



***HVHS***  
*Campus of the Future*  
*Campus Framework Plan*

# *Executive Summary*

The Hutt Valley High School (HVHS) Campus Framework Plan is a significant step that provides guidance for the campus and its asset development over the next 10 years and ensures that its facilities and outdoor spaces are fully aligned with the school's vision for a progressive and stimulating learning environment.

It is clear that the quality of the campus must be improved through a strong relationship to its city and street context and a transformed campus environment that 'anchors' the experience of being 'at HVHS' for students and staff, fostering a sense of belonging. The vision points to a direction that seeks integration of learning objectives with the physical setting.

The Framework has been developed in collaboration with staff and students through focus group discussions and wider scenario planning workshops. The school community identified key issues and opportunities that ensured solutions were focused and relevant. A clearly defined set of principles emerged that underpin and steer the framework, ensuring coordination across the whole campus for individual initiatives.

The Framework proposes a number of longer term major projects alongside a wide range of minor initiatives, and conveys the message that all projects and initiatives need to make a positive contribution to the quality of the campus in a coordinated manner, not as isolated endeavours.

Major projects include the redevelopment of the centrally located C-Block and associated outdoor spaces, the creation of a new school hall and performing arts facility along Woburn Road, the redevelopment of the old gymnasium, and the establishment of a quality entrance and teaching/sports facilities at St Albans Grove. The campus will be structured around an easily understood dual cross axis linking facilities and open spaces to the campus entrances. Minor initiatives will occur throughout the 10 year plan period supporting and enhancing the major projects.

## **PREPARED FOR**

Hutt Valley High School (HVHS)

## **CONSULTANT TEAM**

McIndoe Urban Ltd

## **ILLUSTRATIONS**

All illustrations have been prepared by the consultant unless otherwise stated. Cover illustration by Stantiall Studios

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# Contents

## Executive Summary

- 1 INTRODUCTION**
  - 1.1 Project Overview and Scope
  - 1.2 HVHS Vision
- 2 THE PROCESS**
  - 2.1 Developing the Campus Framework
  - 2.2 User Group Consultation
  - 2.3 Workshop 1 Findings
  - 2.4 Summary of Key Facilities and Opportunities
  - 2.5 Workshop 2 Findings
- 3 ANALYSIS**
  - 3.1 Campus Site and Context
  - 3.2 The Existing Campus
  - 3.3 Key Opportunities
- 4 THE FRAMEWORK  
'HVHS Campus of the Future'**
  - 4.1 Development Principles
  - 4.2 Options scoping and Development
  - 4.3 The Framework for Future Growth
  - 4.4 Project Initiatives
    - 4.4.1 C Block
    - 4.4.2 Performing Arts
    - 4.4.3 St Albans Grove
    - 4.4.4 Gymnasium
    - 4.4.5 Open Space Network
    - 4.4.6 Minor Initiatives

## Further Work

Range of technical studies  
Costs and values appraisal  
Implementation Strategy

## Appendices

- 1 Project Methodology

# 1

## *Introduction*

### **1.1 Project Overview and Scope**

This Framework will guide Hutt Valley High School's (HVHS) decision-making about its campus facilities, and their subsequent implementation and management, over the next 10 years to 2026. In establishing direction for this immediate and longer term future it anticipates the needs and challenges that will be faced and sets the foundations for how the school will respond.

The Framework has been developed at a 'whole of campus' level of detail and does not seek to answer all of the questions in relation to individual facilities. However, special emphasis is placed on parts of the campus where a particular need has been identified for additional built accommodation or environmental enhancement or outdoor space.

The Framework has been developed by means of interviews and focus group discussions with staff and students, as well as wider workshops that included the Board of Trustees (BOT). Discussions with senior management on specific matters have supplemented the process and identified performance-related issues of student facilities.

Part 1 of this report defines the intentions of the Framework and describes the vision and outputs.

Part 2 describes the process undertaken to prepare the Framework including the range of engagement with school user groups and management.

Part 3 provides a high level analysis of the physical environment of the existing campus, identifying a range of issues and opportunities for the Framework to address.

Part 4 outlines the HVHS Campus Framework including campus-wide design and development principles and specific initiatives.

Finally the need for further work is identified to address the range of Ministry of Education requirements.

### **1.1 HVHS Vision - Campus of the Future**

***"HVHS offers an inspiring and progressive learning and teaching environment where students and staff feel stimulated and safe"***

The school aspires to provide a warm and inviting place for students and staff, where educational opportunities are supported and the on-campus experience creates a positive sense of belonging and identity.



Image: Stantiall Studios

New multi-purpose hall and performing arts centre fronting Woburn Road

# 2

## *The Process*

This section describes the overall methodology adopted to develop the project and also presents a summary of the consultation findings.

### **2.1 Developing the Campus Framework**

A five-stage process was adopted to develop the Framework that included:

#### **STAGE 1** Briefing and information gathering

This stage brings together existing information and produces background information to inform the rest of the project. At this stage base plans of the campus are produced and existing documents such as MoE Building Condition Survey are reviewed. Alongside this process initial consultation with the school community identifies issues and opportunities to take forward to the briefing workshop.

#### **STAGE 2** Briefing workshop

A three hour workshop informed by initial consultation findings aims to test emerging ideas, options and opportunities as well as resolve any ambiguities and contradictions in the information gathered during stage 1.

#### **STAGE 3** Campus planning scenario development

At this stage plan options for the facility are developed to a diagrammatic overview level describing possibilities with initiatives.

#### **STAGE 4** Scenario testing workshop

Three hour workshop at HVHS to confirm a likely overall plan approach based on work from the previous stage. This workshop will identify and interrogate potential initiatives and prioritise these.

#### **STAGE 5** Reporting

This stage produces the report document. This will compile the findings of the process as well as producing a campus plan in diagrammatic form including rationale. This will identify future initiatives and key briefing parameters for the design of those. It will also give indicative prioritisation of initiatives. Included in this stage are Professional perspective images produced by Stantiall Studio to assist with communication, marketing and fundraising.

These stages and the tasks they entail are described in more detail at Appendix 1.

Timing of the process was planned with the school to allow engagement with students and staff, working around academic and workload demands.

The process of consultation was based on interviews and focus group discussions followed by two workshops. Those workshops sought to identify and confirm campus-wide issues and opportunities and then to explore a range of scenarios for the future growth of the school.

## 2.2 User Group Engagement

The initial consultation and findings regarding the school's organisation, existing campus environment and aspirations for future growth are summarised below.

### About HVHS: Roll Growth and Change

Year	Domestic roll	Comment
2007	1,592	
2010	1,661	
2014	1,653	
2015	1,605	
2016	1,643	Estimate as of 08/12/2015
2020	1,700-1,750	Intention and best estimate

Plus 135 teaching and 45 support staff (2015)

Long term roll projection is 1,700-1,750 students. With a stated 'preferred optimum roll in the vicinity of 1,720 students.' The main limitations to this is teaching space and the flexibility of teaching spaces.

### About HVHS: Our Site

	Allocation
Site Area	7.23ha
Total building area	11,940m <sup>2</sup>
Total teaching spaces	87
Total toilets	144
Total car parks	94

Outdoor space:

- Lower field used for football, cricket
- Upper field used for rugby, cricket
- Courts by Lower Gym used for tennis and netball practices
- Front yard used by students during breaks

### **About HVHS: Update of past work**

#### **Past staff and student requests:**

1. Upgrade to C Block
2. Upgrade to staff resource areas
3. Upgrade to grassed areas of grounds

#### **Recently completed projects:**

1. Admin/library leaky building – recladding (2014)
2. Boiler upgrades (2011 & 2015)
3. Hotuwaipara Marae (2013)
4. B-Block seismic strengthening (2011)
5. D-Block seismic strengthening (2010)
6. B-Block closing –in overhead gantries (2011-2012)

### **Findings from briefing workshop consultation.**

The following issues and findings came out of the Briefing Workshop 1 (Stage 2) and informed the direction of the study in the early option phases. These findings are based on the input from teachers, students, and support staff.

#### **Better Covered Areas**

- A limited range of spaces currently / 'packed' Student Centre
- Undercroft spaces cold and windy
- Corridor spaces have potential but need to be fit for purpose

#### **Better use of existing facilities**

- Lower gym maintenance, changing rooms, showers/toilets inefficient
- Tennis/netball courts. Lack of seating, shelter, surface quality
- Half court by lower gym needs re-thinking/improvement
- Garden is used but isolated
- Cleaning and hygiene
- B Block not enclosed / draughty

#### **School frontage**

- Impressive front / street appeal. Landscape is mixed. Needs more seating
- Perceptions beyond frontage are poor
- Better Library entrance / more visible
- Car parking – pedestrian conflicts with access

### **What buildings would you 'remove'?**

- C-Block (poor quality, cold dead heart! Dark, environmentally poor)
- P-Block (but space around is good / human scale)
- E-Block (and M) – remove E or make bigger
- Hall – too small, Canteen is “horrible”
- Lower gym

### **What facilities / qualities are missing?**

- LSU and Help rooms separated, not in classrooms
- Diversified gym space - weights, yoga
- More toilets in E and P Blocks
- Whole-school assembly space
- Technologically equipped spaces
- Walk connections from D to B Blocks

### **Outdoor spaces**

- Highly valued, better direct links, covered links

A final question to the teacher group and student group asked ‘what makes a good teaching (or learning) environment?’ The response to that question was as follows:

### **Teacher-focus – what makes a good teaching environment?**

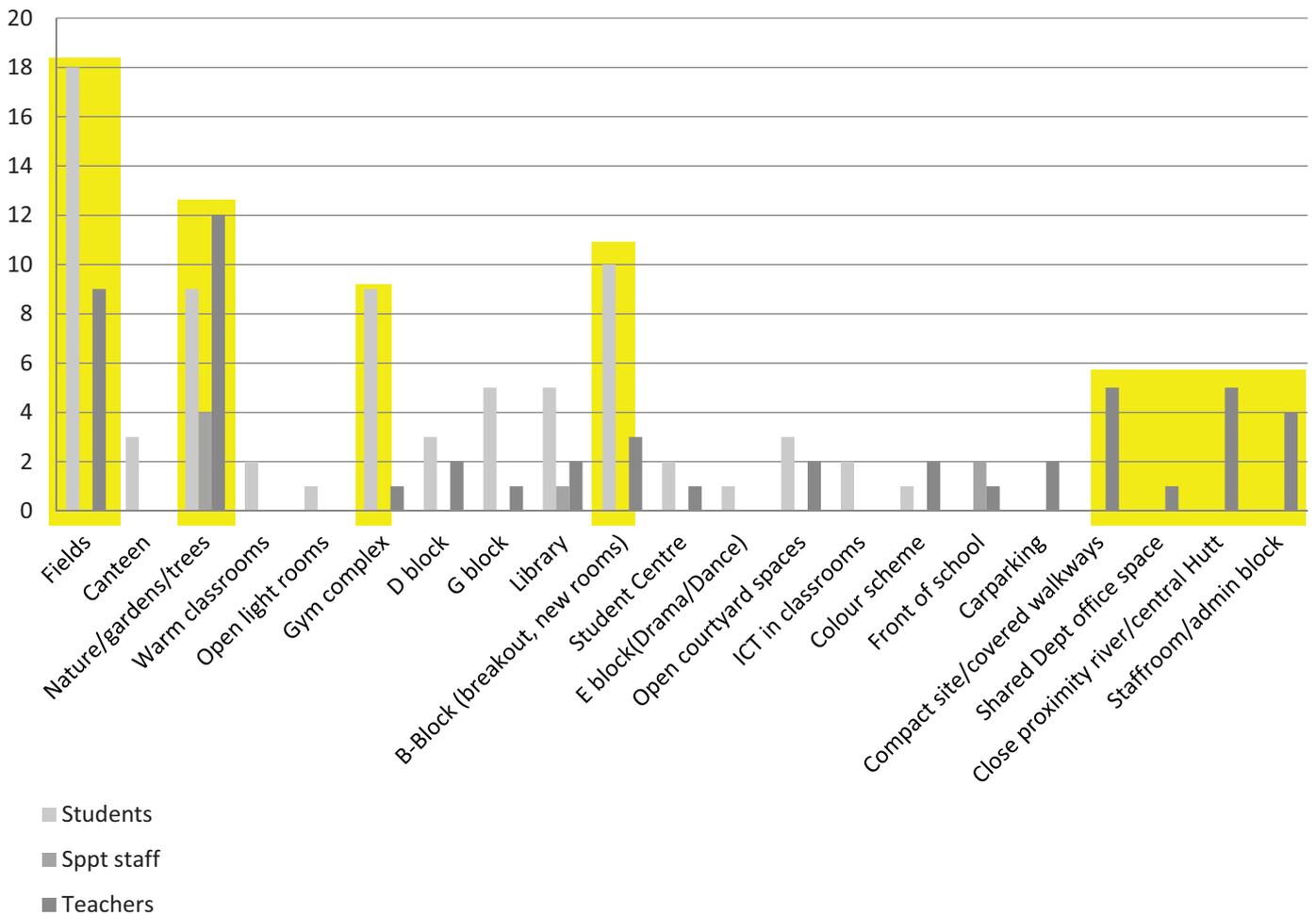
- Quality of teaching spaces (light, temp, use, modular furniture – the basics!)
- Room sizes – C-Block is too small (poor flexibility), P-Block is ‘Ok’, the G-Block Art space is too small
- Need pin-up display space (C-Blk)
- After hours / dark, internal-external flow is poor
- Need covered links (C to B Blk)
- Need new 1000 seat auditorium.
- Open up middle of campus on C-Blk, quality space.

### **Student-focus – what makes a good learning environment?**

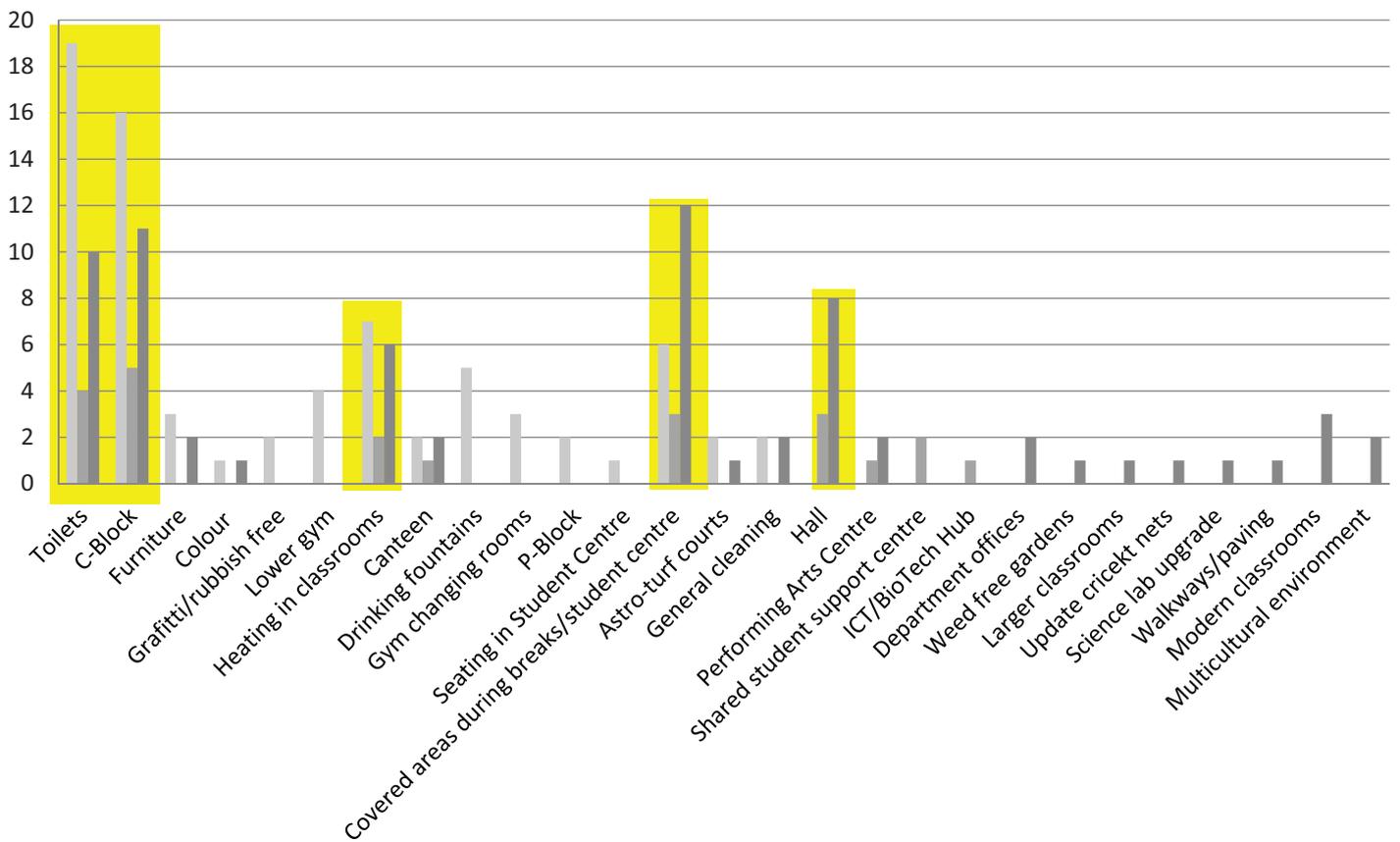
- Quality of class rooms - attractive, bright, heated and clean rooms – the basics!
- If quality furniture/space is provided it is better respected
- Outdoor spaces are well received (clean, healthy, green, seating)
- Need consistent ‘feeling’ across the campus
- B Block is warm and ‘nice’
- C Block – “we’re used to it”. Poor light/closed-in but centrally located.
- P Block – cold.

The two graphs below present a summary of the general findings of a survey across staff and students with regard to school facilities. It is noted that open space was valued by all while the students particularly valued the gym facilities. C Block, toilets, heating and the hall were all items identified for improvement.

### What we currently value about our facilities



### What facilities we would like to improve



## 2.3 Workshop 1 Findings

Two workshops were held at different stages in the project. The key outputs from the first of these events are summarised below.

### Workshop 1

#### ***School population***

School population is expected to rise to 1700-1750 students without allowing for spatial growth of the campus. All car parking is fully utilised by staff.

#### ***Rating existing facilities***

School facilities were rated and the conclusions validated by attendees. This analysis was not based on seismic review or serviceability analysis but it provides a good indication of building quality and fitness for purpose. The following rating scale was used:

- 1 = Meets our current and anticipated future needs*
- 2 = Meets our current needs but will need upgrade in the medium term*
- 3 = Meets our needs and is safe, but out of date for current teaching methods*
- 4 = Inadequate. Holds us back from achieving what we need. Needs services upgrade*
- 5 = Inadequate. Requires significant seismic and services upgrades*

The table opposite presents the findings of this exercise.

#### ***Open Space***

##### ***General***

- Additional tables and seating are required.

##### ***Connecting Spaces***

- C to B link needs softening/trees, but must provide for emergency access.
- Space north of C Block is cold and windy.
- There is no sheltered waiting space between Blocks B and C.
- Area around Block P could be bigger.

##### ***Netball Courts***

- Location of courts next to bins is poor.
- Only 3 courts for 1600 students.

##### ***Space by the gym***

- Hard surface here is good, and the space is dual-purpose and well used for play.
- Seats here need repair.

#### ***Entrances***

Improve entrances.

#### ***Canteen***

- Canteen facility is too small for the number of students.
- More seating is required.

A Block	Science <i>Prefabs, functional only</i>	1970	3
B Block	Science, Social Sciences & Mathematics <i>Adequate/ok. Mixed quality within, and acoustic issues between rooms</i>	1960	3
C Block	English, Media, Computing & Commerce <i>Generally poor</i>	1972	4
D Block	Languages, Fashion & International <i>Has been seismically upgraded</i>	1960	2
E Block	Foods, Technology & Drama <i>Limitations re courses, rating 3, 4 suggested: 'hugely inadequate. Mixed response son rating: includes dance studio – too noisy, students say drama room is a "good space"</i>	1975	3
G Block	<i>No toilets, "hollow, not inspiring", "a nothing building". Stairwell congested</i>		2-3
M Block	Music <i>Traditional facility, poorly suited to current use Need more practice rooms. Security and locking practice rooms is an issue</i>	1960	4
Hall	School Hall <i>Too small</i>	1930	4
W Block	Hard materials technology <i>Can be adapted</i>	1998?	3
Marae	Hotuwaipara Marae	1970	1
P Block	Prefab Maths teaching spaces <i>Rooms ok, but one comment that should be rated 3-4, not 2, as not modern, and shelter is poor</i>	1970	2
Gym	Main PE gym function <i>Maintenance needed</i>	1981	2
Lower Gym	Secondary PE, overflow <i>Old gym "needs a bulldozer"</i>	1950	5

- Trees and shade are required here.
- Water ponding/floods is an issue.

#### **Gymnasium**

- It is functionally better to have the gyms co-located together.
- Concentrate recreational area around the gym.

#### **Hall**

- Hall is too small.
- Need to provide for at least one year group and parents.
- Intensive manual process to move seats.
- Poor ventilation.
- Poor entrance.

#### *Future Hall location scenarios discussed:*

##### *1) H2 (Woburn Road)*

This is highly visible, a better funding opportunity and 'shop window', is easily accessible for visitors.

##### *2) H3 (Close to St Albans Grove)*

This site is constricted, too much of a dead end street for good access. Consider alternative development on the court.

#### **Priorities, Opportunities and Potential Projects - Major Initiatives**

The following describes the outcome of the workshop that sought to prioritise needs and opportunities in relation to major planning initiatives. Opportunities are identified in descending order of priority.

#### *C Block*

- Rebuild, chance to clean up the 'heart', and to build a modern environment.
- Demolish, replace with modern 2 storey building, for better use of space.
- Replace with new modern learning centre and outdoor area.
- Rebuild this area into flexible modular design system.
- Enhance usability, improve comfort and environment for students.
- Create a school central point/student hub while maintaining amount of classrooms
- Halve C Block to create a light corridor, open up sightlines and sense of space.

#### *Hall and potential Performing Arts Centre*

- With accessibility for both parents and students.
- A place for 700 to 1000 people to meet inside
- 1st priority, to enhance school spirit (then C Block).
- A new hall/performing arts centre in place of the current hall, linking to music area.

#### *Comfortable environment*

- A warm, clean environment for staff and students both during lessons and break times. (Renew heating and double glaze).

- Make classrooms more light and comfortable to encourage learning and student congestion.
- Larger area for students, inside, sheltered.

#### ***Priorities, Opportunities and Potential Projects - Minor Initiatives***

The following sets out the workshop outcomes in relation to other ideas, beyond those identified as 'major' planning initiatives.

##### *Comfort and environment*

- Heating - Especially in C Block; Better heating in P Block; Double glaze classrooms.
- Toilets - For girls especially.
- Bigger gym changing rooms.
- Drinking fountains.
- Cleaning and tidying.

##### *Landscape and open spaces - Quality and functionality of open spaces*

- Green spaces with permanent seats and tables.
- More planting to create attractive outside spaces.
- More greenery and open space.
- Student outdoor interval/lunch spaces.
- Covered spaces.
- Comfort of areas around school.
- Creating a 'middle', heart of the school.

##### *Landscape and open spaces - Minor open space initiatives*

- "Tidy up" space between blocks.
- More lighting around.
- More student artwork around the school.

##### *Internal spaces*

- Address congestion in corridors.
- Better utilisation of space/flexible space including corridors.

##### *Implementation*

- Financial planning.
- Possibility of raising money.
- Lower cost interventions to enhance student day to day life.

##### *Gym*

- Remove old gym for new staff car park.
- Demolish old gym, add to smaller gym [to create] two full size gyms.

##### *Entrances and connections*

- Change back entrance to school.
- Covered walkways.

##### *Redevelop P Block areas*

## 2.4 Summary of Key Facilities and Opportunities

ISSUE		RESPONSE/RECOMMENDATION
<b>C Block</b>	C Block is identified as the major challenge by both user feedback and independent review. It is poor internally, the teaching spaces are compromised, and it also compromises the quality and functionality of the spaces and routes around.	<ul style="list-style-type: none"> <li>• Reuse by removing part of the existing building to create a new central open space and opening up the facades to the spaces around, or demolish and redevelop as a new teaching facility, to provide a quality 'Modern Learning Environment' and a suitable facility at the centre of the campus.</li> <li>• The C Block project is a strategically important project that delivers multiple benefits, including a new open space at the centre of the campus, a direct spatial connection between Woburn Road and the No 2 Field.</li> </ul>
<b>Lower Gym</b>	Very poor quality building in need of extensive maintenance. Presents a very poor frontage to St Alban's Grove.	<ul style="list-style-type: none"> <li>• Remove Lower Gym in the medium term to allow for a larger and reconfigured and larger hard court facility, and a high quality connection between St Alban's Grove and the sports fields and other sports facilities.</li> </ul>
<b>Lack of recognised centre</b>	Absence of a space and facilities at the centre of the school that might be recognised as the centre, or 'heart'	<ul style="list-style-type: none"> <li>• Create a Student Hub with redevelopment of C Block, including a high quality open space along the 'Woburn Road Axis'. This will connect right through the campus and link the front lawn to the fields behind.</li> </ul>
	Absence of a space for the whole school to meet	<ul style="list-style-type: none"> <li>• Short term solution: Enlarge the existing amphitheatre as part of initiatives around changes to C Block to be a place where the whole school can readily meet in fine weather.</li> <li>• Long term solution: Include a new hall/ PAC. However a PAC may not be large enough to function as a hall, or be able to be funded to be large enough to accommodate the entire school.</li> </ul>
<b>Convolved campus structure</b>	Campus structure is overly complex and illegible, which compromises wayfinding.	<ul style="list-style-type: none"> <li>• Develop two new cross axes that provide an understandable structure and direct lines of site for main directions of movement across the campus.</li> <li>• Create a clear hierarchy of space with a new axis and 'Student Hub' open space area directly linking existing open space assets being the garden space at Woburn Road with the expansive fields at the rear of the campus.</li> </ul>
	Congestion in open spaces	<ul style="list-style-type: none"> <li>• Removal of part of C Block will create a new large linear space – a pedestrian boulevard - at the centre</li> <li>• Complete rebuild of C Block would also give opportunity to increase the functionality and amenity of the space between this and B Block.</li> </ul>
	Congestion in corridors	<ul style="list-style-type: none"> <li>• Build new corridors to be suitable for multiple activities including break-out and social learning, and comfortable occupation during inclement weather in breaks.</li> <li>• Address also with provision of better, more attractive space between buildings that might attract more use and relieve congestion in corridors.</li> </ul>
<b>Hall and performing arts centre</b>	The school lacks a hall large enough to take the whole school, and does not have a Performing Arts Centre	<ul style="list-style-type: none"> <li>• This may or may not be a single facility. A Performing Arts Centre may or may not be large enough to function as a hall for the whole school. But it might be large enough for a single year group and their parents.</li> </ul>

ISSUE		RESPONSE/RECOMMENDATION
		<ul style="list-style-type: none"> <li>• Locate a performing arts centre with a frontage to Woburn Road to define the main school entrance, in a high profile location for easy wayfinding for visitors and where it may attract sponsorship.</li> <li>• Explore potential to enter into a joint venture with Hutt City Council to provide such a facility that would be available for shared use after school hours.</li> </ul>
<b>Providing for growth in student numbers</b>	Major growth is not anticipated in the short term, but potential growth sites need to be identified	<ul style="list-style-type: none"> <li>• Provide for growth at easy to build locations, these being sites which are not already occupied by buildings. This includes on horticultural site (relocated elsewhere) by St Alban's Grove, and above the north-east corner of the No 1 Field.</li> </ul>
<b>Staff car parking</b>	Staff parking is at a premium, with no scope for reduction in number of spaces	<ul style="list-style-type: none"> <li>• Generally retain existing number of parking spaces.</li> <li>• If locating a hall/ performing arts centre fronting to Woburn Road, place existing parking under</li> <li>• <i>Ensure</i> parking does not further compromise on-site open space amenity</li> <li>• <i>Consider</i> potential for some limited parking to be introduced off St Alban's Grove, as part of a redesign there.</li> </ul>
<b>Quality of environment</b>	The need for improvement to planting around the school and more seating has been identified.	<ul style="list-style-type: none"> <li>• Develop a landscape plan and implement a range of small scale and relatively low cost planting and furniture initiatives over time.</li> </ul>
	Cleanliness and maintenance is reported as being problematic by many within the school community	<ul style="list-style-type: none"> <li>• Take immediate action with identification of key issues, and direction of contractors.</li> <li>• Determine the nature of perceived issues, and the implications of that for ongoing maintenance, and services and building upgrades.</li> </ul>
	Heating in classrooms	<ul style="list-style-type: none"> <li>• Monitor and measure existing situation over a year to determine issues optimal response which might include control systems, new plant and potentially double glazing. Implement upgrade accordingly, addressing identified priority areas first.</li> </ul>
<b>Implementation</b>	Funding constraints	<ul style="list-style-type: none"> <li>• Ensure any initiative maximises benefits by also delivering significant improvements in a range of related areas. The C Block project is a strategically important project that delivers multiple benefits.</li> <li>• Address open space improvements with an agreed plan that allows for coordinated delivery of small scale open space and landscape projects over time.</li> </ul>
	Decant space is required for the functions that need to be temporarily relocated during major building work (i.e C Block)	<ul style="list-style-type: none"> <li>• Utilise the flat accessible open sites at the periphery of the teaching area for replacement or temporary teaching/learning spaces. These are by St Alban's Grove and south of Block P.</li> </ul>

## 2.5 Workshop 2 Findings

### Workshop 2

Workshop 2 focused on options identification, development and assessment. The key outcomes are presented below.

#### ***C Block***

Issues discussed in relation to C Block options included:

- Fire Engine access.
- Wind in the courtyard space between C Block and the old hall.
- shading of a 2 storey option for C Block.
- Like the idea of concentration of the centre of the school (2 storey option).
- Connections from a 2 storey C block to the library and other classroom blocks.
- Concern around a 2 storey block limiting views from the library.
- Use/function of C block - whether more specialised classrooms would be needed – reply that general purpose/flexible class space is what the school needs.
- Flexible space would be preferable.
- Concern around width of courtyard space – hierarchy of space creates a compelling argument for greater scale.

*Does the 2 storey option for C block have significant advantages?*

- Advantage of future proofing/capacity increase for the school.
- Efficiency of land use for 2 storey, not compromising the amenity of the school's open space.
- Disadvantage of cost of building.
- 1 storey has efficiencies of continued function of the school through the building process.
- Include both 1 storey and 2 storey options in the plan.
- Decision will come down to future detailed planning and funding.

#### ***Old Hall***

- Re-purposing or redevelopment of this site.
- Canteen as part of the hall, re-orient onto C Block space - consideration is further down the track due to funding and prioritising of work.

#### ***Hall/PAC***

- Future performing arts site at front of school is logical.
- Creates an attractive entrance.
- Possible civic/institutional partnership and the implications on the use and design of the PAC as a result.
- Investigate view lines from the school regarding the mass of the PAC.
- Support for the flexible space of at grade seating, however there was some concern

for the quality of the venue as a performance space with this. Subject of more detailed facilities design studies.

#### ***Netball court/St Albans Grove***

- Impact on the cricket pitch on #2 field.
- Concern that proposed classrooms too far away from the rest of the school.
- Give some more space for spectators.
- Provision for toilets/changing areas to service the netball courts – used as centralised toilets for new classrooms during the school day.
- St Albans Grove as a entrance for fire engines.
- Relocate horticultural patch as well as tractor sheds.
- Single block or joined spaces for classrooms at St Albans Grove.
- Cover/connection to the rest of the school.

#### ***New Gym and Sports***

- New gym possibly needs to be larger. Attached to main gym is cost effective option.
- Placement creates a centralised area for the sporting/gym facilities.
- Positive to keep gym function 'in house' (on campus).
- Need for security of the equipment in this space.
- Removes old gym not funded by Ministry of Education.
- Very positive re: St Albans/netball options
- New gym initiative – check loss of floor space for PE + sports practice
- Moving the pavilion and extending the blue seats will open up a lot of space.
- Fire evacuations - issues to be confirmed.
- Extend new gym to full size gym, weights room above changing rooms – need for 2 full size gyms (SH).
- Building a new fitness gym while removing multi-purpose gym may lead to problems for PE classes.
- Spend \$ on New Gym (not old gym renovation)
- Demolish the old gym, new lean-to gym and pavilion and enhance St Albans entrance and carpark.

# 3

## ANALYSIS

An analysis of the school campus and its immediate context is provided below, focusing on issues both within the site, including facilities, and over the boundary (access conditions, neighbours). In general it is noted that the existing Hutt Valley High School campus faces a number of issues in relation to the quality and performance of buildings and spaces with key areas in need of upgrading and blocks that are not fit for purpose.

The analysis has informed the development of options presented at Section 4.

### 3.1 Campus Site and Context

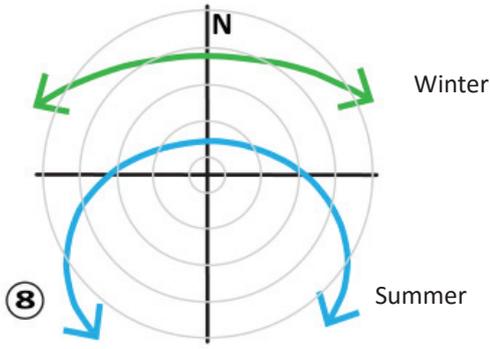
The HVHS campus is strategically located within 800m of Lower Hutt CBD, less than 200m from Hutt Recreation Ground, directly adjoining the river corridor and with excellent accessibility from Woburn Road. Public transport provision is good with stops directly outside the school entrance.

Woburn Road provides the ability for a clear and legible 'front door' to the school to be established and whilst the main entrance and forecourt space are oriented towards the street, the site's frontage potential has not been optimised. Woburn Road itself is an attractive, wide street with a dominant green landscape environment contributed to by private planting. Visual links to the north west and south east are established to the hills beyond. Visibility of the school's built frontage is intermittent due to tree planting and less attractive car parking areas to the north of the frontage are screened.

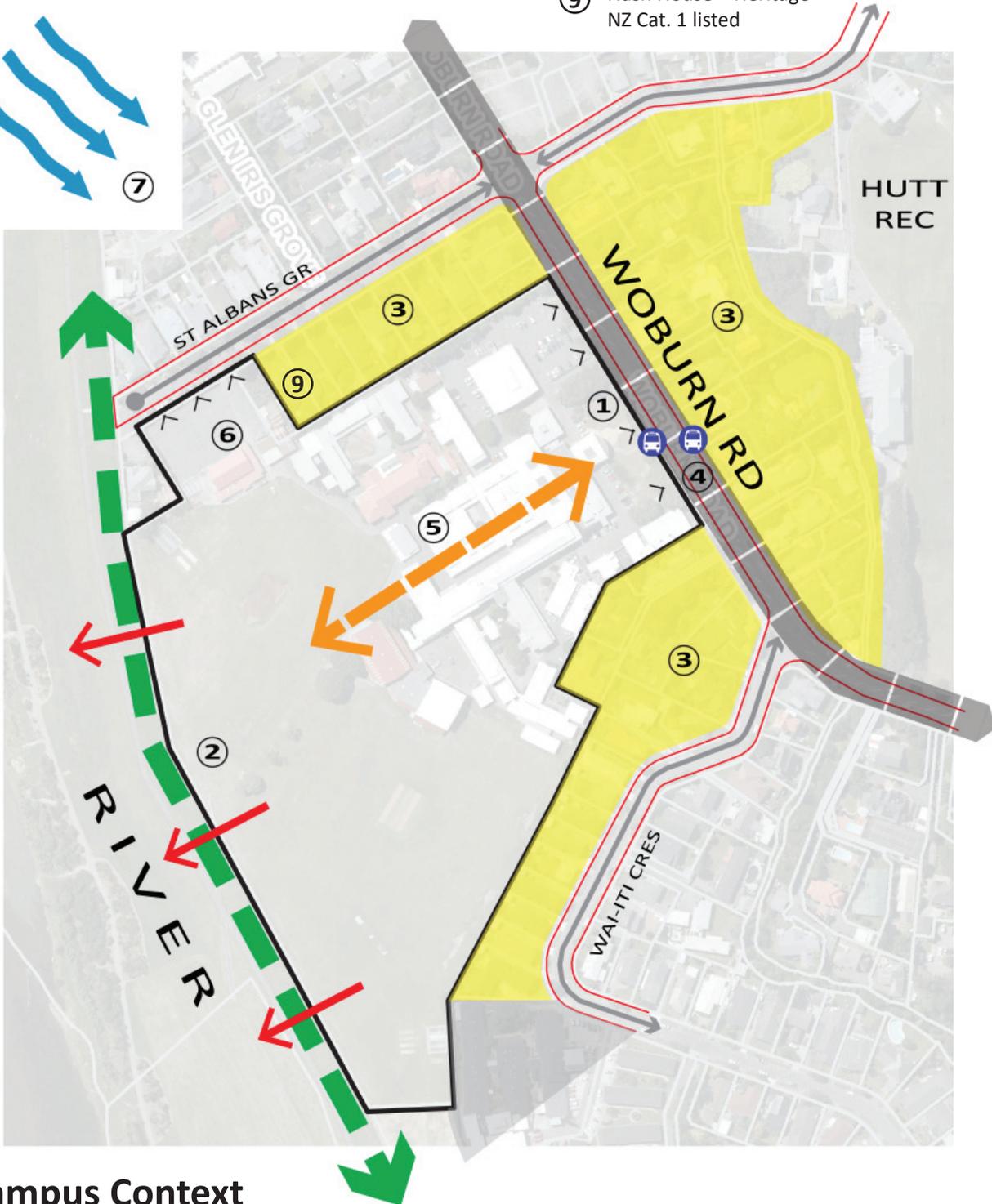
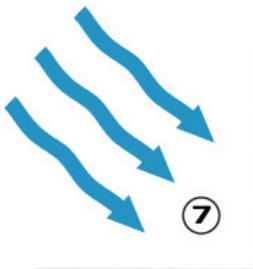
To the rear (south west) the campus opens out onto the stop bank and river corridor that establishes a very high level of amenity, sports facility and learning environment. However the physical and visual connection between this area and the front of the school to the north east is poor and the opportunity exists to significantly enhance the attractiveness of the campus in this regard.

To north west the campus connects to St Albans Grove, an attractive Pohutukawa-lined street. This connection is via open sports courts and the old gym that 'backs' onto the courts and the street. Low grade fencing and parking define the street edge. This connection has not been established as a significant entrance and is a real opportunity for the future campus plan. Elsewhere to the northern and southern boundaries the campus is bordered by existing single storey residential areas, with housing generally organised with rear fences and back gardens adjoining the school.

Prevailing wind is from the north west and the school is relatively sheltered by the tall trees along St Albans Grove. Sunlight access into the campus varies and is often interrupted by the relatively dense urban campus pattern resulting in some shaded areas, however the low scale of school buildings to the north maintains sun into specific areas. In general the campus should establish a higher level of sunlight access into urban outdoor spaces.



- ① Front door & street interface
- ② Rear aspect to river and stopbank
- ③ Residential Condition
- ④ Public Transport (bus stop)
- ⑤ Disconnect between front and back of school
- ⑥ Back door condition to St Albans Grove
- ⑦ Prevailing NW wind
- ⑧ Sun Path Diagram
- ⑨ Nash House – Heritage NZ Cat. 1 listed



Campus Context

### **3.2 The Existing Campus**

The HVHS campus is laid out on a north east - south west grid alignment that reinforces and supports the Woburn Road street grid. The rigour with which this grid is deployed across the campus has the potential to create a highly efficient and legible pattern, however a number of factors reduce the legibility and spatial quality of the campus, and include:

- Discontinuous route network that is often interrupted by building positions and tends to create a maze rather than a connected grid;
- Lack of hierarchy of routes and spaces;
- Lack of 'centrality' to the campus overall with no obvious central organising space from which the campus radiates out;
- Loss of direct visual connections, particularly north east to south west.

The open space quality of the campus is discussed later however the general pattern of good quality green spaces confined to the edges (front and back) juxtaposed with relatively poor quality urban spaces can be seen. The most significant opportunity would be to draw the quality and experience of open green space into the urban parts of the school both physically through provision of better spaces and visually through continuous views.

Connections north west to south east are poorly provided for and the north west link to St Albans Grove is underwhelming and unattractive. New linkages should be established that optimise the benefits of a connected grid.



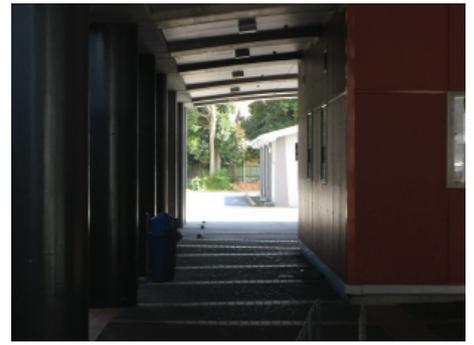
## Existing Campus



HVHS has a wealth of open spaces of varying type and quality. Whilst the 'front' and 'back' green spaces are of good quality the internal urban routes, spaces and courtyards could be significantly improved.

The green playing fields to the south west would benefit from stronger integration with the school, including building frontages that address these spaces and positive connections.

## Positive Open Spaces + Spaces with potential



Undercroft spaces tend to be cold, shady and windy and do not provide the sort of functional outdoor environment that is commensurate with a quality modern learning environment.

Car parking and vehicle movement often conflicts with open space quality for pedestrians and dominates the visual experience.

Convoluted access routes provide poor quality user experience.

## Poor Quality Spaces

## **Height and Bulk**

HVHS is generally a low rise campus of one or two storey buildings. The main cluster of two storey buildings are located away from the site's boundaries and towards the front of the school at blocks B, Z, G and D including the student centre. This approach creates a clearly visible taller entrance onto the Woburn Road edge that helps with overall legibility and a sense of arrival at the campus.

To the centre of the campus C Block is contained on three sides by taller buildings that not only compromise the spaces around C block but create an inverted (and less legible) pattern of lower intensity development at the centre. A clear opportunity is to re-consider bulk and massing across the campus to provide an intuitive and townscape and to optimise the efficiency of land in this central location.

Lower scale buildings along the residential boundaries create a sensitive interface with dwellings and present a generally more open pattern that relates to the playing fields. However the fragmentation of building forms results in a visually incoherent edge when the school is viewed from the south west.

## **Existing Building Quality**

An assessment of the quality of existing buildings across the campus has been undertaken and is illustrated on the diagram over leaf, including a tabular recording of the various levels of quality per building / block.

The building rating was informed by observational studies and consultation with the school. Findings were then confirmed at Workshop 1. The rating has not been based on seismic or and serviceability analysis, however, it nevertheless provides a clear indication of building quality and general fitness for purpose.

The table describes the general function, age and rating of the building and suggests that a swathe of poor quality buildings exist across the centre of the campus (Old Gym, M Block, the Hall and C Block) while blocks A, B, E and W are adequate but out of date in relation to their teaching space. The poor quality buildings to the centre of the campus therefore present an opportunity to significantly transform the campus from the inside out.



**Building Height**

Building	Function	Built	Rating
A Block	Science <i>Prefabs, functional only</i>	1970	3
B Block	Science, Social Sciences & Mathematics <i>Adequate/ok. Mixed quality within, and acoustic issues between rooms</i>	1960	3
C Block	English, Media, Computing & Commerce <i>Generally poor</i>	1972	4
D Block	Languages, Fashion & International <i>Has been seismically upgraded</i>	1960	2
E Block	Foods, Technology & Drama <i>Limitations re courses, rating 3, 4 suggested: 'hugely inadequate. Mixed response son rating: includes dance studio – too noisy, students say drama room is a "good space"</i>	1975	3
G Block	<i>No toilets, "hollow, not inspiring", " a nothing building". Stairwell congested</i>		2-3
M Block	Music <i>Traditional facility, poorly suited to current use Need more practice rooms. Security and locking practice rooms is an issue</i>	1960	4
Hall	School Hall <i>Too small</i>	1930	4
W Block	Hard materials technology <i>Can be adapted</i>	1998?	3
Marae	Hotuwaipara Marae	1970	1
P Block	Prefab Maths teaching spaces <i>Rooms ok, but one comment that should be rated 3-4, not 2, as not modern, and shelter is poor</i>	1970	2
Gym	Main PE gym function <i>Maintenance needed</i>	1981	2
Lower Gym	Secondary PE, overflow <i>Old gym "needs a bulldozer"</i>	1950	5

**Rating Scale:**

- 1 = Meets our current and anticipated future needs.
- 2 = Meets our current needs but will need upgrade in the medium term
- 3 = Meets our needs and is safe, but out of date for current teaching methods
- 4 = Inadequate. Holds us back from achieving what we need. Needs services upgrade
- 5 = Inadequate. Requires significant seismic and services upgrades



**Existing Building Quality**

## **Open Space Quality**

HVHS provides a wide range of open spaces across the campus as identified in the diagram opposite, ranging from large sports fields to constructed forecourt gardens to internal urban / hard landscaped spaces for passive recreation.

The analysis of these spaces identifies their overall quality (at a high level) from a visual coherence, performance (shading, functionality) and materials specification perspective.

High quality spaces tend to be associated with open green and landscape spaces (at the front entrance of the school to Woburn Rd and the fields to the west / south west of the school). These areas however do not interconnect well with other high quality campus spaces and therefore function as discrete and unconnected areas.

Urban / hard surfaced spaces are generally of a lower quality (poor / medium) and tend to be incidental spaces left over between buildings. Adjoining buildings generally do not address urban spaces in a positive manner (either through access, facade design and fenestration), compounding their poor quality.

The campus is missing a central area of high quality open space to form a 'heart' within the school. Currently activity is drawn away from a recognisable centre towards the edges of the campus.

Rating Scale:

- High
- Moderate
- Poor



Open Space Quality

## **Views Structure**

How the school can be seen is an important consideration for any future plan for the campus. At present a range of views of different types are possible and these have been described on the diagram opposite.

The three types of views identified are:

- Closed axial views, where both ends of the view are terminated. These create views within the campus but do not connect the campus with its surroundings.
- Open ended axial views provide a long axis of view with a connection to the wider campus and surrounding areas. These allow views out of the school.
- Glimpse views occur where the field of view is relatively confined, these are not as strong as long axial connections, however they create links and enhance wayfinding between spaces.

The views analysis highlights that there are no through-site view connections from the 'front' of school to 'back' and there are limited and relatively weak visual connections to the playing fields and river stop bank. There is a lack of visual connection from St Albans Grove that fails to encourage this access point as a safe, legible route.

Opportunities include better visual connection to the surrounding context that would provide the school with a more legible open space network and that make the most of the schools' prime outdoor amenity spaces. Structured closed and glimpsed views should be enhanced through improvements to open urban spaces and better framed by new buildings along the north east to south west axis (at C Block).



## View Analysis

### **3.3 Key Opportunities**

The analysis has informed a range of key opportunities for the future development of the campus. These have informed the development of options for the future plan and are identified on the diagram opposite and include:

- Three significant underutilised sites: Courts and related horticultural patch at St Albans Grove; car park to the front of G Block; and, open space area to the east of the Main Gym and south of the prefab buildings.
- A number of poor quality / unfit for purpose buildings (shown in red). These are facilities that are not meeting the school's requirements and should be priorities for redeveloped in the short to medium term.
- Redevelopment of these areas would allow provision of modern fit for purpose teaching spaces, quality open spaces, routes and visual connections.

-  vacant or underutilised site
-  Poor quality facility



# 4

## *'HVHS Campus of the future'*

## **THE FRAMEWORK**

This section presents the development of options, principles and the Campus of the Future Framework for HVHS.

### **4.1 Campus-Wide Development Principles**

Any future framework should be underpinned by the following ten overarching development principles. These principles have emerged as a result of physical campus analysis, consultation with the school's user groups and validation at workshops.

1. **Fit for purpose** – provides for function, including Innovative Learning Environments.
2. **Flexible and adaptable** – is able to be changed and used in many ways.
3. **Attractive** – presents a positive image and identity to the Community.
4. **Inclusive** – welcomes the entire and wider HVHS community.
5. **Concentrated and connected** – core activities are co-located, and clearly, logically and conveniently interconnected.
6. **Comfortable** – provides internal spaces and external environments suitable for learning.
7. **Viable** – is achievable, affordable and consistent with funding constraints, while delivering on intentions.
8. **Environmentally responsible** – is efficient, and utilises sustainable technologies where possible.
9. **Coordinated and coherent** – is consistent with the layout, design quality and plans for the wider campus facility.
10. **Quality spaces** – buildings support high quality spaces and vice versa.



View looking south-west through a new student hub between the Old hall and a replaced C Block



View looking North-West along Woburn Road towards the proposed Hall and Performing Arts Centre

## 4.2 Options Scoping and Development

Options for the development of the campus were identified, developed and tested in consultation with the school and included the process described in the workshops at Section 2 of this report. The options were developed at a high level considering the facility as a whole. Detailed architectural studies have not been undertaken but would form subsequent feasibility and testing.

### C Block

Through consultation with the school, teachers, students and staff C Block was identified as one of the major issues affecting the quality of the school environment and consequently presents a major opportunity for the future plan.

Five scenarios for the redevelopment of this block were identified, looking at the possibilities for demolition and rebuild, refurbishing or modifying the building.

In parallel with its function as teaching space, C block was identified as one of the main opportunities to improve the overall structure of the school, enhancing connections, views, and the open space network.

#### Scenario 1 (opposite)

- Retain the existing buildings.
- Refurbish to improve environmental quality and comfort.

#### Scenario 2 (opposite)

- Remove the north eastern half of the block. Loss of classrooms.
- Create quality open space connections to Z block and improve undercroft.
- Create improved cross connections (north west to south east to B Block).

#### Scenario 3 (over leaf)

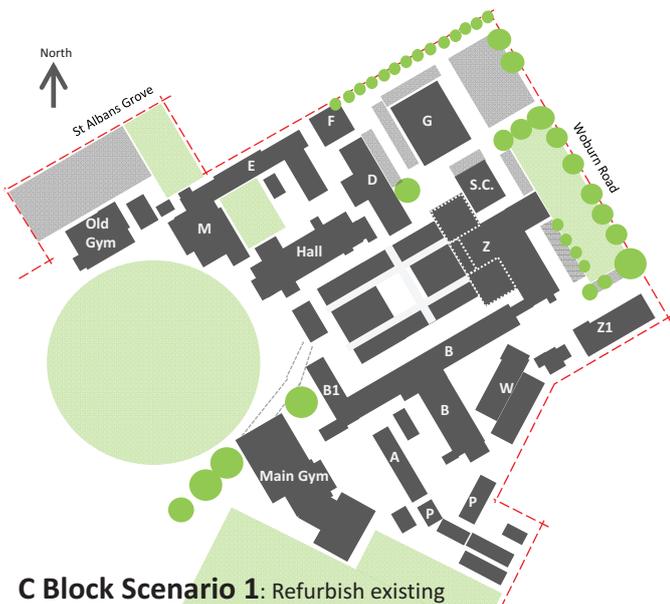
- Remove south western half of the block. Loss of classrooms.
- Create quality open space related to the playing fields.
- Implications for facade enhancements to B Block and Hall.

#### Scenario 4a (over leaf)

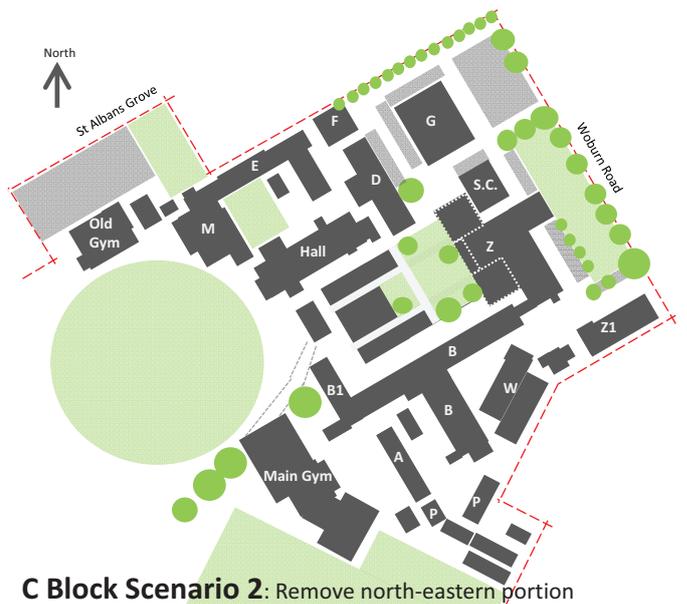
- Remove the north western portion of the Block. Loss of classrooms.
- Remove pavilion.
- Creates a large 'garden quad' with open space axis to fields.

#### Scenario 4b, 4c (over leaf)

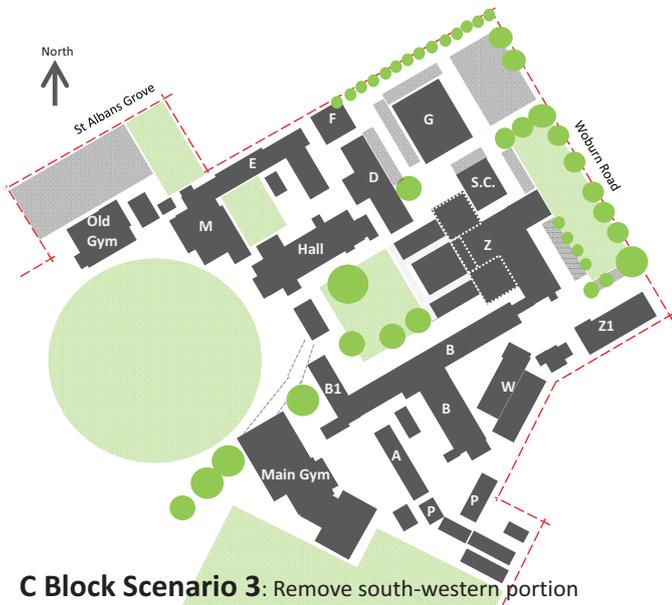
- Demolish and rebuild as 1 or 2 story classroom block.
- Create new central open space.
- Remove pavilion.
- Links fields into heart of the school.



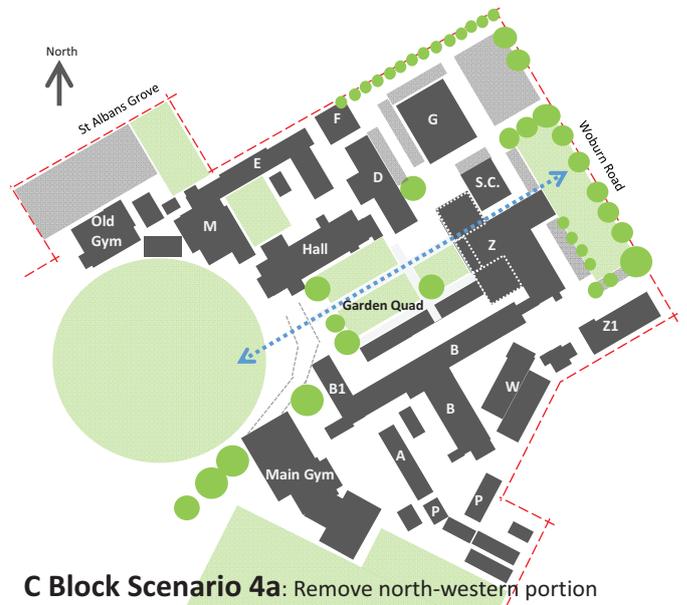
**C Block Scenario 1:** Refurbish existing



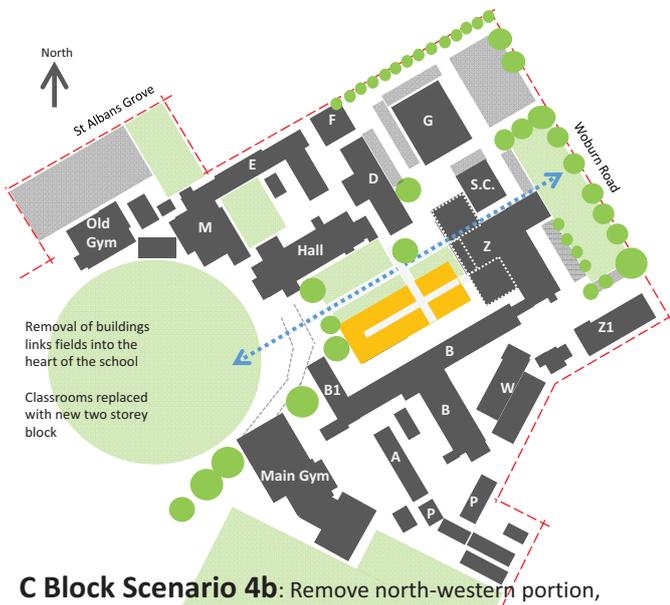
**C Block Scenario 2:** Remove north-eastern portion



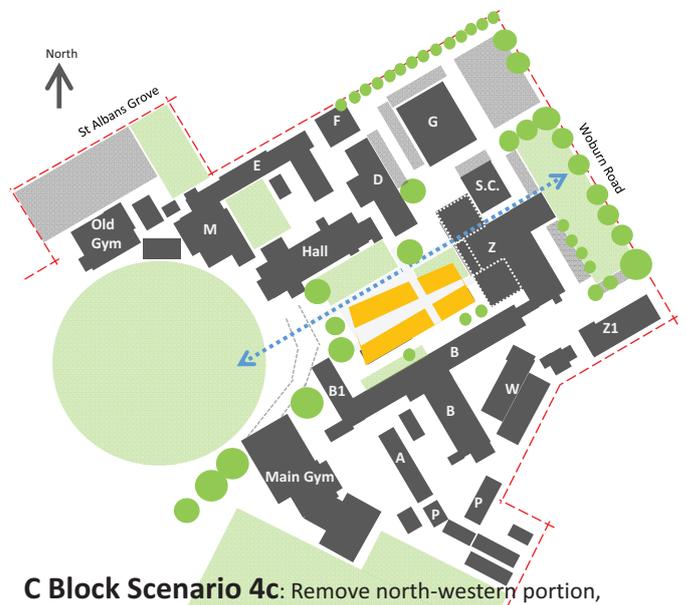
**C Block Scenario 3:** Remove south-western portion



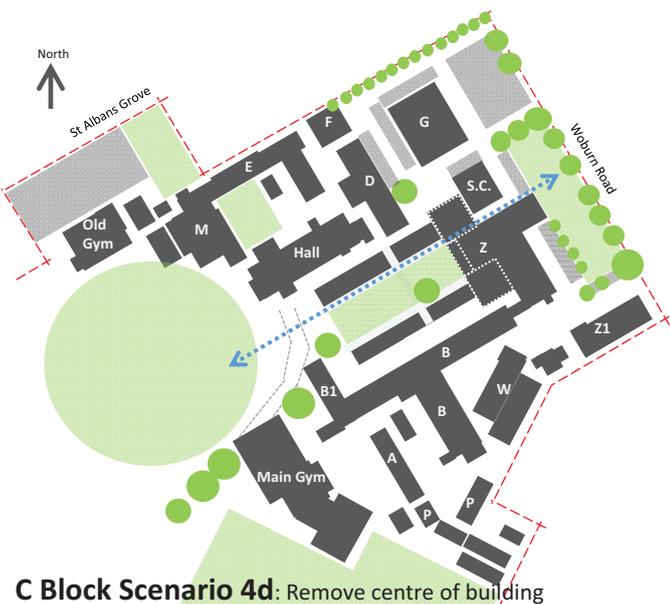
**C Block Scenario 4a:** Remove north-western portion



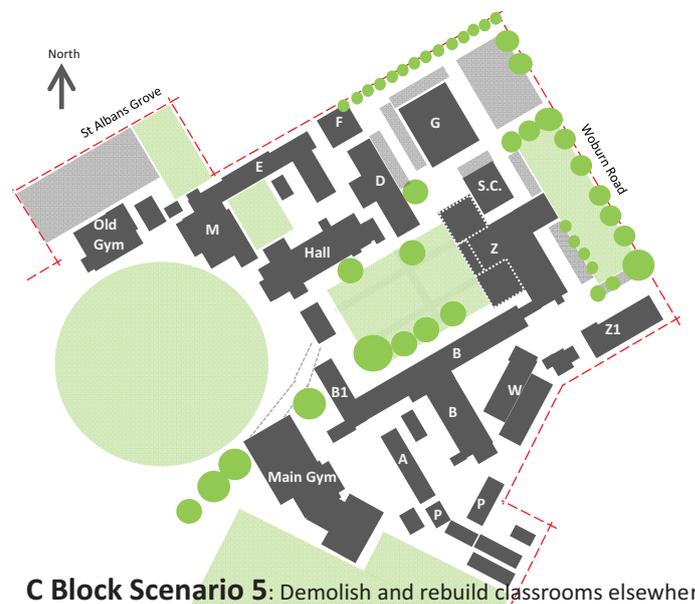
**C Block Scenario 4b:** Remove north-western portion, new build to one or two storeys



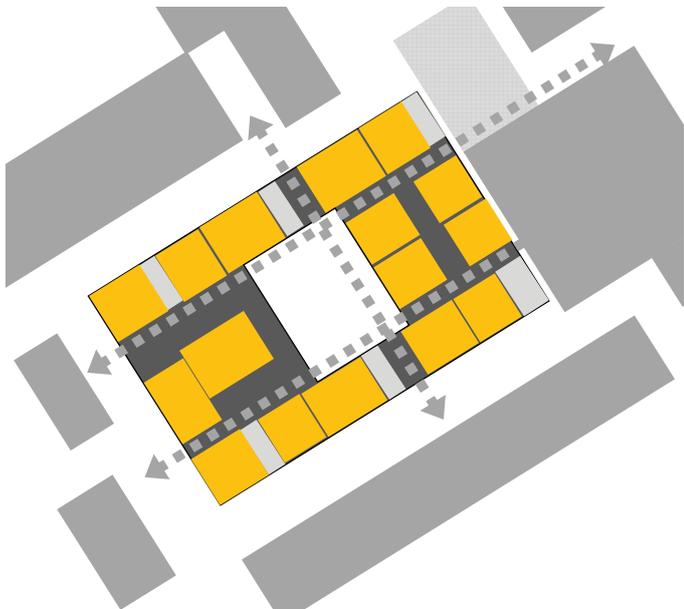
**C Block Scenario 4c:** Remove north-western portion, new build to one or two storeys



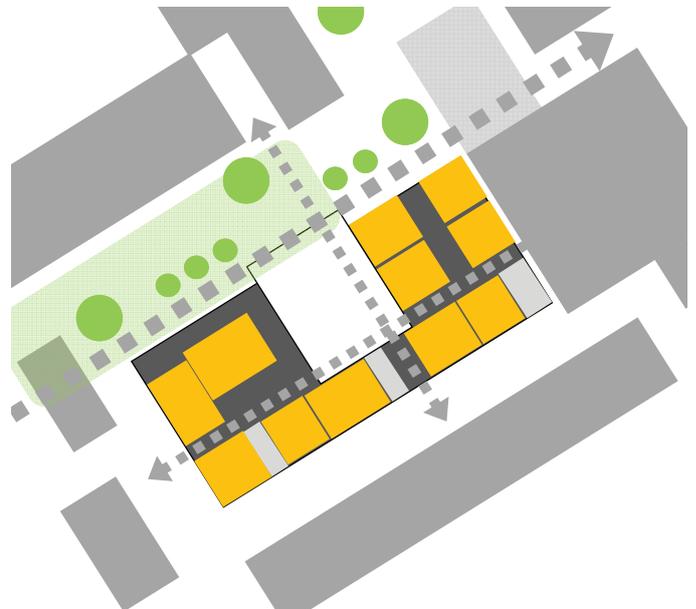
**C Block Scenario 4d:** Remove centre of building



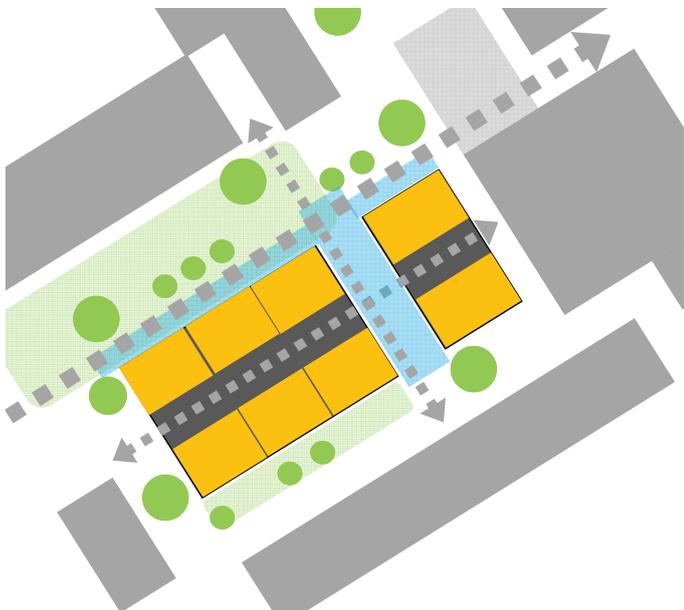
**C Block Scenario 5:** Demolish and rebuild classrooms elsewhere



C Block: Existing 16 classrooms



C Block: Modified: Option 1a 11 classrooms



C Block Replaced: Option 1b

8 large classrooms - 1 level  
 or 10 regular classrooms - 1 level  
 or 16 large classrooms - 2 levels

Scenario 4d (opposite)

- Remove the central portion of the Block. Loss of classrooms.
- Remove pavilion.
- Creates open space axis to fields.

Scenario 5 (opposite)

- Demolish the entire block and rebuild classrooms elsewhere on campus.
- Create new large central open space.

Block-level studies (diagrams above)

- The existing block comprises 16 classrooms arranged along orthogonal corridor/grid alignments and an internal, central quad space.
- Option 1a considers how the existing block could be modified (a variation of Scenario 4a) to provide a more generous axis to through the school.
- Option 1b suggests redevelopment of the entire block into a new 1 or 2 storey flexible teaching facility (see later detailed planning study). This allows for fit-for-purpose classrooms and a quality central open space for the school.





### New Hall

The Hall (H1) was identified as too small to provide for the school's needs. Alternative scenarios for a new hall included: (top image, opposite)

- H1: Redevelop or re-purpose the existing hall.
- H2: Develop a new hall to the front of the school on the car park site at Woburn Road.
- H3a: Develop a new hall on the site of the current old gym with access via St Albans Grove and fronting the playing fields.
- H3b: Develop a new hall fronting St Albans Grove on the courts and horticultural patch.

### Netball Courts

- Implications for relocation the hall as well as the need to improve the netball courts led to consideration of alternative sites for the courts (bottom image, opposite).
- 4 sites are suggested N1 to N4.

### Peripheral Sites

- The campus includes a number of readily available and developable sites (image above) that could be deployed a variety of new facilities.
- Use of these sites allows minimal disruption to the 'core' of the school and would assist with any future construction management and decanting programme.
- The St Albans Grove site could easily accommodate new classroom space.
- As noted previously the Woburn Road frontage could accommodate a new Hall.
- Further teaching space and a gym extension could occur to the south east of the campus.

### **Developed Options**

The initial scenarios and studies previously presented informed proposals at the 'whole of campus' level. Design options at this level are identified and supported by more detailed planning studies for key facilities.

#### **Option 1 (C Block modified or replaced)**

1. C Block adaptive reuse or complete replacement
2. Student hub space
3. Enlarged amphitheatre and viewing for fields
4. Woburn Road Axis
5. Relocate pavilion
  
6. St Albans Grove Axis and new school entrance
7. Relocate horticultural plot
8. Replacement/additional teaching spaces at St Albans Grove
  
9. Gym extension
10. Additional teaching spaces at P Block
11. New Hall and Performing Arts Centre (PAC) over carparking
12. New teaching spaces on current Hall site
13. Two storey teaching space development at Block A



### **Option 2 (C Block retained and renovated)**

1. C Block retained and renovated
3. Enlarged amphitheatre
  
6. St Albans Grove axis and new school entrance
7. Replacement car parking area
8. Replacement/additional teaching spaces at St Albans Grove
  
9. Gym extension
10. Relocate horticultural plot, relocate prefab to accommodate gym
11. New Hall and Performing Arts Centre (PAC)
12. New teaching spaces on current Hall site
13. Two storey teaching space development at Block A



### **Minor Initiatives Associated with Options 1 and 2**

- a. Open space enhancement with furniture and shade trees
- b. Lane enhancement with suitable tree(s) and shelter at building entrances
- c. Enlarged enhanced garden quad developed in combination with new buildings
- d. Sheltered garden squares with seating
- e. Trees for shelter, visual interest and to define courts with parking
- f. Provision for seating and viewing of courts

 Provision for shelter and occupation along building edges



### 4.3 The Framework for Future Growth

A preferred plan emerged from the development and testing of options and forms the basis of the proposed Campus Framework.

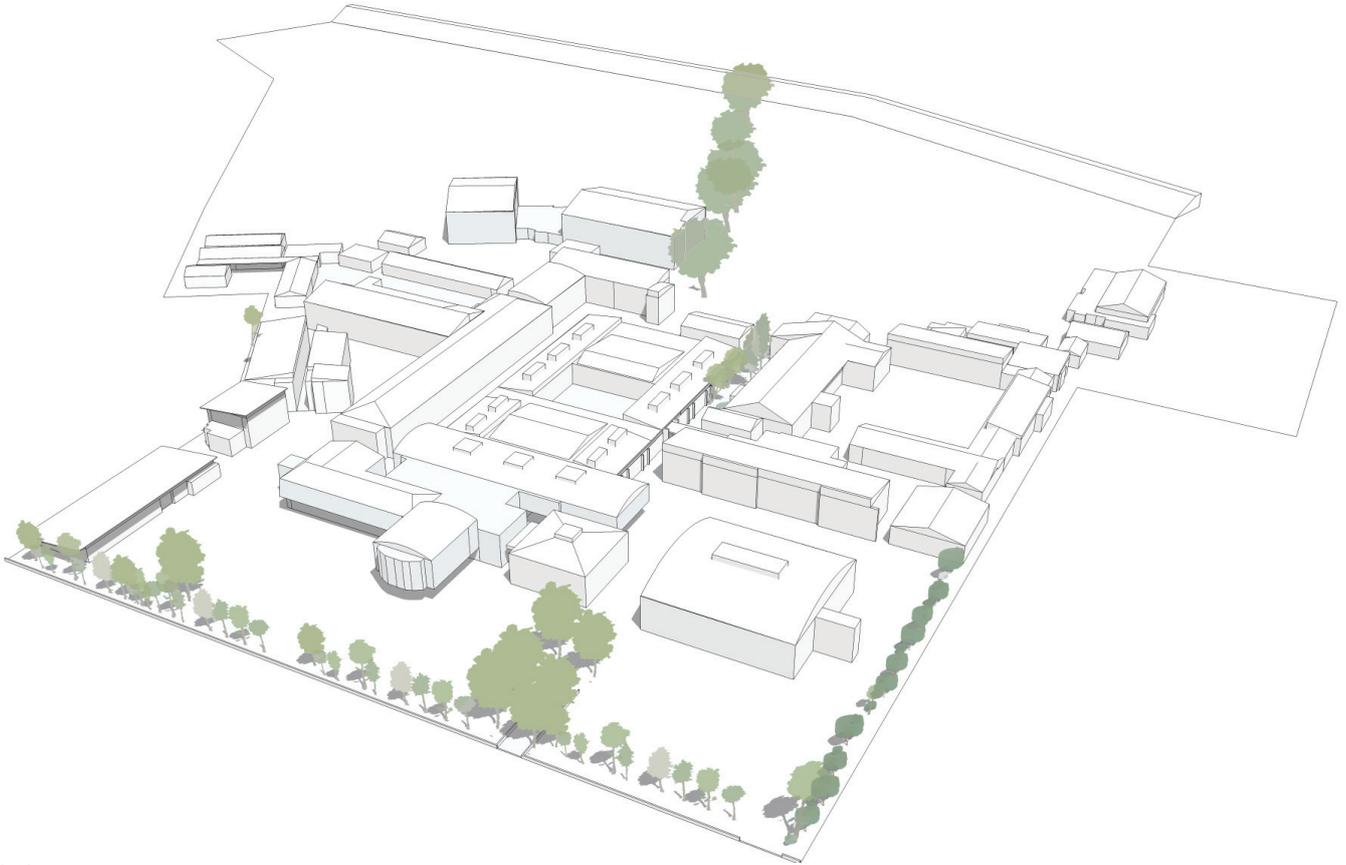
This section identifies the major initiatives and the overall shape of the framework, presented as a cohesive whole and as a setting to individual project initiatives described the next section.

It should be noted that while a proposed plan has emerged this represents only one way of delivering individual facilities within the framework. As conditions change and funding parameters become known the detailed configuration of, for example, new classrooms at St Albans grove may adjust or the size and scale of the gym extension may shrink or grow. Such changes can be accommodated within the overall spatial structure of the framework.

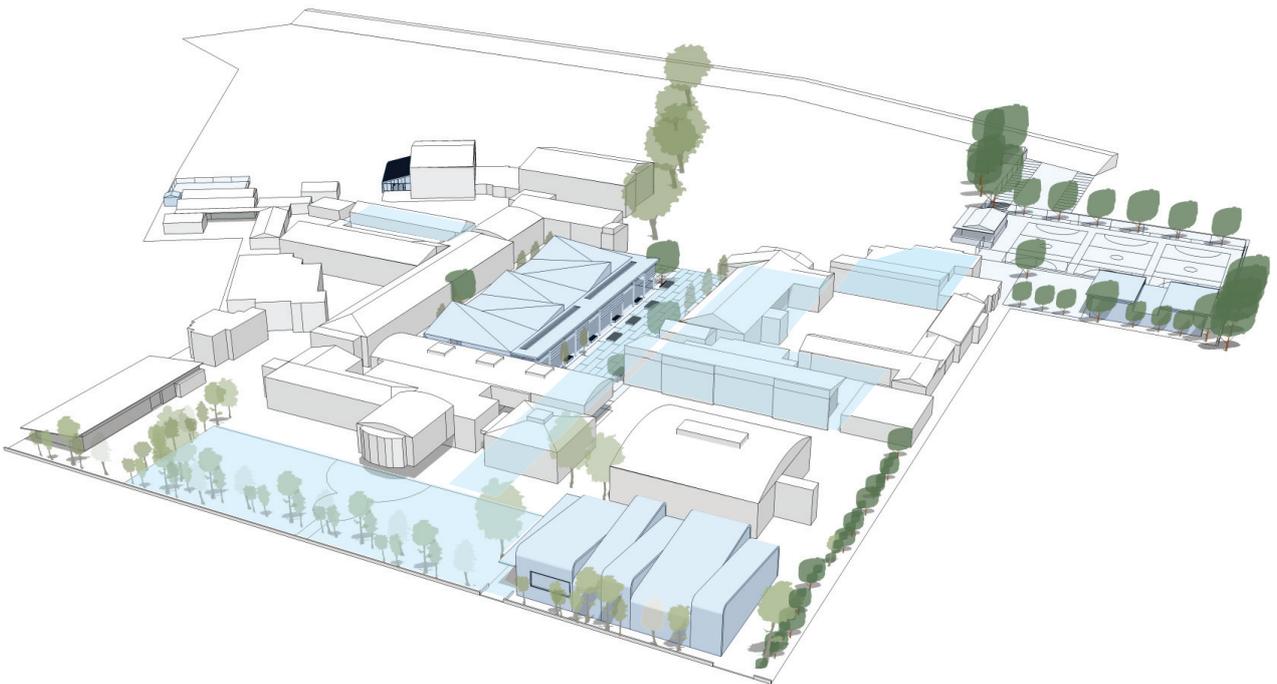
The Framework for HVHS has been developed to deliver the 10 'Campus-Wide Development Principles' as follows:

- 1. Fit for purpose** – provides for function, including Innovative Learning Environments. Reconfiguration of out-dated and poor quality teaching facilities to provide a major new learning space at C Block, associated with quality, sheltered outdoor space. New classroom facilities at St Albans Grove as well as re-purposing or redeveloping the current hall and A Block are also proposed.
- 2. Flexible and adaptable** – is able to be changed and used in many ways. Design for C Block to facilitate change in teaching methods and flexibility in classroom configuration. Outdoor spaces adjoining C Block to provide shelter, furniture, WiFi equipped to offer outdoor learning environments. A new flat floor hall and performance venue able to cater for a wide range of events.
- 3. Attractive** – presents a positive image and identity to the Community. Create a new 'front' door to the school through the new Hall/PAC facility and associated high quality outdoor space that links through to the fields. Upgrade internal routes and spaces to provide welcoming attractive places.
- 4. Inclusive** – welcomes the entire and wider HVHS community. Open and inviting entrances at WoburnsRd and St Albans Grove and comfortable open spaces combined with visually appealing and 'transparent' approaches to facade design that convey occupation and activity. Restructuring of HVHS's spatial network to facilitate inclusivity through better visual and physical connections.
- 5. Concentrated and connected** – core activities are co-located, and clearly, logically and conveniently interconnected.

A new spatial network is proposed to link the Woburn Rd and St Albans Grove entrances.



**Existing Campus**



**Proposed Framework - Major Initiatives**

New facilities and re-configured existing buildings open directly onto these routes. Creation of a new C Block 'heart' and space that acts as the fulcrum to organise the campus.

**6. Comfortable** – provides internal spaces and external environments suitable for learning.

Building edges will include shelter to provide covered connections and allow occupation of the edges of open spaces. New open spaces are oriented for sun with planting and furniture to support user occupation. New building facilities for teaching and performance will be subject to detailed architectural design to ensure current thinking for innovative learning environments is achieved. C Block is anticipated to provide large flexible teaching space allowing for a variety of learning outcomes and classroom configuration.

**7. Viable** – is achievable, affordable and consistent with funding constraints, while delivering on intentions.

Cost appraisals of the proposals have yet to be carried out and will inform funding and project sequencing. Implementation has been considered from the outset through identification of readily available / developable sites that allow for the majority of school functions to continue during any construction period.

**8. Environmentally responsible** – is efficient, and utilises sustainable technologies where possible.

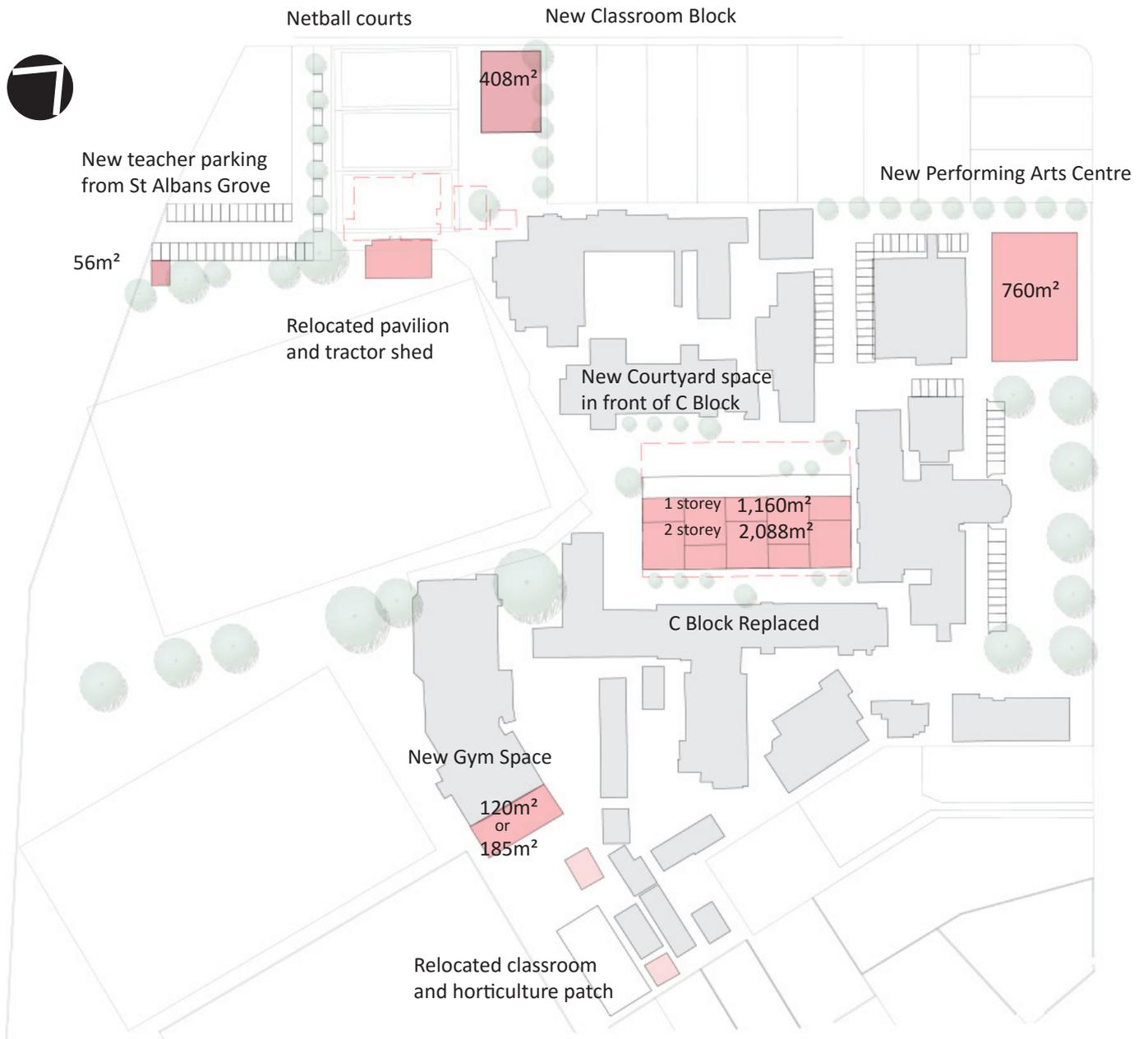
Development briefs should be prepared to inform any further detailed feasibility for new facilities that would include guidelines for use of sustainable technologies.

**9. Coordinated and coherent** – is consistent with the layout, design quality and plans for the wider campus facility.

A 'whole of campus' approach has been adopted in the framework to ensure individual facilities and initiatives comprise part of the greater whole. Particularly the provision for a new spatial network linking the campus together underpins the position and orientation of new buildings and open spaces.

**10. Quality spaces** – buildings support high quality spaces and vice versa.

A focus of the framework has been to comprehensively re-think the provision of quality outdoor spaces and connections to those spaces to provide a cohesively masterplanned environment. This includes the relationship of buildings to open spaces (both hard landscape and green) and the orientation of facades and entrances. The framework proposes new axial routes and spaces connecting across the campus as well as new and improved entrance spaces associated with the new Hall.



Key new building initiatives

## 4.4 Project and Initiatives

The campus framework provides overall direction for the development of the school, outlining future projects and initiatives that can be implemented over time. These individual projects and initiatives are described below and would form the basis of future briefs to take each project forward.

### 4.4.1 C Block

C Block as a teaching space is currently under-performing and has been identified at all levels of consultation as a priority for re-development. In addition to the function of the internal spaces, C Block provides a strong opportunity to address circulation, view and open space issues within the school. The Redevelopment of C Block provides:

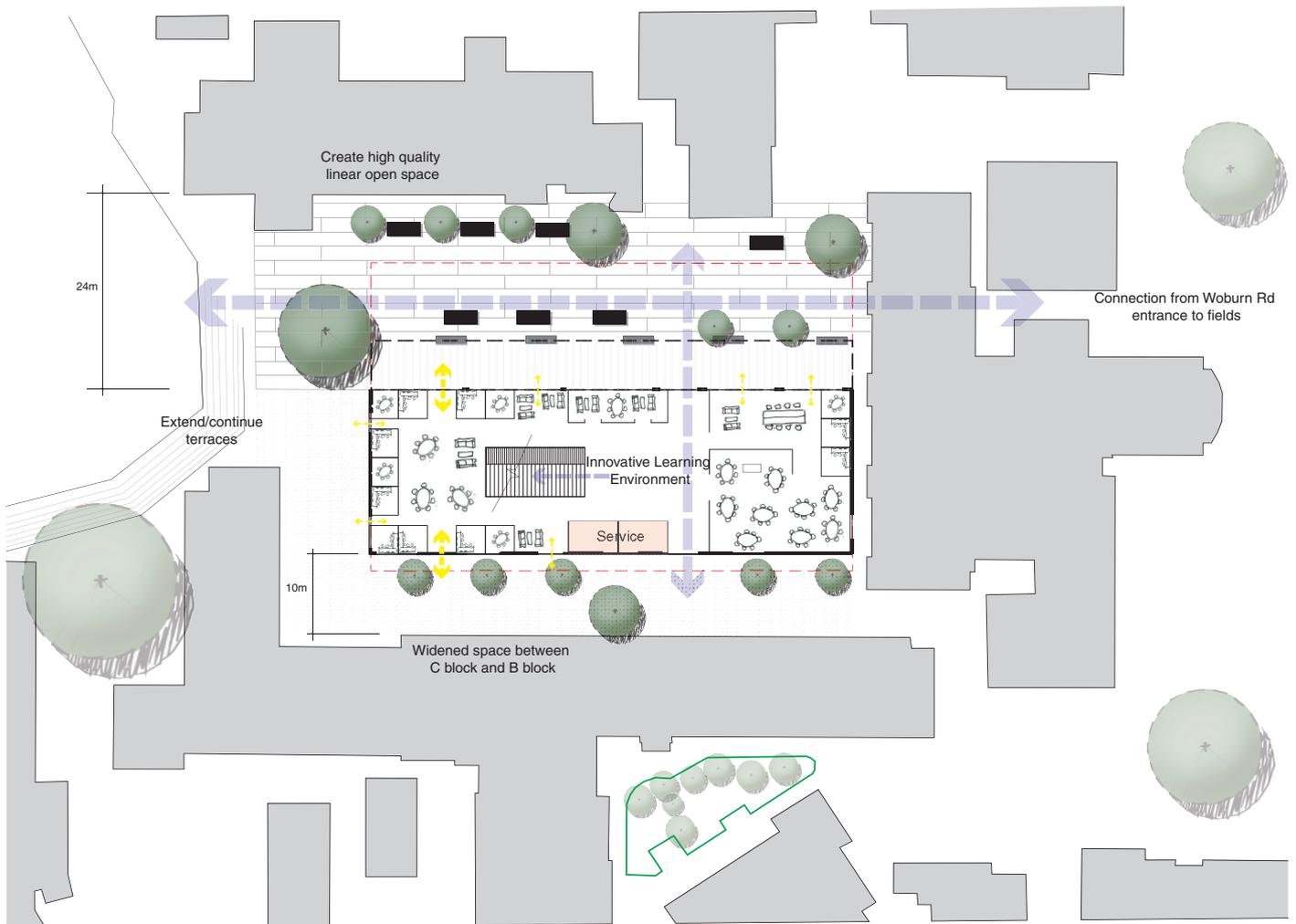
- Connection from the Woburn Rd entrance to the open space amenity of the fields at the rear of the school.
- High quality open space to draw activity towards the centre of the school and to create a 'heart'.
- Flexible 'Innovative Learning Environment' spaces to improve the teaching capacity of the school, with flexible classroom layouts.
- Large glazed facades to the north opening onto the new school axis with contemporary high quality design.
- Increasing the space between A & C and B & C Blocks to allow for more productive open space functionality.
- Option for either a two storey or single storey building to frame the open space. Additional classrooms provided for with St Albans Grove Block (4.4.3).



Building edge quality and spatial enhancement



Mission Heights Primary and Junior Schools, Flat Bush, Auckland. ASC Architects



**Student hub space created with a rebuilt C Block**





Positive space between buildings



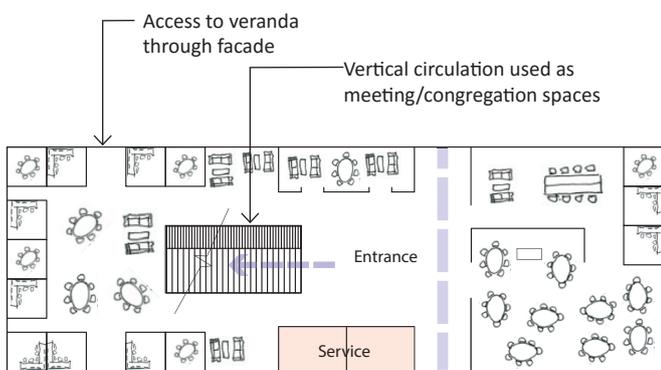
Utilising circulation spaces



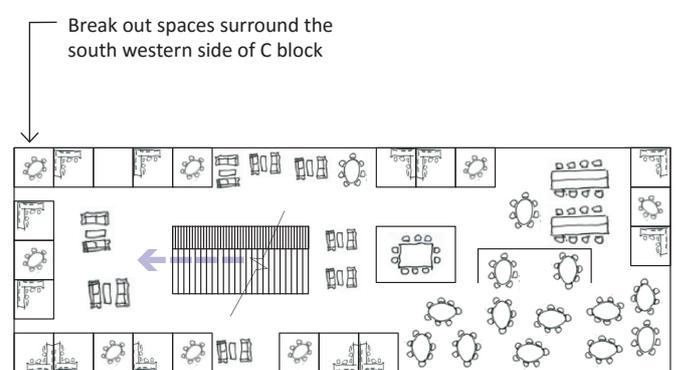
Innovative and Flexible Learning Environments



Various Ormiston Primary School, Papamoa College and Hobsonville Point Secondary School, all by ASC Architects



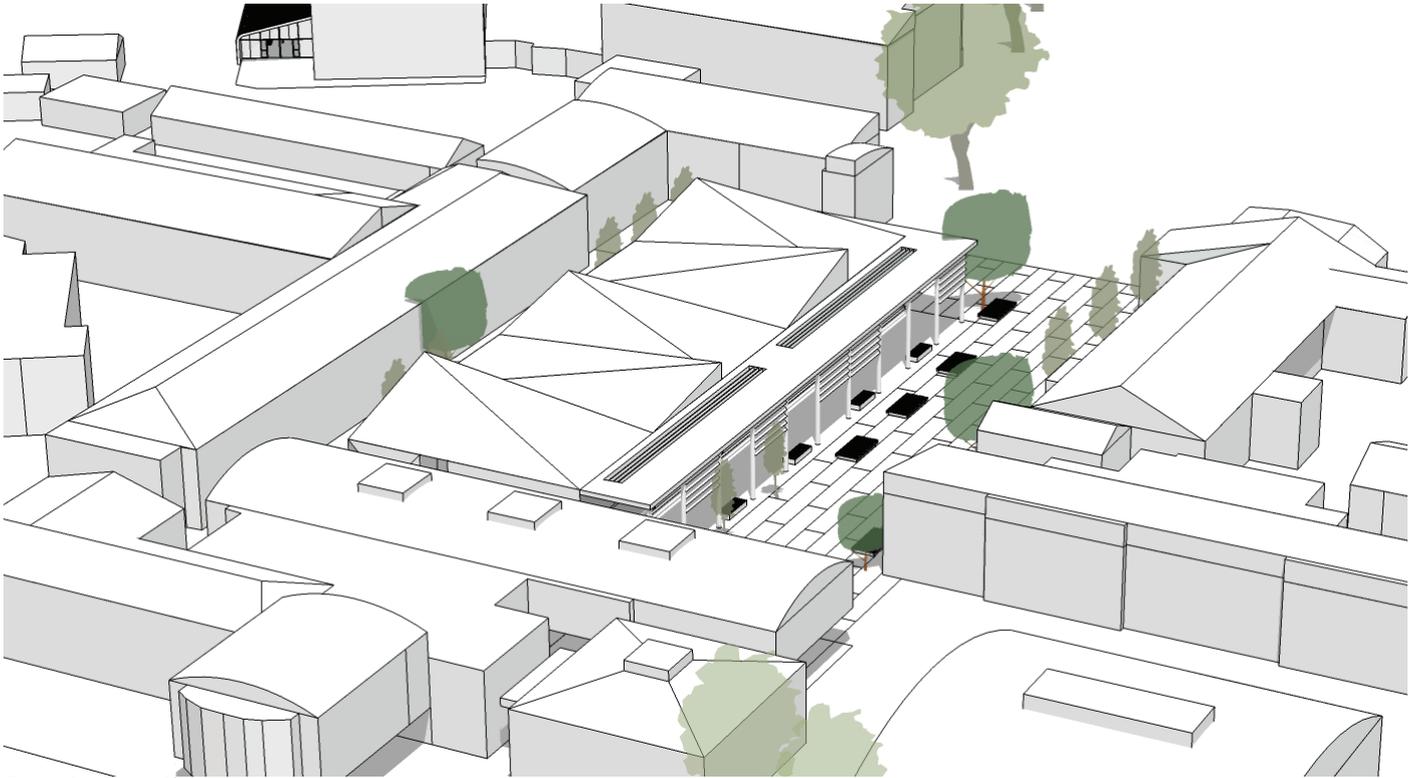
Ground Floor - Indicative Layout



First Floor - Indicative Layout

Flexible spaces; can be broken down to smaller spaces as required

An indicative layout for a flexible 'Innovative Learning Environment' as an option for the interior of C Block. This shows open areas where class groups can be taught together, as well as break out spaces, quiet areas and informal areas for collaborative work.



**Two Storey option**

Shown as the preferred option, a two storey C Block will provide for additional growth and flexibility of teaching spaces as well as potential upper level connections to the library and other teaching blocks. Two storey height will frame the open space between the old hall and C block, with additional cover and shading options.



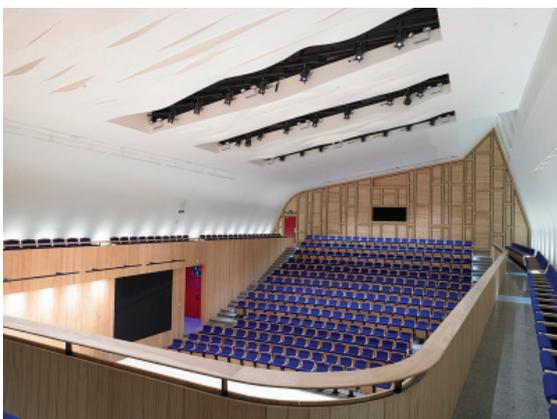
**Single Storey option**

Additionally, an option for a single storey C Block will also work well in this location. The provision of classroom space lost in creating the open space may be catered for by the additional classrooms at St Albans Grove (4.4.3). This option does not allow for the same level of growth as a two storey option however does provide an economical alternative and could be design to allow further upper level development.

#### 4.4.2 Performing Arts Centre

The Brief for the Performing Arts Centre was for a multi-function space that was able to support a range of different events and activities. The configuration of the hall reflects its use as a performance venue as well as school hall.

- Approximately 730 at grade seats for performances as well as the option for additional 180 seats as an extension into the foyer area.
- At grade seating allows for flexibility of space for an open hall or partially removed to suit stage requirements for performances.
- Re-develop the front entrance of the school with landscaping to add definition to the entrance as well as reinforce the connection created through C Block to the fields at the rear of the school.
- Simple, bold aesthetic forms (repeated and flipped) allow for a visually interesting but simple design.



**Blyth Performing Arts Centre, Iona College**

**Raye Freedman Arts Centre, Epsom Girls Grammar School**

At left, Blyth Performing Arts Centre, Iona College by Stephens Lawson Architects.  
At right, Raye Freedman Arts Centre, Epsom Girls Grammar School. ASC Architects.

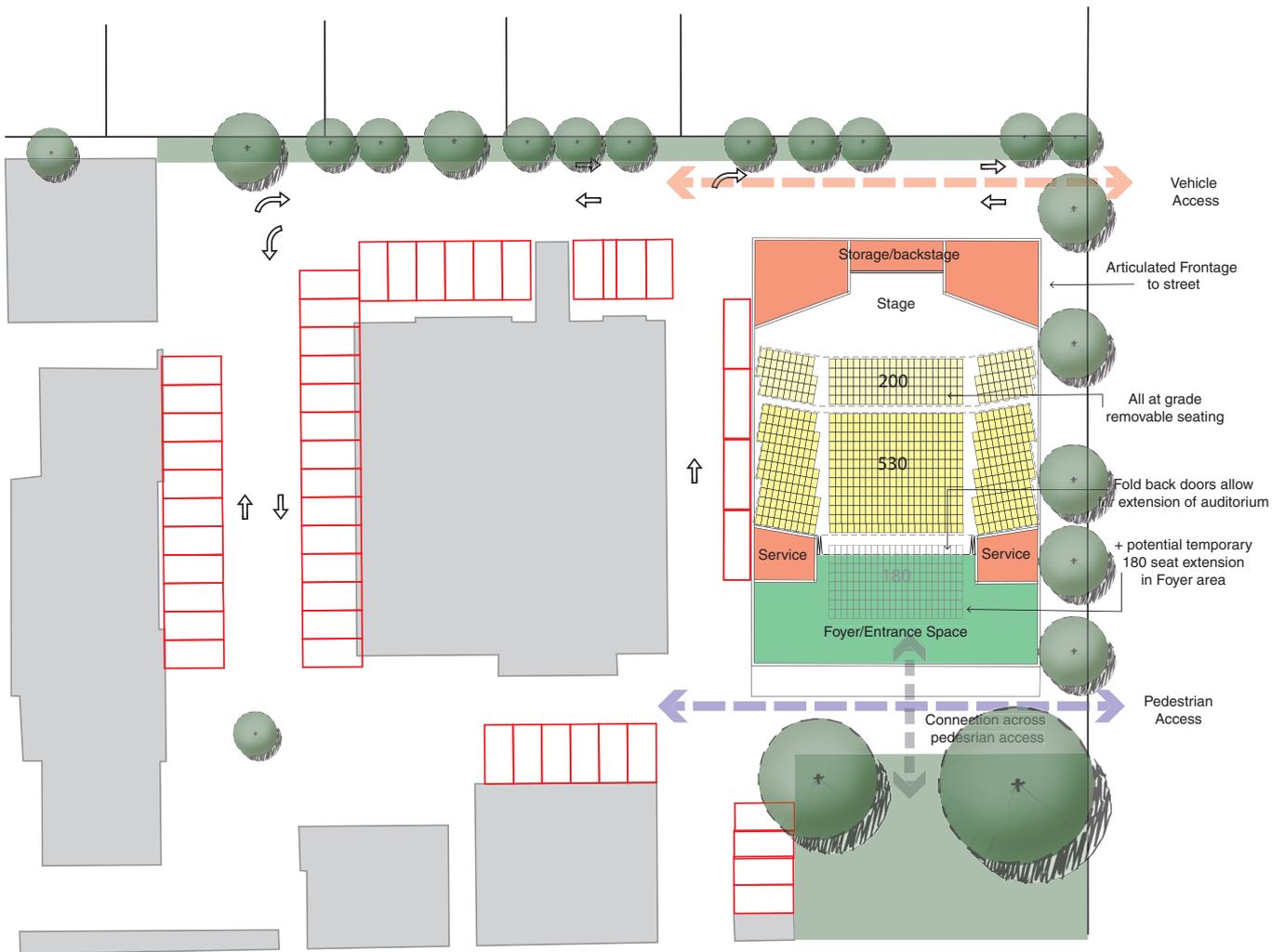


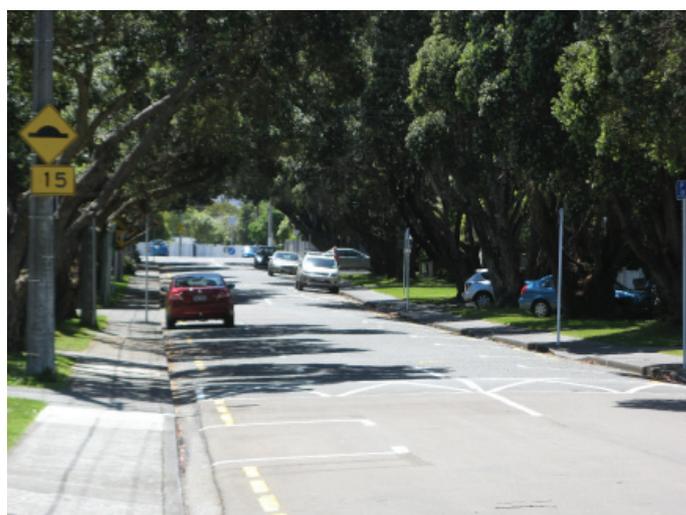
Image: Stantiall Studios

An attractive frontage to the school that provides a positive street presence. This approach would allow for greater opportunities as a concert venue or for outside groups/organisations to make use of the facility and provide a longer activity period for HVHS.

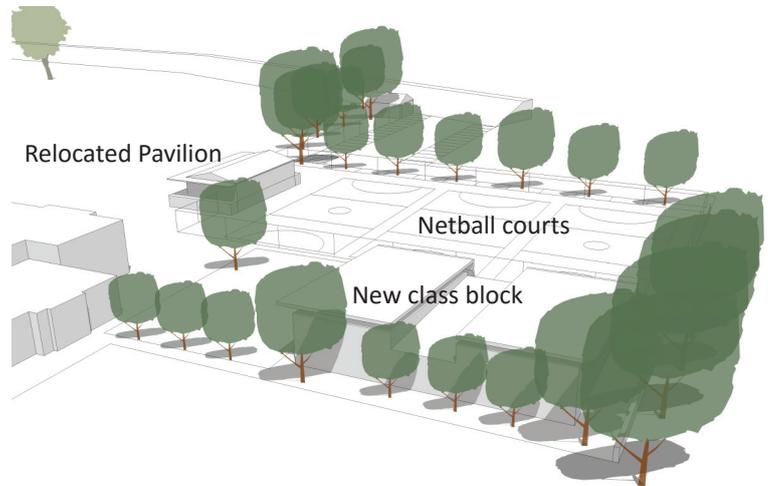
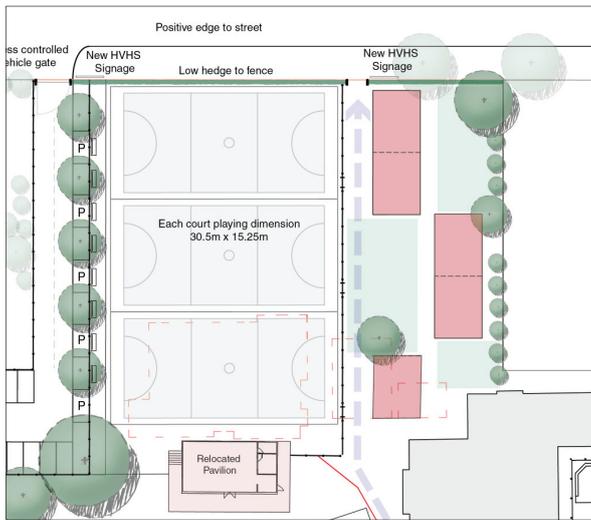
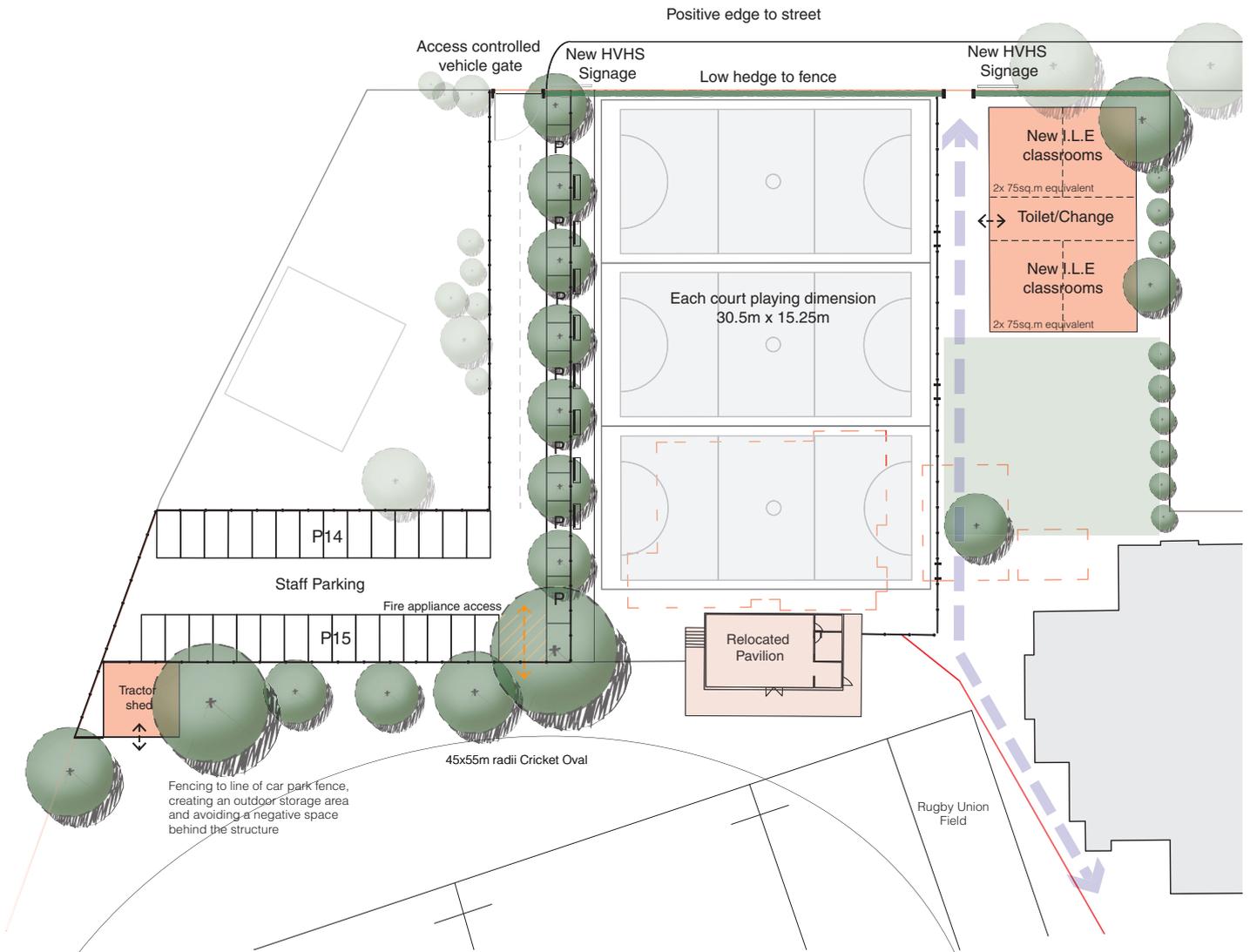
#### 4.4.3 St Albans Grove

The existing school frontage to St Albans Grove is very poor quality and does not meet the needs of the school. This initiative brings three netball courts, changing facilities, a relocated pavilion to serve a wider range of sports as well as a new teaching block and car parking to replace parking lost to the Performing Arts Centre.

- Removal of the old gym.
- Relocation of the pavilion to serve a wider range of sporting activities as well as allow for the view lines through the new C Block space.
- New netball courts for practice or competition.
- New vehicular access provides teacher parking in addition to parking and access for weekend sports.
- Provision of changing areas for netball courts doubling as toilets during school hours.
- Flexible classroom spaces can provide for lost class space with the new C Block (single storey) or can provide a decant option to temporarily provide extra teaching space during construction of two storey option.



St Albans Grove is an attractive residential street, however the school frontage here is of very low quality. There is potential to both improve the quality of space and facilities within the school but also to improve the quality of connection to the street.



Classrooms have several different options, with either one large amalgamated block or smaller blocks to cater for a variety of different configurations.

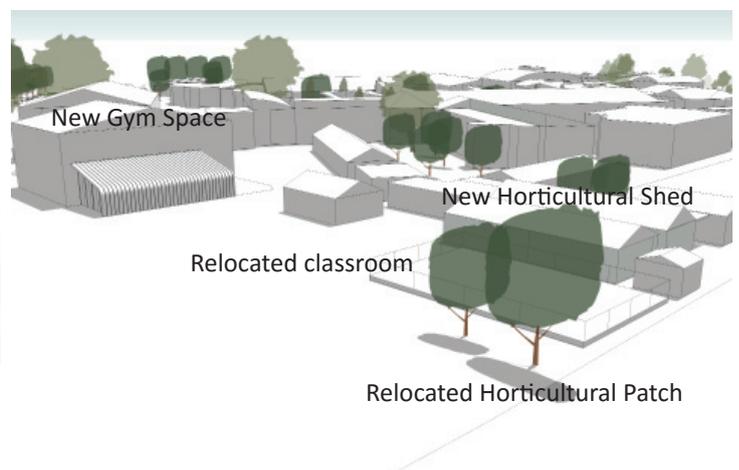
#### 4.4.4 Gymnasium

Removal of the old gym due has been identified as an important initiative but would require reprovision of gym space elsewhere. The following are proposed to achieve this initiative.

- New gym to cater for weights, stretching and group exercise area.
- Simple construction and detailing to keep costs down and provide a base building that can be added to in the future as funds become available.
- Amalgamating the gym functions into one area of the school allows for greater efficiency of resource.
- New gym space shown is indicative. Size and facility type and design are all subject to further needs assessment, detailed design investigation and availability of funding.
- Relocated horticulture patch near P Block keeps the teaching space close to the rest of the school.
- Several different options for the location of the horticulture patch exist, as shown below.

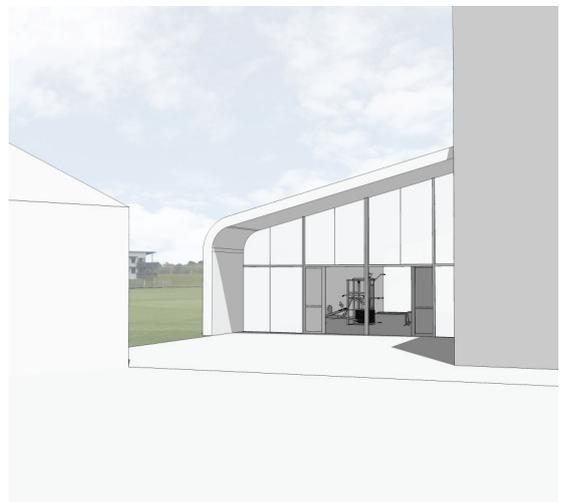


Alternate locations for relocated horticultural patch





View of New Gym space from No.1 field



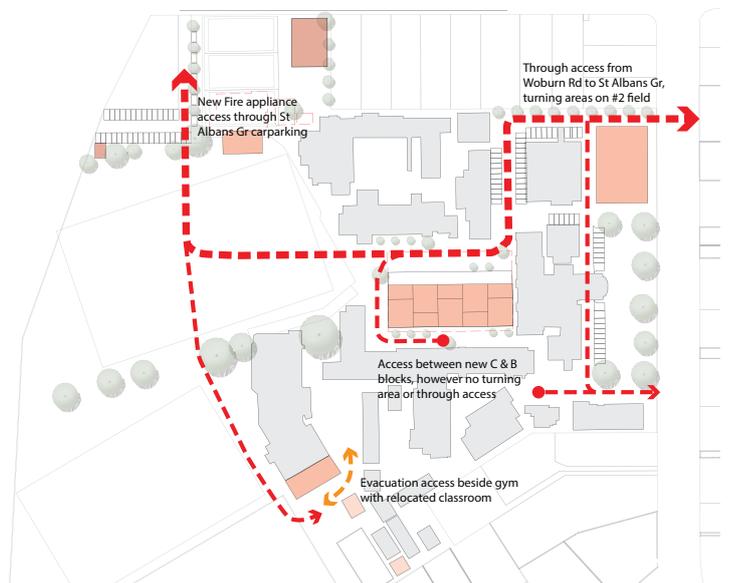
View of New Gym space from A block courtyard

#### **4.4.5 Open Space Network**

High quality open space provision is a fundamental asset for any school. HVHS currently provides a highly varied level of provision from valued open green space assets to formalised garden spaces to unremarkable courtyards to left-over tarmac surfaced areas that are compromised through vehicle access, shading, wind or inconvenient access.

The framework sets out a new spatial structure for the school organised along two clear axes. These are shown on the diagram opposite and include a direct spine linking Woburn Road to the playing fields and a new link from St Albans Grove. Smaller open spaces are located along these axes and new facilities are designed to open out onto the proposed routes. Importantly the axes link the major open spaces at the front and back of the school and tie in the new entrance at St Albans Grove.

The landscape design for these new routes and spaces would be the subject of more detailed studies.



# Enliven

Engaging  
Economic

Memorable  
Simple  
Imaginative  
Refresh  
Signage

Colour

Light

## 4.4.6 Minor Initiatives

A range of smaller projects have been identified that can enhance, enliven and refresh the campus alongside or independently of the larger projects outlined previously. These initiatives range in scale from pictograms / info-graphics and signage that can contribute towards reinvigoration of existing buildings, through to planting and landscape design for courtyard spaces around the school. The following are identified:

- Landscape to emphasise new connections from Woburn Rd through the C Block courtyard to the fields (1)
- Landscape to provide for outdoor extension to Performing Arts Centre activities (2).
- Improve open spaces between buildings generally (3).
- Improving school entrances to give a more attractive and legible connection with the street (4).
- Upgrade / replace all drinking fountains.
- Provide new outdoor seating and furniture.
- Provide additional Rubbish bins.
- Introduce a language of colourful new signage and info-graphics in corridors.
- Provide new covered outdoor spaces.
- Redevelop E and M block quad space.
- Lane enhancements with tree planting.
- Garden enhancement.



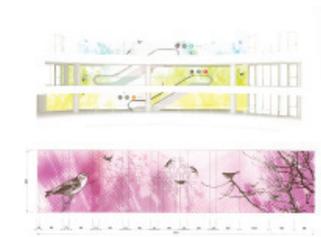


Landscape enhancements to outdoor amenities, such as the amphitheatre, can proceed either alongside larger projects or as independent initiatives.



Supergraphics and Pictograms can be used to brighten spaces and create signage that is visible and visually striking.

Source: Follow me Signage designs: defining spaces. (Sendpoints Publishing Co., Ltd, Hong Kong)



Colour and surface graphics can be used to enhance utilitarian spaces, these images give an indication of the type of change that can be made to enliven the character of the school.

Source: Follow me Signage designs: defining spaces. (Sendpoints Publishing Co., Ltd, Hong Kong)

# ***FURTHER WORK***

The Campus Framework is a spatial plan that identifies principles, key moves, projects and initiatives. It is not a detailed masterplan nor does it provide project or site-specific briefs to inform subsequent architectural feasibility studies. Therefore further work is required to establish the robustness and deliverability of this framework. Further work includes:

## *Range of technical studies*

The Framework has been developed at a 'whole of campus' level and further technical testing of the performance of individual facilities and proposed projects is required. This includes the preparation of briefs for the various projects, the technical appraisal of buildings and structures including engineering and seismic considerations and a detailed building stock audit with whole life costs considered.

## *Costs and values appraisal*

The economic feasibility of proposals has not been included within this report and it is recommended that a full appraisal of project costs is undertaken alongside any value generating components such as leasing of facilities to third parties.

## *Implementation Strategy*

Whilst an indicative prioritisation has been applied to the proposed major projects, a phasing programme should be prepared that identifies the preferred sequencing of projects over the short, medium and long term. The phasing programme should be linked to a funding strategy with key dependencies and responsibilities assigned.



# Appendix 1

Project Methodology.

**STAGE 1** Briefing and information gathering

**STAGE 2** Briefing workshop

**STAGE 3** Campus planning scenario development

**STAGE 4** Scenario testing workshop

**STAGE 5** Reporting

## **STAGE 1 Briefing and Information Gathering**

The relevance, robustness and success of a process such as this will depend on the quality of the information which informs it, and consultation with and buy-in from the wider School community. This important aspect is described in detail below.

- 1. Refine and confirm project planning, and project establishment**
  - This is to ensure best fit with the information available, the schedules of the School and participants, and HVHS budget.
- 2. Review and prepare base plans**
  - a. HVHS aspirations for growth and change**
    - Teaching and learning strategy – intentions, and future directions
    - Growth
    - Identified facility gaps
  - b. Overview of past campus or building development plans and documents**
  - c. Compile whole of campus base plan (dependent on type of digital information available from HVHS)**
- 3. Site visit and facility review**
- 4. Building and facility stocktake – Utilise MoE Building Condition Survey**
  - This level of understanding will be crucial to providing information on the value of/cost of retaining existing buildings, and would therefore inform directions on renovation or removal.
- 5. Consider 3+3 - survey of staff, senior students, junior students**
  - In this survey, respondents are asked to identify the three things or qualities of the School facilities they consider work very well, three aspects

which are poor, and any opportunities for change.

- This is a proven and useful means of tapping into the 'intelligence' of a broad range of members of the School community.
- When this material is compiled it gives a very good snapshot of issues and opportunities, from a wide range of participants. It supports the other information gathering strategies of interviews and focus groups.
- As processing outcomes can be time consuming (depending on the number of respondents) our task would be to set up the methodology, and brief the person who would process (compile and group responses)

#### **6. Meetings, interviews and focus groups**

- The intention is to gather the perceptions and insights of those who know the school intimately.
  - a. Participants are key academic, administration and services staff
  - b. Student representation is crucial with attendees representing various interests and activities: academic, sporting, cultural, interest groups/ clubs
  - c. Staff representation with attendees representing academic, administrative and services staff, and management
  - d. Engagement with parents.

- *The intention was to keep interviews and focus groups 'short and sharp', and take advantage of efficiencies of undertaking*

#### **7. Compilation of key findings into a presentation for the Briefing Workshop 1**

### **STAGE 2 Briefing Workshop 1**

1. Three hour workshop at HVHS  
This will be informed by Stage 1 consultation findings, and our interpretation of the implications of that. It will:
  - Test emerging ideas, options and opportunities
  - Identify and resolve any ambiguities and contradictions in the information gathered to date.

At the end of the workshop key issues will have been identified and confirmed, and there will be a clear direction for scenario development.

- It will be useful having representatives of all key user groups at the workshops, which given constraints may be best scheduled for 3 hours on a Saturday morning.

2. Summary report of workshop findings (presented in a form to be used as briefing for Scenario Testing workshop)

### **STAGE 3 Campus Planning Scenario Development**

1. Development of plan option(s) with sub-options for the facility at a diagrammatic overview level
  - Indication of initiatives
  - Precedent images describing possibilities with initiatives
2. Confirm output with HVHS project steering group representative(s) prior to presentation to workshop

### **STAGE 4 Scenario Testing Workshop**

1. Three hour workshop at HVHS

On the basis of material developed in the preceding stage:

- Likely overall plan approach confirmed
- Initiatives identified and interrogated
- Discussion on potential initiatives, and prioritisation of these

### **STAGE 5 Reporting**

1. Documentation of output in draft
  - Overview of process and consultation. This will compile the findings of the process, with the content of this having been substantially built up in the course of the previous stages of the process. (1 day)
  - Campus plan in diagrammatic form, including rationale
    - o Identification of initiatives and key briefing parameters.
    - o Indicative prioritisation of initiatives
  - Plus option of Professional perspective image of key facility to assist with communication, marketing and fundraising.
2. Review by HVHS steering group representative(s)
3. Confirmation of final output