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SACRED HEART COLLEGE MASTER PLAN



**Hames
Sharley**
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MASTER PLAN 2014-2030

Prepared for the Marist Brothers - Sacred Heart College

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SACRED
HEART
COLLEGE

Introduction

BACKGROUND

Hames Sharley was commissioned by Sacred Heart College to develop a College Master Plan. The Master Plan process was required to be informed by the Sacred Heart Strategic Plan 2015 and was designed to capture the College staff, student and volunteer desires for the College.

The previous Master Plan was undertaken in 2001, and whilst some of the projects identified have been completed, the design outcomes and balance of the projects are no longer valid.

KEY DRIVERS FOR THE MASTER PLAN

Sacred Heart College has identified the need to continue the development of the Brighton Road campus to ensure the ongoing provision of high quality learning outcomes for students. The constraints of the site present challenges that require careful consideration of future development outcomes.

The requirement for a Master Plan was identified in the College Strategic Plan 2015. The Strategic Plan guides all aspects regarding the future operation of the College.

REFERENCE MATERIAL

- Sacred Heart College Strategic Plan - 2015
- Sacred Heart College Landscape Master Plan
- Paringa Hall History
- Sacred Heart College Master Plan 2001

HOW TO USE THIS MASTER PLAN

The Sacred Heart Master Plan 2014 - 2030 expresses a clear vision for the College facilities and a strategic planning framework.

The document will inform and assist Sacred Heart and its stakeholders to assess and direct future capital development opportunities. It is not intended to be a prescriptive document with specific design solutions, rather it is a reference document to guide future decision makers to ensure any future works are coordinated and continue to meet the strategic goals of the school.

It is anticipated that the document will continue to be adjusted to take advantage of emerging opportunities and minimise the risk of future constraints.

STRUCTURE OF THE MASTER PLAN

The Sacred Heart Master Plan 2014-2030 is divided into three sections:

Section 1 - What is Sacred Heart

Focused on understanding the current situation. This section of the report will identify the critical site features, strategic context, history, site capacity, culture and values of the school.

Section 2 - Risks and Opportunities

A complete analysis is undertaken outlining all the opportunities and constraints impacting future development within the College including the current legislative and Council requirements, site features and benchmarking against relevant education standards.

Section 3 - The Master Plan

A range of development opportunities along with design guides are included to ensure that the core values of the College are enhanced, risks identified are minimised and opportunities are fully exploited.







SECTION 1 WHAT IS SACRED HEART?

1.1 Site Details

LOCATION

Located in the south-western suburb of Somerton Park, Sacred Heart College is approximately 10km from the Adelaide CBD and less than 1km from the Somerton foreshore.

The College site enjoys road frontage to a number of roads including Brighton Road, Cudmore Street, Whyte Street and Slade Street. Scarborough Street dissects the site between the Central College site and the War Memorial Oval.

The site is serviced by Public Transport in the form of buses along Whyte Street and Brighton Road.

The College site is divided into four areas.

1 - The Central College Site

Administration areas, boarding houses and teaching spaces.

2 - The War Memorial Oval Site

War Memorial Oval, gym, ground keeper facilities and physical education teaching spaces.

3 - The Brighton Road Oval Site

Additional playing spaces and tennis court facilities.

4 - The former St Paul's Church Site

Located on the corner of College Road and Fairfield Avenue, the site is a short walk from the main campus. The Church offers additional teaching spaces.

The College is a total of approximately 10ha across all sites.

POPULATION STATISTICS

The College capacity is as follows:

Students:	1100
Teaching Staff:	88
Support/Administration Staff:	57
Boarders:	115
Brothers:	5

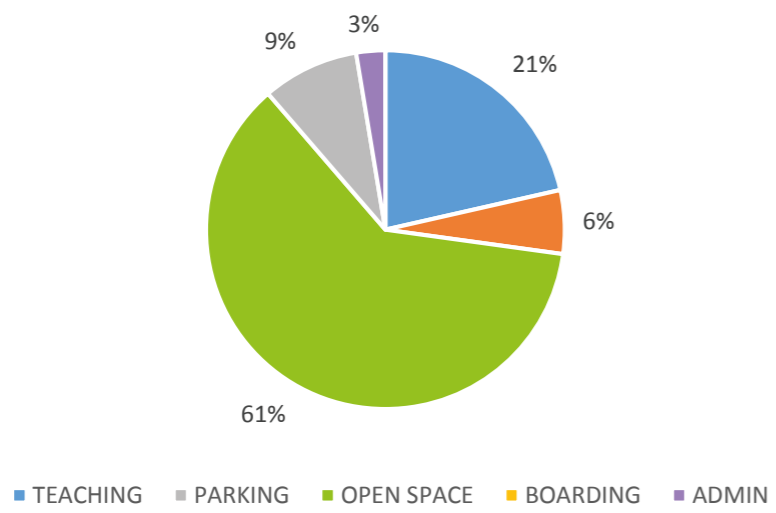
SITE	CERTIFICATE OF TITLE
Central College Site	5960/508
Central College Site	5152/472
Central College Site	5960/507
War Memorial Oval	5841/822
War Memorial Oval	5669/917
War Memorial Oval	5797/70
War Memorial Oval	5797/69
Brighton Road Oval	5825/763
St Paul's Church Site	5358/163
St Paul's Church Site	5358/164



- 1 Main College Site
- 2 Western Site
War Memorial Oval
- 3 Eastern Site
Brighton Road Oval
- 4 St Paul's Church Site



CURRENT SPATIAL AREA ARRANGEMENT



1.2 Existing Facilities

The following tables outline each building use and gross area.

FACILITY		USE	AREA (M ²)
RECREATION			
1	War Memorial Oval	Sporting	
2	Brighton Road Oval	Sporting	
3	Brighton Road Oval - Change Rooms	Change Rooms + Store	
4	Gymnasium	Sporting / Functions	682
5	Gymnasium Store	Store	66
6	Basketball Courts 01	Sporting	
7	Basketball Courts 02	Sporting	
8	Quad	External Assembly Area	
9	Undercover Oval Viewing	External Leisure Area	
10.1	Grandstand - Ground Level	Seating + Store	342
10.2	Grandstand - Level 1	Seating + Store	342
ACCOMMODATION			
11	Brothers Residence	Accommodation Facility	685
12.1	Boarding House - Ground Level	Accommodation Facility	3247
12.2	Boarding House - First Floor	Accommodation Facility	946
ANCILLARY			
13	Caretakers Cottage	Store	183
14	Shed 01	Store	22
15	Shed 02	Store	67
16	Shed 03	Store	160
17	Shed 04	Store	10
18	Onsite Parking - General	38 Carparks + 5 Disabled + 1 Loading Bay	
19	Onsite Parking - Boarding House	18 Carparks + 2 Loading Bays	
20	Onsite Parking - Oval	9 Carparks + 1 Loading Bay	
21	Onsite Parking - Science Building	6 Carparks + Bin Store	
ADMINISTRATION			
22.1	Paringa Hall - Ground Level	Administrative Facilities + Boarding Dining	946
22.2	Paringa Hall - First Level	Administrative Facilities + Executive Offices + Classroom	946
22.3	Paringa Hall - Second Level		220

FACILITY		USE	AREA (M ²)
LEARNING AREA			
23.1	Art & Technical - Ground Level	Workshop + Classroom	372
23.2	Art & Technical - First Level	Workshop + Classroom	372
24.1	Science Building - Ground Level	Laboratory + Classroom	397
24.2	Science Building - First Level	Laboratory + Classroom	397
25.1	Champagnat Wing - Ground Level	Classrooms	610
25.2	Champagnat Wing - First Level	Classrooms	610
25.3	Champagnat Wing - Second Level	Theatre / Exam Hall	480
26.1	Hayball Wing - Ground Level	Classrooms	403
26.2	Hayball Wing - First Level	Classrooms	403
27.1	Champagnat East - Ground Level	Classrooms	203
27.2	Champagnat East - First Level	Classrooms	203
28.1	Marcellin Learning Centre - Ground Level	Classrooms	687
28.2	Marcellin Learning Centre - First Level	Classrooms	687
29.1	PE/Home Economics - Ground Level	Classrooms	317
29.2	PE/Home Economics - First Level	Classrooms	317
30	Music Wing	Classrooms + Performance	419
31.1	Music - Ground Level	Classrooms	744
31.2	Music Classrooms - First Level	Classrooms	744
36	St Paul's	Drama	300
GENERAL BUILDING			
32	Chapel	Mass/Events	392
33	Canteen	Food & Beverage	167
34.1	Library - Ground Level	Library + Classroom Facility	550
34.2	Library - First Level	Library + Classroom Facility	250
35.1	Conference - Ground Level	Formal Meetings + Functions	335
35.2	Conference - First Level	Formal Meetings + Functions	335

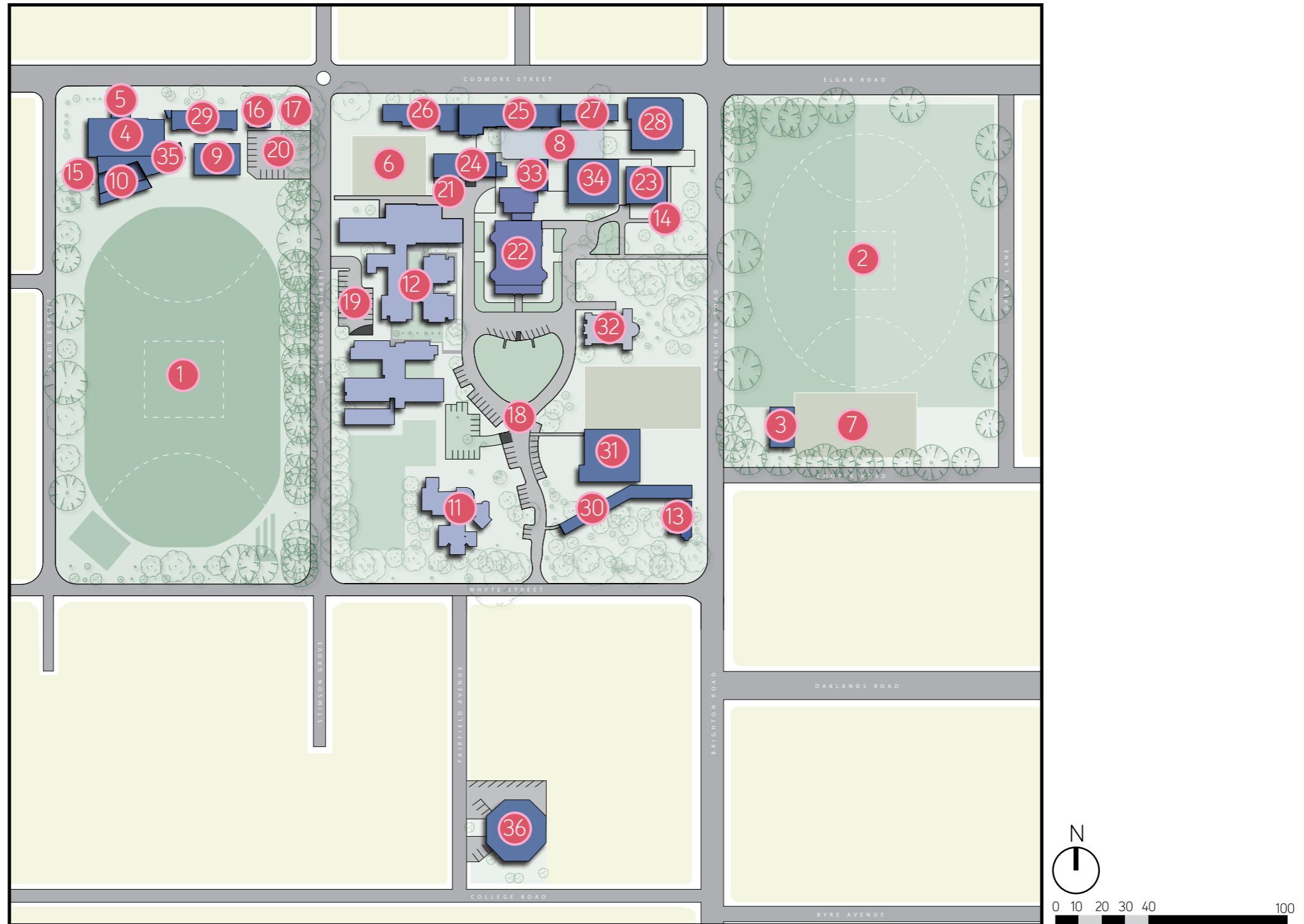


Figure 1.3.1: Existing Facilities

1.3 History

In 1897 the Marist Brothers were invited by Archbishop O'Reilly to open a school for boys in Port Adelaide. The Brothers opened two schools, Sacred Heart High School and Catholic Boy's Primary School. The first Principal was Brother Stephen DeBourg. By 1900 the Marist Brothers had begun to take in boarders. During the first ten years Sacred Heart High School changed its location twice to provide room for the increasing number of students.

In 1914 Sacred Heart High School moved to the present location at Somerton Park. It was renamed Sacred Heart College and provided education for day students and boarders from Year 4 to Leaving Honours.

The early years saw Paringa Hall used for all aspects of school life which included classrooms, dormitories and dining rooms and home to the Brothers. As the enrolment increased a building programme was commenced that eventually built up the teaching area around the central covered quadrangle.

The need for boarding places increased as well. In 1960 the Marian Wing was opened allowing the boarders to have their purpose built space. Later a senior boys' boarding house was opened and this was followed in 1998 by a girls' boarding house. 1977 saw a major change to the College. Sacred Heart College became part of the SW Region scheme and moved to become a Senior College catering for the final three years of secondary education.

Paringa Hall was designed by Architect Edmund W Wright and is a State Heritage listed property. A full history of Paringa Hall has been recorded in the publication "Paringa Hall: James Francis Cudmore and Sacred Heart College" by Brother Columbanus Pratt FMS AM Archivist and Friends of Paringa Hall, 1997.

The Sacred Heart College Memorial Chapel is a dedicated sacred building, opened and blessed in 1924, as a memorial to the Old Collegians who lost their lives in the First World War.

The Chapel has been an integral part of College life throughout its history.



Figure 1: Paringa Hall c. 1914

1.4 Strategic Context

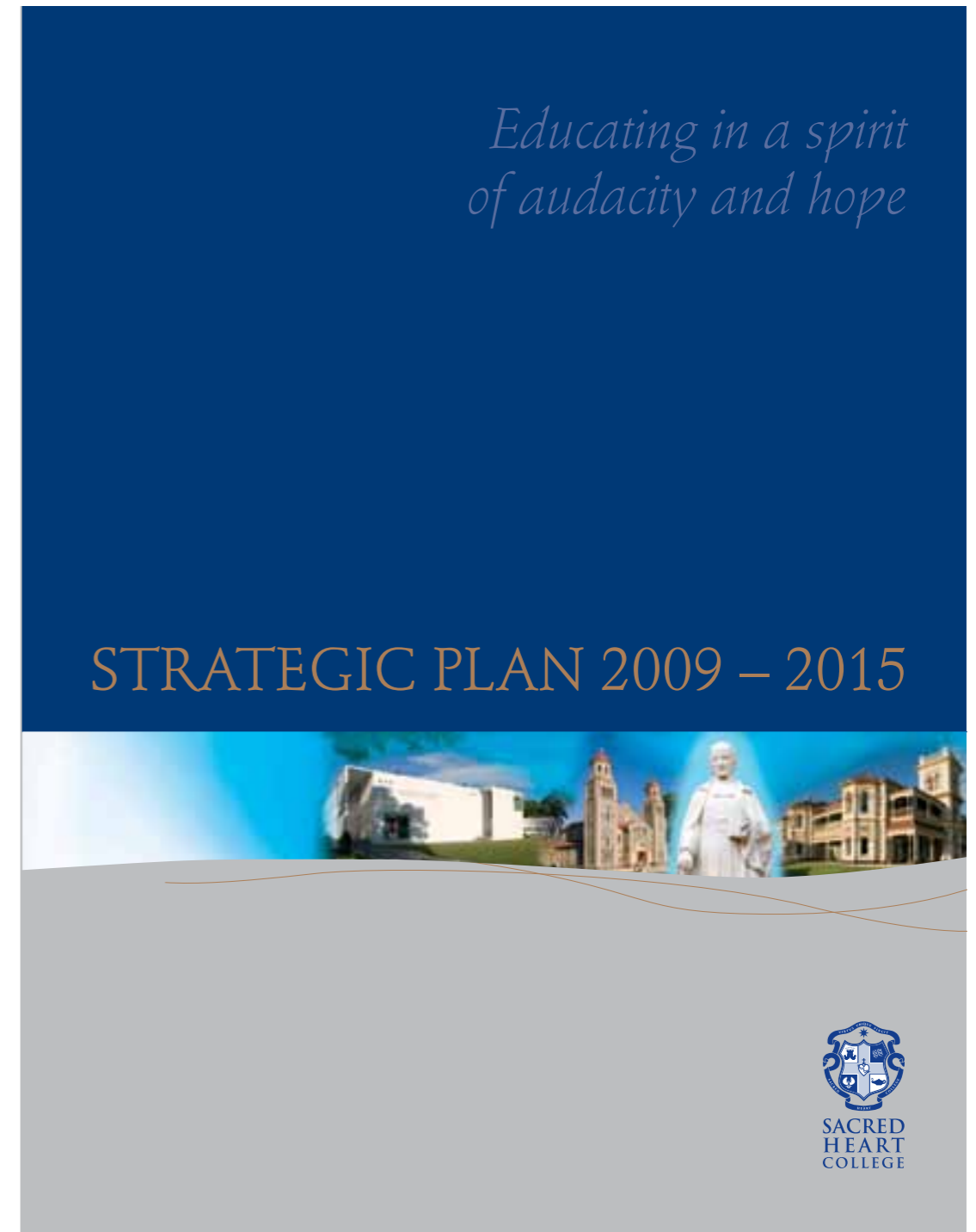


The Sacred Heart College Strategic Plan 2009 - 2015 provides guidance and direction in relation to all areas regarding the operation of the College. Goal 5 identified within the plan is:

“To provide quality facilities and respond strategically to future resources provision and environmental management, through the new Master Plan.”

Each goal is supported by a number of tasks to guide the realisation of the goal. These tasks are outlined in the table below with commentary relating to how each task relates to this Master Plan.

TASK NUMBER	TASK	COMMENTS
1	Update and Review the College Master Plan	As per section 3 of this Master Plan Document.
2	Review enrolment projection and demographic data to ensure that projections are congruent with key indices.	For the purposes of this plan the maximum student cap is to be 1100 students.
3	Convene Student forums to assess facilities provision and long term needs that relate to grounds and environment.	This plan will form the basis of future consultation with students specifically around future projects and detailed planning.
4	Promote environmental education through conservation strategies employed by the building program.	Principles outlined in this plan will guide future development of College facilities. Detailed brief development will incorporate environmental conservation elements.
5	Provide forums for staff to consider the adequacy of current and projected facilities needs.	Staff workshops have been held as part of the consultation on this plan. See section 1.5.
6	Actively seek advice from community groups to capitalise on current environmental programs in the school.	Projects identified in this plan can be selected as targeted projects to actively peruse this task.
7	Undertake environmental assessment of grounds to ensure long term preservation of the grounds and heritage.	This Master Plan seeks to retain the setting of existing heritage fabric on the site, ensuring its long term preservation.



1.5 College Community Consultation

PROCESS

During mid-2014 a number of discussions and consultation sessions were held with relevant stakeholders. The initial discussions were designed to capture the views of the wider College community and to clearly understand how staff and administration view the future of the College.

The process was designed to extract the essence of what Sacred Heart is, whilst also gaining an understanding of future vision for teaching, community development, learning, engagement and boarding at the College.

Participants were asked to specifically respond to the following questions whilst group discussions were also facilitated:

- Why do you attend/send your child to/work or volunteer at Sacred Heart College?
- What do you see as a critical trend that will change education delivery over the next 15 - 25 years?
- Teaching and/or Learning would be more effective if...
- We could be more effective at communicating Catholic ethos, pastoral care and/or protecting our environment if...
- What are two key requirements to maintain Sacred Heart as an attractive education option? (curriculum, education spaces, additional facilities)

OUTCOME

One of the key questions asked during the consultation sessions was: 'Why do you attend/work/volunteer or send your child to Sacred Heart?' Throughout the discussion a number of consistent themes were identified.

The most consistent theme through all the discussion and consultation sessions was the strong feeling of community that is created throughout the College. It became evident that students, staff, parents and volunteers all felt that the College created a strong sense of community.

This was attributed to many different factors however the presence of on site boarders, Brothers, various extra curricular activities that occur outside of school hours on site, and the senior school nature of the students are all vital elements that form this community feel.

The sense of pride that people feel in the grounds including the enduring heritage buildings on the site strengthened the sense of community and instilled a sense of nostalgia when ex-staff or students return to the College grounds.

Discussions around the future of teaching resulted in mixed outcomes. Whilst some teaching staff indicated that teaching in the future may be very different to what is experienced now, many saw that there was always going to be a place for face to face classroom learning.

Whilst classroom spaces are still relevant, as the College provides a large diversity of subjects, class sizes may continue to get smaller and teaching will occur in a smaller tutorial/mentorship type relationship rather than the traditional classroom lecture style of teaching.

It also became evident throughout the discussions that Sacred Heart was primarily concerned with ensuring that all students were well equipped academically and personally for the next phase of life.

At Sacred Heart, a large proportion of graduates progress to further studies. As Sacred Heart is a senior school, there is great opportunity to create spaces and environments that students will experience in either the workplace or a tertiary education facility. It is believed that modelling the College spaces on these spaces will make the transition out of senior school and into tertiary education or workplaces easier.

Key Themes Identified







SECTION 2
RISKS AND
OPPORTUNITIES

2.1 Relevant Legislation and Policies

Council Development Plan

The College is located within the City of Holdfast Bay. The Council's Development Plan identifies the central College site, War Memorial Oval and the Brighton Road Oval as zoned within the Residential (Institutional) Zone. The St Paul's Church site is located within a separate zone, identified as the Residential Zone.

The Residential (Institutional) Zone specifically identifies the College as a desired use within the zone and generally seeks to ensure the continued development of the school can occur whilst managing residential interface issues. The zone seeks to ensure that setbacks are generally consistent with the surrounding residential 6m setback and buildings have wall heights of no greater than 10.5m.

The zone recognises the importance that the open space areas play in establishing the surrounding neighbourhood character and generally seeks to retain areas of significant landscaping and trees.

The residential zone, in which the St Paul's Church site is located typically only seeks residential uses, however a school or educational facility are not identified as Non-Complying uses and will be assessed as a "Merit" application.

It is noted that development within both of these zones is most likely to require public consultation and adjoining land owners may have appeal rights against a Council decision.

Local Heritage

The row of Moreton Bay Figs located along Scarborough Street, on the eastern side of the War Memorial Oval are identified as Local Heritage items.

State Heritage

The Paringa Hall is listed as a State Heritage place. Therefore, all applications that either involve the building fabric or may affect the setting and context of the building are required to be referred to the State Heritage Branch for approval in addition to the required Council approvals.

Legislative Future

Whilst at the time of writing this report, no policy changes are expected, Development Plans may be amended for a number of reasons. The current Development Plan should always be accessed via the State Government online portal.

2.2 Risks & Opportunities



Existing Character Trees

The grounds of Sacred Heart College are surrounded with a number of significant trees. The Ficus (Moreton Bay Fig) trees along Scarborough Street are heritage listed. The trees add character to the locality, and provide shading to surrounding buildings and streets.

Risk:

The Trees located on the site present an ongoing maintenance cost. The Trees will impact on areas where development can occur as they typically must be retained.

Opportunity:

Maintain the landscape character of the College.
Celebrate the tradition and heritage of the trees.



Link to St. Paul's Church

Navigation to St Paul's Church (Future Food Technology and Hospitality Centre) from the main school grounds is done so via Fairfield Avenue, outside of main campus.

Risk:

Students must leave the campus to access the site, resulting in potential traffic conflicts and noise along residential streets.

Opportunity:

The facility represents an opportunity for additional community uses to occur within College facilities.
Opportunity to upgrade the Fairfield Avenue streetscape.



Parking Pressures

The carparks and streets adjacent the College are used by College users. All schools have parking challenges, especially at peak drop-off and pick-up times. Additionally, the College holds sporting practice outside typical school hours, therefore extending potential parking conflicts.

Risk:

Adverse impact on adjoining property owners.

Opportunity:

Link with adjoining owners to partner in the use of the site and offer facilities (ovals) during times when the school is not using them.
Close Scarborough Street.



Adjoining residential

The land surrounding Sacred Heart College is predominantly residential.

Risk:

All future development will most likely require public notification.
Impact of parking and noise on residential properties.

Opportunity:

Purchase adjoining properties.



Brothers Residence - Contemplative Space

The Brothers Residence located to the south of the site is a vital element of the College. The surrounding grounds and open character are elements that should be retained when thinking about any development options.

Risk:

Maintenance of grounds around Brothers Residence dictates that density of new facilities may need to be increased, at the northern end of the site.

Opportunity:

Maintain the "soft" residential and landscape character along Whyte Street.



Heritage Fabric

Heritage fabric within the Sacred Heart grounds are at Paringa Hall and Sacred Heart Memorial Chapel. These two iconic buildings add to the rich history and heritage of Sacred Heart, with the Chapel standing as a memorial to the Old Collegians who lost their lives in World War One.

Risk:

Impact on design of future development options.

Opportunity:

Celebrate and enhance the historic features on the site.



Traffic Movements & Car Parking

Car parking at Sacred Heart College is located in a number of smaller disconnected parking spaces. The main vehicle entry off Whyte Street provides a point of access for visitors to the College, however is also used by students moving between classes and delivery vehicles.

Risk:

Traffic, service vehicle and pedestrian conflict zones throughout the main driveway areas.

Opportunity:

Coordinate parking arrangements and remove service vehicles from the central driveway.

Close Scarborough Street and purchase land off Council for the exclusive use of the College.



Pedestrian Connection

As the campus is divided by a number of roads, pedestrian connections to allow students to safely move between sites is vital.

Risk:

Increased traffic in the locality.
Students leaving campus to access other areas of the site.

Opportunity:

Partner with Council to deliver streetscape outcomes that result in traffic calming around crossing points.

Close Scarborough Street and purchase land off Council for the exclusive use of the College.

2.3 Needs Analysis

A Needs Analysis has been undertaken by reviewing current facilities, findings from the consultation process, and benchmarking against the TEFMA Guidelines 2009. The TEFMA Guidelines have been used as they reflect the needs of tertiary facilities. Whilst Sacred Heart is a secondary school, the nature of the College in terms of being Years 10-12 only better suit the space requirements of tertiary institutions rather than traditional secondary schools.

As a guide, a green, yellow, and red rating system has been developed to quickly identify compliance with benchmarking standards.


Red: Below Benchmark.

Yellow: Meets Benchmark in most areas, however could be improved.

Green: Meets Benchmark.




Definitions: GFA - Gross Floor Area (m²); UFA - Usable Floor Area (m²); EFTSL - Equivalent Full Time Student Load; FTE - Full Time Equivalent

ITEM & PRIORITY	CURRENT FACILITIES	COLLEGE NEEDS / DESIRES	BENCHMARKING	CASE STUDY
SCIENCE LABORATORY 	<ul style="list-style-type: none"> Science Building - Ground Floor - 397m² Science Building - First Floor - 397m² 	<ul style="list-style-type: none"> Maximising - the use of natural light and ventilation and acoustic control New Science facilities that meet current standards. 	<p>Natural & Physical Sciences = 8 M² (UFA / EFTSL)</p> <p>Current Sacred Heart College Benchmarking: 794m² / 1100 Students = 0.72m² (UFA / EFTSL)</p>	<p>Hames Sharley recently completed the Harry Perkins Institute of Medical Research in Perth. Through specific workshops held with the users the key outcomes achieved were the level of flexibility and adaptability in the furniture for the lab. This included, height adjustable benches, the ease of swapping between benches and floor standing equipment and a 20/80 ratio between common lab bench space and 'owned' lab bench space, with the accommodation of adequate whiteboards and coat hooks. The overall space must incorporate good quality natural light and shadowless lighting to the benches.</p> <p>Labs are open with excellent light and aspect and avoid segregating areas for specific user groups.</p> <p>This project was completed in November 2013 and has set an important benchmark in the design of research and science facilities within Australia.</p>

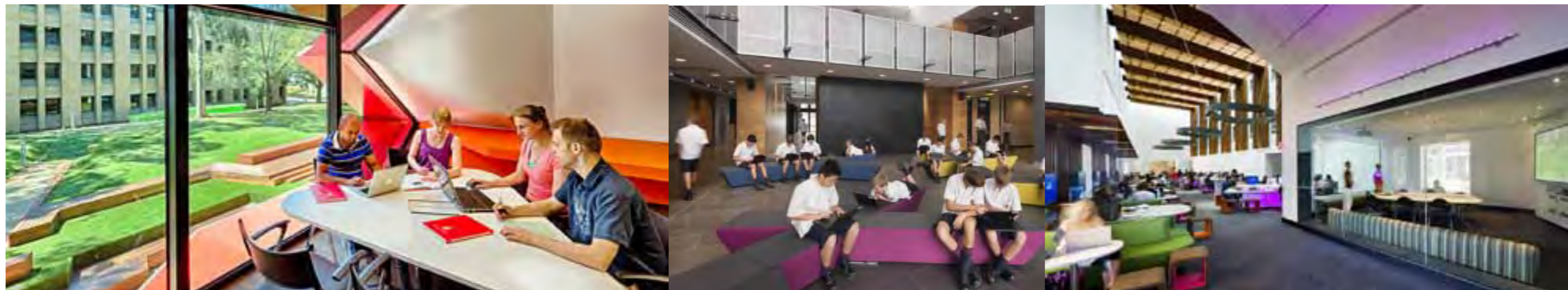
"Space is one of the major assets of higher education institutions and, on average, represents around 20% (capital and operating expenditure) of their operating costs." (TEFMA's Space Guidelines - Edition 3, 2009)







ITEM & PRIORITY	CURRENT FACILITIES	COLLEGE NEEDS / DESIRES	BENCHMARKING	CASE STUDY
LIBRARY 	<ul style="list-style-type: none"> Library - Ground Floor - 550m² Library - First Floor - 250m² 	<ul style="list-style-type: none"> Variety - a variety of spaces and sizes to reflect different learning modalities Flexibility - enhanced flexibility (openable walls, internal glass and inter-connectivity of adjacent spaces) Innovation - an innovative information resource centre incorporating online learning and vocational education and further education resource information, innovative furniture and equipment To take advantage of the views of the grounds To create a comfortable learning/study environment 	<p>Overall provision for Library space on Campus is typically in the order of 0.5m²-1.5m² UFA / EFTSL.</p> <p>Current Sacred Heart College Benchmarking: 800m² / 1100 Students = 0.7² (GFA / EFTSL)</p>	<p><i>The University of Queensland Library Research & Design Workshop</i></p> <p>During 2008, the library undertook a research plan focused on students and focus groups to identify the 'ideal' space that would support various learning activities. From 1500 responses, the results showed that students use various types of spaces provided in the library intelligently.</p> <p>The conclusion saw that place is important. Despite wanting online access to journals, books, forums, and help, students like to come to the library. While students want online access to materials, forums that provided engagement with other students and teachers, and even support such as the library's online chat service, results from the design workshop were that staff support available in person in the library and having their 'own space' within the facility were all valued aspects of the library as place.</p> <p>Flexibility in spaces is important. Students acknowledged that their need for space differs during semester. This reinforces the need for libraries to think about flexible designs that accommodate needs at various times of the year.</p> <p>Convenience is valued by students. Students are busy and the more we can do to provide convenient access and desirable spaces, the better their experience is likely to be. Things like easy access to water fountains, multiple access points to libraries and toilet facilities, and permission to eat and drink – all help to optimise their time in the library.</p> <p>The information obtained from the research into student use of library and learning spaces are considered based on five key concepts: creativity, interaction, reflection, action and communication. This has culminated in a design based on three major design zones: creative, focus, and social.</p>

"The concept of a library building is continually changing due to evolving methods of providing, managing and delivering information resources to students and the community. Detailed planning needs to take these changes into account."






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ITEM & PRIORITY	CURRENT FACILITIES	COLLEGE NEEDS / DESIRES	BENCHMARKING	CASE STUDY
<p>CLASSROOMS & GENERAL LEARNING</p> 	<ul style="list-style-type: none"> • Champagnat Wing - Ground Level - 610m² • Champagnat Wing - First Level - 610m² • Champagnat Wing - Second Level - 610m² • Hayball Wing - Ground Level - 403m² • Hayball Wing - First Level - 403m² • Champagnat East - Ground Level - 203m² • Champagnat East - First Level - 203m² • Marcellin Learning Centre - Ground Level - 687m² • Marcellin Learning Centre - First Level - 687m² • Physical Education - Ground Level - 317m² • Physical Education - First Level - 317m² 	<ul style="list-style-type: none"> • Flexible – to accommodate both current and evolving pedagogies. Facilities should be flexible, adaptable and relocatable, incorporating a range of spaces, such as clusters of classrooms, which are responsive to future changes, including ICT • Future-proofed – to enable space to be re-allocated and reconfigured • Creative – to energise and inspire learners and tutors • Supportive – to develop the potential of all learners • Enterprising – to make each space capable of supporting different purposes • Safe - create visibility in and out of classrooms 	<p>2.1-9.5m² UFA / EFTSL an average of 5.2m² UFA/EFTSL, m² UFA / Total Campus EFTSL</p> <p>Current Sacred Heart College Benchmarking:</p> <p>21% Of Teaching Space = General Learning - 5050m² Art/Tech/Home Ec. - 744m² Science Laboratory - 794m² Usable Floor Space = 6588m²</p> <p>Based on 1100 Students; 6588m² / 1100 Students = 5.99m² UFA / EFTSL</p>	<p><i>Building Schools in the 21st Century</i></p> <p>Classroom Design For Personalising Learning: As a key driver for education reform, personalising education had the following common themes:</p> <ul style="list-style-type: none"> • Learners are central • Information and communications technology (ICT) is a key enabler • Lifelong learning • Communities of collaboration. <p>Reviews of research studies on casual linkages between building design and student outcomes suggest student academic achievement improves with improved building conditions and that structural and cosmetic factors have significant impact of student performance and behaviour. The following principles have been outlined to lead school buildings supporting a wide variety of teaching and learning approaches that contribute significantly to the improved learning outcomes for all students.</p> <ul style="list-style-type: none"> • Designs should provide large, flexible spaces to allow teams of teachers to work with up to 125 students in learning neighbourhoods using a range of approaches and activities. • Design should maximise student access to the learning environment and, in doing so, must promote use and ownership of the facilities by the learner. Open access to ICT and audiovisual facilities along with access to all other learning spaces and the use of formal/informal furniture will be some of the outcomes of this principle. • Spaces must be designed for multiple users and multiple purposes concurrently and consecutively. Spaces designed for single purposes limit the capacity of schools to provide programs based upon individual learning plans. Spaces should be both formal and informal to support both teacher and student centred learning. • Spaces should have inherent flexibility to ensure learners can undertake a range of activities as individuals and teams. ICT should be ubiquitous and flexible Building schools in the 21st century furniture should enhance usage and support flexibility. • Design must integrate previously discrete functions so that eating areas, formal/informal areas, outdoor areas and circulation areas all represent opportunities for sharing and learning at all times of the school day.
				



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ITEM & PRIORITY	CURRENT FACILITIES	COLLEGE NEEDS / DESIRES	BENCHMARKING	CASE STUDY
GYM / ASSEMBLY AREA 	<ul style="list-style-type: none"> Gymnasium - 682m² Undercover - 363m² Courtyard - 51m² 	<ul style="list-style-type: none"> Community - Community access facilities, for example a performing arts/catering complex Modern facility to accommodate whole of school assemblies 	<p>TEFMA 2007 Benchmarking Survey + TEFMA 2008 Space Planning Guideline Survey:</p> <p>Informal Learning Spaces such as large Assembly areas = 2-3m² (UFA / EFTSL) Courtyard Areas (Ext) = 2-3m² (UFA/EFTSL)</p> <p>Current Sacred Heart College Benchmarking: Large Assembly areas 682m² / 1100 Students = 0.62m² (UFA / EFTSL)</p>	
ART, TECH & FOOD TECHNOLOGY AND HOSPITALITY CENTRE 	<ul style="list-style-type: none"> Art & Technical - Ground Level - 372m² Art & Technical - First Level - 372m² Food Technology and Hospitality Centre - 3000m² Performing Arts - 1400m² 	<ul style="list-style-type: none"> Technology - seamless information communication and technology (ICT) provision supporting the notion of 'anywhere/any time learning' Innovation & Design- Design should use innovative ideas to maximise the comfort and sustainability of school facilities, through effective use of energy, natural daylight, ventilation, acoustics and sustainable materials. 	<p>TEFMA 2007 Benchmarking Survey + TEFMA 2008 Space Planning Guideline Survey:</p> <p>Food & Hospitality = 6.5m² (UFA / EFTSL) Performing Arts = 1.2m² (UFA / EFTSL) Creative Arts = 0.58m² (UFA / EFTSL) Information Technology = 4.5m² (UFA / EFTSL)</p>	
RECEPTION & STAFF 	<ul style="list-style-type: none"> Paringa Hall - Ground Level - 946m² Paringa Hall - First Level - 946m² 	<ul style="list-style-type: none"> Service - Full service school offices and a community access entrance Flexible - Flexible approaches in all spaces of administration. Quiet zones, collaboration areas and personal work desk areas Break-out - Casual meeting and collaboration zones to ensure appropriate 'time-out' areas Celebration and retention of Paringa Hall 		



ITEM	CURRENT FACILITIES	COLLEGE NEEDS / DESIRES	BENCHMARKING	CASE STUDY
<p>GREENSPACES</p> 	<ul style="list-style-type: none"> • War Memorial Oval -13,500m² • Brighton Road Oval - 10,000m² 	<ul style="list-style-type: none"> • Maintain open character • Ensure all facilities support ongoing strength of sporting culture of College 	<p>External eating space used for informal learning experience can be set up at 2 to 3m² UFA per EFTSL.</p> <p>Sports & Recreation = 10.2M² (UFA / EFTSL)</p> <p>Current Sacred Heart College Benchmarking:</p> <p>23,500m² / 1100 Students = 21.36m² (UFA / EFTSL)</p>	<p><i>UK's Sustainable Schools Initiatives 2011</i></p> <p>The design of outdoor spaces is informed by a number of factors such as site and location. This in turn impacts on the scale and type of outdoor area, the natural resources of the school and the commitment to environmental sustainability and outdoor learning. In some instances, the principles of environmental sustainability have been integrated into the school design and are expected to be sustained by having children involved not only in the design but also in the care and use of the outdoor space in teaching and learning.</p> <p>Senior environmental institutions have designed the curriculum and interdisciplinary teachings in alternate environments. An outdoor pond and outdoor classroom were springboards to curricular units and nurtured a pro-environmental attitude. The students indicated that a 'natural environment' (which included facilities) and applied learning had positive psychological effects over the confines of the classroom.</p> <p>Research found students want a space for doing (to undertake a range of physical activities), thinking (to be intellectually stimulated and enjoy discovery), feeling (to appreciate colour, beauty as well as ownership) and being (to be themselves with some privacy).</p>



2.4 Case Studies



LIBRARY

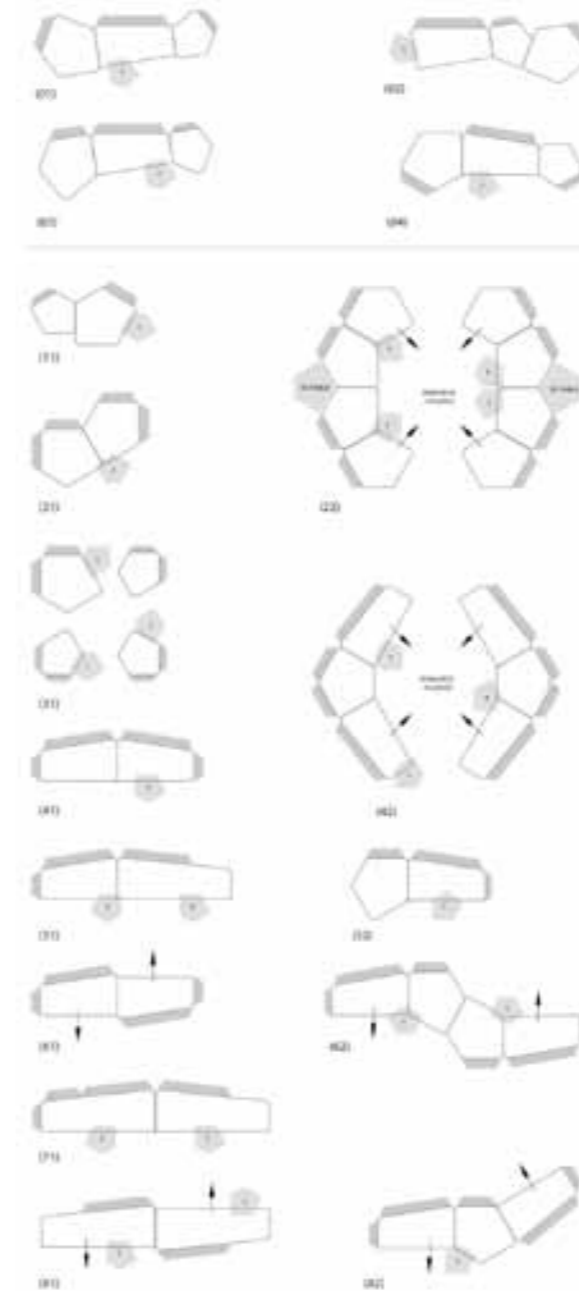
Libraries are multipurpose spaces where possibilities of creativity and innovation are fostered. These places are created through the integration of cutting edge technologies, inspirational spaces and functional design. People will meet in this space, they will hangout, learn, create and debate. The latest and most innovative library in South Australia is the New City Library in Rundle Place. The feedback from the community provided an insight into the vision for the library which incorporated the key attributes of a strong and productive community. Whether it is a community or a school, both are two in the same when it comes to a place where people can gather to learn, create and participate through flexible designed spaces accompanied with cutting edge technology. Key design factors incorporated within the City Libraries space are captivating views, outdoor rooms, incorporating internal gardens with the accompaniment of natural light and an overall space that defines breaking away from the office, or in this case the classroom, to a collaborative and inspiring environment.

The 'Pebble' from Zenith Interiors provides a multi-functional seating system which can be configured in multiple ways to encompass collaboration and group work whilst allowing the inclusion of quiet spaces. This particular product is 100% Australian Designed and has been used for a similar purpose in the library of the Brighton Grammar School in Victoria.



PEBBLE WITH BACK

CONFIGURATIONS





OPEN DESIGN
SCIENCE



SECTION 3
MASTER PLAN

VISION

“Sacred Heart will provide an exceptional learning environment that fosters community, collaboration and creativity. The College grounds will be enhanced by new buildings carefully located and designed to respect the heritage on the site and open landscape character. The built form will remain flexible to provide for a range of learning styles and changes in technology.”

3.1 Master Plan Vision



The research, analysis and consultation undertaken as part of this master planning exercise has highlighted a number of key themes that the Master Plan should capture. These themes are summarised in the following vision statement.

“Sacred Heart will provide an exceptional learning environment that fosters community, collaboration and creativity. The College grounds will be enhanced by new buildings carefully located and designed to respect the heritage on the site and open landscape character. The built form will remain flexible to provide for a range of learning styles and changes in technology.”

The vision statement captures the following key master plan elements to form guiding principles of:

- Learning
- Community & Culture
- Sense of Pride
- Flexible and Sustainable

In addition to achieving the overall vision the Master Plan also identifies a number of small short term projects to achieve “quickwins” that will enable an upgrade of a number of facilities in the short term, whilst also planning for new major projects. Classroom refurbishments with new paint, fixtures, furniture and fittings will quickly increase pride in the facilities of the College and make movements toward creating new learning environments without creating new buildings.



3.2 Assessment and Structure

To determine the appropriate priority of projects the following assessment matrix has been used.

The matrix uses two key indicators:

- Is the project of strategic importance for the College?
- Is the project critical/urgent?

Strategic importance has been defined as those projects that will take significant steps to achieving the vision of the master plan and strategic goals of the school. Typically, these projects are concerned with taking steps forward to grow curriculum or services.

Whilst projects may not be strategically important, they may be critical in terms of maintaining the presentation of grounds, catering for immediate demand/needs or be linked with funding required to be spent.

The projects on the following pages outline a short term, medium term and long term Master Plan. To assist in coordinating the works, the projects have then been included into a flow chart showing the relationships between the projects identified.

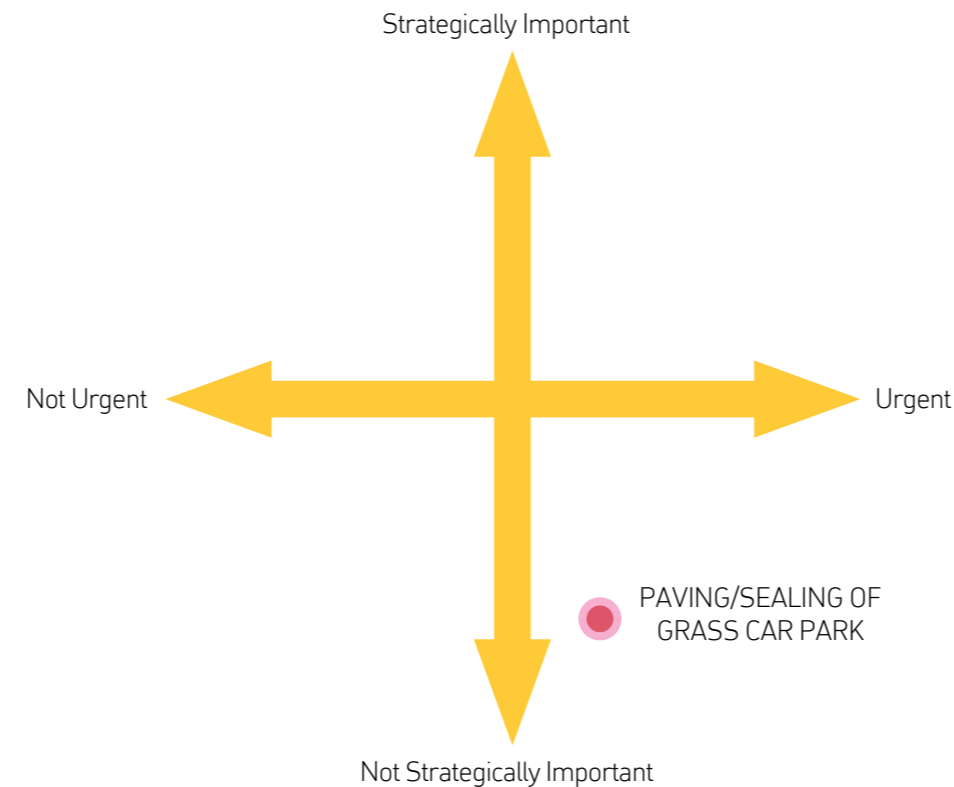
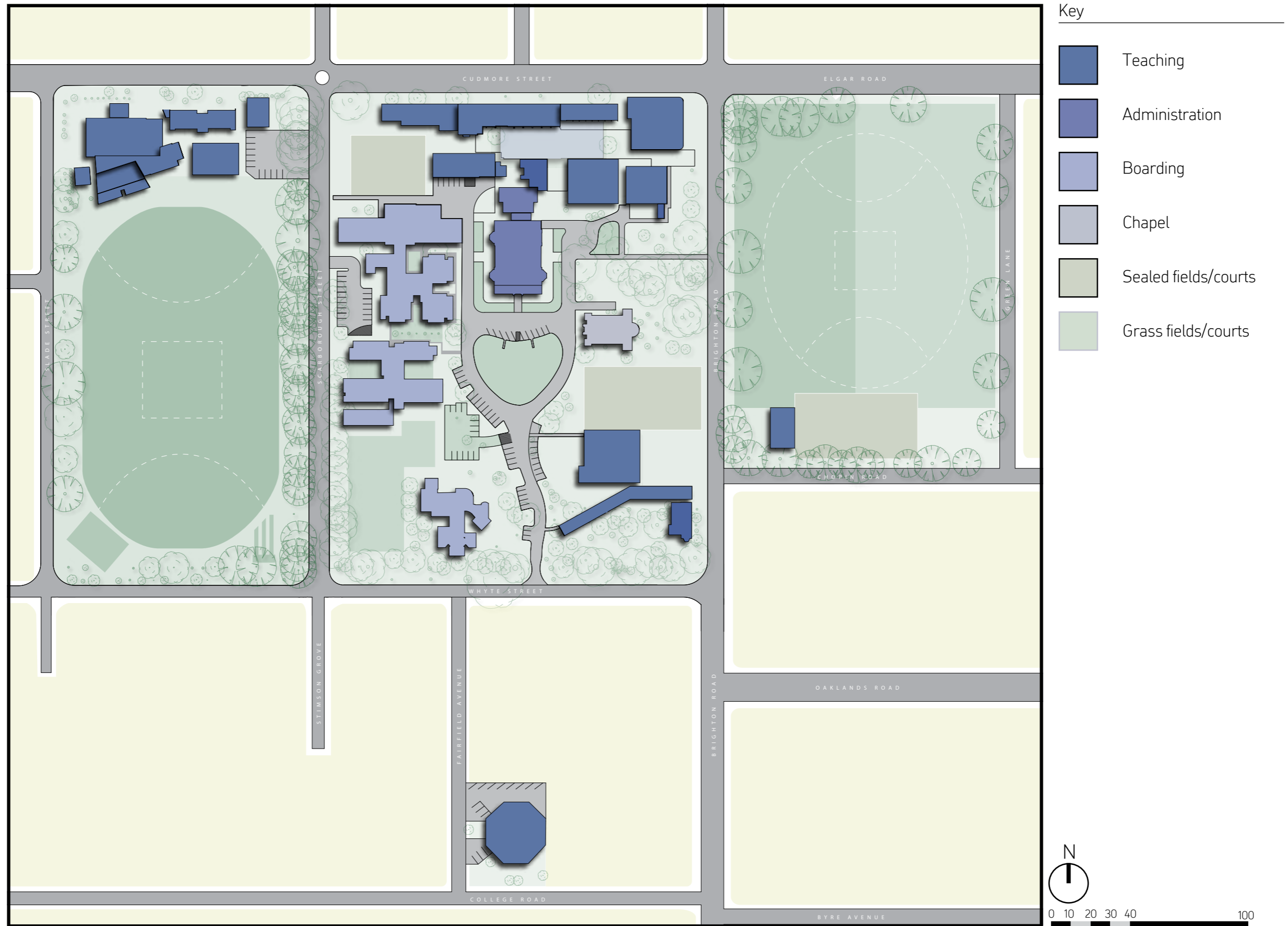
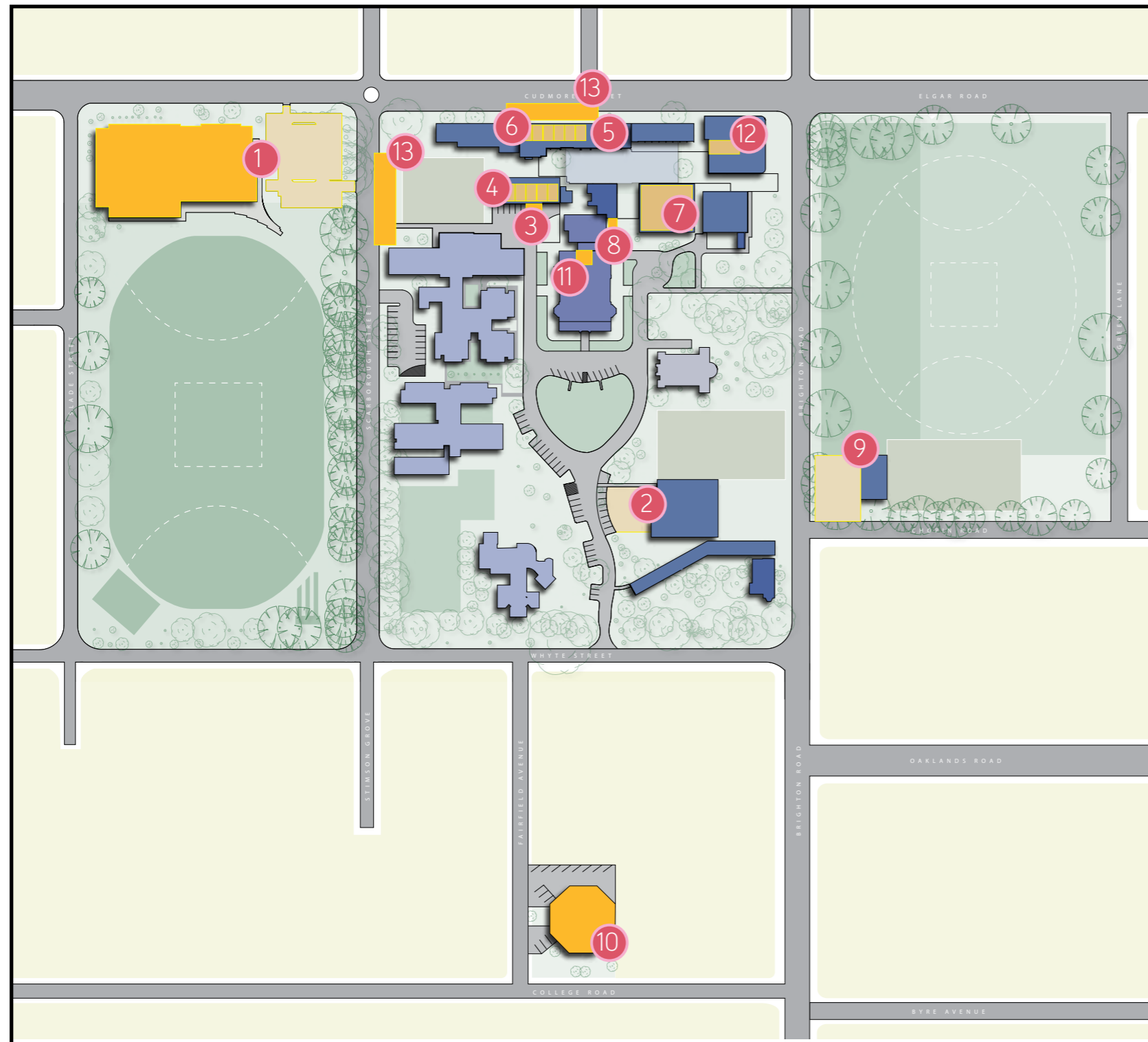


Figure 3.2.1: Example assessment matrix

3.3 Existing Conditions



3.4 Master Plan



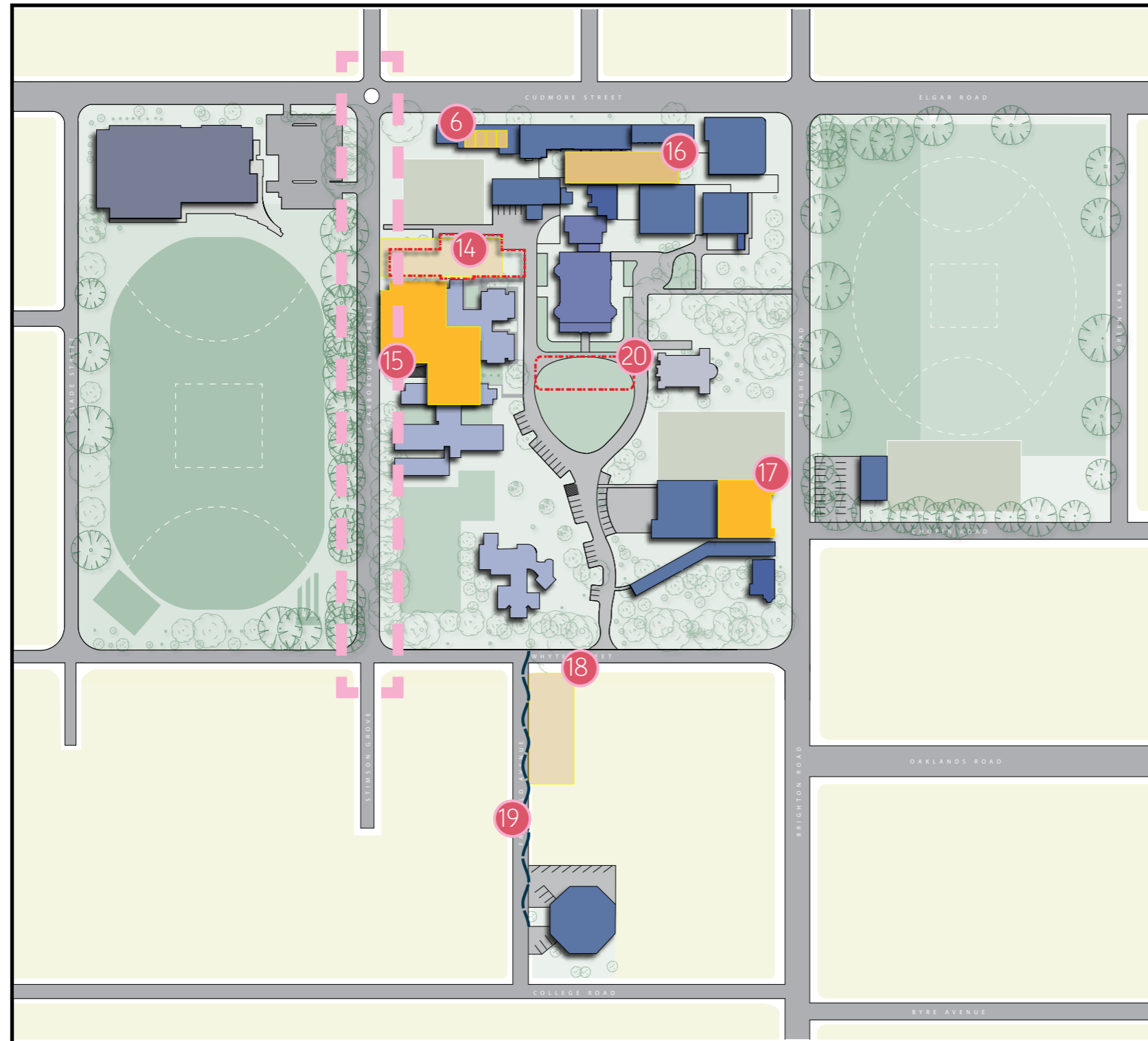
Short Term Projects

1- 3 Years

1. War Memorial Oval Upgrade
2. Additional Internal Car Park
3. Screening of Bin Area
4. Science Laboratory Upgrade
5. Champagnat Hall Cosmetic Upgrade
6. Phase 1 Classroom Upgrade
7. Library Reconfiguration
8. Canteen Stair
9. Paving of Brighton Road Oval carpark
10. Food Technology and Hospitality Centre Development
11. Staff Facilities Upgrade
12. Marcellin Office Reconfiguration
13. Drop & Go Zone


KEY

- NEW CONSTRUCTION
- REFURBISHMENT
- CARPARK/SITE WORKS
- DEMOLITION




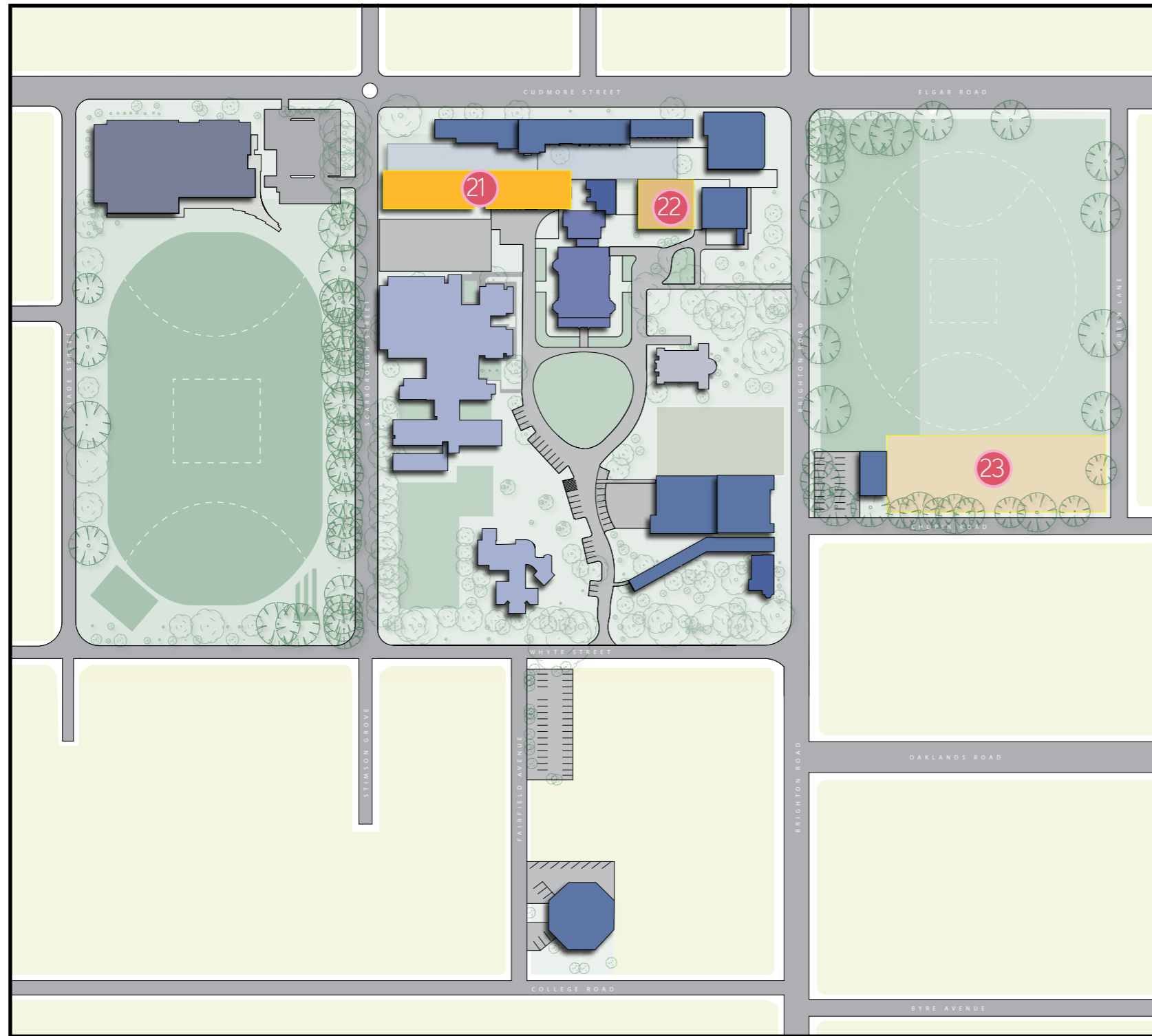
Medium Term Projects

3 - 7 Years

- 6. Phase 2 Classroom Upgrade
- 14. Demolition of Marian Wing & Construction of car park
- 15. Boarding House Extension
- 16. Quad Upgrade and Establishment of Learning Street
- 17. Construction of Drama/Dance Space
- 18. Possible Construction of Car park
- 19. Streetscape Upgrade
- 20. Paringa Hall Landscape Upgrade
-  Potential Closure of Scarborough Street

KEY

-  NEW CONSTRUCTION
-  REFURBISHMENT
-  CARPARK/SITE WORKS
-  DEMOLITION



**Long Term Projects
7 - 15 Years**

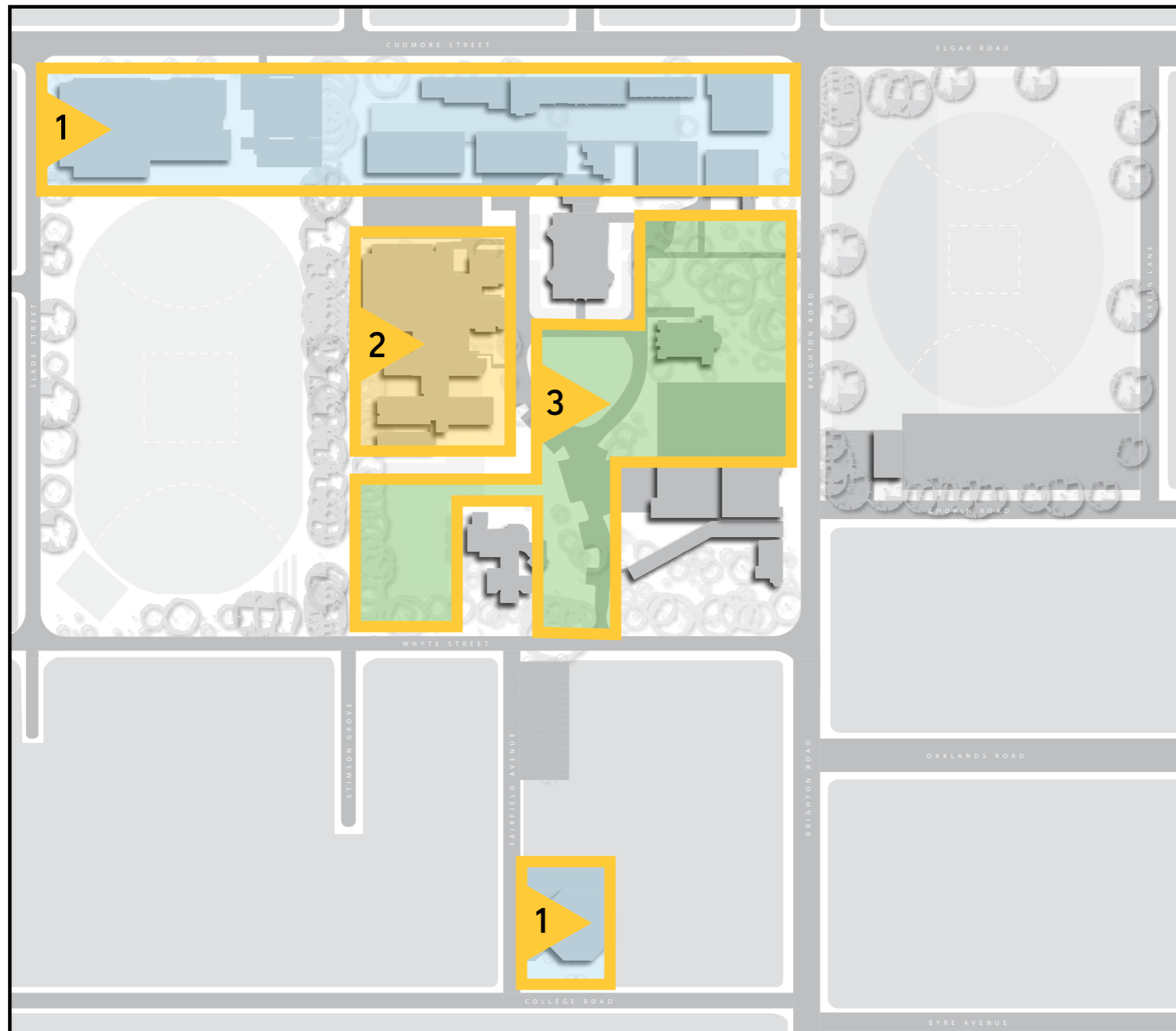
- 21. New Library, Science & Canteen
- 22. Convert Existing Library to Art and Technical Studies Extension
- 23. Outdoor Hardcourts Upgrade

KEY

- NEW CONSTRUCTION
- REFURBISHMENT
- CARPARK/SITE WORKS
- DEMOLITION



Master Plan Outcomes



1 New Learning Facilities

- Creation of a strong learning precinct and movement network through the northern area of the site
- Gym and Physical Education Spaces
- Food Technology and Hospitality Centre
- Library
- Art and Tech
- Drama/Dance
- Classrooms Refurbishments
- Champagnat Hall Refurbishment
- Science Facilities
- Consolidation of learning/teaching spaces to north of site accessed by upgraded quad.

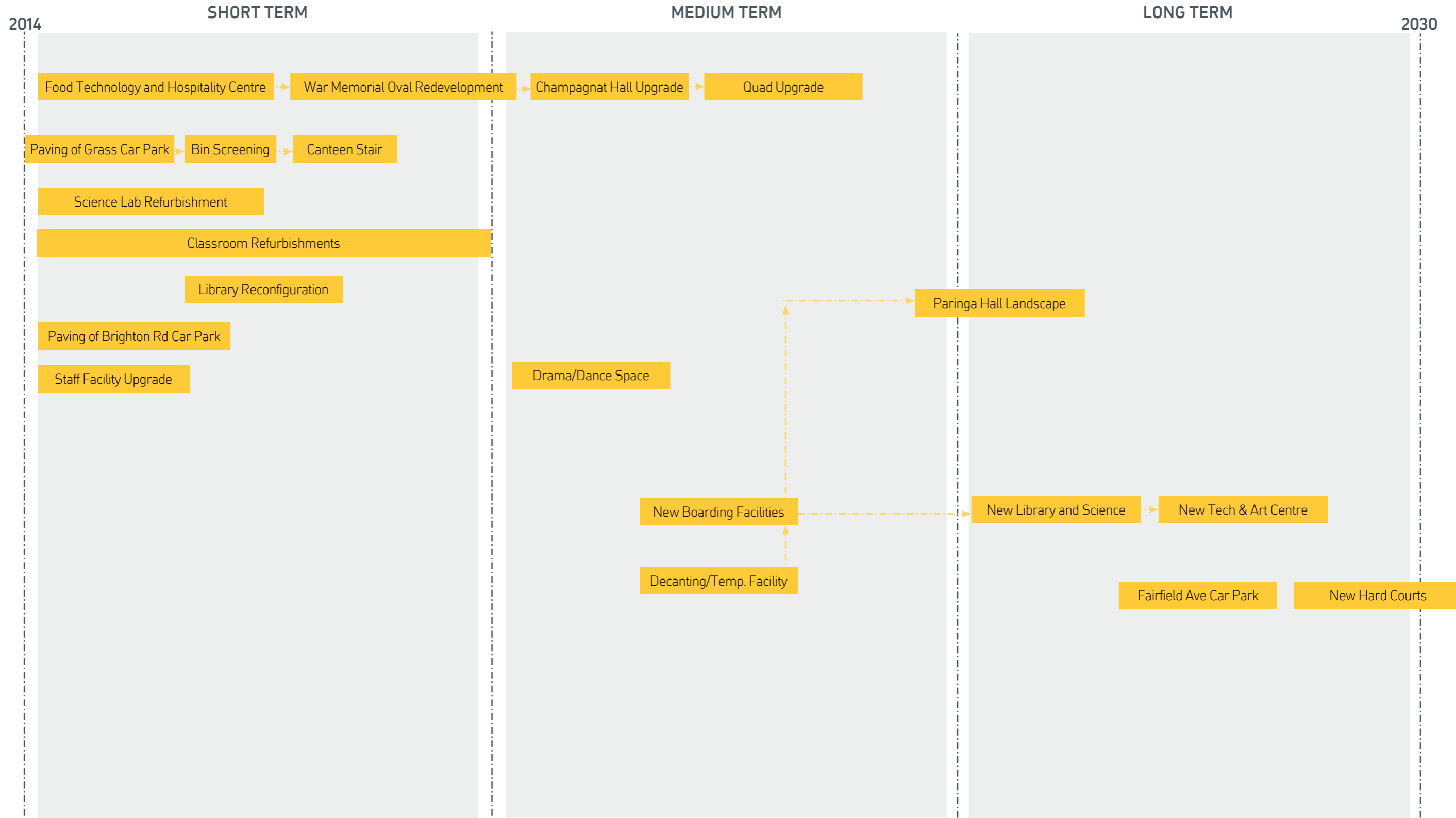
2 Boarding Outcomes

- Consolidate new facilities on site
- New common facilities and services
- 20 Additional rooms
- Openspace views maintained
- Community Outcomes

3 Landscape Outcomes

- All green space retained
- Entrance to Paringa Hall enhanced
- Link between War Memorial Oval and College enhanced through closure of Scarborough Street

3.5 Staging and Priorities



3.6 Land Acquisition Priorities



The land acquisition plan has been created to assist the College in determining what areas of the surrounding land will be of benefit to the long term aspirations. Given the link that has already been created toward the St Paul's Church site, purchasing land to link the College to the Church site will be of benefit. Future uses could include parking and hard court areas.

The most strategic parcel of land to the College site is the existing Scarborough Street. Whilst owned by the City of Holdfast Bay, Council can sell roads after completing the lengthy Roads Closing process.

Whilst the process involved will take a considerable amount of time, the opportunities that the land will provide include formalising car park entries and parking spaces, additional land for boarding house facilities, the consolidation of the two sides of the road to increase student safety, and additional greenspaces for boarders.



Key

- High
- Medium
- Low

3.7 Projects

1. War Memorial Oval

Project Description & Scope

Demolition of existing home economic centre, grandstand and gym. Replace with facility comprising the following:

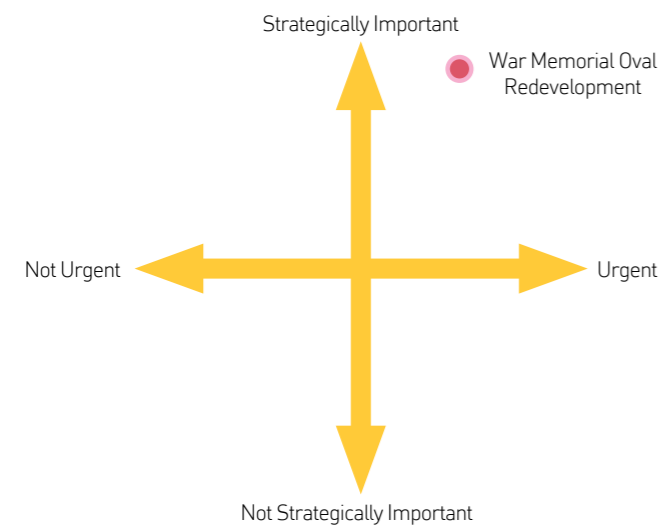
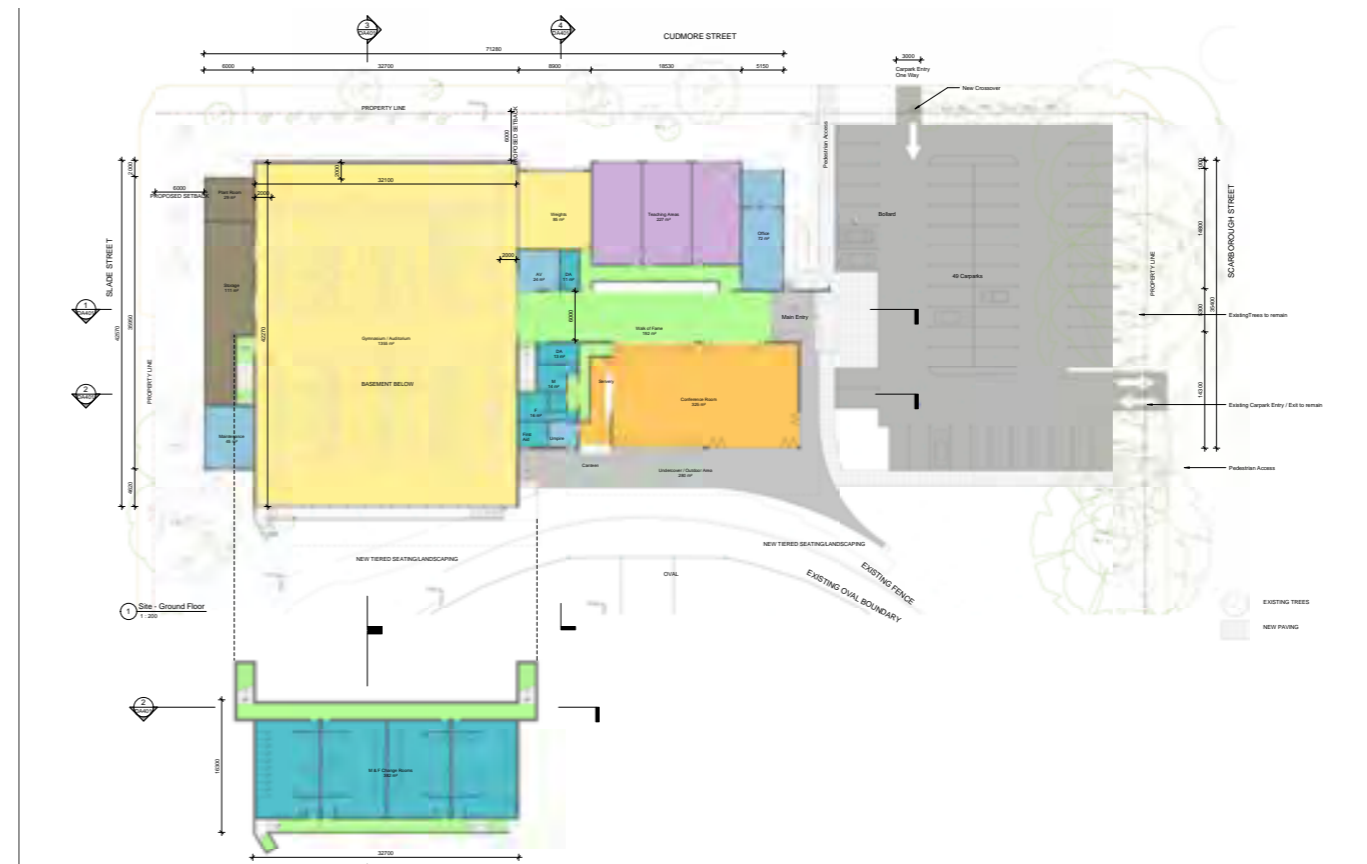
- Gymnasium/Auditorium with capacity for 1200 people.
- Ancillary training area, A/V room, change rooms,
- storage and maintenance facilities
- Three teaching rooms and teacher office facilities;
- Associated Parking Spaces

Current Status

Planning Consent Granted.

Cost Opinion

\$11mil - RLB Cost Estimate Dec 2012.





2. Additional Internal Car Park

Project Description & Scope

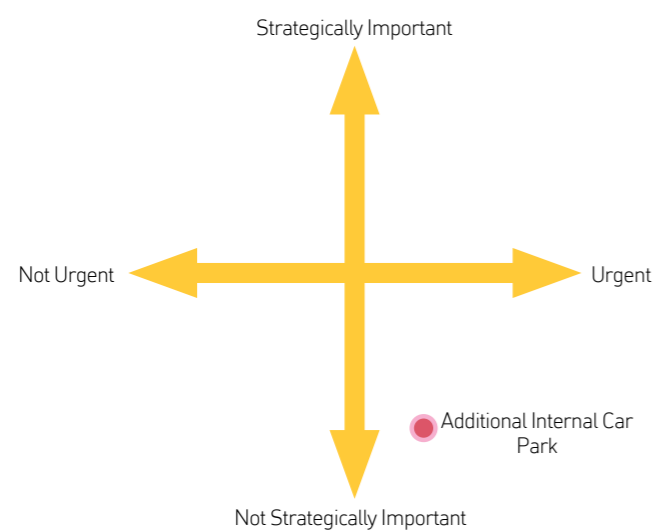
Construction of a new carpark adjacent the main entry road and the Performing Arts Centre will provide additional on site parking spaces without compromising significant greenspaces.

Current Status

No works undertaken.

Cost Opinion

Generic Square Meter Rate - 450m² @ \$60/m² = \$20,000 - \$30,000



3. Screening of Bin Area

Project Description & Scope

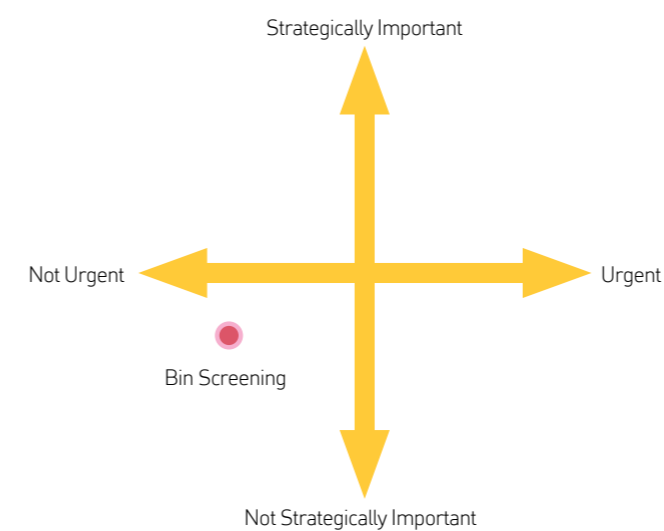
Screening of the general bin and rubbish storage area adjacent the existing science labs. An alternate option is to consider working with a waste contractor to move the bin location to the services area to the east of Paringa Hall. Screening of all bin locations will be required to be at least 1.8m high and should be in colours and materials that are sympathetic to the adjacent buildings.

Current Status

No works undertaken.

Cost Opinion

13 linear meters @ \$200/lm - \$300/lm = \$2,600 - \$3,900



4. Science Laboratory Upgrades

Project Description & Scope

Cosmetic upgrades of science labs (rooms 120, 121, 220, 221 & 222) located within Science Centre.

Scope of upgrades include:

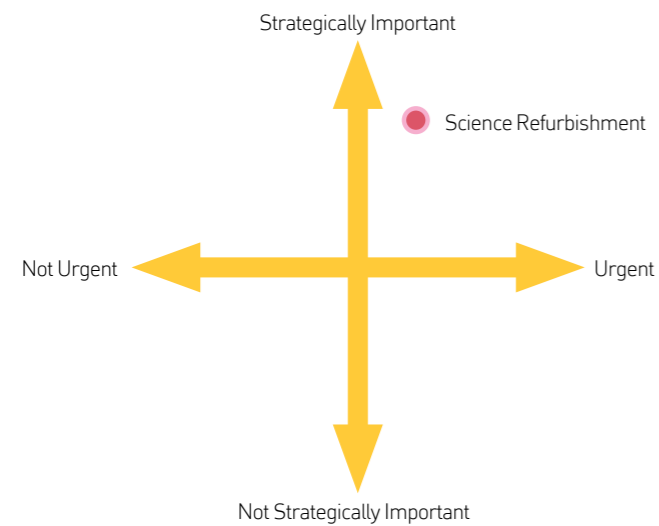
- Renovation of all corridor areas including new joinery, flooring and painting.
- New curtains/blinds to rooms.
- New paint.
- Remove existing doors and widen doorways to comply with disabled access requirements.
- New doors containing transparent glass and/or transparent side light.
- New lab facilities including joinery and layout.
- New demonstration space.
- Establishment of common working areas within classroom environment.

Current Status

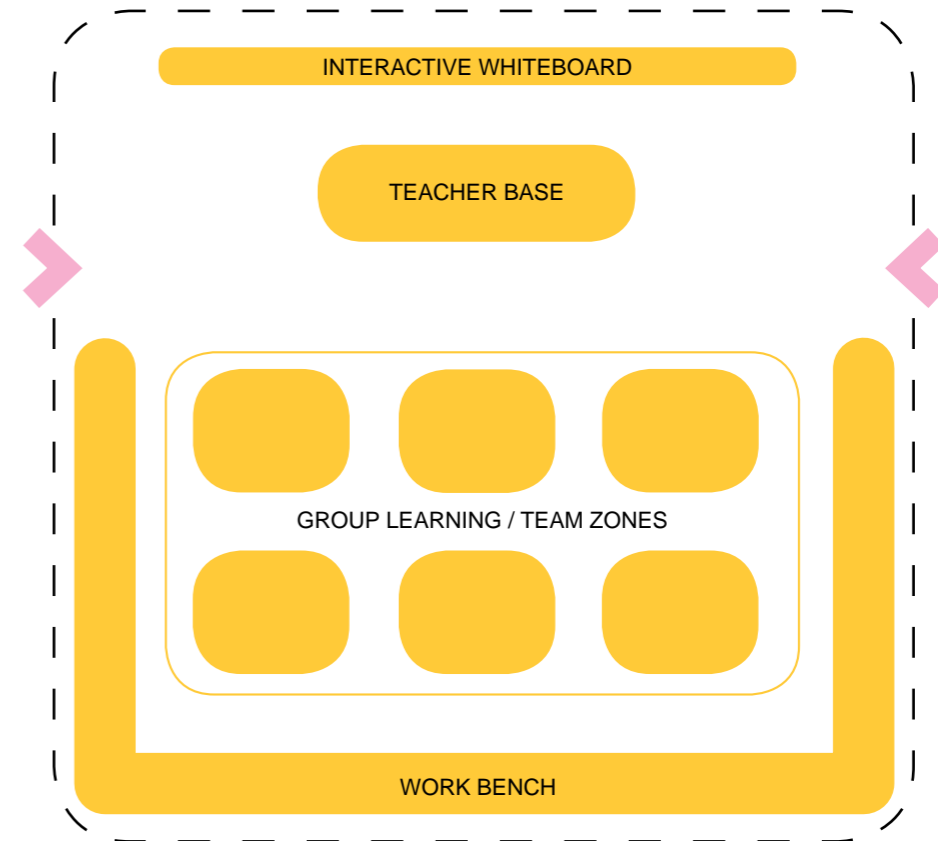
No works undertaken.

Cost Opinion /Budget

TBC



Generic Layout Concept





5. Champaignat Hall Cosmetic Upgrade to become Hub space

Project Description & Scope

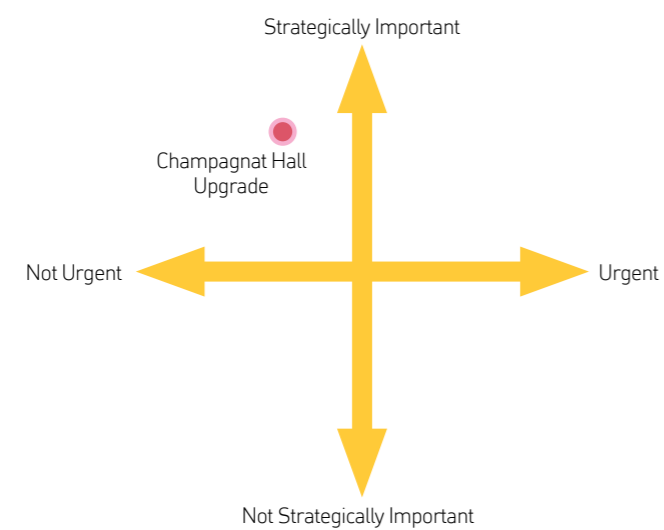
Cosmetic upgrade of the internal layout and fixtures/fittings of Champaignat Hall. The Hall has opportunities to become a hub space and group learning/interaction space to offer a different teaching/learning environment. Once the War Memorial Oval has been constructed the current exams that are held in the Hall can be moved to the gym and conference spaces to allow for new uses to occur in the Hall. Consultation with students and staff should occur on the type of space to be created to ensure maximum use and flexibility. The establishment of a new "Hub" space will relieve the pressure of the Library spaces and reinforce the collaborative culture of learning at the College.

Current Status

No works undertaken.

Cost Opinion /Budget

TBC



6. Classroom Refurbishment

Project Description & Scope

Cosmetic upgrades of classrooms throughout the Champagnat Wing, 21 classroom spaces in total.

Scope of works include:

- Renovation of all corridor areas including new joinery, flooring and painting.
(Recognise impact of asbestos in building and limitations on works)
- New curtains/blinds to rooms.
- New paint.
- Remove existing doors and widen doorways to comply with disabled access requirements.
- New doors containing transparent glass and/or transparent side light.
- New furniture with a variety of styles to cater for different learning/teaching styles.
- Establishment of common working areas within classroom environment.

Work Schedule

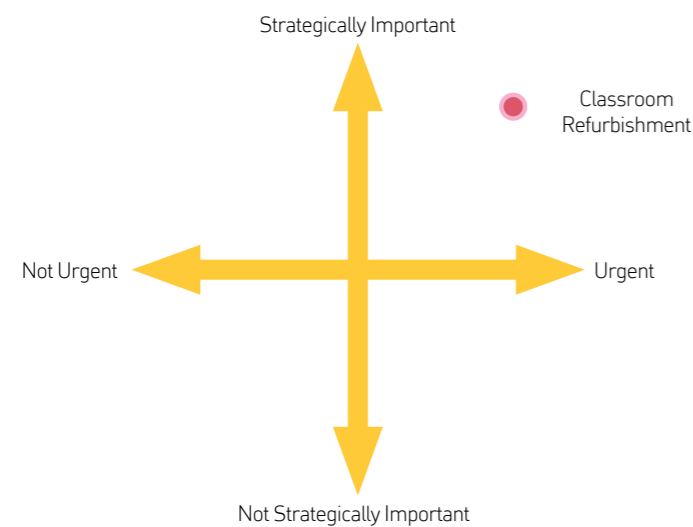
7 classrooms per year over 3 years.

Current Status

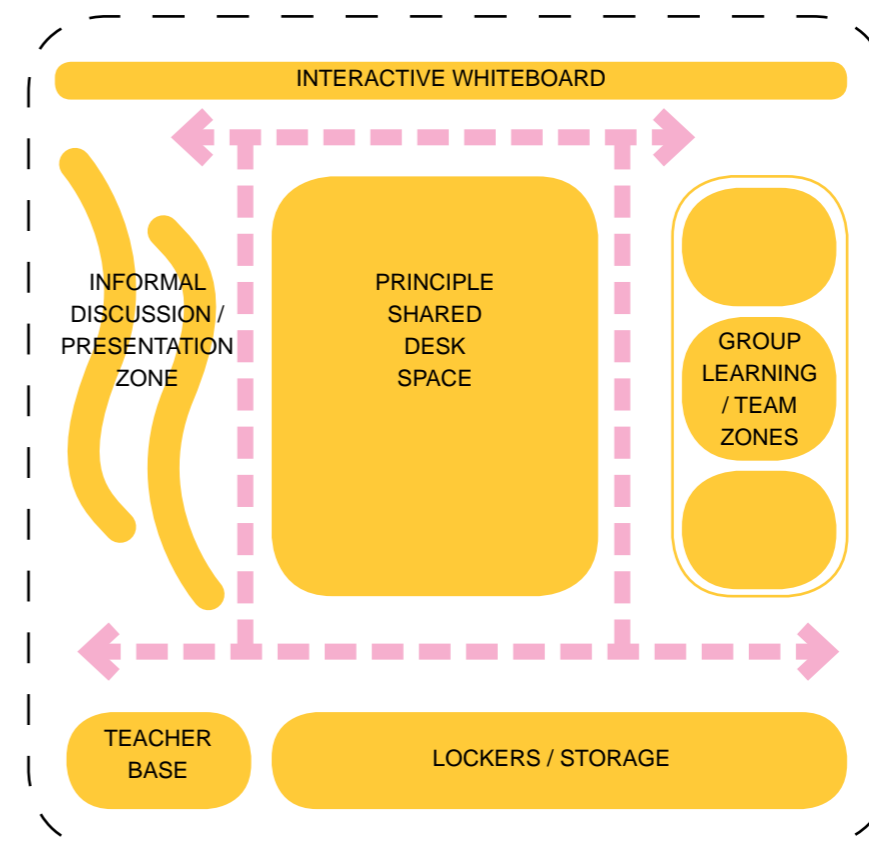
No works undertaken.

Cost Opinion /Budget

TBC



Generic Classroom Layout





7. Library Reconfiguration

Project Description & Scope

Reconfigure library to take advantage of views to the gardens to the south and create a more accessible and collaborative environment. The library is currently the hub of out of hours learning and provides an important collaborative role within the College. The works should also look at the way the collection is stored and managed to ensure the space is used to its maximum efficiency.

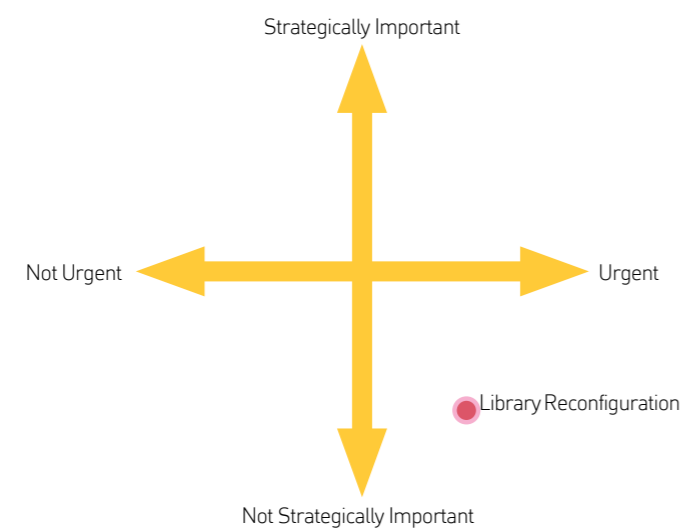
Collaborative learning environments will be created along with a high level of comfort in furniture to encourage students to spend time in the spaces. Importantly the library should reflect the type of spaces currently being developed by universities to prepare the senior school students for their next phase of education.

Current Status

No works undertaken.

Cost Opinion /Budget

TBC



8. Canteen Stair

Project Description & Scope

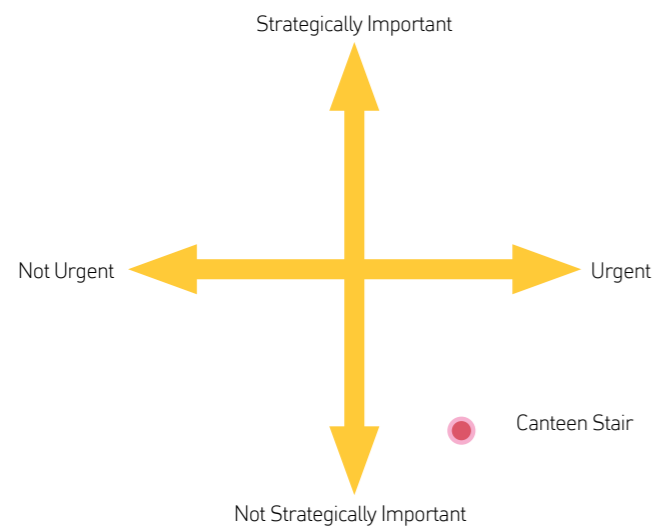
Upgrade stairs adjacent canteen.

Current Status

No works undertaken.

Cost Opinion /Budget

TBC



9. Paving of Brighton Road Car Park

Project Description & Scope

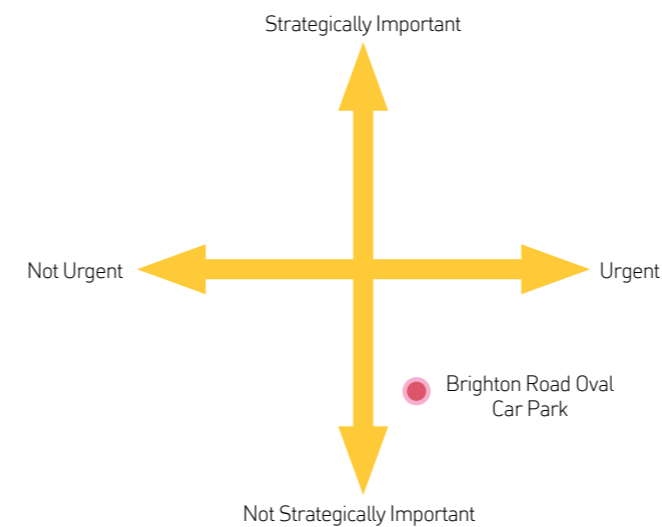
Paving of the existing informal parking space on the Brighton Road Oval site between Brighton Road and existing change rooms. Water run off should be directed into the existing storm water system or WSUD (Water Sensitive Urban Design) water treatment/reuse swales may be incorporated into the garden areas between the parking space and Brighton Road.

Current Status

No works undertaken.

Cost Opinion

Generic Square Meter Rate - 450m² @ \$60/m² = \$20,000 – \$30,000





10. Food Technology and Hospitality Centre

Project Description & Scope

Convert the existing St Paul's Church building into a new Food Technology and Hospitality Centre.

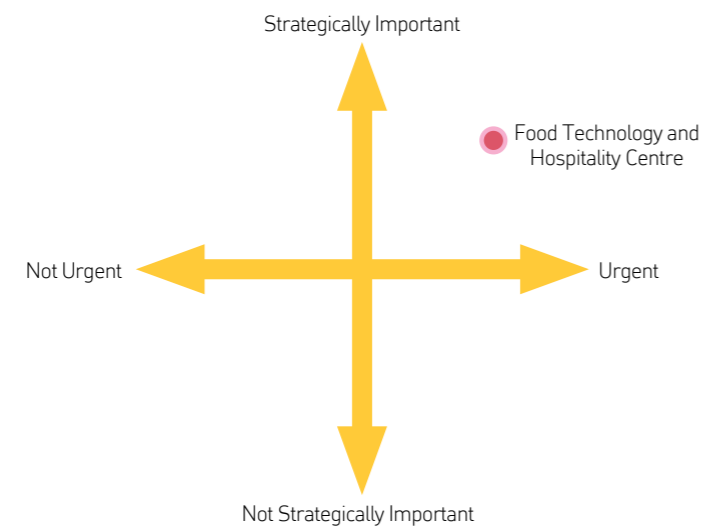
The facility will contain new demonstration spaces and student preparation areas along with meeting rooms and teacher preparation areas.

Current Status

Detailed Design and Costing

Cost Opinion/Budget

\$1.3million



11. Staff Facilities Upgrade

Project Description & Scope

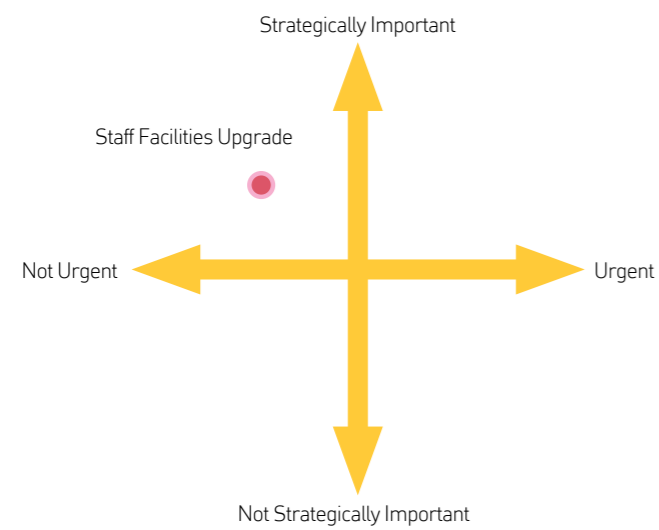
Upgrade of staff lounge. Works include kitchenette, meeting area, quiet working space, break-out lounge, and casual dining facilities.

Current Status

Concept Stage.

Cost Opinion /Budget

TBC





12. Marcellin Office Reconfiguration

Project Description & Scope

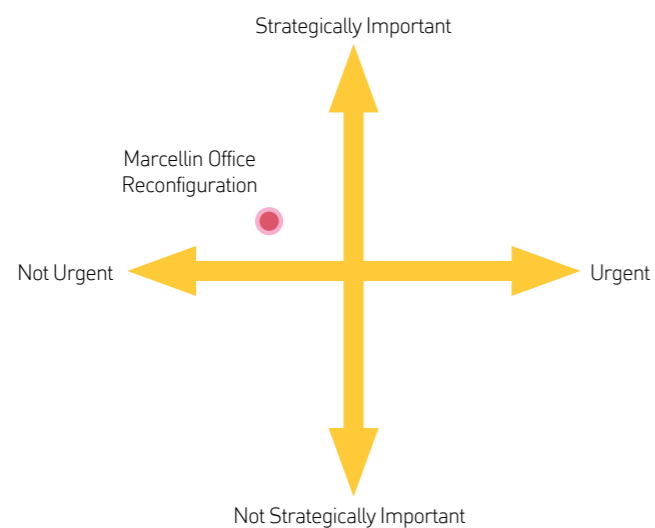
Reconfiguration of offices within the Marcellin Office in consultation with staff.

Current Status

No works undertaken.

Cost Opinion

TBC.



13. Drop & Go Zone

Project Description & Scope

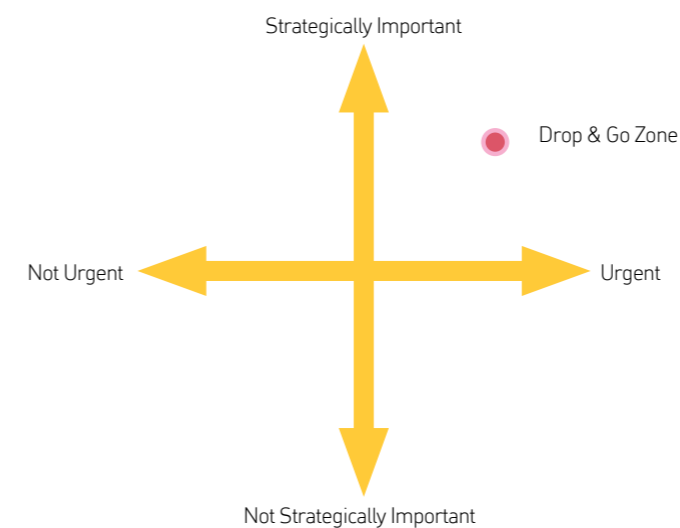
Construction of a purpose-built 'Drop & Go' Zone on either Scarborough Street or Cudmore Street. The detailed design and traffic engineering will dictate the areas required and thus may impact the location.

Current Status

No works undertaken.

Cost Opinion/Budget

TBC - Scope and size dependant.



14 & 15. Demolition of Marian Wing, Construction of Boarding Facilities and Car Park

Project Description & Scope

Undertake an extension of the boarding facilities to accommodate 20 additional female boarders by adding one or two levels on top of the existing boarding house. In addition to the new rooms, new facilities currently located within the Marian Wing will need to be incorporated into the redevelopment to allow the Marian Wing to be demolished. The demolition of the Marian Wing will be replaced with at-grade parking spaces accessed off Scarborough Street along with the ability to create formalised loading areas away from the internal College pedestrian movement networks.

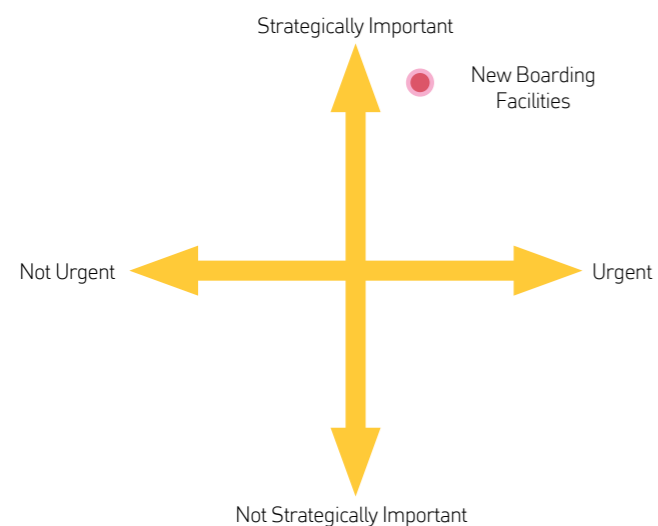
The addition will be required to be an upper level extension. Three levels is possible if sensitively designed.

Current Status

No works undertaken.

Cost Opinion/Budget

TBC



16. Quad Upgrade & Establishment of Learning Street

Project Description & Scope

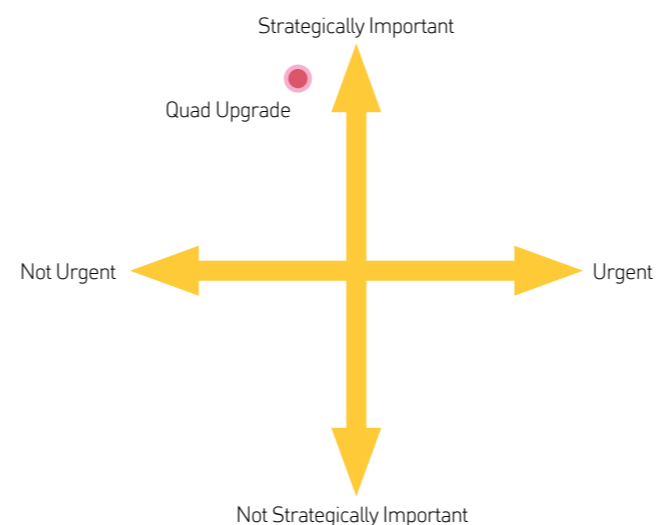
The 'Quad' space will no longer be required for whole of College assemblies once the War Memorial Oval development is complete. The 'Quad' can then be greater utilised to create the central meeting spot and "public" spaces within the teaching environment along the northern side of the College. The 'Quad' acts as a "street" providing a means of moving between different classes, but also becomes a place of social interaction. New landscape treatments including furniture upgrades will create a plaza/square or alfresco type space. The canteen can spill onto the street much like a café. Entrances to individual buildings or classrooms can be converted to have unique identities to reflect the activities that occur beyond; much like the front yard of a home or shop front in a main street. Outdoor teaching spaces can be created along the street to enable classes to be taught outside.

Current Status

No works undertaken.

Cost Opinion/Budget

TBC





17. Drama / Dance Space

Project Description & Scope

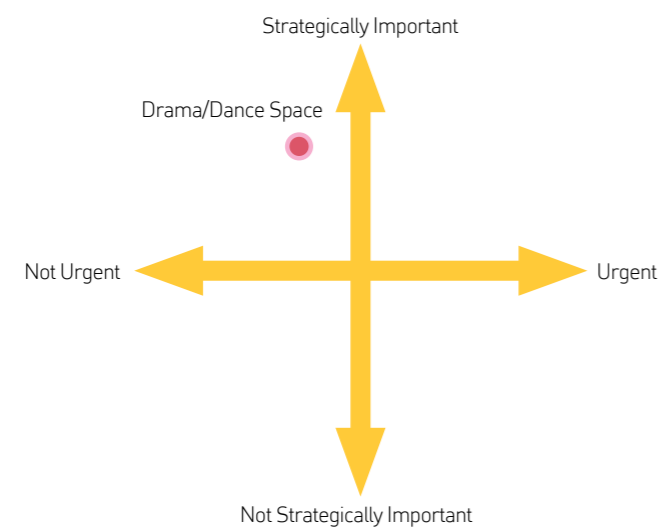
The conversion of St Paul's Church to the Food Technology and Hospitality Centre will require a purpose built drama/dance space to be created. One logical location is between Brighton Road and the existing Performing Arts Centre to take advantage of under-utilised space.

Current Status

No works undertaken.

Cost Opinion/Budget

TBC



18. Construction of Additional Car Parking

Project Description & Scope

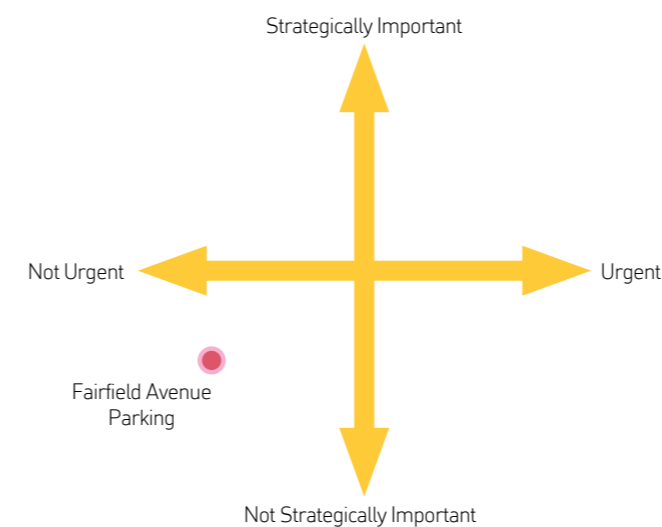
If the opportunity arises along Fairfield Avenue to purchase properties between the main college campus and the St Paul's Church additional car parking to relieve on site spaces may be established. This parking could specifically be for staff and students, where movements are expected to only occur between morning and afternoon peaks.

Current Status

No works undertaken.

Cost Opinion/Budget

TBC



19. Streetscape Upgrades

Project Description & Scope

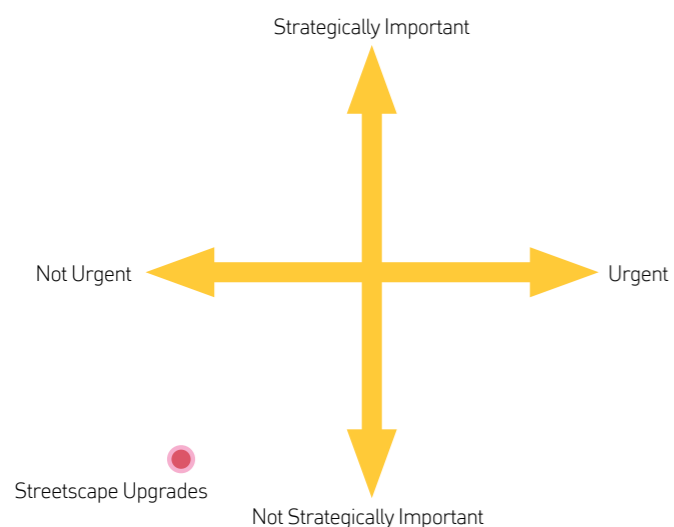
As the College looks to extend land holdings toward the St Paul's Church Site along Fairfield Avenue and more students will use the street, a variety of streetscape upgrades could be explored to slow traffic in the area. Additionally, the provision of wider footpaths and increased street tree planting will in turn create a safer environment for students to move between sites. These works would need to be coordinated as part of Council's ongoing capital upgrades.

Current Status

No works undertaken.

Cost Opinion/Budget

TBC



20. Paringa Hall Landscape Improvements

Project Description & Scope

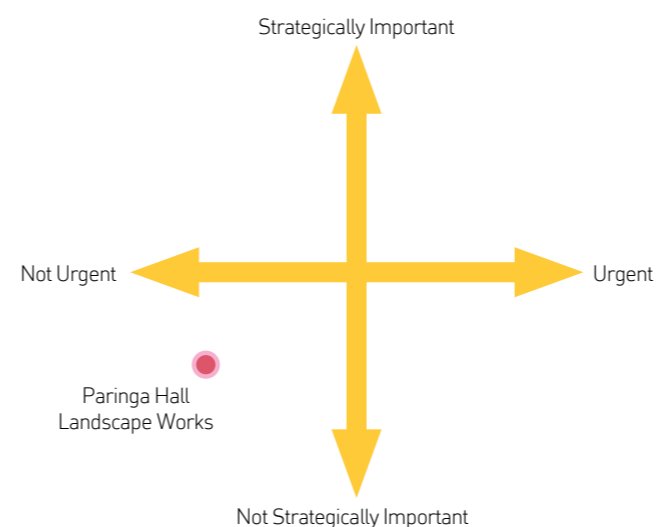
Increased parking in other areas of the site enables the parking around the entrance to Paringa Hall to be removed. The reduced traffic through the site as parking spaces are established on the edge of the site will also increase student and visitor safety within the grounds of the College. As the parking spaces are removed, additional greenspace can be provided with a formal landscape setting in front of the grand entrance to the heritage listed Paringa Hall. Enhancing the setting around Paringa Hall strengthens the sense of pride around the grounds of the College.

Current Status

No works undertaken.

Cost Opinion/Budget

TBC





21. Construct New Library, Canteen and Science Facilities

Project Description & Scope

Extend the “Learning Street” with the construction of two buildings on the southern side of the Quad to accommodate a new library space, based on current university library space standards, and the addition of new science laboratories. The two buildings could be staged to first build new science facilities before the old facilities are removed. Demolition of the existing science facilities can then occur and construction of the new library space in the heart of the College will follow.

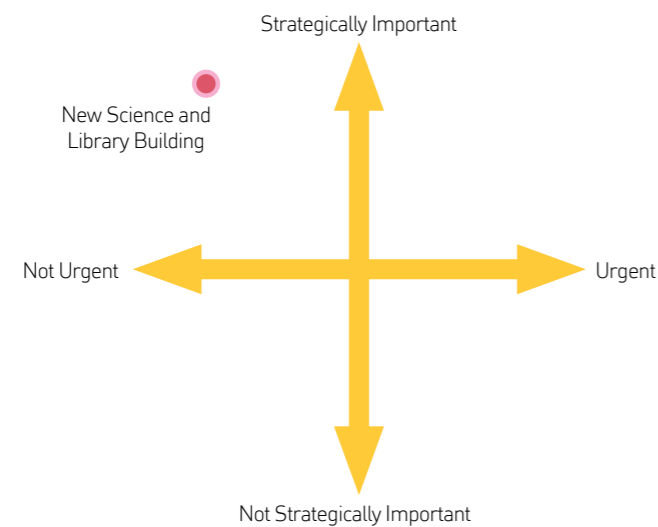
The new science facilities provide the opportunity to take advantage of new advances in the education of science, and new research methods such as robotics and electrical engineering.

Current Status

No works undertaken.

Cost Opinion/Budget

TBC



22. Convert Existing Library to Art and Tech Extension

Project Description & Scope

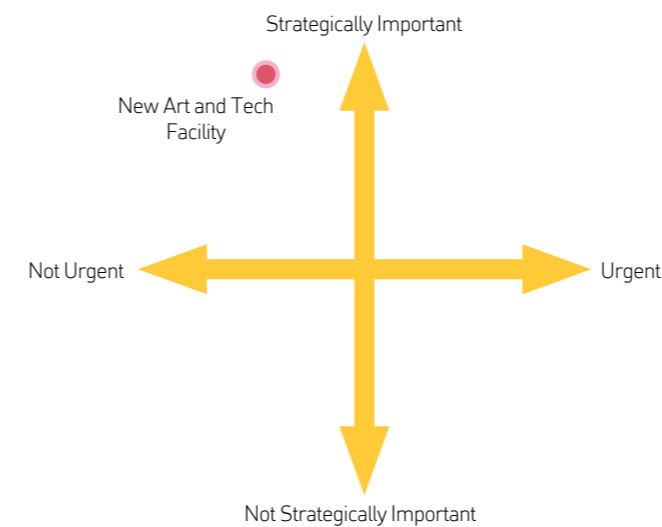
Retain the existing fabric of the library building, however convert to extend the art and tech spaces. The current library space, with views over the greenspaces to the south lends itself to becoming an art studio, divided into a number of spaces that encourage creativity and inspire students. The high ceiling can be utilised to promote a sense of space. The existing art facility will be converted to “clean tech” spaces for additional new teaching spaces.

Current Status

No works undertaken.

Cost Opinion/Budget

TBC



23. Outdoor Hardcourts Upgrade

Project Description & Scope

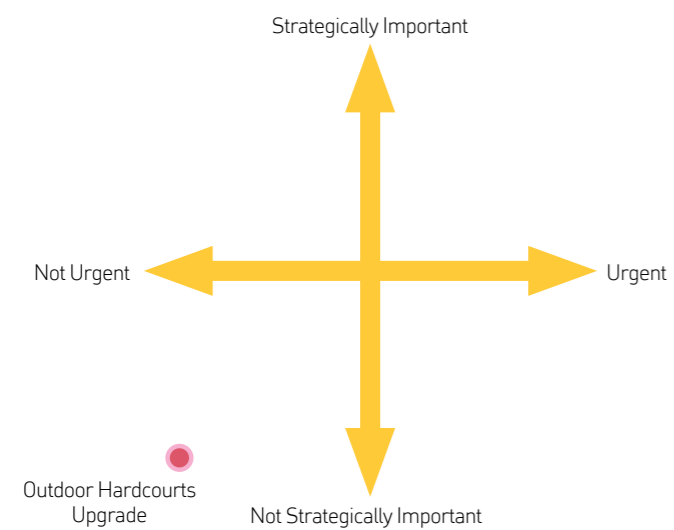
Upgrade and extend existing Brighton Road Oval hard courts. Resurfacing and construction of new courts will cater for additional netball and tennis teams to train and play.

Current Status

No works undertaken.

Cost Opinion/Budget

\$500k.



3.8 2030 Master Plan Vision





**Hames
Sharley**

ARCHITECTURE
INTERIORS
URBAN DESIGN
PLANNING
LANDSCAPE

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