

**CEFPI JAMES D MACCONNELL AWARD
BALDIVIS SECONDARY COLLEGE
PROJECT DOSSIER**

April 5, 2013 | JCY13014



architects and urban designers



CONTENTS

1.0 EXECUTIVE SUMMARY

2.0 SCOPE OF WORK

3.0 BUDGET

4.0 COMMUNITY ENGAGEMENT PROCESS

5.0 EDUCATIONAL ENVIRONMENT

6.0 PHYSICAL ENVIRONMENT

7.0 RESULTS OF THE PROCESS & PROJECT (INCLUDING A REFERENCE FROM THE PRINCIPAL)

8.0 DRAWINGS

APPENDIX

CONFIDENTIAL DATA SHEET

EDUCATIONAL SPECIFICATIONS

PHOTO RELEASE FORM

1.0 EXECUTIVE SUMMARY

Baldivis Secondary College is one of a number of new generation High Schools recently developed in Perth Western Australia to accommodate the growing needs of the rapid expansion of populations on the northern and southern corridors created by a strong mining industry within the state.

Unlike the other high schools this College has sought to reinvent the notion of the school environment within a unifying and spatially redefining warehouse structure which both binds the various components of the campus and becomes the exoskeleton and spatial envelope of school life. It is a strong architectural gesture but an even more powerful educational one and is a social catalyst creating kaleidoscopic collections of inside and outside spaces with the ability to be used in an infinite amount of ways.

The educational aim was to create a place which drew from the industrial history of its district and inspired innovation and invention as the core of learning and the making of a powerful and living community hub which connected to the broad heritage of place while embracing new residents and migrants as equals to those who have lived in Baldivis for many years.

The outcome has been extraordinary, educationally, physically and socially and like all truly wonderful places, the serendipitous outcomes, those unexpected and only generated by the interaction of people with living places, have been greatest of all and will undoubtedly continue throughout this great schools future and long life.



KWINANA FREEWAY

Stillwater Drive

2.0 SCOPE OF WORK

JCY Architects and Urban Designers were appointed to undertake the following services for the Baldivis Secondary College Project:

- Site analysis
- Site establishment, consolidation, rezoning, structure planning advice and co-ordination with the subdivision developer, development application and authority coordination and approvals.
- Site rehabilitation and development including dewatering, removal of acid sulphate soils, excavation and soil removal, importation of over 2 metres of clean soil, undersoil water management, road and major services establishment, general site establishment coordination.
- Very significant consultation on all levels at all stages.
- Masterplan including all stages of the High School Development and planning for an adjacent Primary School
- Brief development including extensive desktop and physical research of other schools and educational principles and innovations.
- Concept development.
- Schematic Design.
- Design Development.
- Contract Documentation.
- Tender and Award.
- Contract Administration.
- Post Occupancy evaluation.

The following tables outline Project Details including Architects, Client, Contractor, Consultants and project program.

| PROJECT DETAILS | |
|------------------------|---|
| PROJECT NAME | BALDIVIS SECONDARY COLLEGE STAGE 1 |
| PROJECT DESCRIPTION | STAGE ONE OF A NEW SECONDARY COLLEGE IN THE FAST GROWING SOUTHERN SUBURBS OF PERTH WESTERN AUSTRALIA. |
| SCHOOL NAME | BALDIVIS SECONDARY COLLEGE |
| SCHOOL ADDRESS | STILLWATER DRIVE |
| CITY AND POSTCODE | BALDIVIS 6171 |
| STATE | WA |
| SCHOOL PHONE | 08 9523 3600 |
| PRINCIPAL | KEITH SVENDSEN |
| TYPE OF SCHOOL | SECONDARY |
| YEAR LEVELS | 7-12 (STAGE ONE – 8-10) |
| OCCUPANCY DATE | DECEMBER 7, 2012 |
| CAPACITY (STUDENT LTE) | TOTAL 1450 (STAGE ONE – 600) |
| SITE SIZE (HECTARES) | 14.06HA |
| GROSS AREA (SQ.M) | 11,567 |

2.0 SCOPE OF WORK

| SUBMITTING APPLICANT / FIRM / AUTHORITY | |
|--|----------------------------------|
| NAME | JCY ARCHITECTS & URBAN DESIGNERS |
| PROJECT ROLE | ARCHITECT |
| CONTACT FOR THIS AWARD APPLICATION | LIBBY GUJ |
| TITLE | DIRECTOR |
| ADDRESS | UNIT 2, 234 PIER STREET |
| CITY | PERTH |
| STATE AND POSTCODE | WA 6000 |
| E-MAIL | LIBBY.GUJ@JCY.NET |
| PHONE | 08 9481 1477 |

| GOVERNMENT AGENCIES | |
|-----------------------------|-------------------------------|
| WA DEPARTMENT OF EDUCATION | |
| CONTACT | ROS MARSLAND |
| EMAIL | ROS.MARSLAND@DET.WA.EDU.AU |
| PHONE | 0427 987 959 |
| CONTACT | BEN SCOTT |
| EMAIL | BEN.SCOTT@EDUCATION.WA.EDU.AU |
| PHONE | (08) 9264 4111 |
| BUILDING MANAGEMENT & WORKS | |
| CONTACT | BRUCE HOAR |
| EMAIL | BRUCE.HOAR@BMW.WA.GOV.AU |
| PHONE | (08) 6551 1870 |
| CONTACT | KIMBERLEY BOYD |
| EMAIL | KIM.BOYD@FINANCE.WA.GOV.AU |
| PHONE | (08) 6551 1870 |

| SUB-CONSULTANTS EMPLOYED ON THE PROJECT (CONSTRUCTION FIRMS, ENGINEERS, ETC): | |
|--|--|
| NAME | RESPONSIBILITY |
| PACT CONSTRUCTION | BUILDING CONTRACTOR |
| RAWLINSONS | QUANTITY SURVEYOR |
| AURECON | ESD |
| BG&E | STRUCTURAL AND CIVIL ENGINEERS |
| AURECON | MECHANICAL, ACOUSTICS AND BUILDING ENVIRONMENTAL |
| BEST CONSULTANTS | ELECTRICAL, COMMS, SECURITY, & LIFTS |
| STEVE PAUL AND PARTNERS | HYDRAULIC SERVICES |
| PLAN E | LANDSCAPE ARCHITECT |
| GHD | TRAFFIC ENGINEER |
| GHD | GEOTECHNICAL |
| COFFEY ENVIRONMENTS | SITE ENVIRONMENTAL |
| GHD | SURVEYOR |
| DICK KALAGOW | PROGRAMMER |
| O'BRIEN HARROP ACCESS | ACCESS PLANNER |
| JEFF PHILLIPS | EXPERT COLLEAGUE |
| ANNE NEIL AND GARY AITKE | PUBLIC ARTIST |
| URBAN THRESHOLDS | PUBLIC ART CO-ORDINATOR |

2.0 SCOPE OF WORK

| PLANNING PROGRAM | |
|---|--------------------------|
| RESEARCH & BRIEF DEVELOPMENT AND CONSULTATION (EDUCATION, LAND DEVELOPMENT, STATUTORY, SERVICES AND AUTHORITIES, COMMUNITY, STUDENTS, PARENTS, PRINCIPALS AND TEACHERS INCLUDING NUMEROUS OTHER SCHOOLS, FEEDER PRIMARY SCHOOLS, ETC) | DECEMBER 2009 |
| MASTERPLANNING INCLUDING CONSULTATION (CONTINUED WITH GROUPS AS ABOVE) | DECEMBER 2009 |
| SCHEMATIC DESIGN INCLUDING CONSULTATION (CONTINUED WITH GROUPS AS ABOVE) | DECEMBER 2009 |
| DESIGN DEVELOPMENT INCLUDING CONSULTATION (AS ABOVE PLUS INDUSTRY AND CONSTRUCTION PROGRAMMER) | MARCH 2010 |
| CONTRACT DOCUMENTATION OF FORWARD AND SITE WORKS INCLUDING CONSULTATION (AS ABOVE PLUS INDUSTRY AND CONSTRUCTION PROGRAMMER) | FORWARD WORKS – MAY 2010 |
| CONSTRUCTION OF FORWARD AND SITE WORKS | MAY 2011 |
| CONTRACT DOCUMENTATION OF MAIN CONTRACT WORKS | APRIL 2011 |
| CONSTRUCTION OF MAIN CONTRACT WORKS (PRACTICAL COMPLETION) | NOVEMBER 2012 |
| OCCUPANCY BY SCHOOL AND LOOSE FURNITURE PROVISION | DECEMBER 2012 |
| DEFECTS LIABILITY PERIOD AND POST OCCUPANCY ASSESSMENT | CURRENT |





3.0 BUDGET

The following outlines the project budget. The project was returned at tender at some 5% under budget which allowed the addition of air conditioning to all spaces to be implemented. Even with this addition the project was completed well within time and under budget. This result was achieved due to the outstanding efforts and dedication of the whole team including the client and external and internal stakeholders.

| | |
|--|------------------------------------|
| PROJECT BUDGET: | |
| MAIN CONTRACT (BASED ON TENDER REPORT EXCLUDING A/C) | \$29,000,000.00 |
| SITE REMEDIATION (FORWARD WORKS) | \$6,000,000.00 |
| BUILDING COST | \$24,093,559.00 |
| SITE REMEDIATION (FORWARD WORKS) | \$5,400,000.00 |
| FITTINGS/SPECIAL EQUIPMENT | \$697,248.00 / INCLUDED |
| EXTERNAL SERVICES / SITE WORKS | \$691,401.00 / \$444,377.00 |
| LANDSCAPING | \$1,257,511.00 |
| SECURITY | \$292,000 |
| LOOSE FURNITURE/EQUIPMENT | \$740,000.00 |
| COMPUTERS | \$260,000.00 |
| TOTAL PROJECT COST: | |
| MAIN CONTRACT TENDER | \$27,476,096.00 |
| SITE REMEDIATION (FORWARD WORKS) | \$5,400,000.00 |
| ADDITIONAL A/C POST TENDER | \$2,097,237.00 |





4.0 COMMUNITY ENGAGEMENT PROCESS

IDENTIFY STAKEHOLDERS

The project has involved the support and participation of numerous key stakeholders whose input will also be sought in future stages. The design team would like to acknowledge the contribution made so far by the following organisations:

- The staff of the Department of Education (Central and the District Office).
- Building Management and Works.
- The Principal and Staff of Baldivis Secondary College.
- The Principals, Staff and Parent Representatives of Settlers and Baldivis Primary School.
- Baldivis Community.
- The City of Rockingham.
- Cedar Woods (subdivision developer).
- The Principal of Comet Bay College.
- The Staff of Mount Lawley Senior High School, Christchurch Gramma School, Shenton College and Mindarie Senior College.
- WAPC and all statutory authorities.

A project control group (PCG) was established to guide the process for planning and development and review the project against the educational and community objectives as well as endorsing design solutions.

This committee met at regular intervals and at milestone points throughout the project to:

- Advise on educational and community objectives and direction for the project.
- Verify that the design and documentation satisfy education needs.
- Endorse design and documentation to enable the project to proceed through each phase.
- Receive advice as to project status, including progress, cost, issues, risk and procurement strategies.
- Provide a communication conduit between the project and the local school communities and District Education Office.

NAME CHALLENGES

The primary challenges for this project were:

1. The establishment of a viable site for school purposes from a highly flawed physical landholding which was not zoned for school uses. The combination of these two issues took over 12 months to resolve within the local council, the State Government, the Department of Education and the original land owner – the subdivision developer, Cedarwoods.

On commencement the site was low lying and covered in water, contaminated with acid sulphate soils, not zoned for school uses and without a subdivision structure plan, no roads had been built at all around it, no services were accessible by the site and no documentation was in place for all of the above.

2. Due to the issues above and the complex nature of their resolution, the successful and timely opening of the school was always at risk.
3. At a time of high industry costs, the budget was always at risk.
4. Creating a strong community hub within an incomplete subdivision was very critical.

The outcome has seen all issues resolved, the school completed on time and under budget and an extraordinary new home for the students, staff and the community of the district.

4.0 COMMUNITY ENGAGEMENT PROCESS

DESCRIBE AVAILABLE ASSETS

The essential and key assets which enabled this outstanding outcome were the extraordinary efforts and dedication of the team, client, community, contractor and stakeholders.

DESCRIBE THE VALUE OF PROCESS AND PROJECT TO COMMUNITY AT LARGE

JCY has undertaken extensive consultation related to this project. The consultation strategy has focused on a number of areas including accommodation and education principles, shared use of sporting facilities with the City of Rockingham and the local community, environmental and site issues with Cedar Woods, the City of Rockingham and other related authorities, the ethos of the local community, the nature of the local feeder primary school communities and the experiences of the surrounding other high schools in the immediate region.

The unique nature of the Baldivis Community and the character of the environment have informed the development of the masterplan as well as the building and landscape design. The process has emphasised the need to create a vibrant, flexible and safe school community home which responds to the Baldivis physical and social context within which it is located.

To achieve these outcomes the following groups and individuals have been consulted:

- Curriculum, teaching and learning principles discussed with numerous individuals from the Department of Education (both Central and District offices).
- School visits and interviews with Principals and/or staff of:
 - Settlers Primary School
 - Baldivis Primary School
 - Comet Bay College
 - Mount Lawley Senior High School
 - Mindarie College
 - Christchurch Grammar School
 - Shenton College
 - Atwell College
- Discussions with parent representatives of Settlers and Baldivis Primary Schools.
- Discussions with representatives from the City of Rockingham.
- Discussions with the Principal and staff of Baldivis Secondary College.

The broad outcomes of the consultation process undertaken are represented in the final project. The following dot points summarise a number of key issues which have formed the masterplan, the brief and the design:

- The masterplan and school design must reflect the Baldivis Community and the sense of place and identity of the district.
- The ability to undertake flexible teaching and learning practices is essential for both the school's immediate and future life.
- Shared facilities are planned to be clearly and equally accessible to all learning groups and communities.
- The masterplan has a strong focus on quality of environment while creating a place for people.
- While providing diversity in teaching and learning practices, the planning has a strong focus on surveillance and supervision of both internal and external areas.
- The masterplan and buildings are designed in accordance with environmental principles.
- Effective, protected and shaded outdoor areas for use in all weather conditions have been created.
- Landscapes which are focused on both active and passive recreation spaces, which minimise maintenance and water consumption as well as referring to the natural vegetation of the Baldivis area have been created.
- A safe and secure school environment, internally and externally, focused on maximisation of 'accessibility' and 'equity' and minimisation of 'vulnerability' has been created.
- A school environment which supports and values the endeavours of all students, staff, families and the community and which ensures that all can achieve to the maximum of their ability has been created.
- A school which is technologically integrated and linked to the broader local and world community has been created.
- A school environment which is 'owned' by all and to which all feel they belong has been created.
- A school identity which is vibrant and reflects the creativity and values of the school and its community has been created.
- A living and real school hub which also provides joint use sporting and performance facilities for the community.
- Create a school which respects its neighbours has been created.
- A school which embraces the making of culture and histories over time has been created.





5.0 EDUCATIONAL ENVIRONMENT

EDUCATION PHILOSOPHY AND VISION

The following outlines the Educational Philosophy and Vision for Baldivis Secondary College.

BACKGROUND

Baldivis Secondary College creates a new schooling environment within the Baldivis District which provides significant relief to surrounding schools.

The school provides a state of the art comprehensive secondary school for students in Years 7 to 12. The school provides a world class education that meets the needs of individuals, the community and the economy of Western Australia. It provides learning environments that are safe, supportive and provide for the physical, emotional and behavioural needs of its students.

Baldivis Secondary College will have permanent accommodation for 1450 students and is planned to be constructed in 2 stages (Stage 2 is in progress).

The first stage accommodates up to 600 students and incorporates administration, students services, library, a classroom block comprising 8 general classrooms, education support classroom and associated facilities, staff areas, materials and technology facilities including materials technology workshops and studios, science learning areas including two chemistry laboratories and six multipurpose laboratories, food and textiles studios, performing arts, dance and music teaching spaces, media, sports hall and café. A number of these spaces have temporary uses prior to the construction of Stage 2.

PEDAGOGY

Education pedagogy is constantly evolving, being reviewed and changed. Research indicates opportunities should be provided for young adolescents to learn and grow in ways that acknowledge and respect particular phases of their development.

There is recognition that students have unique needs and learn best by being able to:

- Develop strong adult learning and support relationships.
- Connect with their existing knowledge, skills and values while extending and challenging their current ways of thinking and behaving.
- Be independent self directed learners who can construct their own knowledge.
- Be active and reflective learners.
- Access knowledge in integrated and flexible curriculum models.
- Work collaboratively in teams of varying sizes.
- Learn from and with each other.
- Undertaking learning in a variety of time blocks.
- Have ready access to resources, including technology.
- Access information and learning from a variety of sources.
- Access to knowledge in flexible modes engaging students in groups and as individuals.

5.0 EDUCATIONAL ENVIRONMENT

LEARNING ENVIRONMENT

Pedagogy and the Curriculum Framework complement one another and determine a learning environment characterised by:

- Maximisation of each student's learning through development of curriculum that is relevant to individual needs and interests.
- Responsiveness to the individual student needs and learning styles to enable them to achieve successful learning and a high standard of learning outcomes.
- Enhancement of individual growth and development through the acquisition of knowledge, skills, understanding and values and encouragement of both action and reflection on the part of the learner.
- Opportunities for students to develop strong and supportive relationships through cooperating and collaborating in teams which respect and accommodate differences.
- Development and support for adaptable approaches to teaching and learning that will motivate and engage student's in appropriate educational programs and ensure positive cognitive, social and emotional development.
- School organization is adaptable and responsive to local needs and circumstances to allow for a variety of teaching and learning contexts and is conducive to effective learning.
- School organization and teaching methods that will empower students to develop the necessary support and quality learning experiences according to the needs, abilities and aspirations of the individual.
- Acknowledgment teaching will occur for a significant amount of time.
- Safety and security in the learning environment will promote a sense of identity and well being.
- The development of strong partnerships between the school, parents and the community.
- Collaborative planning by teams of teachers for teaching and learning.
- Effective planning and decision making that is based on sound information, evaluation and research.
- Incorporation of external areas into the learning environment.

The Educational Specification for the project can be found in the appendix.





6.0 PHYSICAL ENVIRONMENT

THE PHYSICAL LEARNING ENVIRONMENT PRINCIPLES

- The physical learning environment includes all internal and external spaces and includes strong visual links and physical relationships.
- The physical learning environment takes into consideration the local context and conditions
- The physical learning environment achieves a high standard of environmental control.
- Students and staff can identify positively with their environment
- Students can stay in contact with their peers and teachers even while pursuing individual activities.
- Students demonstrate a strong personal relationship with their physical learning environment.
- Students and staff feel secure and have a sense of well being in their physical learning environment.
- Students have a sense of ownership of the physical learning environment
- Students and staff have ready access to a wide range of resources, services, equipment and furniture.
- The physical learning environment is furnished and filled out in a manner consistent with student's physiological and psychological needs.
- There is a comprehensive range of learning technologies available within the learning environment.
- The physical learning environment can be modified by students and staff to establish settings that suit a range of learning activities.
- Some spaces may require a high level of acoustic separation.
- Students interact comfortably with each other and staff in informal settings, while outdoors students are sheltered from the extreme elements.
- Special needs students have ready access to all facilities.
- Passive recreational areas are provided
- Areas for active recreation are free of restrictive structures
- Smaller areas to be set aside close to learning communities for small scale physical activity.
- The interface and circulation between areas is clear and welcoming
- Storage areas for students' work and possessions are easily accessible, yet secure.
- Consideration is given to students' need to access amenities early, privately and safely.
- There is capacity to quickly customize designated spaces to meet specialized needs.
- There are spaces that enable students to withdraw for individual study, to work in partnerships with one another, from a small group, gather together as a large group, and assemble with all members of their school community.
- Staff are provided with their facilities that recognize both their professional and individual needs within a cooperative and collaborative learning team environment.
- The building scale reflects the environmental and educational needs.
- Support staff (cleaners, gardeners etc) have access to appropriate professional facilities.
- Signage and way finding should be explicit.
- The school should have an entry that naturally attracts and directs the public to the main administration

DESCRIPTION OF THE PHYSICAL ENVIRONMENT OF THE SCHOOL

While a new school in a new sub-division, Baldivis Secondary College is located within an established and historic community which has traditionally been focused on market gardening and industry and has developed a strong focus on sustainability and community. It is this contextual setting that developed the architectural language for the school, conceived of as a contemporary reimagining of the archetypal Australian industrial 'shed' set within a reinstated native bush landscape.

Planning was based on the establishment of the 'learning warehouse' as the core of the school, a 120M long undercover warehouse roof constructed as a series of expressed truss framed structural bays which form an east-west axis bookended by the Sports Hall to the freeway and the Performing Arts building at the schools entry to the west. This warehouse roof dissects the site and creates the central core around which the primary shared and core functions of the school are located, including library, administration, general learning and science communities and the cafe. The intent of this project was to create a diversity of undercover space which is informed by the interrelationships between building elements under the overarching 'umbrella' that is the warehouse roof. A materials technology building is located to the north.

6.0 PHYSICAL ENVIRONMENT

Highly identifiable industrial building elements form the aesthetics of the building composition including forms which are reminiscent of shipping containers. The colours are chosen from the 'safety' palette and the long form of the cafe allows pedestrian passage over its roof to connect the upper levels. This is a school which can be travelled through, under, over and around and focuses on the dynamics of its students as the heart of its activity.

The material palette is durable and reflects the industrial contextual setting. The facades are a dynamic composition of off-white precast concrete, aluminium chequerplate and coloured metaldeck sheeting articulated with expressed steelwork frames. The concrete panels have been detailed with cast-in relief patterns to provide texture and shadowplay across the facades whilst the colorbond sheeting and chequerplate shimmer and reflect light and colour from all vantage points.

The effect of the materials and colour palette alludes to industry but has been evolved into a fine aesthetic founded on detailing and composition to create a level of sophistication and sensibility far removed from their industrial origins.

This industrial palette was defined in response to the context of the site but also in response to a tight construction timeframe. In early design a construction sequence was established which dictated material and construction systems reliant on pre-fabrication to construct large areas quickly allowing multiple trades to work in parallel on site.

This streamlined construction process had the added benefit of reducing overall construction costs with the selected tender 5.25% under the pre-tender budget and the project finished on time to commence the 2013 school year. The lessons learnt from technique and materials in traditional industrial construction have ensured the project was completed under budget and met the programming and strict \$/m² benchmark rates established for construction by government.

Baldivis Secondary College was constructed on a brownfield site, requiring significant site remediation and clearance of Acid Sulphate Soils as well as endemic subsoil water issues located in a community historically based around industrial and agricultural development. Our aim was to create a sustainable school environment locating the buildings within a reinstated bushland setting in recognition of the area before agricultural use decimated it.

A desire existed within the project team and the community to demonstrate sustainable building practices, and a wide range of sustainable initiatives were integrated into the building design. Where practical these have become educational tools for the school staff and student body to promote an understanding of environmental sustainability as core learning. This vision is important to the Baldivis community as sustainability is an embedded aspect of the community's culture.

The project achieved a self-assessed 4 star GBCA rating for Education. Listed below are some of the ESD principles

Passive:

- Maximise natural day lighting throughout
- natural ventilation throughout
- Use of low or nil VOC products
- very low-water use landscaping
- optimising building orientation
- high thermal mass/insulation levels

Active:

- BMS to monitor energy and maximise performance efficiencies
- Intergrated A/C and lighting controls
- Night purging
- Rainwater tanks for collection and re-use in sanitary fixtures
- Irrigating from a bore
- Solar hot water units for changeroom showers
- efficient lighting and hydraulic fixtures
- high performance glazing

Social:

- learning environment which is inherently sustainable to expose and promote ESD education within the school and local community.
- The 'learning workshop' provides a large undercover space as a social heart for the school.

Community shared use facilities – the school has been designed to be open to the public outside of school hours for community functions and sporting events



7.0 RESULTS OF THE PROCESS & PROJECT

This project has not only created an extraordinary environment for the students, staff and community of the school but essentially reinvented how schools can create real places, which in themselves are alive, give life to those who inhabit them and in return are enriched by the imagination of their community. This school has provided every part of the multitude of design and pedagogical outcomes which were planned but has taken the potential of uses many levels further creating a vessel by which the inventiveness, imagination and commitment of its current and future users is able to re-imagine spaces and allow them to evolve and change from time to time and year to year.

The Principal and founding School Community embody and embrace every vision of the schools ethos and its principles and have commenced an outstanding process of not only bringing all aspects of this place to life but also imaginatively creating additional and new ways to engage the community during and outside school hours by not only providing facilities throughout for community use but also providing the support, joy and sense of pride upon which these facilities are offered.

The brilliance of this project's outcomes is that it is the buildings themselves that have elevated the want and desire of their occupants to share them with the greater community.

There is no better way to describe this other than the words of the principal himself as follows.

Principal Statement

Re: Baldivis Secondary College

It is both an honour and a privilege to have been appointed as Principal of Baldivis Secondary College.

The overall design has a stunning aspect and perspective for any community member making a casual or detailed observation from any external view. An important consideration for any school is its ability to positively market itself in the local and wider community. The aesthetics of this project alone enable us to easily market the school as a contemporary educational facility with world class resources to better meet the needs of our students.

The design was clearly completed through a process which involved and empowered members of the community as well as the internal stakeholders within the Department of Education WA. It has been done in such a way as to provide teaching and learning spaces that invite the students in and capture their interest. This makes for a much more engaging environment and we are confident that this will in turn assist us in achieving greater educational outcomes for students of varying backgrounds and needs. The ICT infrastructure alone has enabled us to be on the forefront of cutting edge educational technologies and as such we have become a lighthouse school for the Department of Education WA.

The Baldivis community and the local schools network are exceptionally passionate about the environment and environmental sustainability. We are currently developing a specialised program in environmental sciences. The design of this project has incorporated a raft of environmentally sustainable features from capturing and utilising rainwater to state of the art reticulation infrastructure to air cooling and heating and so much more. This allows us to demonstrate the very practices we are educating our students and community about and enables us to 'practise what we preach'.

An exceptional feature to the design and construction of our facility is the ability to be flexible in the way in which we are able to use our learning environments. This has allowed staff and students to collaborate across curricular areas and assisted in the design of a more engaging and encompassing delivery of the curriculum. This is something many schools hope for and something I am exceedingly proud to say we are already doing.

The design and construction of this project has created a wonderful facility for joint community use. Already many community groups are using the facility during and out of school hours and many more are expressing an interest. Our college is already becoming the hub of the Baldivis community.

It is one thing to design and create a world class facility but another to actually deliver it. On this project both have been achieved and the quality is of an extraordinary level.

Stillwater Drive
Baldivis WA 6171

Phone: (08) 9523 3600

Fax: (08) 9523 3606

I close as I began stating that it is a genuine honour and privilege to be the educational leader of this grand facility. I wish that others could be fortunate as I.

Yours sincerely

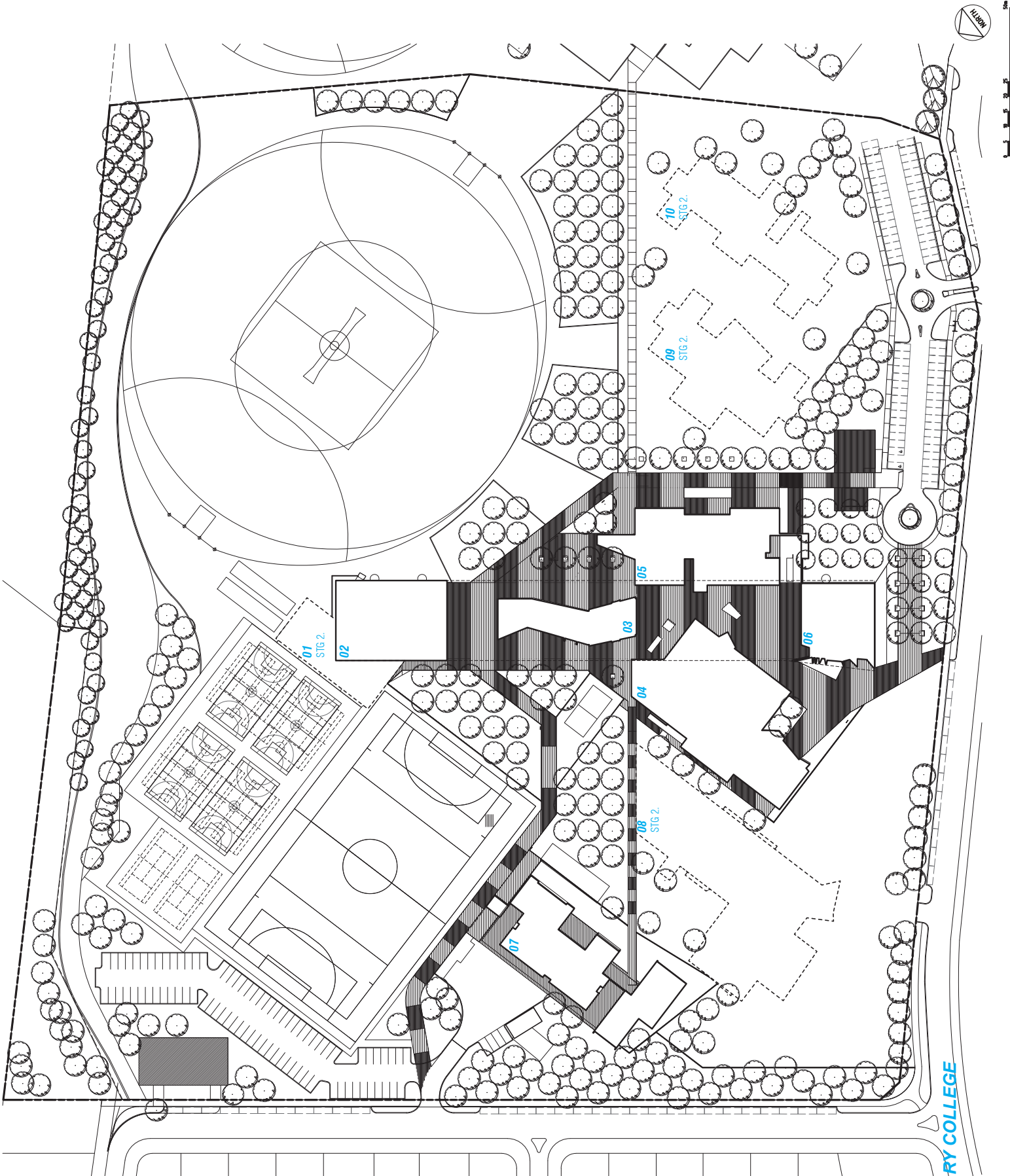
A handwritten signature in black ink, appearing to read 'KS', followed by a long horizontal line extending to the right.

Keith Svendsen
Principal

26 February 2013





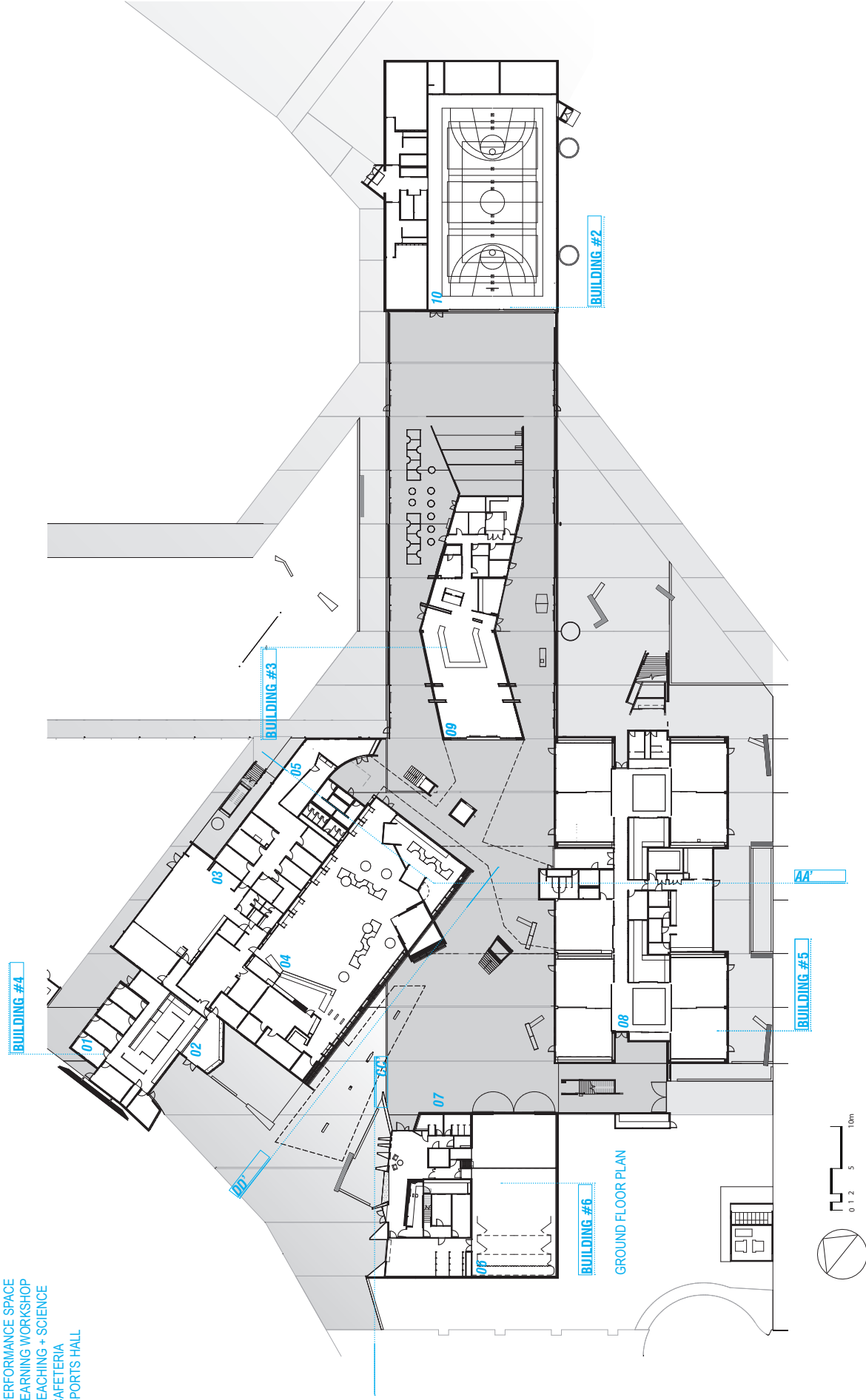


- LEGEND**
- STG 2. 01 HEALTH + PHYSICAL EDUCATION LEARNING AREA
 - 02 HALL
 - 03 CAFE
 - 04 LIBRARY AND ADMIN
 - 05 TEACHING + SCIENCE BLOCK
 - 06 PERFORMING ARTS
 - 07 MATERIALS + TECHNOLOGY
 - STG 2. 08 ARTS LEARNING AREA
 - STG 2. 09 YEAR 7 COMMUNITY
 - STG 2. 10 YEAR 8 COMMUNITY

BALDIVIS SECONDARY COLLEGE
SITE PLAN

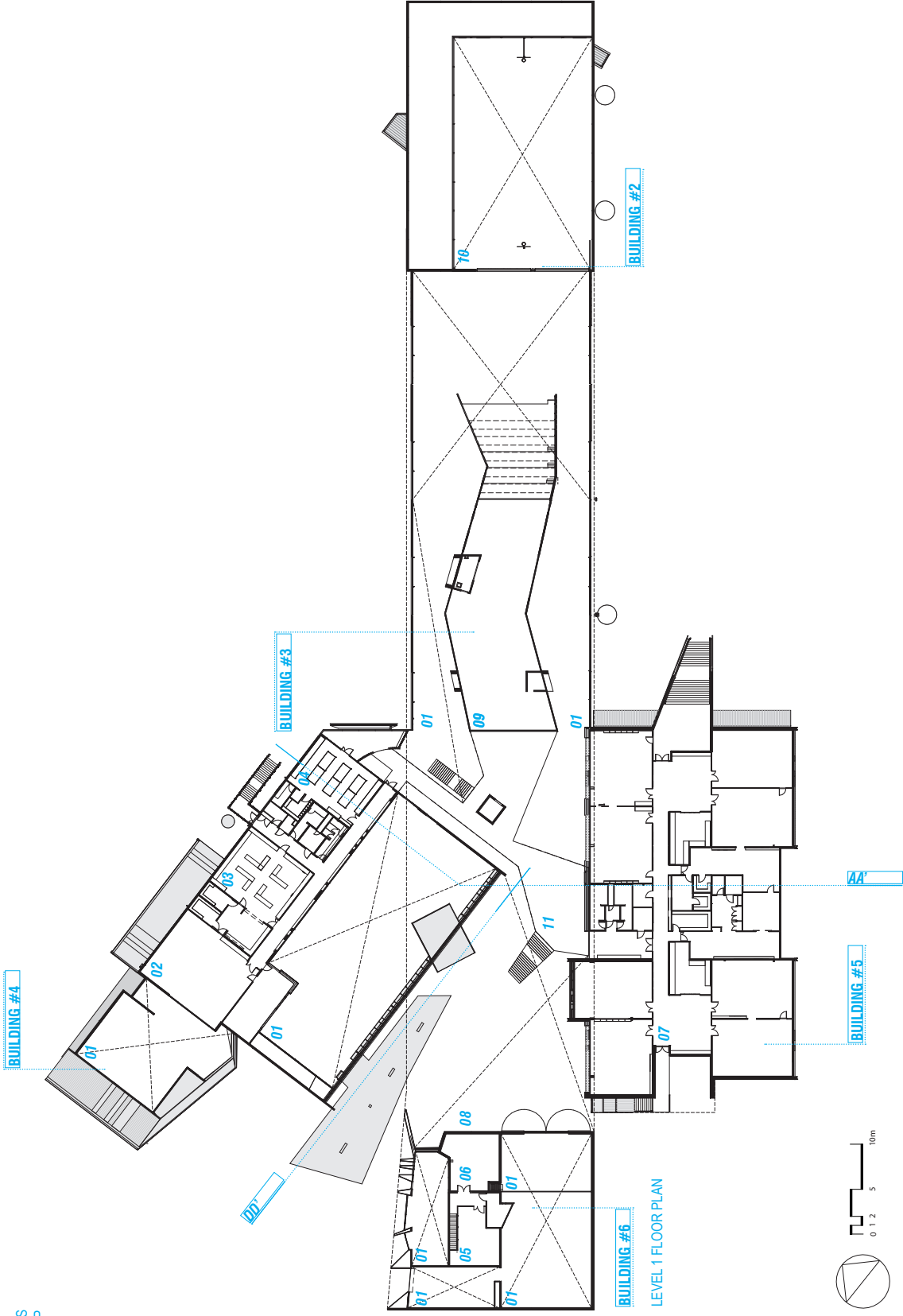
LEGEND

- 01 ADMIN
- 02 RECEPTION
- 03 STAFF
- 04 LIBRARY
- 05 STUDENT SERVICES
- 06 PERFORMANCE SPACE
- 07 LEARNING WORKSHOP
- 08 TEACHING + SCIENCE
- 09 CAFETERIA
- 10 SPORTS HALL



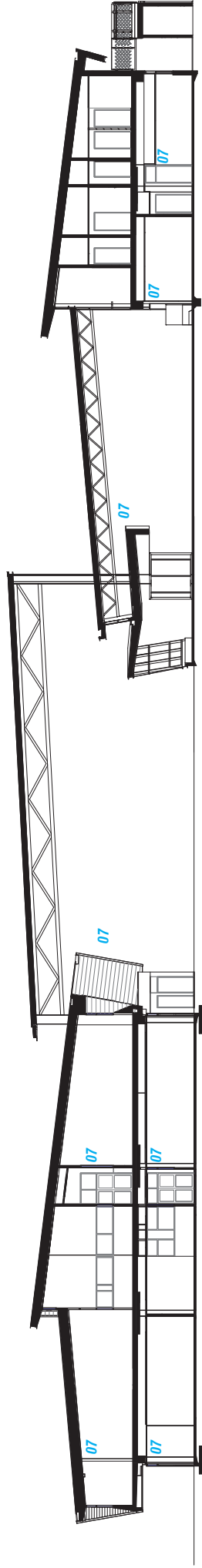
LEGEND

- 01 VOID
- 02 STAFF
- 03 FOOD TECH
- 04 TEXTILES
- 05 STORE
- 06 PLANT
- 07 TEACHING + SCIENCES
- 08 LEARNING WORKSHOP
- 09 CAFETERIA
- 10 SPORTS HALL
- 11 BRIDGE

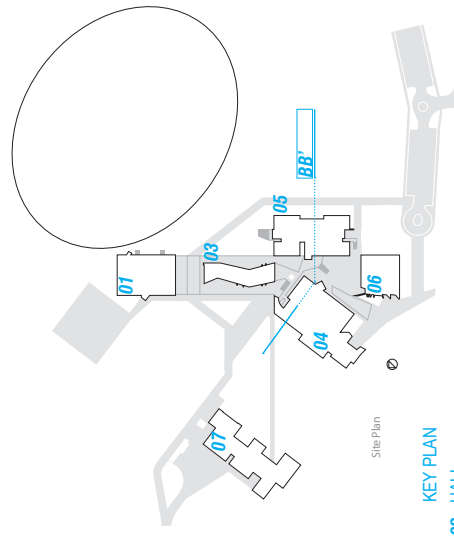


LEGEND

- 01 MUSIC
- 02 MEDIA
- 03 STAFF
- 04 ART
- 05 MACHINE WORK
- 06 WOOD WORK
- 07 PLANNING
- 08 WORK COURTYARD
- 09 METALWORK



SECTION BB



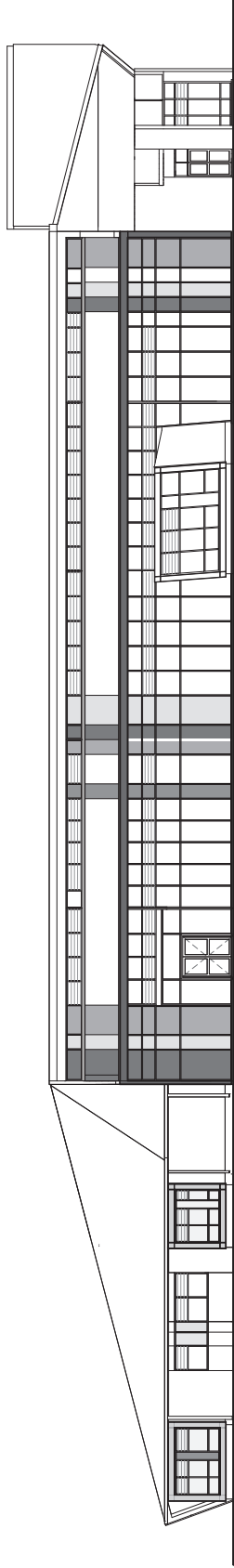
Site Plan

KEY PLAN

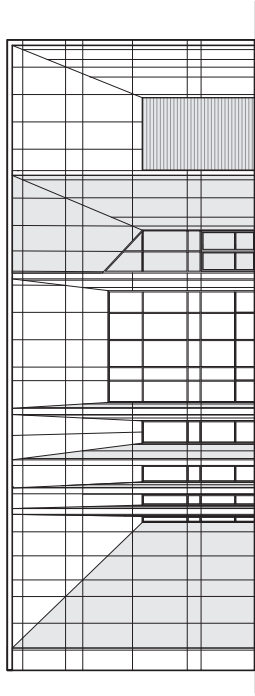
- 02 HALL
- 03 CAFE
- 04 LIBRARY AND ADMIN
- 05 TEACHING + SCIENCE BLOCK
- 06 PERFORMING ARTS
- 07 MATERIALS + TECHNOLOGY



architects and urban designers



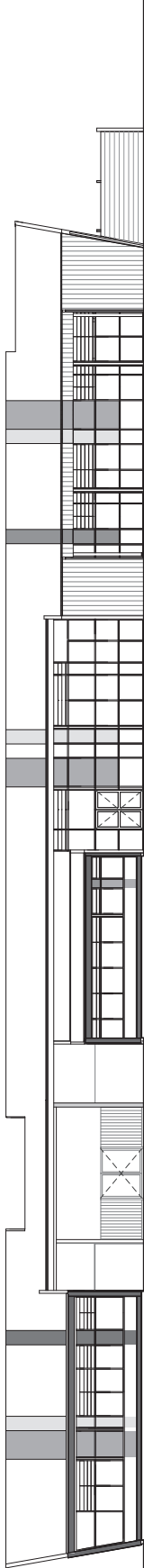
ADMIN + LIBRARY SOUTH ELEVATION
SECTION DD



PERFORMING ARTS NORTH ELEVATION
SECTION CC

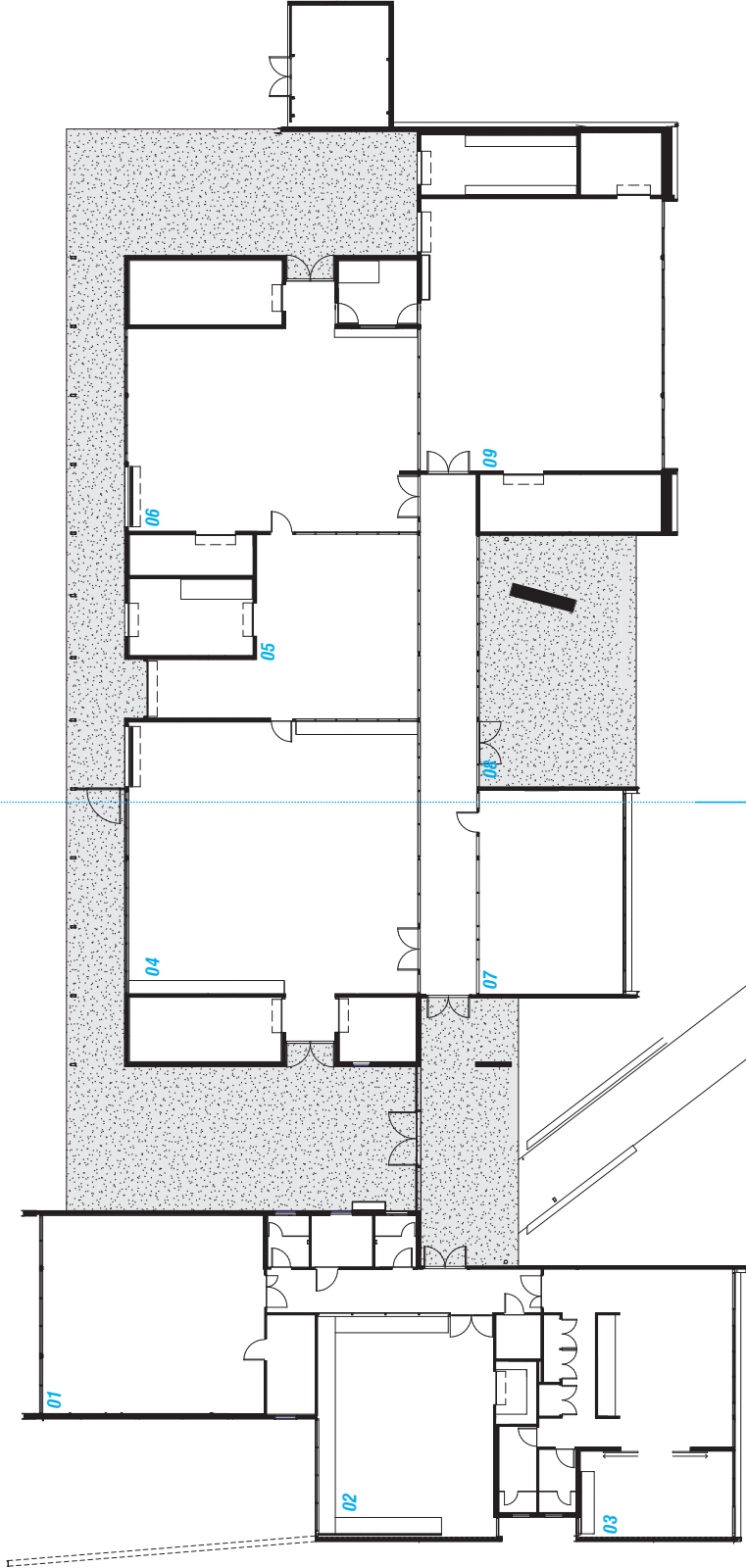
LEGEND

- 01 MUSIC
- 02 MEDIA
- 03 STAFF
- 04 ART
- 05 MACHINE WORK
- 06 WOOD WORK
- 07 PLANNING
- 08 WORK COURTYARD
- 09 METALWORK

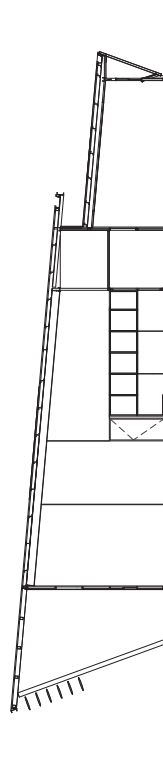


SOUTH ELEVATION

AA'



GROUND FLOOR PLAN



SECTION AA'

APPENDIX





**2013 James D. MacConnell Award
Project Data: Confidential Information**

| | |
|---------------------------------|---|
| Project Name | Baldivis Secondary College Stage 1 |
| School District Name | Baldivis Secondary College |
| Project Address | Stillwater Drive |
| City/State/Zip/Country | Baldivis, Western Australia, 6171 Australia |
| Superintendent/President | Keith Svendsen (Principal) |

| | |
|--|--|
| Submitting Firm: | |
| Project Role (Architect, Planner, CM, Other) | Architect |
| Contact for this Award Application | Elisabetta (Libby) Guj |
| Title | Director |
| Address | 2/234 Pier Street |
| City, State or Province, Country | Perth, Western Australia, 6000 Australia |
| Phone | +61 8 9481 1477 |
| Email Address | libby.guj@jcy.net |

| | |
|--|--|
| Joint Partner Firm: | |
| Project Role (Architect, Planner, CM, Other) | |
| Project Contact | |
| Title | |
| Address | |
| City, State or Province, Country | |
| Phone | |
| Email Address | |

| | |
|--|--|
| Other Firm: | |
| Project Role (Architect, Planner, CM, Other) | |
| Project Contact | |
| Title | |
| Address | |
| City, State or Province, Country | |
| Phone | |
| Email Address | |

| | |
|--|--|
| Other Firm: | |
| Project Role (Architect, Planner, CM, Other) | |
| Project Contact | |
| Title | |
| Address | |
| City, State or Province, Country | |
| Phone | |
| Email Address | |

EDUCATIONAL SPECIFICATIONS

LEARNING ENVIRONMENT

Pedagogy and the Curriculum Framework complement one another and determine a learning environment characterised by:

- Maximisation of each student’s learning through development of curriculum that is relevant to individual needs and interests.
- Responsiveness to the individual student needs and learning styles to enable them to achieve successful learning and a high standard of learning outcomes.
- Enhancement of individual growth and development through the acquisition of knowledge, skills, understanding and values and encouragement of both action and reflection on the part of the learner.
- Opportunities for students to develop strong and supportive relationships through cooperating and collaborating in teams which respect and accommodate differences.
- Development and support for adaptable approaches to teaching and learning that will motivate and engage student’s in appropriate educational programs and ensure positive cognitive, social and emotional development.
- School organization is adaptable and responsive to local needs and circumstances to allow for a variety of teaching and learning contexts and is conducive to effective learning.
- School organization and teaching methods that will empower students to develop the necessary support and quality learning experiences according to the needs, abilities and aspirations of the individual.
- Acknowledgment teaching will occur for a significant amount of time.
- Safety and security in the learning environment will promote a sense of identity and well being.
- The development of strong partnerships between the school, parents and the community.
- Collaborative planning by teams of teachers for teaching and learning.
- Effective planning and decision making that is based on sound information, evaluation and research.
- Incorporation of external areas into the learning environment.

The following outlines the brief developed and refined during the master planning and schematic design process.

| BALDIVIS SENIOR HIGH SCHOOL (YEARS 8 - 12) - 1200 STUDENTS | | | | |
|--|--------------------|----------------|--------------------|---|
| STAGES 1 AND 2 - SCHEDULES OF ACCOMMODATION - SCHEMATIC DESIGN | | | | |
| | | | 09.12.2009 | |
| STAGE 1 - 600 STUDENTS - (ASSUMING ALL SINGLE-STOREY BUILDINGS) | | | | |
| FACILITY | RECOMMENDED | | ACTUAL AREA | |
| | SQM | DETAILS | COMMENTS | |
| ADMINISTRATION (BUILDING 05 - GROUND FLOOR): | | | | |
| PUBLIC FOYER | 25 | | 31 | |
| STUDENT FOYER | 15 | | 20 | |
| RECEPTION / GENERAL OFFICE | 80 | | 108 | INCLUDES CIRCULATION |
| REPROGRAPHICS / STORAGE | 60 | | 62 | |
| PRINCIPAL | 20 | | 20 | |
| REGISTRAR | 15 | | 15 | |
| INTERVIEW ROOM | 15 | | 15 | |
| OFFICES | 60 | 4X15 | 60 | |
| STAFF COMMON ROOM | 150 | | 151 | MAY BE LOCATED IN THE LIBRARY OR CAFETERIA BUILDING INCLUDES KITCHENETTE |
| STAFF COMPUTERS ALCOVE | 10 | | 11 | LOCATED OFF THE STAFFROOM |
| KITCHENETTE | 8 | | | LOCATED WITHIN STAFF COMMON ROOM |
| CONFERENCE ROOM | 40 | | 41 | TO BE ADJACENT TO STAFF ROOM WITH OPERABLE WALL BETWEEN |
| UNIFORM STORE | 15 | | - | LOCATED IN PERFORMING ARTS |
| MALE STAFF TOILET | 8 | 1WC+U | 9 | |
| FEMALE STAFF TOILET | 8 | 2WC | 9 | |
| UNIVERSAL ACCESS TOILET TYPE OA | 8 | WITH SHOWER | 8 | |
| COMMUNICATIONS / PABX ROOM | 20 | MIN SIDE 3M | 22 | |
| CLEANER’S STORE | 4 | MIN SIDE 2M | 5 | |
| USABLE FLOOR AREA (UFA) | 561 | | 587 | |
| CIRCULATION ETC 20% | 112 | | 33 | |
| TOTAL AREA (FECA) | 673 | | 620 | PLANNING HAS INCREASED CIRCULATION EFFICIENCY PLUS UNIFORM STORE TO PERFORMING ARTS |

EDUCATIONAL SPECIFICATIONS

| FACILITY | RECOMMENDED | | ACTUAL AREA | COMMENTS |
|--|-------------|-------------|-------------|---|
| | SQM | DETAILS | | |
| STUDENT SERVICES (BUILDING 05 - GROUND FLOOR): | | | | MAY BE LOCATED WITH THE ADMIN OR COULD BE SEPARATE |
| FOYER / WAITING | 20 | | 103 | INCLUDES CIRCULATION PLUS AREA OF 3 X 15M ² OFFICE ALLOCATIONS |
| OFFICES / INTERVIEW ROOMS | 90 | 6X15 | 45 | 3 X 15M ² ENCLOSED |
| NURSE WAITING AREA | 10 | | 13 | |
| NURSE / TREATMENT ROOM | 15 | | 15 | |
| SICK / RECOVERY ROOMS | 24 | 2X12 | 24 | |
| STORE | 5 | | 9 | |
| UNIVERSAL ACCESS TOILET TYPE 3 | 12 | 4M X 3M | 22 | 2 OFF - AREA FOR SECOND TOILET ALLOWED FOR IN FOOD/TEXTILES |
| MALE WC | | | 17 | AREA ALLOWED FOR IN FOOD/TEXTILES |
| FEMALE WC | | | 16 | AREA ALLOWED FOR IN FOOD/TEXTILES |
| USABLE FLOOR AREA (UFA) | 176 | | 264 | |
| CIRCULATION ETC 20% | 35 | | 19 | |
| TOTAL AREA (FECA) | 211 | | 283 | ADDITION OF TOILETS FROM OTHER ALLOCATIONS INCLUDED |
| LIBRARY RESOURCE CENTRE (BUILDING 05 - GROUND FLOOR): | | | | TO BE LOCATED CENTRALLY IN THE SCHOOL |
| RESOURCE AREA | 450 | | 476 | ALSO INCLUDES 1 IT LAB IN STAGE 1 (WILL BE MAINTAINED IN STAGE2) |
| ENTRY & DESK CIRCULATION | 30 | | 30 | |
| CONTROL WORK AREA | 30 | | 30 | |
| LIBRARY ADMINISTRATION AREA | 40 | | 40 | |
| A.V. WORKROOM | 20 | | 20 | |
| SECURE STORE (AV, LAPTOPS ETC) | 10 | MIN SIDE 3M | 10 | NO WINDOWS, SOLID DOOR |
| STUDENT GROUP ROOM | 30 | | 29 | |
| BAG STORE / ALCOVE | 8 | | 8 | |
| CLEANER'S STORE | 4 | MIN SIDE 2M | | INCORPORATED INTO ADMINISTRATION CLEANER'S STORE |
| USABLE FLOOR AREA (UFA) | 622 | | 643 | |
| CIRCULATION ETC 5% | 31 | | | INCLUDED IN GENERAL RESOURCE AREA |
| TOTAL AREA (FECA) | 653 | | 643 | CLEANER IN ADMIN AREA |
| CLASSROOM BLOCK 1 (GENERAL CLASSROOMS) (BUILDING 06 - GROUND FLOOR): | | | | |
| TEACHING AREA | | | | |
| GLA'S | 512 | 8X64 | 512 | ALL CLASSROOMS MUST BE ABLE TO BE CLOSED OFF |
| ED SUPPORT CLASSROOM | 64 | | 64 | INCLUDES A KITCHENETTE |
| ED SUPPORT STORE | 8 | | 7 | TO BE ADJACENT TO THE ED SUPPORT CLASSROOM |
| ACTIVITY / COMPUTING AREAS | 60 | 2X30 | 56 | ADJACENT TO EVERY 4 CLASSROOMS |
| GENERAL STORES | 30 | 2X15 | 19 | ADJACENT TO EVERY 4 CLASSROOMS |
| SECURE LAP-TOP TROLLEY STORES | 10 | 2X5 | 16 | MIN SIDE 2M - ADJACENT TO EVERY 4 CLASSROOMS |
| GROUP AREA | | 2X14 | 28 | ROOMS CREATED SUPPLEMENTARY TO BRIEF (PART OF CIRCULATION ALLOCATION) |
| LEARNING LOUNGES | | 2X56 | 112 | FROM CIRCULATION ALLOWANCE |
| MALE STUDENT TOILETS | 32 | 4WC+4U | 30 | 3 SEPARATE WCS (ONE ON FIRST FLOOR) |
| FEMALE STUDENT TOILETS | 32 | 8WC | 28 | 3 SEPARATE WCS (ONE ON FIRST FLOOR) |
| UNIVERSAL ACCESS TOILET TYPE 3 | 12 | 4M X 3M | 12 | |
| CLEANER'S STORE | 4 | MIN SIDE 2M | | |
| USABLE FLOOR AREA (UFA) | 764 | | 884 | |
| CIRCULATION ETC 20% | 153 | | 51 | |
| TOTAL AREA (FECA) | 917 | | 935 | |
| STAFF AREA (10 STAFF)(BUILDING 06 - GROUND FLOOR) | | | | CO-LOCATED WITH THE TEACHING AREA |
| STAFF COLLEGIATE / PLANNING ROOM | 20 | | 20 | |

EDUCATIONAL SPECIFICATIONS

| FACILITY | RECOMMENDED | | ACTUAL AREA | COMMENTS |
|---|-------------|-------------|-------------|---|
| | SQM | DETAILS | | |
| STAFF STUDY | 40 | | 45 | |
| KITCHENETTE | 3 | | 3 | |
| REPROGRAPHICS AREA | 4 | | 4 | |
| OFFICE / INTERVIEW ROOM | 12 | | 13 | |
| RESOURCE STORE | 5 | | 4 | |
| MALE STAFF TOILETS | 8 | 1WC+U | 8 | |
| FEMALE STAFF TOILETS | 8 | 2WC | 8 | |
| UNIVERSAL ACCESS TOILET TYPE 0 | 6 | | 7 | |
| USABLE FLOOR AREA (UFA) | 106 | | 112 | |
| CIRCULATION ETC 20% | 21 | | | |
| TOTAL AREA (FECA) | 127 | | 112 | |
| SCIENCE LEARNING AREA (BUILDING 06 - FIRST FLOOR): | | | | MAY BE CO-LOCATED WITH TECHNOLOGY & ENTERPRISE |
| STAFF AREA - (12 STAFF) | | | | |
| STAFF COLLEGIATE / PLANNING AREA | 24 | | 23 | |
| STAFF STUDY | 48 | | 61 | INCLUDES CIRCULATION |
| KITCHENETTE | 3 | | 3 | |
| REPROGRAPHICS AREA | 4 | | 4 | |
| MALE & FEMALE TOILET | 16 | | 16 | |
| RESOURCE STORE | 6 | | 6 | |
| USABLE FLOOR AREA (UFA) | 101 | | 113 | |
| CIRCULATION ETC 20% | 20 | | | |
| TOTAL AREA (FECA) | 121 | | 113 | |
| SCIENCE LABORATORIES (BUILDING 06 - FIRST FLOOR) | | | | |
| LABORATORIES (CHEMISTRY) | 180 | 2X90 | 180 | MIN SIDE 8M |
| LABORATORIES (MULTIPURPOSE) | 540 | 6X90 | 540 | 3 USED AS GLA'S & 1 USED FOR MEDIA IN STAGE 1 |
| ACTIVITY / COMPUTING AREAS | 60 | 2X30 | 60 | ADJACENT TO EVERY 4 LABS |
| RESOURCE STORE | 15 | | 13 | |
| SECURE LAP-TOP TROLLEY STORE | 5 | | 6 | MIN SIDE 2M |
| PREPARATION AREA | 60 | | 60 | |
| SCIENCE TECHNICIAN'S AREA | 12 | | 12 | |
| CHEM STORE & SECURE STORE | 12 | 2X6 | 12 | |
| LEARNING LOUNGE | | 2X60 | 120 | ROOMS CREATED SUPPLEMENTARY TO BRIEF AND PART OF CIRCULATION |
| CLEANER'S STORE | 4 | MIN SIDE 2M | | |
| USABLE FLOOR AREA | 888 | | 1003 | |
| CIRCULATION ETC 20% | 178 | | 65 | |
| TOTAL AREA (FECA) | 1066 | | 1068 | |
| TECHNOLOGY AND ENTERPRISE LEARNING AREA | | | | EITHER A SINGLE OR DOUBLE-STOREY BUILDING |
| STAFF AREA (12 STAFF)(BUILDING 07): | | | | |
| STAFF COLLEGIATE / PLANNING AREA | 24 | | 24 | |
| STAFF STUDY | 48 | | 48 | |
| KITCHENETTE | 3 | | 3 | |
| REPROGRAPHICS AREA | 4 | | 4 | |
| MALE & FEMALE TOILET | 16 | | 16 | |
| RESOURCE STORE | 6 | | 6 | |
| USABLE FLOOR AREA (UFA) | 101 | | 101 | |
| CIRCULATION ETC 20% | 20 | | 25 | |
| TOTAL AREA (FECA) | 121 | | 126 | |
| MATERIALS TECHNOLOGY WORKSHOPS & STUDIOS (BUILDING 07): | | | | |
| WOODWORK WORKSHOP | 120 | | 120 | BOTH WORKSHOPS MUST BE SEPARATE WITH INDIVIDUAL EXTERNAL AND INTERNAL ENTRIES |
| METALWORK WORKSHOP | 120 | | 120 | |
| COMPOSITE / ENGINEERING WORKSHOP | 160 | | 160 | FITTED OUT AS AN ART STUDIO IN STAGE 1 |

EDUCATIONAL SPECIFICATIONS

| FACILITY | RECOMMENDED | | ACTUAL AREA | COMMENTS |
|--|-------------|----------------|-------------|---|
| | SQM | DETAILS | | |
| WELDING BAYS | 12 | 4X3 | 12 | LOCATED IN METALWORK WORKSHOP |
| FINISHING ROOM | 10 | | 10 | LOCATED BETWEEN WW AND MW WORKSHOPS |
| MACHINE ROOM | 60 | | 60 | LOCATED BETWEEN WW AND COMPOSITE WORKSHOPS |
| WOOD & METAL MATERIALS STORE | 40 | 1 X 40OR2 X 20 | 40 | LOCATED ADJACENT TO MACHINE ROOM & UNLOADING AREA |
| MODEL STORES | 45 | 3X15 | 60 | ONE PER WORKSHOP (ONE IS AN ART STORE IN STAGE 1) ADDITIONAL MODEL STORE INCORPORATED |
| TOOL / EQUIPMENT STORES | 30 | 3X10 | 30 | ONE PER WORKSHOP (ONE HOUSES THE KILN IN STAGE 1) |
| DESIGN / PLANNING ROOM | 45 | | 60 | LOCATED NEAR ALL THREE WORKSHOPS IF POSSIBLE (AREA INCREASED BY DOE) |
| MECHATRONICS / OTHER LAB / STUDIO | 90 | | 90 | USED AS A MUSIC CLASSROOM IN STAGE 1 |
| MECHATRONICS STORE | 10 | | 15 | USED AS A MUSIC PRACTICE ROOM IN STAGE 1 |
| ADDITIONAL MODEL STORE | 15 | | | USED AS A MUSIC STORE IN STAGE 1 ABSORBED INTO 2 MODEL STORES |
| TECHNICAL GRAPHICS LABORATORY | 80 | MIN SIDE 8M | 80 | USED AS A GENERAL IT LAB IN STAGE 1 |
| TECHNICAL GRAPHICS STORE | 5 | | 5 | ACCESSED FROM TECHNICAL GRAPHICS LAB |
| MALE & FEMALE & ACCESS TOILET | 25 | | 25 | |
| CLEANER'S STORE | 4 | MIN SIDE 2M | 4 | |
| USABLE FLOOR AREA (UFA) | 871 | | 891 | |
| CIRCULATION ETC 20% | 174 | | 101 | |
| TOTAL AREA (FECA) | 1045 | | 992 | |
| EXTERNAL COVERED WORK AREA | 100 | | 120 | TO BE WEATHERPROOF ON THREE SIDES. VERANDAH ALONG NORTH |
| FENCED WORK COMPOUND | 100 | | 120 | TO BE ADJACENT TO THE COVERED WORK AREA |
| FOOD AND TEXTILES STUDIOS (BUILDING 05 - FIRST FLOOR): | | | | |
| FOOD TECHNOLOGY STUDIO 1 | 100 | | 106 | |
| FOOD TECHNOLOGY STUDIO 2 | 120 | | 123 | A STAFF STUDY IN STAGE 1 - (20 STAFF) - LOOSE FURNITURE |
| PREPARATION AREA | 18 | | 20 | LOCATED BETWEEN THE TWO FOODS STUDIOS |
| PANTRY AND FOOD STORES | 20 | 2X10 | 24 | LOCATED ADJACENT TO THE PREPARATION KITCHEN |
| COMP TEXTILES / HUMAN DEVELOPMENT STUDIO | 90 | | 90 | |
| TEXTILES STORE | 8 | | 8 | A STAFF STUDY STORE IN STAGE 1 |
| FITTING ROOM | 2 | | 3 | |
| LAUNDRY | 4 | | 4 | LOCATED ADJACENT TO THE TEXTILES ROOM |
| PLANNING ROOM /CAFÉ /RESTAURANT | 45 | | 49 | LOCATED ADJACENT FOODS STUDIOS WITH ACCESS BETWEEN |
| BIN STORE | 6 | | 6 | |
| MALE STUDENT TOILETS | 32 | 4WC+4U | 9 | MUST BE ON THE GROUND FLOOR IN ADDITION, LARGER TOILETS SHOWN IN STUDENT SERVICES ON GROUND FLOOR |
| FEMALE STUDENT TOILETS | 32 | 8WC | 12 | MUST BE ON THE GROUND FLOOR IN ADDITION, LARGER TOILETS SHOWN IN STUDENT SERVICES ON GROUND FLOOR |
| UNIVERSAL ACCESS TOILET TYPE 1 | 8 | 3M X 2.7M | 8 | MUST BE ON THE GROUND FLOOR |
| CLEANER'S STORE | 4 | MIN SIDE 2M | 4 | |
| USABLE FLOOR AREA (UFA) | 489 | | 466 | |
| CIRCULATION ETC 20% | 98 | | 110 | |
| TOTAL AREA (FECA) | 587 | | 576 | |
| THE ARTS LEARNING AREA: | | | | |

EDUCATIONAL SPECIFICATIONS

| FACILITY | RECOMMENDED SQM | DETAILS | ACTUAL AREA | COMMENTS |
|--|-----------------|---|-------------|--|
| PERFORMING ARTS (BUILDING 01): | | MUST HAVE A PRESENCE TO THE STREET | | |
| FOYER | 30 | | 71 | INCLUDES CIRCULATION SPACE |
| TEACHING SPACE 1 (DRAMA) | 200 | | 200 | |
| TEACHING SPACE 2 (DANCE) | 100 | | 100 | CONTINUOUS WITH THE DRAMA SPACE |
| PROPS / FLATS / CHAIRS STORE | 50 | | 50 | ASSOCIATED WITH THE DRAMA SPACE |
| BIO BOX | 8 | | 9 | MUST HAVE CLEAR VIEW OF THE DRAMA SPACE |
| KITCHENETTE / SERVERY | 8 | | 15 | ASSOCIATED WITH THE FOYER |
| GREEN ROOM / CHANGE | 30 | 2X15 | 31 | ASSOCIATED WITH THE DRAMA SPACE |
| DRAMA & DANCE STORE | 20 | | 20 | ASSOCIATED WITH THE DRAMA SPACE |
| MALE STUDENT TOILETS | 12 | 1WC+2U | 12 | ASSOCIATED WITH THE FOYER |
| FEMALE STUDENT TOILETS | 12 | 3WC | 13 | ASSOCIATED WITH THE FOYER |
| LIGHT + SOUND LOCK | | | 10 | SUPPLEMENTARY TO BRIEF |
| UNIFORM STORE | | | 14 | BRIEFED AREA OF 15M ² IN ADMINISTRATION |
| CLEANER'S STORE | 4 | MIN SIDE 2M | 4 | |
| USABLE FLOOR AREA (UFA) | 482 | | 557 | |
| CIRCULATION ETC 20% | 96 | | 25 | |
| TOTAL AREA (FECA) | 578 | | 582 | |
| HEALTH AND PHYSICAL EDUCATION LEARNING AREA: | | | | |
| SPORTS HALL (BUILDING 03): | | PREFERABLY LOCATED NEAR THE OVAL AND COURTS | | |
| HALL | 608 | 32MX19M | 615 | |
| HALL STORE | 40 | | 41 | |
| SPORTS STORE | 40 | 1X40OR2X20 | 40 | |
| MALE STUDENT CHANGEROOM | 66 | | 66 | |
| MALE STUDENT TOILETS | 16 | 2WC+2U | 18 | |
| MALE STAFF CHANGEROOM | 9 | | 9 | |
| FEMALE STUDENT CHANGEROOM | 66 | | 66 | |
| FEMALE STUDENT TOILETS | 16 | 4WC | 18 | |
| FEMALE STAFF CHANGEROOM | 9 | | 9 | |
| UNIVERSAL ACCESS TOILET TYPE 2 | 10 | 3.3M X 3M | 11 | |
| CLEANER'S STORE | 4 | MIN SIDE 2M | 5 | |
| USABLE FLOOR AREA (UFA) | 884 | | 898 | |
| CIRCULATION ETC 5% | 44 | | 18 | |
| TOTAL AREA (FECA) | 928 | | 916 | |
| FENCED COMPOUND | 100 | | | TO HOUSE THE SCHOOL BUS & CANOES TRAILER ETC - INCORPORATED INTO THE FENCED COMPOUND IN MATERIAL TECHNOLOGY BUILDING |
| CAFETERIA (BUILDING 04): | | TO BE LOCATED CENTRALLY IN THE SCHOOL | | |
| PREPARATION / SALES AREA | 90 | | 90 | |
| OFFICE | 8 | | 9 | |
| COOL ROOM | 8 | | 8 | |
| DRY GOODS STORE | 8 | | 8 | |
| APPLIANCE & UTENSILS STORE | 8 | | 8 | |
| STAFF CHANGE & UNISEX TOILET | 8 | | 8 | |
| LAUNDRY | 4 | | 4 | |
| KIOSK | | | 22 | PART OF PREPARATION AREA |
| ENCLOSED AREA | 150 | | 160 | |
| CLEANER'S BULK STORE | 10 | MIN SIDE 3M | 9 | |
| CLEANER'S STORE | 4 | MIN SIDE 2M | 4 | |
| BIN STORE | 6 | | 6 | |
| USABLE FLOOR AREA (UFA) | 304 | | 336 | |
| CIRCULATION ETC 15% | 46 | | 19 | |
| TOTAL AREA (FECA) | 350 | | 355 | |
| GARDENER (ON GROUNDS): | | | | |
| WORKSHOP (OFFICE ETC.) | 12 | | 12 | |
| STORE 1 (MACHINERY, FUEL) | 15 | | 15 | |

EDUCATIONAL SPECIFICATIONS

| FACILITY | RECOMMENDED | | ACTUAL AREA | COMMENTS |
|--|-------------|-----------------------------------|-------------|---|
| | SQM | DETAILS | | |
| STORE 2 (FERTILIZER ETC) | 5 | | 5 | |
| TOTAL AREA (FECA) | 32 | | 32 | |
| BIN COMPOUND (GATED) | 20 | 8M X 2.5M | 20 | TO HOLD 3 BINS 2330 X 1605 |
| STAGE 1 TOTAL UFA | 6381 | | 6887 | |
| STAGE 1 TOTAL FECA | 7410 | | 7353 | |
| STAGE 1 TOTAL UCA | 2593 | | 2570 | THE LEARNING WORKSHOP SPACE PLUS MISCELLANEOUS WALKWAYS ETC BRING TOTAL TO 2570. |
| | | | | 820M ² OF THE LINKING BRIDGE, CAFÉ 'ROOF' AND AMPHITHEATRE ARE ENCLOSED BY THE LEARNING WORKSHOP SPACE |
| OTHER FACILITIES: | | | | |
| 1 X FOOTBALL OVAL (165M X 135M) | | | YES | |
| 2 X TENNIS COURTS | | | YES | |
| PARKING - ONSITE (STAFF AND VISITORS) - 60 BAYS | | | YES | |
| STREET EMBAYMENTS - 7 BAYS / 100 STUDENTS - 42 BAYS | | | YES | |
| STAGE 2 - 600 STUDENTS - (A MIXTURE OF BOTH SINGLE AND DOUBLE-STOREY BUILDINGS) | | | | |
| CLASSROOM BLOCK 2 (LOWER SCHOOL GENERAL CLASSROOMS - SINGLE STOREY - NEAR CLASSRM BLOCK 1) | | | | |
| TEACHING AREA | | | | |
| GLA'S | 512 | 8X64 | | ALL CLASSROOMS MUST BE ABLE TO BE CLOSED OFF |
| ACTIVITY / COMPUTING AREAS | 60 | 2X30 | | ADJACENT TO EVERY 4 CLASSROOMS |
| GENERAL STORES | 30 | 2X15 | | ADJACENT TO EVERY 4 CLASSROOMS |
| SECURE LAP-TOP TROLLEY STORES | 10 | 2X5 | | MIN SIDE 2M - ADJACENT TO EVERY 4 CLASSROOMS |
| MALE STUDENT TOILETS | 32 | 4WC+4U | | |
| FEMALE STUDENT TOILETS | 32 | 8WC | | |
| UNIVERSAL ACCESS TOILET TYPE 1 | 8 | 3M X 2.7M | | |
| CLEANER'S STORE | 4 | MIN SIDE 2M | | |
| USABLE FLOOR AREA (UFA) | 688 | | | |
| CIRCULATION ETC 20% | 138 | | | |
| TOTAL AREA (FECA) | 826 | | | |
| STAFF AREA - (10 STAFF) | | CO-LOCATED WITH THE TEACHING AREA | | |
| STAFF COLLEGIATE / PLANNING ROOM | 20 | | | |
| STAFF STUDY | 40 | | | |
| KITCHENETTE | 3 | | | |
| REPROGRAPHICS AREA | 4 | | | |
| OFFICE / INTERVIEW ROOM | 12 | | | |
| RESOURCE STORE | 5 | | | |
| USABLE FLOOR AREA (UFA) | 84 | | | |
| CIRCULATION ETC 20% | 17 | | | |
| TOTAL AREA (FECA) | 101 | | | |
| SENIOR SCHOOL: | | USUALLY A DOUBLE-STOREY BUILDING | | |
| CLASSROOM BLOCK 3 (YEAR 10, 11 & 12 GENERAL CLASSROOMS) | | | | |
| GLA'S | 768 | 12X64 | | ALL CLASSROOMS MUST BE ABLE TO BE CLOSED OFF |
| FLEXIBLE GLA'S | 120 | 3X40 | | ALL 3 ARE TO BE ADJACENT WITH OPERABLE WALLS BETWEEN |
| TIERED AUDITORIUM | 120 | | | TO SEAT 75 PEOPLE |
| ED SUPPORT CLASSROOM | 64 | | | INCLUDES A KITCHENETTE |
| ED SUPPORT STORE | 8 | | | TO BE ADJACENT TO THE ED SUPPORT CLASSROOM |
| RESOURCE / COMPUTING AREAS | 90 | 3X30 | | ADJACENT TO EVERY 4 CLASSROOMS |

EDUCATIONAL SPECIFICATIONS

| FACILITY | RECOMMENDED | | ACTUAL AREA | COMMENTS |
|---|-------------|-------------|-------------|--|
| | SQM | DETAILS | | |
| GENERAL STORES | 45 | 3X15 | | ADJACENT TO EVERY 4 CLASSROOMS |
| SECURE LAP-TOP TROLLEY STORES | 15 | 3X5 | | MIN SIDE 2M - ADJACENT TO EVERY 4 CLASSROOMS |
| MALE STUDENT TOILETS | 64 | 2X32 | | 2 X (4WC+4U) - ONE SET MUST BE ON THE GROUND FLOOR |
| FEMALE STUDENT TOILETS | 64 | 2X32 | | 2 X 8WC - ONE SET MUST BE ON THE GROUND FLOOR |
| UNIVERSAL ACCESS TOILETS TYPE 1 | 8 | | | TO BE LOCATED NEAR STUDENT TOILETS |
| UNIVERSAL ACCESS TOILET TYPE 3 | 12 | 4M X 3M | | TO BE NEAR STUDENT TOILETS & NOT FAR FROM ESC ROOM |
| MALE STAFF TOILETS | 16 | 2X8 | | TO BE LOCATED NEAR STAFF AREAS |
| FEMALE STAFF TOILETS | 16 | 2X8 | | TO BE LOCATED NEAR STAFF AREAS |
| UNIVERSAL ACCESS TOILET TYPE 0 | 12 | 2X6 | | TO BE LOCATED NEAR STAFF AREAS |
| CLEANER'S STORES | 8 | 2X4 | | MIN SIDE 2M |
| USABLE FLOOR AREA (UFA) | 1430 | | | |
| CIRCULATION ETC 25% | 358 | | | |
| TOTAL AREA (FECA) | 1788 | | | |
| STAFF AREAS - SENIOR SCHOOL (ENGLISH, SOSE & MATHS) - (3 AREAS - 12 STAFF EACH) | | | | |
| STAFF COLLEGIATE / PLANNING AREA | 72 | 3X24 | | COULD BE SOME OTHER COMBINATION OF STAFF NUMBERS |
| STAFF STUDIES | 144 | 3X48 | | |
| KITCHENETTE | 9 | 3X3 | | |
| REPROGRAPHICS AREA | 12 | 3X4 | | |
| RESOURCE STORE | 18 | 3X6 | | |
| USABLE FLOOR AREA (UFA) | 255 | | | |
| CIRCULATION ETC 25% | 64 | | | |
| TOTAL AREA (FECA) | 319 | | | |
| THE ARTS LEARNING AREA: | | | | TO BE LOCATED VERY CLOSE TO OR ATTACHED TO THE THEATRE |
| STAFF AREA - (12 STAFF) | | | | |
| STAFF COLLEGIATE / PLANNING AREA | 24 | | | |
| STAFF STUDY | 48 | | | |
| KITCHENETTE | 3 | | | |
| REPROGRAPHICS AREA | 4 | | | |
| RESOURCE STORE | 6 | | | |
| USABLE FLOOR AREA (UFA) | 85 | | | |
| CIRCULATION ETC 25% | 21 | | | |
| TOTAL AREA (FECA) | 106 | | | |
| VISUAL ARTS STUDIOS | | | | |
| GALLERY | 25 | | | |
| DRAWING & PAINTING STUDIO | 115 | | | |
| ART & FOLIO STORES | 30 | 2X15 | | ACCESSED FROM THE DRAWING / PAINTING STUDIO |
| PRINTMAKING STUDIO | 100 | | | |
| SILKSCREEN WASHDOWN | 8 | | | LOCATED IN THE PRINTMAKING STUDIO |
| PRINT AREA / ALCOVE | 10 | | | LOCATED IN THE PRINTMAKING STUDIO |
| PRINTMAKING STORE | 10 | | | ACCESSED FROM THE PRINTMAKING STUDIO |
| CERAMICS / SCULPTURE STUDIO | 100 | | | |
| GREEN STORE | 12 | | | ACCESSED FROM THE CERAMICS / SCULPTURE STUDIO |
| SCULPTURE STORE | 12 | | | ACCESSED FROM THE CERAMICS / SCULPTURE STUDIO |
| KILN ROOM | 12 | | | ACCESSED FROM THE CERAMICS / SCULPTURE STUDIO |
| SEMINAR ROOM | 40 | | | LOCATED NEAR ALL THREE STUDIOS IF POSSIBLE |
| CLEANER'S STORE | 4 | MIN SIDE 2M | | |
| USABLE FLOOR AREA | 478 | | | |
| CIRCULATION ETC 25% | 120 | | | |

EDUCATIONAL SPECIFICATIONS

| FACILITY | RECOMMENDED | | ACTUAL AREA | COMMENTS |
|---|-------------|---|-------------|---------------------------------|
| | SQM | DETAILS | | |
| TOTAL AREA (FECA) | 598 | | | |
| COURTYARD OR BALCONY | 30 | | | |
| MUSIC & MEDIA | | | | |
| MUSIC CLASSROOM | 75 | | | |
| MUSIC PRACTICE ROOMS | 30 | 1X20+1X10 | | |
| MUSIC STORE | 30 | | | |
| MEDIA CLASSROOM | 60 | | | |
| FILM / TV STUDIO | 30 | | | |
| AUDIO RECORDING STUDIO | 30 | | | |
| MEDIA / TV EDIT / POST PRODUCTION | 14 | | | LOCATED BETWEEN THE TWO STUDIOS |
| VISUAL CONTROL ROOM | 10 | | | LOCATED BETWEEN THE TWO STUDIOS |
| AUDIO CONTROL ROOM | 8 | | | LOCATED BETWEEN THE TWO STUDIOS |
| MULTI-MEDIA LABORATORY | 80 | MIN SIDE 8M | | |
| MEDIA STORE | 10 | | | |
| USABLE FLOOR AREA (UFA) | 377 | | | |
| CIRCULATION ETC 25% | 94 | | | |
| TOTAL AREA (FECA) | 471 | | | |
| INFORMATION TECHNOLOGY: | | NORMALLY LOCATED IN CLASSROOM BLOCK 3 | | |
| IT LABORATORIES | 240 | 3X80 | | MIN SIDE 8M |
| IT STORE / TECHNICIAN | 15 | | | |
| USABLE FLOOR AREA | 255 | | | |
| CIRCULATION ETC 25% | 64 | | | |
| TOTAL AREA (FECA) | 319 | | | |
| HEALTH AND PHYSICAL EDUCATION LEARNING AREA: | | | | |
| STAFF AREA & CLASSRMS - (10 STAFF) | | TO BE LOCATED VERY CLOSE OR ATTACHED TO THE SPORTS HALL | | |
| STAFF COLLEGIATE / PLANNING AREA | 20 | | | |
| STAFF STUDY | 40 | | | |
| KITCHENETTE | 3 | | | |
| REPROGRAPHICS AREA | 4 | | | |
| RESOURCE STORE | 5 | | | |
| FITNESS CENTRE | 65 | | | |
| FITNESS CENTRE STORE | 10 | | | |
| HEALTH ED. CLASSROOM | 60 | | | |
| HEALTH ED. STORE | 5 | | | |
| USABLE FLOOR AREA (UFA) | 212 | | | |
| CIRCULATION ETC 25% | 53 | | | |
| TOTAL AREA (FECA) | 265 | | | |
| STAGE 2 TOTAL UFA | 3864 | | | |
| STAGE 2 TOTAL FECA | 4791 | | | |
| STAGE 2 TOTAL UCA | 1677 | | | (UCA/FECA = 35% MAX) |
| OTHER FACILITIES: | | | | |
| 1 X HOCKEY / SOCCER PITCH (91.4M X 55M) | | | | |
| 6 X TENNIS COURTS | | | | |
| PARKING - ONSITE (STAFF AND VISITORS) - 60 BAYS | | | | |
| STREET EMBAYMENTS - 7 BAYS / 100 STUDENTS - 42 BAYS | | | | |
| TOTAL UFA (BOTH STAGES) | 10245 | | | |
| TOTAL FECA (BOTH STAGES) | 12201 | | | |
| TOTAL UCA (BOTH STAGES) | 4270 | | | |

EDUCATIONAL SPECIFICATIONS

| FACILITY | RECOMMENDED | | ACTUAL AREA | COMMENTS |
|---|-------------|---------|-------------|----------|
| | SQM | DETAILS | | |
| CIRCULATION NOTE | | | | |
| THE ALLOCATION OF INTERNAL CIRCULATION SPACE VARIES BETWEEN BLOCKS FROM 5% UP TO 25% OF FECA. | | | | |
| IT DOES INCLUDE NON-HABITABLE AREAS SUCH AS INTERNAL WALLS, PILLARS AND DUCTS. THE ALLOCATION | | | | |
| IS BASED UPON SEVERAL FACTORS SUCH AS NUMBER AND SIZE OF INTERNAL SPACES, EXTENT OF INTERNAL | | | | |
| CORRIDORS AND FOYERS, AND WHETHER THE BUILDING IS SINGLE OR MULTI-STOREY. | | | | |
| 5% CIRCULATION - LIBRARY RESOURCE CENTRE & SPORTS HALL | | | | |
| 15% CIRCULATION - CAFETERIA | | | | |
| 20% CIRCULATION - SINGLE STOREY BUILDINGS HAVING A LARGE NUMBER OF INTERNAL SPACES AND FOYERS - | | | | |
| EG. ADMINISTRATION, STUDENT SERVICES, PERFORMING ARTS AND YEAR 8 & 9 LEARNING COMMUNITIES ETC | | | | |
| 25% CIRCULATION - ALL MULTIPLE STOREY BUILDINGS | | | | |
| EG. SENIOR SCHOOL CLASSROOMS. | | | | |

