Lucas
Proposed New Catholic Primary School

MASTER PLAN BRIEF

Incorporating:

A. Educational Brief
B. Information and Communication Technology Brief
C. Environmentally Sustainable Design Rationale
D. Architectural Brief
Lucas Community Profile & Background Information

The Cathedral Parish serves a number of areas within central Ballarat and extends to the west to serve the areas of Alfredton, Cardigan, Lake Gardens, Lake Wendouree, Windermere and the newly formed suburb of Lucas.

The Cathedral Parish has two existing Catholic Primary schools; St Patrick’s School, Ballarat and St Thomas More School, Alfredton with a collective enrolment of almost 700 students.

Lucas is a new suburb within the Ballarat West Growth Area plan and will cater for approximately 10,000 new residents and is expected to reach complete development within the next 15 - 20 years.

Planning for the new Catholic Primary school commenced a number of years ago after it was determined the area will require additional school provision to meet the demand from families seeking a Catholic education. A 3 hectare parcel of land was recently purchased for the new primary school within the education precinct of the Lucas master plan. The site for the new school is identified and contained within the Alfredton West Structure Plan, which should assist with obtaining planning permits for the development of the schools facilities much more straightforward.

A steering committee with representatives of the existing parish schools, parish, Catholic Education Office and the Governing Authority was established to drive the planning of the new school. The steering committee is charged with the following responsibilities:

- Development of an educational brief
- Appointment of architect for the master plan
- Principal appointment process
- Development of a business model
- Registration of the new school

As a part of the establishment of the new school, several community consultation and information evenings have been held to determine the community’s needs for the new school. From the outset there has been a strong commitment to ‘dialogue’ with the community to ensure there is an openness to engage with and listen to the diversity of the new community.

Initially, the new school was going to be established in 2017 under a host school arrangement with St Thomas More School, Alfredton. After considering feedback from the community, the steering committee agreed that the community would be better served if the school commenced on the new school site rather than under a host school arrangement. This decision largely hinged on the community wanting their own identity within the Lucas community.

The decision to open the school in 2017 on the new school site in Lucas was accepted by the Governing Authority and planning is commencing to realise this vision. To assist with this time frame, the steering committee has recommended that a modular building be installed on the Lucas site in Term 3 2016 to provide the school with a facility to open in 2017. The modular building will also provide the new school with an identity in the Lucas community for community meetings, enrolment applications and an office for the principal elect.
The modular building will provide the school community with the core facilities required to commence the new school. The master plan for the remaining permanent buildings and funding applications will run in parallel, with the view to have permanent facilities on the new school site completed for an occupancy at the commencement of the 2018 school year.

Vision for the new School

The Lucas Catholic Primary School will develop a School Vision statement in consultation with its community during the establishment phase. Understanding that a new Vision statement will be specific to the Lucas Catholic Primary School and respectful of the Cathedral Parish spirit, which promotes the motto “To Love is to Serve”, we recognise that the school will operate while supporting the Diocesan Vision and Mission statements which state:

Vision

As partners in Catholic education and open to God’s presence, we pursue fullness of life for all.

Mission

We journey towards this vision through:

- proclaiming and witnessing to the Good News of Jesus Christ
- ensuring quality learning that promotes excellence and fosters the authentic human development of all
- living justly in the world, in relationship with each other and in harmony with God’s creation
- exploring, deepening and expressing our Catholic identity in diverse ways
- enabling each one of us to reflect more fully the image of God

The Steering Committee’s intention is that the Vision of the Lucas Catholic Primary School attends to the core purpose of the school to foster the growth of students to enable them to be fully functioning members of our society. The Vision will be prefaced on an understanding of what it means for a Catholic school community to be engaged with the world in all its diversity, complexity and plurality while bringing the perspective of the tradition into dialogue with that world.

The Learning and Teaching Philosophy

Lucas Catholic Primary School will develop a statement of philosophy in the process of registration. In the interim, the Steering Committee believes the following statement outlines the stakeholder expectations regarding learning and teaching.

We believe that Learning and Teaching practice at Lucas Catholic Primary School will:

1. Embody the traditions and values of the mission of the Catholic school and is centered on relationships within the learning community
2. Be underpinned by the expectation that all students will succeed and ensures the best progress of all learners
3. Reflect what is valued and important by specifying the essential knowledge, skills and behaviours in a core curriculum accessible to all students
4. Extend students to higher levels of knowledge, understanding and functioning
5. Enable students to develop deep understandings about the world and how it works and to operate effectively in that world with specific consideration for learning about environmental sustainability
6. Build capacity for lifelong learning
7. Engage students in multiple perspectives, valuing and responding to diversity and difference
8. Recognise and value the rich and diverse experiences, perspectives and interests of the learner
9. Focus on creating flexible learning opportunities in which learning is differentiated in response to varied learning styles and is co-constructed
10. Engage learners in creating new knowledge and understanding by thinking and working creatively, exploring and experimenting, planning and reflecting, and communicating and collaborating
11. Build relationships within and beyond the classroom to create learning opportunities in diverse environments
12. Involve the appropriate and ethical use of contemporary technologies and resources that enable and transform learning

Demographics

Lucas is a fully master planned community in the Ballarat West Growth Area and forms a part of the Alfredton West Structure Plan. At present, the master plan makes provision for approximately 3,500 - 4,000 new households at full development. The total population for the suburb of Lucas will be approximately 10,000. Lucas is also surrounded by some lower density residential development in the areas of Cardigan, Blind Creek Road and Haddon. There may also be opportunity for students to be drawn from areas such as Ross Creek, Smythes Creek and Smythesdale which are located in the Linton Parish.

Forecast development rates indicate Lucas will reach full development within the next 15 - 20 years. The school age population within the proposed Lucas Catholic School catchment area is expected to grow moderately over the next 10 year period and enrolments are anticipated to grow steadily during the same period.

During the inception of the school, it is predicted the school will enrol prep students up to a cohort of 50 students (or two streams) which will continue to grow to a long term enrolment of 350 - 400 students. The prep intake may not reach a total 50 students in the first 3-5 years of the school opening and students may be enrolled across all grades from Prep to Grade 6.

(Refer to following table)
### Lucas Catchment Areas

<table>
<thead>
<tr>
<th>Lucas Catchment Areas</th>
<th>2014</th>
<th>2018</th>
<th>2022</th>
<th>2026</th>
<th>2030</th>
<th>2034</th>
<th>2036</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucas - Dwellings on the Ground</td>
<td>150</td>
<td>550</td>
<td>950</td>
<td>1550</td>
<td>2350</td>
<td>3150</td>
<td>3550</td>
</tr>
<tr>
<td>Existing Houses &amp; Surrounding Areas</td>
<td>250</td>
<td>280</td>
<td>300</td>
<td>320</td>
<td>340</td>
<td>360</td>
<td>370</td>
</tr>
<tr>
<td>Total Dwellings on the Ground</td>
<td>400</td>
<td>830</td>
<td>1250</td>
<td>1870</td>
<td>2690</td>
<td>3510</td>
<td>3920</td>
</tr>
<tr>
<td>Total Population</td>
<td>1040</td>
<td>2158</td>
<td>3250</td>
<td>4862</td>
<td>6994</td>
<td>9126</td>
<td>10192</td>
</tr>
<tr>
<td>5 - 11 Year Old Population</td>
<td>135</td>
<td>281</td>
<td>423</td>
<td>632</td>
<td>909</td>
<td>1186</td>
<td>1325</td>
</tr>
<tr>
<td>5 - 11 Year Old 'Catholic' Population</td>
<td>41</td>
<td>84</td>
<td>127</td>
<td>190</td>
<td>273</td>
<td>356</td>
<td>397</td>
</tr>
<tr>
<td>Forecast Enrolment New School</td>
<td>75</td>
<td>150</td>
<td>250</td>
<td>350</td>
<td>400</td>
<td>400</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Space Requirements

The capacity to achieve the desired educational outcomes for the school’s children will be greatly enhanced by the development of learning spaces which promote communication and collaboration between staff and students. Learning spaces that cater for individual differences, the differentiating of learning tasks and the flexible and creative use of learning tools and resources is considered essential.

These learning spaces should:
- Stimulate learning
- Promote interaction of students and staff
- Encourage self-responsibility, communication and collaboration
- Respect a variety of learning needs
- Be inviting and spacious with well controlled temperature and light
- Be environmentally friendly

The Lucas Steering Committee believe that consideration be given to:
- Open (connected) learning spaces that have the capacity to be flexible enough to create isolation from other classes when required
- Partitions that provide effective sound dampening and appropriate noise levels for children with special needs
- Suitable shared areas such as wet areas, kitchen, offices (staff areas), small group work areas
- Adequate display space and provision of storage space and shelving
• Provision of furniture that is adjustable to meet students’ needs – formal and informal
• Flexibility of design that may change with time
• Well organised resource centers
• Connections to spaces including external spaces

Administrative Services
Administration of the school will play an integral part in creating a high functioning, welcoming and productive school community, therefore careful planning should ensure that the administrative centre is designed to maximise this opportunity.

Appropriate staff offices, staff lounges, staff planning and consulting spaces should be made available within the master plan for a long term enrolment of 350 - 400 students.

Community Partnerships & Shared Use Facilities
The facility master plan should explore the provision of shared use facilities between school or schools and community. It is envisaged that shared use facilities would be best suited to multi-purpose centres, gymnasiums, performing arts, gathering spaces, meeting rooms or other facilities which would not be considered core infrastructure for the daily operation of the school.

External Play Spaces (recreational, passive)
External play spaces must consider a range of activities including play, passive and recreational activities. The provision of play surfaces which are low maintenance and hard wearing are crucial to the overall life cycle of the schools operation. Connections to the community district oval and other off-site infrastructure should be considered in the design.

Landscape Plans
Landscape plans are considered an important feature for a school and may be considered a condition of the planning permit application. Provision of landscape plans which are low maintenance and respectful of the surrounding environment is crucial. Where possible, the landscape plan should minimise the requirement for irrigation and exploit opportunities for links to learning opportunities for students. For example: kitchen gardens etc.

Early Years Provision
Early years education provision may be considered into the future, therefore the master plan should make sufficient consideration for the introduction of an early years learning environment. Whilst this facility may not be built for some time, it is important to consider the functional requirements of operating an early years education setting including access to amenities, play areas and staff areas.
B. Information and Communication Technology Brief

With the use of a range of mobile, flexible technologies, an infrastructure to ensure safe, secure and reliable access and with technological and pedagogical support, we envisage the learners will thrive in a world where technology is changing the face of the world every day. Technology in the new school should provide avenues in which students can connect with their local and global community with purpose and confidence.

It is an aim that any future development would enable the school to build on the mobility of ICT throughout the school as well as the opportunities for collaborative team learning.

Improving the skills and understandings of the effective use of Information and Communications technologies for staff is an ongoing task. With the constant evolution of technologies, we realise the need for staff to be aware of the benefits and effective uses of mobile technologies in alignment with our educational philosophies.

C. Environmentally Sustainable Design Rationale

From the commencement of the community consultation process, it has been a clearly stated expectation that Lucas Catholic Primary School would have an explicit and observable focus on environmental sustainability.

Catholic Social Teaching names ‘stewardship of creation’ as a key concept. Pope Francis has emphasised the importance of our stewardship of creation through his recent encyclical “Laudato Si’: On the Care of our Common Home.”

The development of Lucas Catholic Primary School would need to address all elements of what is seen to be environmentally sustainable design. Provision for maximising natural light and shelter and minimising demand on energy reserves are seen as priorities.

Consideration will be given by the architects to both passive and active design measures in providing a sustainable school environment. The appointed architect must consider the basic principles of Environmentally Sustainable Design (ESD) as part of the design process including potential active ESD initiative options inclusive of pay-back period.

The following aspects will be considered in designing and constructing sustainable facilities:

- Water
- Power
- Gas
- Natural Lighting
- Waste Disposal
- Material Selection
- Building Life Cycle
- Water harvesting

In addition to the consideration of environmentally sustainable design principles, there is a clear expectation that the development of the Lucas site will capitalise on the opportunity to connect students with their environment in a manner that promotes learning about sustainability and an understanding of the need for a sustainable future.
D. Architectural Brief

Site

The site for the new school is located in the heart of the Lucas master plan and is located within the education and community recreational precinct. The school site is 3ha and located on the north side of the education precinct and co-located with a 4ha site to the south which is planned for a future state school. Immediately to the west of the school site is the community recreation and open space. In total, the education and recreation precinct makes up a total of 17 hectares.
The school site is serviced by two roads, Eleanor Drive to the north and O'Shanassy Parade to the East. Eleanor Drive will provide a major connector road to the rest of the development. Early discussions with Council have, in principle, agreed to consider angle parking along Eleanor Drive to maximise off site car parking. There will also need to be consideration of bus indentation and on site car parking for the school.

The site is relatively flat with a gentle fall towards the natural water course which runs adjacent to the school site on the north side of the Eleanor Drive.

**Facility Master Plan**

Enrolment forecasts suggest the school will grow to have a long term enrolment of approximately 350 students with the possibility that enrolments may have a short term spike as the school age population grows in the Ballarat area. This short term spike may see enrolments grow beyond 350 students. With the forecast growth in enrolments, the master plan should make provision for temporary facilities if required.

The master plan should be prepared so that the school can maintain its operation throughout building development. Appropriate staging should be considered in order to minimise the disruption of the schools operation throughout the building.

It is planned that the new school will commence on the new school site at Lucas in 2017 using a modular facility. The modular building is envisaged to be constructed and delivered on site during Term 3, 2016. This will provide the school with an identity, as well as providing the new principal and administration with a facility to commence the school's operation.

The facility master plan will need to make provision for the modular building as well as consideration for incorporating this modular building into the schools facilities for the short to midterm. The appointed architectural firm will need to be able to work closely with the supplier of the modular building to deliver a master plan incorporating the delivery of a modular building.
Funding and Funding Applications

It is planned the construction of the modular building will be funded locally in 2016, therefore no detailed funding application will be required.

Funding applications for Stage 1 permanent facilities will be lodged with Catholic Capital Grants in 2015. It is envisaged that the appointed architectural firm will not be required to provide any detail for the funding submission, although further input will be required after the completion of the master plan.

If the funding application is successful for stage 1 facilities, more detailed drawings and cost estimates will be required towards July/August 2016. The appointed architectural firm will be required to provide appropriate staging and cost estimates within the master plan to enable more detailed planning to take place mid-2016.

Key Design Considerations

The design of the facility should consider the following:

- Provide a cost effective design that will deliver the school's requirements at best value for the school community
- Ensure that operating costs are minimised by incorporating good passive design techniques and sustainable water and energy usage
- Aspects of good security including lighting, clear sight lines, safe movement and connections for students, staff and community
- Must eliminate potential Occupational and Health and Safety risks in all areas of the project and be considerate to DDA regulations and requirements
- Ensure relevant codes and guidelines relating to best practice school design are incorporated into the design
- Consider potential environmentally sustainable design initiative options for incorporation into the project

Architects Scope

The appointed Architect/designer will act as the lead designer and will be responsible for the management and co-ordination of any sub-consultant team.

The Lucas Steering Committee reserve the right to modify the structure of the design team and may require that an alternative specialist consultant be engaged as part of the team if required. In this event the Architect/designer will still be responsible to manage the whole team.

The successful architect is required to supply any information required to prepare and lodge a town planning application for this project. The Architect is expected to assist with any further requests by the Town Planning Department and/or the school within the Architect’s scope of services.
No Building permit is required as part of the master plan development, although every consideration must be made to ensure the master plan addresses any known or foreseen building code requirements. Particular attention must be taken in relation to the following:

- disabled access requirements
- hearing augmentation & appropriate acoustic treatments
- vision impairment
- site security
- pedestrian security and movement
- traffic movement including car parking
- fire services

The scope of architectural services to be carried out as part of this brief includes as a minimum:

**General**

- Develop a clear understanding of the needs of the new school as set out in the master plan brief
- The successful architect will need to meet with all key stakeholder groups with a strong focus on connecting with the new school community in the preparation of the facility master plan
- Consult with stakeholder groups to confirm educational brief
- Confirm the building brief and space requirements to ensure Catholic Capital Grant area guidelines are appropriately addressed for staging of the master plan (total enrolments x 6.13m per student)
- Commission and manage a design team to adequately prepare designs. The design team should include all disciplines as required
- Participate in budget review, value management and risk management assessments as required
- Manage design meetings, workshops and reviews
- Provide a master plan design report for presentation (content to be agreed)
- Assist in supply of material for funding applications for any funding sources nominated

**Services & Utilities**

The successful design team will be required to analyse existing utilities and determine what services are required for the master plan design. Consultants are to ensure that services for future proofing should be considered as part of the servicing strategy to ensure unnecessary work duplication does not occur into the future.

The establishment of the site may require service consultants to consider how services can be planned to deliver buildings over a number of stages. Consultants may also need to consider how services can be planned to deliver a modular building ahead of permanent buildings.
Project Deliverable

Production of a master drawings and associated master plan report incorporating the brief requirements, possible staging and estimate of costs should be made available at the completion of the master plan exercise.

Production of a staging plan identifying stage 1 works and an associated cost plan should be made available so the school can apply for funding. Documentation as discussed in the above scope will be issued in both hard copy and electronic format as required.

Timeline

The following timeline is a guide for the preparation of the master plan:

- **20/11/15**: Architect interviews
- **20/11/15 - 30/11/15**: Architect appointment
- **30/11/15 - 31/1/2016**: Preliminary meetings with Lucas Steering Committee
- **March 2016**: Community meeting and Principal elect
- **April 2016**: Presentation of master plan concepts
- **June 2016**: Finalise master plan
- **August 2016**: Development of detailed stage 1 sketch plans

It is the responsibility of the consulting team to advise the school of any delays to meet the intended program.

Fee Proposal

The architect/designer shall provide in their proposal a comprehensive fixed lump sum fee proposal for the provision of all consultancy services stated or implied in this brief for the development of a facility master plan.

The services of a Quantity Surveyor/Cost Planner is sought as a sub-consultant to the Principal Consultant and will be required for high level costing for the preferred master plan and staging within the master plan.

The fee proposal shall outline the fees of all sub-consultants as required. The proposal should highlight any exclusion from the fixed lump sum and provide estimated costs/provisional sum allowances for these additional services.

Proposals should nominate consultant team members and outline experience of the key personnel. Proposals should attach copy/certificates for Principal Consultant architectural registration and professional and public liability cover.

Termination

The Lucas Steering Committee reserve the right to discontinue with this scope of works at any stage of this consultancy, should the scope of works for this project uncover that the site is not suitable/feasible to be developed for its intended purpose. Consultants will be paid for work undertaken to that point.