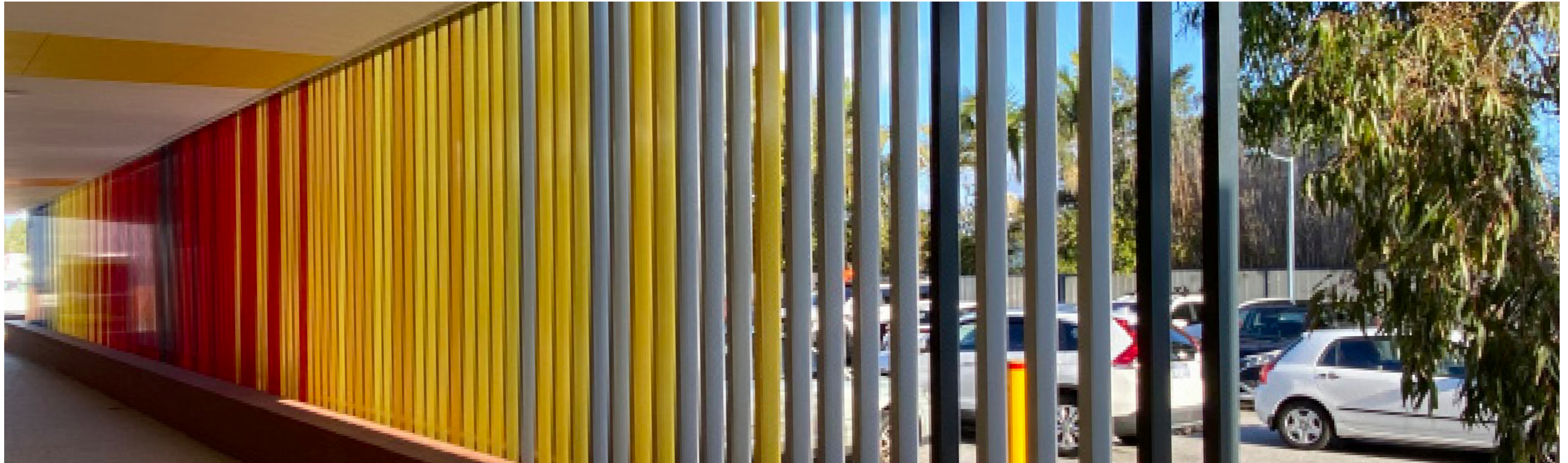


CHISHOLM CATHOLIC COLLEGE

CAMPUS MASTER PLAN





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Revision Status

Rev No.	Description of Revision	Date	Issued
-	Draft Masterplan Approach	15/02/2021	PE
A	Draft Masterplan Approach	24/02/2021	WT
B	Priority Projects	26/03/2021	PE
C	Progress Update	16/07/2021	PE
D	Major Projects Update	11/08/2021	KS
E	Masterplan Report - FINAL DRAFT	15/10/2021	KS



1.0 EXECUTIVE SUMMARY

1.1 OVERVIEW

The 2021 master plan presents an emerging concept of year hubs around the campus which are defined by curriculum focussed areas. This allows them to each provide a different character or identity for each year group within the campus creating potentially stronger visual (and spiritual) journeys through the years within the campus.

These potential nodes which identify year group home rooms, lockers, recreation HOY spaces improve the campus overall learning environments using covered space, outdoor open space, teaching and learning space (flexible and designated) and locker storage integration.

The Master Plan also demonstrates potential different teaching and learning zones and precincts within the campus, which forms the foundation for the planned Capital Development.

1.2 RECOMMENDATIONS & NEXT STEPS

The following Recommendations and next Steps require consideration and approval from the College Executive to further progress the Master Plan Outcomes;

1. Endorse in principle of the proposed Master Plan
2. Review and confirm the proposed CDP implementation priorities and program.
3. Update the CDP 2021 to suit priorities,
4. Prepare a program for delivery.

PRIORITY LANDSCAPE PROJECTS [2020-2030]

Project	Completion
Sport's Changerooms	2020
e-Learning Centre + Link Bridge North	Q1 - 2022
College Lecture Theatre/Re-purpose	Q1 - 2022
Maintenance Shed - Pumps & tanks	Q1 - 2022
May street Crossover relocation & Temporary carpark	Q3- 2022
Northern Corner Development	Q1 - 2024
Year 11 & 12 Hub (Top Hub)	Q1 - 2025
Southern Corner Development	2025 +
Year 9 & 10 Hub (Central Hub)	2025 +
Maker's Corner	2025 +
Music School & Open Amphitheatre	2025 +

MASTERPLAN OBJECTIVES

DRIVING PRINCIPLE	MASTERPLAN OBJECTIVES	SUB-OBJECTIVES	2020 - 2025	2025 - 2030
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">REDEFINING CAMPUS EXPERIENCE TO ENGAGE THE LEARNERS OF TODAY & TOMORROW.</p>	<p>STRENGTHEN CAMPUS CULTURE</p> <p>Redefine the college campus, to encourage more teacher collaboration & learning exchange.</p> <p>To improve cultural identity of the different aspects of the campus. characteristics</p>	<p>All spaces and facilities to be in-line with college programme and be informed by teaching & learning needs.</p>	<p>Changeroom facilities: An attractive arrival statement to the May street entrance while providing the required additional changerooms.</p>	<p>Southern Corner Development Out of date & non functional facility to become attractive, usable & flexible</p>
	<p>ENHANCE AMENITIES</p> <p>Enhance and elevate existing amenities to provide functional, contemporary and flexible spaces for teaching & learning.</p>	<p>Creation of year hubs for each year group. These hubs are a combination of internal and external spaces that consolidate & include:</p> <p>Gathering space for whole year assemblies + Lockers + Seats + Head of year offices + Incidental Learning spaces + Connection to outside</p>	<p>Northern Corner Development: New flexible teaching & learning spaces</p>	<p>LANDSCAPE: Central Hub Provide shade and greenery for year 9 & year 10 gathering hub</p>
	<p>ENCOURAGE CROSS CURRICULAR ACTIVITIES</p> <p>Identify and encourage curricular overlaps between disciplines to encourage cross curricular teaching & learning while defining and celebrating each discipline.</p>	<p>Access to natural light & cross ventilation</p>	<p>LANDSCAPE: Junior hub (Fresh hub) Provide shade and greenery to heart of campus. Include shades + seating</p>	<p>LANDSCAPE: Structured garden + Reflection garden (South) This area is to include: Food garden, spaces for outdoor ed, an activity garden, outdoor exhibition space, yarning circle and a quiet reflection garden</p>
	<p>Connectedness (to, from & within the spaces)</p>	<p>Seniors Hub (Top hub): New breakout and incidental learning space for Year 11 & Year 12 students</p>		
	<p>Transparency</p>	<p>e-Learning Centre: Enhance the existing facilities to address teaching & learning needs</p>		
	<p>Attraction & useful-ness</p>	<p>Traffic, Parking & Roads New Southern crossover, temporary/overflow carpark & Entrance realignment</p>	<p>Makers Corner New flexible teaching and learning spaces, workshops & exhibition space</p>	
	<p>Landscape to offer outdoor learning spaces</p>	<p>Pumps & Tanks Additional pumps and tanks to allow for new developments</p>	<p>Food Tech Refurb New & refurbished flexible & contemporary teaching & learning spaces</p>	
	<p>Provide spaces in which the overlaps between disciplines is defined and celebrated</p>	<p>Northern Corner Development: New flexible teaching & learning spaces</p>	<p>LANDSCAPE: Open Amphitheatre New Outdoor facility to house performances and speeches</p>	
	<p>Provide multi-purpose flexible learning spaces</p>	<p>LANDSCAPE: e-learning Provide shade and greenery to heart of campus. Include shades + seating</p>		
		<p>Link Bridge North: To provide level 1 access from e-learning to Senior block</p>		
	<p>College Lecture Theatre/Re-purpose: Out of date & non functional facility to become attractive, usable & flexible</p>	<p>Southern Corner Development Out of date & non functional facility to become attractive, usable & flexible</p>		
	<p>Seniors Hub (Top hub): New breakout and incidental learning space for Year 11 & Year 12 students</p>	<p>Makers Corner New flexible teaching and learning spaces, workshops & exhibition space</p>		

2.0 BACKGROUND

2.1 COLLEGE CAMPUS

The Chisholm Catholic College is a Catholic, Y7-12 college, located along Beaufort Street at Lot 1104 Beaufort Street, Bedford.

The College is on 6.03ha parcel of land located within an urban & mostly residential suburb, with an undulating topography (Approx. 4m slop from North to South) with the Northern most boundary with the highest elevation. College is a fenced land zoned as Public Purposes within the City of Bayswater.

The site is bound on the West by Beaufort Street, a major road with significant volumes of vehicular traffic, especially during the rush hour.

The college is approached from both South (Perth city) and North (Northern Suburbs). Due to its topographical characteristics and architectural geometry, College's Street-presence is defined by the large and solid Gym structure from both directions.

The Northern boundary is immediately adjacent residential lots. Some of these residential lots are owned by the College for future development (refer page 11).

On the Southern boundary, Lawrence Street separates school facilities from the southern neighboring residential lots. There is an 8.5m wide storm water easement with Watercorp. Lawrence street is currently used for staff parking and pick up/drop off. This road is within the college boundary. Some of these residential lots are owned by the College for future development (refer page 11).

The college is separated by Belham Street from neighboring residential lots on the East. Additionally, the college site shares a boundary on the south east corner with Paterson Reserve, zoned as Local Public Open Space.

2.1.1 Local Planning

The Campus is located within the City of Bayswater and is subject to District Town Planning Scheme No24.

District Town Planning Scheme No24 defines that any planning and design requires a Development Application and will be evaluated on a case-by-case basis.

The main planning considerations that will impact on the site are as below:

- Parking
- Building heights
- Set backs
- Street presentation & impact

2.1.2 Future Campus Growth

Forecast population increases across the metropolitan area with increasing residential densities continually puts pressure on existing Colleges to accommodate more students. With the predicted planned population growth in the WA, it is prudent to consider the College's ability to increase its student capacity on the existing site. Notwithstanding the continual advancements in technology for increasing off campus students, maintaining a vibrant, progressive and innovative physical College environment will remain important.

SAS have reviewed the current campus size, current facilities and building areas to determine alignment with published standards from both the Department of Education (DoE) and Catholic Education WA (CEWA). This documentation provides Education Standards for number(s) of facilities, average area requirements, and campus area sizes for Secondary Colleges in Western Australia.

Based on this review, we confirm Chisholm Catholic College site and building areas currently meets the standards within these documents. Some shared use of facilities occurs which has not been considered in the following assessment, which would facilitate further capacity subject to timetabling and general College management.

2.2 STRATEGIC PLAN

Chisholm Catholic College's current Strategic Plan (2019 – 2021) outlines the important elements of our current planning and thinking with regard to the needs of our educational community and its facilities. It sits within the system's overall Strategic Directions. (Catholic Education Western Australia - Strategic Directions 2019 -2021).

The Strategic Plan is set to be renewed during 2021 for another period and together with the College's Vision for Learning will inform and help shape our emerging MASTER PLAN.

2.3 VISION, MISSION & VALUES

Like the Strategic Plan and Vision for Learning, the College's Vision, Mission and Values are important lens for viewing the Master Plan process through, ensuring the resulting Capital investment is aligned and supportive of the broader College culture.

OUR VISION

In Service of Christ and Community, we Seek Excellence.

The heart of life is Christ, through Him we can live abundantly. We aspire to educate in faith the whole person, so that they bear witness to Gospel values when creating the society envisaged by Christ.

As a College, we celebrate our diverse community. We aspire for our students to connect both locally and globally, and serve as agents of change who work for the common good in transforming society for the better.

We possess the potential for excellence and want individuals to realise their unique purpose. We aspire to form courageous leaders who strive to be their best and challenge.

OUR MISSION

We promote the formation of the whole person, to be an instrument of Christ in this world.

As a life-long learning community where education is illumined by faith, we are attentive to the entirety of the whole person, continually formed in order to find a place in a society characterised by skill. The pursuit of excellence in those skills is intentional and grounded in the conviction that knowledge set in the context of faith becomes wisdom.

As a Church community, we promote this formation to be a sign of Christ in a dynamic world. This commitment to truth is attentive to culture and recognises that knowledge is valuable when in service of others. This integration of faith, life and culture occurs in an engaging environment that empowers members to contribute to the progress of society.

OUR VALUES

CHARACTER LEARNING COMPASSION

Character; the strength of qualities within an individual that determine how they think, feel and behave. This value upholds the distinct personality of each student who is encouraged to grow in Christ. Character calls us to live the expectations of the College.

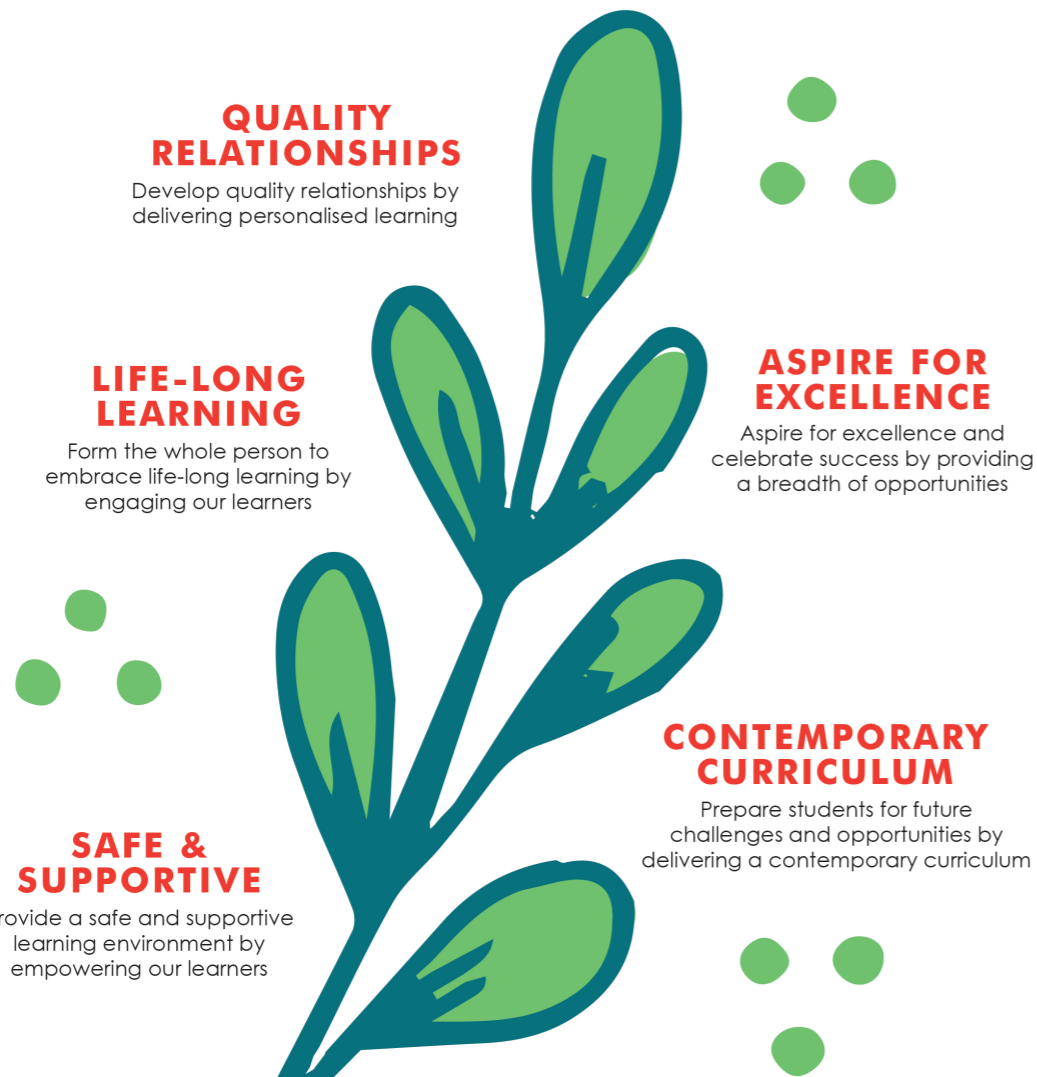
Learning; the integration of human knowledge, belief, and behaviour that stems from the education process. This value promotes a cycle of enquiry, critical thinking, creation and reflection. The culture of Chisholm calls us to sustain a spirit of lifelong learning.

Compassion; the concern for others, and taking action to alleviate any adversity. This value is exemplified in the life of Christ and Caroline Chisholm. Compassion calls us to serve the needs of others to make our world a better place.

2.0 BACKGROUND

2.4 VISION FOR LEARNING

Vision for learning



GROW IN CHRIST



2.0

BACKGROUND

VISION FOR LEARNING

Vision in action

QUALITY RELATIONSHIPS

Positive interactive relationships between staff and students and across our whole learning community

Differentiated and inclusive learning that addresses how individual students best learn

LIFE-LONG LEARNING

Engaging learning activities and students wanting to develop themselves and learn

Students being empowered with the skills to become motivated, ethical life-long learners

CONTEMPORARY CURRICULUM

Critical and creative thinking harnessed with a flexible approach to curriculum

Active problem solving within contemporary pedagogy and collaborative learning opportunities

ASPIRE FOR EXCELLENCE

Celebrations of each individual's success through their own ability and being the best version of themselves

Recognition of success in all pathways of learning and framed by excellence around our Core Values

SAFE & SUPPORTIVE

An inclusive and culturally safe learning environment without fear of failure and clear encouragement towards resilience

Students being empowered to feel visible and their voice heard in relation to their learning needs and opportunities

GROW IN CHRIST



2.0 BACKGROUND

2.5 CAPITAL DEVELOPMENT PLAN

Priority	Issue / Improvement	Works	Educ. Vision Criteria (1-6)	Timeframe
1	Change Rooms <ul style="list-style-type: none"> Improve change room capacity for students utilising the Pool, Sports or Physical Education facilities, including the oval. Provide separation of community use change facilities for pool use, from remainder of College. Improve Entry and amenity for Graduation and Sports hall functions for the community. 	<ul style="list-style-type: none"> Additional Changeroom Facilities for Gymnasium / Pool located on south side of the pool with entry from pool concourse. New foyer to allow separation / secure Hall from existing Pool area and provide new change facility access. New entry covered area and foyer which is also be used as an incidental learning environment. 	1,3,4	Term 1 2021
2	eLearning Centre <ul style="list-style-type: none"> Improve usage and functionality of the e-Learning (C-Block) facility by addressing: <ul style="list-style-type: none"> Acoustics, Accessibility (first floor), Capacity of seminar rooms, Functionality inefficiencies, Relocation of IT Support staff and Library Circulation desk Staff (and Main entry) Teaching and spatial flexibility, Improved Connection and Flow 	<ul style="list-style-type: none"> Extend / remodel the first floor glazing to enlarge the current space to accommodate more students. Bring IT / Tech Support and Library staff together and to a more visible and accessible location for the students, Reconsider the use and separation of the timber amphitheatre / steps located between the floors. Separate the ground floor from the first floor acoustically, Connect the upper floor space to the adjacent eastern learning block with a footbridge connection. 	1,2,3,4,5,6	Start of T.1 2021 Term 2 2021 defer Term 4 2021 By start of term 1 2022
3	Cooney Centre for Learning Diversity <ul style="list-style-type: none"> Increase and move teaching and support spaces for current specialist learning areas: <ul style="list-style-type: none"> Learning Support, Aboriginal Education, Gifted and talented program, 	<ul style="list-style-type: none"> Review current layout and reconfigure space to provide a more flexible environment to suit the current specialist users and others, 	1,2,3,4,5,6	Term 2 2021
4	D Block <ul style="list-style-type: none"> Improve natural light, Improve ventilation, Improve aspect / connection of spaces to external spaces / landscape, Update / refurbish rooms Reconsider the location of staff areas, Improve access to first floor, Improve inter connections and visibility between learning spaces, 	<ul style="list-style-type: none"> Refurbish classroom spaces, Increase glazing to south / north, Improve outlook / aspect from rooms to the external areas, i.e. landscaping. Review the reflection room and staff spaces and first floor spaces to consider redeveloping / repurposing to address issues, Review lockers locations, Review stairs and ramps locations, Review connection to main Central Hub and E-Learning centre. 	1,2,3, 5	2021 holiday breaks Hold - Consider in 2022
5	Landscaping and Grounds <ul style="list-style-type: none"> Improve student and staff amenity, externally. Reduce / soften the existing hard landscape, Provide more sun protection, Promote the use of external spaces as additional teaching and learning spaces, Improve indigenous profile - promote / celebrate connection to country / place. 	<ul style="list-style-type: none"> Introduce new landscaping to replace the existing hard paved areas with emphasis on Native trees and plants Introduce a diverse range of external learning environments to encourage students to find their place during non timetabled time, Provide external spaces which are extensions of the internal learning environments which allow students and teachers greater flexibility, Establish a strong indigenous 'place' on the campus for aboriginal studies and cultural awareness and respect, generally. Incorporate student or other artwork within the landscape, Create more shaded areas for students, Utilising the land directly behind the College Chapel for student use with horticulture, Science projects, or possibly to house required water tanks as part of fire requirements 	1,2,3,4,5,6	2021 – 2022 Term 1, 2021 Term 1, 2022
6	College Staffroom facilities <ul style="list-style-type: none"> expand to suit current staff numbers Promote / encourage greater usage, 	<ul style="list-style-type: none"> Interior redesign including loose furniture type and arrangement, Create different, large open to small and quiet spaces, Connect internal spaces to the external landscape more, 	4,5,6	Term 2, 2021

Priority	Issue / Improvement	Works	Educ. Vision Criteria (1-6)	Timeframe
	<ul style="list-style-type: none"> Discourage department silo's , Improve overall staff amenity, 	<ul style="list-style-type: none"> Provide greater amenity externally, covered, uncovered and secured / sheltered from student view (staff privacy), Create space where student view is encouraged. Expanding and enhancing College Staffroom area. 		
7	College Lecture theatre <ul style="list-style-type: none"> Improve overall usage, 	<ul style="list-style-type: none"> Refurbish space to improve functionality and flexibility, Consider space utilisation and accessibility in context of its location in regard to the greater master plan zones and precincts, 	1,2,3,4,5	Term 2/3 2021
8	Creating Year / Curriculum learning Hubs <ul style="list-style-type: none"> Improve external space / amenity between clustered classroom blocks to provide covered, enclosed flexible incidental learning areas 	<ul style="list-style-type: none"> Enclosing and developing the large roofed quadrangles into year group spaces, flexible learning breakout spaces, etc Plan/design for Year 12 quad 	1,2,3,4,5,6	Finalised 2022
8	Traffic & Parking <ul style="list-style-type: none"> Improve overall parking strategy, in consideration of student growth, safety risks, future land acquisition / site coverage increasing, 	<ul style="list-style-type: none"> Conduct a traffic study and parking audit, Review traffic study outcomes recommendations in context of potential future expanded site coverage, The May street access and carpark, Belham Street exit and the development of further potential "slipway" options to consider. 	5,	Commence Term 2 2021
9	Tanks and Pumps	<ul style="list-style-type: none"> Make available a portion of the site to locate fire tanks and pumps, 		2021
10	Lockers <ul style="list-style-type: none"> Review lockers size, location, purpose, 	<ul style="list-style-type: none"> Reconsider location and nature of lockers within the current and future pastoral care structure. 	1,3,4,6	2022
11	Site Expansion <ul style="list-style-type: none"> Review opportunities for expansion to the North Review opportunities for expansion to the South 	<ul style="list-style-type: none"> Designate likely spatial and building functions for the northern and southern sites, Review traffic study outcomes and integrate longer term traffic solutions: i.e. <ul style="list-style-type: none"> changes to egress and exit from May street, possible slipway drop off and pick up for parents, revised location and arrangements for Staff parking, future planning and construction of possible new facilities, (following successful application for rezoning) 	3, 4	2023-2025

2.0 BACKGROUND

2.6 MAINTENANCE PLAN

Existing college campus is over 25 years old. There are several facilities that are reaching end of life in regards to the range and nature of amenities these facilities offer as well as the required services upgrade to these buildings.

This masterplan does not take these facilities into account as the college's preference is to carry out the maintenance issues directly.

2.7 AREA ANALYSIS

See below draft area comparison with CEWA guidelines.

This area analysis has been developed to provide a visual understanding of where the College spatial deficiencies may lie when compared to CEWA's standard School guidelines. The areas shown are a guide only and each School has different Curriculum requirements which affect the demand for spaces within the campus. The Area comparison may be useful to the College in discussions with CEWA in the future to support the proposed Master Plan objectives, Capital Development Plan outcomes and recommendations.

SENIOR SCHOOL [6 STREAMS]

Spaces	Existing Areas m ²	CEWA Notional Area m ²		Area Difference m ²	
		Min	Max	Min	Max
Admin & Staff	1,800	900	1,100	900	700
e-Learning Centre	1,800	800	1,000	1,000	800
General Learning Areas	4,900	2,400	3,000	2,500	1,900
Science	800	800	1,300	0	-500
Art	380	500	600	-120	-220
Performing Arts	1,900	1,200	1,500	700	400
Materials & Media Graphics	1,625	1,200	1,440	425	185
Food & Textile	520	600	800	-80	-280
Pupil Amenities	470	500	700	-30	-230
Health & Physical Ed	3,265	1,400	1,600	1,865	1,665
TOTAL AREA	17,460	11,300	14,540	6,160	2,920
STUDENT NUMBERS		1800			
GLOBAL AREA PER STUDENT	9.7	10.58	13.61	-0.88	-3.91

3.0 TRAFFIC & PARKING

3.1 EXISTING ACCESS AND ROADS

The College is currently accessed via the 4 adjacent streets:

- from South via May Street crossover and on to the internal road - Lawrence st
- from West along Beaufort street and via staff & visitors carpark
- from North via Coode street and onto Belham St & Young (culdesac)
- from East via Belham Street

3.2 STUDENT DROP OFF PROVISIONS

There are several pickup/drop off provisions around the College campus. These areas are as below:

- Along Beaufort st (Parents & charter bus)
- Along Belham st
- Existing Northern carpark / pickup and drop off
- Lawrence st (internal road) is also used for the purpose of pick up/drop off (not desirable as it results in major queuing during pick up period)

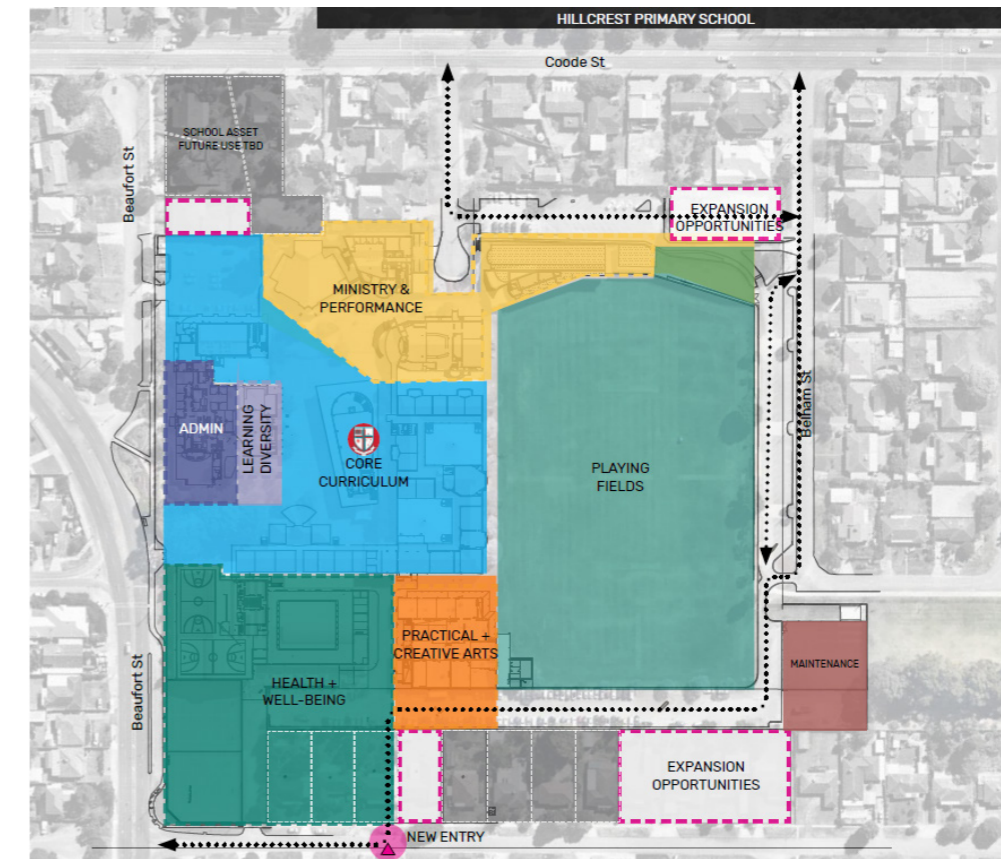
3.3 PARKING

There are several car park provisions around the edges of the College:

STAFF & VISITOR PARKING

- Northern corner carpark, adjacent to Admin
- Northern corner carpark, North of Oval
- Both sides of Lawrence st

Please refer to appendix 4 for traffic proposal & recommendations.



4.0 MASTERPLAN

4.1 PROCESS & OUTCOMES



The 2021 Masterplan has been developed through a series of research and information gathering undertakings to assist SITE and the College establish a shared vision for the College. The process has interrogated existing and presumptive thinking, strategic directions and current and future modes of teaching and learning to create a model of the way the College currently sees itself and how it wants to be seen.

This process has allowed SITE and the College to prepare a holistic vision for the campus that creates a framework for the College to redevelop and grow, through a meaningful Capital Development Plan in manner to achieve their Strategic Plan objectives.

SITES MASTERPLANNING APPROACH

SITE considered the existing Master Plan in place and we shifted and broadened the focus and the scale of the master planning proposal by considering the College campus as whole, rather than only focusing on areas of potential development.

Our process has considered new/future proposed facilities with equal consideration of the existing campus facilities, and how these may be improved through minor/major refurbishments, relocation of departments and establishing zones and precincts to enrich teaching and learning and promote more collaborative and cross curricular opportunities within the campus.

Importantly, our response provides a framework for development across the whole site, allowing the College to holistically consider opportunities that will beneficially impact the teaching and learning outcomes. These considerations are broad ranging, identified as minor refurbishments and interventions that can create additional teaching space, to major potential development areas for new facilities along the edges of the site. Some research outcomes have also prompted potential timetabling changes and class programming that can allow multi-purpose spaces to be shared across disciplines and/or be used more collaboratively and effectively for contemporary teaching pedagogies.

This allows us to challenge a standard response to a brief/need, and find ways for spaces to 'do more' to increase space occupation which improves efficiencies, student capacity and engagement.

4.1.1 INFORMATION GATHERING / COLLEGE ENGAGEMENT

SITE have completed several information gathering processes to unlock considered and strategic thinking about what the future of Chisholm Catholic College should be. This has defined a Shared Vision against which all planning objectives can and have been tested and scrutinised against.

This includes:

- Project Control Group (PCG) meetings with the College Executive
- Interview(s) with Heads of Department, senior members, and key staff, to ask;
- What does the College currently do well (so we can keep doing it)
 - What could the current College do better
 - What changes (current or anticipated) to pedagogy does the current College condition prevent from being implemented
 - Wish Poems (staff, student and community), posing the question, 'I Wish my College...'. This was an open-ended question to generate some thoughtful consideration regarding what each of the stakeholders saw as a potential for the College to change and grow.
- College Staff presentations / workshops to invigorate and foster their involvement in the process
- Site Analysis of the existing campus, with the focus on;
 - Existing general learning area and building block arrangements
 - Existing external landscape and teaching spaces
 - Existing parking and vehicular/pedestrian access and movement
 - Opportunities and Constraints for potential change
- Research of current contemporary teaching and learning environments, locally, nationally and internationally.

This information has formed the basis of SITEs Masterplan and the planning, teaching and learning outcomes included within this report.

The Summary of this Information Gathering is included in the Appendix to the Report (Appendix A.1)

4.0 MASTERPLAN

4.1 PROCESS & OUTCOMES

OUTCOMES

The Outcomes of our process have increased the legibility of existing planning relationships, defined new relationships and reconsidered the structure and arrangement of the campus, Considering/identifying new opportunities.

These outcomes, overlapped with the Masterplan's core objectives (refer page 4) include;

- Site and Campus Planning
 - Consider and strengthen the Campus legibility
 - Define the College entry and wayfinding
 - Redistribute and define traffic and pedestrian movement for improved traffic flow
- College and Precinct Definition
 - Consolidation and Definition of each discipline
 - Strengthening the sense of growth and progression, from Y7 to Y12
 - Reorganise the existing campus departmental and GLA arrangement to establish new Education Precincts to strengthen cross-discipline relationships and establish new teaching and learning identities within the existing campus layout
 - Define and strengthen shared use facilities within a common connector precinct
- Teaching and Learning Outcomes
 - Strengthen the pastoral care and teaching and learning outcomes through building, general learning area, precinct and landscape redevelopment
 - Accommodate new and future pedagogical shifts through minor precinct and building planning/ refurbishments (small wins)
 - Identify buildings that are end-of-life, that can be considered for replacement with new buildings/ general learning area spaces to support the whole of campus planning.
 - Repurpose existing/underutilised outdoor landscape and car parking spaces to create new outdoor learning environments

GUIDELINES FOR COLLEGE SITE AND FACILITIES BASED ON STUDENT NUMBERS

To determine the capacity of the existing College campus and facilities to cater for current and future/potential student capacities, SITE have reviewed published documentation from the Western Australian Department of Education (DoE) and Catholic Education WA (CEWA) as both organisations have detailed data defining educational standards.

Notwithstanding this data, SITE acknowledge that our master planning response to this project is particular to the Chisholm Catholic College needs and the broader needs and projections set by the College. Our review and consideration of these documents is only provided to establish a standard or bench mark criteria in which to measure any likely needs to increase the site area, amalgamate site areas, and/or consider the needs to build multi-storey facilities as part of the masterplan for a future College with potentially increased student numbers.

COLLEGE COMMUNICATION

Key to the Masterplan research behind this report has been continual and ongoing communication between SAS and the College Executive, Staff and Student groups.

Several methods of consultation have been employed to foster a transparent and in-depth dialogue between SITE and the College, and this communication has enriched both parties' understandings of the process, needs and desired outcomes.

PCG MEETINGS

A Project Control Group was established at the outset of the process, consisting of members from SITE, the College executive and Heads of College. The PCG were tasked with steering the project and defining project parameters.

Research and findings were tabled at these meetings, and the broad focus of the master plan was identified in discussion with the PCG.

Where required, additional Heads of Departments were invited to attend meetings that had a more specific focus on key subject areas.

A copy of the PCG Meeting minutes can be found in Appendix A.2 of this report.



4.0 MASTERPLAN

4.1 PROCESS & OUTCOMES



4.1.2 DESIGN OUTCOMES

The findings of the information gathering have been reviewed and considered in parallel with the Colleges' Educational Vision. SITE then overlaid physical planning and site constraints, building locations and conditions, and pedagogical considerations to determine where overlaps existed between the current condition and the strategic objectives, and/or where the campus planning could work harder, or differently, to achieve the Colleges vision.

This overlaying process developed the following key design outcomes;

4.1.3 PRECINCTS & ZONES (see diagram opposite)

Development of Teaching and Learning Precincts within the existing teaching blocks to strengthen the relationships between similar curricular departments and support better educational outcomes by promoting and supporting inter-departmental collaborative learning, and the shared use of learning spaces, facilities and technologies.

This can be achieved holistically through creating physical and visual linkages, incidental spaces between adjoining buildings, or even as simply as by putting a new name on an existing door.

Proposed Precincts identified are:

- Core Curriculum
- Health & Well-being
- Practical & Creative Arts
- Ministry & Performance
- Administration
- Maintenance

Core Curriculum Zones has been established and strengthened at the heart of the school, connected and accessible via the existing main North-South Corso.

Sports & well-being zone, located at the southernmost corner, outside of the main teaching and learning areas along the Southern fridge of the College, directly serviced via the realigned access from May Street. This provides opportunities for the College to enter shared-use arrangements with the community, and directly service the facilities without entering or parking within the College proper.

Practical & Creative Arts zones have been identified adjacent to the Sports zone. Opportunities for expansion and growth have been identified for this zone, utilising the residential lots on the South, currently owned by college.

Ministry & Performance precinct, on the North of Campus, connects, identifies and celebrates the synergies between Chapel/Religious studies & performing arts and music. Located at the crown of campus on elevated grounds, the zone provides opportunities for self-reflection & self-expression.

These Zones are a strengthening of the existing structure of the Campus Plan, through a reconfiguration of existing uses and some new buildings, to create a cohesive and legible campus structure and plan.

legible campus structure and plan.

4.1.4 FUNCTIONAL OUTCOMES

The aforementioned Precincts and Zones provide considerable functional benefit with only minor additional incidental and/or refurbishment works required in some cases, to enhance the Teaching and Learning opportunities in most areas.

The key outcomes of the newly established Zones are outlined below;

CORE CURRICULUM

This zone, located centrally and accessed via main Corso, recognises the need for overlapping of disciplines and cross-curriculum activities. Refurbishment of E-learning centre (located dominantly within this zone) is focused on enhancing student and staff experience within this facility by way of creating meaningful spaces within this building and providing careful interventions for acoustic treatment and use of colour. This building is to provide flexible and collaborative spaces that are engaging and functional.

By creating a link bridge, the refurbished e-learning facility can be accessed at L1 from the senior wing, housing Math and Science labs.

Implementing the adaptive-reuse approach for the Lecture theatre enables this traditionally designed space to provide several modes of teaching & learning while accommodating several student groups.

4.0 MASTERPLAN

4.1 PROCESS & OUTCOMES

The Northern Corner development provides 7 additional GLAs as well as 7 refurbished GLAs. Taking advantage of the sloping site, these GLAs are flexible spaces, filled with natural northern light and oxygenated air which contribute dramatically to students learning and concentration skills. The Northern development is directly north of Administration and provides undercroft parking for staff and visitors, with an access directly into the admin building.

Student hubs are proposed to be established in this precinct. These year hubs are flexible and contemporary spaces where students can be surrounded by their peers, in an engaging, attractive and comfortable space that encourages incidental/outdoor learning and collaborations as well as quiet zones and group learning. These student hubs are to accommodate contemporary learning spaces, heads of years offices, seating opportunities, access to the natural light, air and a more sensible arrangement of lockers. These hubs are as below:

- Entry Hub (Year 7 & Year 8): This internal/external space is located on L1 of Northern Corner Development terrace. Close proximity to staff facilities enables staff to keep a closer eye on the younger groups and provide support and care when needed. This is to facilitate a soft and gentle introduction to the College for the students new to the campus.
- Central Hub (Year 9 & Year 10): This internal/external space is located on ground & L1 of the Northern wing of D-block and includes refreshment/reuse of the existing clock tower & reflection centre. The central location (physically & educationally) as well as proximity to the sport facilities encourages & celebrates collaboration and movement for students & staff.
- Top Hub (Year 11 & Year 12): This internal/external space is located on Ground & L1 of the Northern wing of Senior block, directly outside of lecture theatre. This space provides support spaces that students need for their journey through ATAR & territory education.

This grouping allows for inter-departmental learning across Math, Science and HASS.

A cultural/central heart connects all the aforementioned spaces and facilities through a soft/green native landscape (partially shaded with trees and canopies) while providing opportunities for outdoor learning and incidental and shaded area to promote collaboration & connection within and between year groups.

HEALTH & WELL-BEING

Through the re-alignment of May Street crossover and the façade treatment of new changerooms, an attractive and vibrant entrance to the college is created while providing more space for all activities related to physical health and wellbeing of students.

3 outdoor courts, immediately north of May Street will be offset from the street via a buffer of landscaping and vegetation, providing students with greenery and separation from street.

Expansion of the existing gym to the South, allows for whole school assemblies and graduation ceremonies to take place in an open and highly functional space.

The consolidated planning that has been proposed allows for a pedestrian precinct to form in the western wing of May Street (during teaching hours) where students can move safely and comfortably to and from this precinct.

PRACTICAL & CREATIVE ARTS

Practical & Creative Arts Precinct is created through relocating the Fine Arts & Media and linking it with the D+T building in addition to creating a new Makers Corner facility, Structured Gardens & outdoor activity and reflection garden.

The new Maker's Corner facility provides the college with a central exhibition space surrounded by Food, textile & Media workshops and labs as well as flexible labs to address the evolving needs of making and creating in the 21st century.

A community café, located at the edge of the structure garden and aligned with the oval, provides the opportunity for food tech students to be involved in the process of growing and preparation of food in a sustainable and eco-friendly manner.

The Structure Garden and activity/reflection garden form a green buffer on the southern edge of campus while providing endless opportunities for Food Tech, Phys ed, RE and other disciplines to use this education garden.

These spaces are equally as important as the internal general learning spaces themselves, as they offer unique and different ways to teach, provide sanctuary and comfort, and practically expand the usable general learning area spaces that the college has available.

The design of hard and soft landscaping, furniture and shelter will cater to specific teaching and learning outcomes for the relevant disciplines within the Precinct. The opportunity to theme external landscapes, plant species, gardens and paving as learning environments is very compelling.

MINISTRY & PERFORMANCE

The chapel is located on the most elevated and visually prominent position on campus alongside religious education facility and the performing arts centre.

The underlying connector of these facilities is identified as "reflection" & "Expression" spaces. This characteristic is strengthened by relocating the food tech spaces to the south (new Maker's corner) facility and creating a specialised music school by way of refurbishing the existing food tech building.

The music school is located on a higher ground compared to the oval (by 4 m) which offers green vistas all the way down to the new structured garden. This is an opportunity to create highly functional but flexible rooms which can be used as meeting/gathering spaces by staff, students and potentially the broader college community.

ADMINISTRATION

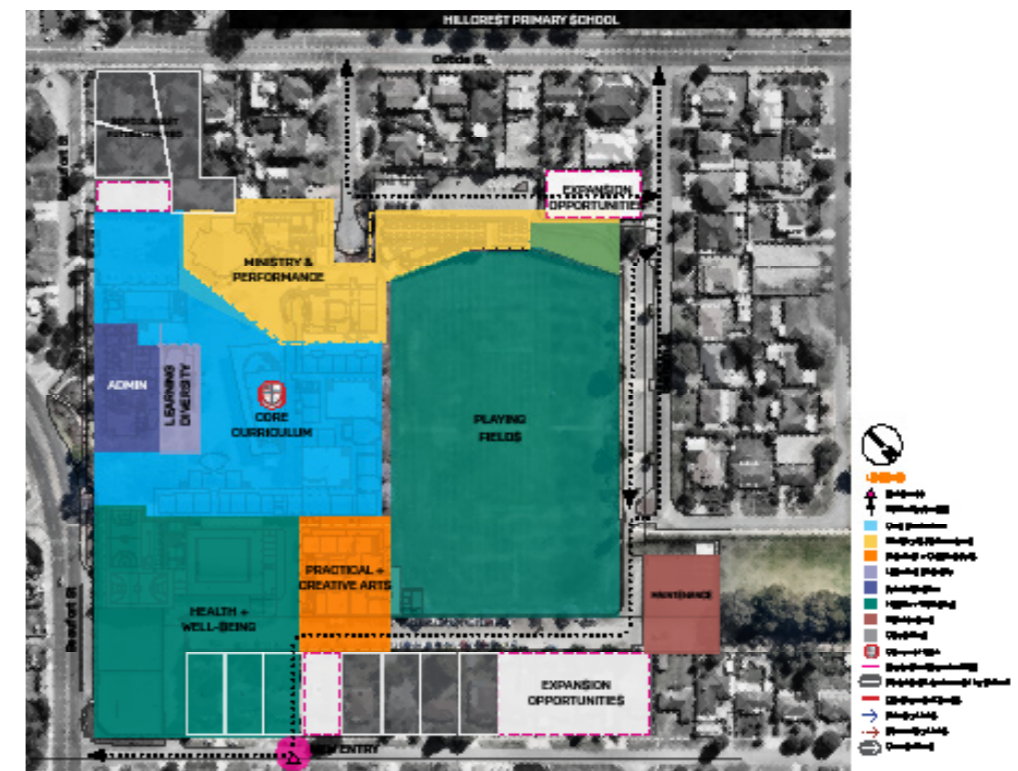
The existing administration facility is located along side Beaufort Street, providing easy access for staff and due to street presence, ease of way finding for visitors.

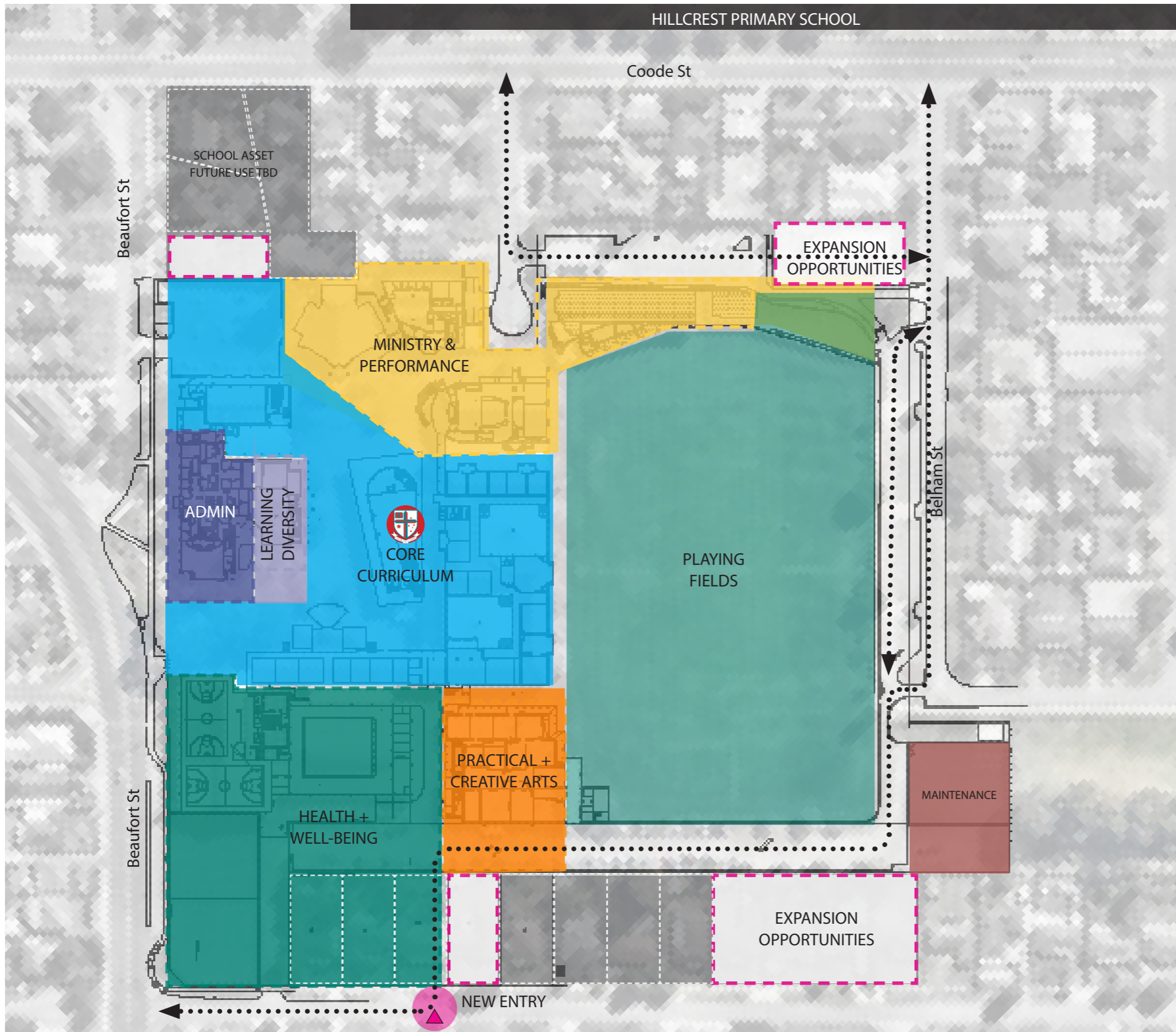
The existing facilities are run down but still functional, therefore no work or relocation of Admin is proposed in this Masterplan.

MAINTENANCE

A consolidated maintenance shed is proposed to be tucked away on the south east corner of the site in the location of current outdoor courts which the college rarely use. This enclosure includes additional pumps & tanks as well as a new maintenance shed.

The current location of the shed (located next to the existing Food tech building) is limiting the possibilities of development on the north and is not providing an easy access to and from the facility.





LEGEND

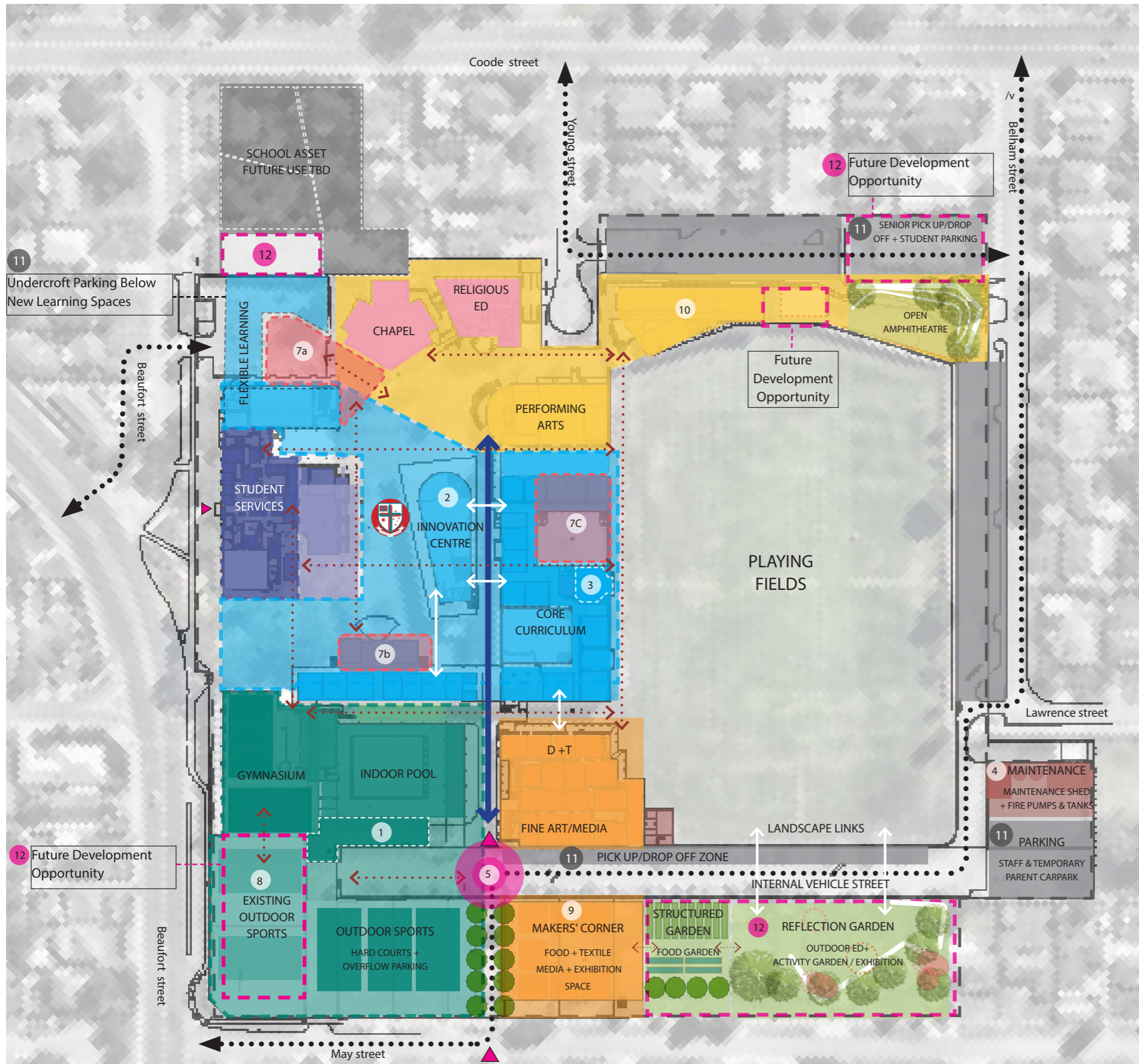
- ▲ Entrances
- ↑ Vehicular Access
- Core Curriculum
- Ministry & Performance
- Practical + Creative Arts
- Learning Diversity
- Administration
- Health + Wellbeing
- Maintenance
- Carparking
- ⊕ Campus Heart
- - - Expansion Opportunities
- ⬤ Peripheral Land owned by School
- Development Zones
- ➡ Primary Links
- ⋯ Secondary Links
- ➡ Connections

4.0

MASTERPLAN

PRECINCTS & FUTURE EXPANSION AREAS

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PROPOSED INTERVENTIONS

- 1 Sports Change Rooms [P1]
- 2 E-Learning Centre [P2]
- 3 College Lecture Theatre/Re-purpose [P3]
- 4 Maintenance & Services Upgrade [P4]
- 5 New Southern Entrance [P5]
- 6 Northern Corner development [P6]
- 7 Creating Student hubs
 - 7a Fresh Hub (for Year 7 & 8 - Create & Support) [P6]
 - 7b Central Hub (for Year 9 & 10 - Movement & Culture) [P9]
 - 7c Top Hub (for Year 11 & 12 - Math, Science & HASS) [P7]
- 8 Southern Corner Development [P08]
- 9 Makers corner [P10]
- 10 Food Tech refurb and expansion [P11]
- 11 Traffic & access
- 12 Future Expansion/Development Opportunity



LEGEND

- ▲ Entrances
- ↑ Vehicular Access
- Core Curriculum
- Creative + Reflective Pinnacle
- Ministry
- Practical + Creative Arts
- Learning Diversity
- Administration
- Health + Wellbeing
- Maintenance
- Carparking
- ⊕ Campus Heart
- - - Expansion Opportunities
- Primary Links
- ⋯ Secondary Links
- ↔ Connections

4.0 MASTERPLAN
LONG TERM VISION

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4.0 MASTERPLAN

4.2 PRIORITY PROJECTS

4.2.1 OVERVIEW

Throughout the process of investigation & masterplanning, several priority projects were identified by the PCG to carry the most urgency and positive impact for the college. These projects include major and minor developments in the short term (2020 – 2025) as well as long term priority projects. These long-term priority projects will to be revised in the future to be informed and updated by the college's needs, desires and capabilities at the time of development.

The short term and immediate projects are as below:

4.2.2 IMMEDIATE SHORT TERM PROJECTS (2020 – 2025)

1. Sport's Changeroom
2. e-Learning centre & Link Bridge North
3. College lecture theatre repurpose
4. Pumps & tanks
5. Roads & Traffic
6. Northern Corner Development
7. Year 12 Hub

4.2.3 LONG-TERM FUTURE PROJECTS

1. Southern Corner Development
2. Central Hub (year 9 & year 10)
3. Maker's Corner
4. Music School

Refer to Priority Projects table (next page) for details.

Refer to page 20 onwards to project profiles/vision diagrams for each priority project.



PRIORITY PROJECTS

Priority	Project	Core Objectives	Status	Completion
P1	Sport's Changerooms	<ul style="list-style-type: none"> Additional changerooms for Oval New Southern Entrance 	Completed	2020
P2	e-Learning Centre + Link Bridge North	<ul style="list-style-type: none"> Improve & enhance existing spaces Make more functional 	Under Construction	Q1 - 2022
P3	College Lecture Theatre/Re-purpose	<ul style="list-style-type: none"> Improve & enhance existing spaces Make available spaces suitable for group learning 	Under Construction Link Bridge approval	Q1 - 2022
P4	Pumps & tanks / Roads & Traffic	<ul style="list-style-type: none"> Additional Pumps & tanks to enable future projects & expansion Consolidated maintenance shed and Parking 	Design Development	Q1 - 2022
P5	May street Crossover relocation & Temporary carpark	<ul style="list-style-type: none"> Create new Southern Entry Create temporary carpark for staff 	Brief Finalisation / Schematic Design	Q1 - 2022
P6	Northern Corner Development Flexible learning facility	<ul style="list-style-type: none"> Improve & enhance existing spaces Improve connectivity and connection to library and rest of campus Evaluate extent of maintenance items / services 	PDP	Q1 - 2024
P7	Year 11 & 12 Hub (Top Hub)	<ul style="list-style-type: none"> Maximise learning functionality of existing indoor & outdoor spaces Create incidental/ formal & informal learning opportunities Respond/ address the adjoining H.A.S.S related learning spaces (H.A.S.S Zone) 	PDP	Q1 - 2025
P8	Southern Corner Development	<ul style="list-style-type: none"> Extension to Existing Gym to provide additional indoor courts Refurbish existing gym to create flexible teaching and learning spaces over 2 levels Identify a landmark entrance statement to the Southern Campus Edge 	FUTURE STAGES	2025 +
P9	Year 9 & 10 Hub (Central Hub)	<ul style="list-style-type: none"> Maximise learning functionality of existing indoor & outdoor spaces Create incidental/ formal & informal learning opportunities 	FUTURE STAGES	2025 +
P10	Maker's Corner	<ul style="list-style-type: none"> Create flexible, dynamic and adaptable learning to accommodate "making" teaching & learning needs & requirements Define new Landmark building to address New Southern Entrance in-line with proposed Master plan and traffic analysis Create physical connections to "Food Garden", "D+T & Fine Arts", " Campus Proper" and "oval" for ease of access Maximise Northern light & Cross ventilation Address the growing and evolving requirements of space via rigorous research & investigation 	FUTURE STAGES	2025 +
P11	Music School & Open Amphitheatre	<ul style="list-style-type: none"> Provide enhanced and improved spaces in existing M Block to accommodate Music teaching & learning needs and requirements Maximises views to Oval, enhance connection to carpark and campus "proper" Evaluate extent of maintenance items/ services upgrade 	FUTURE STAGES	2025 +

4.0 MASTERPLAN



4.3 PRIORITY BUILDING PROJECTS STAGING

Critical to the successful implementation of the priority outcomes of the master plan, is the careful staging of the works to align with key curricular dates, disruption minimisation and the availability of capital.

A detailed Staging Plan will need to be prepared in parallel with the Capital Development Plan.

The Staging to deliver the current Priority Projects of this master plan will be complex and will need to be completed in consultation with the College, professional cost and time consultants, and technical project consultants. The following are the enabling projects for the Masterplan to be implemented in full effect and as a final vision for the College:

P3 – LECTURE THEATRE

This work is an enabling project to create new teaching and learning facilities to be able to take K block's GLAs (level 1) offline for refurbishment and create new GLAs within the Northern Corner Development (P6)

P4 – PUMPS & TANKS ENCLOSURE

This work is an enabling project to allow for further development of the campus and any additional facilities including Northern Corner Development (P6) & Southern Corner Development(P8)

P5 – MAY STREET CROSSOVER RELOCATION & TEMPORARY CARPARK

This work is an enabling project to allow for the existing Northern carpark to go offline. This work will be done as part of the construction of Northern Corner Development (P6)

This work is enabling project to allow for the two outdoor courts (located south of existing gym) to be taken offline during construction of South Corner Development (P8)

P6 – NORTHERN CORNER DEVELOPMENT

This work is an enabling project to allow for some existing GLAs to be taken offline during the construction of Senior student hub (Top Hub – P7)

P7 – TOP HUB

This work is an enabling project to allow for Northern wing of D block to be taken offline to allow for construction of Central Hub (P9)

P8 – SOUTHERN CORNER DEVELOPMENT

This work can be done in isolation as long the temporary carpark/ hardcourts are established during P5. The gymnasium and Pool will be operational during this construction.

P9 – CENTRAL HUB

If this is done in the suggested staging and sequence, this work can be done at any point in the future, depending on College's advice.

P10 – MAKER'S CORNER

This work is an enabling project to allow for the food tech, media & textile to be relocated in the new Maker's corner and the Food tech building to be taken offline to allow for the refurbishment of Food tech facility (P11)

Refer to next page for staging diagram.

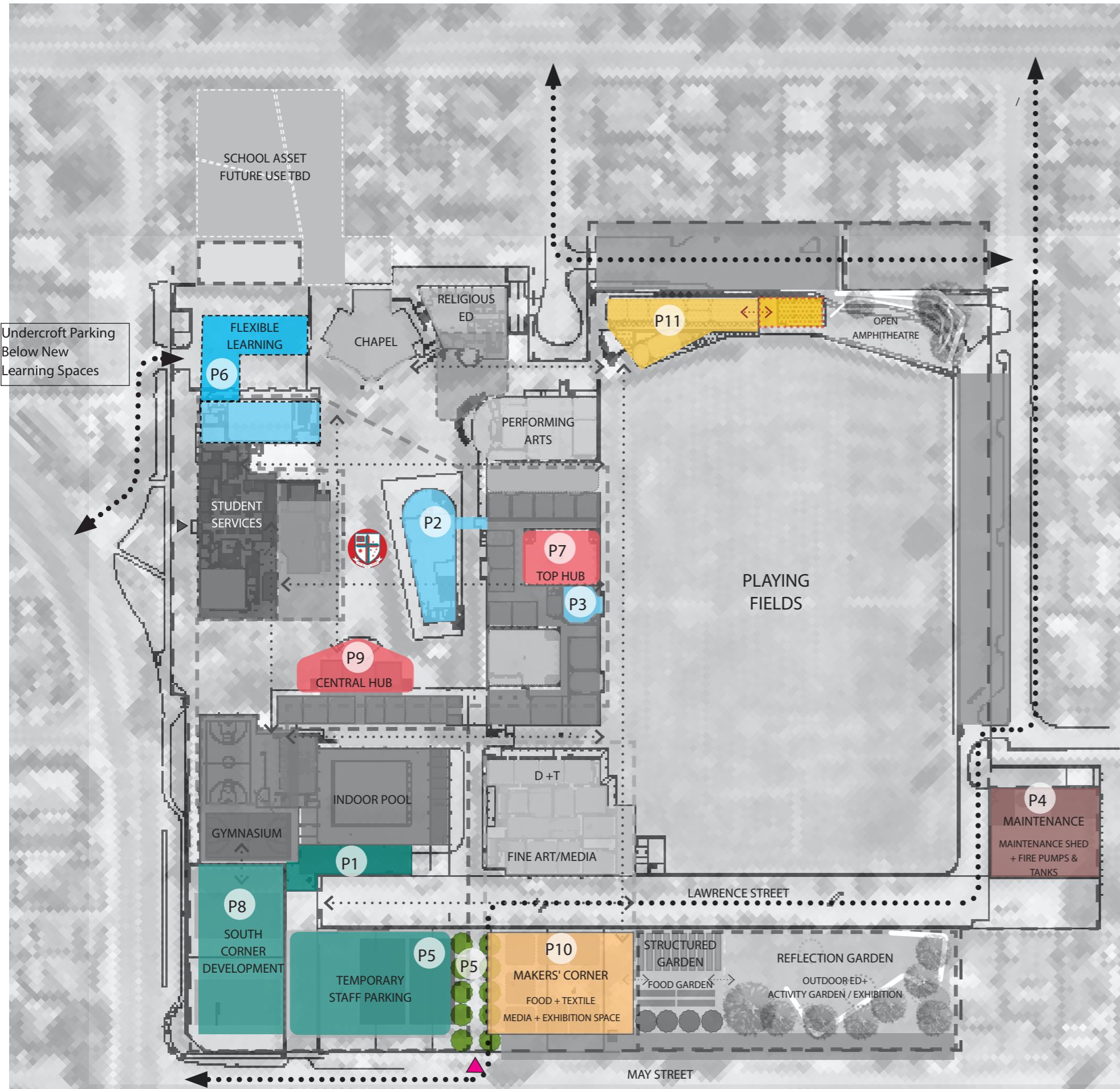
4.4 PRIORITY LANDSCAPE PROJECTS STAGING

The following landscape projects have been identified as priority within this Masterplan:

Refer to page 19 of this report for locations of these identified landscape zones:

Priority LANDSCAPE projects

Priority	Project
L1	College Heart - e-learning
L2	Breakout & Incidental outdoor learning Level 1 Terrace + "Fresh Hub (Y7 &Y8)
L3	Open Amphitheatre
L4	Central Hub (Y9 &Y10) outdoor learning
L5	Food garden, spaces for outdoor ed, an activity garden, outdoor exhibition space, yarning circle and a quiet reflection garden



PRIORITY BUILDING PROJECTS [2020-2030]

Priority	Project	Completion
P1	Sport's Changerooms	2020
P2	e-Learning Centre + Link Bridge North	Q1 - 2022
P3	College Lecture Theatre/Re-purpose	Q1 - 2022
P4	Maintenance Shed - Pumps & tanks	Q1 - 2022
P5	May street Crossover relocation & Temporary carpark	Q3- 2022
P6	Northern Corner Development Flexible learning facility	Q1 - 2024
P7	Year 11 & 12 Hub (Top Hub)	Q1 - 2025
P8	Southern Corner Development	2025 +
P9	Year 9 & 10 Hub (Central Hub)	2025 +
P10	Maker's Corner	2025 +
P11	Music School & Open Amphitheatre	2025 +

OTHER STAGING CONSIDERATIONS

- Potential Land Acquisitions on the edges of campus
- Amalgamation of residential lots on the southern boundary (currently owned by college)
- Staging of landscape projects to align with building projects and College requirements
- Timing & construction of recommended parking arrangements
- Major Refurbishment of D-block
- Possibility of May Street to become a bicycle boulevard by City of Bayswater
- Potential to incorporate a carparking precinct May Street

The complex and inter-connected nature of many of the major and minor projects proposed within the master plan needs to be carefully considered and assessed against immediate and future needs, and the potential to unlock additional space that the completion of the new projects will trigger.

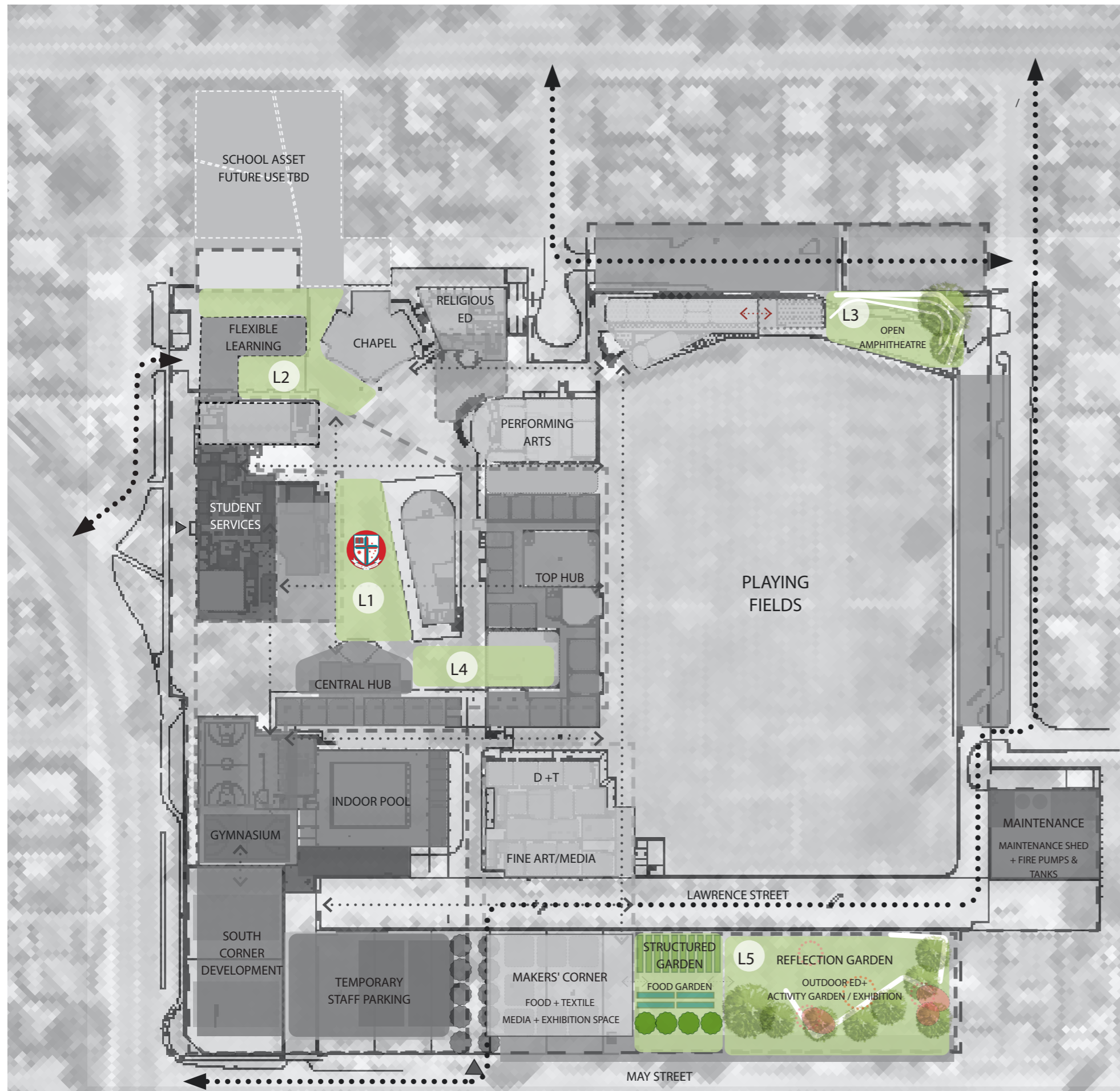
LEGEND

- ▲ Entrances
- ↑ Vehicular Access
- Core Curriculum
- Creative + Reflective Pinnacle
- Ministry
- Practical + Creative Arts
- Learning Diversity
- Administration
- Health + Wellbeing
- Maintenance
- Carparking
- Campus Heart
- Expansion Opportunities
- Primary Links
- Secondary Links
- Connections

4.3 PRIORITY PROJECTS - BUILDING

STAGING

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PRIORITY LANDSCAPE PROJECTS [2020-2030]

Priority	Project	Completion
L1	College Heart - e-learning	2020
L2	Breakout & Incidental outdoor learning on Level 1 Terrace + "Fresh Hub (Y7 & Y8)	Q1 - 2022
L3	Open Amphitheatre	Q1 - 2022
L4	Central Hub (Y9 & Y10) outdoor learning	Q1 - 2022
L5	Food garden, spaces for outdoor ed, an activity garden, outdoor exhibition space, yarning circle and a quiet reflection garden	Q3- 2022

LEGEND

- ▲ Entrances
- ↑ Vehicular Access
- Core Curriculum
- Creative + Reflective Pinnacle
- Ministry
- Practical + Creative Arts
- Learning Diversity
- Administration
- Health + Wellbeing
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- Campus Heart
- - - Expansion Opportunities
- ➔ Primary Links
- ⋯➔ Secondary Links
- ➔ Connections

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4.4 PRIORITY PROJECTS - LANDSCAPE

STAGING



4.0 MASTERPLAN

4.5 PROJECT PROFILES & VISION

PRIORITY PROJECTS [2020-2030]

Priority	Project	PAGE #
P1	Sport's Changerooms	21
P2	e-Learning Centre + Link Bridge North	22
P3	College Lecture Theatre/Re-purpose	23
P4	Maintenance Shed - Pumps & tanks	24
P5	May street Crossover relocation & Temporary carpark	25
P6	Northern Corner Development Flexible learning facility	26
P7	Year 11 & 12 Hub (Top Hub)	27
P8	Southern Corner Development	28
P9	Year 9 & 10 Hub (Central Hub)	30
P10	Maker's Corner	31
P11	Music School & Open Amphitheatre	33



APPENDIX

- A1. Design investigation & Information gathering
- A2. Staff Interviews & Outcomes
- A3. Wish Poems
- A4. Traffic Report