1. **Purpose**

St. Mary’s is a school where faith, culture and life are in dialogue and where learners are empowered to shape and enrich their world with meaning, purpose and hope derived from their encounter with life and the teachings of Jesus.

In this context, approaches to curriculum and teaching which are deeply rooted in faith, must empower students with the essential knowledge, skills and capacities for active citizenship and life long learning. With this in mind we endeavour to provide facilities and resources that compliment our mission.

Sadly, in the early hours on Monday Aug 15, 2013, a fire destroyed administration, 4 classrooms, staffroom, toilet facilities and storage areas. As with many devastating events there is a cloud with a silver lining. The loss of these buildings is a catalyst to revisit our Master Facilities Plan to ensure the rebuild provides quality resources to support the delivery of a high quality contemporary education at St. Mary’s.

An education brief provides curriculum and organisational frameworks that inform master planning. The formation of the educational brief involves the school in a consultative process that looks in depth at community, educational context, learning and teaching profile and the organisational profile of St. Mary’s. In particular it gives us an opportunity to identify the implications for master facilities planning.

2. **Community Profile**

2.1 **Background and History**

In 1899 a committee was formed for the purpose of building a convent for the Sisters of Mercy who would teach the students in the proposed new Catholic school. On the 19th August 1901 the school was opened with an enrolment of 101 students. Families in the Beaudesert district have continued to send their children to St. Mary’s for over 110 years and there are children who are currently in the school who are great grand children of some who were here in those early years. Many generations have come to school at St. Mary’s. There are still some of the original school buildings on site. Over the years there have been many renovations to the school with major building projects in 1939, 1958, 1967 and from 1997 where an ongoing building program now sees St. Mary’s almost at the end of endeavours to building facilities for a 3-stream school.

The school itself is situated in the centre of Beaudesert where it is highly visible from the town and enjoys great open spaces. The aesthetics of the buildings reflect a heritage nature and we hope to salvage the façade of the 1939 built building for the rebuild because it is iconic to the school. As a school icon, the front entry of this building is
incorporated into the school badge with the motto “BELONG, GROW, SERVE IN CHRIST” included. It is from this motto that we base our school vision and mission.

The future for St. Mary’s looks bright as the area in and around Beaudesert is showing signs of growth. It is anticipated that the school will be fully 3 stream before the end of the decade as the employment prospects in the area improve with some major business investments.

Given the anticipated growth and the need to rebuild, we look forward with excitement to the future of St. Mary’s School.

2.2 Parish Pastoral Plan

St. Mary’s School exists as one of the many outreach services of St. Mary’s Parish Beaudesert. Many groups that offer support in the Parish, use school facilities. Aside from the school and traditional Parish groups like Care and Concern, we have recently formed a partnership onsite with Centacare who are offering education for Kindergarten aged children and outside school hours care.

The Catholic Church is an integral part of the school community. School facilities are used for parish gatherings and worship.

Centacare

Brisbane Archdiocesan Centacare provides an Out of School Hours Care program. This program, under the November 2005, “Policy for the Provision of ‘Out of School Hours Care Services’ to Brisbane Catholic Education Schools”, is based on a Management Agreement and a Cooperation Agreement negotiated with, and signed by, the principal of the school.

Implications for Future Planning

The master plan includes the appropriate placement of an Out of School Hours Care facility on the school campus.

A pastoral agreement between the Parish and the Archdiocese will outline the Parish responsibilities in the school and the access of the Parish to school facilities.

Following discussions with local community the following areas were highlighted:

- OHSC
- The link shared between school and Parish
- Bus access to the front of the school
- Redevelopment of the carpark and drop off.
- Staff Car Park
- Being security conscious with the school neighbouring onto playing fields.

2.3 Governance

St. Mary’s is one of many schools that make up the community of schools that is run by Brisbane Catholic Education (BCE). It is through BCE that we are supported in our teaching and administrative procedures and have been wonderful for developments at St. Mary’s for many years and will continue to be so in the years ahead.
2.4 Demographics and Socio-economic profile

Enrolment projections

The school is Master Planned as a three stream Prep to Year 6 primary school.

The chart below illustrates an enrolment projection with Year 7 moving to secondary in 2015.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>Year 1</td>
<td>43</td>
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<td>70</td>
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<td>Year 2</td>
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<td>50</td>
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<td>Year 3</td>
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<td>59</td>
<td>43</td>
<td>50</td>
<td>70</td>
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<td>Year 4</td>
<td>30</td>
<td>49</td>
<td>59</td>
<td>43</td>
<td>50</td>
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<td>Year 5</td>
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<td>30</td>
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<td></td>
<td>337</td>
<td>365</td>
<td>371</td>
<td>416</td>
<td>442</td>
</tr>
</tbody>
</table>

Catchment Areas

Enrolment catchment areas according to demographic studies by Brisbane Catholic Education (2009) show core catchment areas below:

Suburbs enrolments are drawn from are:
- Beaudesert
- Gleneagle
- Cedar Grove
- Veresdale
- Kerry
- Jimboomba
- Bromelton
- Cedar Pocket
- Allenview
- Josephville
- Kooralbin
- Laravale
- Tamrookum
- Nindooinbah
- Cainbable
- Biddaddaba
Socio-economic demographics

Median household income

Economic growth or decline in an area is often evident through median income levels. The following table details the median weekly household income from 2001 to 2011 as collected in the ABS Census.

Median weekly household income (2001 to 2011)

*Source: ABS, 2011, Census of Population and Housing*

<table>
<thead>
<tr>
<th>Statistical Local Area</th>
<th>2001</th>
<th>2006</th>
<th>2011</th>
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<tbody>
<tr>
<td>Jimboomba-Logan Village</td>
<td>$939</td>
<td>$1,259</td>
<td>$1,583</td>
</tr>
<tr>
<td>Scenic Rim (R) - Beaudesert</td>
<td>$642</td>
<td>$805</td>
<td>$938</td>
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3. Values / Spirituality / Charism

3.1 Values

The Archdiocesan Vision – Jesus Communion Mission

As an educational mission of the local church, Catholic schools share in the vision and priorities of the Archdiocese of Brisbane.

Catholic educators:
- embrace the person and vision of Jesus
- build communion with God and others
- engage in Christ's mission in our world

The Values of Catholic Education in the Archdiocese of Brisbane

- our Catholic Christian tradition – journeying, growing, renewing
- dignity and justice for all – recognition of human dignity and equality
- Catholic Christian community – service of others, a joyful presence
- search for truth - zest for life, learning, quality achievement
- collaboration and subsidiarity – “shared wisdom”
School Values, Spirituality & Charism

St. Mary’s is a school that values strong relationships. The original desire to have a Catholic school came through the hopes of the Parish community and the link between Parish and School has been strong ever since, as has the strong link between school and home. The Parish has been the source for the religious and cultural identity of St. Mary’s. The Sisters of Mercy have been a presence in the school for most of its history and while there are no sisters on staff currently we make every effort to ensure the charism of the Mercy Sisters is present in the school. The name of the school itself reflects this chrism.

There is also a strong relationship with the De La Salle Brothers after the many years of support the parish has given to Boystown. It is through the generosity of the Brothers that is enabling us to look into the feasibility of a High school for the community. We hope the nature of the future high school will reflect the charism of St. John Baptist De La Salle.

3.2 Religious Life of the School

Religious Education in the contemporary Catholic school comprises two distinct but complementary dimensions – teaching people religion and teaching people to be religious.

Teaching people religion is an educational activity focused on the teaching and learning of religion and utilising a range of learning processes and resources. Teaching people to be religious is identified with the religious life of the school and is a faith development activity focused on nurturing the religious, spiritual and faith growth of students.

The two dimensions are complementary and interrelated. In a Catholic school, teaching people religion and teaching people to be religious draw upon the Catholic Christian tradition in ways that are sensitive to local context and the ecumenical and multi-faith realities of our world. School communities seek to understand and utilise the distinctiveness of these two dimensions of religious education in the holistic education and formation of students.
The Guidelines for the Religious Life of the School (RLOS) assists school communities in the Archdiocese in the development of faith of their members by providing a lens through which their religious life may be viewed and developed. These Guidelines assist school communities to engage in practical ways in implementing the Vision Statement for Catholic Education in the Archdiocese of Brisbane, particularly its call to Teach, Challenge and Transform. The RLOS document outlines four components, each with three elements, in the religious life of a school.

Religious Identity and Culture
The school embeds, communicates and lives its particular ethos and charism through such ways as:
- using symbols
- incorporating prayers
- celebrating days of religious significance
- displaying the school's vision and mission statements

The school builds authentic Christian community through such ways as:
- Celebrating the cultural diversity of the school
- acknowledging connections with the wider church community
- welcoming encouraging and supporting participation of families in the life of the school

The school creates and values a sense of the sacred through such ways as:
- Establishing and maintaining sacred and reflective spaces in classrooms and around the school
- providing professional learning for staff on religious art and iconography
- using the natural environment to enhance a sense of the sacred

Prayer and Worship
The school nurtures the Christian prayer life of its community through such ways as:
- Teaching and using a variety of traditional prayers and devotions for individual and communal use
- Scheduling time to allow for prayer and worship across the school
- Immer sing students in diverse experiences of prayer e.g. meditation

The school celebrates liturgy and sacraments through such ways as:
- Providing formation for staff, students and parents
- Arranging the physical environment and providing resources for full and active participation in liturgy and sacrament
- Providing opportunities for the celebration of the sacraments within the life of the school
- Children and staff attend Mass weekly.
- The school plays an integral part of the Sacramental development with members on the team.

The school recognises and ritualises the sacredness of everyday life through such ways as:
- Ritualising life events e.g. rites of passage, beginning and end of year, times of grief and loss
- Including prayer rituals in the day to day procedures and routines of school life
- Inviting parental involvement in prayer rituals
- Acknowledging traditions in prayer culture. E.g. Angelus bells are rung each day at 12.00noon.
Evangelisation and Faith Formation

The school fosters the call to **live the gospel** through such ways as:
- Reflecting the life and message of Jesus Christ through routines and practices e.g. hospitality and outreach
- Establishing policies, practices and structures that promote inclusion and a sense of belonging to a Christian community
- Presenting the gospel message in engaging ways
- Incorporating the MJR programme in the school.

The school nurtures the **spiritual formation** of each individual through such ways as:
- Providing faith formation experiences for students, staff and parents
- Providing opportunities to express spiritual awareness through the creative arts
- Celebrating the religious unity and diversity within the school community

The school **witnesses to the wider community** through such ways as:
- Building collaborative relationships with the parish and local Church
- Participating in the life of the local community e.g. service organisations, youth ministry, aged-care
- Engaging with students from other schools to give witness to the beliefs and values of the Catholic tradition

Social Justice and Action

The school practises **justice within its own community** through such ways as:
- Identifying, implementing and promoting policies, structures and practices that respect the rights and dignity of all members of the school community
- Applying Christian stewardship to the resources and environment of the school
- Establishing just processes of discernment and critical judgement when making decisions

The school **acts for justice** through such ways as:
- Implementing policies and practices within the school that nurture a generosity of spirit
- Reviewing and monitoring the complexity and expense of experiences offered by the school in light of catholic social teaching
- Engaging with student initiated and/or local justice projects as part of the curriculum
- Providing for active involvement in supporting social justice initiatives.

The school consciously **reflects on its action for justice** through such ways as:
- Incorporating practices of review and critique in relation to current actions for justice within the school community
- Building a reflective component into school social justice practices, celebrations of significant events, and prayer life

**Implications for facilities master planning**

*Consideration is to be given to:*
- **Images embracing aspects of the school’s religious identity embossed within building facade and/or embedded within vistas such as glass alcoves for storing icons, glass bricks with symbols and/or symbols embedded within the green space that highlights the school’s core values and themes.**
- **Location of a sacred space that:**
  - provides a prayerful atmosphere in which you can pray undisturbed
  - is a space free of distractions
  - can be furnished with comfortable seating that will help you remain alert and focused
- can accommodate spiritual tools e.g. candles, plants, water fountains, quiet music, Bible or other sacred reading, images of God
- The school’s spirituality theming key facilities, walkways and ‘marked’ around the school through inspirational writings, words and messages
- A dedicated space for the school to celebrate liturgies including Eucharist

A taxonomy of the school’s spirituality statements needs to be developed so that naming and marking places can be planned for as the school grows.

Following discussions with the community the following areas were highlighted:

- Importance of images in the school that reflect St. Mary’s
- Prayer spaces
- Building names reflect history
- Mercy Charism

3.3 Vision
The vision statement takes into account the Archdiocesan Vision, which challenges Catholics to:
- embrace the person and vision of Jesus
- build Communion with God and others
- engage in Christ's mission in our world

In turn, the vision statement for the School is consistent with the Vision for Catholic Education, which calls us to Teach, Challenge and Transform, and reflect the National Goals for Schooling.

The vision for the school accounts for the four priorities for Catholic Education in the Archdiocese as stated in the Strategic Renewal Framework.

3.4 Mission
The mission statement for the school has been developed by engaging the local community in the spirituality of the school and in reflection of all supportive and background documents as per Section 3.3 Vision.

Please see Appendix for completed Vision and Mission Statements for Learning and Teaching, Religious Mission, Community.

3.5 School Name
St. Mary’s School was established in 1901 at the request of parishioners in St. Mary’s Parish. The name originated from the Parish.

3.6 Motto and Logo

Motto

Belong, Grow, Serve, in Christ.
The logo provides a visible articulation of the school, connection to the community, and the school’s religious identity.

![Logo Image]

The logo visually symbolises the historical entrance to the school. The school motto is also reflected in the logo.

### 3.7 School Colours

It is confirmed that the school colours are Royal Blue and Yellow.

### 3.8 Relationships

As mentioned previously in outlining the history of the school there is a strong historical link between Parish and School. It has been a long held wish that a Catholic Secondary School would be built to provide for students in the Beaudesert district. It is the community’s hope that this will happen in the near future. Currently most students from St. Mary’s proceed onto Beaudesert High School for secondary education. There is a strong historical link with Trinity College at Beenleigh and a number of children attend this Catholic high school.

### 3.9 School Houses

The school has defined its houses for pastoral and sporting purposes by recognising historical figures in the Church. These are Catherine McCauley who founded the Sisters of Mercy and Archbishop Duhig who presided in the Brisbane Archdiocese for many years.

Therefore the school houses are called: McCauley and Duhig taking on the colours royal blue (McCauley) and yellow (Duhig)
4. Educational Context

“A Catholic school is not simply a place where lessons are taught; it is a centre that has an operative educational philosophy, attentive to the needs of today’s youth and illuminated by the gospel message.”

The Religious Dimension of Education in a Catholic School n.22

4.1 Brisbane Catholic Education Beliefs about Learning and Teaching

As a Catholic community the school will advocate for all to live the gospel of Jesus Christ as

- successful,
- creative and confident,
- active and informed learners,
- empowered to shape and enrich our world.

All phases of schooling are informed through Brisbane Catholic Education’s Learning and Teaching Framework, Religion Curriculum P-12, and Strategic Renewal Framework.

Learning is:

- Inextricably linked to living life to the full
- Personal, relational, and communal
- Visible, active, and interactive to construct knowledge and meaning

Teaching is:

- a ministry and invokes a commitment to live out the mission of Jesus
- relational with a shared responsibility to educate for the common good
- visible, explicit and responsive, creating equity and excellence for all learners

The Melbourne Declaration of Educational Goals for Young Australians identifies the important role education plays in building a democratic, equitable and just society. The document promotes two goals:

1. Promote equity and excellence for all
2. Provide opportunities for all young Australians to become successful learners, confident and creative individuals, active and informed citizens.

The Religion Curriculum P-12 is the source for all planning, learning and teaching of Religion in Brisbane Catholic Education schools.
The Australian Curriculum is the source of all curriculum planning, assessment and reporting for all learning areas covered by the Australian Curriculum. Learning areas not covered by the Australian Curriculum are sourced from the relevant state statutory body.

The Australian Curriculum is organised around phases of learning using ages as a determinant:
- 5-8 yrs.  Prep – Year 2
- 8-12 yrs. Years 3 - 6
- 12-14 yrs. Years 7-8
- 14-16 yrs. Years 9-10
- 16-18 yrs. Years 11 – 12

4.2 Phases of Learning
The Australian Curriculum and the Archdiocesan Religion Curriculum P-12 have been written to take account of the growth and development of young people across the years of schooling; as well as, the diverse needs of the student population in Australian schools, and the knowledge, skills and understandings that all young Australians are entitled to learn in terms of learning areas, general capabilities and cross-curriculum priorities.

Phases of Learning as outlined in the ACARA document The Shape of the Australian Curriculum, Version 2.0:
In the phase of schooling (Years P-2), students have a natural curiosity about their world and their desire to make sense of it provides a platform to construct and review their learning through interactions with others, experimentation, scaffolding, explicit teaching, practice and play in the classroom and beyond. All students in these early years will have the opportunity to develop their sensory, cognitive and affective appreciation of the world around them through exploratory and creative learning.

In the phase of schooling (Years 3-8), students are moving from concrete to abstract thinking. Students increasingly look for and value learning they perceive as relevant, consistent with personal goals, and/or leading to important outcomes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they develop concerns about wider issues. All students in this phase will have the opportunity for a broad education drawing from each of the eight learning areas outlined in the Melbourne Declaration. The Australian Curriculum across these years of schooling provides core or common learning opportunities, while also providing opportunities for students to deepen their learning.
5. Learning & Teaching Profile

The curriculum, the medium through which the teaching ministry occurs, is the totality of the school experience. As such, curriculum is dynamic and adaptable to the specific needs of different schools and communities. In particular, it is responsive to social and technological change and meets student needs that arise from such change. Furthermore, the curriculum gives due regard to the integrity of the various Learning Areas, and is responsive to the needs of learners at the various stages of development, along with the needs of the wider community. Whole school approaches to curriculum development and delivery ensure alignment between the varying elements of the curriculum: pedagogy, assessment and reporting, and lead to the creation of supportive learning environments. Similarly connections between the knowledge, skills, values, attitudes and understandings inherent in each discrete Learning Area are also forged.

Learning and Teaching in the school community will embrace the school's vision and mission statement and engage the aspirations of the residential community in which the school is situated.

5.1 Model of Pedagogy

The school will develop whole-school approaches to learning and teaching underpinned by a model of pedagogy that provides a common language and process for effective teaching practice across the school. The model of pedagogy below is a resource developed by BCE to support communities in developing principles and practices for learning and teaching relevant to their particular context.

- on progress, prior achievement and development of learners and their learning
- on learners’ levels of thinking
- on attributes students bring to the classroom
- on planning to accelerate the cognitive levels of all students
5.2 Learning and Teaching of Religion

The aim of Religious Education is to form students who are literate in the Catholic and broader Christian tradition so that they might participate critically and effectively in faith contexts and the wider society. The Archdiocesan Religion Curriculum P-12 is the source for all planning of Religion in Brisbane Catholic Education Schools.

The Religion Curriculum specifies religious knowledge, deep understanding and skills under four strands and selected sub-strands for each year level. Core content from the Religion Curriculum will be taught across each year level, and teachers may choose to follow particular detours to further explore associated topics of interest for students.

The classroom teaching and learning of Religion reflects the philosophy, structure, academic rigor, assessment, and reporting modes used in other curriculum areas. The content reflects a Catholic Christian worldview that integrates faith, life and culture, and a wide range of learning strategies are systematically introduced throughout the years of schooling. Learning and teaching of Religion incorporates the use of digital learning tools differentiated pedagogy and inquiry learning tools.

The school follows three pedagogical premises for the teaching of Religion. Teachers collaborate to:

1. Implement an inquiry approach
2. Use a questioning pedagogy to implement rich learning strategies
3. Embed digital learning tools

5.3 Phases of Learning within the School

The school is organised around the following 3 phases of learning:

Prep - 2
Years 3 -4
Years 5 - 6
As a community of contemporary learners, learners are supported through the provision of technologies and pedagogical practices that engage, challenge and empower students with the knowledge, skills and attributes they need in a complex, rapidly changing world.

**Implications for facilities master planning**

There are learning clusters of students within or across phases of learning containing flexible indoor/outdoor learning environments with access to multipurpose facilities, specialised and general learning areas.

In facility master planning, clustered general learning spaces with flexible partitioning is preferred.

Learning spaces are required to be centred around a communal gathering/sharing space—"piazza".

Flowing from this piazza, learning spaces allow for groups of learners to communicate and collaborate in small and large groups. Learning spaces are to be accessible by all, allowing free flow of movement as well as groups to gather for celebrations and reflection.

Consideration is to be given to:

- creating a welcoming, safe, educational environment
- transparently interconnected spaces to maximise opportunities for integration, project based work and inquiry models of learning
- common learning space which is principally open allowing maximum flexibility with flexible space dividers including flooring textures indicating spaces; the open feel is maintained, with some glass internal walls; acoustic treatment of the large space
- learning areas catering for whole group and small group learning activities, where educators and students are able to adjust or reconfigure the environment themselves in a short period of time
- an indoor / outdoor concept allowing for movement of individual and small groups to work inside and adjacent to the classroom for project development work and / or individual activities
- maximise natural light and air while attenuating noise within rooms
- using sound absorbent materials in teaching areas to ensure that the focus is on all learners being able to engage in the teaching and learning
- provision of a sacred space or spaces (external and internal)
- wet areas easily supervised; heights of sinks to suit child size
- areas to promote parent interaction, involvement and communication
- adequate storage space for all learners to access a variety of materials and mobile storage spaces – some common storage area would be beneficial
- provide lockable storage space for teachers within learning areas
- provision of sound field system
- appropriate ICT infrastructure to accommodate fixed and portable devices, including electronic white boards with seamless and wireless network and internet access
- provide for maximisation of electrical recharge points for laptops both indoors and outdoors
- have adequate display space internal and external to classrooms
- incorporate a variety of styles of furniture for adaptable layouts - height adjustable chair and desks combinations; inclinable table tops, rolling/swivel chairs with rocking mechanisms (increased opportunities to move while seated increase levels of concentration)
- the use of colour is used to support the purpose and mood of the space and to aid in navigation and traffic flow in larger or multistorey areas. Colours can enhance or interfere with the function of a space e.g. bright, attention – getting colours and mild calming colours will depend larger on the function of the space
• teachers are free from traditional front facing classroom spaces and encourage new settings for teaching and learning (education shift from instructional to discover, to probing and exploration)
• cosy, quiet area for individual students and small groups to play in both internal and external spaces where learners can test out their ideas
• play spaces allow for grass, leafy plants to flourish and learners play in spaces where they can climb, crawl, dig, run and explore (young learners become more confident and develop where they have space to move, climb, have the freedom to explore through hands on experience)

Equal access for learners to all learning spaces, including green space, sacred spaces, school café, student amenities, student services, and administration is essential.

Following discussions with the community the following areas were highlighted:
• Themed spaces
• Whiteboard painted walls option.
• Lunchtime retreat for students
• Supervision
• Outdoor spaces for tables and chairs
• Rooms that are easily changed and flexible
• Learning clusters early years / middle primary / upper primary
• Links between indoor and outdoor
• Multipurpose facilities.

5.4 Library / Information Resources
School libraries are no longer the only source of information, but have become for our learners, another learning space in which they can connect, interact, network, research, present, and access information.

“What is needed is a mix of a variety of kinds of spaces and work environments that can accommodate different uses and possess different ambiances. The space will need to be shared with a variety of partners and it is likely that the distinction between the library and other informal campus space will blur.” (Lewis, 2007)

The Library / Information resources are facilitated in a multi-modal resource area. The space is centrally located to provide equitable and ease of access by all students. These learning spaces facilitate whole class, groups and individual student work in both electronic and non-electronic means, formal and informal modes of learning, and within an indoor and outdoor concept.

As the central common learning space of the school, the library resource centre is a place for experimenting and investigating with information, studying multiple perspectives in a location where students are guided by suitably qualified professional teachers and given quality instruction, and the most appropriate technology tools to support a high level of student achievement. To develop the whole school as an information literate community, the library provides equity of access for information and technology, resources, equipment and space, and 24/7 digital access to information and resources.

The learning environment is a blended setting that maximises the potential of physical and digital learning spaces, meets the needs of students, teachers and parents at school and home or by mobile devices. There will be a physical area and a virtual space to house a wide variety of physical and digital resources. There should be seamless search interfaces and a balance between print and digital collections.
Technology needs to be seamless and wireless, with less ‘fixed’ technology in this learning space. Appropriately equipped technology zones are vital to ensure students and staff are able to exploit new technologies and resources. They can be stand-alone facilities or major components of the Library hub. There could be a recording centre for creating podcasts and vodcasts, a media room with surround-sound for comfortable group viewing and discussion, and separate learning spaces for information literacy lessons.

**Implications for facilities master planning**

The school has facilities where as:

- students are able to be easily monitored through high degrees of transparency
- the learning space facilitates the possibilities for inquiry based and student led learning.
- access to high end desk tops for specialised software
- access to recharging points
- adaptable creative spaces that can be recreated through use of open space, moveable and exciting furniture, colour
- reliable wireless technology, supporting many varied fixed and portable devices
- use of natural light, ventilation
- indoor-outdoor flow
- space where a variety of learning activities take place in an atmosphere of relaxation, community, collaboration, and interest
- access to informal learning / gathering / meeting spaces to suit the agility of mobile learning paradigm
- the capacity to specialise in some way so that portions of the space can be used for such activities as:
  - projection and performance
  - teleconferencing with partner schools / classrooms through Skype etc.
  - a quiet space
  - a reading hub
  - various styles of group work- talking, planning, producing.
- financial planning and budgeting to support growth/change with technology

**5.5 Information Technology**

Vision for technology

The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA 2008) recognises that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. Information and communication technologies are fast and automated, interactive and multimodal, and they support the rapid communication and representation of knowledge to many audiences and its adaptation in different contexts. They transform the ways that students think and learn, and give them greater control over how, where and when they learn. Technology should play a big role in the transformation of learning practices where high levels of integration increases the possibility of personalising learning processes, making learning accessible to students anytime and anywhere. The ubiquity of digital technologies provides new ways of thinking, collaborating and communicating for people of all ages and abilities.

Brisbane Catholic Education believes learning is personalised, active and interactive. It is enabled through learning environments that enhance teachers’ pedagogical capacity and enable students to achieve beyond what has been previously possible. These environments provide seamless access to virtual, electronic and physical tools and resources.
These experiences blend innovative pedagogies with innovative uses of ICT to support new learning opportunities. Thus, the integration of technologies provides students with the opportunity to engage in new learning possibilities and to extend students’ interaction with their local and global communities. Students have the opportunity to become competent, multi literate, collaborative and creative users of a range of technologies. The integration of technology also facilitates the relational nature of learning, providing new opportunities for parents to engage with teachers, learning programs and their child’s progress.

The school implements innovative pedagogical practices that effectively integrate technology. The learning environment needs to focus on technology as a learning and teaching tool to a primary learning environment and build stronger connections in the classroom where the emphasis will be on shared and personalised learning experiences.

A personal digital device program enables students to experience growth in many areas – self-confidence, organization, motivation to learn and learning in a range of modalities. This program will provide both students and staff with an extended range of tools to engage in creative and critical thinking tasks that extend their knowledge and promote collaborative and empathetic learning. Tasks set for students can be more complex as they have so much access to technology and information. Students become better equipped as global citizens and for the world of the future.

The school will revisit the school ICT Plan.

Implications for facilities master planning

To achieve the potential of technology enhancing student learning outcomes, the school requires:

- a BCE systems approach
- access to information in any part of the school using a range of wireless devices in both formal and informal settings
- opportunities for the use of technology in a variety of different learning spaces
- learning spaces that facilitate the possibilities for inquiry based and student led learning
- storage of resources located for accessibility and administration
- access to recharging points, internally and externally
- agile learning spaces with mobile furniture
- access to informal learning / gathering / meeting spaces to suit the agility of mobile learning paradigm
- consideration for location of electronic/media display devices regarding height, light, and interaction
- opportunities for staff and students to have a space to model and share learning that can be easily viewed e.g. consideration with advances that are occurring with glass technologies
- security issues regarding IT.
- Drive for media storage.
- Access to hardware – storage.

Following discussions with the local community the following areas were highlighted:

- BCE Systems
- Wireless devices
- Storage / Recharging – inside and outside
- Access to display devices
5.6 Student Wellbeing

Educational settings have a critical role to play in fostering positive and sustainable characteristics that enable students to achieve their best. Evidence supports the strong, mutual relationship between wellbeing and learning and a key tenet underlying BCE’s approach to wellbeing is that wellbeing is central to learning and learning is central to wellbeing (Department of Education and Children’s Services, 2007).

The BCE Student Wellbeing Position Statement has the advantages of:
• enhancing the profile and priority given to wellbeing within BCE.
• driving a focused, integrated, and intentional approach.
• promoting the development of a common understanding, and a shared language and culture regarding the centrality of wellbeing to learning and teaching.
• providing leadership and guidance to support schools and teachers in implementing wellbeing approaches within school communities.
• increasing engagement at all levels of the BCE community.
• providing a platform for the sharing of best practice across BCE and a mechanism for ensuring that BCE stays abreast of contemporary developments in wellbeing literature and research.
• providing a unifying purpose and rationale for the many disparate approaches (e.g., Kids Matter, Mind Matters, National Safe School Position Statement, and Social Emotional Learning programs) that have at their heart a concern with student wellbeing but have not been explicitly linked in this way.

A focus on student wellbeing is highly consistent with the Declaration of the Rights of the Child (United Nations, 1959) and the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008). For example, a core educational goal within the Melbourne Declaration is for all young Australians to become successful learners, confident and creative individuals, and active and informed citizens.

Student wellbeing in the context of a Catholic Christian school is based upon these underpinning beliefs:
• Wellbeing is central to learning
• Learning contributes to wellbeing
• Each student has inherent dignity
• Each student is unique
• Each student experiences life uniquely  
• Students are active partners in the development and achievement of their own wellbeing  
• Wellbeing is nurtured in the context of community  
• Students can learn, and schools can teach, knowledge and skills that support the achievement of wellbeing  
• Fostering and supporting the wellbeing of students is integral to being a good teacher  
• Catholic schools seek to positively influence student wellbeing  
• Catholic schools influence student wellbeing in distinctive and purposeful ways.

The school provides opportunities for all students along the learning continuum to experience success in the formal curriculum setting and beyond the classroom as well. Structures, support and programs are in place to heighten engagement, create stronger connections in their learning journey and build capacity and confidence.

Pastoral Care Programs provide the major points of support and care for students, and establishes a 'partnership' between the student's family and the School.

Pastoral Care is carefully considered through:
• transition from one phase to the next  
• positioning of facilities for each phase for learning  
• positioning of gathering points for assembly, eating spaces and open and casual play areas within developmental phases  
• strategies to recognise and induct new students to the school

Student Behaviour Support
Brisbane Catholic Education (BCE) schools value an inclusive approach to student support in a safe and welcoming environment that is grounded in our Catholic faith. The school, in consultation with the local community, has/will develop and implement a Student Behaviour Support Plan, supported by Brisbane Catholic Education’s Student Behaviour Support Policy and Student Behaviour Support Regulations and Guidelines.

An Implementation Framework of Student Behaviour Support initiatives is available, and assistance is available through the Education Officers Student Behaviour Support, the Supporting Documents, and through training held each semester.

Implications for facilities master planning
A collaborative team approach to support student wellbeing requires easy access to services for all students, staff and parents.

Consideration should be given to the delivery of student wellbeing services, and therefore possible flexible arrangements around the need for:
• The location to consider the physical needs of students  
• Professional office space (soundproof) for Guidance Counsellors engaging in confidential counselling, psychometric assessments, parent and child interviews, consultation with school team and other professionals  
• Separate entry and exit points to enable privacy and confidentiality  
• Administration space for Support Teacher Inclusive Education (STIE)  
• STIE and GC to be in close proximity, for collaboration and enabling accessibility at the same time for the school community  
• Support Team collaborative space/room (soundproof) for meeting (up to 7 people) - used for parent meetings, planning meetings, wrap around with outside professionals/agencies, etc.  
• A learning space to be used for small student groups
5.7 Educating for Sustainability

“Care for the environment represents a challenge for all humanity. It is a common and universal duty, that of respecting a common good, destined for all, by preventing anyone from using with impunity the different categories of beings, whether living or inanimate – animals, plants, the natural elements – simply as one wishes, according to one’s own economic needs” (John Paul II Homily in Val Visdende, Italy, par 466 of the Compendium of The Social Doctrine of the Church, 2004.).

Stewardship is a key element of the spirituality of the Archdiocese of Brisbane and is embedded in the Brisbane Catholic Education Guidelines for the Religious Life of the School and Strategic Renewal Framework. Supporting documents and resources can be found on the BCE website http://esd.bne.catholic.edu.au/index.htm.

Care for the environment in which the school is located is a critical strategy motivated by this ministry of stewardship.

<table>
<thead>
<tr>
<th>Through personal conversion and Catholic Social Teaching:</th>
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<tr>
<td><strong>We Teach by</strong></td>
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<tr>
<td>Encouraging and supporting Eco-Literacy</td>
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<tr>
<td>within learning and teaching programs and professional learning</td>
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<tr>
<td><strong>We Challenge by</strong></td>
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<tr>
<td>Embedding and aligning the principles of sustainability and environmental stewardship within renewal processes</td>
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<tr>
<td><strong>We Transform by</strong></td>
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<tr>
<td>Promoting personal and communal ecological conversion and establishing community partnerships</td>
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The school approach will take steps to endeavour to:
1. Create a climate for change;
2. Engage and enable the whole community; and
3. Implement and sustain the transformation.

Over time, the school should develop a School Environmental Management Plan (SEMP). The SEMP will flow from the school’s Vision Statement and from the formation of a Sustainability Steering Committee. It would be the on-going task of this group to map the progress of the integration of the school’s sustainability goals in the areas of the Learning Processes, Ethical Resource Use, Grounds Care, Community Relationships, Spiritual and Religious Practices. It is a management tool for implementing the values and beliefs of the school, for putting into effect the school’s Ecological Sustainability Policy.

These endeavours will include planning for the following:
**Water:** Rainwater to be harvested for use in toilets, gardens and permaculture programs. On site stormwater management would be an occasion for the school to understand the impact it has on its catchment from gross pollutants, turbidity, hydrocarbons, heavy metals, and e coli. The school’s SEMP will address how the school can minimise these.

**Energy:** The school’s SEMP should mandate that energy efficient appliances be purchased and maintained into the future. The school’s SEMP would address how it uses energy whether that is electricity or gas or even wind or solar generated electricity over time. The school should access grants where available to support installation of solar systems.

**Waste:** Planning for secure waste bins and a community health and well-being program that minimises wrappings will in turn minimise scavenger wildlife and animals and encourage more native wildlife on the school site e.g. ibis and crows replace honey eating native birds because of access to food scraps. These waste bins could be themed according to recycling materials as part of a whole of school approach to managing waste systems.

**Greening and Biodiversity:** A vegetation / landscaping plan should be developed in concert with the master planning process to ensure native trees, bushes, and groundcovers are maximised and exotic species limited to ensure increased biodiversity of bird and insect life. In time the school SEMP would further the planting for biodiversity started in Stage One.

**Health and Well-Being:** As part of the development of a healthier eating focus within the school and with linkages to school programs, the school tuckshop/cafeteria can model behaviours and food menu design and influence student choices for healthier options.

For the school to maximise this opportunity within such a facility, it would also need to undertake a wide ranging process of consultation and education with students, parents and staff regarding nutrition and diet so that the cafeteria menus are driven from best practice, particularly as articulated in Queensland Government Tuck-shop Guidelines.

Integration with a School Garden Program would further enhance both curriculum and a whole of school approach to health and well-being that involves modeling habits and practices as well as being a service to students.

**Transport:** Master planning for secure bike storage for student bikes is important to partner with local government plans for integrated bikeways across the community.

**Implications for facilities master planning:**
The School Master Plan should position the school for the future through environmentally sensitive design principles and practices.

- **Harvested rainwater or reticulated recycled water should be sub metered and data made available for the school to visualize.**
- **Storm water management devices like bio swales and detention ponds should be available for curriculum activities. Safe connection between the site and the school would provide a local, tangible symbol of the school’s active care for creation.**
- **The most energy efficient lighting systems will be used to maintain a low ecological footprint and minimise long-term maintenance costs for the school.**
- **The management of thermal loading through effective design, building orientation and fittings such as shading, insulation and planting should minimise the pressure for air conditioning for the school. Energy saving should be designed to lower recurrent energy costs and increase life cycle value and lower maintenance costs.**
- Window design will maximise natural daylight and minimise artificial lighting.
- The buildings should be wired to facilitate sub monitoring and the visualization of energy as it is consumed or created.
- Mechanical air conditioning will be restricted to an absolute minimum and passive solar design will be incorporated from the master plan forwards.
- The Master plan should give priority to a holistic approach to waste management and provides options for integration with learning programs such as food production within the learning clusters.
- Allocation of space within the Master plan is required to allow the future possibility of a recycling station, school garden projects (permaculture and biodiversity regeneration), composting, worm farms and rainwater tanks for watering. Waste management can be facilitated by design of bin collection areas as recycling stations and should enable the measurement of waste mass.
- Planting should harmonise the site back to the original local, native, and if possible, endemic plants of the bioregion. It is desirable to commission a flora and fauna study before development. Irrigation should be limited and will favour food production garden plants. Sub soil drainage should be planned for the school to connect future gardens.
- Any landscape plan will take into account the above, as well as, providing for discreet separation between areas. It may be possible to identify a ‘natural’ barrier of separation for administrative and supervision purposes.
- Landscaping will be designed also for ‘learnscape’. A Sustainability Master Plan should identify species and rationale for their selection and positioning for the school to incorporate into its SEMP.
- Bus drop off and set down areas should be Master planned in consideration of the Development Application.


Following discussions with the local community the following areas were highlighted:
- Given the extremes of heat in summer and cold in winter there is a need for air conditioning but we would like to minimise its use.
- Lots of glass panels to let natural light into rooms
- Maintain the leafy nature of the school.
- Water storage
- Ability to measure water and electricity usage for learning
- Environmental ed area

5.9 Professional Learning

Professional learning needs of the staff members will be identified and professional learning activities planned by the staff and administration of the school working in partnership. The nature of these activities will vary depending on the existing capacity of staff and the professional learning priorities of the school. These will be aligned with the school *Vision and Mission Statements*, the *Curriculum* vision outlined in this document and School Renewal processes established by Brisbane Catholic Education. Alignment of the curriculum with the policies and practices of Brisbane Catholic Education and those of the Queensland Studies Authority will be facilitated locally.
To ensure continuity of school culture, particular attention will be given to the personal and professional renewal of staff and to the orientation and induction of new staff appointed to the school.

An Orientation process is also appropriate for families enrolling students for the first time to ensure the evangelisation and catechisation processes are well understood and to ensure the educational focus of the school is highlighted. These important initial conversations help to build a strong cultural base in the school and wider parish community.

The community of contemporary learners includes students, teachers, parents and community members. However, the majority of professional learning which takes place in the school environment will be with adult staff members. Adult learners will have a variety of learning styles and will need to have access to a variety of learning environments for professional learning activities.

As St. Mary's is situated outside the Brisbane CBD we need to be looking ahead at the role ICT may play in professional learning to minimise the amount of travel of staff for professional learning.

**Implications for facilities master planning:**

In facility master planning, a mixture of quiet learning spaces and open gathering spaces allows for maximum flexibility for different uses.

- Quiet space for reading and reflective activities free from distractions
- Work areas for accessing email, the internet and BCEO intranet sites. This assumes provision of computers or wireless facility for staff laptop access.
- Gathering areas for open discussion and sharing of ideas. These areas would need to be equipped with flexible white boards, electronic white boards, and digital projection capabilities.
- Large gathering areas for whole staff activities or parent meetings.
- Variety of furniture styles to suit the different activities.
- Flexible furniture e.g. collapsible tables, benches on coasters
- Close proximity to kitchen / catering facilities and toilet facilities
- Enclosed /private outside areas for staff to use for small group discussions and break out groups during whole staff workshops.
- Display space for key documents and charts
- Storage areas for professional learning materials
- Phone line access
- Teleconferencing facilities
- Separate access and egress for staff or other community members during out of school hours

A learning community is supported through current research, contemporary educational practices and up to date technology that enable all learners to effectively participate in the learning teaching process. Close proximity to the school resource centre for easy access to print resources and technology hardware would be necessary.

### 6. Organisational Profile

#### 6.1 General Facilities Structure

In the original master plan it was envisaged that the school would be set up in groupings of yr levels with 3 classrooms grouped together for each grade level. For the most part this has been achieved and still desired in the future. While we are blessed with abundant
outdoor space there are many places e.g. the oval spaces, that are prone to flooding and cannot be used for building.

For example:
The educational facilities are broadly clustered into three groups, those for students in Prep–Year 2, and Years 3, 4 and 5, 6, with facilities and services that are ideally best divided along the two phases of learning. The school maximises general outdoor recreation space by the acceptable use of multi-storey facilities is acceptable for Years 3-6.

The travel distances for students within clusters need to be minimised. The travel distances for staff within the school precinct need to be minimised. The movement of students to and from vehicles through car parking and roadways needs to ensure safety and efficiency, so that students do not cross roadways for pedestrian travel between the school’s facilities including sporting facilities.

Implications for facilities master planning

The school has/requires:
- the master plan to facilitate through design, social and management aspects of schooling so eating, gathering, play and learning are part of each educational phase
- separate facilities for toilets for each phase, being crucial to minimise bullying
- additional anti-bullying design features to be considered such as location for storing of student bags, transparency to wash basins, external wash basins, and individualised cubicles.
- common areas such as administration and covered area to be accessed by all student groups, and easily accessed through pathway and door placement
- multi-purpose spaces that accommodate such activities as art, music, drama, cooking, etc.
- a space that accommodates activities for physical education and play, and maximises general outdoor recreation space
- a gathering space (shelter area) to be located for access and use by the school community
- the school cafeteria to be located within the school in terms of accessibility and use by all ages of student, with a cafeteria style delivery of food and beverage to maximise student participation in food preparation.
- the casual eating areas to be effectively placed and accommodate student’s needs.
- learning spaces that are learning centres serving groups of learners of a similar developmental age. Toilet, bubbler, undercover and play spaces should be clustered within these learning centres
- building layout and design allowing for flexibility in grouping students by year levels, multiple streams, multi-age or developmental stages
- space for recycling activities including worm farms and for permaculture food gardens.
- a lockable bike bay for student bikes and / or school bike system for quick access to recreational areas would support energy efficient transportation

Safety, Security and Supervision

To ensure the safety, security and supervision of students, the following needs to be considered:
- the school’s design should provide for easily supervised play areas
- student toilet facilities, embedded within learning pods to be easily supervised from classrooms or play areas and present as open and transparent to minimise opportunities for bullying while still allowing for discretion and privacy for each child
• children on foot or bike to be separated from car or bus traffic; fencing to separate students and vehicular traffic in strategic zones
• school boundaries evident to the public and to school users for security reasons
• evacuation areas in case of fire or other invasive issues to be obvious and accessible to teachers, students and parents
• car parking provided for staff, parents and visitors
• nominated drop off and pick up points for children which are effective and safe
• school design providing for lighting for after hours activities at the school; positioning of major facilities of admin and library close to car parking and access paths also assist in this matter
• the shared facilities of library and multi-purpose space are key facilities shared by all and are to be central to the schools site
• administration to be a key welcoming facility from the front for parents access from the car park but also acts as a first aid area and student reception from other angles

Accessibility
For example:
In catering for parents and students with disabilities consideration should be given to:
• building code provisions
• wheelchair accessibility to all areas of the school for parents and students
• access to portable sound field amplification system as appropriate
• equity of access to all common areas
• ease of access to emergency evacuation location

6.2 Leadership Structure
Leadership structures are determined by the Brisbane Catholic Education Leadership Team and are embedded within the school’s staffing formula. Staffing is in line with Brisbane Catholic Education staffing policies. The challenge is to strike a balance between the needs of the different phases of learning within each precinct.

The school administration has several functions. It is the administration and coordination centre for school activity, and is the principle place where the wider community interacts with the school.
Currently the school operates with a Principal and APRE in the Leadership Team Structure. As the school grows an APA will be added to the team.

Implications for facilities master planning
The School requires:
• separate student and public entry to administration
• public reception communicates the school’s ethos and spirituality and enables ready access to people and information
• administration building to be welcoming and obvious to a visitor to the school.
• student administration is required to handle issues ranging from sick bay to student monies, teacher and leadership meetings and behaviour issues
• confidentiality within offices of school administrators is to be considered
• it should be possible to move between the student and public receptions without affecting privacy or general work flow of staff.
• pathways to and from the administration building to be well signed and have a natural flow to the next facility without encouraging short cuts.
• to ensure connectivity between staff, meal and recreational, facilities to be centralised.
• staff area to include privacy from students and shower/toilet areas for staff
• work/study area for staff
• a common meals/recreation area
• information communication & learning technology infrastructure networked to be accessible to all staff within staff workrooms, administrative area, Resource Centre and classrooms
• space for staff to participate in professional learning activities relevant to their needs as a whole staff group or smaller focus groups.

Number of staff and how they are arranged

6.3 Parent Community

School Board
Brisbane Catholic Education requests that School communities give consideration to shared policy making groups. This is achieved through the development of a School Board. Collaborative strategies in the domains of school board, school leadership and parent leaders together with parish leadership enhance and co-ordinate communication, policy direction and community engagement. St. Mary’s Pastoral School Board was established at the beginning of 2013. The initial goal of the board is to establish a written vision for each of the 4 key areas within the school. (Teaching and Learning / Religious Mission / Community / School Management) The Board will have an ongoing role in policy development and School Renewal.

Parents & Friends
The Parents and Friends Association is representative of an involved and effective parent body within the school.

The St Mary’s School P&F provides a valuable and necessary communication link between the St Mary’s School, parents, parish and general community. The P&F also provides financial and social support to the School community. The P & F is responsible for the financial viability of the school tuckshop and uniform shop. It provides educational resources for students and staff, maintains the grounds and facilities, coordinates community building events and organises fundraising activities. The P&F provides a voice for parents in decisions around education and the facilitation of education at St Mary’s. The P&F, through linkages with the Qld Federation of Parents and Friends, also provides a voice for parents on consultative groups determining the future curriculum and education provisions in Queensland and Catholic schools.

6.4 Resourcing

The school is financially supported by the total Brisbane Catholic Education community of schools. This is an important consideration to ensure financial viability. Support for the school covers many aspects and is sourced from a number of areas. Financial Support can be split between capital and recurrent as follows:
Capital
The majority of capital facilities development costs will be covered through the Government Capital Grants Block Grant Authority (BGA) program. This program is administered through the Queensland Catholic Education Commission (QCEC). The BGA program supports funding for all school buildings together with basic additional allocations for landscaping, furniture and equipment (including ICT infrastructure). The balance will have to be funded by the school by way of Archdiocesan Development Fund (ADF) long term loan arrangements.

Whilst additional financial capital funding is available through Brisbane Catholic Education for ICT related items the school will have to fund from fees and levy income and its Parent and Friends Association additional developmental costs associated landscaping, sports equipment & ovals and general grounds and welfare facilities.

Recurrent
Significant recurrent financial support for the school will come from Brisbane Catholic Education.

The school has established a tuition fee and levy structure that will ensure the long term financial viability of the school.

All resource management is managed by the principal.

The school is staffed according to the Brisbane Catholic Education staffing formula.

The school’s Strategic Renewal Plan will account for resource allocations and for the equitable disbursement of funds across all phases of learning.

The identification of non-funded projects are made with a view to establishing funding targets for the initial P&F committee. The Parents and Friends Association are the prime source of local funds for additional physical resources.
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Learning and Teaching Framework, Brisbane Catholic Education, 2012

The Australian Curriculum, ACARA, Australian Government publication
Online resource: https://kweb.bne.catholic.edu.au/LandT/Curriculum/AustralianCurriculum/Pages/default.aspx


Online resource: Melbourne Declaration on Educational Goals for Young Australians

Educating for a Sustainable Future, Department of the Environment and Heritage, 2005

The Early Years Learning Framework, Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009

Vision & Priorities

"Jesus Communion Mission is a dynamic way of growing as faith-filled disciples of Jesus Christ and as effective agents of the Gospel in our modern world. This is the vision I hope will set our hearts on fire and be our inspiration." (Archbishop John Bathersby on the occasion of the Synod Promulgation on 27 July 2003)

We are Catholics who:

- Embrace the person and vision of Jesus
- Build Communion with God and others
- Engage in Christ’s Mission in our world

These three dimensions are integral to our life as Church and remind us that our faith is anchored in Jesus Christ, who draws us into communion with God and one another and sends us forth in mission to live, share and proclaim the good news of the Gospel in our everyday lives.

The Jesus Communion Mission vision was identified by Archbishop Bathersby during the Synod process in 2002-2003 and made the focal point of the Synod promulgation in July 2003 along with the nine archdiocesan priorities (PDF 1.34MB) adopted.

The Jesus Communion Mission vision and the nine priorities then became the foundation for Let Your Light Shine Vision, priorities and planning for a vibrant local Church which the Archbishop and the Archdiocesan Pastoral Council prepared as the vehicle to take the fruits of the Synod forward into the life of the Archdiocese.
Appendix Two - Strategic Renewal Framework

Strategic Renewal Framework

2012 - 2016

for Catholic Schooling
Archdiocese of Brisbane
Appendix Three:

Indicators for a sustainable school

The indicators for a sustainable school have been developed by the Sustainable Schools Initiative Working Group of the National Environmental Education Network, comprised of representatives from Australian, State and Territory Government education and environment agencies.

The indicators are intended as a practical means of measuring certain aspects of change through the Sustainable Schools Initiative and not as a comprehensive evaluation tool.

Educational
- The extent to which the school staff has participated in professional development in environmental education.
- The extent to which all staff members have participated in professional development activities to gain an understanding of Ecological Sustainable Development (ESD).
- Whether the school curriculum supports the principles of environmental education.
- The extent to which the school community (e.g. students, administrative, grounds and canteen staff, and teachers) has been educated to actively participate in the sustainable management of the school.

Environmental
- Whether the objectives of the school’s overarching management plans and/or policies explicitly mention ESD.
- Whether the school has a School Environmental Management Plan (SEMP).
- Whether the school is implementing the SEMP.
- Extent to which the plan incorporates a long-term vision for the school in its move towards sustainability.
- The extent to which the school considers the environmental consequences of its actions (e.g. when purchasing products, during construction/demolition).
- The extent to which there is support from other levels of the education system to assist the school achieve sustainability (e.g. facilities and operations sections).
- Whether an environmental audit has been completed to collect baseline data.

Water
- Extent to which water consumption at baseline date and since participating in the initiative has been reduced in KL per annum.
- Extent to which factors may have influenced the results (e.g. a leaking pipe, reduction strategies implemented, not targeted in SEMP and other).

Electricity
- Extent to which electricity consumption at baseline date and since participating in the initiative has been reduced in kilowatt hours per annum.
- Extent to which factors may have influenced the results (e.g. a heat wave, reduction strategies implemented, not targeted in SEMP and other).

Waste
- Extent to which waste to landfill (from the audit and bills) at baseline date and since participating in the initiative has been reduced by the number of bins.
- Extent to which factors may have influenced the results (e.g. construction, reduction strategies implemented, not targeted in SEMP and other).

School grounds
- The extent to which the school has increased the variety of habitats in the school ground.
- Whether the school grounds contain local native or indigenous vegetation.
• The extent to which the area of local native vegetation and local native habitat has increased since participating in the initiative.
• Extent to which factors may have influenced the results (e.g. projects undertaken, drought, not targeted in SEMP and other).
• Whether landscape design reduces the consumption of resources (e.g. shade trees planted near buildings, mulch added, or drip irrigation installed).

Social
• The extent to which partnerships have been established between the school and the local community (e.g. environmental experts, local businesses, government and non-government organisations).
• The extent to which the school community is actively involved in the development and implementation of the SEMP.
• The extent to which the local community (e.g. environmental experts, state government agencies, local government, businesses and industry) is actively participating in the development and implementation of the SEMP.
• The extent to which the school community has shifted towards more sustainable practices and processes.
• The extent to which the school has encouraged the broader community to shift towards more sustainable practices and processes.

Economic
• Extent of savings from a baseline or previous year of reduction of waste to landfill.
• Extent of savings from a baseline or previous year of reduction of energy use.
• Extent of savings from a baseline or previous year of reduction of water consumption.
• Whether the school has attracted additional funds from sponsorships and other sources.
• Extent to which commercial enterprises in the school (e.g. the canteen) support the SEMP.

Following discussions with the local community the following areas have been highlighted as being important to the rebuild to the areas lost in the fire:

New Classrooms
• Flexible
• Wet areas
• Cooking facilities
• Natural Light
• Colourful
• Airflow

Staffroom
• Teleconference facilities
• Indoor / Outdoor
• Glass Panels
• Shower
• Work Centre
• Break out areas
• Quiet Space

Administration
• Student reception / Public reception
• Community meeting room (e.g. board room style that captures history of the school / parish)
• Shower
- First aid / Sick Bay
- With the future being a 3 stream school we need offices for 3 school leadership positions