="list-style-type: none"> • 4 Rowing ergs • 6 spin cycles • Multi use weights station, benches • Freeweights and stands

	<ul style="list-style-type: none"> Large enough area to be used as a teaching space for one class (26+ students).
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Learning area: SCIENCE Aspirations common to both Colleges	
Activities/Spaces	Description
Location / Proximity	<p><i>Separate specialised learning space with adjacency to Technology and Visual Arts including access to outdoor areas for environmental, horticultural and viticultural purposes.</i></p> <p><i>MBC and MGC would each have 2 individual teaching ‘blocks’ and one half of a shared block</i></p> <p><i>A large prep room next to the shared science block resources both MGC and MBC.</i></p> <p><i>Between two of the blocks on each side is the schools’ science faculty office- MBC and MGC.</i></p> <p><i>Full details below</i></p>
SCIENCE	<p>This is MBC and MGC’s <i>preferred</i> science ‘block’ model.</p> <p><i>NOTE: THIS SECTION NEEDS TO BE READ LOOKING AT THE PROVIDED DIAGRAMS</i></p> <p><i>Block Design - Block design</i></p>



Overall Block Layout - [Overall block layout.](#)



See end of science brief for full hyperlinks.

Note - the arrangement is just a way to show how it could be arranged. We do not expect it to look precisely as it does now. It could be split, say, into half blocks to allow better integration with other faculties, although this will have H&S as well as technical support issues.

We want a space that encourages lessons that enable 'teachable moments' as well as enabling Innovative teaching practices, such as collaboration and real world challenges. The

arrangement suggested here, we feel gives the optimum relationship between teaching and learning whilst remaining fully flexible to future needs. Our suggestion also enables some of the spaces to be used by non-science subjects, if needed.

Ideally there will be lessons where all teaching labs are occupied by classes, some students in the ILEs, some using the small breakout rooms and a group in the fully resourced laboratory receiving some enrichment practical work following completing flipped work.

The Science areas should be located close to technology and the arts for interdisciplinary collaboration and with access to outdoor areas for environmental, horticulture and viticulture purposes.

MBC and MGC would *each* have 2 individual teaching 'blocks' as in diagram 1. and one half of a *shared* block

Each block consists of 4 general teaching laboratories (for up to 28 students per room) with each pair having access to an ILE (for up to 24 students). The 4 general teaching laboratories would each have access to a fully resourced laboratory (including gas and sinks for practicals) that can hold up to 60 students. Each of the 4 teaching laboratories also have access to two smaller breakout rooms that can hold up to 3 students each.

Each school has a total of: 10 teaching labs, two fully resourced labs and one shared fully resourced lab

A large prep room next to the shared science block resources *both* MGC and MBC.

Between two of the blocks on each side is the school science faculty office- MBC and MGC.

Inspiration on Walls

Scientific sayings on walls, Tuku tuku panels, Māori wood panelling, statues- built in, not just an afterthought. Whare whatairo etc. Consult with Otago University (science wananga) as well as Robbie Lamont (already developing relationships)

We wonder whether this would be a way to stop it being a Western European 'box' we have to decorate to being something that has an essence of Maori right from the start.

Solar panels on roof

	<p>Linked electronically to science faculty so data can be analysed in lessons- Sustainability is a very important requirement by community. Solar panels will save money</p> <p>Sewage bio-filter system</p> <p>Sewage filtered and treated on site and water used for flushing toilets (obviously not drinking water)</p> <p>Electronically controlled- feed into science for data use in lessons * See Mistletoe Bay - they have an example</p> <p>Water collection facilities and Weather station on roof - Linked electronically to science for lessons</p> <p>Secure screens in outside walls Embedded into external walls so that we can show content without risk of damage or theft of the screen. Idea is to have a screen behind a bulletproof glass to show student work / notices etc. Screens are cheap, after all. If using Digital tech that needs to be displayed around the faculty / school.</p> <p>If blocks are separate there needs to be some sun/rain protection for staff moving equipment, chemicals between buildings</p>
<p>Teaching Laboratories</p> <p>This is the day-to-day environment of a science teacher. The space can be moved to accommodate a variety of student arrangements and groupings. General Science practical work can take place inside this space. A teaching laboratory holds up to 28 students (6ft 2").. It will be possible for non- science lessons to take place in here.</p>	<p><i>None of the full labs are specialist (e.g. Chem, Phys, Bio). This is because we need to be as flexible as possible. What if the numbers of chemists increases? Etc. By retaining full flexibility we can make the most of the space available and retain the ability to timetable classes that might be able to work and collaborate effectively more useful.</i></p> <p><i>All science labs are to be base configured and equipped for 'general science' teaching. Each pair of labs separated by an ILE space that can be opened at both ends to create one larger space (see ILE description later)</i></p> <p><i>There is an eye wash facility and a sink for washing hands, but not gas or water for experiments (no sinks/water?).</i></p> <p><i>Desks are all whiteboard covered surfaces. Teaching labs have chairs (not stools).</i></p>

	<p><i>A wall (the teaching wall) is free for projection (with a projector suitable whiteboard in the centre) the rest is traditional whiteboard to encourage collaboration / students.</i></p> <p><i>The teacher has a lockable teaching podium that can move easily around the lab (see Botany for example).</i></p> <p><i>There will need to be storage for equipment (lockable) around the outside of the lab. Hopefully a small amount of side benches (e.g. to store fish tanks (SMS need) and experiments.</i></p> <p><i>The room has blinds to control light on outside windows .</i></p> <p><i>The teaching lab is air conditioned / temperature controlled (SMS classes have fish etc. That need a stable temperature year round).</i></p> <p><i>All rooms should have video inbuilt to record the lesson for teachers to record and use as needed (the In-built cameras are for staff recording of lessons (staff chooses to record and use).</i></p> <p><i>Each lab need to accommodate a maximum of 28 students - adult size- 6ft 2" -Recommendation by CLEAPSS is for no less than 90m2 per lab</i></p> <p><i>Wheelchair access to allow a student to carry out experiments with rest of class (e.g. height-adjustable lab bench- moveable) Sound system to enable hard of hearing to hear with minimal effort required in MBC.</i></p> <p><i>LOTS of under side-bench storage- to use a lab for 'teachable' moments need easy access to basic equipment.</i></p> <p><i>The teaching lab can open up into the 'ILE' and even to the adjoining fully resourced lab</i></p> <p><i>There must be far more power sockets than currently (say 30 in a room) which must be all above bench. Plus there is still a need for network cables.</i></p> <p><i>Need to have spaces for students' bags (or lockable outside storage)</i></p> <p><i>Need to be able to have a full blackout (simple curtains better, not drawstring) in one lab for Physics light experiments.</i></p>
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	<p><i>Need emergency stations in each lab with hands free eyewash. [Note: Safety showers and/or eye wash facilities shall be provided within 10m of where class 8.2A, 8.2B, 8.2C or 8.3A corrosive substances or any Category A class 6 toxic substances are used].</i></p>
<p>Innovation Hub</p> <p>The innovation hub is a different place. It is a place for students to move into to work in a different environment, individually or in groups. An ILE may have a 3D printer, VR rig or other such equipment inside.</p>	<p><i>At the opposite end of the Whiteboard wall is the entrance to the ILE. This has a set of glass doors (see MBC ILE prototype) that enables the teaching lab to be opened up. The glass is near soundproof. Inside are eel tables, whiteboard, projector etc. This space is used as a small group resource area, enrichment, collaboration, etc. The corresponding doors can be opened up into the mirror teaching laboratory. With both sets of doors open, there is the possibility of fully open space learning (when teachers collaborate).</i></p> <p><i>The eel tables can be arranged into a circle for debating.</i></p> <p><i>(On the outside wall of the whiteboard end of the ILE is an embedded LCD screen that projects timetables, notices, work etc.)</i></p> <p>Designed as current prototype at MBC (connecting 2 labs). Max number of students 24. Equipped to use VR & 3D printing and other learning tech</p> <p>NOT sliding doors- the partition glass doors we are trialling work exceptionally well in maximising flexibility.</p> <p><u>Large screen teaching TV (touch screen) that can be wheeled into either lab.</u></p>
<p>Fully resourced laboratories (the lab containing 60 students max)</p> <p>Larger experiments take place here: e.g dissections, stronger acids and alkalis, chemistry practicals etc. This feels more like the laboratory at a winery or university, your traditional science lab.</p>	<p>This is a large, fully serviced laboratory allowing up to 60 students to work in comfort (standing- no seats). For a similar concept- see Albany Senior School. At either end is a large Touchscreen that could be moved centrally if necessary.</p> <p>The layout is flexible (like in the Laboratory 21 diagrams, lab 1), enabling individual work if necessary and for the space to be opened up for large scale physics mechanics experiments etc. Lab 21 is a project design- see <u>http://www.ase.org.uk/documents/5321-resources-lab-designlaboratory-21/resourceslabdesign-laboratory21web.pdf</u></p>

	<p>Two teachers could team teach in the room, but it would be possible (with the addition of wall mounted screens) of the work carried out by a teacher on a demonstration desk (or at a student's desk) to be projected throughout the room on the screens</p> <p>Around the outside of the room are storage units (lockable) underneath benching. Side benching exists mainly to store longer term experiments .</p> <p>Space is needed to accommodate up to two portable fume cupboards, one each end.</p> <p>This is NOT a general teaching space and this needs controlled access during the school day- e.g electronic key card.</p> <p>Benching needs to be moveable and hardwearing (Corian or similar style essential, not trespas) See Lab 21 design in appendix (lab 21 design 1)</p> <p>Services in centre (possibly pods) as well as outside. See Lab 21 design 1 in appendix</p> <p>Due to the non-specific nature of the lab space, it can be used for any science, including those we currently do not teach.</p> <p>There must be far more power sockets than currently (say 30 in a room). Plus there is still a need for network cables and Wifi.</p> <p>Need to be able to have a full blackout (simple curtains better, not drawstring).</p> <p>Need emergency stations in each lab with hands free eyewash. [Note: Safety showers and/or eye wash facilities shall be provided within 10m of where class 8.2A, 8.2B, 8.2C or 8.3A corrosive substances or any Category A class 6 toxic substances are used].</p> <p>Gas mains control. Separate control for electrical outlets. Cut off switches in labs, Instant hot water - no cylinders, Epoxy resin sinks - standard depth sinks but larger than normal for glassware cleaning , Method for sealing sinks & taps when not in use at MBC (ditto gas taps- don't want blockages), Marine grade stainless for benchtops, Ventilation - CLEAPPS recommends 5 ach(air changes/hour) NOT including windows. Permanent lockable storage (glass/perspex front) for general lab chemicals within fully resourced lab. Drainage racks on walls or bench draining racks.</p>
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	<p>Ability for teacher to demonstrate experiment and project with mirror or camera system to standalone screens.</p> <p>Space for portable fume cupboards for lab use (x3), suitable trolley system for moving specialist equipment and storage. Dishwasher goes in the Tech Prep room</p>
<p>Breakout rooms</p> <p>There are times when small groups or individuals need to work together undisturbed. Or maybe there is a test with a reader / writer. These small breakout rooms provide and additional learning area for students to use.</p>	<p>This is a small space that allows around 6 students / reader writers to work together. This is like the spaces seen at Albany Senior. These have a door (glass) that means that students aren't able to hide, but they can work in isolation together, if needed.</p> <p>Whiteboard tables</p>
<p>Emergency Showers</p> <p>Required by H&S legislation</p> <p>[Note: Safety showers and/or eye wash facilities shall be provided within 10m of where class 8.2A, 8.2B, 8.2C or 8.3A corrosive substances or any Category A class 6 toxic substances are used].</p>	<p>Every Block needs to be close to an emergency shower facility. This needs to enable a student to be treated, subject to a chemical spill.</p> <p>This could be attached to a mini toilet block near each science block. (These are generally located in the Tech/prep room and are a drench shower with drain in floor, so no issue with different genders using them.)</p>
<p>Outdoor space</p> <p>for studying biology -diversity of native trees, shrubs, possibly sited near a small stream if possible</p>	<p>Adjacency to outdoor learning spaces and Science/Hort/Viticulture gardens essential. A space where students can study the natural world, collect invertebrates for studying, study the interactions between plants, animals and the environment.</p> <p>Access to a natural environment. It needs to be wild rather than landscaped. We have one currently at MBC, this is a fairly good size - It doesn't need permanent seating.</p> <p>This space would be flexible - could be used as outdoor classroom. Also could be used to profile predator-free NZ with pest trapping</p> <p><i>NOTE- This is dependent upon the choice of school site. If very close to an area such as Pollard park (within 5 - 10 min walk) then not necessarily needed.</i></p>

<p>Outdoor seating near labs</p>	<p>Need great outdoor flow for students to use to choose where/who they work with, Research shows that learning is more effective when near plants/natural world. Shade required, seating, possibly fixed -can double up as a recreation space, but useful for experiments, demonstrations for experiments, seat 25 per classroom</p> <p>Need outdoor whiteboard painted areas to enable interaction / lessons outside</p> <p>Space needs to be configured for outside demonstrations - <i>Steps for having students sit (bit like a small outdoor theatre) Screen behind (for use with a portable projector)</i></p>
<p>Prep rooms - These need to support the teaching of science across the school.</p> <ul style="list-style-type: none"> • Fume Hoods • H2O Still/Deioniser • Shower - emergencies • Fridge/Freezer • Dishwasher • Space for incubator, trolleys • DTWS • Sink/H2O • Ventilated 	<p>Lundia type storage system (rolling shelves) - 6m long - to maximise space. Need storage for bulk and bulky equipment (Physics/Biology/Chemistry/General Science. Storage needed in every learning space for equipment basic chemicals for Junior Science and Chemistry.</p> <p>Storage area for permanently set up trolleys - currently have 4 microscope trolleys and 5 electrical/light trolleys. Storage for skeleton and other models. Storage for class sets of books. Storage and use of additional permanent specialist equipment, such as spectrophotometers</p> <p>Suggestion that the MGC and MBC Prep rooms could be shared (increasing size and efficiency), so centrally located.</p> <p>Issues- need to consider larger technician teams / how to manage two sets of inventory / how to save on costs etc. Movement time</p> <p>Eye Wash</p>
<p>Lab Technician area</p> <p>This could be a co-located and shared facility for potential savings re chemicals</p> <p>This would necessitate prep room at centre and science back to back</p>	<p>Area 10x10m with large central bench and under bench storage, including long drawers.</p> <p>Fume cupboard built in (vented), Room for separate fridges and freezers, Gas, Instant hot water, Dishwasher (industrial- see previous comment), Double hotplate built in. Large double sink, standard depth. Hands free plumbed in emergency eyewash. Deluge shower. Separate chemical stores with ventilation for general non hazardous chemicals - 4 metres of wall space. Separate chemical store for hazardous goods cabinets with ventilation - need at least 6 m of wall space. Outside concrete DG bunker for organic chemicals (Depending upon the design of</p>

	<p>the school. If not able to have an alternative, legal and futureproof to allow for changes in legislation in the future.</p> <p>Technician office/desk space for 4 people plus IT & possible scope for extended practicals to be left set up</p>
Delivery chemical store	<p>Temporary chemical store for deliveries that take place when technicians are not available.</p> <p>Needs to hold flammables / explosives/ organics (See above)</p>
As per Staff Workspace requirements +	<p>Whiteboard and projector to enable meetings in the room if necessary. Access to small breakout room for small group meetings (4 max)</p> <p>Archive trolleys Also stores for regularly used non- dangerous prep items- e.g. PASCO dataloggers. This includes exam store / NZQA secure storage .</p> <p>School staffroom needs to be in close proximity so all staff go to staffroom for morning tea / lunch. No food prep in staff room</p>
Observatory Need access to the roof of a building-	<p>Safe and secure access to roof. Railed to prevent falling. Locked access (Keycard system). Want to mount a telescope and dome on roof for observing. PC linked to allow for remote use from labs. This was suggested by the community for the Blenheim library, but couldn't take place</p>
Pond	<p>Large pond for experiments as well as environmentally friendly. Can double up as a space for staff gatherings- e.g. with external BBQ space.</p>
Access to Electronics / Robotics teaching space	<p>Linked with Technology- specifically for electronics. Not gas serviced but with different facilities / space for robots to fly / roam</p>
Horticulture Garden, Greenhouse / propagation For Agriculture / Horticulture	<p>Must be adjacent to Horticulture Garden & near Science Garden. Needs temperature management. Large enough for 30 students to access at one time. Benching and storage of potting materials, tools. Access to water (hoses). Electronic sensors to feed into science for data</p>

	<p>use in lessons. Access to Wifi. Small garden shed for secure storage of gardening implements. Fenced garden.</p> <p>An area to grow plants for agriculture including a shed or area in close proximity to store tools, sprayers, equipment, hoses, wheelbarrow etc</p>
Vineyard	An area to grow vines for viticulture (school of winegrowing)
<p>Learning area: SCIENCE</p> <p>Marlborough Boys' College</p>	
Activities/Space	Description
Viticulture lab	With equipment for setting up long term fermentation
Forestry Practical area	A section of the campus is required to support the significant number of students who take part in forestry courses. This continues to be a significant local employer. A chainsaw operating/instruction area that is safe and away from general teaching areas (think chainsaw noise!) needs to be factored into the configuration of the campus. This may be best placed in proximity to the technology centre.
<p>Learning area: SCIENCE</p> <p>Marlborough Girls' College</p>	
Activities/Spaces	Description

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PROVIDED DIAGRAMS - SCIENCE

Block design

<https://www.dropbox.com/s/k2q2ghmwbo3ss5w/File%2026-10-17%2C%2012%2018%2031%20AM.jpeg?dl=0>

Overall block layout.

<https://www.dropbox.com/s/1adwwoz385rj7sq/File%2026-10-17%2C%2012%2019%2028%20AM.jpeg?dl=0>

Learning area: SOCIAL SCIENCE

Aspirations common to both Colleges

Base document with further contact /detail is here:

<https://marlboroughboyscollege.sharepoint.com/Social%20Sciences/facultyadmin/Faculty%20Admin/Colocation/Modern%20Learning%20Environment%20GG%2022%208%2017.pdf?slrid=9db81a9e-4024-4000-8ed4-d4dcc034ffe1>

Activities/Space	Description
Location / Proximity	<i>Separate general learning space with adjacency to English and Media</i>
As per General Learning Spaces + <i>Shared aspiration, but spaces to be separate for each College</i>	<p>Learning spaces need to have access to large breakout spaces as per the description for general learning spaces..</p> <p>Each classroom space should be large enough to hold 30 students comfortably. With all classrooms opened up onto one another, the space would hold a maximum of 120 students. The doors and walls between each room need to be soundproof. This will enable teachers to show video clips and have interactive activities without disturbing surrounding classes.</p> <p>The space should have the ability to be opened up to an outside area on one side of the classroom by way of bifolding doors.</p> <p>Access to student photocopier - centrally located to the teaching space, but is not shared with the teaching staff due to confidential and sensitive documents being printed e.g.. student information, assessments.</p> <p>To allow for a free non-cluttered teaching space, at the entranceway to the teaching space (4 classes) like in MGC's old library, there would be an shelving or cubbyhole area where students can put their bags so not to bring them into the classroom and create tripping hazards.</p> <p>Display cabinets and spaces for the display of student work throughout the area. Additional display space for large maps/historical timelines on walls.</p>

	<p>Teaching spaces which can be opened up to utilise outdoor space</p> <p>Enhanced Digital Learning Environment. There needs to be digital technology access points from the ceiling or retractable from the floor. Bluetooth accessibility instead of cords which can be easily damaged and power points in the floor for students to charge devices. High-speed broadband/Wifi across both Colleges. Smart TVs which can be used for teaching lessons, videos, playing online games with the class. Projectors in accessible spaces - adequate for all classes. Also bright enough to be used in bright areas and therefore don't have to close curtains. Controllable lighting in teaching areas and speakers in the ceiling that can be bluetoothed. Air Conditioning.</p>
<p>Presentation Area for up to 100 students</p> <p>Access necessary to a large presentation area to enable student to present work to teacher and class members</p> <p>(May be shared by other Learning Areas)</p>	<p>This presentation space is a space that would hold up to 70 students. This space would be similar to a theatre with tiered seating on large steps, rather than seats.</p> <p>This space would not only be used solely for presentations, but would be used as a direct teaching space. The tiered seating area needs to be large enough for students to do work with other students.</p> <p>Bluetooth accessibility with High-speed broadband/Wifi, speakers in the ceiling that can be bluetoothed. Controllable lighting.</p>
As per Breakouts +	Whiteboard and smart TV which has bluetooth connectivity.
As per Staff Workspaces +	<p>2m wide for the teacher to sit at desks, 1m depth, shelving and lockable storage above each desk to the ceiling.</p> <p>Workspaces to be set up with ergonomics in mind. Raised areas for laptops with keyboard at desk height. Access to 2 power points for each space.</p>
<p>School 'Museum' alongside potential cultural space</p> <p><i>Shared between both Colleges</i></p>	<p>To share both schools' heritage and cultures. This space would act as a central hub, alongside the Whare or library, to show both schools' heritage. This will ensure that both schools recognise the past and future. Students would be encouraged to curate the Museum and could be used to display technology projects, visual art portfolio evenings etc</p>

	This space would be 10m by 10m with display cabinets large enough for academic, cultural and sporting awards, photos, old uniforms, old sports gear, school magazines.
Creative Maker space <i>Shared aspiration, but spaces to be separate for each College</i>	A creative maker space would have large tables, flooring with linoleum on the floor two sinks and wrap around benches on one wall of the space. Plenty of shelving including for larger items and designated areas to store craft material and student work. This would be the size of a classroom that would accommodate 20-30 students.
Storage of work and resources <i>Shared aspiration, but spaces to be separate for each College</i>	This space is targeted for the Social Science department and be in close proximity to the Social Science staff workroom. This room needs to be a lockable space for teaching staff only. A large shelving system which utilises space effectively would be great.
Learning area: SOCIAL SCIENCE Marlborough Boys' College	
Activities/Space	Description
Learning area: SOCIAL SCIENCE Marlborough Girls' College	
Activities/Space	Description

General Learning	This will be an flexible learning space for up to 120 students with a large breakout space to accommodate 30 students and 2-3 small breakout spaces that provide quiet learning or privacy for 6-12 students.
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<p>Learning area: TECHNOLOGY</p> <p>Aspirations common to both Colleges</p>	
Activities/Space	Description
Location / Proximity	<p><i>We anticipate a technology centre that will be a Co-located learning space with Central Shared Hub - adjacency to Science and Visual Arts.</i></p> <p>Technology is a possible curriculum area for shared curriculum provision, and therefore teaching spaces for each school will need to be located in close proximity in order to increase the variety of technology provision and equipment.</p> <p>These spaces should have easy vehicle access so that equipment can be easily loading and unloading of materials, equipment, industry mentors to access facility.</p>
<p>“Shared Innovation Hub” - a hub area that works as a makerspace accessible for students from both college studying Technology and design</p> <p>We understand shared technology space which could accommodate future provision of an innovation/technology programme and related equipment, whilst also retaining single sex education</p>	<p>A large Equipment/Machine space - both schools have access and utilise their own and/or shared machines, equipment, and tools. The specific machinery, tools and specialist equipment may differ between schools due to student need, however flexibility for students to access each school’s individual resourcing should be well thought out in the design of these spaces.</p> <p>Specialist equipment would support learning in:</p> <ul style="list-style-type: none"> • Digital DVC, Coding/Programming • Electronics and Robotics

<p>with flexibility to open up for shared programmes, product launches, Technology innovation days.</p> <p>Planning and modelling</p> <p>Prototyping</p> <p>Final Designs</p> <p>Presentation and product launch</p> <p>Technical products</p> <p>Supported by specialist equipment and specialist technicians</p>	<ul style="list-style-type: none"> • Hard Materials/Carpentry • Textiles • Visual Art and Design • Video Production and Recording & Media • Food and biotechnology (potential to be close to science labs) • Production Kitchen - including sterilisers, labelling machines, industrial machinery relevant to food technology industry <p>Additional spaces available for start up companies or industry mentors would be desirable. These spaces would be available for use by the companies/mentors, allowing students to see pathways directly from classroom into industry, to collaborate and be mentored by industry experts.</p> <p>As both schools view our feeder schools as key stakeholders, we wish to ensure that the technology education provision that we offer gives a smooth transition for incoming students from the technology provision being offered to Year 7 and 8s.</p> <p>It is important that these spaces support future-focused technologies such as DVC and coding.</p> <p>Consideration should be made around remote supervision that includes the use of CCTV/monitor semi independent use by students</p>
<p>Maker spaces</p> <p>co-located</p>	<p>MBC and MGC to each have their own Maker Spaces that opens onto the innovation hub for students located so that specialist equipment can be easily accessed. The Maker Space areas would support both the activities of the innovation hub and specialist workshops.</p> <p>Consideration should be made around remote supervision that includes the use of CCTV/monitor semi independent use by students</p>
<p>General Learning space</p> <p>As per general learning spaces +</p>	<p>Each school will have a general learning space located next to the maker space for 120 students.</p> <p>General learning spaces would cater for up to 120 students (per school) and be provide large and small breakout spaces. Each general learning area to have a display area attached so that students ideas and finished products can be on display within the school. Breakout spaces should be flexible to accommodate larger groups (up to 30), but also can be accommodate smaller groups (6-12).</p>

As per general storage +	<p>The need for both independent student accessible storage and secure storage managed by staff.</p> <p>Factor in secure, covered but less enclosed storage/wo spaces for material</p>
<p>Learning area: TECHNOLOGY</p> <p>Marlborough Boys' College</p>	
Activities/Space	Description
Woodwork Machinery requirements	<p>Spaces to house tools and machinery suitable to woodwork based learning, and needs an efficient dust extraction system and sound proofing. The area will have lino flooring, OSB wall covering, ceiling heaters, good ventilation and be a well lit space. The area must include bench space for 24 Students with sturdy benches with woodwork vices and power points. Three phase power will be required.</p> <ul style="list-style-type: none"> • Space for a large table saw with a 2400mm sliding table • Thicknesser • Band saws • Spindle moulder/Router table • Wood lathes • Wall space for shadow boards, ear muffs and first aid kit and whiteboard • Wall space for posters • In-room storage for consumables (glue, screws, dowels etc) • In-room storage for off- cuts • Waste bins • Sink space • Open storage for power tools and charging stations
Engineering Requirements	<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. The area will have lino</p>

	<p>flooring, OSB wall covering, ceiling heaters, good ventilation and be a well lit space. The area must include bench space for 24 Students with sturdy benches with Engineering vices and power points. Three phase power will be required.</p> <p>In addition to the work benches there needs to be enough space for:</p> <p>Metal lathes x 6, milling machine, drill mill, Pedestal drill x 2, Pedestal grinder, Drop saw, Bandsaw, Guillotine (1200mm), Folder (1200mm), 3in1 folder, guillotine and roller, Surface grinder, Bench grinder, Surface table (1000mmx1000mm), Marking out table (2400mm x 1200mm), Welding bay to include; Gas welding plants x 4, MIG welder, Tig welder, Plasma cutter, Furnace, Fume extraction, Wall space for shadow boards, ear muffs and first aid kit and whiteboard, Wall space for posters, tool store for attractive items, In-room storage for consumables, In-room storage for off- cuts, Waste bins, Sink space, Open storage for power tools and charging stations.</p>
General Technology Learning Space as for general learning space +	<p>A space for students to design and develop a wide range of projects. They need design space suitable for drawing and CAD. It will need solid benches, with wood vices, plenty of power points, well-lit and heated spaces. Floor space for assembly, easy access to storage, charging spaces, space for consumable, wall space for poster, large screen TV for presentations. These spaces should have access to engineering, woodwork machinery and maker spaces. It has to be self-sufficient in terms of hand tools and power tools. Floor should be heavy duty lino.</p>
Construction Course Requirements	<p>Space will be used for construction of non-consent spaces and hold groups of students up to 24. They need access to a general learning space for focused,, written learning. Students need to securely store equipment and materials. They need a covered outdoor space that is warm and dry for the assembly of their projects.</p>
Graphical drawing Requirements	<p>Adjustable height benches where students can stand, or sit, and draw. Space with blackboards for rendering (2.4 x 12 x 2 blackboards). .</p> <p>Wall display space as possible at eye level so exemplars and student work can be displayed. We also require a light table 3 – 4m long and folder storage: top entry so folder stand, dividers needed so they don't fall over. This could be a drawer system. Drawing board storage and T square storage. Paper storage. Miscellaneous supplies storage.</p>

<p>Hospitality / Food Technology Requirements</p> <p>Hospitality</p> <p>We wish to share a commercial kitchen space that could support our food technology and hospitality programmes, and which has a home economics space for each school.</p> <p><i>This space will require accessibility for cars and delivery trucks, as it will receive a large number of deliveries of consumables and other supplies.</i></p>	<p>A space for demonstrations with large screen wired for audio and recording. Demo stainless steel benches and storage near a sink and dishwasher. Dishwasher double drawers in all kitchens. Total of 6 kitchens including a teacher demo kitchen as well. All spaces attached and visible e.g. double glazing between these spaces. This area should also include a laundry facility, office and storage.</p> <p>The area should include commercial kitchen facilities and main classroom facilities. Acoustics to be extremely well planned. Cut out on/off switch for all except fridges/freezers and wiring of demo and projector and screen. High powered, quiet, effective extraction of smoke and fumes and heat re deep frying and pan frying unit standards. Bag storage outside of room and students computer storage. Storage to cater for 5 course settings for 70 plus appliances, food storages, plus 60 appliances. Restaurant to sit 40 guests and double as theory/research.</p> <p>Tables in kitchen, stainless steel, that stools slide under when not in use stools that do not have plastic legs but metal as need to be stable and very quiet. Microwave per kitchen and Combi oven. Area for deep frying with overhead extractor fans/commercial fume ducts. Separate broom/cleaning and rubbish area. Lockable cupboards for chemicals such as cleaners. Trolley storage area for linen, kitchen gear, cleaners and 4 chopping board colour coded trolleys. 2 trolleys in pantry. 2 flour bins and 2 storage bins on casters.</p> <p>5 basins in entry way to classroom bag storage before getting to basins and aprons hanging up in area after basins. Fully opening windows and extremely efficient heating /cooling /fume extraction</p> <p>Placement of sensor must not limit the tasks needed to operate a commercial kitchen with 12 frypans etc being used at one time or 3 deep fryers</p> <p>1 large commercial dishwasher and drier quick cycle washing many at once for hygiene and timeliness.</p> <p>Swing doors between kitchen and restaurant . Two large double door chillers and freezers accessible from in classroom so students supervised using these for security.</p> <p>Extra bulk goods and equipment storage area 4metres by 4metres with many shelves and extra-large drawers of varying heights for appliance and equipment and tables to cater for 70 guests. 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.</p>
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	<p>8 trolleys need to be stored e.g. pantry goods for each lesson, cleaners, Linen, chopping boards.</p> <p>Rubbish disposal separate and outside.</p> <p>Café style large enclosed restaurant with conservatory style for meals and growing some herbs-sustainability.</p> <p>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.</p> <p>7 commercial microwaves. 6 stoves. One extra large wall oven.</p> <p>BBQ for conservatory area and grilling unit standards</p> <p>A double plug in each kitchen and a stem one on each table that fits down into tables for appliances, laptops etc.</p> <p>Mains cut off power switch by entry to room . Fridges ,freezers, laundry equipment not connected to this switch.</p> <p>Large instant hot water capacity.</p> <p>Instant hot water zip near teachers demo area and desk.</p> <p>Plenty of drawers lockable near teachers desk demo area to store frequently required items e.g. temperature gauges, various knives, steels, hats, gloves, stationery, clips, skewers, muslin, bags, chef buttons, napkins, cake testers cochineal, DVDs etc</p> <p>Kitchen arrangement--</p> <p>Deep sink bench areas 80cm around exterior of room 2 metre each side of sink with stainless steel high up stand large sink then stove then repeat - 2metres then sink then 2 metre then stove etc</p> <p>Wire for teacher connected to speaker system and large screen for demos and teaching. Demos and lessons can be recorded.</p> <p>First aid kit. Fire blankets and extinguishers.</p>
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	<p><i>This space should also be located in close proximity to the cultural space and the hall. We would like to explore the possibility of this space supporting the canteen or café (see below), in order to create the possibility for an authentic learning context.</i></p> <p><i>While we recognise the opportunities of this space supporting the preparation of food for events or for the school café, it is foremost a space for curriculum provision and this should not be compromised by its other uses.</i></p> <p><i>Specific spaces for MGC students include</i></p> <ul style="list-style-type: none"> • 3 commercial grade kitchens • 30 seater restaurant
Future Pathways future proofing	<p>We currently have a significant number of students who are undertaking practical learning pathways. We require provision for a significant open but covered space where this instruction can take place and where projects underway can be stored. This space could also serve as a facility to support the instruction relating to forestry course that we offer.</p>
Maker Space	<p>This space is for expensive equipment such as 3D printers, laser cutters and CNC routers. Dust and fume extraction is needed. Space for several computers and some storage space for consumables.</p>
Materials Storage	<p>Storage for long length of steel and sheet metal and long length of wood 5m+ and Sheets 2400x1200</p> <p>Timber needs to be stored flat. The shelves should accommodate 600m of timber. This requires heavy duty shelving 600mm deep.</p>
Student Project Storage	<p>Student Technology projects vary in size, but they need to be stored with easy access, preferably on industrial shelving units. The space must be lockable.</p> <ul style="list-style-type: none"> • Furniture 300 needs 9m3 • Furniture 200 needs 4m3 • Furniture 100 needs 2m3 • Woodwork needs 1m3 • Technology 300 needs 8m3

	<ul style="list-style-type: none"> • Technology 200 needs 5m3 • Technology 100 needs 6m3 • Technology Y10 needs 1m3 • Technology Y9 needs 1m3 • Construction need 9m3 <p>Storage needs to be dry and lockable. Shelving no deeper than 450-500mm. There needs to be adequate floor space for Furniture 300, Construction and for Technology. This could be a shed style or unlined garage type room.</p>
Resource Storage	Resources include project exemplars, measuring tools, specialised equipment that will not be available all the time to all students. Will also be used to store moderation materials and various consumables.
As per staff work spaces +	Staff (esp. HoF) need access to appropriate separate spaces for private conversations with staff and visitors.
Digital Technology teaching Requirements:	<p>Preference for two connected rooms with glass sliding/folding doors between them as shown in the Mernda College, Australia; glass sliding doors to small meeting room. These should support 60 students in the combined rooms. http://www.schoolbuildings.vic.gov.au/Pages/Schools/Mernda-Central-P-12-College.aspx</p> <p>Bench for location of peripheral devices used in group presentations, for physical presentations, and for student group work within the class. Teacher desk with surface large enough for stand alone computer, monitor, keyboard, HDMI splitters, paper resources, student marking. This space needs to cater for up to 30 students. Students 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 for authentic assessment purposes or high end rendering.</p> <p>Student desks must have the capability to hold large computer monitors as it is important to see large tracts of code. Student desks set in cloverleaf pattern or rectangular pattern to maximise group discussion but flexible enough to be reshaped into other designs.</p>

	<p>90 power points need to be located in the room for student machines, monitors and peripherals, staff devices, devices that are powered but not connected to the computer such as robots. We still envisage the need for network points as the nature of our learning can generate</p> <p>3 Large TV screens attached to the walls for instruction. These need a double electric power point each. Large floor to ceiling display spaces. Large magnetic whiteboards</p> <p>Location of printers, scanners accessible by both classes and other nearby spaces, but within a teacher controlled space to minimise vandalism</p>
Digital Tech Breakouts as per breakout spaces +	Small meeting room capable of holding 6-8 people with large desk, powered, networked, bench down one side. Mini meeting room
Digital Technology Storage as per storage +	Access to storage for 4-drawer filing cabinets (x6), bench at height suitable for sitting at while effecting repairs ,toolkit, cables, adaptors, binding covers, A4 and A3 paper for printers, card resourcing, spare hardware such as mice, monitors, keyboards, shelving for staff resource textbooks, shelving for sets of student textbooks, bench for laminator, guillotine and binder, robot kits, set of cameras, lego kits, kits for stop-go animation, A2 and A3 posters not on display 10 electrical points for charging peripherals such as cameras
<p>Learning area: TECHNOLOGY</p> <p>Marlborough Girls' College</p>	
Activities/Space	Description
Technological Design Processing requirement	To be interconnected with other learning areas supporting the same learning (Science labs, Graphics, Art, Digital).

	<p>Think Marlborough Technology Centre - but on a much larger, grander, flexible, multipurpose scale.</p> <p>http://www.bohally.school.nz/environment-and-facilities/marlborough-technology-centre.</p> <p>Potential for local “Technology innovators’ to have some space to model product development, product launch.</p> <p>Flexible spaces, in addition to some specialist production spaces/areas, which can be reshaped quickly to suit the purpose of requirement. Appropriate equipment and resourcing to support the technological process e.g.</p> <ul style="list-style-type: none"> • trolleys that can be moved • roll out cupboard spaces • Technician and storage spaces are essential • Bifold doors • Smart use of storage space • Generic technology teaching and learning • Flexible, multipurpose spaces - cater up to 120 students in each hub. <p>Either Octagon or Parallel design of hub to interconnect with the co-located MBC Technology Innovators hub - as well as close proximity to MGC Science, Arts.</p>
Food and Biotechnology requirements	<p>These learning areas should be alongside/inside/close proximity to Science labs (food science & design). This space would offer access to a production kitchen for final prototype development of food tech products. The focus being more on laboratory and testing facilities. Good acoustics and possibly windbreaks or noise controllers given equipment running in the area. Flexible, multipurpose spaces - cater up to 100 students in each hub within the hub.</p> <p>Access to a production kitchen – commercial/domestic equipment, steriliser, electric oven x 8, stainless steel benches, chillers, freezer, prep trolleys, pots, pans, test tubes, thermometers, storage equipment, blenders, mixers, measuring equipment, portioning equipment, stainless steel infrared food oven, cake mixers, fryers, bread fermentation tank, art cake decorating spray gun, ice cream machine, multifunctional fruit and vegetable machine, low speed centrifuge, sealing</p>

	machines, pressure cooker, beakers, drying ovens, food testing equipment, lab PH meter, moisture analyser, vacuum packing machine.
Space for launch and display of technological products	Planning and technological product launch space. This may include catwalk, presentation tables, student exemplar space, display areas. Space for this could be in the general learning area part of the Technology Hub
Textiles / Fashion Technology	<p>A specialist equipment space with machines (30) set up adjacent to a makerspace and general learning spaces/breakout space.</p> <p>Area needs to be carefully thought out in regards to layout and position of equipment to avoid it being moved or broken.</p> <p>Textiles Maker space can be used for planning/tables for cutting/pinning space in middle of the room plus floor space for cutting out fabric. Sinks and water availability for paint and dye work.</p> <p>Access to unisex fitting rooms to allow flexibility in regards to use of the area by all students across both Colleges.</p>
Digital/Computer Science provision	<p>A space where students can do robotics, coding, programming, space to be located ideally near graphics and art. Need access to 3D scanners, printers and design equipment, providing access for all learning areas to use.</p> <p>Adjacent to maker space and general learning spaces for Technology.</p>

11. Furniture and equipment (F&E)

Furniture

- 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
- 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
- Furniture (type and configuration) must be able to support collaboration, such as larger and round tables for group work, and the ability to shift furniture
- Furniture and equipment should be high quality and robust, and able to withstand being reconfigured to suit different learning activities
- Furniture to be durable, and comfortable to cater to a wide range of student heights and builds
- 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
- There should be a range of furniture which can be used to visually create different learning spaces and experiences in the rooms
- We value inclusive education, and any furniture or equipment designed to support students with special education needs must be able to be integrated with the rest of the furniture so that the user is not isolated

Storage

Thoughtful and purposefully designed storage is required in all areas, with additional specialist requirements specified in section 10 previously. This includes (depending on learning area):

- Hot and cold storage for food and consumables
- 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 uniform supplies
- 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'

Display

- Use of glass 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 Smartboards
- Tables which can be written on (whiteboard table, glass table or digital)

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, while still being flexible and portable

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 Wifi throughout the site, including all outdoor spaces and sport fields, for all students 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 students 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 projectors, screens, 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.