# CALABAR HIGH SCHOOL
## PRELIMINARY DEVELOPMENT PLAN
### JULY 2004

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PREFACE

Calabar High School has been in existence for over ninety years, having been founded in 1912. It currently occupies over Thirty acres of land in the Red Hills area with a school population of over 1700 students. The development of the Physical Infrastructure has hitherto taken place without the benefit of a long-term development plan. This report contains recommendations for the physical development of the Campus as it launches into the new millennium. It is a result of the assessment of the existing facilities, design research and consultation with interested parties such as the School Administration, Alumni Association, the Ministry of Education and the Jamaica Baptist Union.

The aim of the report is to create a framework for the orderly achievement of consensus on the utilization of the existing physical infrastructure and lands both in the immediate future and in the long-term. It must be emphasized that the report does not attempt to prescribe absolute solutions, but hopes to act as a catalyst for discussions which will result in concrete ideas and a DEVELOPMENT PLAN which will have the support of the School Administration, The Board of Directors, The Jamaica Baptist Union, The Alumni Association and the Ministry of Education.

L.M.D. Limited-Architects would especially like to acknowledge the invaluable assistance of Captain Lincoln Thaxter - Principal, Mr. Lancelot Cowan – President of the Calabar Old Boys’ Association, and Messrs. Rivi Gardner, David Fitz-Henley, Major Desmon Brown and Dr. Vin Lawrence as well as countless other well-wishers and Old Boys who have facilitated the preparation of this document. The proposed designs were prepared with the key input of fellow Old Boy, Mr. Brian Morris of Plexus Limited – Architects.
INTRODUCTION

Calabar High School is concerned with the full development of its students mentally, physically, socially and spiritually. The following is an excerpt from the Student’s Handbook issued to each student at the advent of their school life. “We expect that all students will aim at academic excellence throughout their entire school career. We also consider learning to get along with other members of the school community and growing except the obligation of service to school and country, to be integral to your education.

Religion, as exemplified by the Christian faith, remains at the basis of all our undertaking and we hope that your spiritual development will reserve due attention. To emphasize the importance of this area there will be compulsory Chapel and religious education throughout your time at Calabar. Our well-rounded sports programme is an expression of the importance we attach to the physical side of your development. Every boy is expected, to participate.

Calabar is aware of the fact that not every boy will excel in all areas. You must, however, strive to do your best at all times. This is the real meaning of the school's Motto "The Utmost for the Highest".
History

A 1922 photo of Calabar School at Slip Pen Road including Sir Phillip Sherlock, co-founder of the University of the West Indies and Rev. Hugh Sherlock, founder of Boys Town.

In 1839 William Knibb, Thomas Burchell and James Philippo, the three leading English Baptist Missionaries working in Jamaica, moved for the creation of a School for training native Baptist Ministers.

Out of this Calabar Theological School came into being in 1843 and was first sited in the little village of Calabar, near Rio Bueno, Trelawny. The name "Calabar" was brought to Jamaica by slaves from Nigeria. West Africa, where there is an old river-port city by that name.

In 1868 Calabar School was removed to East Queen Street, Kingston; where a "Normal" school for training teachers (Practicing) and a high school for boys were added. Shortly after, the high school went out of operation and the teacher-training activities ceased, leaving the practicing school-now Calabar All-Age on Sutton Street while the Theological School was relocated to Chetolah Park on Slip Pen road in 1901.
At the beginning of this century there were very few high schools in existence to educate the sons of the working class and the rising middle class. It was to meet this need that, in 1912, Calabar High School was founded, through the instrumentality of the Reverends Ernest Price and David Davis, principal and tutor respectively of Calabar Theological School.

Calabar High School came into existence under the sponsorship of the Baptist Missionary Society of London and the Jamaica Baptist Union. It opened on the 12th September with 26 boys and the foundation was firmly laid in the Christian tradition. Rev. Price was the first Headmaster. Within a year enrolment had reached 80 boys and the school received Government recognition. An early benefactor was Miss Elizabeth Purscell who, in 1919, left the adjoining property Studley Park in trust for the school.
In 1952 Calabar Theological School and High School moved from their location at Studley Park to Red Hills Road; where 60 acres of land, then called "Industry Pen", had been purchased for the new site of both institutions.

At the time, this was thinly populated, undeveloped area and many people thought the move was unwise. The new school was, built to house 350 boys but before long extensions became necessary. Boarding facilities were provided up to 1970.

When boarding ceased dormitories were subsequently converted to workshops. In 1966 the Theological School moved to Mona as a part of the United Theological School of the West Indies and the High School took over the place vacated. This is the section of the premises which the boys used to call "Long Island" and on which now stands 20 new classrooms. At about this time a portion of the Calabar lands, now occupied by Cable and Wireless Jamaica Limited and Pleasanton Housing development, was sold.

As a result of the massive increase in population in this section of the city, the School has grown by leaps and bounds. A privately-run Extension School was added in 1970.

In 1978 the school adopted a Two Shift System incorporating the day and Extension Schools, at the request of the Ministry of Education. There are presently over 1700 students enrolled with 8 classes in each year or group from grades 7-11 and 4 classes in grades 12 and 13 (Sixth Form). Calabar High School was famous almost from the start. It established a reputation for scholarship which has been maintained over the years as seen from the large number of major scholarships such as the Jamaica and Rhodes Scholarships which have been won by Calabar alumni.

The school pioneered in teaching of Science, Spanish and Agriculture. Sports particularly athletics, have always been important and the Championship Trophy has been won 17 tunes, the first time being 1930. One of the first schools to have a swimming pool, we won the swimming competition repeatedly for many years. The boys helped to dig the present pool in 1953.
Today Calabar Old Boys fill important positions in every walk of life and have made an outstanding contribution to the development of Jamaica. They are prominent in public service, law, politics, education, the church, sports, business and creative arts.

**The School Symbols**

THE MOTTO - The Utmost for the Highest - was one of the first Jamaican school mottos to be expressed in English instead of Latin. It means that each boy must make maximum effort to achieve goals which he can conceive. "The Highest" also suggests that we aim at doing whatever we do to the Glory of God.

OUR COLOURS green and black - may be taken to represent growth, and difficulties to be overcome, respectively

THE SCHOOL CREST is a shield bordered by black and yellow enclosing a green field. Into the centre of this area is a girdle bearing the words of the motto in yellow letters and enclosing a tree of knowledge, the two lower branches of which divide the centre circle into three parts.

In the upper third are the spreading branches of the tree while in the left and right lower thirds are, respectively, a lion signifying strength, and an open Bible signifying truth and Godliness
EXISTING FACILITIES

The School is situated on approximately 30 acres of land at 61 Red Hills Road in a middle-class residential neighbourhood of upper St. Andrew. The land is currently used as shown on the “Land Use Plan” and is as follows:

1. Existing campus including Service Facilities and School campus - 13 acres
2. Playing Fields and Courts - 13 acres
3. Staff Housing - 1.5 acres
4. Undeveloped open land - 3 acres

There are two entries to the Complex. The Main Entry is located on Red Hills Road via a narrow driveway which leads in an easterly direction along the South boundary of the property towards The Administration Building going past staff housing and the Chapel and culminating in the Main Quadrangle. The other potential entry is from Savanna Road behind the Cable and Wireless Complex located off Washington Boulevard and accesses the Playing Fields. Traffic between the playing fields and the School campus at its West end is controlled by fences and a gate across the driveway which curtails vehicular movement to special occasions. The Main Entry is also controlled by a gate which is normally left open thus allowing uninhibited access to the Staff Housing and the undeveloped portion of the property while a second gate manned by security guards monitors traffic into the Main Quadrangle and the existing campus occupied by the School.

The buildings on the School campus vary greatly in age, character and construction and reflect its growth over a long period of time. There is the Administration Building made from concrete with metal roofing, the older wood framed nog building housing the Computer Laboratory etc., and the Chapel which formed the original core of the School. There are the saw-toothed roofed 1950’s classrooms and the similarly aged Cafeteria building. There are other traditional concrete block structures which include staff residences and laboratories. There are also the converted dormitory buildings which once housed boarding students but now accommodate various technical departments. This diverse collection is unified by its
arboreal setting. The campus is characterized by the wide open, though dust-burdened spaces between the buildings occasionally punctuated by a variety of hardwood, fruit and tropical blooming trees, some of which may outdate the school itself.

The use of the existing buildings is represented on the attached drawing “A-1” and is further elaborated as follows:

<table>
<thead>
<tr>
<th>Building</th>
<th>Use</th>
</tr>
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<tbody>
<tr>
<td>Building 1</td>
<td>Principal’s Residence</td>
</tr>
<tr>
<td>Building 2</td>
<td>Vice Principal’s residence (unoccupied)</td>
</tr>
<tr>
<td>Building 3A</td>
<td>Drama Centre</td>
</tr>
<tr>
<td>Building 3B</td>
<td>Chaplain’s Residence</td>
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<tr>
<td>Building 4</td>
<td>Art Room, Drama Centre</td>
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<tr>
<td>Building 5</td>
<td>Chapel</td>
</tr>
<tr>
<td>Building 6</td>
<td>9th Grade Classrooms (1-4)</td>
</tr>
<tr>
<td>Building 7</td>
<td>8th Grade Classrooms (1-8), Supervisors Office</td>
</tr>
<tr>
<td>Building 8</td>
<td>7th Grade Classrooms (1-8), Supervisors Office</td>
</tr>
<tr>
<td>Building 9 Ground Floor</td>
<td>Head boys office, Book Room, Bursars office, Nurses quarters</td>
</tr>
<tr>
<td>Building 9 Upper Floor</td>
<td>Computer Laboratory, Geography Centre</td>
</tr>
<tr>
<td>Building 10</td>
<td>Maintenance Supervisors Residence</td>
</tr>
<tr>
<td>Building 11</td>
<td>Maintenance Department</td>
</tr>
<tr>
<td>Building 12</td>
<td>Canteen / Cafeteria</td>
</tr>
<tr>
<td>Building 13</td>
<td>Art Room</td>
</tr>
<tr>
<td>Building 14</td>
<td>Staff Room, Staff Lounge</td>
</tr>
<tr>
<td>Building 15</td>
<td>10th Grade Classrooms (1-3), Supervisors Office (Grades 9-12)</td>
</tr>
<tr>
<td>Building 16</td>
<td>9th Grade Classrooms (5-8)</td>
</tr>
<tr>
<td>Building 17 Ground Floor</td>
<td>Laboratory, 10th Grade Classroom</td>
</tr>
<tr>
<td>Building 17 First Floor</td>
<td>Staff room # 2, 12th Grade Classrooms</td>
</tr>
<tr>
<td>Building 17 Second Floor</td>
<td>Computer Laboratory, Library</td>
</tr>
<tr>
<td>Building 18</td>
<td>Physics Laboratory</td>
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<tr>
<td>Building 19</td>
<td>Language Department, Schools Challenge Centre</td>
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<tr>
<td>Building 20</td>
<td>Chemistry Laboratory</td>
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</tbody>
</table>
Building 21: Chemistry Laboratory
Building 22: Biology Laboratory
Building 23: 10th Grade Classrooms (4-6), 11th Grade Classroom (1)
Building 24: Podium stage
Building 25: 11th Grade Classroom (2-5)
Building 26: 11th Grade Classroom (6-8)
Building 27: Key Club offices, Fitness Centre, Change Rooms
Building 28: Technical Dept. (Mechanical, Woodwork & Physical Education)
Building 29: Ruins
Building 30: Technical Drawing Department
Structure 31: Swimming Pool
Structure 32: Telecommunication Transmission Tower
Structure 33: Cricket Practice nets
Structure 34: Tennis Courts
Structure 35: Basketball Court
Structure 36: Football Field # 1
Structure 37: Football Field # 2
Structure 38: Cricket Oval
Building 39: Guidance Counsellors office, Music Dept. Vice-Principal’s Office
Building 40: Principals Office, Administration Department
Structure 41: Main Entry
Structure 42: Main Exit
Structure 43: Main Quadrangle
Structure 44: Ceremonial Quadrangle

The buildings, open areas and structures are generally poorly maintained although there are some which have been well constructed or subsequently refurbished.
DESIGN PROGRAM

A program of the immediate and future needs of the School was reached based on ideas mentioned in notes from previous meetings of the Calabar Development Committee, submissions by the Principal and the Calabar Old Boys Association. These ideas include:

1. The establishment of a proper Administration Building including adequate Staff facilities, including workstations, staff lounge, conference rooms etc.
2. The creation of a Sports Complex which could be operated independently of the School on a partial profit-basis but would retain its facilities for the use of the staff and students while providing a valuable service to the community.
3. The establishment of a Learning Resource Centre with Library, Computer Centre and properly equipped Language and Science Laboratories.
4. The creation of a new Assembly Hall or conversion of the existing Chapel to accommodate 1200 persons.
5. The allocation of space for additional staff housing or future development.
6. The rationalization of the existing facilities to meet current and urgent expansion needs and the anticipation of future requirements.
7. The creation of a proper Maintenance facility incorporating modern technology to achieve energy efficiency and environmental responsibility in the solution of the Building Services.
8. The reorganization of the Main Entry to solve problems with traffic, security, shelter for students after school as well as provide a suitable “face” for the school.
9. The expansion of the Main Cafeteria to properly serve the growing school population.
10. The creation of an appropriate area to host major functions such as graduation ceremonies and special assemblies.
**APPROACH**

a) The funding of the Development of the School is of prime importance as it is felt that the main financial thrust will initially have to come from within the School. Accordingly a Fund is to be established which would receive the benefit of fund-raising efforts on the part of Students, Parents, Alumni and could then be matched by funding from Government sources or Aid organizations as Project Implementation is achieved.

b) One potential source of income from the property would be the creation of a Sports Complex. The existing facilities are used by surrounding neighbourhoods and this would be encouraged and enhanced by increasing the range of sports and upgrading the existing facilities. The sports complex could then be operated by an administrator with nominal fees for use of some of the facilities (football, jogging trail) to cover maintenance and operational costs while others could act as income generators (gym, pool, tennis). This sport complex would generate increased vehicular traffic and this is would dealt with by upgrading the driveway from Red Hills Road. Parking would be created along the Playing Fields. A feasibility study is to be prepared for this venture.

c) The School needs to clearly define those areas of the property which will be used in a certain way and our first priority was to determine the flow of vehicular traffic. All existing and future buildings should be easily accessible by motor vehicle in the event of fire emergency. Existing conditions appear to be adequate although the condition of the road network needs improvement and the parking facilities for staff, students and parents on a daily basis needs to be more clearly defined. Special occasion parking may be solved by utilizing the parking to be created for the Sports Complex as well as portions of the Playing field.

d) Attempts have been made to initially concentrate new facilities within the existing infrastructure as we believe this can be done without detracting from the "pastoral” nature of the existing campus. We have therefore grouped those facilities with high parking requirements or to be utilized by the general school
population and regular external use in the proximity of the Main Quadrangle. Smaller buildings can also be accommodated within the existing framework as well as converting or refurbishing some of the existing structures. The organization of the School recognizes a “Lower” and “Upper” School. The majority of the new Buildings would be located in the vicinity of facilities which currently serve a similar function.

e) The Main Entry is to be reorganized to present a more representative face to the Main Road and to allow for the easy pick-up and drop-off of students without creating traffic problems. The quick access and egress from a more secure and wider entry is considered a priority. The Students could be encouraged to submit design ideas for the Main Entry and Founders Circle.

f) A decision is to be confirmed on whether staff housing is to be offered on campus. Provision has been made for such housing to be concentrated in a specific area to allow for privacy for the staff. This would include relocation of the transmission tower as it currently occupies valuable real estate.

g) The construction of new facilities is expected to take place without disrupting the existing and already cramped solutions. Efforts have been made to site proposed structures so that construction can take place in a relatively seamless manner. Once these new facilities are in place however the existing Buildings can be refurbished and reorganized to further resolve some of the space problems that the School now suffers from.

h) The expansion of the Cafeteria should include the franchising of the provision of easily prepared, nutritious and low-cost meals. This could be accomplished in pavilion style units around the existing building connected by semi-enclosed or sheltered eating and sitting areas.
REORGANIZATION OF EXISTING FACILITIES

The reorganization of the existing facilities should achieve:

1. Improvement in the management of the School Plant by creating lower hierarchy units. (Lower School, Upper School, Learning Resource, Maintenance etc.)

2. More easily maintained structures and buildings, with a focus on energy efficiency and environmental awareness.

BUILDINGS 1 & 2
The existing staff housing needs to be refurbished to varying degrees. One house is unoccupied and needs to be refurbished to form part of the productive School Plant.

BUILDINGS 3-9
Classrooms, Art and Drama, Administration and Chapel facilities all need proper maintenance. Energy-efficiency should form an integral part of the focus of this refurbishing.

BUILDINGS 10 & 11
The Property Manager and the workshops will be relocated to the Maintenance Centre and the buildings refurbished for student use until the area is needed for future development.

BUILDINGS 12-17
Cafeterias, Classrooms and Administration facilities would be rationalized as new Buildings are erected.

BUILDING 18 - 22
These buildings could be refurbished to provide study rooms or small meeting rooms, classrooms and auxiliary laboratories once the Learning Resource Centre is constructed.
BUILDINGS 23 - 26
All these buildings need to be refurbished, while the Pavilion needs to be developed as a stage to be used as the back-drop for functions and ceremonies.

BUILDING 27
This building is totally inadequate and poorly constructed and should be replaced by a major Sports Complex which would provide existing and expanded functions to be determined by a comprehensive study of the needs of the School and neighbouring communities.

BUILDING 28
The Technical Department should be reorganized to function as part of the Maintenance Centre and Students work incorporated in regular maintenance procedures.

BUILDING 29
The existing ruin would be refurbished as the needs of the Maintenance Centre are identified.

BUILDING 30
The existing function and use will remain.

STRUCTURE 31
The swimming pool desperately needs to be refurbished. Once completed, arrangements should be made to share the facility with a Swimming Club. This will provide relief with the maintenance costs.

STRUCTURE 32
The location of the transmission tower severely limits the use of the undeveloped land and the recommendation is for its relocation subject to planning approval and the concerns of affected neighbours.
STRUCTURE 33 - 38
The organization of the playing courts is subject to further study, but the core concept is to group these facilities around the Sports Complex Building. They would be fenced for their own protection and for better control of their use.

BUILDING 39-40
The existing function and use will remain until otherwise provided for in the new Administration Building. Thereafter they will serve a revised administrative purpose.

STRUCTURE 41-42
The maintenance of separate entry/exit creates a security problem and reorganization to reduce a traffic problem appears a better solution. The opportunity to create a representative “face” of the School is created by this reorganization and a “campus” image similar to several institutions (U.W.I; UTECH. Shortwood College) is envisioned.

STRUCTURE 43
The Main Quadrangle is established in concept and simply needs to be landscaped and properly maintained. Proper kerbs, defined parking and low-maintenance planting will complete its rehabilitation.

STRUCTURE 44
The creation of a Ceremonial Quadrangle will form an integral part of the Schools development. The area needs to be terraced and landscaped to take advantage of its natural slope towards the Ceremonial Pavilion. The quadrangle should be treated with pavers and low-maintenance plants to reduce the dust nuisance and large shade trees should be planted along the perimeter to reduce the heat build-up. The space when completed would accommodate the entire School population along with parents/guests.
NEW CONSTRUCTION

THE AUDITORIUM
The Auditorium is sized at an estimated area of 20,000 sq. ft. and is designed to accommodate 1,200 seated persons in the general area (1800 standing). It is expected that the Hall will serve the community in general and be available for rental, hence its location near to the Main entry and the additional parking nearby.

The facilities provided are:

- Equipment storage 800 sq. ft.
- Bathrooms 800 sq. ft.
- Stage area and storage 2,600 sq. ft.
- General area 15,200 sq. ft.

THE LEARNING RESOURCE CENTRE
The two storey centre is sized at a total of 14,000 sq. ft. and is intended to concentrate those facilities which the students may use for research and study. The Library is designed to accommodate 125 students while the other areas are designed to accommodate forty students on each occasion. Facilities include:

- Library 4,000 sq. ft.
- Computer centre 2,400 sq. ft.
- Multimedia centre/Audio-visual rooms 2,400 sq. ft.
- Language laboratories 1,800 sq. ft.
- Administrative offices 800 sq. ft.
- Staff facilities offices 800 sq. ft.
- Bathroom facilities 600 sq. ft.
THE SPORTS COMPLEX

The two storey Sports Complex is sized at approximately 10,000 sq. ft. Its operational concept is based on a modified lease system wherein the School will continue to own the facilities but a special administrator will manage and maintain them both for the use of the staff and students of Calabar as well as the community in general. Fees will be collected from the public for the use of the facilities in the form of court/pool charges, and facilities rental. The enclosure of the Sports complex, provision of a player’s pavilion, and multiple entry points are designed to facilitate the operation of the complex as the home base of a Sports Club. Details of these administrative operations will be invited from prospective franchise owners. Facilities which have been provided include:

- Student’s pavilion 2,200 sq. ft.
- Change rooms 1,500 sq. ft.
- Bathrooms 1,000 sq. ft.
- Exercise area 1,500 sq. ft.
- All purpose area 1,500 sq. ft.
- Equipment storage 800 sq. ft.
- Commissary 400 sq. ft.
- Stairs etc. 400 sq. ft.
- Management offices 200 sq. ft.

ADMINISTRATION BUILDING

The Administration building will replace the existing Staff facilities including the Principals office, Bursars office and Nurses station. It is intended to be erected in phases in order to allow continued use of the current buildings, by using a steel frame straddling the single storey staffroom which would be later demolished to complete the new structure.

Facilities which have been provided in this 16,000 square foot building include:

- Principal’s office 1,000 sq. ft.
- Staff office and lounge 7,000 sq. ft.
- Meeting rooms 800 sq. ft.
- Administrative offices 1,200 sq. ft.
• Bursar’s office 2,400 sq. ft.
• Bathroom facilities 800 sq. ft.
• Lunchroom 600 sq. ft.
• Technology amenities 400 sq. ft.
• Miscellaneous 600 sq. ft.

**NINTH GRADE CLASSROOM**
The classroom block is designed to accommodate four classrooms and will allow the entire ninth grade to be in close proximity.

**MAINTENANCE FACILITIES**
The relocation of the Maintenance buildings will free up land better utilized for future expansion.
The concentration of technical facilities should improve the delivery to the students and improve the work completed by the Ancillary and Maintenance staff. The Buildings have an approximate area of 8,000 sq. ft.

**THE MAIN ENTRY**
The Main Entry will revitalize the image of the School and should feature the use of modern technology.

**CONCLUSION**
The preceding ideas are reflected in the Proposed Site Development Plan and Design Sketches prepared by the designers Lincoln J. M. Deane (Graduating Class of 1976) of L. M. D. Limited-Architects and Brian Morris (Graduating Class of 1976) of Plexus Limited-Architects we invite comments and suggestions for its improvement as it is developed from Draft status.
MAIN COURTYARD

FOUNDER’S CIRCLE DROP-OFF
ADMINISTRATION BUILDING

CEREMONIAL QUADRANGLE
LANDSCAPED COURTYARD

INTERIOR GUARD HOUSE
MAIN ENTRY

MAIN DRIVEWAY
BUILDING 1 – PRINCIPALS RESIDENCE

BUILDING 2 – UNOCCUPIED VICE-PRINCIPAL’S RESIDENCE
BUILDING 3 – CHAPLAINS RESIDENCE

BUILDING 3 – DRAMA CENTRE
BUILDING 4 – ART ROOM/DRAMA CENTRE

BUILDING 5 - CHAPEL
BUILDING 6 – GRADE 9 CLASSROOMS

BUILDING 7 – GRADE 8 CLASSROOMS
BUILDING 8 – GRADE 7 CLASSROOMS

BUILDING 9 – COMPUTER LAB., GEOGRAPHY LAB., BURSARS OFFICE
BUILDING 10 – MAINTENANCE SUPERVISORS RESIDENCE

BUILDING 11 – MAINTENANCE DEPARTMENT
BUILDING 12 – CANTEEN/CAFETERIA

BUILDING 13 – ART ROOM
BUILDING 14 – STAFF ROOM, STAFF LOUNGE

BUILDING 15 – GRADE 10 CLASSROOMS
STRUCTURE 43 – MAIN QUADRANGLE

BUILDING 16 – GRADE 9 CLASSROOMS
BUILDING 17 – GRADES 10,12 & 13 CLASSROOMS, LIBRARY, & COMPUTER

BUILDING 18 – PHYSICS LABORATORY
BUILDINGS 22 & 23 – LABORATORY AND GRADE 10 CLASSROOMS

BUILDINGS 24 & 44 – CEREMONIAL QUADRANGLE AND PAVILION
BUILDING 27 – CHANGEROOMS, WEIGHT ROOMS

BUILDING 28 – TECHNICAL DEPARTMENT, PUMP ROOM
BUILDING 30 – TECHNICAL DRAWING BUILDING

STRUCTURE 31 – SWIMMING POOL