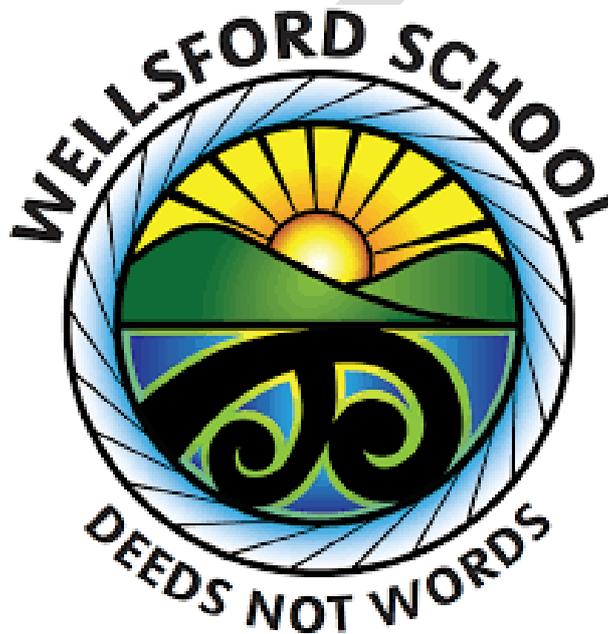




MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

EDUCATION INFRASTRUCTURE SERVICE PROJECT BRIEF TEMPLATE



[Wellsford School, 1126]

[Education brief]

Document Control

The table below is a record of the document control:

Document title:	Education Brief Template
Date created:	2022
Owner:	Ministry of Education, Wellsford School

Revision History

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

Revision Date	Version	Summary of Changes
---------------	---------	--------------------

Approvals

This document required the following approvals:

Name	Position	Sign	Date	Version
------	----------	------	------	---------

Distribution

This document has been distributed to the following people:

Name	Position	Date of Issue	Version
------	----------	---------------	---------

Contents

1	
2	
2	
2	
3	
1	Our vision/ mission statement4
2	Our values4
3	The character of our school5
3.1	Special characteristics of the school5
4	School timetable6
5	Our curriculum6
6	Teaching and learning structure7
7	School Leadership and Management7
8	Community connections8
9	Linking pedagogy to space8
9.1	Overall configuration of the school8
9.2	Linking the key aspirations of the school to space10
10	Description of each space13
10.1	Exemplar section from faculty table: Error! Bookmark not defined.
11	Furniture and equipment (F&E)15
12	ICT15

Introduction

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

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

- Align with the Ministry’s property objectives
- Reflect and support the character and values of the school
- Enhance the delivery of the curriculum
- Cater for the evidence-based teaching practices that have been shown to improve outcomes for students.

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



The **Project Brief** has two sections:

- **Education Brief** – sets out the school’s vision for teaching and learning for the future and how that translates into physical spaces to enable and support the pedagogy. This should be completed by the school with support from the Ministry as required. This document will be provided to the Design Team after their engagement has been confirmed.
- **Property Brief** – sets out key property related parameters and constraints associated with the site. This will be completed by the Ministry and will form part of the Design Team’s Agreement for Consultant Services.

Ministry property objectives

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

Designs for education buildings must be:

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

Precedence of documents

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

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

Project description

[Sample Text:

This School is a growing Full Primary which provides a base for technology to the three closely located schools in the Lower Hutt Valley.

This project requires work to be undertaken in two stages

- 1 Master Planning – the development of a Master Plan for the entire school site to allow for the Master Plan Roll set out in this brief accommodating. The Master Plan must also accommodate:
 - Technology spaces for both Foods and Hard Materials which will be used by other schools two days a week;
 - A future early childhood centre and possible teen parent unit with a site area of 1500m² and which should be accessed off Bledisloe Way; and
 - A Marae Atea space at the front entry to the site capable of receiving groups of up to 250 people.
- 2 A 12 learning space development with a total gross floor area of 1325m², which must also address a School Property Guide deficiency in resource space for which the Board of Trustees has received funding of \$300,000. The total construction budget for this project should be less than \$3.3 million including all site specific costs. Note that the school switchboard requires replacement as shown in the attached reports and a new Main Switchboard will need to be accommodated in this development.

Temporary accommodation has been arranged on the adjacent intermediate School site and is not required within this brief.

The completed work will be required to be available for use by the school for Term 1 2018.]

A

Education Brief

Wellsford School

The Education Brief takes the format of:

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

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

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

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

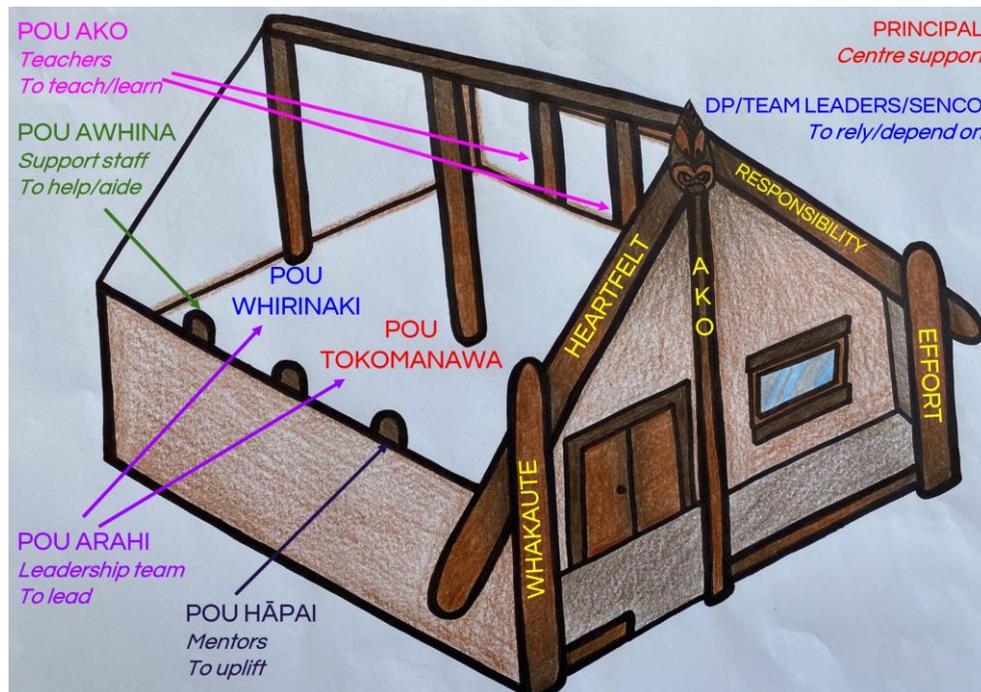
1 Our vision/ mission statement

Feature	
Vision statement	To prepare our students for a future that fulfils their individual potential by developing self-directed, positive, confident young people with sound academic knowledge and skill, who can set and achieve meaningful goals, and who act with integrity and social responsibility.
School motto	Deeds not words
Mission statement	To provide every student with the skills to become life-long learners To support staff, who are well respected for their individual ability, within a welcoming community To develop partnerships within the community

2 Our values

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

The school has a very well-developed set of values that have been developed and explored collaboratively in recent years, and which are expressed by the WHARE metaphor:



At the heart of the whare metaphor are the five values of

Schools values/principles:	Meaning:
Whakaute	Respect
Heartfelt	Aroha
Ako	Learning
Responsibility	Takohanga
Effort	Manawanui

Karakia Whakatau Hui

Pou Hihiri (May clarity be yours)

Pou Rarama (May understanding be yours)
Pou o te whakaaro (Through reflection)
Pou o te tangata (Through personal endeavour)
Pou o te aroha (Through respect)
Te pou e here nei ia tātou (The virtues which bind us as one)
Mauri ora kia tātou (May we be filled with wellbeing)
Haumi e,hui e,tāiki e! (Bound together,unified!)

The school doesn't currently have a graduate/learner profile.

3 The character of our school

Wellsford School is a decile 3 contributing school in the Rodney district of Auckland. The school community is proud of its history and there are many events and traditions that have been maintained through the years, including annual events like Ag Day, which are very well supported, and a strong connection to the community's rural roots.

Wellsford is a medium sized rural service town situated equidistant from Whangarei and Auckland. This location is unique because the school can draw on expertise and services from both cities. The area from which the school draws its students is very large and well spread. It radiates 15-20 km from the town and requires a large network of buses to transport children. Currently about a third of the students travel by bus, with nine buses operating.

Historically organised settlement began in the 1860's as part of the Albertland settlement around the shores of the Kaipara Harbour. Many of the present students have Albertland roots. Prior to European settlement members of the Ngati Whatua tribe lived in the area and many still remain but mobility has led to members of other tribes moving to the area. There is a marae at Oruawharo 26 kms to the north west of Wellsford. In responding to the National Education Priorities and the desires of the community the school places an emphasis on Literacy, Numeracy and with increasing emphasis on digital fluency for future focused learning. Our pedagogy is based upon Assessment For Learning as we believe goal setting, regular feedback and reflection in our students which will equal improved outcomes.

Wellsford School has a cultural mix of approximately NZ European 55%, NZ Maori 41%, Other 4%.

The school's current roll is around 382, with a Ministry of Education projected roll of 800 in the next 5-8 years.

3.1 Special characteristics of the school

Wellsford School is the only primary school in the town of Wellsford, with neighbouring schools generally being smaller and located in outlying settlements. The school has a long and proud history, having been established in its current form in 1939 through the consolidation of a number of smaller schools in the district. The school population is more than 40% Māori, which means Te Reo, Tikanga and Te Ao Maori are important to the school, although the current site and facilities do not adequately reflect their importance.

Another unique characteristic of the school is its proud rural identity. Many of the students have a strong sense of pride and place in all things rural, with connections to farming and the outdoors. The school's Ag Day is an important showcase of the farming life of the district and takes pride of place in the calendar. Wellsford students are outdoor kids, spending much of their lives physically active either in sport or in other outdoor activities such as hunting, playing, building things and helping out on farms.

The town of Wellsford is comparatively modest in size, rural in outlook and a reasonable distance from Auckland and Whangarei. This, combined with the fact that the town is a 'one school town'—with other local schools being smaller and located some distance away—means Wellsford School tries to offer as many opportunities to students and their families as possible. Limited access to groups present in larger urban settlements like sports teams, cultural groups, recreation and other pastimes means that if the school doesn't offer students an opportunity, they may miss the chance to experience new and different activities. This has implications for the facilities offered on the school site, including for the provision of sports. While some sports are offered through clubs in Wellsford, there is a smaller range of opportunities available than those offered to students living in larger cities and towns.

Another implication of Wellsford's rural location is that the school tries to help students see that Wellsford is part of a much larger world, and that if they wanted to continue to live a rural life or take up a role on a larger, global stage, they have the skills and the opportunities to do so. Above all, the school wants students to see a future with multiple opportunities, and to feel they are empowered to be connected with the world.

Within this context, provision of digital connectivity is important, partly because poor rural internet and 4G connectivity means many students have difficulty accessing the internet and digital resources from home. Again, if the school doesn't provide these opportunities for students, they may find them difficult to access.

Another consequence of the relatively widespread geographic catchment of the school is that families often find it difficult to engage with and attend school events. The school would like its facilities to be a magnet to all families in a way that rewards the effort of attending events when they occur.

4 School timetable

What are the school opening hours, and how is the curriculum organised and accessed?

The school follows the standard Ministry of Education arrangements for term dates, with a school timetable as follows:

- 8.55 – 11.00 = First morning session
- 11.00 – 11.30 = Morning tea break
- 11.30 – 12.40 = Second morning session
- 12.40 – 1.25 = Lunch break
- 1.25 – 3.00 = Afternoon session

Students work in class groupings and generally follow the same timetable and learning programme as the rest of their class. Office hours are 8.30am to 4.00pm. Students are allowed into their classroom at 8.00am. All teachers should be in their room from 8:30am. Students are not to be in class at morning tea/lunch unless supervised by a classroom teacher/teacher aide. Because many of the students travel by bus, there are few students left at school after the buses leave.

5 Our curriculum

At the moment the school follows the New Zealand National Curriculum, without a particular defined localised curriculum. In line with the principles of the NZC, the school's curriculum principles are:

1. High expectations,
2. Treaty of Waitangi- Te reo Maori me ona Tikanga,
3. Cultural diversity,
4. Inclusion,
5. Community engagement,
6. Coherence,
7. Future focused

The school is currently developing a relationship-based focus for teaching and learning which draws from learners' interests and strengths to make learning engaging and meaningful. The school is also developing an active approach to learning which includes rich teaching and learning opportunities with hands-on experiences for students, including problem-solving approaches to math such as DMIC. The long-term goal of the curriculum is to have students engage in purposeful inquiry, learning that they can make a difference in their world and in their own communities.

The school wishes to continue to move towards an integrated, blended inquiry approach to learning which will see learning structured around big questions and concepts. As many of the school's students are 'outdoor kids' it would be advantageous for the physical environment to support and enhance the learning offered indoors. A wider range of external learning environments, such as tree walks or nature walks, sensory, productive and medicinal gardens would further support an active, hands-on approach to learning.

6 Teaching and learning structure

The homeroom is the primary means of delivering the curriculum, although the school is seeking to increase the possibilities for classes to work together in order to maximise the flexibility and student-centredness of the curriculum. The school also wants to continue to develop a hands-on approach to learning to maximise the engagement of learners. Spaces that provide learners the opportunity to take greater control of their learning themselves (student agency) and spaces that provide the opportunity for students to work on their own projects would be welcome.

As is the case in many schools, a recent demographic trend has been an increase in the number of learners who have experienced trauma, are in foster care, emergency housing or are in Oranga Tamariki care. In order to meet the complex needs of these learners, the school is trying to find different ways to support students to integrate into the school and learn. The old dental clinic has been turned into a Waiora centre to try to meet student hauora needs, and spaces such as the sensory room are used to provide withdrawal and safe spaces to meet the needs of disregulated students, or those who need emotional resetting. This will continue to remain a focus for the school in coming years. The size and layout of the site doesn't always support a sense of intimacy, connection and sense of wrap-around support some of these learners need.

The school is also seeking to strengthen collaborative learning across the school, particularly seeking opportunities for older and younger learners to learn together (tuakana/teina learning). The size of the site presents some challenges to this, as does the lack of physical connectivity between blocks of classrooms (senior, middle and junior for instance). It would be nice for older and younger learners to feel connected to their whanau and buddies across the school through easy visible and physical connectivity. This is particularly the case with the senior (Y7-8) classrooms and playground feeling quite separate from the rest of the school.

7 School leadership and management

The school has a distributed leadership structure that comprises of a Principal, two Deputy Principals, SENCO/Waiora facilitator and team leaders, each responsible for a group of year level teachers (Year 0-2; Year 3/4; Year 5/6 and Year 7/8). Teachers currently plan individually and in teams, although it is anticipated the amount of collaboration in which teachers engage will increase as learning continues to become more active and more differentiated to meet learner needs. Most of this collaboration and professional learning will continue to happen outside of class time, but having a range of flexible spaces inside the learning environments will give teachers opportunities to work together during the school day as well as outside of it.

Pastoral care is provided for students through the homeroom teacher and SENCO/Waiora facilitator. Teacher aides/learning assistants also work throughout the school supporting students. Teacher professional learning is undertaken as a whole staff, in teams and individually.

Professional learning is often difficult for the school to access because of its distance from large centres like Auckland and Whangarei. This means the in-school professional learning that occurs is extremely important. Facilities should support effective teacher collaboration, shared professional development and problem-solving. At the moment, professional learning is offered via a mix of individual teacher release, staff meetings, and professional growth groups that meet regularly throughout the term. Workshops are provided by external providers and teaching teams also work on their own professional learning.

Professional learning is often delivered by external facilitators who come to the school to work intensively with teams over a period of two or three days. Providing teachers with the ability to meet and learn together—as well as have classes continue to function successfully in their absence—is important.

The school places a large emphasis on collective responsibility when it comes to maintaining class and school culture, particularly related to positive behaviour. This is very much in line with the metaphor of the whare as a representation of the school values. If one of the pou/poles is missing the others will find it difficult to do their job.

8 Community connections

The strongest community connection the school has is with Rodney College which is a short walk up the road, to the south of the school. Year 7 & 8 students undertake technology/manual classes in a range of different learning areas at Rodney College so maintaining/strengthening the connection between these two schools is important. There are a number of community resources in the township of Wellsford (rugby club, centennial park, museum, domain, shops etc.) but very few of them are within easy walking distance of the school. Perhaps the closest community resource is the community centre at the top of the hill to the south of the school 1.2 kms away.

The school has established a Waiora centre at the front of the school to provide support services to students and it's possible that community agencies could make great use of this facility, necessitating a strong community connection. The soon-to-be-refurbished school hall is also a community resource that can be used outside of school hours.

9 Linking pedagogy to space

9.1 Overall configuration of the school

The school sits on a large sprawling site at the northern end of the town of Wellsford. While the generosity of the site can be considered a real asset, it also comes with challenges, most notably that of creating a strong sense of community and whanaungatanga within the school. The senior playground for example is located on the south-eastern edge of the site, and feels disconnected from the rest of the school.

In the school's current incarnation, there is little to communicate the fact that over 40% of the school's students are Māori. There are few markers or references to Te Ao Māori or tikanga. Consideration should be given to the best way to signal the values and identity of the school community, particularly around the way whānau and manuhiri are welcomed and accommodated on the site.

Being the single primary school in a 'one school town' means Wellsford School has a particular responsibility to meet the learning needs of a wide range of learners, so consideration should be given to the way facilities, including teaching and learning spaces can be used flexibly, in different configurations to support a wide range of different approaches to teaching and learning. Related to this, the school seeks to teach learners at the developmental stage that is appropriate for them rather than sticking strictly to their chronological age, so flexibility within learning environments is important from this perspective as well.

The school does have a number of mature trees throughout the site which provide shade, soften the landscape, and provide opportunities for play and authentic learning. Unfortunately the roots of some of these trees have damaged the foundations of rooms 17, 18 and 19 which has led to the impending removal of these classrooms. The school is considering removing these significant trees to minimise the possibility of any future damage resulting from the spread of their roots. If this does occur, it would mean the remaining trees on the site become more important and consideration should be given to how any future buildings relate to them.

These established trees are also central to what might be seen as the only 'village green' in the school, located between rooms 17/18/19 and rooms 8/9. The removal of these mature trees and the removal of rooms 17-19 may present an opportunity to create more of a central hub/marae area/heart of the school, around which new buildings might be placed. If a central area/village green/heart of the school space (or spaces) were to be developed, it would support the school's aspirations of having stronger connections between year levels in the school, and a richer family and whānau feel to the school.

Having more all-weather outdoor gathering spaces would be beneficial, in part because of the mild climate for much of the year, but also because of the benefits of creating outdoor gathering spaces and connectivity between different classes and year levels.

The school library is currently tucked away at the rear of the site and the school would appreciate the opportunity to position it more centrally and strengthen its connections with the rest of the school. Partly as a result of the students being 'outdoors kids', the school experiences considerable disengagement with reading, and any opportunity to promote and celebrate libraries and literacy should be embraced. Similarly there are two health/support spaces that are currently separated: a health centre/sick bay behind reception and a larger, well resourced sensory and high-needs / ORRS space at the rear of the school next to the library. If opportunities exist to bring these two spaces together to make them more effective and efficient, the school would be interested in exploring them.

The school hall is currently being refurbished and remodelled, with the intention to modernise the facility but also try to make it look more like a whare to better reflect the importance of Te Ao Māori within the school. The school also has a very large shed to the north of the hall which is not used by students in any meaningful way apart from being the location where they are dropped off and picked up by bus at the start and end of the day.

Should the school continue (or expand) the provision of social services to whanau such as Social Workers in Schools (SWIS), Public Health services etc., consideration should be given to where these are located on site. At the moment, a lot of these are currently located deep into the site and are difficult for agencies or whanau to access easily. If it is possible to locate these services so they are easily accessible to students, whanau and external agencies, possibly on the edge of the site with welcoming, discrete access, it would be beneficial.

9.2 Linking the key aspirations of the school to space

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

Learning is collaborative

Commentary: learning is collaborative within, between, and across teachers and students.

Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
<ul style="list-style-type: none"> Learning is collaborative and social in nature. 	<ul style="list-style-type: none"> Acknowledging that effective learning is often social, involving a range of different group sizes and configurations. Groups of learners can often achieve more together than they can as individuals, particularly when they are motivated and engaged, and supported to be effective collaborators. 	<ul style="list-style-type: none"> A mix of teacher-led and student-led learning. Explicit teaching of social skills and the provision of opportunities to practice those skills and put them into action. The alignment of curriculum, pedagogy, culture and physical environment to ensure that learning is social, collaborative and active. 	<ul style="list-style-type: none"> Spaces should promote and prioritise opportunities to learn in a range of different social groupings: pairs, small and large groups. Spaces that facilitate both teacher-led and student-led learning. Spaces that allow students to practice group-based learning with a range of different levels of oversight: from highly supervised to independent.
<ul style="list-style-type: none"> Collaborative teaching and inquiry is promoted. 	<ul style="list-style-type: none"> Teachers working together to learn from each other, model good practice to each other, and work to deepen their understanding of the impact they make Transparent, deprivatised practice which makes use of individual teacher strengths. Supporting communities of practice, centred around teaching as inquiry and continuous improvement. 	<ul style="list-style-type: none"> Teachers working together in communities of practice to inquire into their own effectiveness as teachers, explore new, high-potential conceptions of teaching and learning and to support each other to implement these new approaches. 	<ul style="list-style-type: none"> Learning environments should be open, flexible and collaborative to support the development of community; collaboration between teachers; and the celebrating and role modelling of good teaching practice. Spaces should allow teachers to work intensively with groups of learners to meet their needs, but also to teach collaboratively to ensure opportunities to share practice, to work together and to gain new insights.

Learning is based on quality relationships

Commentary: whakawhanaungatanga, relationship-based and strengths-based teaching is central to the school.

Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
<ul style="list-style-type: none"> The environment builds relationships by affirming and celebrating the identities and cultures of all learners, including Māori. The school responds to, and meets, the diverse learning needs of all learners. 	<ul style="list-style-type: none"> When learners see their language, culture and identity celebrated and affirmed at school, they are more likely to make meaningful progress in learning and wellbeing. Learning that enables Māori to succeed as Māori often leads to improved outcomes for all learners. Acknowledging that effective learning is often social, active and collaborative, and that whanau are an important part of learning at school. Learning happens in partnership with whanau. 	<ul style="list-style-type: none"> Recognising and celebrating Māori language, culture and identity. Recognising and celebrating the cultures of all learners, their identities and who they are. Through learning that draws from learners' backgrounds and interests and positions them as experts in their own learning. 	<ul style="list-style-type: none"> Architecture, signage, artworks and cultural representations that reflect the diverse cultures present in the school. A range of flexible learning spaces enable educators to meet the need of their diverse learners, including those with complex learning and emotional needs, and those who require additional support with their learning. The environment enables teachers to use proven approaches that have a strong evidence base behind them. The environment, particularly around points of arrival in the school are warm, welcoming and friendly, and foster a sense of belonging. Indoor and outdoor learning environments foster a sense of belonging, togetherness, and a range of collaborative opportunities.
<ul style="list-style-type: none"> Learning is based on a foundation of good-quality relationships 	<ul style="list-style-type: none"> Students, teachers and whanau develop and maintain good quality relationships, focused on well-being and learning. Students who feel a sense of belonging, warmth and security are more likely to experience success at school. 	<ul style="list-style-type: none"> Learners' languages, cultures and identities are recognised and celebrated at school. Whanau feel a strong sense of inclusion at school. Teachers support and collaborate with each other in their practice. 	

Learning is authentic, engaging and meaningful

Commentary: learning at the school provides students the opportunity to learn in ways that are hands-on, meaningful and authentic to them.

Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
<ul style="list-style-type: none"> Learning will be active and engaged for all learners. 	<ul style="list-style-type: none"> Students will engage in many different kinds of engaging learning: investigating, questioning, researching, exploring, presenting, collaborating. 	<ul style="list-style-type: none"> Lessons designed to include a range of different active learning opportunities. Learning experiences that allow students to make choices and be active participants in their learning. Learning taking place in a range of meaningful contexts. 	<ul style="list-style-type: none"> The flexibility for students to engage in active learning approaches that work for them. A varied range of learning settings provided both indoors and outdoors. Strong connections to the outdoors Rich indoor and outdoor learning contexts. Flexible spaces that work for a range of modes of teacher-led and student-led learning. Good connections between indoor and outdoor learning environments. A range of hands-on and applied learning settings to support active learning. Rich outdoor learning settings.
<ul style="list-style-type: none"> Learners will be engaged in meaningful, authentic learning. 	<ul style="list-style-type: none"> Students will feel that learning connects to—and is meaningful for—they and their lives. Students have opportunities to engage in integrated, cross-disciplinary learning experiences. Students can see how what they are learning applies to, and is useful, in the real world. 	<ul style="list-style-type: none"> High levels of student ownership of and control over learning. Including natural environments, sport, cultural, social and recreation activities as contexts for learning. 	

10 Description of each space

Describe each space within the school.

Space	Activities	Description
General learning space	<ul style="list-style-type: none"> A wide variety of teaching and learning activities to support an engaging and varied curriculum. These will include direct, explicit teaching; group work in small, medium and large configurations; practical investigations; a variety of different forms of play including imaginative, constructive, collaborative, independent and messy play; literacy and numeracy groups; individual and collaborative learning; reflection; reading and writing; investigation and other activities. 	<ul style="list-style-type: none"> Flexibility, openness, transparency, and connectedness. General learning should be flexible enough to be able to support a wide range of student/teacher configurations from individual and 1:1 learning to small, medium and large group sizes, with an emphasis on collaborative learning. General learning areas should offer the ability to create varied arrangements of learning settings and acoustic zones, based on the activities of the students and teachers in the space. This requires the spaces that operate well in 'one teacher; one class' configurations as well as more flexible options. Supportive of a varied range of pedagogical activities including learning with a teacher or group, or on your own, manipulative activities, experimentation and investigation, practical and theoretical, with technology and without it etc.
Entrance	<ul style="list-style-type: none"> Greeting and welcoming guests, establishing and celebrating the unique character of the schools to visitors, meeting with staff, students or leadership, wayfinding and orientation, celebration of the students' and the school's achievements. 	<ul style="list-style-type: none"> Welcoming, friendly, bright, open and inviting. Representative of the diversity present within the school communities, but also of the unique character of the schools.
Hall / gym	<ul style="list-style-type: none"> Gathering together, community-building, celebration, performance, sports, cultural activities, theatre, dance, music. 	<ul style="list-style-type: none"> Flexible, multi-purpose and functional; good sight-lines and acoustics, performance spaces should have the potential to perform to indoor and outdoor audiences if possible.
Library	<ul style="list-style-type: none"> Reading, research, collaboration, community-building, gathering resources, relaxation, wondering, celebrating, playing, performing, sharing, showcasing. 	<ul style="list-style-type: none"> A welcoming, safe, warm, open, vibrant, inquiring space that can act as a central hub for the schools. A library should complement the resources available in general learning areas, both digital and physical. In addition to the provision of books and other resources, the library should be able to act as a multi-purpose space including the functions of gallery, makerspace, museum or venue for performance.

Space	Activities	Description
Specialist spaces (science, technology)	<ul style="list-style-type: none"> Undertaking scientific investigations, exploring, wondering, hypothesising, sharing, wet and dry experiments, demonstrations, explicit teaching. 	<ul style="list-style-type: none"> Resilient surfaces, access to safe power, water, wash up and other resources, secure storage for materials, display for student learning and other resources, practical, hands-on learning.
Outdoor spaces	<ul style="list-style-type: none"> A range of different learning modalities: community-building, celebration, performance, relaxation, physical activity, reflection. 	<ul style="list-style-type: none"> Easily accessible from indoor learning areas, and able to support a wide range of different learning modalities from authentic learning activities such as gardening to collaboration, investigation, collaboration, rehearsal and performance.
Admin spaces	<ul style="list-style-type: none"> Meeting; collaboration; computer-based work; quiet, individual work; collective, collaborative work. 	<ul style="list-style-type: none"> Warm, welcoming, inviting spaces that make parents and other visitors feel at home and demonstrate good manaakitanga for families and guests. Spaces should be flexible enough to foster a range of collaborative activities but also individual work, in line with good activity-based workplace design.
Staff room / staff workspace	<ul style="list-style-type: none"> Eating, meeting, relaxing, planning, marking, reading, discussing. 	<ul style="list-style-type: none"> Spaces that allow teachers to relax and be well. Comfortable and social but also able to offer downtime and quiet relaxation. Should support the ability to meet and plan as well as relax.
Student services	<ul style="list-style-type: none"> Meeting, interviewing, planning, making phonecalls. 	<ul style="list-style-type: none"> Welcoming, inviting, warm and nurturing, but also able to offer the privacy and discretion that students accessing a range of services might need. Good opportunities for passive and active supervision.
Toilets	<ul style="list-style-type: none"> Ablutions, personal hygiene. 	<ul style="list-style-type: none"> Safe, clean, inclusive spaces that balance the need for privacy with transparency and support for pro-social behaviour.
Resource spaces	<ul style="list-style-type: none"> Preparation of resources and planning for teaching. Small group meetings, curriculum design and planning. Moderation and marking meetings. 	<ul style="list-style-type: none"> Work surfaces for resource preparation, meeting spaces to discuss and plan. Spaces for individuals to work quietly.
Storage	<ul style="list-style-type: none"> Storage of curriculum resources, equipment, student work. AV, technology, IT storage. 	<ul style="list-style-type: none"> Storage for a wide range of items including paper for filing and secure storage. Compact, efficient, easily accessible storage.

11 Furniture and equipment (F&E)

Flexible, able to be reconfigured to meet the needs of the learners.

The school is seeking to use a range of different types of furniture in order to help teachers meet varied student learning needs. Furniture, fixtures and equipment will be selected to maximise the flexibility of spaces and to provide high-quality, inclusive learning experiences for students.

Furniture, fittings and equipment will be chosen in order to complement the learning settings designed into the environment, and to support the schools' approaches to learning. FF&E should enhance the environment's ability to offer a variety of easily reconfigured, inclusive learning settings.

Provision of storage for resources and materials should be functional and offer opportunities for both distributed and centralised storage, allowing easy access to resources from within the learning environment, enhancing student learning.

12 ICT

Learning with digital technologies is an essential component of future-focused education. Digital technologies enable schools to enhance the learning available to students and staff and to connect themselves to the wider community. Wireless technology will continue to be the backbone of how digital resources are accessed and shared, so the design must support ubiquitous wireless devices. The school has access to ultrafast broadband.

At the moment the school makes good use of Chromebooks for learning. Access to power and charging for multiple devices should be a central consideration, as should be how devices can be securely stored when not in use. Display technologies will probably be mobile televisions rather than fixed projectors over time, although the ability to display large images in gathering spaces is an advantage and should be considered in the design

