



CHRISTCHURCH BOYS' HIGH SCHOOL TE KURA TUARUA O NGĀ TAMATĀNE O ŌTAUTAHI MASTER PLAN ASPIRATIONAL BRIEF

JUNE 2015 - 214355



CBHS

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INTRODUCTION

This reverse Aspirational Brief collates feedback from a range of stakeholders and advisors. A brief is a 'live' document that will be reviewed and changed over time. The brief sets high level goals and aspirations based on the values found in Christchurch Boys High Schools Strategic Plan.

Suggestions are made for the application of these aspirations and how they could be part of a functional brief. The functional brief elements are then taken forward in a Concept Design process for individual projects within the school.

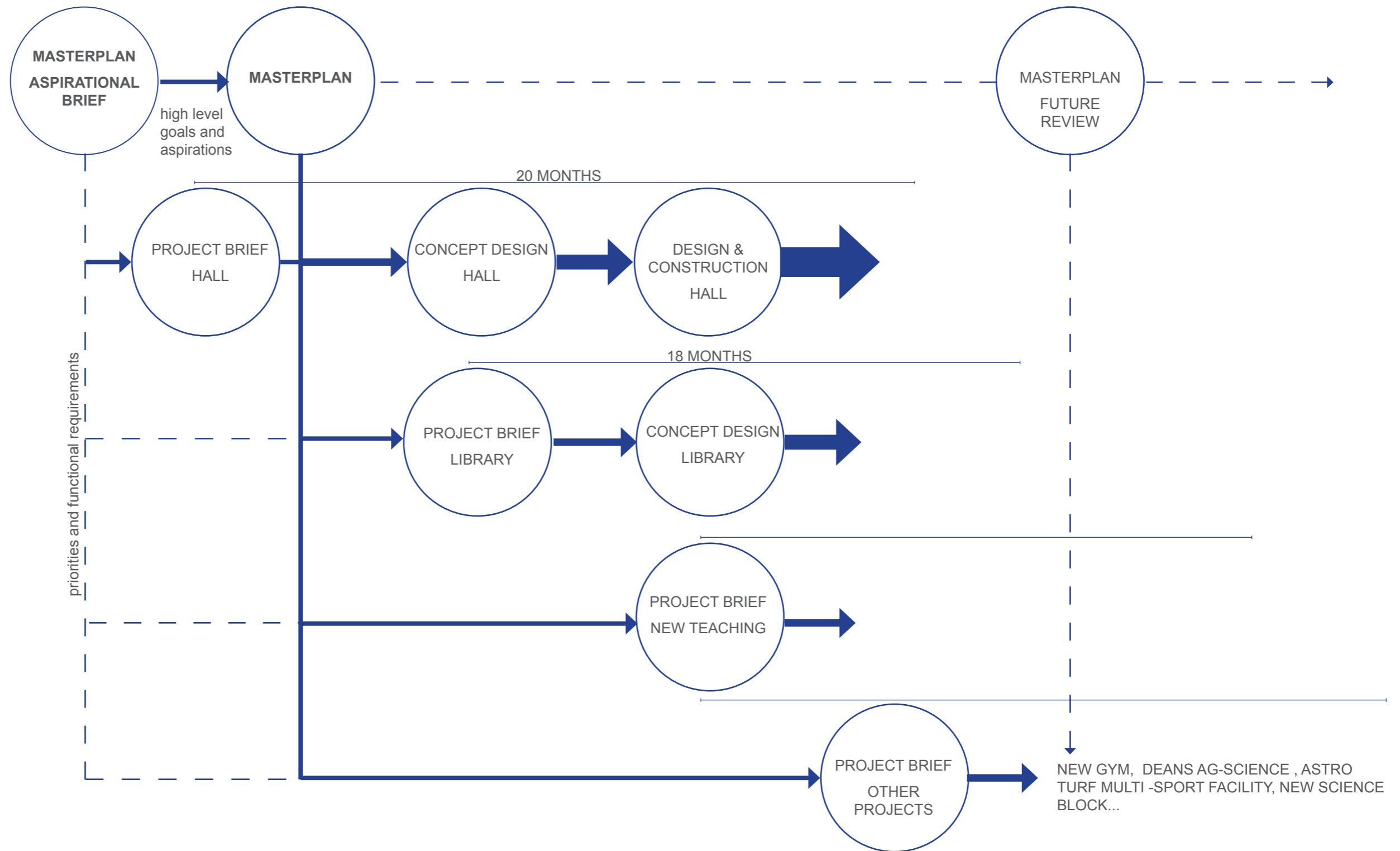
Jasmax
June 2015

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DRAFT FOR COMMENT

ASPIRATIONAL BRIEF FOR MASTERPLANNING

1. BRIEFING PROCESS



ASPIRATIONAL BRIEF FOR MASTERPLANNING

ALTIORA PETO - I SEEK HIGHER THINGS

School Motto

1. BRIEFING PROCESS

The documents provided as a basis for the Reverse Brief include;

- Project Brief v1.3a (updated 15/05/15)
- A3 Staff feedback Hall
- A4 Staff feedback Library
- Study Tour - Adelaide and Melbourne February 2015 Feedback
- CBHS Strategic Plan "One School" approach
- Advice and reports to Trustees from Ian and Zac Athfield (AAL)
- Preliminary input from CBHS Whanau Group (08/06/15)
- School Community Survey (15/06/15)

Stakeholder engagement has been carried out during the Masterplanning process to date to understand the key aspirations and functional requirements for the Christchurch Boys High School (CBHS) campus.

The following stakeholders and users were consulted:

- CBHS represented by Nic Hill (Principal) and Nigel Georgieff
- Board of Trustees (BOT) represented by John Osborne
- The Ministry Of Education (MOE) represented by Peter Fenwick, with education and visioning by Lorraine Moss
- Masterplanning Briefing Workshop 18.05.15
- Student Executive Feedback (via Nic Hill) 20.05.15
- Old Boys/ Alumni- via Nic Hill and Further and ongoing stakeholder engagement suggested with the above plus:
- Iwi - Via BOT, John Osborne and Whānau Group which includes families from a wide variety of New Zealand iwi.
- Lincoln and Canterbury University
- Christchurch City Libraries

Through an iterative process from December 2014 - April 2015, where rapid Masterplan concepts were tested, options priced with Davis Langdon Quantity Surveyors it was eventually agreed with the MOE that new Hall facilities with a capacity of 1300 students plus a new library would be constructed in the current location. The library location will be agreed through the Masterplanning process. It will be recognised as the learning heart of the school.

2 . VALUES

The guiding values provided by the school in the Strategic Plan are of **MEANINGFUL RELATIONSHIPS, INTEGRITY, HIGH EXPECTATIONS AND RESPECT**



CBHS Heritage Main Block

ASPIRATIONAL BRIEF FOR MASTERPLANNING

MEANINGFUL RELATIONSHIPS, INTEGRITY, HIGH EXPECTATIONS AND RESPECT.

School Values

3. ASPIRATIONS

STRATEGIC PRIORITY	SPATIAL ASPIRATIONS/ ATTRIBUTES	APPLICATIONS <i>(to be included in the masterplan- work in progress)</i>
RELATIONSHIPS 'One School' through purposeful connections.	Bring the academic campus closer together.	<ul style="list-style-type: none"> Long term Masterplan Vision (20 years). Alignment of curriculum areas.
	Create unity, simplicity and flow within campus.	<ul style="list-style-type: none"> Clear and intuitive circulation. Way finding signage. Define edges and pathways with built elements. Sheltered areas.
	Repair the poor quality space created in the past.	<ul style="list-style-type: none"> School to have a good 'front' and a good 'back'. Replace ad-hoc lower quality buildings over time through the Masterplan. Reduce narrow, shady circulation areas.
	Build spaces that enhance meaningful learning relationships.	<ul style="list-style-type: none"> New teaching block (estimated 25 new Teaching Spaces).
	A welcoming school.	<ul style="list-style-type: none"> Seating and waiting areas for ceremonial and less formal arrival.
	Create spaces to gather and connect.	<ul style="list-style-type: none"> A range of spaces that encourage conversations and activity between students and staff.
ENGAGEMENT with the schools wider community.	Develop opportunities for cultural excellence.	<ul style="list-style-type: none"> Develop links with CGHS and wider performance/ arts groups.
	Bring Iwi Cultural Narrative into campus.	<ul style="list-style-type: none"> Recognise Tangata Whenua (Ngāi Tūāhuriri) at ceremonial entry and other appropriate locations in the school.
	New projects to develop relationships with other institutions and communities through sharing facilities and resources.	<ul style="list-style-type: none"> Dean Agri - Science Feasibility study. (NCEA Ag School Group, Lincoln, UC, CPIT etc). CGHS - New Performing Arts Centre.
	Continue to be recognised and used as a sporting home of excellence.	<ul style="list-style-type: none"> Improved sports courts. Astro-turf multi-sport fields. New Gym located. New Sports Pavilion.
	A place for whanau.	<ul style="list-style-type: none"> Meeting space for whanau, staff and other groups.
	Create places for the boys to shine. Share this with wider communities.	<ul style="list-style-type: none"> New grandstand seating to sports fields (underway). A range of outdoor performance spaces, mini amphitheater. New Hall with flexibility of use.
HERITAGE Respect and enhance Christchurch Boys' High Schools' physical, academic and spiritual culture.	Build from the strong sense of pride and belonging the school enjoys.	<ul style="list-style-type: none"> Recognise the permanence of the Main block and the 'axis' it sets up for the school. New work to subtly respond and engage with the Main Block. Quality of materials and finish. The school should be attractive and show that we value our learning.
	Consider new ways to build from the rich history and built heritage.	<ul style="list-style-type: none"> Deans Buildings - New project to rejuvenate use of this area. Consider re-use of demolition of older building materials and features.
	Consider how new buildings maintain the integrity of valued heritage elements.	<ul style="list-style-type: none"> Design Materials Palette. Considered design relationship between new buildings and heritage buildings. Avoid reproduction of heritage.
	Respect and enhance the ecological heritage of the school, the fields, and the park-like banks of the Avon.	<ul style="list-style-type: none"> Memorial lawn, native planting and restoration work on the Avon (in consultation with Iwi).
	Consider the schools role in Christchurch cultural history, the buildings with heightened importance post quakes, the Garden City and the links to future ideas such as The Frame and cycle networks.	<ul style="list-style-type: none"> Consider wide range of spaces for community events: Community Day, Sports and Cultural events.