

Schedule 2.2(a)i

via email: Schedule 2.2(a)ii

Dear Ms Clay,

FREEDOM OF INFORMATION REQUEST

I refer to your application under section 30 of the *Freedom of Information Act 2016* (the Act), received by Major Projects Canberra (MPC) on 9 February 2024, in which you sought access to:

Contract 2018.30416.300

All documents associated with the contract and tender including the tender evaluation report, the draft brief to tenderers, their responses and any subsequent correspondence with the successful tenderer on the draft brief as well as any correspondence regarding the cancelling of the contract.

We would also like all correspondence regarding this contract between Major Projects Canberra and any other ACT Government Directorate during the calendar years 2017-2019.

Authority

I am an Information Officer appointed by the Director General under section 18 of the Act to deal with access applications made under Part 5 of the Act.

Decision on access

Searches were completed for relevant documents and fifty one (51) documents were identified that fall within the scope of your request.

My decision in relation to the documents relevant to your request is summarised as follows:

- full release of twenty three (23) documents;
- partial release of twenty eight (28) documents.

My decision is detailed further in the following statement of reasons.

Statement of Reasons

In making my decision on disclosing government information, I must identify all relevant factors in schedule 2 of the FOI Act and determine, on balance, where the public interest lies. In reaching my access decision, I have taken the following into account:

Factors favouring disclosure in the public interest (Schedule 2, Section 2.1)

- Section 2.1(a)(i) - promote open discussion of public affairs and enhance the government's accountability; and
- Section 2.1(a)(ii) contribute to positive and informed debate on important issues or matters of public interest. (iv) ensure effective oversight of expenditure of public funds;

The release of this information may possibly help to create positive and informed discussions. I consider that disclosing the contents of the information sought could reasonably contribute to discussion of public affairs. I am satisfied that these are relevant considerations favouring disclosure in this case, and in the interests of enhancing open discussion, I afford them significant weight.

Factors favouring non-disclosure in the public interest (Schedule 2, Section 2.2)

- Section 2.2(a) (ii) prejudice the protection of an individual's right to privacy or any other right under the Human Rights Act 2004

I consider that the protection of an individual's right to privacy, especially in the course of dealings with the ACT Government is a significant factor as the parties involved have provided their personal contact information for the purposes of working with the ACT Government. I have considered this information and in my opinion the protection of individuals' personal details outweighs the benefit which may be derived from releasing them.

- Section 2.2(a)(xi) prejudice trade secrets, business affairs or research of an agency or person;

I have also considered the impact of disclosing information which relates to business affairs. In the case of *Re Mangan and The Treasury* [2005] AATA 898 the term 'business affairs' was interpreted as meaning 'the totality of the money-making affairs of an organisation or undertaking as distinct from its private or internal affairs'. Schedule 2 section 2.2(a)(xi) allows for government information to be withheld from release if disclosure of the information could reasonably be expected to prejudice the trade secrets, business affairs or research of an agency or person.

I am satisfied that release of some of the information identified as relevant to your request would have significant impact on the business affairs of entities involved in procurement activities with the ACT Government. It is therefore considered as part of 'the totality of the money-making affairs of an organisation or undertaking' as defined in the case of *Re Mangan and The Treasury* [2005] AATA 898. Accordingly, I have decided this information is not in the public interest to release.

Online Publishing – Disclosure Log

Under section 28 of the Act, MPC maintains an official online record of access applications called a disclosure log. Your original access application, my decision and documents released to you in response to your access application will be published in the MPC disclosure log three (3) to ten (10) working days after the date of the decision. Your personal contact details will not be published. You may view the MPC disclosure log at [FOI disclosure log - Major Projects Canberra \(act.gov.au\)](https://www.act.gov.au/foi-disclosure-log-major-projects-canberra).

Ombudsman Review

My decision on your access request is a reviewable decision as identified in Schedule 3 of the Act. You have the right to seek Ombudsman review of this outcome under section 73 of the Act within 20 working days from the day that my decision is published in the MPC disclosure log, or a longer period allowed by the Ombudsman.

If you wish to request a review of my decision you may write to the Ombudsman at:

The ACT Ombudsman
GPO Box 442
CANBERRA ACT 2601

Via email: actfoi@ombudsman.gov.au

ACT Civil and Administrative Tribunal (ACAT) Review

Under section 84 of the Act, if a decision is made under section 82(1) on an Ombudsman review, you may apply to ACAT for review of the Ombudsman decision. Further information may be obtained from the ACAT at:

ACT Civil and Administrative Tribunal
Level 4, 1 Moore Street
GPO Box 370
CANBERRA CITY ACT 2601

Telephone: (02) 6207 1740
<http://www.acat.act.gov.au>

Should you have any queries in relation to your request, please contact me by telephone on (02) 6205 5288 or email MPCFOI@act.gov.au.

Yours sincerely,

Schedule 2.2(a)ii

Nikki Pulford
Information Officer
Major Projects Canberra
24 June 2024

FREEDOM OF INFORMATION REQUEST SCHEDULE

Please be aware that under the *Freedom of Information Act 2016*, some of the information provided to you will be released to the public through the ACT Government's Open Access Scheme. The Open Access release status column of the table below indicates what documents are intended for release online through open access.

Personal information or business affairs information will not be made available under this policy. If you think the content of your request would contain such information, please inform the contact officer immediately.

Information about what is published on open access is available online at: <https://www.act.gov.au/majorprojectscanberra/home>

FOI Reference Number		Request Details				
MPCFOI2024/01		<i>All documents associated with the contract and tender including the tender evaluation report, the draft brief to tenderers, their responses and any subsequent correspondence with the successful tenderer on the draft brief as well as any correspondence regarding the cancelling of the contract.</i>				
Ref No.	No. of Folios	Description	Date	Status	Reason for non-release or partial release	Open Access release status
1.	1-2	Email correspondence – 'City College Architectural Consultant – Single Select'	1 June 2018	Partial	Section 2.2(a)ii Personal Privacy	
2.	3	Email correspondence – 'This afternoons meeting'	27 June 2018	Partial	Section 2.2(a)ii Personal Privacy	
3.	4-5	Email correspondence – 'Gungahlin College – site visit'	28 June 2018	Partial	Section 2.2(a)ii Personal Privacy	
4.	6	Email correspondence – 'Gungahlin College – Information Documents'	2 July 2018	Partial	Section 2.2(a)ii Personal Privacy	
5.	7	Email correspondence – 'Gungahlin College Document Transmittal'	5 July 2018	Partial	Section 2.2(a)ii Personal Privacy	
6.	8-9	Gungahlin College Project Transmittal Sheet	29 June 2018	Partial	Section 2.2(a)ii Personal Privacy	
7.	10-11	Gungahlin College Project Transmittal	29 June 2018	Partial	Section 2.2(a)ii Personal Privacy	

		Sheet				
8.	12 - 15	Email correspondence – ‘Meeting with IFCW/EDU/CCJ re College feasibilities’	11 July 2018	Partial	Section 2.2(a)ii Personal Privacy	
9.	16-17	Email correspondence – ‘City College Meeting Record’	13 July 2018	Full		
10.	18-19	Email correspondence – ‘CIT Reid Space Requirements’	18 July 2018	Full		
11.	20	Email correspondence – ‘Gungahlin College – test fit’	19 July 2018	Partial	Section 2.2(a)ii Personal Privacy	
12.	21	SK01 GC Library test fit – 1 to 200	19 July 2018	Full		
13.	22	SK01 GC Library test fit - NTS	Undated	Full		
14.	23-24	Email correspondence – ‘Colleges’	18 July 2018	Partial	Section 2.2(a)ii Personal Privacy	
15.	25-70	CIT Reid Campus Modernisation Space Projection and Feasibility Study	June 2018	Full		
16.	71-144	Volume 2 Output Specification Part A: Functional Brief New 7-10 High School	Undated	Full		
17.	145-146	Volume 2 Part A APPENDIX A	Undated	Full		
18.	147-148	Email correspondence – ‘Gungahlin College – Test Fit’	19 July 2018	Partial	Section 2.2(a)ii Personal Privacy	
19.	149	SK02 Areas	Undated	Full		
20.	150-151	Email correspondence – ‘City College Concept/Pitch and Research Documents’	20 July 2018	Full		
21.	152-154	Draft City College Concept	Undated	Full		

22.	155-161	City College – Draft Planning Document	Undated	Full		
23.	162	Email correspondence – ‘College Fee Submission’	2 August 2018	Partial	Section 2.2(a)ii Personal Privacy	
24.	163-173	CCJ Tender Response	2 August 2018	Partial	Section 2.2(a)ii Personal Privacy Schedule 2.2(a)xi Business Affairs	
25.	174-175	Email correspondence – ‘CCJ – Update on Colleges’	10 August 2018	Full		
26.	176-177	Email correspondence – ‘Update on Colleges – Gungahlin and City College’	13 August 2018	Partial	Section 2.2(a)ii Personal Privacy	
27.	178	Email correspondence – ‘Gungahlin College Timetable Review & Draft Site Analysis’	15 August 2018	Full		
28.	179-194	Gungahlin College Timetable Review - Spreadsheet	15 August 2018	Full		
29.	195-204	CIT College Site Analysis V4	15 August 2018	Full		
30.	205	Email correspondence – ‘TER – Scoping/Feasibility For Gungahlin and City College – CCJ single select’	15 August 2018	Full		
31.	-	Email correspondence attachments Tender Evaluation Report	15 August 2018	Duplicates – Full final Tender Evaluation Report Provided at pages 217 - 246		
32.	206-207	Email correspondence – ‘Tender	16 August 2018	Partial	Section 2.2(a)ii Personal Privacy	

		Declarations – Gungahlin/City Colleges project’				
33.	208-215	CCJ College Tender Declaration	16 August 2018	Partial	Section 2.2(a)ii Personal Privacy	
34.	216	Email correspondence – ‘Documents for EDU signoff’	24 August 2018	Full		
35.	217-246	Signed Tender Evaluation Report	27 August 2018	Partial	Section 2.2(a)ii Personal Privacy	
36.	247	Email correspondence – ‘Gungahlin College Capacity Review Documents’	27 August 2018	Partial	Section 2.2(a)ii Personal Privacy	
37.	248-252	Gungahlin College – Capacity Review Summary	27 August 2018	Full		
38.	253-274	Gungahlin College – Timetable Review Spreadsheet (teachers removed)	27 August 2018	Full		
39.	275	Email correspondence – ‘Colleges – August Invoice’	31 August 2018	Partial	Section 2.2(a)ii Personal Privacy	
40.	276	CCJ Tax Invoice	31 August 2018	Partial	Schedule 2.2(a)xi Business Affairs	
41.	277	Email Correspondence – ‘Reid/Gungahlin College – CCJ engagement’	5 September 2018	Full		
42.	278-279	Email correspondence – ‘Colleges – August Invoice’	6 September 2018	Partial	Section 2.2(a)ii Personal Privacy	
43.	280-285	Email correspondence – ‘Colleges Scoping and Feasibility’	11 September 2018	Partial	Section 2.2(a)ii Personal Privacy	
44.	286	Email correspondence – ‘Gungahlin College’	27 September 2018	Full		
45.	287	Email correspondence – ‘Gungahlin College Meeting Minutes’	3 October 2018	Partial	Section 2.2(a)ii Personal Privacy	

46.	288-289	CCJ Meeting Notes	3 October 2018	Full		
47.	290	Email correspondence – ‘College Brief & Gungahlin – October Invoice’	16 October 2018	Partial	Section 2.2(a)ii Personal Privacy	
48.	291	CCJ Tax Invoice	16 October 2018	Partial	Schedule 2.2(a)xi Business Affairs	
49.	292	Email correspondence – ‘Briefing Meeting – School Infrastructure Output Specification (SIOS) – Agenda’	1 November 2018	Partial	Section 2.2(a)ii Personal Privacy	
50.	293-298	School Infrastructure Output Specification - Agenda	1 November 2018	Partial	Section 2.2(a)ii Personal Privacy	
51.	299	Email correspondence – ‘Colleges – December Invoice’	14 December 2018	Partial	Section 2.2(a)ii Personal Privacy	
52.	300	CCJ Tax Invoice	17 December 2018	Partial	Schedule 2.2(a)xi Business Affairs	
Total Number of Documents						
51						

From: [Beaton, Jordan](#)
To: [Barker, Lee](#); [Hunter, Stuart](#)
Cc: [Hawkins, John](#)
Subject: RE: CITY COLLEGE ARCHITECTURAL CONSULTANT - SINGLE SELECT [SEC=UNCLASSIFIED]
Date: Friday, 1 June 2018 4:54:31 PM
Attachments: [City College - Exemption from Public Tender ARCHITECT - 240518.pdf](#)
[Risk Management Plan - City College - 20180601.pdf](#)
[PPM - City College Architecture Consultant Services - 20180601.pdf](#)
[Attachment B - Evaluation Plan Infrastructure - City College.pdf](#)
[City College - Exemption from Public Tender ARCHITECT - 240518.doc](#)
[PPM - City College Architecture Consultant Services - 20180601.doc](#)

Hi Lee and Stuart,

Please find attached the Exemption from Public Tender Minute along with all relevant attachments (PPM, Risk Plan and Evaluation Plan).

If you have any comments/amendments to any documents, please let us know.

Thanks,
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

Chief Minister, Treasury and Economic Development Directorate | **ACT Government**
Level 2 Nature Conservation House, Cnr Benjamin Way and Emu Bank Belconnen 2617
GPO Box 158 Canberra ACT 2601 | www.act.gov.au

From: Hawkins, John
Sent: Wednesday, 30 May 2018 5:08 PM
To: Beaton, Jordan <Jordan.Beaton@act.gov.au>
Subject: FW: CITY COLLEGE ARCHITECTURAL CONSULTANT - SINGLE SELECT [SEC=UNCLASSIFIED]

From: Barker, Lee
Sent: Wednesday, 30 May 2018 5:00 PM
To: Hawkins, John <John.Hawkins@act.gov.au>
Cc: Hunter, Stuart <Stuart.Hunter@act.gov.au>
Subject: FW: CITY COLLEGE ARCHITECTURAL CONSULTANT - SINGLE SELECT [SEC=UNCLASSIFIED]

John,

Thanks for providing the attached minute and sorry for the delay in getting back to you.

I have made some minor edits for your consideration, if you could provide a final version and the supporting attachments we will get through to the delegate for signature.

Thanks...Lee

Lee Barker | Senior Manager, Major Projects

Phone: + 61 2 6205 1874 | Mobile: Schedule 2.2(a) | Email: lee.barker@act.gov.au
Infrastructure and Capital Works | Education | ACT Government
Level 1, 220 Northbourne Avenue Braddon | GPO Box 158 Canberra ACT 2601
www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#) | [Google+](#)

From: Hawkins, John
Sent: Tuesday, 29 May 2018 10:44 AM
To: Hunter, Stuart <Stuart.Hunter@act.gov.au>; Barker, Lee <Lee.Barker@act.gov.au>
Subject: FW: CITY COLLEGE ARCHITECTURAL CONSULTANT - SINGLE SELECT [SEC=UNCLASSIFIED]

Stuart and Lee,

Any feedback?
Thanks,

John

From: John Hawkins [<mailto:johnr.hawkins@internode.on.net>]
Sent: Thursday, 24 May 2018 9:58 PM
To: Hunter, Stuart <Stuart.Hunter@act.gov.au>
Cc: Hawkins, John <John.Hawkins@act.gov.au>
Subject: EDU: CITY COLLEGE ARCHITECTURAL CONSULTANT - SINGLE SELECT

Stuart,

I spoke with Lee this evening about the single select procurement of Architectural services to develop scope and design information for the potential development of a City College.

Accordingly, I have prepared a draft minute for delegate approval and request that you review it before finalisation and submission. I will also need EDU to identify a funding source for the consultant engagement.

Please call tomorrow if you need to discuss. I will be on leave but can jump on a computer to amend and finalise the Minute, as required.

I will also develop the PPM over the weekend in readiness for submission to Rod through Lee and Teresa on Tuesday, next week.

Thanks,

John

John Hawkins
Email : johnr.hawkins@internode.on.net
Mob. : Schedule 2.2(a)

From: [Andrew Moore](#)
To: [Beaton, Jordan](#)
Subject: This afternoons meeting
Date: Wednesday, 27 June 2018 12:46:09 PM
Attachments: [image001.png](#)
[image002.jpg](#)
[image003.png](#)
[image004.jpg](#)

Hi Jordan,

Do we have a meeting room for the 3:00pm meeting – ground or first?

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p [Schedule 2.2\(a\)ii](#)
[REDACTED]

w www.ccj.com.au

e [Schedule 2.2\(a\)ii](#)
[REDACTED]

ABN 63 064 405 189

Think Before You Print!

1 ream of paper = 6% of a tree and 5.4 kg CO2 in the atmosphere.
3 sheets of A4 paper = 1 litre of water

From: [Andrew Moore](#)
To: [Barker, Lee](#); [Hawkins, John](#); [Beaton, Jordan](#); [Hunter, Stuart](#); [Kevin Miller](#); [McEvoy, Justin](#); [Littlejohn, Tahnia](#)
Subject: RE: Gungahlin College - site visit [SEC=UNCLASSIFIED]
Date: Thursday, 28 June 2018 11:59:30 AM
Attachments: [image001.png](#)
[image003.png](#)
[image005.jpg](#)
[image006.jpg](#)

Thanks Lee,

At the moment Tuesday and Wednesday mornings are free.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p [Schedule 2.2\(a\)ii](#)

m [Schedule 2.2\(a\)ii](#)

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e [Schedule 2.2\(a\)ii](#)

ABN 63 064 405 189

Think Before You Print!

1 ream of paper = 6% of a tree and 5.4 kg CO2 in the atmosphere.

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From: Barker, Lee <Lee.Barker@act.gov.au>

Sent: Thursday, 28 June 2018 11:23 AM

To: Hawkins, John <John.Hawkins@act.gov.au>; Beaton, Jordan <Jordan.Beaton@act.gov.au>; Hunter, Stuart <Stuart.Hunter@act.gov.au>; Andrew Moore [Schedule 2.2\(a\)ii](#) Kevin Miller [Schedule 2.2\(a\)ii](#) McEvoy, Justin <Justin.McEvoy@act.gov.au>; Littlejohn, Tahnia <Tahnia.Littlejohn@act.gov.au>

Subject: Gungahlin College - site visit [SEC=UNCLASSIFIED]

Hi All,

We have spoken to the college regarding a site visit and they have recommended either Tuesday (03/07) or Wednesday (04/07) morning next week. If we arrive at the college between 8.30 and 9am we can have a look around the public library first as it does not open until 10am but we can access early.

Please advise if one of these dates works for you or have a preference and I will forward a meeting invite. Closer to 9am is preferred, we can have a look around the library space then have a walk through the main college building.

Kind Regards....Lee

Lee Barker | Senior Manager, Major Projects

Phone: + 61 2 6205 1874 | Mobile: Schedule 2.2(a) | Email: lee.barker@act.gov.au

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From: [Beaton, Jordan](#)
To: [Barker, Lee](#)
Cc: [Hunter, Stuart](#); [Hawkins, John](#)
Subject: RE: Gungahlin College - Information Documents [SEC=UNCLASSIFIED]
Date: Monday, 2 July 2018 10:55:01 AM

Hi Lee,

John will be coming to EDU in the morning, could one of you please hand it to him then?

We can pass it on to CCJ on Wednesday and get them to sign the transmittal.

Thanks,
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

Chief Minister, Treasury and Economic Development Directorate | **ACT Government**
Level 2 Nature Conservation House, Cnr Benjamin Way and Emu Bank Belconnen 2617
GPO Box 158 Canberra ACT 2601 | www.act.gov.au

From: Barker, Lee
Sent: Friday, 29 June 2018 1:46 PM
To: Beaton, Jordan <Jordan.Beaton@act.gov.au>
Cc: Hunter, Stuart <Stuart.Hunter@act.gov.au>; Hawkins, John <John.Hawkins@act.gov.au>
Subject: Gungahlin College - Information Documents [SEC=UNCLASSIFIED]

Jordan,

As discussed at our City College meeting on Wednesday this week please find attached a transmittal sheet listing the documents to be provided to CCJ Architects.

I have loaded these documents on to a USB as they are too many/large for email.

Could you please inform CCJ the USB is available for collection from EDU office or I can bring to the College site visit scheduled for Wednesday next week. CCJ will be required to sign the transmittal sheet as proof of receipt.

Thanks...Lee

Lee Barker | Senior Manager, Major Projects
Phone: +61 2 6205 1874 | Mobile: Schedule 2.2(a)!! | Email: lee.barker@act.gov.au
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Level 1, 220 Northbourne Avenue Braddon | GPO Box 158 Canberra ACT 2601
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From: [Barker, Lee](#)
To: [Beaton, Jordan](#)
Cc: [Hawkins, John](#); [Hunter, Stuart](#)
Subject: Gungahlin College Document Transmittal [SEC=UNCLASSIFIED]
Date: Thursday, 5 July 2018 9:55:58 AM
Attachments: [20180705092147071.pdf](#)
[20180705092136423.pdf](#)

Hi Jordan,

Please find attached scanned, signed copies of the transmittal documents for the Gungahlin College info provide to CCJ Architects on Wednesday this week for your records.

Thanks...Lee

Lee Barker | Senior Manager, Major Projects
Phone: + 61 2 6205 1874 | Mobile: Schedule 2.2(a)!! | Email: lee.barker@act.gov.au
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GUNGAHLIN COLLEGE PROJECT

TRANSMITTAL SHEET

29-June-2018

<u>Item</u>	<u>Document Title</u>	<u>File Type</u>	<u>Quantity</u>	<u>Media</u>
<u>Folder Name: Site Plans - Presentation</u>				
1	A0.Colour Site_L0	pdf	1	electronic
2	A0 Colour Site_L1	pdf	1	electronic
<u>Folder Name: Functional Brief</u>				
3	Functional Brief - Schedule of Areas GSC	excel	1	electronic
4	Functional Brief Section 4 - Data sheets July 25	word	1	electronic
5	T07398 Functional Brief Draft May 281	word	1	electronic
<u>Folder Name: DWG's</u>				
6	083612 - A2 - 01 - 1	.dwg	1	electronic
7	083612 - A2 - 02 - 1	.dwg	1	electronic
8	083612 - A2 - 03 - 1	.dwg	1	electronic
9	083612 - A2 - 04 - 1	.dwg	1	electronic
10	083612 - A2 - 05 - 1	.dwg	1	electronic
11	083612 - A2 - 09 - 1	.dwg	1	electronic
12	083612 - A2 - 11 - 1	.dwg	1	electronic
13	083612 - A2 - 12 - 1	.dwg	1	electronic
14	083612 - A2 - 13 - 1	.dwg	1	electronic
15	083612 - A2 - 14 - 1	.dwg	1	electronic
16	083612 - A2 - 15 - 1	.dwg	1	electronic
17	083612 - A2 - 16 - 3	.dwg	1	electronic
18	083612 - A2 - 22	.dwg	1	electronic
19	083612 - A2 - 23	.dwg	1	electronic
20	083612 - A2 - 24	.dwg	1	electronic
21	083612 - A2 - 25	.dwg	1	electronic
22	083612 - A2 - 26	.dwg	1	electronic
23	083612 - A2 - 27	.dwg	1	electronic
24	083612 - A2 - 32	.dwg	1	electronic
25	083612 - A2 - 40	.dwg	1	electronic
26	083612 - A2 - 41	.dwg	1	electronic
27	083612 - A2 - 42	.dwg	1	electronic
28	083612 - A2 - 43	.dwg	1	electronic
29	083612 - A2 - 44	.dwg	1	electronic
30	083612 - A2 - 45	.dwg	1	electronic
31	083612 - A2 - 46	.dwg	1	electronic
32	083612 - A2 - 47	.dwg	1	electronic
33	083612 - A2 - 48	.dwg	1	electronic
34	083612 - A2 - 49	.dwg	1	electronic
35	083612 - A2 - 55	.dwg	1	electronic
36	083612 - A3 - 03	.dwg	1	electronic
37	083612 - A3 - 04	.dwg	1	electronic
38	083612 - A3 - 05	.dwg	1	electronic
39	083612 - A3 - 06	.dwg	1	electronic
40	083612 - A3 - 07	.dwg	1	electronic
41	083612 - A3 - 08	.dwg	1	electronic

GUNGAHLIN COLLEGE PROJECT

42	083612 - A3 - 09	.dwg	1	electronic
43	083612 - A3 - 10	.dwg	1	electronic
44	083612 - A4 - 01	.dwg	1	electronic
45	083612 - A4 - 02	.dwg	1	electronic
46	083612 - A4 - 03	.dwg	1	electronic
47	083612 - A4 - 04	.dwg	1	electronic
48	083612 - A4 - 06	.dwg	1	electronic
49	083612 - A4 - 07	.dwg	1	electronic
50	083612 - A4 - 08	.dwg	1	electronic
51	083612 - A4 - 09	.dwg	1	electronic
52	083612 - A4 - 10	.dwg	1	electronic
53	083612 - A206 - 1	.dwg	1	electronic
54	083612 - A207 - 1	.dwg	1	electronic
55	083612 - A208 - 1	.dwg	1	electronic
56	083612 - A218 - 1	.dwg	1	electronic
57	083612 - A219 - 1	.dwg	1	electronic
58	083612 - A220 - 1	.dwg	1	electronic
59	083612 - A228	.dwg	1	electronic
60	083612 - A229	.dwg	1	electronic
61	083612 - A230	.dwg	1	electronic
62	083612 - A231	.dwg	1	electronic
63	083612 - A250	.dwg	1	electronic
64	083612 - A251	.dwg	1	electronic
65	083612 - A252	.dwg	1	electronic
66	083612 - A253	.dwg	1	electronic
67	083612 - A254	.dwg	1	electronic
68	083612 - A311	.dwg	1	electronic
69	083612 - A312	.dwg	1	electronic
70	083612 - A314	.dwg	1	electronic
71	083612 - A315	.dwg	1	electronic
72	083612 - A316	.dwg	1	electronic
73	083612 - A317	.dwg	1	electronic
74	083612 - A318	.dwg	1	electronic
75	083612 - A412	.dwg	1	electronic
76	083612 - A413	.dwg	1	electronic
77	083612 - A414	.dwg	1	electronic
78	083612 - A415	.dwg	1	electronic
79	083612 - A416	.dwg	1	electronic
80	083612 - A417	.dwg	1	electronic
81	083612 - A418	.dwg	1	electronic
82	083612 - A419	.dwg	1	electronic
83	083612 - A420	.dwg	1	electronic
84	083612 - A421	.dwg	1	electronic

Received By:

Date:

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Schedule 2.2(a)

GUNGAHLIN COLLEGE PROJECT

TRANSMITTAL SHEET

29-June-2018

<u>Item</u>	<u>Document Title</u>	<u>File Type</u>	<u>Quantity</u>	<u>Media</u>
<u>Folder Name: Site Plans - Presentation</u>				
1	A0 Colour Site_L0	pdf	1	electronic
2	A0 Colour Site_L1	pdf	1	electronic
<u>Folder Name: Functional Brief</u>				
3	Functional Brief - Schedule of Areas GSC	excel	1	electronic
4	Functional Brief Section 4 - Data sheets July 25	word	1	electronic
5	T07398 Functional Brief Draft May 281	word	1	electronic
<u>Folder Name: DWG's</u>				
6	083612 - A2 - 01 - 1	.dwg	1	electronic
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83	083612 - A420	.dwg	1	electronic
84	083612 - A421	.dwg	1	electronic

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Date:

Jordan Beaton

4 MAY 18

Schedule 2.2(a)ii

From: [Beaton, Jordan](#)
To: [Barker, Lee](#); [Hunter, Stuart](#); [Hawkins, John](#); [Schedule 2.2\(a\)ii](#); [Schedule 2.2\(a\)ii](#); [Littlejohn, Tahnia](#)
Subject: Meeting with IFCW/EDU/CCJ re College feasibilities

Hi all,

Meeting to follow on from our site visit at Gungahlin College.

Please let me know if this time doesn't suit.

Lee/Stuart, please forward on if I'm missing anyone.

Thanks,
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au <<mailto:jordan.beaton@act.gov.au>>

Chief Minister, Treasury and Economic Development Directorate | ACT Government
Level 2 Nature Conservation House, Cnr Benjamin Way and Emu Bank Belconnen 2617
GPO Box 158 Canberra ACT 2601 | www.act.gov.au <<http://www.act.gov.au/>>

From: [Andrew Moore](#)
To: [Beaton, Jordan](#)
Subject: RE: Meeting with IFCW and CCJ [SEC=UNCLASSIFIED]
Date: Wednesday, 11 July 2018 2:14:52 PM
Attachments: [image001.png](#)
[image006.png](#)
[image002.jpg](#)
[image003.jpg](#)
[image004.jpg](#)
[image010.jpg](#)

Jordan,

4:00pm tomorrow is OK.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

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From: Beaton, Jordan <Jordan.Beaton@act.gov.au>

Sent: Wednesday, 11 July 2018 2:13 PM

To: Andrew Moore <[Schedule 2.2\(a\)ii](#)>

Subject: RE: Meeting with IFCW and CCJ [SEC=UNCLASSIFIED]

Hi Andrew,

Any chance you're free tomorrow 4.00pm?

Thanks,

Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works

Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

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From: Andrew Moore [<mailto:andrewm@ccj.com.au>]

Sent: Wednesday, 11 July 2018 12:20 PM

To: Beaton, Jordan <Jordan.Beaton@act.gov.au>

Subject: RE: Meeting with IFCW and CCJ [SEC=UNCLASSIFIED]

Hi Jordan,

Phil Morton has arranged a meeting at Franklin to present the modular siting options at 9:30 Friday Morning. Assuming this may take an hour, I should be available from say 11 onward. Happy for you to meet in our office or I can come to you.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

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From: Beaton, Jordan <Jordan.Beaton@act.gov.au>

Sent: Wednesday, 11 July 2018 12:14 PM

To: Andrew Moore <**Schedule 2.2(a)ii**>

Subject: Meeting with IFCW and CCJ [SEC=UNCLASSIFIED]

Hi Andrew,

As mentioned yesterday, John asked me to set up a meeting for us to meet with you to discuss new project timeframes, deadlines etc.

Would you potentially have availability Friday morning? We are happy to come to your offices.

Thanks,

Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works

Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

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From: [Beaton, Jordan](#)
To: [Hawkins, John](#)
Subject: FW: City College Meeting Record [SEC=UNOFFICIAL]
Date: Friday, 13 July 2018 11:01:29 AM
Attachments: [2018.07.10 - College Review Meeting Records - Actions Arising.docx](#)

Hi John,

Tahni sent me this for our review. Let me know if you have any comments and whether you think it needs to go to CCJ.

Jordan

From: Littlejohn, Tahnia
Sent: Friday, 13 July 2018 10:00 AM
To: Beaton, Jordan <Jordan.Beaton@act.gov.au>
Subject: FW: City College Meeting Record [SEC=UNOFFICIAL]

Hi Jordan,

Justin asked me to write up a meetings record with follow-up actions from the City College Meeting we had on Tuesday.

I have shown it to Lee and Justin for their feedback and now he has asked me to get you to review and confirm the record and possibly circulate it (his email is below).

I assumed it was only going to be used as an internal reference but I am happy for it to be forwarded onto CCJ if you think it is accurate and would be benefited for them.

Thanks,

Tahni

Tahni Littlejohn

Graduate Administrative Assistant

Email: Tahnia.Littlejohn@act.gov.au | Phone: (02) 6205 2928

Planning and Analytics | Education Directorate | ACT Government

Level 1, 220 Northbourne Avenue, Braddon | GPO Box 1908 CANBERRA ACT 2601

From: McEvoy, Justin
Sent: Thursday, 12 July 2018 11:21 AM
To: Littlejohn, Tahnia <Tahnia.Littlejohn@act.gov.au>
Subject: FW: Out of Office Tomorrow [SEC=UNOFFICIAL]

Thanks Tahni

Enjoy your training and fixing your bike this afternoon.

Can you please coordinate with Jordan directly to confirm (and circulate, if required) the actions list.

Kind regards
Justin

From: Littlejohn, Tahnia
Sent: Wednesday, 11 July 2018 6:08 PM
To: McEvoy, Justin <Justin.McEvoy@act.gov.au>
Subject: Out of Office Tomorrow [SEC=UNOFFICIAL]

Hi Justin,

Just a reminder that I will not be in the office tomorrow - I have training until 1pm and will be taking off the afternoon in flex. I will only be going home to work on my bike so if you change your mind for any reason, just send me a text and I will come in ☺

Also I have attached the meeting record for yesterday's College Review Meeting to this email. Do you want anything changed in it? And would you like me to forward it onto anyone else or just keep it for our own reference?

Kind regards,
Tahni

Tahni Littlejohn

Graduate Administrative Assistant

Email: Tahnia.Littlejohn@act.gov.au | Phone: (02) 6205 2928

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From: [Radic, Ivan](#)
To: [Beaton, Jordan](#)
Cc: [McNamara, Damien](#); [Hawkins, John](#)
Subject: RE: CIT Reid Space Requirements [SEC=UNCLASSIFIED]
Date: Wednesday, 18 July 2018 4:41:34 PM
Attachments: [image001.jpg](#)

Hi Jordan,

Go ahead

Regards

Ivan

Ivan Radic

Senior Manager Facilities

Corporate Services

Canberra Institute of Technology

Tel: +(61) 02 62073521 | **Email:** ivan.radic@cit.edu.au

Address: CIT Reid, Room A102, Constitution Avenue, Reid, Canberra | GPO 826, Canberra
2601

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Connect with CIT on: cit.edu.au | [Facebook](#) | [Google+](#) | [Linked in](#) | [You Tube](#)

cid:image002.jpg@01D08F33.9CD197B0



From: Beaton, Jordan
Sent: Wednesday, 18 July 2018 4:37 PM
To: Radic, Ivan
Cc: McNamara, Damien; Hawkins, John
Subject: CIT Reid Space Requirements [SEC=UNCLASSIFIED]

Hi Ivan,

We have engaged an architectural consultant to look at the possible space relationships between a college and CIT Reid. They have asked for the CIT Space Projection and Feasibility study (attached) to begin and assist that process.

Are you happy for us to pass it on to them?

Thanks,
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

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From: [Andrew Moore](#)
To: [Barker, Lee](#); [Hawkins, John](#)
Cc: [Beaton, Jordan](#); [Hunter, Stuart](#); [Kevin Miller](#)
Subject: Gungahlin College - Test Fit
Date: Thursday, 19 July 2018 10:50:58 AM
Attachments: [image001.png](#)
[image003.png](#)
[image005.jpg](#)
[image006.jpg](#)
[SK01_GC Library test fit - 1to200.pdf](#)
[SK01_GC Library test fit - NTS.pdf](#)

Lee, John,

We have completed an initial test fit of the library at Gungahlin and can comfortably accommodate an additional 300+ students, with minimal construction works. Furniture and equipment is envisaged be large component of work.

The attached sketches are indicative and are to encourage discussion and feedback.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

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Test fit of Library GF (Level 1) for General Learning Communities

- 12 GLA's of nom 25 students = 300 students
- 1 Large Staff area
- Red shows new walls
- Dashed Red shows increased areas if classrooms to be 60m² and Seminar to be 30m² (original brief)
- Assumed some area would need to be allocated to additional resource but this could provide space for additional 75 students

Toilet numbers may need to be reviewed

No stores shown but believe these could be accommodated



Test fit of Library GF (Level 1) for General Learning Communities

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- Toilet numbers may need to be reviewed
- No stores shown but believe these could be accommodated

From: [Beaton, Jordan](#)
To: [Andrew Moore](#)
Cc: [Hawkins, John](#)
Subject: RE: Colleges [SEC=UNCLASSIFIED]
Date: Thursday, 19 July 2018 3:03:08 PM
Attachments: [CIT Reid Campus Space Requirements.pdf](#)
[image001.png](#)
[image005.jpg](#)
[image006.png](#)
[image007.jpg](#)
[Volume 2 Part A -FB 7-10.pdf](#)
[Volume 2 Part A APPENDIX A.PDF](#)

Hi Andrew,

Attached is the draft 7-10 functional brief as discussed. I have also attached the CIT Space requirements.

Thanks,
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

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From: Andrew Moore [Schedule 2.2(a)ii]
Sent: Wednesday, 18 July 2018 11:28 AM
To: Hawkins, John <John.Hawkins@act.gov.au>
Cc: Beaton, Jordan <Jordan.Beaton@act.gov.au>
Subject: Colleges

Hi John,

A draft 7-10 SS Output Spec Functional Brief was mentioned at our 10 July meeting. We assume this may be beneficial in interpolating similar cluster sizes for the college learning communities and would supersede briefed areas from the original Gungahlin College brief? Are we able to get a copy?

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

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An aerial photograph of the CIT Reid campus, showing several large, interconnected buildings with flat roofs. The campus is surrounded by a dense forest of trees. A teal-colored rectangular box is overlaid on the center of the image, containing the title text.

CIT REID CAMPUS MODERNISATION SPACE PROJECTION AND FEASIBILITY STUDY

June 2018

Version: 180628



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		Space Projection – Student Facilities		
		Space Projection – Public Facilities		
		Space Projection – Support Services		



EXECUTIVE SUMMARY

The CIT Reid Campus Modernisation is a once-in-a-lifetime opportunity to re-imagine teaching and learning at CIT and create a “next generation” environment for students, staff, industry partners and visiting public.

It has been generated by the need to replace ageing buildings, support new ways of teaching and learning and unlock value from the campus real estate, CIT engaged Six Ideas to carry out this feasibility study to assess opportunities to rationalise and consolidate current facilities into a single new building, releasing part of the campus for redevelopment.

This feasibility study has been based on an assessment of the current levels of space occupancy at the current Reid campus from, deficiencies with the current facilities, and assumptions about space rationalisation that could flow from the introduction of new flexible teaching facilities.

The analysis included discussions with the CIT leadership and colleges, and inspection of current facilities.

The following project objectives were generated from the leadership consultation:

- Manifest the CIT Strategic Compass and meet the expectations of clients
- Drive innovation in learning and teaching with a significant increase in online course delivery
- Enhance the on-campus student learning experience
- Optimise space utilisation to release the bulk of the Reid campus
- “Futureproof” the campus through space flexibility and adaptability

- Create a more efficient and effective workplace for CIT staff
- Improve CIT visibility, profile and public accessibility in Civic
- Support external partnerships, particularly with industry.

The space projections were calculated by setting a benchmark occupancy target of 60% for all current teaching space. In addition, opportunities to rationalise and consolidate current teaching operations and the facilities they required were applied, including the introduction of new large multi-purpose learning studios to replace fixed classrooms. Also factored in was a desire to introduce more self-directed online learning to courses. The projections were based on current student numbers and curriculum.

The space projection that has been calculated is of the order of 20,000 sq.m. GFA which would be a reduction of 30% on the current provision. Furthermore, studies indicated that consolidation into a six storey building would release a substantial component of the Reid campus, which is now being considered as a new campus for the University of New South Wales.

The project now arrives at a key “pivot-point”. CIT has the opportunity to set first the aspirations and processes to transform its learning and teaching model, and for this to drive how the new campus can support this.



CONTEXT: PROJECT OVERVIEW

The Reid Campus Modernisation project represents a once-in-a-lifetime opportunity to create a “next generation” environment for “next generation” learning and teaching at CIT. It has been generated by the need to replace ageing buildings and support new ways of teaching and learning.

The project was also conceived to unlock value from the campus real estate which is considered to be underutilised and in excess of CIT’s needs, with the proposition that a new consolidated six-storey campus building would not only provide the new learning and teaching facilities that are required but would also significantly reduce CIT’s footprint on the campus, allowing the remainder of the site to be released for other purposes.

The ACT Government has subsequently commenced discussions with the University of New South Wales entered about the development of a new campus for the university on the released land.

In October 2017, CIT engaged Six Ideas to undertake a feasibility study for the consolidation comprising an analysis of current space utilisation and the generation of projections for future space demand that was based on lifting current space occupancy to 60% through more efficient timetabling; and space reductions that could be anticipated through the introduction of new modes of learning, notably a significant shift to self-directed online formats, and new space models that provided more flexible, multi-user and multi-purpose teaching environments.

This report documents the Feasibility Study consultation process, the method by which occupancy levels and future targets were calculated, the project objectives, design principles and a projected campus footprint.

It is important to understand that the feasibility study has been based on the current curriculum and student numbers. Furthermore, the reductions from current allocations that have been factored into the space projections resulting from changing teaching modes and operations are highly notional and must be validated.

An important component of the next stage of the project will therefore be the development of the new learning and teaching models that CIT wishes to adopt and the curriculum, pedagogy and operational requirements that will achieve these.

The issue of growth is a more difficult one to forecast. Student numbers have been declining in recent years, but recent government recognition of the importance of VET in national skills building, together with corrective measures adopted to address the activities of private sector operators have the potential to reverse this trend.

Given this uncertainty, there is no allowance for growth in the space projections in this feasibility study.



CONTEXT: ABOUT CIT

The Canberra Institute of Technology (CIT) has an impressive 90 year history providing technical and further education in the ACT and surrounding area. Today, it trains around 20,000 students each year, touching more lives post- secondary school than any other tertiary education institution in the ACT.

It operates from three principal campuses at Reid, Bruce and Fyshwick, with satellite learning centres at Tuggeranong and Gungahlin.

It is structured into academic colleges and professional divisions.

CIT Colleges:

- > CIT Health, Community and Science;
- > CIT Technology and Design;
- > CIT Trade Skills and Vocational Learning;
- > CIT Business, Tourism and Accounting; and
- > CIT Pathways College.

Four CIT divisions provide leadership and support to the teaching colleges:

- > CIT Brand and Business Development;
- > CIT Corporate Services;
- > CIT People and Organisational Governance; and
- > CIT Student and Academic Services.

It also incorporates:

- > CIT Yurauna which offers learning support for students who identify as Aboriginal or Torres Strait Islander;
- > CIT Students Association (CITSA) which operates a variety of student amenities; and
- > CIT Solutions, which is a wholly owned subsidiary that provides external training services.

Space on the Reid campus is also currently leased to Navitas, an external teaching provider.

CIT reports to the ACT Government and is the largest vocational education provider in the ACT and southern NSW.



CONTEXT: CONSULTATION OVERVIEW

The Feasibility Study has been informed by a series of stakeholder engagement events:

COMPLETED:

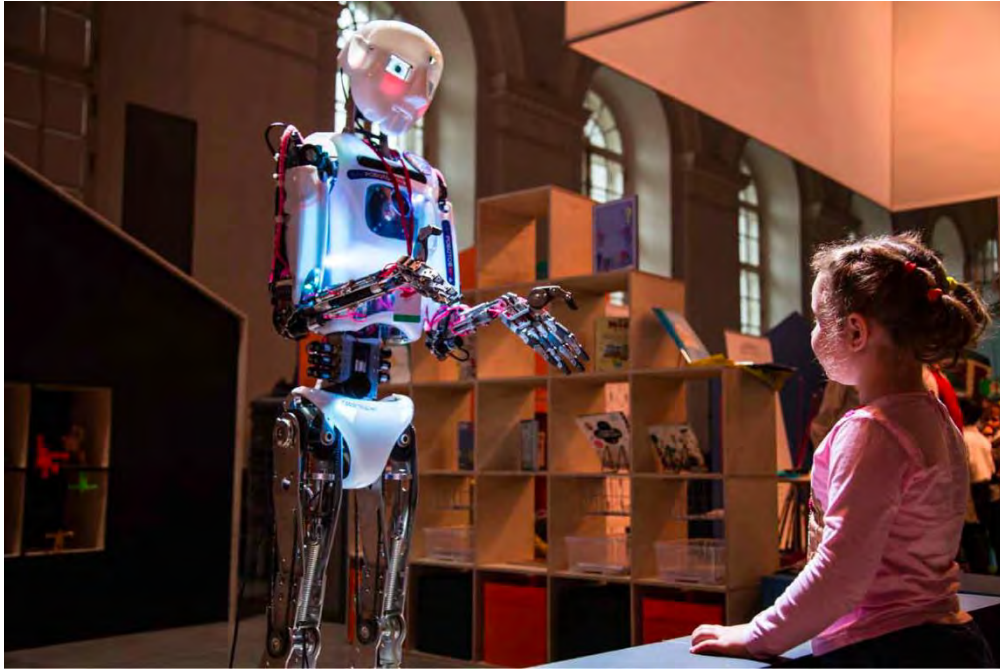
Leadership interviews	A series of individual and small group interviews with leadership across the five CIT Colleges and four CIT Divisions. Discussion was focused on the vision for the future campus, project objectives, student profiles specific to each college, current teaching methods, appetite for innovation and new pedagogy, and broad spatial requirements.
Site inspections	Tours of the existing Reid campus as well as Music & Media and CIT Solutions at Bruce. The tours helped the consultant team understand the variety of facilities, from specialised to standard teaching spaces, student areas, staff facilities and public spaces.
Occupancy analysis	The Six Ideas team calculated current space occupancy from data obtained from CIT's Banner timetabling and space management system in order to calculate the space savings that could be anticipated by adjusting timetabling to achieve a minimum 60% occupancy of teaching spaces. The methodology that was used and the data generated is documented in this report.
Leadership briefing	The projections were reviewed with the CIT leadership and briefings were subsequently held with leaders of each of the Colleges and Divisions.

RECOMMENDED NEXT STEPS

Benchmarking	Visits to recently completed, leading-edge education spaces in Sydney and Melbourne.
Curriculum and pedagogy	Confirmation of curriculum and pedagogy to be accommodated in the new building
Briefing and concept design	Briefing for both curriculum / pedagogy and the infrastructure (space and technology) required to support them
Change management	Strategy for communicating the project to staff and engaging them in the design process.



THE OPPORTUNITY: TEACHING & LEARNING



With the feasibility stage of the Reid Campus Modernisation complete and with the project now moving into planning and design, the project is at a crucial “pivot point” in its development. Although space was the primary driver for conversations with leadership during feasibility, the focus should now shift to addressing four key issues:

- *“How can CIT best equip our students for the future world of work?”*
- *“What are the learning outcomes needed for we this future?”*
- *“How does CIT need to evolve its teaching methods to achieve these outcomes?”*
- *“What spaces will best support the delivery of these learning outcomes?”*

The creation of a new campus environment provides a unique opportunity to build for the future rather than replicate the past. At issue is the need to examine space and technology requirements from first principles – the learning and teaching activities that need to be accommodated, the nature of desired student experience (both on- and off-campus), the capability to accommodate change, the nature of staff-student interaction, the workplace environment for staff.

Hence the design of the facilities need to be preceded or accompanied by the design of the learning and teaching – curriculum, pedagogy, technology and the student learning experience.

PROJECT OBJECTIVES AND SCOPE

The following project objectives were drawn from interviews with CIT senior leadership. They provide a framework for decision-making on the project and measuring its success.

A new consolidated campus building for CIT Reid should:

- Manifest the **CIT Strategic Compass** and meet the expectations of clients
- Drive **innovation in learning and teaching** with a significant increase in online learning
- Enhance the on-campus **student learning experience**
- **Optimise space utilisation** to release the bulk of the Reid campus for other purposes
- “Futureproof” the campus through **space flexibility and adaptability**
- Create a more **efficient and effective workplace** for CIT staff
- Improve CIT **visibility, profile** and public accessibility in Civic
- Support **external partnerships**, particularly with industry

The Project Scope is to create new facilities to accommodate all current functions on the Reid campus, with the exception of:

- the facilities currently leased to Navitas; and
- the Documents Records Unit which is to be relocated to the Bruce campus.

The new building should accommodate Media, which is to be relocated from Bruce. There may also be a requirement to accommodate the relocation of CIT solutions from Bruce (to be confirmed). In addition, it will be important to create public presence for outward facing CIT programs – culinary, hair and beauty, design, and travel services. Externally accessible, high visibility facilities need to be provided for these programs to encourage public patronage. A ground floor, street frontage location will be essential.



PROJECT DESIGN PRINCIPLES



When discussing the spatial characteristics of the future CIT Reid campus, the following design principles were highlighted by CIT and course leaders:

- Innovation in the nature and use of space; emphasizing shared space and resources
- Integration of CIT with the precinct, including facility sharing with UNSW and others
- Multi-disciplinary, collaborative teaching with an emphasis on self-directed learning
- Transparency and visibility of learning activity – creating a sense of energy and “buzz”
- Attractiveness of the campus to students and the public. “what students want” will be an important principle to be explored during the project briefing and design phases in this regard.
- Public accessibility and clarity of wayfinding
- Health and well-being of staff and students
- Environmental sustainability
- Consolidation of campus entry/exit points to facilitate security monitoring

In addition, it is important that the building design facilitates physical and visual connections between the different campus elements. Given that the floor plate is likely to be large, the use of atria and open stairs between levels will be important to achieving this, as well as bringing natural light into the heart of the building. However such atria should not make the building overwhelming for students.

SPACE PROJECTION METHODOLOGY

The feasibility space projections were generated in six categories:

1. Specialised Learning
2. General Learning (Classrooms, Computer Labs)
3. Student Facilities
4. Public Facilities
5. Workspace
6. Support Spaces

Specialised learning facilities are those that are discipline specific and typically contain specialist equipment or services.

General learning spaces comprise lecture and seminar rooms and computer laboratories and are used by all disciplines.

Student facilities comprise all spaces accessed by students that are not timetabled and comprise Library, Student Services Hub, the Yurauna Centre and Café Yala.

Public Facilities comprise those spaces that are accessible and used by both students and the public – Cafeteria, Apprentice Café / Shop, Restaurant / Function Centre, Hair & Beauty Salons, Event / Performance Space (currently the CIT Hall), Childcare and Gym.

Workspace comprises workplace facilities for all CUT staff – executive, academic, administrative and technical.

Support spaces comprise central facilities such as the loading dock, stores, and workshops.

Space has been calculated in square metres (sq.m.) on a basis of Usable Floor Area (UFA) which is the area of the space without allowing for circulation corridors, building services, lifts, stairs and amenities such as tea rooms and toilets.

Room occupancy

The occupancy of current teaching facilities was calculated from data obtained from Banner, CIT's space management system, normalised to reflect room usage between 9am and 5pm, Monday to Friday during semester time, excluding semester breaks and examination periods. This enabled a percentage occupancy to be calculated for each space. The database information was also verified through a physical room check.

A target occupancy of 60% was then established and the total current space provision for each specialist discipline and for general learning facilities adjusted down to achieve the equivalent of the benchmark target.

Hence if facilities totalling 100 sq.m. of facilities were assessed as being at 40% occupancy, the space projection for those facilities was calculated at $100 \text{ sq.m.} \times 40\% / 60\% = 66 \text{ sq.m.}$ on the assumption that increasing the occupancy (i.e. use) of those facilities would enable a commensurate reduction in their area.



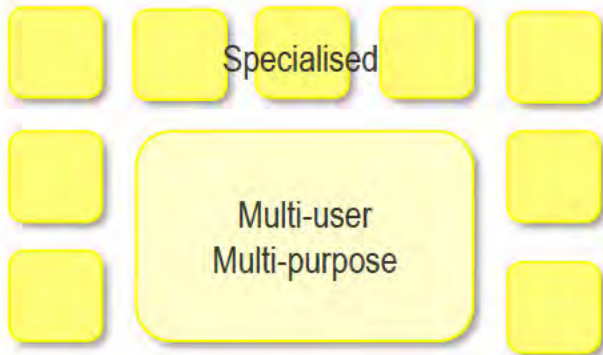
SPACE PROJECTION METHODOLOGY

New space models

Projections for both specialised and general learning spaces have also been considered in potential spaces savings that could flow from the introduction of new space modes. In particular the introduction of a Learning Commons approach has been adopted, where discrete, fixed capacity rooms are replaced by larger, multi-user, multi-purposes spaces supported by specialised spaces.

The central space should be capable of accommodating one or more learner groups of varying sizes, of an entire larger class in didactic mode. The central space could also be used for discipline-specific teaching through the use of mobile equipment

The specialised spaces may house equipment or mixed / virtual reality environments, accommodate provide discipline-specific teaching or provide acoustic enclosure for noise-sensitive or noise-generating activities.



The Learning Commons concept



Learning Commons at UCL Academy London. *The Learning Commons model consists of a large, open learning space with a range of flexible learning settings for either individual or group learning. This is bordered by a number of highly flexible, enclosed classrooms and other spaces for more specialised teaching or equipment storage.*

The Learning Commons approach provides significant advantages over traditional models. It enables classes of varying sizes to be accommodated in a space efficient way. It enables both general and discipline specific teaching to be undertaken within the same space. The use of mobile settings and equipment enables a range of different learning experiences within the one space and It facilitates “team teaching” with larger classes.

CIT already has early examples of the model in its Library, where classes are conducted within a larger open space, and in the design studios created on the Ground Floor of G Block, although both applications lack the adjunct specialised spaces that would be provided under the new model.



SPACE PROJECTION METHODOLOGY

Rationalisation / elimination of duplication

In some specialist learning spaces, facilities are in excess of current needs, having been designed for previous times when classes were larger and/or teaching approaches and industry standards required more physical space than is currently appropriate. Opportunities for reduction in these categories have been assessed through inspection of the current facilities and in discussion with relevant staff.

Impact of new technology

The increasing availability and affordability of technology is facilitating more efficient learning space provision. The shift to students using their own laptop computers (BYOD) will enable traditional computer labs to be re-thought with considerable space savings given the amount of space required for desktop computers. However it is acknowledged that this would require CIT to make loan devices available for students who are unable or unwilling to afford their own.

Also related to new technology is the increasing adoption of mixed, augmented and virtual reality simulation. Specialised spaces that are currently created in three dimensions on the current campus (the simulated office is an example) may be replaced by digital simulation, with the advantage of not only saving space but also enabling regular updating as industry standards evolve.

New modes of learning

An important direction for CIT is the increased use of self-directed online learning. There are a number of current courses that require significant physical instruction, but equally there are many opportunities for online courses that students are able to undertake in their own time, either individually or in groups. It should be noted, however, that “online” does not necessarily mean “off campus”. Rather that online courses shift s[pace] requirements from formal to informal settings, and the central library will assume new importance in accommodating these activities.



SPACE PROJECTION - SUMMARY

The tables below summarise the outcome of the feasibility space projections, expressed in UFA. The details of the calculations that have generated them, together with a narrative on the assumptions that have been adopted in those calculations, is provided on the pages that follow,

	<i>Current (m²)</i>	<i>Proposed (m²)</i>
Specialised Learning		
Hair and Beauty	760	650
ICT and Library Studies	500	250
Business Administration / ESL	120	60
Creative Industries	1,405	795
Design Industries	550	350
Tourism, Hospitality & Events	497	200
Culinary	1,290	725
Media and Music (relocated)	1,387	1,015
Total Specialised Learning	6,509	4,045
General Learning		
Classrooms	2,200	1,000
Computer Labs	1,605	600
Total General Learning	3,805	1,600

	<i>Current (m²)</i>	<i>Proposed (m²)</i>
Student Facilities	3,110	3,100
Public Facilities	3,485	2,590
Workspace	5,890	3,265
Support Spaces	1,500	1,150
Current Space	22,800	
Projected Space		
Specialised Learning		4,045
General Learning		1,600
Student Facilities		3,100
Public Facilities		2,590
Workspace		3,265
Support Spaces		1,150
Total Projected Space	22,800	15,750



SPACE PROJECTION - SPECIALISED LEARNING SPACES

HAIR AND BEAUTY

Current provision 760m²

Proposed provision 650m²

Assumptions:

- Occupancy increased from 39% to 60%
- Two salons moved to public zone (2 x 70m²)
- Added 30m² support / storage

For exploration:

- There is a desire for an externally run salon to be located within the future campus to provide professional working experience for students.
- The extent to which hairdressing and other salon equipment can be modularised and made portable needs to be investigated.
- There is potential for these facilities to also support performance-based and film activities in Music & Media.
- Opportunities to explore applications of augmented reality e.g. AR software to superimpose new hairstyles and make-up applications.

Current Room Occupancy

Room	Description	Department	Capacity	Area	Occupancy
C016	Beauty Salon	Hair & Beauty	16	62	24%
C024	Lecture room	Hair & Beauty	80	125	6%
C037	Make-up Room	Hair & Beauty	18	27	6%
C107	Beauty Salon	Hair & Beauty	15	85	64%
C108	Beauty Salon	Hair & Beauty	15	95	52%
C113	Beauty Salon	Hair & Beauty	15	75	42%
C116	Hairdressing	Hair & Beauty	15	80	53%
C121	Hairdressing	Hair & Beauty	15	70	60%
C122	Hairdressing	Hair & Beauty	15	80	58%
C129	Hairdressing	Hair & Beauty	15	60	28%
			219	760	39%



SPACE PROJECTION - SPECIALISED LEARNING SPACES

ICT & LIBRARY STUDIES

Current provision 500m²

Proposed provision 250m²

Assumptions:

- Occupancy increased from 45% to 60%
- Online learning will impact space demand.

For exploration

- The role of the library is shifting; it is now as much a destination to meet, work and socialise as much as to access resources and for study.
- ICT spaces need to be able to flexibly adapt to fast-changing requirements as technology evolves e.g. a recent boom in Cyber Security is driving need for dedicated spaces.
- Bring-your-own-device (BYOD) will not only require a shift in the way ICT supports students, but also enable greater mobility and choice.
- Mixed reality (VR, AR) and simulation spaces will create new ways to interact and access information, as well as bring new and more flexible immersive learning experiences.

ICT & Library Studies: Current Room Occupancy Levels

Room	Description	Department	Capacity	Area	Occupancy
D136	Training Library	ICT & Library Studies	15	65	31%
D137	Library Laboratory	ICT & Library Studies	10	105	19%
D203	Spec. N'work Lab	ICT & Library Studies	16	70	67%
D204	Spec. N'work Lab	ICT & Library Studies	16	70	43%
D211	Sp. N'work Lab	ICT & Library Studies	20	70	65%
D217	Sp. N'work Lab	ICT & Library Studies	20	70	59%
D223	Sp. N'work Lab	ICT & Library Studies	20	50	33%
			107	500	45%



SPACE PROJECTION - SPECIALISED LEARNING SPACES

BUSINESS ADMINISTRATION ENGLISH LANGUAGE

Current provision 120m²
Proposed provision 60m²

Assumptions:

- Increase in occupancy from 45% to 60%
- Technology-enabled curriculum – leadership expect a move towards more online learning (“virtual caves”).

For exploration:

- Current course structure is 20-hours per week (spread over 5 days); face-to-face delivery. New intakes of students are every 5 weeks (high turnover of classes). Ability to intensify teaching hours to be explored
- Current government legislation contains requirements specific to spaces for delivery of ELICOS (English Language Intensive Courses for Overseas Students). This standard needs to be addressed in the briefing stage.
- ELICOS does point to the possibility of delivering classes in multi-functional spaces: *“The registered ELICOS provider must ensure that students are safe and have access to facilities that support their education, including where... the provider utilises areas within their facility for ELICOS classes that may also be used for other purposes.”*

Current Room Occupancy Levels

Room	Description	Department	Capacity	Area	Occupancy
E210	Simulated Office	Business Admin.	30	60	80%
H010	Language Lab	Eng. Lang. Ctr.	25	60	12%
			55	120	45%



SPACE PROJECTION - SPECIALISED LEARNING SPACES

CREATIVE INDUSTRIES

Current provision 655m² + 750m² support space

Proposed provision 795m²*
(equivalent to new space at F Block Level 1 + 200m²)

For exploration:

- Increased use of mobile equipment and automation to make studio space more multi-purpose
- Space projection does not allow for external use (i.e. hire of facilities) as that information is not held centrally

Assumptions:

- Increased occupancy from 43% to 60%
- High degree of rationalisation / centralisation of support areas

Creative Industries: Current Room Occupancy Levels

Room	Description	Department	Capacity	Area	Occupancy
F104	Production Rm	Creative Industries	30	140	38%
F107	Spec. Purp. Lab	Creative Industries	30	140	41%
G014	Photo Studio	Creative Industries	30	245	42%
L010	Fashion studio	Creative Industries	15	170	47%
L111	Spec. Purp. Lab	Creative Industries	15	60	9%
L112	Drawing studio	Creative Industries	25	114	67%
			140	655	43%



SPACE PROJECTION - SPECIALISED LEARNING SPACES

DESIGN INDUSTRIES

Current provision 550m²
 Proposed provision 350m²

Assumptions:

- Increased occupancy from 28% to 60%
- Greater use of mobile equipment

For exploration

- Design Studios in their current form are large, open and flexible spaces with multiple concurrent classes which lend themselves to reconfiguration and already deliver some benefits of the Learning Commons model (although acoustics / sound isolation could be better addressed in these spaces through surface treatments).
- Leadership and senior staff are keen to explore teaching spaces with a “moveable classroom feel”

Design Industries: Current Room Occupancy Levels

Room	Description	Department	Capacity	Area	Occupancy
G025	Drawing Studio	Design Industries	50	255	32%
G029	Drawing Studio	Design Industries	45	215	36%
G103	Seminar Room	Design Industries	20	80	16%
			115	550	28%



SPACE PROJECTION - SPECIALISED LEARNING SPACES

TOURISM, HOSPITALITY & EVENTS

Current provision 497m²

Proposed provision 200m²

Assumptions:

- Increased occupancy from 25% to 60%
- Shift to higher proportion of enterprise-based learning happening off-campus.
- Mixed reality simulations could become part of customer service training.

For exploration

- Desire for an externally run travel agent to be located on the new campus, however maintaining confidentiality of customer information when engaging students needs to be addressed.
- Noted that Hospitality and Culinary schools separated in 2013; likely efficiencies in reintegrating on new campus.
- Hospitality has interest in exploring mobile and modular equipment to increase the flexibility of its future teaching and learning spaces e.g. “pop-up bars / bars on wheels”.

Tourism, Hospitality & Events: Current Room Occupancy Levels

Room	Description	Department	Capacity	Area	Occupancy
K006	Theory Room	Tourism , Hosp. & Evnts	15	33	14%
K007	Travel Centre	Tourism , Hosp. & Evnts	12	39	10%
K216A	Special clssrm.	Tourism , Hosp. & Evnts	25	120	25%
K217	Hotel Fr. Office	Tourism , Hosp. & Evnts	25	115	50%
K218	Bar clsroom	Tourism , Hosp. & Evnts	20	60	38%
K218	Bar clsroom	Tourism , Hosp. & Evnts	20	60	28%
K220	Bar	Tourism , Hosp. & Evnts	20	70	8%
			137	497	25%



SPACE PROJECTION - SPECIALISED LEARNING SPACES

CULINARY

Current provision 1,200m²

Proposed provision 725m²

Assumptions:

- Consolidation of stores and loading dock (currently three separate loading docks in separate locations)
- Use of larger, multi-function kitchens and mobile equipment
- Café Kitchen already accounted for in Public Facilities.

For exploration

- Multi-purpose spaces and mobile kitchens / bakeries to achieve greater flexibility and efficiency in future.
- Further investigation needed into space standards for commercial kitchen which also serve as teaching spaces.
- Kitchen facilities are also utilised by CITSA but this use is not captured in Banner. CITSA kitchen usage to be further validated and accounted for in next planning stages.

Culinary: Current Room Occupancy Levels

Room	Description	Department	Capacity	Area	Occupancy
K029	Butchery	Culinary	15	140	18%
K030	Kitchen No. 6	Culinary	15	165	70%
K031	Café Kitchen	Culinary	30	165	25%
K126	Kitchen No. 1	Culinary	15	160	63%
K127	Kitchen No.2	Culinary	15	165	73%
K130	Kitchen No. 3	Culinary	15	120	62%
K137	Kitchen No. 3	Culinary	15	120	24%
K139	Kichen No. 4	Culinary	15	100	33%
			150	1,200	46%



SPACE PROJECTION - SPECIALISED LEARNING SPACES

MEDIA & MUSIC

Current provision	1,565m ²
Proposed provision	1,015m ²

For exploration

- Music was still at Woden when space projections were undertaken
- Current occupancy data for both media and Music not available when space projections were undertaken.

Assumptions

- Consolidation and rationalisation
- Office space accounted separately

Media & Music: Current Room Areas

Room	Area
Media – Bruce Campus H Block Level 0	400
Music – Reid Campus L Block Ground Floor	1,165
	1,565



SPACE PROJECTION – GENERAL LEARNING SPACES

GENERAL LEARNING: CLASSROOMS

Current provision 2,220m²

Proposed provision 1,000m²

Assumptions:

- Efficiencies through collocation and adoption of the Learning Commons model
- Greater use of self-directed online learning
- Assumed greater space efficiency through targeting 60% average occupancy.

General Learning (classrooms): Current Room Occupancy Levels

Room	Description	Department	Capacity	Area	Occupancy
B101	Lecture Room	Management & Bus	60	80	46%
B103	Classroom	Management & Bus	25	80	1%
B107	Gen Purp Room	Management & Bus	25	80	27%
B111	Classroom	Management & Bus	25	80	9%
B117	Classroom	Management & Bus	30	65	40%
B201	Gen Purp Room	Accounting & Legal	30	65	65%
B202	Classroom	Accounting & Legal	30	65	100%
B205	Classroom	Accounting & Legal	30	65	33%
B212	Classroom	Accounting & Legal	30	65	28%
B215	Classroom	Accounting & Legal	30	65	25%
C036	Classroom	Hair & Beauty	60	95	14%
D002	Classroom	Accounting & Legal	30	120	50%

Room	Description	Department	Capacity	Area	Occupancy
D011	Classroom	Access Education	20	55	80%
D141	Classroom	ICT & Library Studies	20	65	42%
E05D	Classroom	Library & Learning	20	50	69%
E213	Classroom	Business Admin	25	55	1%
F005	Classroom	Yurauna	30	95	8%
H007	Classroom	Eng. Lang. Ctr.	35	95	38%
H008	Classroom	Eng. Lang. Ctr.	30	80	60%
H009	Classroom	Eng. Lang. Ctr.	30	85	92%
H020A	Classroom	Eng. Lang. Ctr.	25	70	2%
H020B	Classroom	Eng. Lang. Ctr.	25	55	41%
H020C	Classroom	Eng. Lang. Ctr.	25	55	7%
J102	Classroom	Pathways	20	60	55%
J105	Classroom	Pathways	25	65	83%
J106	Classroom	Pathways	25	40	33%
J108	Classroom	Pathways	25	75	71%
J110	Classroom	Pathways	15	35	36%
J111	Classroom	Pathways	25	75	65%
K004	Classroom	Tourism , Hosp.	22	65	40%
K005	Classroom	Tourism , Hosp.	20	65	34%
K125	Classroom	Culinary	25	55	0%
Totals			892	2220	38%



SPACE PROJECTION – GENERAL LEARNING SPACES

GENERAL LEARNING: COMPUTER LABS

Current provision 1,605m²

Proposed provision 600m²

For exploration

- Providing consistent student experience via cloud-based learning platforms / LMS and IT support will need to be considered (particularly for mature age students).

Assumptions:

- Increased BYOD uptake enables general spaces to be used
- Greater efficiency through co-location / consolidation of facilities
- Greater space efficiency through targeting 60% average occupancy.
- Increase in self-directed online learning.

General Learning (computer labs): Current Room Occupancy Levels

Room	Description	Department	Capacity	Area	Occupancy	Room	Description	Department	Capacity	Area	Occupancy
B207	Computer Lab	Accounting & Legal	20	65	43%	F017	Computer Lab	ICT & Library Studs.	16	100	38%
C039	Computer Lab	Tourism, Hosp.	20	80	41%	F019	Computer Lab	Creative Industries	15	100	28%
D101	Computer Lab	ICT & Library Studies	20	65	37%	F022	Computer Lab	Design Industries	16	85	30%
D108	Spec. Comp. Lab	ICT & Library Studies	24	95	89%	F025	Computer Lab	Design Industries	20	90	56%
D120	Computer Lab	Management & Bus.	20	65	45%	F026	Computer Lab	Design Industries	15	90	68%
D124	Computer Lab	Management & Bus.	20	65	69%	F102	Computer Lab	Hospitality Retail	16	90	29%
D232	Computer Rm	ICT & Library Studies	40	120	45%	G024A	Computer Lab	Design Industries	20	80	31%
E206	Computer Lab	Bus Serv & Tech	20	60	49%	G102	Computer Lab	Design Industries	15	80	37%
E207	Computer Lab	Bus Serv & Tech	20	60	49%	H025	Computer Lab	ICT & Library Studies	30	100	20%
E208	Computer Lab	Business Admin	20	60	50%	H026	Computer Lab	ICT & Library Studies	20	55	13%
Totals									407	1605	43%



SPACE PROJECTION - WORKSPACE

WORKSPACE

Current provision 5,890m²
 Proposed provision 3,265m²
 (calculated at 272 headcount @ 12m² / workpoint)

Assumptions:

- Current ACT Government workplace standards which allow 12m² per workpoint, which also includes meeting, breakout, storage and support spaces.

Workspace: Projected area based on headcount

Block	Department	Type	H'count	Area
A	Student services	Student facing	24	288
A	Edu services	Student facing	1	12
A	Student support	Student facing	1	12
A	CITSA	Professional	4	48
A	Facilities	Professional	6	72
A	Corporate	Professional	16	192
A	Finance	Professional	22	264
B	CITSA	Professional	5	60
B	Management	Academic	7	84
B	Business	Academic	9	108

Block	Department	Type	H'count	Area
C	Hair & Beauty	Academic	2	24
D	CITSA	Professional	7	84
D	Yurauna	Student	12	144
D	Student services	Student facing	4	48
D	Inform. & Tech.	Academic	15	180
E	Library services	Student-facing	16	192
E	Projects	Professional	3	36
E	HR / Executive	Professional	27	324
E	Business	Academic	9	108
F	Design	Academic	1	12

Block	Department	Type	H'count	Area
G	Photography	Academic	1	12
G	RMU	Support	4	48
G	Intact	Support	1	12
G	Design	Academic	15	180
H	Pathways	Student-facing	10	120
J	Pathways	Student-facing	7	84
K	Tourism	Academic	9	108
K	Tourism / Beauty	Academic	29	348
L	Fashion	Academic	5	60
			272	3264



SPACE PROJECTION - STUDENT FACILITIES

STUDENT FACILITIES

Current provision	3,110m ²	For exploration:
Proposed provision	3,100m ²	<ul style="list-style-type: none"> • Yurauna requirements to be briefed • Potential for Café Yala to be collocated or integrated with the Library

Assumptions:

- Student Services Hub reduced in area based on expected future increase in online learning and service delivery.
- Future library will support a higher proportion of informal learning

Student Facilities: Current & Proposed Areas

	Current (m ²)	Proposed (m ²)
Student Services Hub	225	150
Library / Learning Centre	2,000	2,000
Yurauna	800	800
Café Yala	85	150
	3,110	3,100



SPACE PROJECTION - PUBLIC FACILITIES

PUBLIC FACILITIES

Current provision 3,485m²
Proposed provision 2,590m²

Assumptions:

- Cafeteria size rationalised by assuming reduction in servery / menu options and kitchen area.
- Kitchens rationalised for both Apprentice Café and Function Centre.
- Hair & Beauty Salons reduced to 2 salons with 50m² reception / admin.

For exploration:

- Event / Performance Space replaces current Hall and expanded to include foyer space (which could also be used for exhibitions, events and a performance space in itself), and includes a back-of-house which could be used for furniture storage, A/V equipment, etc. The idea of co-locating a bar / café is also appealing to those who regularly use performance spaces. Note - double volume public space poses architectural challenge in multi-storey building – structural space and fire stairs
- Childcare area held constant but format to be confirmed (potential shift to occasional care)
- Gym area held constant – to be confirmed.

Public Facilities: Current & Proposed Areas

	Current (m ²)	Proposed (m ²)
Cafeteria	380 + 120 kitchen	350
Apprentice Café / Shop	995	450
Restaurant / Function Centre	900	450
Hair & Beauty Salons	240	190
Event / Performance Space	550	850
Childcare	200	200
Gym	100	100
	3,485	2,590



SPACE PROJECTION - SUPPORT SERVICES

SUPPORT SERVICES

Current provision	1,500m ²	To be explored
Proposed provision	1,150m ²	<ul style="list-style-type: none"> Reduction in Facilities / support workspace to be confirmed.

Assumptions:

- Loading docks (currently in 3 separate locations) consolidated and incorporates Culinary requirements.
- Reduction in Facilities / support workspace to be confirmed.
- DRU to be relocated to Bruce campus.

Support Services: Current & Proposed Areas

	Current (m ²)	Proposed (m ²)
Support services / loading dock	700	700
Facilities / support workspace	570	450
DRU	230	0
	1,500	1,150



ZONING CONCEPTS

NOMINAL STACKING, FLOOR AREAS & ZONING*

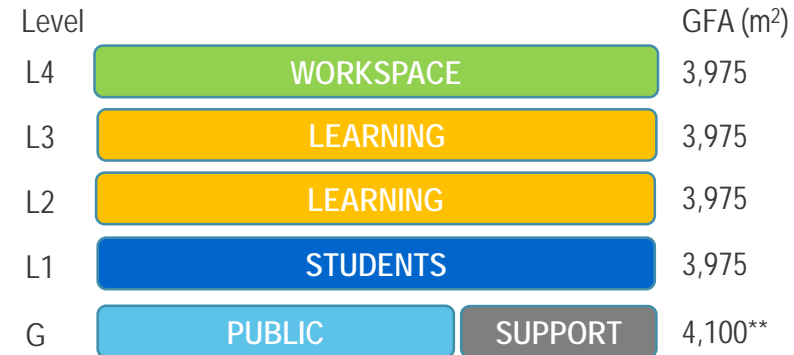
Totalling the future space projections across workspace, learning, student, public and support spaces, we can conclude a feasible Gross Floor Area (GFA) for the Reid campus at approximately 21,000m² based on a grossing factor of 0.75.

Assuming a building floor plate of approximately 4,000m², the diagram at right shows a nominal stacking option for the building. The public facilities (cafeteria, café(s), restaurant / function centre, hair & beauty salon(s), performance space, childcare, gym) and support spaces are consolidated on the ground floor. With the right circulation and wayfinding strategy, this will help drive foot traffic through commercial retail spaces, and give a sense of vibrancy to the campus.

Level 1 will comprise the “student hub” and other facilities (Student Services Hub, Library / Learning Centre, Yurauna, Café Yala). This zone will serve as the “student heart” of the building; for individual and group study, social interaction, and for students to even meet with staff in an informal setting for consultation.

Levels 2 and 3 would provide both general and specialist learning spaces. Keeping these spaces closely clustered together will optimise efficiencies of timetabling and also provide convenience for students travelling from Level 1 for classes. These levels could also provide a small amount of ‘touchdown’ study and lounge spaces for in-between classes.

Level 4 in this scenario would comprise the consolidated workspace of all academic, teaching and administrative / corporate staff.



Projected Space	UFA	GFA
Learning space	5,645	7,525
Workspace	3,265	4,355
Students	3,100	4,135
Public	2,590	3,455
Support	1,150	1,530
Total	15,750	21,000

* Assumes 5 storeys

** Larger ground floor allows for atrium



NEXT STEPS

With funding approved for planning and full concept development, there are five key components recommended in this next phase of the Reid Campus Modernisation project:

1. **Benchmark Campus Tours (Sydney, Melbourne):** Six Ideas to coordinate tours of outstanding precedents in vocational learning environments.
2. **Learning and Teaching Brief:** Through close engagement with leadership, set high-level future vision (across people, process, place, technology) for how teaching and learning is delivered, how success is measured, and principles for how the new campus will enable this transformation.
3. **Strategic Campus Design Brief:** The SCDB defines the model of teaching and learning and articulates how the physical campus will deliver this. This includes strategies for stacking, zoning, spatial adjacencies, defined menu of settings for teaching, learning, public and workspaces, and Space Budget. This brief may also incorporate a Concept Design.
4. **Functional Brief:** Building on the SCDB, the Functional Brief provides data sheets for each spatial setting, including (but not limited to) furniture, A/V, equipment, finishes, acoustics, security and services.
5. **Change Management Strategy & Roadmap:** Developed in parallel with Aspirational Brief and SCDB, the Change Management Strategy defines the mindsets and behaviours needed to reach the desired future state, and sets org-wide and division-specific plans to connect people to the campus vision, position leaders as advocates, and design a series of engagements to ensure sustainable change is possible.



APPENDIX: VOCATIONAL LEARNING PRECEDENTS



VOCATIONAL LEARNING PRECEDENTS

A key enabler in terms of CIT stepping beyond the current paradigm created by existing facilities, processes and behaviours and envisioning the future of teaching and learning will be learning from outstanding vocational precedents. Six Ideas has compiled a list of relevant benchmark case studies under three key categories:

1. CO-LOCATED CAMPUSES

- > Murdoch University (Peel Campus)
- > Australian Science & Mathematics School

2. LEARNING COMMONS

- > Kastelli school
- > Jynkkä School
- > UCL Academy
- > New Line Learning
- > Mark Oliphant College
- > Ørestad Gymnasium

3. COURSE INNOVATIONS

- > Hull York Medical School
- > InnoOmnia
- > High-Tech High



ØRESTAD GYMNASIUM, DENMARK



CO-LOCATED CAMPUSES

- > Murdoch University (Peel Campus)
- > Australian Science & Mathematics School



MURDOCH UNIVERSITY (PEEL CAMPUS), AUSTRALIA

The Murdoch University Peel Campus, is co-located with John Tonkin College and Challenger TAFE at the Peel Education Campus in the City of Mandurah, Western Australia.

Challenger TAFE (Peel Campus)

Co-located with John Tonkin College (Years 11 & 12) and Murdoch University facilities, Challenger TAFE works closely with the Peel Education and TAFE Campus partners to ensure that people in the Peel Region have access to a wide range of education and training opportunities closely linked to local employment and community needs. Challenger TAFE offers a cross section of trades, para-professional accredited programs and creative short courses which provide an avenue for students of enter employment, apprenticeship opportunities and further education.



AUSTRALIAN SCIENCE & MATHEMATICS SCHOOL

ASMS is a purpose built school that fulfils the state government charter to examine new ways of teaching and learning in science. Developed in partnership with South Australian Department of Education and Children's Services (DECS) and Flinders University, the school emphasises the social as well as the academic nature of learning and plays an important role in the spreading of best and next practice as part of the charter. Initially conceived as a professional development school, it was believed that the service would have more credibility if it were to operate as a fully functional school.

The curriculum experience is based around the "New Sciences" with a specific focus on Genetics, Nanotechnologies and Robotics. An interdisciplinary curriculum has been developed, drawing in learning from all the sciences, maths, English and the humanities. A rigorous methodology for planning and structuring the curriculum enables the school to operate a project based approach with year 10 & 11 students working alongside each other. Learning is organised around periods of approximately 100 minutes with plenty of opportunity to work independently throughout the day. Teaching staff are on-hand to support learning throughout the school day and there is specified mentoring time set aside in the school day to support students.

Organised around "learning commons" and "studios", the innovative building at ASMS is a direct reflection of the vision of organising learning around the individual learner. Providing open plan spaces, focused spaces for practical investigation and large or small group spaces, ASMS caters for students from the age of 14-19, and focuses on preparing them for life into either scientific fields of work or further academic education.



LEARNING COMMONS

- > Kastelli School
- > Jynkkä School
- > UCL Academy
- > New Line Learning
- > Mark Oliphant College
- > Ørestad Gymnasium

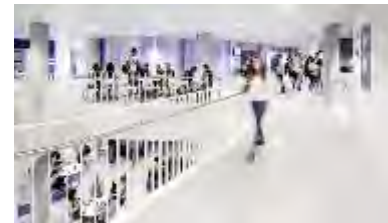


KASTEELI SCHOOL, FINLAND

The Kastelli community centre is the City of Oulu's educational, leisure and culture centre that serves the residents of the city and nearby areas. The building houses a day-care centre, a comprehensive school, an upper secondary school, an upper secondary school for adults, an adult education centre, a library and a youth centre. The schools' extensive sports facilities are also available to other leisure and sports groups.

As the majority of the building is used for teaching, the spatial design was based on special expertise in pedagogy. The building's users participated in generating ideas for the premises to create an optimal learning environment. The design took a long-term view: what kind of environment do people want to learn and operate in today, and what about 10 years from now?

The building is designed to be a modern communal learning environment that is equipped to meet the needs of the future in many ways. Teaching and learning methods change over time, as do community activities and municipal services, which means it is important for the facilities to be flexible and oriented towards learning.



JYNKKÄ SCHOOL, FINLAND

Many Finnish school buildings are being redesigned in line with a new national core curriculum launched in 2016. It encourages thinking out of the box, abandoning traditional classroom set-ups in favour of more flexible, free-form arrangements to enhance learning. At many schools, the familiar rows of wooden desks, chalkboards and overhead projectors are gone, replaced by a variety of seating and room division options as well as electronic, interactive smart boards.

The Jynkkä School, where 380 pupils begin their autumn term this year, features plenty of open space, colourful seating and portable display screens. There are no standardised classrooms. These new facilities emphasise flexibility and aims for shared learning and creativity among pupils of different ages. This calls for more adaptable physical settings. Along with the physical re-shaping, educational administrators are aiming for a renovation of terminology. Instead of classrooms, they talk about *learning environments*.

Adaptability is key, including movable walls that can easily form new spaces for small groups or specific activities. Learning takes place in varying groups including children of different ages, abandoning traditional grade divisions. There are also efforts to encourage children to be physically active and collaborative during the day.



UCL ACADEMY, UK

Sponsored by London's global university and research institution (UCL) and housed in a unique and bespoke facility in Camden, The UCL Academy is a secondary school with a vision of educating global citizens with the confidence, collaborative skills, and aspirations to make a difference. Operating on 'stage-not-age' principles, with students moving through the curriculum levels as they are ready and not necessarily when they reach a particular age. The UCL Academy supports all students to develop responsibility for their learning, ensuring that they continue to be challenged and stimulated by their experiences at school and beyond.

Leadership believe school should be an exciting, stimulating place to learn, with a curriculum that focuses on problem solving, skills development and 'real-world' issues and ideas. Their holistic and integrated approach to learning, pedagogy, and assessment, means students learn to be critical and creative thinkers; ambitious, but also idealistic and committed to ethical behaviour and sensitive to cultural difference.

The Academy's bespoke facility includes state-of-the-art science laboratories, a science lecture theatre, rooms for art, music, drama and engineering, as well as custom Superstudios—large teaching areas that offer great flexibility for teaching and learning. Since opening in 2012, the Academy has grown in size, and currently houses all year groups, from Foundation (Year 7) to Level 3/3+ (Year 12).



NEW LINE LEARNING, UK

New Line Learning Academy built three prototype “learning plazas” to trial new learning environments in existing under-utilised gyms, refurbishing them with extensive IT, acoustic treatment, moveable furniture, glazed break-out rooms etc. This allowed both teachers and students to explore team teaching and collaborative project based learning in spaces sized to be occupied by 60 or 90 students supported by 3-4 teachers and additional teaching assistants.

The Academy’s intention was to develop the students’ emotional intelligence and support team teaching by allowing teachers to learn from each other’s practice and work to their strengths. Lesson plans were developed to encourage student engagement, with rapid transition between different learning modes and associated settings – for example, from large group activities at the centre of the space, to large group presentations on the moveable “banana” seating, to creative small group project work at tables, or reflective independent study at the perimeter. Walls are articulated to incorporate IT, “study nooks”, projection and display as well as acoustic panels. Ceilings incorporate coloured LED lighting to set the right mood for different activities.



MARK OLIPHANT COLLEGE, SOUTH AUSTRALIA

Mark Oliphant College was designed as South Australia's first purpose built facility combining care, preschool, primary and secondary education on one site. The school is divided into four sub-schools-the Early, Primary, Middle and Senior Years. These sub-schools are arranged in a circle around a village green and connected by a covered walkway. The day, week and year were designed so that students spend more time in the classroom on core curriculum compared to the time spent in specialized learning areas.

From Reception to Year 9, students cover a common curriculum that includes skills, knowledge and capabilities across each learning area without offering them choice in the subjects that they study. Choice is gradually introduced from Year 10 onwards, while maintaining the focus on core learning based solidly in literacy, numeracy and science. This approach is enhanced through a commitment to project based learning. Students spent more time on fewer subjects with fewer teachers allowing work to be covered in depth rather than breadth. This structure encourages the student / teacher relationships that support effective teaching and learning.

The college provides opportunities for students to use and develop their skills by integrating their learning through a project based approach and through co-curricular activities. Compass Adelaide, for example, is a curriculum linked programme run in partnership with the University of Adelaide, aimed at lifting student aspirations across Early, Primary and Middle Years.

The Pastoral Care programme in each sub-school provides appropriate information to help children, young adults and their families make informed, realistic decisions about their futures. As students move through the college this is increasingly about courses of study that will set students on appropriate pathways through school to further study and employment.

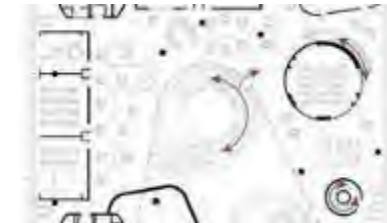


ØRESTAD GYMNASIUM, DENMARK

Orestad Gymnasium, Copenhagen is designed around a series of inter-connected social spaces that encourage both formal and informal learning in different settings. There are focused spaces called 'Plenums' where directed learning takes place, and on the top of these spaces are social spaces that can be accessed from open learning zones. These open learning zones are timetabled for activity and students can move through the school, selecting appropriate learning settings for their needs. The school specializes in multi-media, communication and culture.

The curriculum is oriented towards developing 'modern knowledge'. Teaching and learning refers strongly to a real-world setting, where students are seen as learners and teachers are seen as facilitators and mentors working in small groups with students – doing a lot of project work.

They are greatly encouraged to develop their own innovations in pedagogy. Learning in Ørestad Gymnasium is mostly self-organized. It is seen as a creative and collaborative experience. There are no fixed timetables, only defined outcomes.



COURSE INNOVATIONS

- > InnoOmnia
- > High-Tech High
- > Hull York Medical School



INNOOMNIA, FINLAND

As a small country with few natural resources, Finland depends on human resources to generate affluence. There has been a significant shift in thinking among Finnish citizens in recent years towards education. Vocational education and training (VET) qualifications now have an equal footing with regards to reputational quality. One contributing factor to this comes from the work of OMNIA a VET organisation with upwards of 10,000 students.

OMNIA established an innovation movement that tackles the most challenging issues it faces and then evaluates potential solutions in an ongoing cycle of development. This creates momentum for great change. An example of this is their work to overhaul the Business and Administration Programme by integrating more hands-on learning with the use of mobile technologies to support in class and on location learning.

They have focused also on the roles that teachers and students play at different points in the programme, such that everyone is a teacher and everyone is a learner. This has enabled much better flexibility in programme delivery and assessment, which has in turn led to a dramatic increase in results.



HIGH-TECH HIGH, USA

High Tech High High School is a 9-12 public school of choice in North Bergen, New Jersey. Classified as a vocational school, it provides students with a challenging academic program alongside career and technical classes.

The school encourages vocational and academic teachers to collaborate and integrate as they can. Sometimes this is done across the grade level, so that the 11th grade math teacher is working with the 11th grade dance teacher. Sometimes it's done with a whole cohort of teachers working within a grade level. Teachers meet during common planning times or before and after school. They also have a summer planning sessions that allow them to explore new ideas or build themes across classes and disciplines.

Much of the collaboration is focused around a particular theme and culminates in a specific project that students create. Projects are used to make connections and show relevancy. Usually the vocational teacher will lead the project, and the academic teachers find ways to fit in and integrate their content. Projects can last anywhere from two weeks to a whole semester. The idea is to collaborate and find ways to work together so that students can view and engage material from multiple perspectives.



HULL YORK MEDICAL SCHOOL, UK

Hull York Medical School is the joint medical school of the Universities of Hull and York. It was established in 2003 – combining York's strengths in biological science and health sciences and Hull's Postgraduate Medical School and large clinical base.

The medical school admits 140 students each year. Of the successful applicants each year, half are based at the University of Hull and the other half are based at the University of York for the first two years of their course.

Students spend the two years in phase one at their academic bases (either Hull or York). Phase two consists of rotation around York, Hull, Scunthorpe, Grimsby and Scarborough. In the final year of the course (phase three), students essentially take on the role of a 'junior' pre-registration house officer and are also able to carry out an 'elective' period overseas.

Hull York Medical School course focuses on clinician led problem based learning, communication skills and early and sustained clinical exposure. There is an emphasis on early and sustained clinical experience in General Practices, hospitals and community settings.







Volume 2 Output Specification

Part A: Functional Brief

New 7-10 High School

ACT Education Directorate

DRAFT

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Version No.	Issue Date	Details	Author	Approved By
1.0				

DRAFT

Volume	Description
Volume 1	Project Overview & General Requirements
	Part A – General Information & Instructions to Respondents
	Part B – Proposal Requirements
	Part B – Appendices
Volume 2	Output Specification
	Glossary
	Part A – Functional Brief
	Part B – Masterplanning and Architectural Specification
	Part C – Technical Specification
	Part D – Furniture, Fittings and Equipment Specification
	Part E – Project Specific Information
Volume 3	Contractual Documents
	Part A - Project Agreement, Schedules and Annexures and Ancillary Documents
	Part B - Services Specification

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APPENDIX A:
FUNCTIONAL REQUIREMENTS – LEARNING SETTINGS FOR DIFFERENT LEARNING MODES

DRAFT

1 Introduction

A detailed overview of the Project, and its requirements, is provided in Volume 1 – Project Overview and General Requirements of the Request for Proposal (RFP) and should be referred to as needed to provide context and background to the various parts of this volume, Volume 2 – Output Specification.

1.1 Structure of Volume 2: Output Specification

The Output Specification is structured as shown in Table 1.

Table 1: Output Specification structure

Part	Heading	Contents
A	Functional Brief	Outlines the Education Vision, Values and Priorities and key education principles of the Education Directorate (the Directorate) and their implications for facilities design. Broad functional requirements, functional relationships and specific functional requirements are described for the particular school type: Preschool–Year 6, Preschool–Year 10 or Year 7–Year 10 High School.
B	Master-planning and Architectural Specification	Details the masterplanning requirements and architectural design principles. Provides details of the minimum requirements for landscape and traffic design. Also provides site specific information.
C	Technical Specification	Details the minimum performance standards for each element of the building and fabric performance, ESD, engineering services, civil and structural requirements, utility, ICT and communication requirements that the Contractor must provide to all Facilities.
D	Furniture, Fittings and Equipment Specification	Details the FF&E requirements for the Project.

1.1.1 Volume 2: Part A – Functional Brief

The Functional Brief:

- presents the educational vision, values, mission and priorities of the Directorate;
- outlines the Education Principles derived from the vision and values;
- lists Education Facilities Design Principles to guide facilities design; and
- details the functional requirements for the school; and
- provides site specific information.

1.2 Guiding principles

Throughout the Output Specification various sets of ‘principles’ are referred to:

- Education Principles** translate the Directorate’s vision, values and priorities into general principles to guide the design of all aspects of education—pedagogy, curriculum, professional learning, school organisation, leadership, inclusion, wellbeing and engagement with community — Section 3.1, *Volume 2 Part A*.
- Education Facilities Design Principles** capture the implications of the education principles for the design of facilities — Section 3.2, *Volume 2 Part A, Table 5*
- Universal Design Principles**, from the Centre for Excellence in Universal Design concern the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design¹.
- Architectural, Urban Planning and Masterplanning Principles** — *Volume 2 Part B*.

¹ <http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/> viewed 20 October 2014

2 ACT Government vision, values, priorities and goals

2.1 Strategic priorities

The ACT Government Strategic Priorities focus on:

- Economic growth and diversification;
- Enhancing livability and social inclusion;
- Suburban renewal and better transport; and
- Health and education investment.

The mandate for the design of schools, and thus this Functional Brief, can be found in the support documents that translate this strategic intent into strategic plans. For example, the vision of the supporting document the Canberra Social Plan 2011², is stated as:

“Canberra is a place where all people reach their potential, make a contribution and share the benefits of an inclusive community.

... New schools, quality teaching, smaller class sizes and improved learning facilities have positioned Canberra as the education capital of Australia. For our children and young people, it means a better future with the skills and optimism to make the most of their opportunities”. *Canberra Social Plan 2011*, p5 and Foreword.

The ACT Government Infrastructure Plan 2011–2021³ captures the implications of The Canberra Plan for the design and development of education facilities. These priorities, shown in Table 2, are key drivers for the development of a Functional Brief that sets out Directorate guidelines for creating schools that provide contemporary learning and teaching environments and the next generation of teaching and learning online.

Table 2: Infrastructure Plan 2011–2021 Priorities (pertinent items highlighted)

POLICY PRIORITIES	STRATEGIC INFRASTRUCTURE PRIORITIES
<ul style="list-style-type: none"> <input type="checkbox"/> Implementing an integrated and comprehensive approach to school improvement. <input type="checkbox"/> Improving the transition for children from home to early childhood settings, and to school. <input type="checkbox"/> Increasing high school and college retention rates. <input type="checkbox"/> Undertaking high school and college sector reform and renewal. <input type="checkbox"/> Better integrating and coordinating secondary education and vocational training. <input type="checkbox"/> Improving teacher quality in ACT schools. <input type="checkbox"/> Creating schools that provide 21st century learning and teaching environments. <input type="checkbox"/> Developing the next generation of teaching and learning online, including through the delivery of a new Virtual Learning environment. <input type="checkbox"/> Reducing greenhouse gas emissions and enhancing sustainability in schools. 	<ul style="list-style-type: none"> <input type="checkbox"/> Developing quality school facilities to meet the needs of a growing city. <input type="checkbox"/> Targeting investment to meet need in areas of geographic priority. <input type="checkbox"/> Building 21st century learning and teaching environments. <input type="checkbox"/> Providing capacity to meet demand for and improve the transition from home to early childhood settings and to early school years. <input type="checkbox"/> Developing an integrated management system for school staffing. <input type="checkbox"/> Creating and maintaining a safe and inclusive student learning environment. <input type="checkbox"/> Reducing greenhouse gas emissions from ACT Public Schools.

2.2 ACT Public Service Values

In addition to the Canberra Plan and its support documents and plans, the Functional Brief takes its lead from the four foundation ACT Public Service (ACTPS) values.

- Respect.
- Integrity.

² ACT Government, 2011 *Canberra Social Plan*, <http://www.cmd.act.gov.au/policystrategic/socialplan>

³ ACT Government, 2011 *ACT Government Infrastructure Plan 2011–2021*, <http://www.cmd.act.gov.au/policystrategic/infrastructure>

- Collaboration.
- Innovation.

The Output Specifications in general, embrace the value of innovation and were developed in response to “asking ‘but why’, actively seeking out new and better ways of doing what we do (as well as better things to do), and not settling for how it has always been.”⁴

3 ACT Education Directorate’s - Education Framework

The Directorate’s Education Framework includes:

- vision and values;
- priorities and goals;
- educative purpose;
- education principles;
- curriculum; and
- pedagogical approach.

3.1 The Directorate’s vision and values

In playing its part in developing Canberra as a knowledge-based community, the Directorate states:

...“our vision is to see that all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives”.⁵

“The Directorate takes pride in having values that are aligned with the ACT Public Service values and behaviours. These values and behaviours underpin our service delivery to the community:

Respect: We take pride in our work and value the contribution of others.

Integrity: We take responsibility for our decisions and actions.

Collaboration: We work openly, seek out the views of others and welcome feedback.

Innovation: We seek to continuously improve our services and are open to change and new ideas”.⁶

The Directorate’s work is strengthened through building partnerships with students, their families and the community more broadly.

3.2 Priorities and goals

The Directorate’s priorities are described in Strategic Plan 2014–2017: Education Capital – Leading the Nation.

Quality Learning: We will ensure all learners have access to powerful and relevant learning experiences.

Inspirational Teaching and Leadership: We will build the capacities of our teachers and leaders - by design, not by chance.

High Expectations, High Performance: We have high expectations for all and will meet the learning needs of every student.

Connecting with Families and the Community: We will partner with families and engage with the community to build meaningful relationships.

Business Innovation and Improvement: We will support innovation, improve our business systems and be open and accountable for our decisions.

⁴ ACTPS Values and Signature Behaviours, <http://www.jobs.act.gov.au/about-the-actps/managers-toolkit/values-and-behaviour> viewed July 2015

⁵ ACT Education Directorate, Annual Report 2009–2010 http://www.det.act.gov.au/publications_and_policies/publications_a-z/annual_report/Annual_Report_2009-2010/section_a/the_organisation viewed June 2015

⁶ ACT Education Directorate, Annual Report 2012–2013 http://www.det.act.gov.au/publications_and_policies/publications_a-z/annual_report/annual-report-2013-2014/Section-B/b1-organisational-overview viewed June 2015

3.3 Educative purpose

3.3.1 The Melbourne Declaration of Educational Goals for Young Australians

All States and Territories in Australia take the direction for their educative purpose from The Melbourne Declaration of Educational Goals for Young Australians (MCEETYA, 2008)⁷. It declares the value of:

“the central role of education in building a democratic, equitable and just society—a society that is prosperous, cohesive and culturally diverse, and that values Australia’s Indigenous cultures as a key part of the nation’s history, present and future”. (MCEETYA, 2008 p4)

The Declaration identifies two main goals to achieve this purpose:

Goal 1: Australian schooling promotes equity and excellence.

Goal 2: All young Australians become:

- successful learners;
- confident and creative individuals; and
- active and informed citizens.

Achieving these educational goals is the collective responsibility of governments, school sectors and individual schools as well as parents and carers, young Australians, families, other Education providers, business and the broader community. (MCEETYA, 2008 p8)

The Melbourne Declaration acknowledges the significant changes in the world since the Adelaide Declaration in 1999 and, in addition to identifying literacy, numeracy and knowledge in the key disciplines (Learning Areas) as essential, the Melbourne Declaration identifies that successful learners develop their capacity to be lifelong learners who:

- play an active part in their own learning;
- are effective collaborators and team workers;
- are creative, innovative and resourceful;
- are able to make sense of their world; and
- are self motivated, self managing and self-directed.

It also emphasises the development of young people as responsible local and global citizens who understand, appreciate and acknowledge cultural diversity.

3.4 The Canberra Public School System

Canberra public schools are community oriented with school-based development of curriculum aligned to the outcomes and achievement standards of the Australian Curriculum, school based assessment and School Board participation in the selection of principals. The community extensively uses Canberra public schools both during and out of school hours.

3.4.1 Public School types

Currently the ACT education system has varying structures, which include:

- Preschools (public);
- Early Childhood Schools (P–2);
- Preschool to year 6 (P–6);
- Preschool to year 10 (P–10);
- High Schools year 7 to year 10 (7–10);
- Secondary Schools year 7 to year 12 (7–12);
- Colleges year 11 to year 12 (11–12); and
- Specialist Schools and Education Centres provide a range of programs including outdoor education, instrumental music, a hospital school and specialised support for students with disability.

3.4.2 Students with Disability

Canberra public schools provide equitable, high quality education for each and every student. The principles of ‘equity, universality and non-discrimination’ are paramount in providing an inclusive learning environment for each student with a disability (*Education Act 2004*). The Directorate is committed to establishing and maintaining a

⁷ MCEETYA, 2008 The Melbourne Declaration of Educational Goals for Young Australians, http://www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html

supportive school environment for students with disability and to promoting positive attitudes towards students with disability within the school community. In addition to providing learning support within all schools, specialist schools also provide educational programs for students with disability to enable a continuum of education options for families.

Approach to education of students with disability within mainstream schools:

"the Directorate fully supports the enrolment of students with a disability in mainstream school settings" and has a "commitment to an inclusive education system that provides high quality learning opportunities and positive educational outcomes for every student enrolled in a Canberra Public school." ACT Education Directorate Students with Disability: meeting their educational needs 2008⁸

The key principle underpinning inclusive education is the removal of whatever excludes or marginalises—inclusive design means providing the environment that promotes and enables inclusion. Although often used as a term in relation to education of students with a disability, inclusive education applies to all learners. The strong movement towards personalised learning and individual education plans in all schools signifies the widespread movement towards inclusive education.

The advantage of integrating support for learners with disability within primary and secondary schools is that it facilitates the provision of a flexible continuum of educational provision. The degree of inclusion for each learner can be determined according to need, ability and assessed benefit. It enables a customised approach to inclusion rather than a 'one size fits all' approach. Furthermore, there is potential for a greater number of students to benefit from the expertise of staff. Collaboration between teachers with different expertise can provide greater support for all students in the school. The opportunities that arise from integration have an enriching effect for all students and staff.

The international evidence indicates that good practice in inclusive education involves consideration of a range of aspects. ... At a whole, school level good practices include adjustments to cultures, policies, and practices, development of support structures, regimes of funding support, and the provision of and access to equitable learning opportunities. At an in-class level, differentiating curricula or introducing alternative curricula, the application of universal design, use of information technologies, individual planning through the individual education plan (IEP), and a focus on quality teaching for all students are the most prominent practices.⁹

To maximise opportunities for students with disability to succeed, school policy and practice should reflect:

- collaboration between teachers and students, parents, guardians or carers, education and health professionals to develop criteria for agreed understanding and responses to a student's behaviour, communication skills and learning needs;
- curriculum-based learning plans developed by a student support group that set out the student's learning goals;
- teaching and learning strategies that take account of the student's background, experiences and individual goals;
- opportunities for the student to develop knowledge, skills and behaviour and functional life skills in a range of Learning Areas and contexts; and
- opportunities for all students to participate in learning activities with other students.

The design of facilities and functional units to support students with disability in all sections of Canberra schools are outlined in the Functional Specifications section of the Functional Brief.

3.4.3 Withdrawal Spaces

Withdrawal is defined in the *Safe and Supportive Schools Policy* as time away from classroom activity in a calming area where doors are not locked and a student is not prevented from leaving.

The following guidelines should be applied for withdrawal spaces.

- Types of spaces to use for withdrawal include:
 - soft furnishings at the back of classrooms to make 'reading corners';
 - flexible learning spaces separate to other classrooms;
 - teepees or tents set up as quiet spaces;
 - outdoor recreation areas, such as gardens or playgrounds; and
 - specifically designed sensory spaces.

⁸ ACT Government Education, 2008 [Students with a Disability: Meeting their Educational Needs](#)

⁹ Australian Research Alliance for Children and Youth (2013) *Inclusive education for students with disabilities. A review of the best evidence in relation to theory and practice* http://Appendix.B.aracy.org.au/publicationsresources/command/download_file/id/246/filename/Inclusive_education_for_students_with_disability_-_A_review_of_the_best_evidence_in_relation_to_theory_and_practice.pdf

- Use of withdrawal spaces includes:
 - dedicated spaces at the back of classrooms that students can use for self-directed withdrawal;
 - establish rules of use and display these in the space;
 - staff must have line of sight to the student at all times or stay in the space with the student;
 - students must be able to see out of the space and know they are not locked in;
 - staff must be able to quickly intervene if the student requires assistance;
 - where withdrawal is used as part of a student's behaviour support, this strategy must be documented in a behaviour support plan including details of the space to be used and the staff providing support;
 - ensure there is a plan for returning the student to the classroom in a supported and timely way; and
 - withdrawal spaces must not have external locks and must not be for the sole purpose of confining students with challenging behaviour.

3.5 Overview ACT curriculum and pedagogy requirements

3.5.1 The Australian Curriculum

The Australian Curriculum defines what students are entitled to learn in Foundation¹⁰/Kindergarten to Year 10 (F–10) in order to achieve the two goals of the Melbourne Declaration.

Key components of the Australian Curriculum

As expected in a rapidly changing, highly technological, globalised, post-industrial world, the Australian Curriculum has introduced new elements to the curriculum and places greater emphasis on emerging technologies and emerging capabilities. In addition to digital media and design with technology, the Australian Curriculum brings a stronger focus to Languages from the early years, the development of General Capabilities from Foundation (Kindergarten) to Year 10 and Cross Curriculum Priorities. The key components of the Australian Curriculum are outlined in Table 3.

3.5.2 Implementation of the Australian Curriculum in Canberra Public Schools

The Directorate has chosen to implement the Australian Curriculum as developed by the Australian Curriculum Assessment and Reporting Authority (ACARA). The Australian Curriculum was not revolutionary for the ACT. In many ways, the Australian Curriculum was a recasting of much of what the Directorate had identified, in *Every Chance to Learn*, as essential learning for young people who will live their lives predominantly in the 21st Century. The newly defined ACT P–10 curriculum presented in *Every Chance to Learn* was developed to achieve a very similar educative purpose as was later defined in the Melbourne Declaration. *Every Chance to Learn* defined the goal of education was to develop each student as a learner, person, community member and contributor to society. In addition to defining essential learning in the Learning Areas, *Every Chance to Learn* identified a number of Essential Learning Achievements which are very similar to the General Capabilities that were later included in the Australian Curriculum. In 2015 ACT Schools are required to fully implement the Australian Curriculum.¹¹

¹⁰ 'Foundation' is a term agreed upon by all State and Territory Ministers to provide an Australia-wide consistent name for the first year of school. 'Foundation' replaces 'Kindergarten' in NSW and the ACT, 'Prep' in Vic and 'Reception' in SA.

¹¹ ACT ED (2015) *Australian Curriculum Implementation Schedule for ACT Schools*, http://www.det.act.gov.au/_data/assets/pdf_file/0019/592210/2015-Australian-Curriculum-Implementation-Schedule-for-ACT-Schools-14-04-2015.pdf viewed April 2015

Table 3: Overview of the Australian Curriculum F–10

Learning Areas and Subjects	Year levels	General Capabilities important for life and work in the 21st century	Cross Curriculum Priorities
The Arts <input type="checkbox"/> Music <input type="checkbox"/> Visual Arts <input type="checkbox"/> Dance <input type="checkbox"/> Drama <input type="checkbox"/> Media Arts	F–10	Integrated across all Learning Areas and all Year levels <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> ICT Capability <input type="checkbox"/> Critical and Creative Thinking <input type="checkbox"/> Personal and Social Capability <input type="checkbox"/> Ethical Behaviour <input type="checkbox"/> Intercultural Understanding	Integrated across all Learning Areas and all Year levels <input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures <input type="checkbox"/> Asia and Australia's engagement with Asia <input type="checkbox"/> Sustainability
English	F–10		
Mathematics	F–10		
Health and Physical Education	F–10		
Humanities and Social Sciences <input type="checkbox"/> History <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Citizenship <input type="checkbox"/> Economics and Business	F–10 F–10 Yrs 3–10 Yrs 5–10		
Languages	F–10		
Science	F–10		
Technologies <input type="checkbox"/> Design and Technologies <input type="checkbox"/> Digital Technologies	F–10		
Work Studies (optional)	Yrs 9–10		

3.6 The ACT Education Directorate's position on pedagogy

3.6.1 Approach to learning and teaching in F–12

Since the early 2000's the ACT has chosen to frame their pedagogy statement in terms of the three key features of pedagogy identified by the NSW DET Quality Teaching Framework:¹²

- intellectual quality;
- a quality learning environment; and
- significance.

Figure 1: NSW Quality Teaching Framework



¹² NSW DEC (2003) Quality Teaching in NSW Schools, https://www.det.nsw.edu.au/proflearn/docs/pdf/qt_EPSColor.pdf

Intellectual quality refers to pedagogy focused on producing deep understanding of important, substantive concepts, skills and ideas. Such pedagogy treats knowledge as something that requires active construction and students to engage in higher-order thinking and to communicate substantively about what they are learning.

Quality learning environment refers to pedagogy that creates conditions where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and students and among students.

Significance refers to pedagogy that helps make learning meaningful and important to students. Such pedagogy draws clear connections with students' prior knowledge and identities, with contexts outside of the classroom and with multiple ways of knowing and cultural perspectives. Source: *Every Chance to Learn*, p20.

Central to the Directorate achieving its vision of all young people in the ACT learning, thriving and being equipped with the skills to lead fulfilling, productive and responsible lives, is alignment of each school's focus on the needs of learners and empowering all students to learn and achieve personal success regardless of their individual circumstances.

Personal success in learning involves developing a positive disposition to learning and the holistic development of self—aesthetic, intellectual, emotional, social, spiritual and physical. Health and wellbeing, developing a sense of community and belonging, inclusion of all learners and honouring and celebrating diversity are vital to a strong society.

Knowledge and understanding of themselves and their world, combined with developing General Capabilities, will ensure young people are equipped to participate and contribute meaningfully in society—a society facing the complexity, uncertainty and challenges that continue to emerge in a highly connected, globalised, technological world.

The Directorate's vision for learning aligns with the Melbourne Declaration (2008) which identifies that successful learners develop their capacity to be lifelong learners who:

- play an active part in their own learning;
- are effective collaborators and team workers;
- are creative, innovative and resourceful;
- are able to make sense of their world; and
- are self motivated, self managing and self-directed.

This vision, in turn aligns with global trends in learning in the 21st century.

3.7 21st century, contemporary learning

It is considered highly probable¹³ that learning will continue to evolve according to themes that are already evident:

- approaches to learning and teaching that recognise the holistic, personal and social nature of learning;
- that we learn through every aspect of our lives;
- greater integration of school with community;
- increasing global and virtual connectedness;
- greater accessibility to learning anytime, anywhere and anyhow;
- learning through the lifespan and across ages;
- learning extending outside of traditional hours; and
- increasing opportunities for learning through virtual experience.

3.7.1 The evolution of contemporary learning

There are two driving forces for contemporary learning and contemporary pedagogy:

- research in the learning sciences that has been accumulating since the 1970s¹⁴; and
- the demands of the contemporary world and the capabilities required to operate successfully in this world.

¹³ OECD (2011) Compendium of Exemplary Education Facilities *Transforming Spaces for Learning*.

¹⁴ Sawyer, R. K. (Ed.). (2014). *The Cambridge Handbook of the Learning Sciences* (2 edition). New York, NY: Cambridge University Press.

The learning sciences research is multi-disciplinary research—cognitive psychology, social psychology, education and neuroscience. The outcomes of these various research fields are extremely consistent. Human learning is at its most powerful, when it is:

- intrinsically motivated and lifelong:** learner driven learning is transformative and generative;
- personal:** making personal meaning and building personal capacity in a safe, supportive but challenging environment;
- relational:** gaining support and inspiration from learning in relation to others, deriving a sense of challenge and expectation from significant others;
- holistic and experiential:** the whole person learns through participating in authentic, purposeful, experiential activities; and
- complex and non-linear:** holistic growth through active engagement and integration rather than simply accretion or accumulation of layers.¹⁵

Despite the compelling nature of the learning sciences research, these research findings alone were not powerful enough to overcome the habits and methods of centuries of schooling. It was not until society and governments started to understand and face the demands and challenges of the contemporary world that widespread impetus emerged to truly transform the nature of school learning.

In response to the greater understanding of learning emerging from the learning sciences the OECD Centre for Education Research and Innovation (CERI) developed a set of seven principles to support learning.

- Make learning and learner engagement central.
- Ensure that learning is social and often collaborative.
- Be highly attuned to learners' motivations and emotions.
- Be acutely sensitive to individual differences including in prior knowledge.
- Be demanding for each learner but without excessive overload.
- Assessment is critical, but must underpin learning aims & strong emphasis on formative feedback.
- Promote connectedness across areas of knowledge as well as to the community and the wider world.

3.7.2 Contemporary education research

Research on what contributes to academic achievement¹⁶ shows that 50% of the variance in academic achievement is due to the learners themselves with 30% of the variance attributed to the teacher. Before the late 1990s it was assumed by many, if not most, educators that the 50% of variance in academic achievement due to the students was beyond the control of teachers since the general belief at that time was that intelligence was fixed. Neuroscience and the application of neuroscience findings to teaching and learning have refuted this assumption about intelligence. Neuroscience shows that the brain is 'plastic'; that it responds to, adapts to and is shaped by experience. Multiple research studies¹⁷ show that academic achievement is raised when students:

- are helped to develop an understanding that intelligence is not fixed;
- are taught that they can become more intelligent by learning strategies for learning and thinking; and
- are encouraged to be persistent and determined in their approach to learning.

The heartening consequence of these findings is that developing the very capabilities that are required for success in 21st century life has a positive, compounding effect on academic success. Powerful learning involves developing powerful learners.

3.7.3 Contemporary pedagogy

Contemporary pedagogy has developed in response to our increased understanding of the nature of human learning and the pressing demands on the 21st century world. The globalised, post-industrialised world poses a challenge for educators to:

“... prepare young people for uncertainty and changes that are yet to come, to prepare young people for a society that is in a state of rapid transformation. 21st century education is increasingly driven by a desire to develop young people who are adaptable, creative, collaborative, responsive,

¹⁵ *ibid*

¹⁶ Hattie J (2003) 'Teachers Make a Difference: What is the research evidence' https://www.det.nsw.edu.au/proflearn/docs/pdf/qt_hattie.pdf (accessed 15 July, 2014)

¹⁷ See for example, Dweck C (2006) *Mindset: The new psychology of success* Ballantine Books, New York and Langer E (1989) *Mindfulness*, Perseus Books

self directed and capable of being self managing in networks and less hierarchical settings and communities than experienced by their parents at the same age.” (Atkin, 2011)¹⁸

This challenge demands that, in addition to working towards traditional academic measures of success, schools today are charged with the responsibility of helping students learn how to learn, think and problem solve in unpredictable contexts. This is clearly articulated in the Melbourne Declaration on Educational Goals for Young Australians.

It is widely acknowledged^{19,20} that ‘learning about’ skills and capabilities does not develop capabilities and skills. Capabilities and skills are not developed by transmission of information. Collaborative ways of working and independence, for example, are developed through participatory and experiential processes where students learn to be collaborative, self-directed and self-managing. Developing global citizens involves more than projects to raise money for giving aid to developing communities. Global awareness and global education means being connected seamlessly to other young people around the globe and engaging together in youth dialogue and projects that transcend geographical and cultural boundaries.

Contemporary pedagogy is therefore characterised by an emphasis on personalisation, active investigation and inquiry, collaboration and growth towards self-management and self-direction within a supportive learning environment.

The teacher’s role in the 21st century-learning context is to mediate, skillfully, the multiple learning and teaching modes available in response to the learning needs and aspirations of the learner and the desired learning outcomes. This means moving between a repertoire of strategies that range from the traditional didactic mode of direct explicit instruction to facilitation of inquiry, self-expression and problem solving. Depending on the context, group sizes can range from individual to small, large and very large groups. Teacher collaboration is key to providing the flexibility and pooled resources required to be responsive to learner’s needs.

Teacher, peer and self-assessment of learning are characteristic of contemporary pedagogy. Teachers observe learners in authentic learning contexts and learner progress is increasingly monitored, tracked and communicated in real time through online tools.

3.7.4 Connected learners

Connecting with the community

The ACT Government has a long-standing commitment to building inclusive communities. In relation to education and schools, the Directorate sees building partnerships with community and connecting with families and the community as central to its vision. This vision extends beyond simply building meaningful and supportive relationships; it means connecting learning with the community beyond the confines of the classroom or school and requires facilities that bridge the gap between community and school.

Facilities must be designed with reference to the broader community context and foster joint use arrangements, sharing and community access for use outside school hours wherever possible. Parents and other community members should feel that they are welcomed and valued at the school and spaces must be available to display and celebrate student performances and work.

Digital connectivity, digital learning

The Directorate’s commitment to creating schools that provide 21st century learning and teaching environments and developing the next generation of teaching and learning online through its digital learning approach emphasises the power of technology, if used effectively and purposefully, to redefine how we learn and unlock the potential of all learners.

Digital technologies enable learning by:

- providing access to quality online resources and experts;
- increasing the agency of the learners by placing access to learning in their hands;
- supporting personalisation of learning;
- providing real-time assessment and reporting of learning;
- facilitating collaboration and connection; and
- enabling ease of sharing or children’s learning with their families.

¹⁸ Atkin, J. *Transforming Spaces for Learning*, in *Designing for Education: Compendium of Exemplary Educational Facilities 2011* OECD CELE

¹⁹ Dreyfus H.L and Dreyfus S.E *A Five Stage Model of the Mental Activities Involved in Skill Acquisition* UC Berkeley, 1980 <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA084551> accessed 27 July, 2013

²⁰ Carr, M. *Dimensions of Strength for the Key Competencies* <http://nzcurriculum.tki.org.nz/content/download/507/3828/file/dimensions-for-tki.doc> accessed 20 July, 2013

The rapidly changing nature of ICT and its pervasiveness in learning, creating, connecting and communicating, demands adaptable design solutions. Fifteen to 20 years ago computer labs became common in schools. Ten years ago computer labs started to give way to distributed computer pods and desktops gave way to laptops. Currently the digital learning landscape is being transformed once again as mobile devices (often BYOD - bring your own device), the capacity to beam wirelessly from individual devices to a variety of AV displays, virtual conferencing to connect locally and globally with and without high-end equipment, and even wearable technology enter the scene.

Mobility, agility and distributed access are key features required in equipping facilities for digital learning.

The Facilities will include, as a minimum:

- reliable, high speed, high capacity wireless coverage in all administration areas and indoor and external learning environments;
- a number of high-end desktops distributed through the administration areas and general and specialist learning environments;
- Interactive Teaching Technology (ITT);
- AV display screens for small group collaboration, presentation and virtual conferencing;
- data projection and a large projection screen/wall for communal gathering areas display capacity and AV; and
- video conferencing capability for communication and collaboration locally and globally.

The greater emphasis on languages in the Australian Curriculum, with the associated opportunity to collaborate and communicate online with native speakers, and the rich information resources available through the world wide web, transform what was previously desirable with regard to virtual conferencing and online access into a necessity.

3.7.5 Contemporary learning and teaching – a summary

Contemporary learning and teaching involves a shift away from a highly teacher-directed model in which the teacher's focus was to ensure they had 'taught' something to a learning-centred model where each teacher's focus is on ensuring successful learning for each learner. Teachers are responsive designers; learners are encouraged to develop as self-directed, self-managing learners. Table 4 summarises the nature of the shift for a number of different aspects of learning and teaching.

Table 4: Contemporary learning and teaching versus conventional, industrial era learning and teaching

Learning and teaching aspect	Conventional, industrial era	Contemporary, knowledge era
Topic and learning experiences	Imposed by teacher. Strictly programmed.	Negotiated in response to collective and individual learning needs and interests. Flexible, responsive to opportunities.
Response to mistakes	Should not be made.	To be reflected on and learnt from.
Assessment	Written tests and exams Final, summative – a measure of what a student knew or could do.	Multiple assessment strategies to evaluate progress in real contexts where possible. Ongoing, formative assessment – provides a focus for next steps in learning, what to improve.
Ethos	Competitive against others.	Striving for personal best against criteria and standards.
Determined by	Central authority.	Local and personal needs in the context of a framework – the Australian Curriculum.
Staffed by	Individual teachers – Primary. Subject expert – Secondary.	Collaborative teams of teachers. Cross-curricula teams.
Focus	Teaching centred.	Learning centred.
Teacher role/strategies	Instructor/predominantly direct instruction.	A range of roles from instructor to coach to facilitator to mentor/ strategies range from direct instruction to modelling to prompting and giving feedback to facilitating.
Organisation	One teacher to many students simultaneously.	One to many, one to a few, one to one, any to any.
Student role/strategies	Passive, receptive.	Active, generative, questioning, reflecting, metacognitive.
Student activity	Working alone.	Working collaboratively and alone to develop interdependence and independence.
Emphasis on 'way of knowing'	Knowing facts and information.	Knowing how and why and how to find out.
Source of knowledge	Books and the teacher's head.	Books, teachers, other students, digital resources, community experts.
Time for learning	9.00am–3.00pm	Anytime, anywhere.

3.8 Creating environments that support contemporary learning

A strategic priority identified in the ACT Infrastructure Plan is to create schools that provide 21st century learning and teaching environments (Table 2). Contemporary learning environments are not ends in themselves. **Contemporary learning environments are very deliberately designed to support the approaches to 21st century learning and teaching outlined in Table 4.**

Just as contemporary learning is radically different from conventional industrial era learning so too are contemporary learning environments radically different from the conventional 'single cell' classroom with all desks and chairs in rows. Contemporary learning environments are not simply single cell classrooms with a few 'add on' spaces—contemporary learning environments have fundamentally different design drivers.

3.8.1 Contemporary learning environments

Contemporary learning environments support and enable:

- collaboration between students;
- collaboration between professionals;
- personalised learning, which requires flexible, responsive grouping of students—1 to 1, 1 teacher working small groups, students working without direct teacher involvement, individual work;
- learner self regulation, self direction and self management;
- holistic, authentic learning— purposeful, meaningful, personally significant, experiential, real projects;
- assessment in context—assessment 'for', 'as' and 'of' learning;
- connectedness—with community, virtually locally and globally, within and across subjects;
- seamless access to rich resources—digital, information, equipment, materials; and
- learning anytime, anywhere, with anyone.

To support contemporary pedagogy, the teaching-centric, 'single cell' models of industrial era schooling have given way to learners and **learning-centred models of pedagogy that require ease of flow between a variety of learning and teaching modes and hence a variety of Learning Settings and spaces.** The shift in the basic design driver is illustrated in Figures 2 and 3.

Figure 2 illustrates how a design based on a 'single cell', 60m² classroom is refurbished as two 'Learning Neighbourhoods' with an array of learning settings that are designed to support different learning and teaching activities.

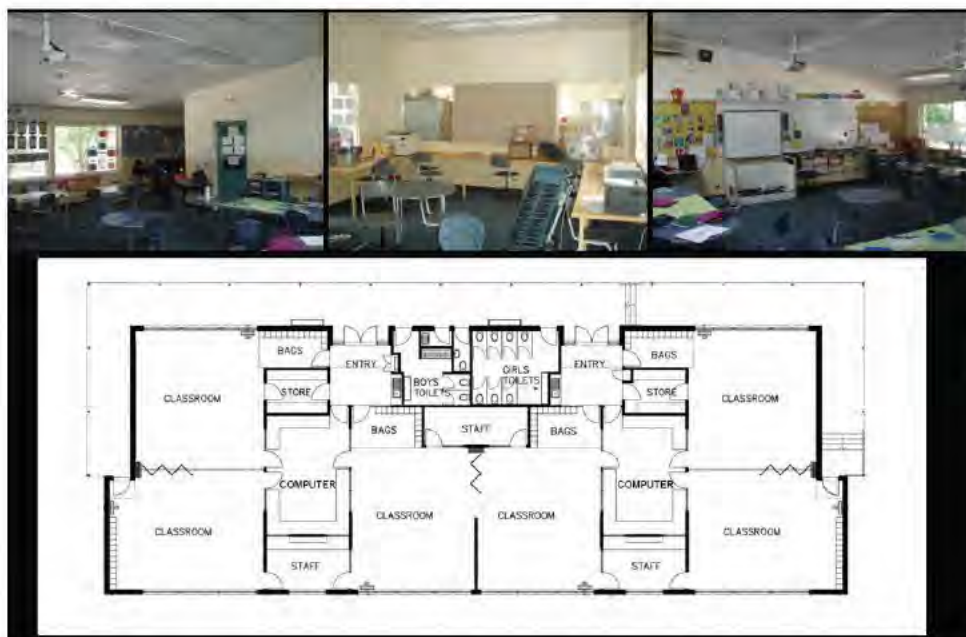
Figure 3 illustrates the shift from a 'single cell' design, during extension and refurbishment, to create Learning Neighbourhoods. There are a number of different learning settings to support a full range of learning and teaching activities – whole group gathering and presentations, explicit teaching, create/make indoor and outdoor, collaborative and individual work spaces, dialogue spaces.

Originally there were six classrooms with an open, covered area in between. The covered area originally served as a bag drop and circulation space. With increased enrolment and the demand for additional learning space, rather than add an additional classroom per se, the covered area has been enclosed and scheduled extra area added. Student bag storage has been distributed throughout the Learning Neighbourhoods and used to partition areas and create spaces. The whole space has been re-designed as a set of integrated learning settings. One of the original classrooms has become a STEAM (Science, Technology, Engineering, Arts and Mathematics) area for the use of all students while another is an Art workshop space.

Figure 4 illustrates two floor plates for a **Learning Community that accommodates 300 students** in a Year 7-12 School. **Figure 5** illustrates a **Learning Community that accommodates 200 students**. These Learning Communities were 'new builds' not refurbishments. The design of the learning settings and learning spaces was a result of a process whereby teachers worked together to determine the range of learning settings they required to support the variety of learning and teaching activities in a general learning settings as opposed to learning settings that require specialist equipment or fit out.

Figure 2 A comparison between design driven by a 'single cell plus' model vs 'integrated purposeful settings' model – Source: Clarke Hopkins Clarke, Architects, Melbourne.

- a. The 'single cell', ~60m² classroom, is the basic design element – ~150-160 students with 6 teachers



- b. The basic design element is a 'learning setting' – a space fitted out deliberately to support a type of learning/teaching activity. Learning settings are integrated to form, in this example, two Learning Neighbourhoods within a Learning Community.



The shift from a 'single cell plus' design, initially resulted in 'open barn' like spaces with little definition of spaces for different activities. Apart from acoustic issues, the spaces were not well designed to support different types of learning/teaching activities. Gradually learning environment design has become far more sophisticated and learning settings are carefully and purposefully designed and fitted out to support different activities.

The sketch below (Figure 3) shows the additions and refurbishment of a block of six classrooms, with a covered open area in between, into two Learning Neighbourhoods with a STEAM room and an Art studio both of which are accessible to the whole school. Each Learning neighbourhood is made up of a number of different purposefully designed learning settings.

Figure 3 Refurbishment and extension of a classroom block

Source: Stephen de Jersey, Architect, Townsville

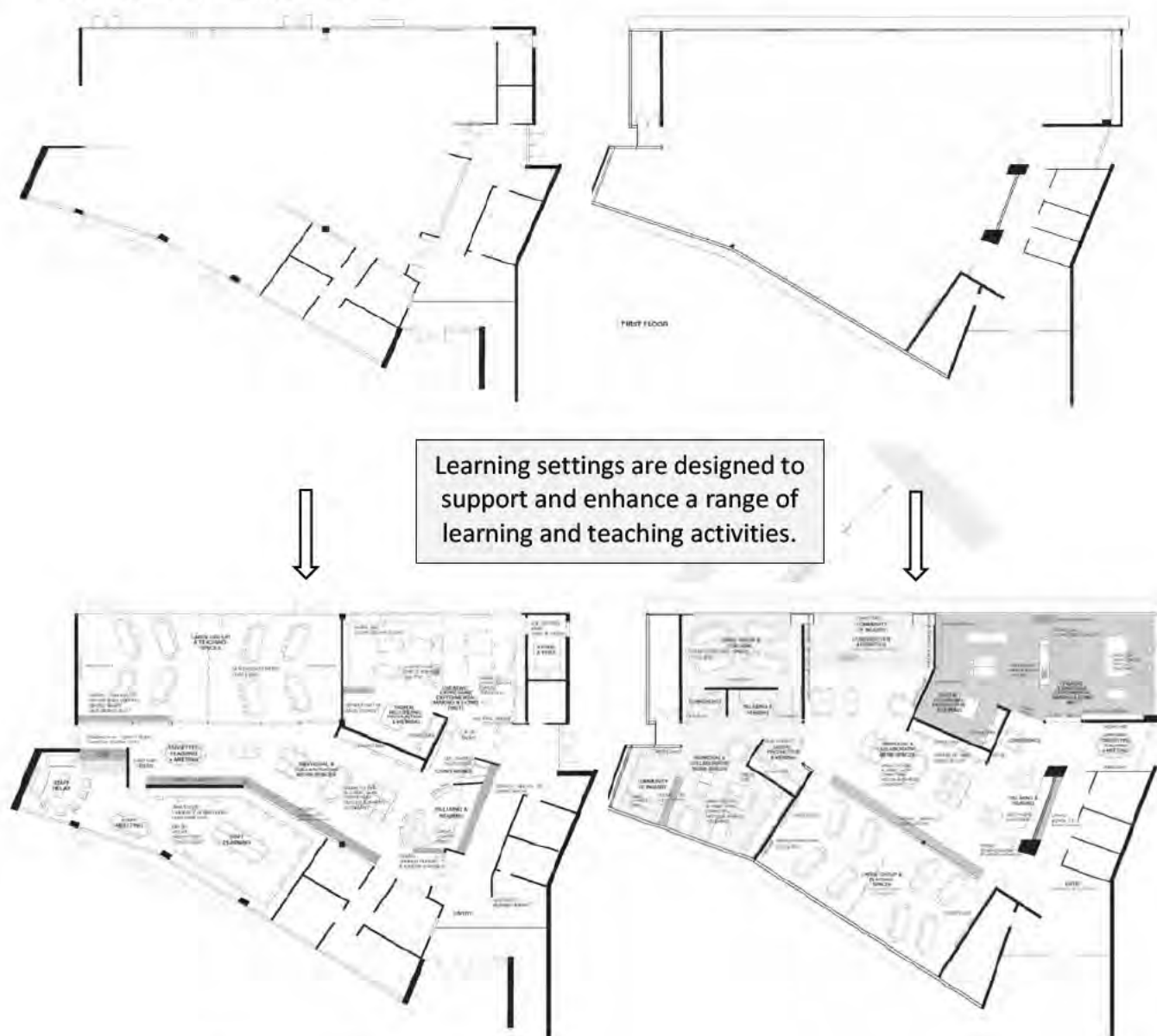


The refurbishment design shown in Figure 3 illustrates how a richer variety of learning settings is made possible by:

- careful consideration of the types of learning settings that support different learning and teaching activities
- designing each setting thinking about lay out, fit out, acoustics, degree of visibility and ICT and power requirements
- identifying the settings that can be used for a variety of purposes
- identifying which learning settings are in high demand and therefore more of them are needed.

Figure 4 Design of a Learning Community for 300 high school students

Source: Hayball Architects, Melbourne

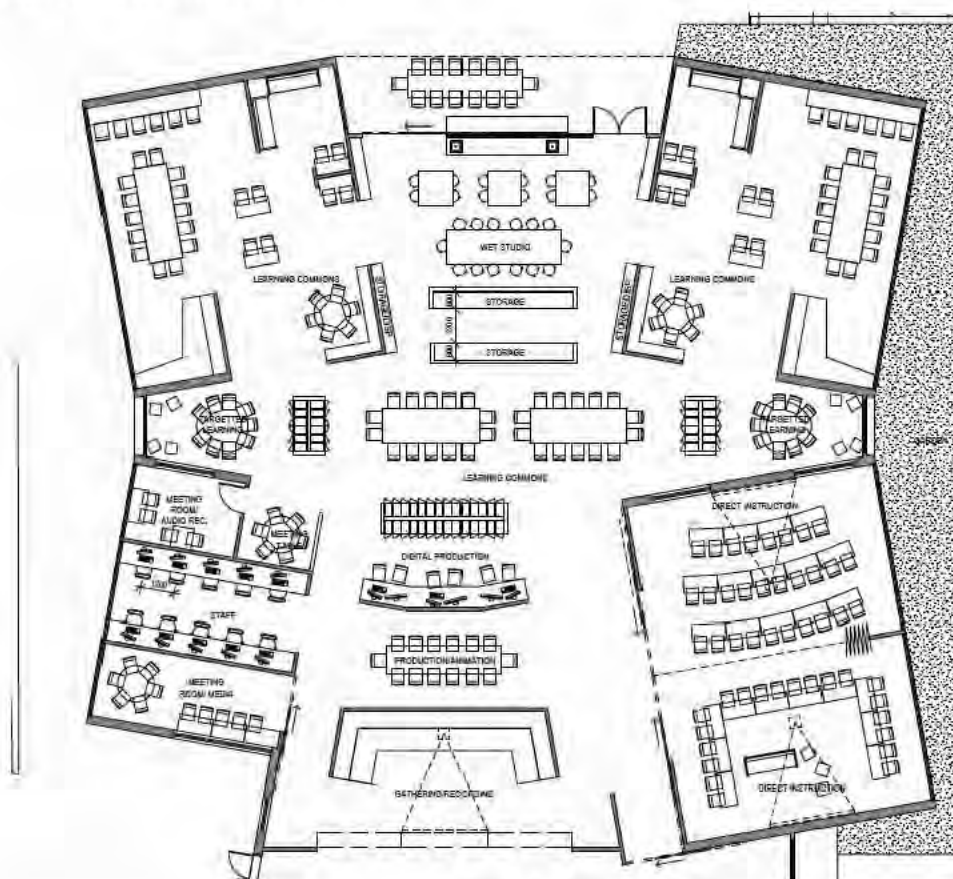


The integrated, purposeful learning settings support contemporary learning and teaching:

- a range of different small group settings** → collaboration between students;
- a staff room for a team of teachers with space for collaboration** → collaboration between professionals;
- a team of teachers work collaboratively with a team of students** → enables a variety of co-teaching models for collaboration between professionals;
- flexible, responsive grouping of students—1 to 1, 1 teacher working small groups, students working without direct teacher involvement, individual work** → personalised learning;
- students can move readily between settings** → learner self regulation, self direction and self management;
- experiential, real projects are supported by studio and workshop spaces** → holistic, authentic learning;
- assessment in context—assessment 'for', 'as' and 'of' learning;**
- interdisciplinary learning is supported through ease of teacher collaboration and ready movement between settings and group sizes** → connectedness—within and across subjects;
- storage and resources are distributed** → seamless access to rich resources—digital, information, equipment, materials; and
- casual-formal, internal-external settings** → learning anytime, anywhere, with anyone.

Figure 5 Design of a Learning Community for 200 high school students

Source: Hayball Architects, Melbourne



A variety of purposefully designed learning settings provide support for different learning and teaching activities. In secondary school environments, teams of teachers are timetabled to an area and, in the design of learning sessions, they think deliberately about the learning settings required for the various activities and collaborate with each other about the use of spaces.

4 Education principles and facilities design implications

4.1 Overarching principles and Education Facilities Design principles

Education Facilities Design Principles guide the design of school facilities to ensure they are aligned with the Directorate's vision and values. They include both **general overarching design principles** and more **specific education facilities design principles** derived from the Directorate's vision for learning.

Two key overarching design principles are:

- responsive design; and
- universal design.

4.1.1 Overarching principle – responsive design

One important general overarching design principle is **responsive design**. Whilst being required to address the specific Education Facilities Design Principles the design of the facilities and the facilities management systems must be responsive to the requirements of individual schools and:

- enable individual schools to implement their own learning and teaching approach e.g. ensure the schools can adapt to a range of organisational models to be developed by the school leaders, staff and community;
- enable school-based decisions concerning specialisation; and
- embed the potential for adaptability for varied current uses.

In addition, responsive design requires that facilities be **able to be reconfigured**, without major re-construction and expense, to accommodate changing needs resulting from new learning technologies, curriculum changes and changing demands for use that might occur over the long term.

4.1.2 Overarching principle – Universal Design²¹

The Directorate's commitment to the principles of 'equity, universality and non-discrimination' highlights the necessity to incorporate Universal Design principles into all aspects of the design of the Facilities. Universal Design is the design of products and environments to be usable by all people, without the need for adaptation or specialised design. **Universal Design focuses on creating the environment that promotes inclusion.**

Principle 1. Equitable use: the design is useful to people with diverse abilities.

Principle 2. Flexibility in use: the design accommodates a wide range of individual preferences and abilities.

Principle 3. Simple and intuitive: use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Principle 4. Perceptible information: the design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

Principle 5. Tolerance for error: the design minimizes hazards and the adverse consequences of accidental or unintended actions.

Principle 6. Low physical effort: the design can be used efficiently and comfortably and with a minimum of fatigue.

Principle 7. Size and space for approach and use: appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

4.1.3 Education Facilities Design principles

The Directorate's four key education principles – personalise learning, develop community and partnership, honour diversity and foster wellbeing – translate into a set of Education Facilities Design principles – Table 5. These design principles provide a constant reference point for guiding the design process.

²¹ Centre for Excellence in Universal Design <http://universaldesign.ie/exploreampdiscover/the7principles> viewed 5 October 2014

Table 5 Education Facilities Design Principles

Education Facilities Design Principles	Universal Design Principles ²² – 'design for all'
<p>Create contemporary learning environments that facilitate the personalisation of learning through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> designing integrated learning settings and zones that support and enhance a full range of learning and teaching activities for a range of group sizes from individual, to one to one, to small collaborative groups and larger group learning, including: <ul style="list-style-type: none"> – direct, explicit teaching, demonstration and presentation – dialogue, story telling, community of inquiry – meetings for discussion, planning and decision-making – structured and free-form interaction and collaboration – creative activities with media, general and specialised equipment and materials – investigative activities with general and specialised equipment and materials – construction, modelling and simulation through play-based learning and/or authentic settings – display of learning resources and student work – quiet reflective activities and/or individual research – rehearsal and performance – gatherings, assemblies ceremonies <input type="checkbox"/> support disciplinary and interdisciplinary learning within and between the Australian Curriculum learning areas for each stage of learning <input type="checkbox"/> ensure age-stage appropriate fit out of spaces for learning, recreation and socialisation <input type="checkbox"/> provide seamless access to learning by ensuring virtual connectivity locally, nationally and globally <input type="checkbox"/> ensure ease of access to learning and teaching resources at the point of use through distribution of appropriate storage throughout learning spaces <input type="checkbox"/> activate, invigorate and enrich learning spaces - indoor and outdoor <input type="checkbox"/> ensure all areas of the school site are assets for learning and maximise the use of the outdoor environment as an integrated component of the total learning environment paying particular attention to sustainability education 	<p>Universal Design is the design of products and environments to be usable by all people, without the need for adaptation or specialised design.</p> <p>Principle 1. Equitable use The design is useful to people with diverse abilities.</p> <p>Principle 2. Flexibility in use The design accommodates a wide range of individual preferences and abilities.</p> <p>Principle 3. Simple and intuitive Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.</p> <p>Principle 4. Perceptible information The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.</p> <p>Principle 5. Tolerance for error The design minimizes hazards and the adverse consequences of accidental or unintended actions.</p> <p>Principle 6. Low physical effort The design can be used efficiently and comfortably and with a minimum of fatigue.</p> <p>Principle 7. Size and space for approach and use Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.</p>
<p>Support a sense of community and belonging both within the school and the school within the wider community. Design facilities that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> are welcoming and promote inclusion of the community <input type="checkbox"/> actively promote community access and engagement <input type="checkbox"/> have a human, family feel as opposed to an institutional feel <input type="checkbox"/> have community focal points that create wholeness and oneness through gatherings, incidental crossroads and serendipitous social interaction <input type="checkbox"/> support learning neighbourhoods and learning communities as the basic organisational structure <input type="checkbox"/> involve the sharing of resources and learning spaces <input type="checkbox"/> inspire participation in, and responsibility for the learner's community and respect for others and property <input type="checkbox"/> provide Facilities that can be shared by the community to host a diversity of purposes, including out of school hours support, for building a community culture <input type="checkbox"/> respond to the local context and assist in creating a local context for new communities <input type="checkbox"/> promote integration over segregation including integration of re-locatable buildings through innovative design and effective master planning 	

²² Centre for Excellence in Universal Design <http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/-p1>

Education Facilities Design Principles	Universal Design Principles ²² – 'design for all'
<p>Support collaborative learning and teaching for professionals by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> making provision for meeting spaces for professional collaboration and planning in small, medium and large groups <input type="checkbox"/> enabling teacher modelling, mentoring and peer observation by ensuring teaching is visible and can be observed unobtrusively <i>in situ</i> <input type="checkbox"/> designing learning spaces for seamless flow of students and teachers between integrated learning settings and spaces <input type="checkbox"/> the deliberate layout of the learning settings to provide for seamless access to and from <input type="checkbox"/> required resources and ease of flow between spaces. <input type="checkbox"/> the juxtaposition of spaces ensuring continuity and appropriate merging of atmosphere and acoustic requirements <input type="checkbox"/> providing fit out of the learning settings that is appropriate to the curriculum focus and specific learning activities for which the setting is designed. 	
<p>Promote and support enhanced inclusion, access and choice for all learners by</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide signage, display areas, meeting and gathering spaces to honour and celebrate cultural diversity and contribute to the development of intercultural understanding <input type="checkbox"/> promote and support enhanced inclusion of learners with special learning needs <input type="checkbox"/> go beyond minimum compliance and employ universal design principles (design for all) that aim to make the built environment more usable by more people—equitable access, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, size and space for approach and use <input type="checkbox"/> provide choice in learning settings 	
<p>Design facilities that are aesthetically pleasing, welcoming and support the physical, emotional and social wellbeing of the students and staff by</p> <ul style="list-style-type: none"> <input type="checkbox"/> providing a welcoming entry to all facilities <input type="checkbox"/> providing indoor conditions and amenity that support and enhance learning <input type="checkbox"/> promoting delight and inspiration among students and the broader school community <input type="checkbox"/> educating the aesthetic imagination and the senses <input type="checkbox"/> including informal community and social spaces and hubs and thus opportunities for students to further develop personal and social capability <input type="checkbox"/> providing a continuum of learning and recreation <input type="checkbox"/> actively promoting the safety and security of all students, staff and visitors and minimise security risks for buildings and other school assets <input type="checkbox"/> integrating facilities with the natural and urban environment <input type="checkbox"/> actively promoting safe and easy access by all modes of transport and encourage students and staff to travel by sustainable modes of transport wherever possible 	

5 Functional Specifications for ACT Public Schools

5.1 General introduction to functional specifications

The Facilities design must:

- support the Education Principles derived from the Directorate's vision, values and priorities;
- be underpinned by the Education Facilities Design Principles outlined in Table 5;
- incorporate Universal Design Principles;
- address the Architectural Design Principles presented in *Volume 2 Part B Masterplanning and Architectural Specification*;
- enable the successful delivery of the Australian Curriculum at each stage of education;
- support the Directorate's position on pedagogy;
- meet the functional specifications;
- meet the functional requirements for Learning Settings that make up 21st century learning environments as outlined for each Functional Area and are summarised in Table 10; and
- meet other educational and non-educational requirements as set out in the *Output Specification*.

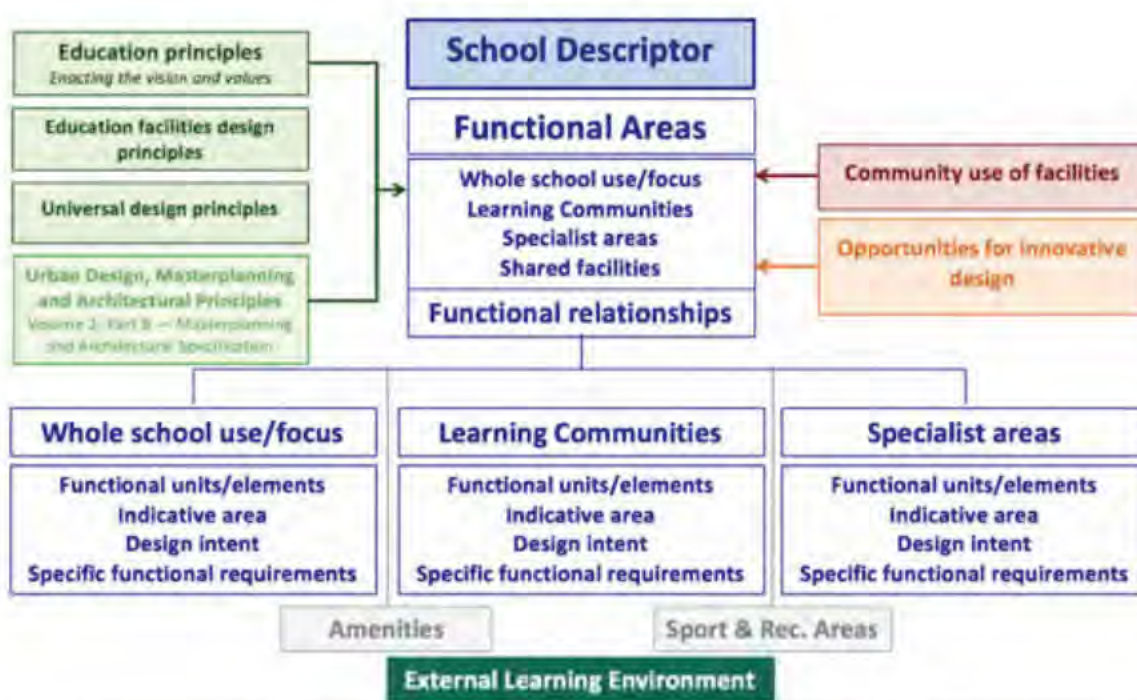
Design teams are expected to show, explicitly, how the guiding principles are addressed in plans and drawings.

5.2 How the functional specifications are structured

The design requirements set out in this Functional Brief describe the functionality of all internal and external areas of the school. The functional specifications follow the structure shown in Figure 4.

- The school descriptor determines the Functional Areas required.
- Essential functional areas, to deliver the curriculum, accommodate the needs of diverse learners and provide facilities that can be shared with the community, are listed.
- Indicative whole site Functional Relationships are illustrated in diagrammatic form.
- The design intent, indicative area, operational factors to consider and the general and specific functional requirements are described and illustrated for each Functional Area/Unit.

Figure 4 Structure of the functional specification section



5.3 Definition of terms

The replacement of the traditional 'single-cell' classroom school designs has been accompanied by the development of a number of new terms to describe aspects of contemporary learning environments. A list of terms used in this Functional Brief, and their definitions are included in Table 6.

Table 6: Definition of terms for contemporary learning environments

<p>Terms related to Function:</p> <p>Functionality — a purpose, intent, expectation.</p> <p>Functional Areas — physical buildings, internal spaces and external areas that serve or accommodate related functions, e.g. Administration area, Learning Community, General Purpose Hall.</p> <p>Functional Units — spaces within a Functional Area that serve identified functions e.g. reception within the administration area, teachers' workspace within a Learning Community.</p> <p>Functional Elements — sinks, benches, display areas, storage facilities etc.</p> <p>Terms related to Learning Communities:</p> <p>Learning Community — the general term Learning Community refers to an organisational grouping of learners and teachers. The size of a Learning Community can vary according to a school's preferred organisational structure and/or the size of a particular cohort. For example, within a P-6 or P-10 school in the ACT the children and educators in the Preschool could be classed as the Preschool Learning Community. The types of Learning Communities identified vary from school to school. Some schools have Learning Communities structured as Foundation-Year 2 Learning Community, Year 3-Year 4 Learning Community and Year 5-6 Learning Community. In very large schools there could be two Learning Communities for each of these stages. In other schools Learning Community groupings might be structured around a number of communities that include children from Foundation to Year 6. Schools often give unique names to their Learning Communities. The size of Learning Communities in P-6 schools varies depending on the organisational structure adopted by individual schools. In a 7-10 High School, Learning Communities could be identified by Year Group or by 7-10 groupings depending on the school's organisational structure.</p> <p>Learning Community Building(s) or Area — refers to the actual facility, building or area in which a Learning Community is based. Ideally a Learning Community is housed in one building.</p> <p>Learning Neighbourhood — a Learning Neighbourhood is a subset of a Learning Community. A Learning Neighbourhood acts as the 'learning home' for a group of learners with a team of teachers. A 'learning home' signifies a personal place/space for students where they locate their belongings, relate to a teacher(s) with primary responsibility for their learning progress and wellbeing, and where they connect with the group of other learners who share the 'learning home'. Learning Neighbourhoods can range in size. The Directorate's commitment to professional collaboration and professional mentoring dictates that the minimum size of a Learning Neighbourhood is two teachers with a neighbourhood group of learners that could range in size from approximately 30 to 50 students depending on the school and the range of needs of the needs. The maximum size of a Learning Neighbourhood in Primary and High Schools is generally ≤ 100 students. In contemporary learning environments, many resources and learning spaces are shared within a Learning Neighbourhood.</p> <p>Terms related to Learning Settings:</p> <p>Learning Setting — a learning setting is essentially a functional unit designed specifically for different learning and teaching activities. A learning setting is a space configured and fitted out with furniture and equipment (including digital media) to support one or more related learning activities e.g. a 'community of inquiry' setting that supports reading circle activities, dialogue sessions, mentoring meetings etc., an outdoor learning setting that is fitted out to support learning activities such as construction, or quiet reading, a playground setting that provides structures which promote gross motor development or one that is equipped to engage the senses.</p> <p>General purpose Learning Setting describes an area, unit or setting that supports a range of related uses e.g. some Learning Settings within a Learning Neighbourhood can be used for a common activity for a large group of students working in small teams or it can serve small teams of students working on a range of different activities independently.</p> <p>Multi-purpose Learning Setting describes an area or unit that can have a range of uses and users, e.g. a gym can be used for physical education, music, dance and drama education, school gatherings, assemblies and ceremonies, after school hours care and community sports.</p> <p>Special purpose Learning Setting applies to spaces that are designed for a limited range of purposes that require specialised equipment, fit out and/or special conditions e.g. a technology workshop, a small meeting room, and a sensory room.</p>
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Terms related to school organisational models:

Sub-school – is an organisational structure adopted by some primary schools and some high schools to group students in bands of year groups, for example in primary School – F–2, 3–6 and in high schools – Year 7–8, Year 9–10, with a team of teachers who have responsibility for the learning and wellbeing of the students in that sub-school. The team of teachers spend the dominant part of their allocated teaching time with students in their sub-school.

House or School within School (SWIS) – is an organisational structure adopted by some large schools (primary and secondary) to group students in vertical age groups with a team of teachers who have responsibility for the learning and wellbeing of the students. The team of teachers spend the dominant part of their allocated teaching time with students in the House but can also teach courses across the Houses. In SWIS models, the pastoral and well being groupings are generally vertical while the learning groups are according to the needs and readiness of students.

General terms related to adaptability and reconfigurability:

Adaptable means that spaces and/or furniture can be re-arranged by the users for day-to-day use without specialised help or any re-construction.

An **agile space**, setting or element implies that re-arrangement can occur in less than 5 minutes to suit different activities e.g. furniture that can be arranged for a medium sized group can be re-arranged quickly for collaboration in pairs, a mobile resource storage element can be moved readily from one area of a space to another 10- 20 metres away.

An **activated space** or Learning Setting is one that is purposefully enriched with furniture resources, displays and/or equipment with which learners can readily engage. An activated space is the antithesis of an ‘open-barn’ learning environment.

Re-configurable means that the internal configuration of spaces and services can be altered at minimum cost to accommodate changing needs that result from new learning technology, curriculum changes and/or changing demands for use that might occur over the long term.

Other: Indicative areas provide an indication of the area required to address the specified functionalities.

The **micro-environment** refers to the aesthetic and sensory qualities of an environment.

Modular buildings, in this context, are prefabricated buildings used to accommodate students when enrolments are expected to exceed long-term enrolments for an extended period of 15 plus years. Modular buildings for Canberra Public Schools are designed to replicate, very closely, the design of the permanent school buildings.

Transportable buildings, in this context, are used to accommodate students for shorter-term peak situations. These enrolment spikes can extend for a period of 5–20 years. Transportable buildings use a standard building envelope design. The number of transportable buildings required will differ according to the demographics of particular sites.

5.4 Community use of Facilities

All opportunities to design facilities with reference to the broader community context and foster joint use arrangements, sharing and community access for use outside school hours should be explored. Parents and other community members should feel that they are welcomed and valued at the school and spaces must be available for parents to gather and meet without creating any educational limitations for the school.

Several Functional Areas have traditionally been briefed for shared use with the Community.

- The Library/Interactive Learning Resource Centre.
- The Multipurpose Room that is briefed as an integral component of the Library/Interactive Learning Resource Centre.
- The General Purpose Hall/Gym
- Before and after school care areas.

There are other opportunities to design facilities for shared use with the Community. These include:

- community garden;
- hard courts;
- play equipment, exercise equipment;
- Science, Technology, Engineering, Arts and Maths (STEAM) centre; and
- digital media facilities.

The configuration of Facilities must support opportunities for use outside school hours by the small and large groups of users drawn from the wider community without presenting any limitations for operation on the school.

5.4.1 Before and After School Care Areas

The regulations for facilities that can be used for Before and After School Care are covered by the Education and Care Services National Regulations.

Schools designed according to the ACT Education Design Principles and Education Facilities Design Principles (Universal Design, design of External Learning Environments, and ACT Functional Areas and units) Brief and related Output Specifications will automatically satisfy the Education and Care Services National Regulations. It will be up to the provider of the Before and After School Care to negotiate with the Principal which facilities can be used and at what time.

To facilitate smooth transition between school use and Before and After School Care use, the Functional Brief specifies a kitchenette function in the foyer of the Multipurpose Hall. Inclusion of storage for related equipment and a small office area are required for the Before and After School Care provider.

5.5 Area allocation

The move to contemporary designs for schools has brought with it the need to revise the manner in which area allocations or schedule of accommodation are determined. Rather than allocate specific area to rooms, an indicative area for a function or set of functions is stated. To encourage innovation and efficient design, the Schedule of Accommodation has been provided as an aggregated sum for various Functional Areas rather than a specified area allocation for individual rooms.

5.5.1 Indicative areas for Functional Areas and Functional Units

High School – Year 7 to Year 10

The indicative area allocation for the major Functional Areas are provided in summary form in Table 7. These indicative areas have been determined through analysis and testing of the area required to achieve the required functionalities for the number of students that make up the long-term enrolment (LTE) of the school.

More specific indicative areas allocations are listed for each Functional Area in **Section 7: Detailed Functional Specifications for a 7-10 School**.

5.5.2 External Learning

The areas of a school site that are to be masterplanned include:

- permanent buildings;
- relocatable buildings;
- external functional areas; and
- external amenities – garden shed, bike storage, toilets.

The area of the site that is required to be designed and landscaped is set out in Table 7. Only the area of the school site necessary to meet the required functionalities is required and expected to be included in the overall landscape design.

5.5.3 Engineering plant and equipment

The design must provide adequate area for plant, amenities and travel (both internal and external). Indicative area has been allocated to accommodate engineering, services, communication racks, switch boards etc. Each facility will require the provision of space to contain the required engineering and plant in the configurations and arrangements proposed. The design must make provision for engineering space for building services, ICT, communications and similar needs without impact on or intrusion into space intended for other briefed functions. Provide as necessary, rooms, ducts, cupboards or recessed proprietary cabinets for services including communications, mechanical switchboards, electrical switchboards, fire indicator panels and fire hose reel cupboards. Consideration needs to be given to the required maintenance access to ensure that maintenance can be carried out in a safe, efficient manner without disruption to the other briefed functional areas.

5.5.4 Amenities provision

Toilets are to be distributed throughout the permanent and modular facilities to meet or exceed BCA requirements for peak enrolments. The toilet amenities should be equitably distributed to meet the needs of the entire school community. See Table 8.

Student toilets are to be a mix of single gender and unisex toilets. The single gender and unisex toilets are to be co-located, rather than segregated and must have the flexibility to be used as single gender or unisex over time.

Staff toilets and change facilities are to be unisex, with individual cubicles for changing to ensure staff privacy.

Disabled and visitor toilets are to be unisex.

Cleaners' rooms must be distributed across the facilities to satisfy operational, storage and Work Health and Safety (WHS) requirements. A bulk cleaners store should be considered.

5.5.5 Travel and circulation

In contemporary designs, corridors are not as prevalent as they were in traditional schools and workplaces.

A travel allocation has been provided in Table 7. This allocation can be used where corridors are required and can also be used to augment learning spaces and facilities where circulation paths are less defined but space is still required to support free flow circulation.

For guidance, indicative area provision for internal travel shown in Table 7 is based on 17% of nett briefed permanent area. The contractor must demonstrate that the design makes provision for students and staff to travel around and through the facilities without adverse impact on adjacent functionalities.

Table 7a: Summary of Indicative Areas for internal and external Functional Areas Year 7-10 High School

FUNCTIONAL AREAS - INTERNAL	Permanent buildings provided for an enrolment of 600	Permanent buildings provided for an enrolment of 800
Leadership, Administration and Staff Centre	445 m ²	549 m ²
Library/Interactive Learning Centre	370 m ²	470 m ²
Learning Communities 7–10 [includes Staff Work Areas]	1810 m ²	2408 m ²
Specialist Activity Learning Areas: Performing Arts, Physical Education, Food Technology	1229 m ² PA – 204 m ² Fd – 155 m ² PE – 870 m ²	1368 m ² PA – 216 m ² Fd – 282 m ² PE – 870 m ²
Specialist Activity Learning Areas: Design with Tech. and Dig. Tech. Arts (Vis and Media) Tech, Science, Engineering, Maths STEAMD	1130 m ²	1510 m ²
Canteen and Café	128 m ²	155 m ²
Total Functional Areas	5112 m²	6460 m²
Amenities: distributed Cleaners' stores	14 m ²	16 m ²
Amenities: staff shower & change	13 m ²	13 m ²
Amenities: student shower & change	26 m ²	26 m ²
Internal Travel [17% of nett briefed permanent area excluding General Learning Communities]	561 m ²	689 m ²
Engineering Plant & Equipment [1% of nett briefed permanent area]	51 m ²	67 m ²
TOTAL AREA	5777 m²	7271 m²
FUNCTIONAL AREAS - External	Enrolment of 600	Enrolment of 800
Staff Lounge Courtyard	25 m ²	35 m ²
Library External Courtyard	50 m ²	60 m ²
Secondary external learning settings for Learning Community Buildings	1.5 m ² /student	1.5 m ² /student
External learning settings for Specialist Areas	1.5 m ² /student	1.5 m ² /student
Hard Courts	x m ²	x m ²
Bike storage – students and staff	As per Technical Specifications	As per Technical Specifications
Parking	As per Technical Specifications	As per Technical Specifications
Sportsfield	Site specific	Site Specific
Secondary exercise/play equipment	1.75 m ² /student	1.75 m ² /student
Natural, recreation and or play areas	1 m ² /student	1 m ² /student
Active open informal games area(s) [Excluding hard courts, district sports fields]	x m ² /student	x m ² /student
Gathering and performance space(s)	1.25 m ² /student	1.25 m ² /student
External Travel	x m ²	x m ²

Table 7b: Detail for each Functional Area

FUNCTIONAL AREAS - INTERNAL	Permanent buildings provided for an enrolment of 600	Permanent buildings provided for an enrolment of 800
Leadership, Administration and Staff Centre	445 m²	549 m²
Reception/foyer	From travel	From travel
General Office	50 m ²	60 m ²
Secure Store	35 m ²	35 m ²
Uniform storage	10 m ²	10 m ²
Business Manager's Office	12 m ²	12 m ²
Leadership Area	44 m ²	68 m ²
Conference/Meeting Room	30 m ²	30 m ²
School Psychologist's Office/Meeting	15 m ²	15 m ²
Interview/Meeting Room(s)	22 m ²	34 m ²
Staff Lounge	95 m ²	145 m ²
Staff Resource/Utilities	27 m ²	30 m ²
Sick Bay	40 m ²	40 m ²
Staff Retreat Room	10 m ²	10 m ²
Facilities Management Workroom	55 m ²	55 m ²
Site Shed	?	?
Library/Interactive Learning Centre	370 m²	470 m²
Main Library Area	240 m ²	330 m ²
Community Multipurpose Area	90 m ²	90 m ²
Virtual conference/meeting room	15 m ²	15 m ²
Staff Work Area	15 m ²	15 m ²
Learning Communities 7–10 [incl Staff Work Area]	1810 m²	2408 m²
Learning Neighbourhoods [4 m ² /student, 60% time, assume 90% occupancy]	1600 m ²	2133 m ²
Staff Work Areas	210 m ²	275 m ²
Specialist Activity Learning Areas: Performing Arts and Physical Education	1229 m²	1368 m²
Multipurpose Hall	820 m ²	820 m ²
Sports Equipment Store	50 m ²	50 m ²
Music/Drama	204 m ²	216 m ²
Food Technology	155 m ²	282 m ²
Specialist Activity Learning Areas: Design with Tech. and Dig. Tech. Arts (Vis and Media) Tech, Science, Engineering, Maths STEAMD	1130 m²	1510 m²
Canteen and Café Facilities	128 m ²	155 m ²
Total Area [not including travel and engineering]	5112 m²	6460 m²

Table 8: Amenities provision

Toilet numbers that meet BCA requirements.	Permanent buildings provided for a Secondary School enrolment of 600		Permanent buildings provided for a Secondary School enrolment of 800	
	Male	Female	Male	Female
Student toilets				
Leadership, Administration and Staff Centre [Sick Bay]	1	1	1	1
Library/Interactive Learning Centre	1	1	1	1
Preschool Learning Community	3	3	3	3
Learning Communities 7-10 [per Learning Community]	1	1	1	1
Performing Arts and Physical Education ^a	2	3	2	4
Specialist Activity Learning Areas –STEAM ^b	1	1	1	1
Accessible Unisex toilets				
Leadership, Administration and Staff Centre		1		1
Library/Interactive Learning Centre		1		1
Preschool Learning Community		1		1
Learning Communities 7–10 [per Learning Community]		1		1
Performing Arts and Physical Education		1		1
Specialist Activity Learning Areas – STEAM		1		1
Unisex/single room staff toilets [or labelled M/F according to school based decision]				
Leadership, Administration and Staff Centre		4		5
Library/Interactive Learning Centre [if separate building]		1		1
Preschool Learning Community			1	
Learning Communities P–6		1		1
Performing Arts and Physical Education		0		0
Specialist Activity Learning Areas – STEAM		0		0
Cleaner's cupboards.		Distributed as per WHS requirements		

a. Student toilets are to be a mix of single gender and unisex toilets. The single gender and unisex toilets are to be co-located, rather than segregated and must have the flexibility to be used as single gender or unisex over time. Staff toilets and change facilities are to be unisex, with individual cubicles for changing to ensure staff privacy. Disabled and visitor toilets are to be unisex.

b. If toilets in other buildings are not available for public use when major events are held this number would need to be increased.

5.6 Relocatable buildings

Relocatable buildings are used to accommodate peak and extreme peak enrolments in new suburbs. The tendency in Canberra is for the peak enrolment to last for 15 plus years while the extreme peak enrolment can be for five to 10 years. The two types of relocatable buildings used in Canberra public schools are Modular Buildings and Transportable Buildings.

5.6.1 Modular Buildings

In this context, modular buildings are prefabricated buildings purpose designed to accommodate students when enrolments are expected to exceed long-term enrolments for an extended period of 15 plus years. Modular buildings for Canberra public schools **must be designed to replicate the design of the permanent build Learning Communities**. The layout of the modular buildings on the site and the internal fitout of modular buildings must be integrated into the overall school design and include the same functionalities and amenities that are briefed for the permanent Learning Communities.

5.6.2 Transportable Buildings

In this context, transportable buildings are used to accommodate students for shorter-term peak situations when the enrolment goes beyond the predicted peak enrolment. These enrolment spikes can extend for a period of 5–10 years. Transportable buildings use a standard building envelope design. The number of transportable buildings required will differ according to the demographics of particular sites. **Master planning must factor in locations for the transportable buildings that ensure integration with the permanent and modular buildings**. The education facilities design principles (Table 5) apply equally to transportable buildings and their layout arrangements as they do to the design and layout of permanent buildings. **The interior of the transportable buildings must be fitted out to provide the functionalities briefed for the permanent buildings** of equivalent function.

5.7 Naming of the school and functional areas

A provisional name has been used to identify the school in the project documentation. It is possible that the school name will be changed to better identify the school in its community and neighbourhood context.

Similarly, naming of functional areas and functional spaces in the Output Specification is provisional only. It is possible that names for some spaces and functions at the school will be changed by the appointed principal to better identify the purpose of these spaces within the school's individual education and resource management plan. By way of example, the administration functional area could be re-named as a Leadership and Administration Centre.

6 Design and operation of a High School

6.1 School descriptor – Year 7 to Year 10 High School

High schools in Canberra provide **secondary school education** for learners from Year 7 to Year 10 in the age range of 12 to 15 or 16. Generally, Canberra High Schools have a number of feeder Primary Schools. Following High School, students continue their education at ACT Secondary Colleges and/or TAFE Colleges.

6.2 High School

High schools provide a comprehensive range of programs which offer all students a curriculum that has both breadth and depth. High school is a time in which learners are exposed to a wide range of experiences across all Learning Areas while the progressively identify their personal pathway which is suited to their needs and interests. They are prepared for the challenges of secondary college and life as a productive 'and contributing member of the community.' Each high school is responsible for developing its learning programs in accord with the Australian Curriculum.

High schools, like Primary schools are undergoing a transformation from a teacher and teaching-centric model of education to a learner and learning-centred model in which students learn school is centred around their learning, their learning progress, their learning capabilities and helping each other.

6.2.1 Transition from Primary school

Canberra public schools assist all students with their transitions by providing a range of programs and services that aim to support them in times of transition from Primary school.

6.2.2 Pedagogy and Curriculum – Year 7 to Year 10

In Years 7 and 8 students fully engage with all Learning Areas of the Australian Curriculum and thus use the general Learning Community buildings as well as all specialist facilities. To satisfy the Australian Curriculum requirements, the proportion of learning time Years 7 and 8 students are likely to spend in the Learning Neighbourhood is approximately 55-60% compared with the 40-45% of their time being spent across all of the specialist spaces.

In Years 9 and 10 students have greater elective choices as they engage in determining their learning pathways. The proportion of time Year 9 and Year 10 students are likely to spend in their Learning Neighbourhood can range from approximately 55-70% depending on their elective choices.

The Secondary School timetable

The schools operate on a four term year, with summer holidays in late December through to late January and two weeks' holiday in April, in June / July and in September. The timetabled hours for students are typically 8:30am – 3:30pm, but this varies according to local circumstances and individual school arrangements. Between 3.30pm–5.00pm and later, staff meetings that involve either all staff, leadership teams or teaching teams occur on most days after school and social gatherings after school on Friday are common.

In addition, school use of the Facilities will routinely extend beyond the hours specified above, including during holiday periods, for activities such as tutorials, before and after school care, staff work / preparation, instrument tuition, student sporting matches and club activities, parent interviews.

Secondary School organisational structures

Given the fact that secondary students are taught by a number of teachers, operational and organisational systems and structures are put in place in secondary schools to facilitate the support of both learning and wellbeing needs of the students. Strategies and approaches used by schools to support both learning and wellbeing needs include home groups, home group teachers, mentor groups (which can be senior students mentoring younger students as well as teachers mentoring students) and teaching teams.

Secondary schools adopt a range of different operational systems and organisational structures depending on the school's vision and philosophy, the needs of the students and the size of the school. Typical secondary school structures include Sub-schools and Houses, also known as Schools Within Schools (SWIS).

Sub-schools can be organised in different groupings of year levels, for example:

- Years 7–8 sub-school
- Years 9–10 sub-school

or

- Year 7 sub-school
- Year 8 sub-school
- Year 9 sub-school
- Year 10 sub-school

Generally, a team of teachers will be attached to a sub-school and spend a large proportion of their teaching allocation with students who belong to the sub-school.

Houses, or SWIS, include students from Years 7–10 and a team of teachers who belong to a House many of whom predominantly teach the students in the house.

Enrolment

Details of the Long Term and forecast Peak Enrolments for each school are detailed in Section 3 Volume 2 Part B – Architecture and Masterplanning Specification. The section also provides clarification of the number of students that will be accommodated in permanent facilities. Where permanent facilities are less than the forecast Long Term Enrolment, students will also be accommodated in Relocatable Units. Temporary Peak Enrolments will also be accommodated in Relocatable Units.

Pedagogy

Contemporary learning and teaching in High Schools is characterised by an emphasis on collaboration, personalisation of learning and active investigation and inquiry within a supportive learning environment.

Inquiry, authentic project based learning, often interdisciplinary in nature, and personalised learning plans continue throughout the secondary school years with students growing in independence, self-direction and self-knowledge as learners. Targeted teaching in small group, students teaching each other, student-led conferences with experts and parents are key features as are learning virtually online and individual research.

In keeping with the Melbourne Declaration of educational goals for young Australians and the General Capabilities of the Australian Curriculum, students are actively taught how to learn and the expectations and demands on students, in terms of self-direction and self-management of learning, increase as they progress from Year 7 through to Year 10. The use of digital technologies to access online media and resources for communication, learning and knowledge sharing is an integral aspect of secondary education.

Regular assessment, both formative and summative, is largely conducted in context. Self, peer and expert assessment on both the process and product of authentic projects is common. Online real-time assessment and reporting is increasing the personalisation of assessment and increasing the immediacy of assessment information for parents and carers.

Students access and use ICT in a range of ways to enable and enrich learning, to communicate, research and access information and for creative expression. In addition to enhancing learning, engagement with ICT ensures that students develop the skills to participate and contribute in a technologically rich world.

Traditionally secondary schools and secondary components of P-10 schools have been more resistant than primary schools to make the transition from a teacher and teaching centric model of pedagogy to a learners and learning centred model. There are multiple factors that contribute to this resistance—external high stakes assessment, teacher specialisation and the distribution of each teacher's time over a number of student groups rather than predominately with one group of students as in primary schools, teacher's perception of their role and their understanding of the nature of knowledge and learning. In recent years, however, many secondary schools have embarked on developing shared understanding about what constitutes effective learning and teaching and the nature of the teacher's role. An outcome of this is has been the development of learning and teaching approaches that align with contemporary pedagogy, combined with new organisational models to support students in Years 7–9 being taught by fewer teachers, combining student mentoring and pastoral care and greater teacher collaboration.

The General Capabilities, which are an integral component of the Australian Curriculum, are addressed explicitly in Years 7–10, and their introduction has heightened the need for Learning Settings that support collaboration and a learners and learning centred pedagogy. Collaborative approaches to learning and teaching are increasingly evident, and required, in secondary schools for both students and professionals. Schools are required to support professional learning, knowledge sharing and collaboration through team structures, collaborative planning and peer observations.

With the higher proportion of specialist teachers in secondary schools and multiple curriculum pathways in Years 9–10 there are different challenges to the challenges experienced in primary schools in terms of the organisational structures a school can adopt, however the demands on Learning Settings and spaces to support contemporary learning and teaching is similar.

Depending on the context, group sizes can range from individual to small, large and very large groups. In contemporary pedagogy the teaching-centric, single cell models of industrial era schooling have given way to learners and learning-centred models of pedagogy that require ease of flow between a variety of learning and teaching modes and hence a variety of learning spaces.

Teacher, peer and self-assessment of learning are characteristic of contemporary pedagogy. Teachers observe learners in authentic learning contexts and learner progress is increasingly monitored, tracked and communicated in real time through online tools.

Assessment in secondary schools includes both formative and summative assessment in a variety of forms such as individual or group performances and presentations of understanding, student led conferences with teacher(s) and

parents/caregivers as well as written tests and examinations. Written examinations, which individuals complete alone under 'test conditions', remain a feature of secondary education. In addition, self, peer and expert assessment on both the process and product of authentic projects is common and is conducted in context. Online real-time assessment and reporting is increasing the personalisation of assessment and increasing the immediacy of assessment information for parents and carers.

Curriculum

In Years 7–10 the Australian Curriculum supports the deepening of knowledge, understanding and skills in all eight learning areas. The curriculum continues to prepare students for civic, social and economic participation and personal health and well-being whilst providing increased opportunities for students to make choices and specialise in learning of particular interest. The curriculum is designed to equip students for senior secondary schooling, including vocational pathways.

High schools are responsible for implementing two broad stages of each of the Learning Areas of the Australian Curriculum and develop a program of courses to achieve this. A challenge faced by all High schools is providing teaching expertise in each of the Learning Areas of the curriculum while encouraging integration and interdisciplinary approaches. Resource allocation and the need for specialised equipment results in the 'timetabling' of specialist teachers to different groups of learners and different learning spaces. **The design of facilities that simultaneously support disciplinary based learning and interdisciplinary project based learning is critical.**

The functional specifications for high school facilities are based on requirements of the Australian Curriculum and contemporary learning and teaching. The Education Principles articulate the Directorate's vision for education, the Education Facilities Design Principles translate the Education Principles into principles to guide the design of the facilities, the specific role played by high schools and alignment with the Directorate's approach to learning and teaching.

6.2.3 Operational Factors – High School

Nature and times of use of the facilities

The timetabled hours are typically 9.00 am – 3:00 pm with students arriving at school from 8.30am onwards, but this varies according to local circumstances and individual school arrangements. The schools operate on a four term year of 10 weeks each. The summer holidays are from late December through to late January with three two-week breaks during the year in April, June/July and in September/October.

In addition, school use of the Facilities will routinely extend beyond the hours specified above, including during holiday periods, for activities such as before and after school care, holiday programs, staff work/preparation, music tuition, student sporting matches and club activities, student and community sports groups, parent interviews and counselling, staff meetings and School Board and Parents and Citizens Association meetings.

Contemporary 21C high schools operate very differently to a traditional industrial era school.

6.2.4 A day in the life of a high school

There are multiple ways that high schools can design their learning and teaching programs, student organisational groupings for learning and for teacher/student groupings for total wellbeing and pastoral care. In contemporary school environments, in which the learner and their learning is central, the 'divide' between curriculum groupings and pastoral groupings is dissolving. Organisational arrangements in which teachers have more contact time with students by teaching them in more than one learning area and act as their pastoral/home base mentor.

Schools need to be responsive to the needs of their learners who vary from school to school. Consequently, the design of learning facilities must be careful not to impose one way of working. Rather, the designs need to support whatever organisational model that a school develops to suit the needs of their learners. The only two design solutions that are not acceptable are the old model in which the 'single cell' dominated and a totally 'open barn' model which does not purposefully support a range of different learning activities.

There are emerging elements or principles that are common across high schools as they transform their ways of learning and teaching to respond to the Australian Curriculum and the requirements of the contemporary world. The designs for general and specialised learning environments for high schools need to incorporate the key elements of a contemporary learning environment while enabling the school to determine the way students are grouped, how teaching teams are formed and operate and its curriculum organisation model.

The Education Facilities Design Principles (Table 5) must be addressed in the design of all high school learning environments.

6.3 Functional areas for a 7–10 school

High school Functional Areas and Functional Units consist of indoor and outdoor areas for learning, social and active and passive recreational areas, administration and support areas for students and staff. Functional Areas can serve a range of uses and a variety of users:

- whole school use, (e.g. general purpose hall, library–learning resource centre, performing arts);
- whole school focus, (e.g. administration and school leadership);
- largely used by a particular group of learners or staff (e.g. Learning Communities, staff lounge);
- specialist facilities with specific equipment or conditions; and
- shared use facilities for use by the community.

It is important to note that the Functional Areas listed below refer to an area, or areas, in the school that serve related functions. The term **Functional Area does not necessarily imply one space nor does it imply that an area has only one function** (Section 5.3 Definition of Terms, Table 6).

6.3.1 Essential Functional Areas and Functional Units for whole school use

- Leadership, Administration and Staff Centre.
- Library/Interactive Learning Resource functionality – centralised and distributed.
- Community centre/multipurpose facility.
- General Purpose Hall/Gym
- Canteen and café

6.3.2 Essential Functional Areas and Functional Units for 7–10

- Learning Neighbourhoods within Learning Community areas.
- Facilities within each of the Learning Communities to support the learning of students with disability.
- Teacher workspaces as an integral component of the Learning Neighbourhoods/Learning Communities.
- Distribution of student lockers throughout the Learning Neighbourhoods and integration of student lockers into the learning environments so that: they do not intrude into the learning spaces; and ensure adequate space for access during peak times
- Facilities for the Arts:
 - Performing Arts–learning, creative expression and performance in dance, drama and music;
 - Visual Art – learning to create and display in 2D and 3D; and
 - Media Arts – engaging with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks.
- Facilities to support learning in Science – active investigation and inquiry; and the development of theoretical understanding in Chemistry, Physics, Biology and Environmental Science.
- Facilities to support Design and Technologies and Digital Technologies– engagement in designing, creating and evaluating using a range of materials.
- Facilities to support learning with digital technology integrated with associated functional areas— eg. area for robotics integrated with Science and Technology; green screen, media, broadcasting (proximate to arts, dance, drama and/or Library–Learning Resource Centre).
- Health and Physical Education in indoor (gym) and outdoor areas (sports field and hard courts).
- External learning environments and active recreation areas, outdoor presentation and performance setting(s).
- Productive garden and/or other garden/horticulture area with potential to include a Community Garden.
- Social and recreational areas for students, staff and parents.
- Student and staff amenities.

School facilities will also be used for before and after school care.

6.4 Functional relationships for Year 7–10

Figure 6 gives an indication of desirable relationships between the Functional Areas for a 7-10 High School and the relationship of Functional Areas to the Site as a whole.

Figure 6: Year 7–10 Functional Relationships

Year 7-10 Functional Area Relationships

Image placeholder

It is essential that the layout of the site, during the masterplanning process, addresses the preferred Functional Relationships shown in Figure 6. Given the unique nature of each school site, it is possible that desired relationships might at times compete. **When this occurs, designers are required to consider all options and present the positives and negatives of each option.**

7 Detailed Functional Specifications for a Year 7–10 School

7.1 General information

7.1.1 Contemporary learning environments for students and staff

Just as contemporary work places are no longer simply based on a room-based structure, equally high school learning environments are no longer structured around a room-based structure where one teacher directs the learning of 20–25 students. As outlined in Section 3.8, contemporary learning requires learning environments that support:

- collaboration between students;
- collaboration between professionals;
- personalised learning, which requires flexible, responsive grouping of students—1 to 1, 1 teacher working with small groups, students working without direct teacher involvement and individual student work;
- learner self-regulation, self-direction and self-management;
- holistic, authentic learning— purposeful, meaningful, personally significant, experiential, real projects
- assessment in context—assessment ‘for’, ‘as’ and ‘of’ learning;
- connectedness—with community, virtually locally and globally, within and across subjects;
- seamless access to rich resources—digital, information, equipment, materials; and
- learning anytime, anywhere, with anyone.

While the move away from the ‘single cell’ model gives greater opportunity for innovative design responses, there are greater challenges for the designers. In the case of learning spaces and school learning environments the challenges involve understanding:

- the manner, and range of ways in which teachers work with students;
- the operational realities such as pattern of use, efficiency of staffing, safety and security;
- the function of each area as described in this Functional Brief;
- taking note of the specific functional requirements for each learning setting; and
- integrating the functional specifications and requirements with the *Technical Specifications* and providing a *Furniture, Fitout and Equipment* schedule that activates each room or space as required to achieve the function(s).

7.1.2 Functional specifications for Functional Areas, Functional Units and Learning Settings

Functional Areas

Each Functional Area is described as follows:

- name of Functional Area;
- section of the school it belongs to;
- indicative area allocation;
- general overview of function;
- Functional Units that make up the Functional Area;
- operational factors to consider; and
- Functional Unit relationships.

Functional Units

Each Functional Unit is described in detail as follows:

- name of Functional Unit;
- the Functional Area in which it is located;
- indicative area allocation and area guidelines;
- design intent;
- operational factors to consider;
- general functional requirements; and
- specific functional requirements in terms of spatial layout, fit out, acoustics, visibility, ICT, security etc. with reference to related sections of the Output Specifications.

Careful consideration needs to be given to ensuring all the functional relationships and specific requirements are met.

7.2 Functional Specifications for the whole school use facilities

7.2.1 Leadership, Administration and Staff Centre Functional Area

SCHOOL SECTION:	Whole School		
FUNCTIONAL AREA	LEADERSHIP, ADMINISTRATION AND STAFF CENTRE		
LOCATION:	School entry point: a component of a community precinct or a community access zone		
Indicative Area:	Permanent buildings provided for a primary school enrolment:	600	800
	Indicative Area permanent building—m ²	445	549
Amenities:	Cleaners' store, Toilets [as per WHS requirements Table 8]		
Administration Staff:	General Office Staff [Number is an individual school-based decision] and Facilities Management personnel	1	2-4
	Business Manager	1	1
Leadership Staff	Principal and leadership team	X [minimum]	X [minimum]

Overview

The Leadership, Administration and Staff Centre acts as the central focal point for the public as well as student and parent reception, leadership, management, administration and communication. It serves the needs of the entire school.

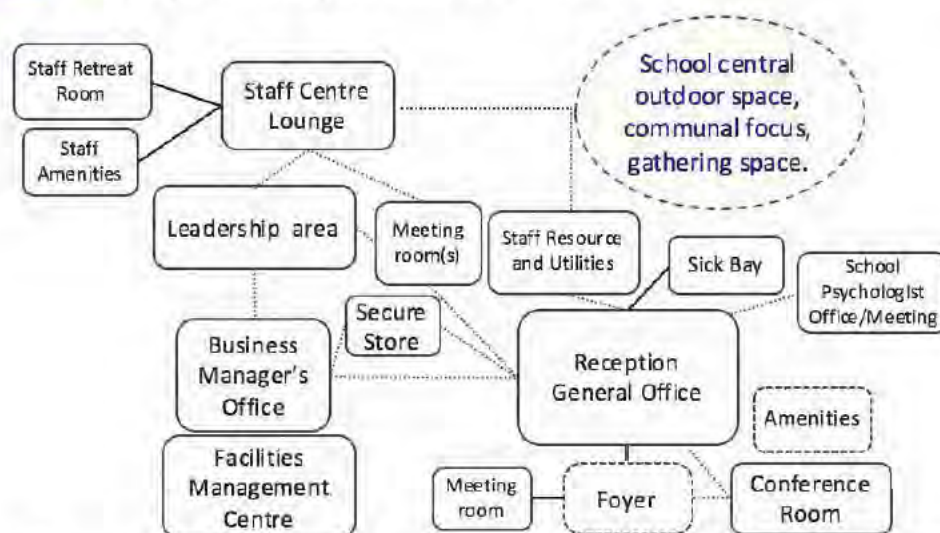
The Functional Units described below should generally be provided within one building. The size and location of these spaces may be varied when an alternative design is considered to provide a superior solution. The alternative design must be supported by a rationale and a clear demonstration that there is no loss in functionality or amenity. It might be desirable in large schools, for example, to provide leadership areas in Learning Communities to distribute the leadership presence through the school.

Functional Units in the Leadership, Administration and Staff Centre

- Reception and General Office (including air-lock and waiting area).
- Leadership area.
- Business Manager's Office.
- Secure Store.
- Uniform Store.
- Sick Bay and DA compliant accessible student toilet.
- Meeting spaces: Interview/Meeting Room, Conference/Board Room, School Psychologist's Room(s).
- Staff Centre/Lounge.
- Staff Retreat Room.
- Staff Resource and Utilities area.
- Facilities Management Centre.
- Amenities: Accessible/Visitor's toilet, Staff Toilets/Shower/Change Room, Cleaner's Room.

Operational factors to consider

The Leadership, Administration and Staff Centre can be intensely busy at specific peak times—just before school starts, at breaks and from just before to shortly after the school's finishing time. Way finding and ease of flow of people in and out of this functional area and within the area is an important factor to consider. Narrow corridors are to be avoided.

Functional relationships Leadership, Administration and Staff Centre**Key:**

FUNCTIONAL UNIT:	Reception and General Office		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
INITIATIVE/PROJECT:	Permanent buildings provided for a high school enrolment:	600	800
	m ² [Area for foyer and waiting to be allocated from internal travel]	50	60

Design Intent

The Reception area and General Office are the first point of contact for parents and visitors and set the tone for the atmosphere and identity of the school. The reception/foyer area 'presents' the school to parents and visitors. It can serve a number of functions, for example:

- a gallery for displaying student creations, information, school events, school values and vision, awards and trophies, memorabilia and historical artefacts;
- a separate waiting area for students;
- a waiting area for parents, visitors and tradespersons;
- registration and admission of school visitors and tradespersons; and
- receiving deliveries.

The General Office is the administrative hub for the school. It supports a range of administrative functions including, filing, printing, compiling, recording and computing.

Operational factors to consider

At peak times, the staff in the general office can be extremely busy responding to a range of school operational and administration functions and coordinating processes such as collection of money, processing student absences, whole school communication, information distribution and possibly a school uniform outlet. The safety and security of staff at Reception is an important consideration while maintaining an open, welcoming feel.

Functional requirements

The location, layout and fit out of the Reception is required to:

- be located at the main entrance and be visible from the entrance doors;
- be accessible to the general public without adversely affecting the security of the school;
- include a foyer area that provides an air-lock and waiting space for up to six–eight people (standing, seated and with prams or using mobility aids);
- provide a display of school information and showcase student learning and achievements;

- open directly to the entrance foyer/reception for queries from parents, visitors or students while still providing clear access to the internal circulation network via a security door controlled from the general office and by key;
- have a service counter(s) that provides sufficient space for staff to attend to two or more tasks, can be accessed readily by all potential users, adults or students, including those using wheelchairs and without obstructing circulation; and
- be located near the Principal's work area but not necessarily directly accessed from it.

The location, layout and fit out of the General Office is required to support:

- a range of administrative functions including filing, printing, preparing and compiling information, recording and storing; and
- administrative staff working as a team and/or individually at workstations which afford some privacy from visitors and students.

Specific functional requirements

Spatial layout:

- Enable ease of circulation around general work areas and workstations
- Sufficient space at work stations for reference material/documents, writing and computing occurring side-by-side

Visibility:

- Reception staff readily visible from school access area and school main entry and vice versa
- Abundant natural light, control of glare and direct sunlight

Fitout:

- Seating for 4-5 in visitors in waiting area
- Flat surface for form completion in waiting area
- Seating in student waiting area
- Clearly identifiable reception counters of appropriate height for parents/visitors, students and wheelchair access [Refer Technical Specification]
- Workstations for the number of administration staff – consider a mix of standing and desk height
- Deep bench area for collating, compiling
- Open shelf storage—under bench and overhead
- Closed full height storage including some lockable storage
- Height adjustable, swivel office chairs for each General Office staff member plus additional seating for working meetings with other staff members
- Display boards, display cabinet in foyer/waiting area
- Display boards in General Office
- Whiteboard or writeable surface for group planning
- Information display
- Clock readily visible throughout the office space

Acoustics: [Refer to Technical Specification]

- Reception staff voice(s) clearly audible at the access side of the counter and vice versa
- Telephone and staff to staff conversations within General Office not intelligible in adjacent areas

ICT: [Refer to Technical Specification]

- AV screen in foyer/waiting area to display for school information
- Data point for electronic sign-in of parents and visitors
- Data point for point-of-sale card reader
- Distributed power and data to service works stations
- Wireless access throughout foyer and reception to allow for changing layouts and flexibility.

Security: [Refer Technical Specification]

- Consider security of Reception Staff; and
- Secure service counter including lockable cash drawer

Note: The design for the Reception area must be signed off by the EDU WHS advisor to ensure minimum level of security is achieved.

FUNCTIONAL UNIT:	Secure Store		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	35	35

Design Intent

The General Office Secure Store is for general and archival storage purposes, including the storage of confidential material such as student records.

Operational factors to consider

The Secure Store is **only accessible to office staff and school leaders**. It cannot house any function that requires access by anyone other than office staff or school leaders.

Functional requirements

The Secure Store is required to:

- be located close to, and easily accessible from the General Office;
- store files, documents and records which are confidential, valuable or both; and
- be fire rated.

Specific Functional requirements**Spatial layout:**

- Ensure ease of access to all shelving and storage

Visibility:

- Zero visibility into the room
- Items in storage cabinets, compactus, shelves clearly visible
- Lighting to ensure visibility in all areas of the room

Fitout:

- Solid core fire rated door
- adjustable shelving
- Filing cabinets
- Compactus and safe (lockable)

Acoustics: N/A**ICT:**

- Wireless coverage
- Data points

Security:

- Refer Technical Specification
- Lockable door

Fire systems:

- Fire rated door [Refer Technical Specification]

FUNCTIONAL UNIT:	Uniform Storage		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	10	10

Design Intent

The Uniform Storage is for storage of school uniforms for sale. Associated display manikins can be located in the General Office or Foyer.

Operational factors to consider

Sale of uniforms will be operated by General Office Staff or parent helper (P&C).

Functional requirements

The Uniform Storage is required to:

- be located close to, and easily accessible from the General Office; and
- store all items of uniform organised by item and size.

Specific Functional requirements**Spatial layout:**

- Ensure ease of access to all shelving

Visibility:

- Ensure visibility of all shelves and areas of storage; and
- Items clearly visible on open shelves

Fitout:

- Full height adjustable shelving with hanging racks for clothes

Acoustics: N/A

ICT:

- Wireless coverage

Security: [Refer Technical Specification]

- Lockable door(s)

FUNCTIONAL UNIT:	Business Manager's Office		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	12	12

Design Intent

The Business Manager's Office is for use by the school's business manager. The business manager's work includes leading and managing the administration staff, human resources functions and financial management and administration. At times, the office will be used for small group meetings with the Principal or other leadership staff, staff and/or visitors. At other times it will be used for administration and business tasks requiring uninterrupted concentration.

Operational factors to consider

The Business Manager's Office needs to be accessible but also have the potential to be made private for confidential conversations and for work focus.

Functional requirements

The Business Manager's Office is required to:

- be located close to, and easily accessible from the Principal's Office and the General Office;
- be accessible to external visitors **only after signing in** at Reception;
- support both small group meetings and individual and pair work at a work station or desk;
- provide a high degree of acoustic isolation to ensure confidentiality of conversations; and
- provide visual privacy when required.

Specific functional requirements

Spatial layout:

- Ensure ease of movement between different work areas
- Ensure ease of access to all shelving and storage

Visibility:

- Abundant natural light
- visual connectedness to adjacent circulation area
- capacity to provide visual privacy when required

Fitout:

- a desk/workspace for a desktop computer as well as adjacent paperwork
- a height adjustable, swivel office chair
- open shelving to hold folders vertically
- lockable cupboard or cabinet
- filing cabinets
- seating for two-three people plus the Business Manager
- coffee table
- display

Acoustics: [Refer Technical Specification]

- capable of acoustic isolation when doors and windows are closed

ICT:

- power and data to service work station
- wireless coverage

Security: [Refer Technical Specification]

- secure room

FUNCTIONAL UNIT:	Leadership Area		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	Executive Leadership Team		
	Total area for Executive Leadership Team (m ²)	44	68

Design Intent

The Leadership Area provides a central leadership zone that feels connected to, not remote from, the learning activity and learning areas of the school while being closely connected to the Administration Area and Staff Centre for efficiency of communication and access.

The Leadership Area includes work areas for the Principal, Deputy Principal(s) and School Leaders. The Leadership Area has a range of functions:

- individual work;
- meetings with staff, students and parents (including meetings of a highly confidential nature);
- meetings with other leaders and the leadership team;
- planning and developing professional learning activities;
- developing and documenting school policies and practices; and
- administrative activities including school organisation and planning, the writing of reports and other documentation.

Support for these functions can be provided in a number of ways using a combination of discrete and open settings. Functionally, this requires a combination of open and closed spaces that can be used as individual work areas, collaborative work areas, plus small and medium sized private meeting rooms.

Schools have a range of approaches to the use of the Leadership Area depending on their leadership philosophies and models. Three different operational styles can be adopted.

1. A highly collaborative leadership models with a shared workspace with direct access to two meeting rooms of different sizes that can be used for private meetings and/or collaborative planning.
2. A separate Principal's Office with adjacent collaborative team space for Deputy Principal(s) and School Leaders that has direct access to a smaller meeting room.
3. Separate offices for all members of the executive leadership team with meetings held in available meeting rooms.

This requires a design solution that fits any of the three models or is able to be readily reconfigured to do so. For example, a room may be used as a Principal's Office in one school but in another the same room is used as a large meeting/conference room. A space that serves as a collaborative planning space adjoining two Deputy Principal Offices in one school may serve as the main work area for the Deputy Principals with two adjacent meeting rooms. The area used by the Leadership staff to meet with parents and visitors (larger meeting room in model 1 above or the Principal's office in models 2 or 3) must present a professional look and instil confidence and pride in public education.

Operational factors to consider

While needing to be central and accessible to school staff and students, the layout of the Leadership Area requires a level of security and seclusion from visitors, with all external visitors being required to first report to the Reception/General Office.

Functional requirements

The location, layout and fit out of the Leadership Area is required to:

- be located centrally to both the main school functional areas and the Administration Area—General Office and Business Manager's Office;
- student access from internal circulation space;
- provide a lockable entry/exit to the Leadership Area that does not require access through the public Reception area;
- provide a range of various sized meeting spaces;

- be fitted out to support individual work desks/ work stations as well small and medium sized areas that can be used for private meetings and/or collaborative design and planning sessions as a leadership team or with staff groups;
- storage for individual work related documents resources;
- secure storage for personal belongings;
- storage for resources used by the leadership team; and
- a student waiting area.

Specific functional requirements

▪ Spatial layout:

- enable ease of movement between individual and team collaborative work areas and meeting spaces

▪ Visibility:

- a degree of visibility into the leadership work area(s) while maintaining the capacity for privacy and security
- abundant natural light, control of glare and direct sunlight

▪ Acoustics: [Refer Technical Specification]

- closed spaces that will be used for private meetings require acoustic isolation
- collaborative spaces require the capability of containment of distracting sound into/out of the space while maintaining
- ease of flow between spaces.

▪ Fitout:

- display areas – noticeboard, whiteboard and/or a writeable surface appropriate to the function of each space
- desks and workstations (consider a mix of standing and desk height) for the number of leaders and to suit the design
- open shelf storage—under bench and overhead
- closed full height storage including some lockable storage
- height adjustable, swivel office chairs for each leader
- a range of coffee tables, meeting tables appropriate to the design
- seating for meeting spaces—combination of comfortable lounge type chairs and office chairs appropriate to the design
- display boards, display cabinet, AV screen in foyer/waiting area
- clocks as required to provide visibility throughout the Leadership Area

▪ ICT: [Refer Technical Specification]

- Wireless coverage
- power and ICT connectivity for mobile and fixed computing
- devices and telecommunication
- backbone infrastructure to support AV display in collaborative spaces/meeting area which can be either mobile or fixed

Security: [Refer Technical Specification]

Note: The final detailing and fit out of the Leadership Area must be completed in collaboration with the inaugural Principal.

FUNCTIONAL UNIT:	Conference/Meeting Room		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	30	30

Design Intent

The Conference/Meeting Room is a large multipurpose meeting room that will be used by:

- the school staff and students including Preschool staff;
- the School Board, P&C and parent groups;
- members of the community for shared community use;
- by school staff and visitors for meetings and professional learning; and
- virtual conferencing.

Operational factors to consider

Given that the Conference/Meeting Room will be used by:

- the Preschool staff and parents, it is important that it be readily accessible from the Preschool entry; and
- the School Board/P&C and the community out of school hours, it is important that access can be gained to the Conference/Meeting Room without the need to enter the main secured area of the school.

Functional requirements

The location, layout and fit out of the Conference/Meeting Room is required to:

- be located near the main entry and Reception;
- accommodate 12–15 people meeting as one group;
- be adaptable as required for the listed functions in the Design Intent above;
- provide secure storage for all AV and other equipment that could be required in the room to serve its different purposes; and
- be proximate to a space that is equipped to serve refreshments and food that has been pre-prepared.

Specific functional requirements**Spatial layout:**

- sufficient space to enable ready circulation to any position around the meeting table with the majority of people already seated
- a wide rectangular room (and table fit out) is preferable to enhance communication

Visibility:

- a degree of visibility into and out of the Conference/Meeting Room while maintaining the capacity for privacy and security
- abundant natural light, control of glare and direct sunlight
- controllable lighting

Acoustics: [Refer Technical Specification]

- capable of acoustic isolation with doors and windows closed

Fitout:

- an oval or round-end wide rectangular meeting table to seat 12-15 people
- height adjustable, swivel office chairs to suit the table
- display areas – noticeboard, whiteboard and/or a writeable surface
- kitchenette bench, sink, beverage point and storage that can be closed off from the space
- a beverage point with a bench top, sink, boiling and chilled water, upright fridge and micro-wave oven
- storage—under bench and overhead

[Kitchenette fitout only if the functional requirement for serving of pre-prepared food and beverages is located in the Conference Room rather than nearby]

ICT: [Refer Technical Specification]

- backbone infrastructure to support multi-media presentations and video conferencing
- interactive AV display screen appropriate to depth of the viewing area and legible from all positions in the room
- phone data point MATV

Security: [Refer Technical Specification]

FUNCTIONAL UNIT:	School Psychologist's Office/Meeting Room and waiting area		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	15	15

Design Intent

The School Psychologist's Office/Meeting Room is a private space for a School Psychologist to meet with up to five people for private discussions, write up reports and store files and resources. It will be used for confidential meetings and for counselling students or staff. The atmosphere of the adjacent waiting area and room is required to be welcoming and inviting, not threatening.

Operational factors to consider

Students and staff generally need a degree of privacy when visiting the School Psychologist. The waiting area and entrance to the room should be relatively private, while still being discretely observable from the General Office.

Functional requirements

The location, layout and fit out of the School Psychologist's Office/Meeting Room is required to:

- be located near, but not directly connected to the General Office;
- have a welcoming, inclusive but private feel;
- accommodate up to five people (adults and children) seated comfortably;
- include a small desk, lockable filing cabinet and storage space; and
- provide secure storage for personal belongings.

Specific functional requirements**Spatial layout:**

- waiting area slightly removed from entry
- sufficient space between the work desk and small meeting setting for flow between the areas
- provide personal space for five individuals without either overcrowding nor creating an 'empty' feel
- **Visibility:**
- a degree of visibility into and out of the School Psychologist's Room while maintaining the capacity for privacy and security
- abundant natural light, control of glare and direct sunlight
- controllable lighting

Acoustics: [Refer Technical Specification]

- complete acoustic isolation to ensure privacy and confidentiality.

Fitout:

- desk or individual work station
- height adjustable, swivel office chair to suit the work desk
- storage—files, books, folders, School Psychologist's resources
- a small meeting setting to seat five people comfortably around a coffee table or equivalent
- display boards for posters, information resources
- whiteboard or writeable surface
- seating in the waiting area
- displays, books, magazines, activities for students, parents and/or staff waiting

ICT: [Refer Technical Specification]

- power and ICT connectivity for mobile and fixed computing devices and telecommunication

Security: [Refer Technical Specification]

- duress alarm

FUNCTIONAL UNIT:	Interview Rooms/ Meeting Spaces		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	Number of interview/meeting rooms		
	m ²	22	34

Design Intent

The Interview Rooms/Meeting space(s) will be used for multiple purposes. They can serve as a general meeting space for teaching teams, a space for leaders to work with teaching teams, a space where staff can hold interviews with parents and students and a space of the foyer to meet visiting suppliers on entry.

Operational factors to consider

Given the potential for multiple users and multiple uses, these spaces need to be equipped to be agile adaptable spaces.

Functional requirements

The location, layout and fit out of the Interview/ Meeting Spaces is required to provide:

- a meeting space to accommodate up to 4 people close to the front foyer that can be accessed without entering the secure area of the school;
- meeting space(s) accommodate up to 6 people located proximate to the leadership area and to the School central outdoor space; and
- adaptable to function as a working meeting space or an interview space, that is, either seated at a meeting table or a small relaxed coffee table setting.

Specific functional requirements**Spatial layout:**

- sufficient space to rearrange the furniture to suit the various functions—a meeting table setting or a small relaxed meeting setting

Visibility:

- a degree of visibility into and out of the Interview/ Meeting Rooms while maintaining the capacity for privacy and security
- abundant natural light, control of glare and direct sunlight
- controllable lighting

Acoustics: [Refer Technical Specification]

- complete acoustic isolation to ensure privacy and confidentiality

Fitout:

- meeting table to suit intended group size(s)
- office chairs appropriate to the meeting table
- meeting setting to seat four or six people according to room size
- display boards for posters, information resources
- whiteboard or writeable surface

ICT: [Refer Technical Specification]

- power and ICT connectivity for mobile and fixed computing devices and telecommunication

Security: N/A

FUNCTIONAL UNIT:	Staff Lounge		
	With adjoining adaptable space for use as a Professional Learning Centre or accommodate increased staff numbers at peak enrolment		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
Indicative areas:	Permanent buildings provided for a 7–10 enrolment of:	600	800
	m ²	95	145

Design Intent

The Staff Lounge provides a central relaxation and social gathering space for all school staff and is an important functional area for building a whole-school culture. It is intended to be used at break times, before and after school and as a retreat space for relaxation. It can also be used for planning meetings during the school day and the adjoining adaptable space is intended to be used as a Professional Learning Centre when not required as an extension of the Staff Lounge at peak enrolment.

Opportunity: to provide an adaptable space, connected to the Staff Lounge by an operable wall, that can serve as a Professional Learning Centre at Long Term Enrolment figures or as a larger Staff Lounge space at peak enrolment.

Operational factors to consider

With the move to integrate staff work areas into the Learning Communities and the sharing of school information via email, there has been a tendency for teachers to spend most of their time in the Learning Communities. This can lead to a reduction in a whole-school culture and an unintentional division between administration and teaching staff. Many schools develop 'soft systems' such as special morning teas, and special events days to provide a reason for teachers to go to the Staff Lounge. In addition to these 'soft systems' it is important to consider functionalities that could be integrated with the Staff Lounge to give teachers a reason to visit the area on a regular basis – for example a Professional Learning Centre that houses resources, large displays of the school's strategic plan, student data etc.

Functional requirements

The location, layout and fit out of the Staff Lounge and adjoining adaptable space is required to:

- be located centrally to provide ready access from the Learning Communities;
- have at least a partial view to external play spaces to allow for observation of playground areas;
- be located near the Leadership Area;
- provide a retreat from the student areas while still occupying a central position;
- accommodate all staff plus visiting and temporary personnel at long term and peak enrolment staff numbers;
- have restricted public access;
- provide a welcoming, relaxed environment;
- have access to a shaded, external courtyard; and
- include a kitchen area sized to serve the staff numbers at peak times during the day (morning break and lunch time) and other facilities for casual use by staff.

<p>Specific functional requirements</p> <p>Spatial layout:</p> <ul style="list-style-type: none"> ▪ sufficient space to enable ready circulation around the beverage, food drink area ▪ a wide rectangular room is preferable to a long thin room to enhance community ▪ ▪ Visibility: ▪ A view to an outside courtyard, landscaped area or feature view ▪ Abundant natural light, control of glare and direct sunlight ▪ controllable lighting ▪ If practicable, have at least a partial view to external play spaces to allow for incidental supervision of students ▪ Acoustics: [Refer Technical Specification] ▪ capability to contain distracting sound into/out of the space ▪ ▪ ICT: [Refer Technical Specification] ▪ AV display screen or equivalent visible and legible from all positions in the room ▪ MATV <p>Security: [Refer Technical Specification]</p>	<p>Fitout:</p> <ul style="list-style-type: none"> ▪ Several small settings of comfortable lounge chairs/coffee tables ▪ A variety of bench areas such as standing height benches, large 'kitchen bench' ▪ Multiple refrigerators (consistent with Long Term Enrolment staff numbers) for storage of staff lunches and snacks, milk and beverages, food platters for staff functions ▪ 2 microwaves placed at bench top level or higher ▪ An upright stove or wall oven, cooktop and range hood ▪ 2 dishwashing machines ▪ Space against a wall in the staff lounge for separate refrigerated beverage and snack vending machines (school choice to install) ▪ Adequate bench space and storage space for supplies, and all necessary kitchenware ▪ Minimum of 2 boiling and chilled water dispensers ▪ A minimum of two separate one bowl/two drainers stainless steel sinks ▪ Large noticeboards for display of school planning calendar, professional learning items, school development displays ▪ Whiteboard functionality—fixed whiteboard or writeable wall ▪ rack of named pigeon holes (larger than A4 width) for delivery of mail and messages to staff; sufficient numbers to provide for peak enrolment [Refer Technical Specification and FF&E] ▪ Lockers for visiting and relief staff [Refer FF&E]
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FUNCTIONAL UNIT:	Staff Resource and Utilities		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	27	30

Design Intent

The Staff Resource and Utilities area is used by teachers and office staff to print materials, prepare communication and learning resources including laminating posters, documents and teaching aids. It is also used for the centralised storage of stationery and printer/photocopier consumables.

The Staff Resource and Utilities area acts as a central location in the Leadership, Administration and Staff Centre area for paper recycling and safe disposal of electronic equipment and batteries.

Operational factors to consider

At peak times there can be high demand for work space. Careful distribution of functions and layout is required to facilitate efficient and effective use of the space. Bench depth and length needs to be considered to ensure adequate space for equipment and for production areas.

Although open access is desirable, consideration needs to be given to machinery and production sound intruding into surrounding spaces.

Functional requirements

The location, layout and fit out is required to:

- be located near, and easily accessible from the General Office and the Staff Lounge;
- efficient use of space for unobstructed circulation and access to photocopiers (MFD), storage, photocopier, printers, work benches, recycling bins; and
- provide extensive, accessible storage – both under and over – bench tops for various stationery items, different paper and cardboard size.

Specific functional requirements

Spatial layout:

- Layout and room shape designed to facilitate several people involved in printing and production activity, accessing storage
- **Visibility:**
- Bright light to all work areas
- stored items readily visible

Acoustics: [Refer Technical Specification]

- Containment of sound out of the space

ICT: [Technical Specification]

- Data/power outlets
- Security: [Refer Technical Specification]
- Secure cupboards for bulk stationery

Fitout and equipment:

- 2 x multifunctional printer, copier, scanner, fax with co-located ceiling exhaust extraction system
- shredder
- laminator
- binder
- guillotine
- paper recycling wheelie bin
- storage for used cartridges
- safe disposal container(s) for batteries and electronic equipment
- an extended, deep horizontal work space suitable for the production, layout, cutting, laminating and binding of printed materials
- an adjustable height work surface with open space below
- a large noticeboard/display board behind the multifunction printer and over bench tops
- open storage area for frequently used supplies– paper, cardboard
- extensive secure bulk storage for a range of stationery supplies
- lockable storage cabinet for supplies of pens, special items
- key safe

FUNCTIONAL UNIT:	Sick Bay and Student Toilet (acc. change, shower, toilet)		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	40	40

Design Intent

The Sick Bay serves as a base for administering First Aid and as a rest room for sick students.

Operational factors to consider

The Sick Bay requires direct supervision from the General Office. It also needs to be readily accessible for an ambulance trolley to and from the emergency parking bay.

Functional requirements

The Sick Bay is required to:

- be located close to, and be readily supervised and accessed from the General Office;
- accommodate two students;
- provide a degree of privacy for individual students using the Sick Bay;
- provide a triage area; and
- be proximate to a DDA compliant disabled toilet and a disabled change room/shower which is directly accessible from the First Aid Room main area.

Specific functional requirements**Spatial layout:**

- Ensure ease of access to all areas of the sick bay to attend to sick students
- Ensure space for manoeuvring a wheel chair
-
- **Visibility:**
- Controllable natural light to main Sick Bay area
- Direct line of sight supervision from the General Office
- Acoustics: [Technical Specification]
- Capable of being acoustically contained/separated

Fitout:

- one appropriately cleanable domestic bed
- seating for 2 students
- fully fitted large (100 people plus) first aid cabinet and kit – wall hung, lockable
- bench top with inset stainless steel single bowl sink and drainer, hot and cold mains water, lever tap, cupboards under
- recess for small bar fridge, tiled splashback over bench top, matching length overhead cupboards – lockable
- under bench lockable bar fridge with small integral freezer
- soap and paper towel dispensers
- medical waste's and sharps containers
- entry door not lockable
- display board and white board
- vinyl flooring

ICT: [Refer Technical Specification]

- wireless coverage

Security:

- Sick Bay room door not lockable
- First Aid cabinet lockable

FUNCTIONAL UNIT:	Staff Retreat Room		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	10	10

Design Intent

The Staff Retreat Room provides a retreat room and rest space for staff. This room can be used for a variety of purposes—caring for/feeding babies; a prayer room; a rest space for someone feeling unwell.

Operational factors to consider

Schools will define their particular use of this space depending on the needs of their staff. Therefore, the space needs to be readily adaptable for the different intents described above.

Functional requirements

The Staff Retreat Room is required to:

- be located adjacent to and readily accessible from the Staff Lounge;
- adjacent to staff toilets;
- provide comfortable furniture for sitting or reclining;
- provide a degree of privacy for users;
- provide facilities for hand washing; and
- include storage for First Aid equipment and supplies.

Specific functional requirements**Spatial layout:**

- Ensure space for manoeuvring a wheel chair
-

Visibility:

- Controllable natural light
- Viewing panel from outside with visibility control
- Signage indicating occupation or vacancy
- Acoustics: [Refer Technical Specification]
- Able to be acoustically contained/separated

Fitout: [Refer Technical Specification]

- one couch
- additional seating/ coffee table
- first aid cabinet and kit – wall hung, lockable
- wall hung hand basin with hot and cold mains water
- soap and paper towel dispensers
- medical waste's and sharps containers
- bench top suitable for nappy change
- under bench bar fridge with small integral freezer
- entry door not lockable
- carpet plus vinyl flooring in wet area

ICT: N/A**Security:**

- Door not lockable
- First Aid cabinet lockable

AMENITY:	Staff Toilets (Male and Female), Change room, Shower		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	See Table 8 for toilet requirements	-	-

Design Intent

The Staff Toilets are part of the Staff Centre and are readily accessible to staff using the Staff Lounge or Staff Resource/Utilities area. The Staff shower and change area is integrated with the staff amenities in the Leadership, Administration and Staff Centre.

Operational factors to consider

The ratio of male to female staff in ACT schools is approximately 1:5. At peak times, such as recess and lunch, the female staff toilets are in high demand. Consideration should be given to providing generous circulation space within and around the toilet area to prevent congestion and queues.

Consideration should also be given to distributing staff toilets around the Learning Communities and/or staff use of DDA compliant toilets included in each Learning Community.

Locating the staff showers within the Leadership, Administration and Staff Centre ensures a central location and provides a reason for teaching staff to frequent the Staff Centre.

Opportunity

There is an opportunity to consider individual staff toilets as a means of providing equitable access.

If this approach is taken, two toilets would be required to have integrated shower and change

Functional requirements

The Staff Toilets are required to:

- be provided in compliance with BCA requirements (this will not be enough toilets at peak times – recess and lunch); and
- be located adjacent to and be readily accessible from the Staff Lounge.

It is preferable that toilets be located on an external wall with natural ventilation if possible. Mechanical ventilation should also be provided.

Specific functional requirements**Spatial layout:**

- Sufficient space for movement in and out of the area, to gain access to the hand basin and hand dryers without obstruction.
- Lobbies/airlocks to all staff toilets adequately ventilated to the external air.

Visibility:

- Privacy to be considered if toilet lobbies open off an occupied Functional Unit - it is preferable that staff toilets and toilet airlocks do not open direct from the Staff Centre/ Lounge.

Acoustics: [Refer Technical Specification]

- able to be acoustically contained

Fitout: [Refer Technical Specification]

- hand basins with hot and cold mains water
- mirrors
- soap and hand sanitiser dispensers
- toilet paper and paper towel dispensers
- electric hand dryers
- coat hooks
- floor waste
- ventilation to the external air
- mechanical ventilation
- shower
- change area bench
- clothes hanging
- towel rack
- staff lockers

ICT: N/A

Security:

internally lockable doors

FUNCTIONAL UNIT:	Facilities Management Centre: Bulk Store and Office		
FUNCTIONAL AREA:	Leadership, Administration and Staff Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	55	55

Design Intent

The Facilities Management Centre is the coordination centre for all operations with regard to facilities management—caretaking of the total site, cleaning, maintenance, storage and break-down of bulk goods and equipment and consumable supplies.

In addition to office work, the Facilities Management Centre provides workshop functions for repair and storage of equipment and furniture.

Operational factors to consider

The bulk store will receive deliveries that range in size and weight. Consideration needs to be given to access to the delivery door and to facilitating the unloading of delivery vehicles. The Store will house a range of materials – paper and other clean materials, chemical goods and cleaning material and serve as a maintenance workshop.

Functional requirements

The location, layout and fit out of the Facilities Management Centre is required to:

- accommodate heavy vehicle access;
- be located close to the Leadership, Administration and Staff Centre;
- be unobtrusive—not 'front of house';
- provide efficient and accessible storage; and
- provide workshop facilities.

Specific functional requirements**Spatial layout:**

- Layout and room shape designed to create zones for office work, workshop and storage.
- Bulk store either directly accessible from the office/workshop zone or integrated

Visibility:

- Bright light to all work areas
- Stored items readily visible
- Natural light and external view
- Acoustics: [Refer Technical Specification]
- consider adjacent space(s) and contain sound accordingly

ICT: [Refer Technical Specification]

- data/power

Security: [Refer Technical Specification]

- lockable external doors
- lockable internal storage

Fitout and equipment:

- workstations for two people
- storage cabinet
- filing cabinet
- heavy duty work bench 900mmH x 900mmW x 5000mmL with open shelving under
- wood and metal vices
- workshop tools and storage wall
- lockable storage (~25% of all storage)
- adjustable open storage shelves
- full height storage walls and safe means of access
- stainless steel sink, 1500mm long, 2 bowls, hot and cold water
- hand wash facilities (basin, soap dispenser, paper towel dispenser)
- external – loading bay and/or ramp
- flammable cupboard for volatile liquids
- *Note: Facilities can include a garden shed.*

7.2.2 Library/Interactive Learning Resource Centre

SCHOOL SECTION:	Whole School		
FUNCTIONAL AREA	LIBRARY/INTERACTIVE LEARNING RESOURCE CENTRE		
LOCATION:	Central to whole school and Main Entry		
Indicative Area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	370	470

NOTE: In addition to the Library/Interactive Learning Resource Centre, similar functionality is required in each of the Learning Neighbourhoods and Learning Communities to facilitate ease of access to age/stage/Learning Area related resources and equipment that is shared by the whole Learning Neighbourhood and/or Learning Community. While not compromising the functionalities required for the main Library/Interactive Learning Centre, a proportion of the total area allocated to Library/Interactive Learning Resource Centre functionality should be distributed to the Learning Communities.

Overview

Libraries primarily support access to information and learning resources and the sharing, creation and communication of knowledge. As technology has changed the way we access, share, create and communicate information and knowledge, so too it has changed the specific functionalities of libraries.

A 'library' in a contemporary school is not the traditional 'book repository' of bygone times. It is more akin to the 'living room' of a house — a whole-school use space where learners of all ages gather to create and share their own knowledge, work on team projects and engage in extended learning events. The library is also used for presentations of projects by students, learning events such as an extended project or inquiry for which the main area might be set up as a living museum, gallery or workshop space. As an example, a school set up the main area of the library as a space in which a group of students recreated a setting from the Ballarat goldfields and once they had set it up and re-enacted the Eureka Stockade they ran mini learning events for other groups of students. The Library/Interactive Learning Resource Centre is also still used for reading and storytelling, board and computer games, meetings, seminars and for accessing, and learning to use, a variety of text and media resources that assist learning.

Design Intent

The specific purposes of the centralised Library/Interactive Learning Resource Centre provide opportunities to:

- access and engage with general learning resources that need to be available to the whole school community (including books, charts, multimedia, indoor games, ICT etc.);
- provide a reflective space and atmosphere for research, reading and stimulating the imagination;
- interact in knowledge creation, expression and sharing;
- obtain assistance in 'knowledge navigation' and information about learning resources;
- hold learning 'events', meetings and gatherings of small, medium, large and very large groups of students, teachers, student leaders, parents/carers, clubs, interest groups;
- engage in games—virtual and board games; and
- engage in virtual conferencing.

Opportunity: An opportunity exists to promote integration between the Preschool and Primary School and to develop partnership with parents by providing an area that can be used for Preschool reading/storytelling. This setting could potentially be used by a parent organised reading groups, Preschool age children mixing with Foundation for reading sessions, older children reading to younger children.

Operational factors to consider

Libraries are often used as a social, recreational and/or retreat space during school recess and lunch breaks. Complete line of sight visibility for passive supervision is required from all points of the Library.

Not all schools have a dedicated Librarian. Therefore, it cannot be assumed that the Library will be supervised by Staff at all times. This needs to be considered in the design and layout of the Library/Interactive Learning Centre and the provision of secure storage area(s).

Libraries can be used for out-of-school-hours school events as well as community use. Areas of the Library that could be accessed and used by the community, without school personnel present, need to be accessible while still maintaining security to the main areas of the school.

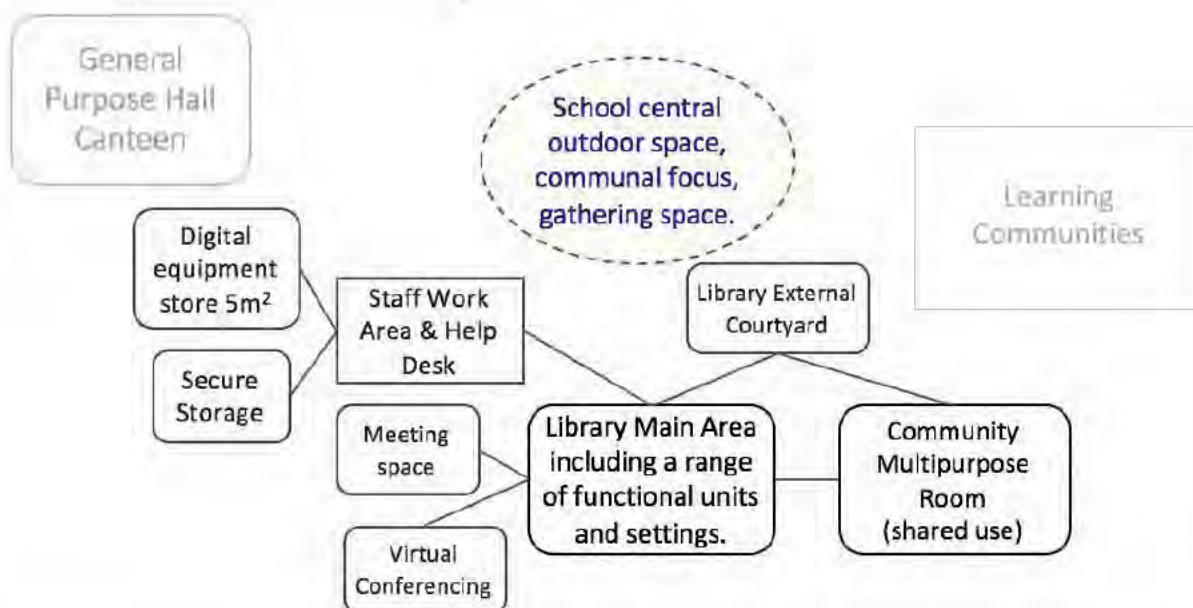
The Community Multipurpose Room, which is an integral Functional Unit of a Canberra Public school, serves many school and community functions. Within and outside school hours, it can serve both community and school needs for meetings, education events for the community, professional learning and student learning activities.

Functional Units – Library/Interactive Learning Resource Centre

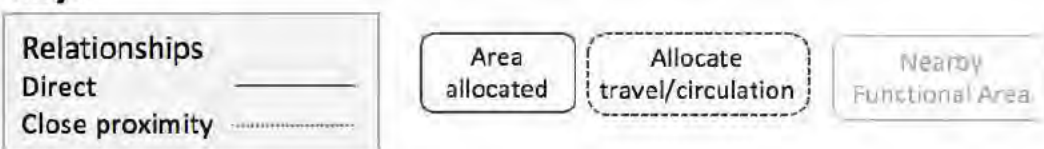
- Staff work area and circulation/help desk.
- Presentation and explicit teaching setting(s) for use by small, medium, large and very large groups of students, staff and community.
- Quiet, comfortable settings for reading—individual and reading circle.
- Reflective settings for thinking, reading and research.
- Settings for small collaborative groups around tables.
- Settings for pairs, small groups collaborating around an AV display.
- External shaded courtyard with comfortable learning settings for quiet reading, conversations, informal meetings.
- Display areas for a variety of resources—books, digital media, charts, student projects etc.
- Open access for a range of texts, digital resources and games.
- Secure storage for AV equipment.
- Meeting room.
- Community Multipurpose Room.
- Community toilets and facilities.
- Community storage areas.
- Acoustically contained, virtual conferencing setting.
- Store rooms.
- Readily accessible student and staff amenities (if the Library is a standalone building additional amenities, including a DDA compliant toilet, are required).

Functional relationships – Library/Interactive Learning Resource Centre

Library/Interactive Learning Resource Centre



Key:



FUNCTIONAL UNIT:	Library Staff Work Area and Secure Storage		
FUNCTIONAL AREA:	Library/Interactive Learning Resource Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	20	20

Design Intent

The Staff Work Area is a space to support administration related to Library resources. It can also serve as a sign out station and a help desk.

Operational factors to consider

Many schools involve parent help in the Library, so it is possible for two or more people to be working in the Staff Work Area.

School libraries are developing more of an 'open access', 'community living room' feel and it is important that an open invitational atmosphere is conveyed.

Good passive surveillance of the total Library area including entry and exit points is required.

Security/detection gates are often considered necessary in 7–10 schools but if the school does not require security gates, the Staff Work Area needs to be located so that there is good passive surveillance of the entry and exit points.

Functional requirements

The location, layout and fit out of the Library Staff Work Area is required to serve the functions listed in the Design Intent and must include:

- an office area and work station;
- a library materials/resources work area;
- a service counter which serves as help desk and for signing out and returning library resources;
- general storage for equipment and materials needed for Library administration and management; and
- secure storage cabinets to house valuable equipment such as AV and ICT equipment.

Specific functional requirements

Spatial layout:

- sufficient space to enable ready circulation within the work area from storage to work bench when more than one person is using the area
- **Visibility:**
 - direct line of sight to all areas of the Library
 - bright lighting to work area

Acoustics: N/A

ICT: [Refer Technical Specification]

- power/data point for desktop computer
- Security: [Refer Technical Specification]

Fitout:

- work bench with storage under for library resources
- counter
- full height lockable cupboard with adjustable shelving
- work station with sufficient space for a desktop computer and adjacent documents, books etc.
- open storage shelving sized to suit a range of sizes for resources
- hanging file–A2 size
- Book return shut and bin.
- Collating table
- Security/detection gates

FUNCTIONAL UNIT:	Library Main Area		
FUNCTIONAL AREA:	Library/Interactive Learning Resource Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	240	330

Design Intent

The Library is required to serve a number of functions. Some functions require purposefully designed settings which serve limited functions while other functions can take place in an adaptable, multipurpose space.

Operational factors to consider

The Library can be used by many different sized groups of children and adults—individuals, small, medium, large and, by opening an operable wall connecting the main library area to the adjacent Community Multipurpose Room, very large groups of up to 150.

At times, one or two teaching staff might be working with a group of 20–50 students while several small groups are working collaboratively on a project, individuals are reading or researching, and an area is devoted to a display for a specific project being undertaken in one year group or a whole school event.

The Library can be used extensively at recess and lunchtime as a social recreation space for quiet reading, board and computer games, relaxation and retreat. At some schools, teacher librarians set up lunchtime activities – games, puzzles. Schools might also use the Library/Interactive Learning Resource Centre for student clubs—e.g. chess, science, art, debating, tech and book club.

Settings will require frequent rearrangement by children and staff depending on the activity and group size. The adaptability built into the design of the Library Main Area must be agile.

Functional requirements

The main area of the library is required to serve the following functions:

- presentation and explicit teaching setting(s) for use by small, medium, large and very large groups of students, staff and community;
- quiet, comfortable settings for reading—individual, small groups, a reading circle or dialogue group;
- reflective settings for thinking, reading and research;
- settings for small collaborative groups around tables;
- settings for pairs, small groups collaborating around an AV display; and
- display and storage areas for a variety of resources—books, digital media, charts, games, student projects, wall displays etc.

While being a relatively open space, the layout of the Library Main Area is required to:

- be activated with loose and fixed furniture to support the functions listed above;
- have line of sight supervision from the Library Help Desk/Staff Work Area; and
- be carefully zoned to minimise acoustic interference between different functional areas.

Adaptable spaces within the main area that are intended to be used for different sized groups should be agile with loose furniture items able to be moved by small children without assistance.

The overall layout of the main area should be designed to be reconfigurable by adults without special equipment.

<p>Specific functional requirements</p> <p>Spatial layout:</p> <ul style="list-style-type: none"> ▪ as per the Functional Requirements above <p>Visibility:</p> <ul style="list-style-type: none"> ▪ as per the functional requirements for each setting – Table 10 <p>Acoustics: [Refer Technical Specification]</p> <ul style="list-style-type: none"> ▪ as per the functional requirements for each setting <p>Fitout:</p> <ul style="list-style-type: none"> ▪ loose and fixed furniture to serve the settings listed 	<p>ICT: [Refer Technical Specification]</p> <ul style="list-style-type: none"> ▪ data points for desktop computers/AV display ▪ fixed data projection for projection to very large groups ▪ large drop down screen or large wall with surface suitable for projection ▪ interactive display screens for small collaborative groups ▪ wireless access (WiFi) <p>Security: [Technical Specification]</p>
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FUNCTIONAL UNIT:	Community room / Multipurpose Room including kitchen / release space / store rooms		
FUNCTIONAL AREA:	Library/Interactive Learning Resource Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	90	90

Design Intent

The Community Multipurpose Room is, as its name implies, a bookable space that will be used for multiple functions by the school and the wider community.

To maximise its usefulness, it should be designed to be an integrated aspect of the Library/Interactive Learning Centre that can be opened up to the Main Library Area or closed off and secured from the Library depending on need. By being able to be opened to the Main Library Area, it maximises the functionality of the space and the Library giving it the capacity to accommodate up to 150 at a Community gathering, film screening or parent information event. Depending on the actual design, it could enable the Main Library Area to be of smaller dimensions thus creating a more intimate atmosphere.

Given its role as a shared Community facility, it needs to be accessible to the Community without having to access the main area of the school and without having to have school personnel present.

Some functions held in the Community Multipurpose Room and the adjacent Library Main area will require catering.

Opportunity

Depending on the site layout, there might be an opportunity to integrate the Community Multipurpose Room with the Food Technology, Performing Arts, PE/Gym so that a hospitality precinct or courtyard area connects the Library/Resource-Multipurpose room.

Operational factors to consider

Given that the Community Room/Multipurpose Room will have varied uses. It will require different furniture settings so needs stackable, adaptable, mobile tables and chairs.

An operable wall between the two areas will need to be robust but agile to deal with frequent and regular use.

It is possible that storage will be required for several different functions and several different user groups.

Given its community-building function, direct access to an external naturally shaded courtyard is desirable.

Consideration should be given to whether an external courtyard connected to the Community Multipurpose Room can be an extension of the courtyard adjoining the Main Library Area.

Functional requirements

The Community Multipurpose Room is required to be designed as an adaptable space that at a minimum can serve the following functions:

- professional learning events;
- community education programs, meetings and events;
- adaptable learning space for school use; and
- catering for light refreshments.

These functional requirements should be extended in line with the development of the specific design.

Specific functional requirements

Spatial layout:

- adaptable to suit a variety of functions

Visibility:

- natural lighting
- controllable lighting

Acoustics: [Refer Technical Specification]

- prevention of sound intrusion to and from adjacent spaces

ICT: [Refer Technical Specification]

- AV data projection suitable for viewing from all areas of the room

Fitout:

- foldable tables and stackable chairs to seat up to 60 in groups around the tables

Kitchenette that:

- can be closed off and secured from the main space
- stainless steel sink with draining board, hot and cold water and chilled/boiling water unit
- microwave oven
- upright domestic refrigerator

Security: [Refer Technical Specification]

- access to this area is required without having, or being able to access to the main areas of the school

FUNCTIONAL UNIT:	Meeting Room/Virtual Conferencing Space		
FUNCTIONAL AREA:	Library/Interactive Learning Resource Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	15	15

Design Intent

Meeting Room/Virtual Conferencing Space can be used for a general meeting space for teachers, a quiet room for focussed activities, a small explicit teaching space for a small to medium sized group of students and/or for student meetings and clubs. It can also provide a space for virtual conferencing.

Operational factors to consider

Given the various uses of this room, ready adaptability of light and visibility is required. The layout of the room and AV equipment must maximise the inclusion of all occupants in the viewing area.

Functional requirements

The location, layout and fit out of the Meeting Room/Virtual Conferencing Space is required to:

- be located adjacent to, and be directly accessible from the Main Library Area;
- be equipped for virtual conferencing; and
- accommodate up to eight people seated at a meeting table.

Specific functional requirements**Spatial layout:**

- sufficient space to enable ease of movement around the meeting table when most people are seated
- maximise the inclusion of all occupants in the viewing area

Visibility:

- line of sight supervision from the Main Library Area
- controllable lighting for video conferencing and AV presentations

Acoustics: [Refer Technical Specification]

- complete acoustic isolation for effective communication online and to prevent sound intrusion into the adjacent space(s)

Fitout:

- meeting table
- office chairs appropriate to the meeting table
- display board
- whiteboard or writeable surface

ICT: [Refer Technical Specification]

- AV display
- equipped for virtual conferencing equipment

Security: [Refer Technical Specification]

FUNCTIONAL UNIT:	External Library Courtyard		
FUNCTIONAL AREA:	Library/Interactive Learning Resource Centre		
Indicative area:	Permanent buildings provided for an enrolment of:	600	800
	m ²	50	60

Design Intent

The Library Courtyard provides an extension of the Main Library Area for reading, reading circles, and conversation. It also serves to provide a view on to a landscaped area from within the Main Library Area.

Operational factors to consider

During school hours the courtyard needs to be readily accessible from, and visually connected to, the Main Library Area. If it is designed to be used out of school hours, consideration would need to be given to ensuring the courtyard area can be secured to prevent access to other areas of the school.

Functional requirements

The location, layout and fit out of the External Courtyard is required to:

- be located adjacent to, and be directly accessible from the Main Library Area;
- provide settings for individual, small group and medium sized group conversation and reading;
- be landscaped to provide a pleasant vista from inside the Main Library Area and natural shade;
- able to be accessed from external areas for maintenance purposes; and**
- be comfortable for use throughout the seasons.

Specific functional requirements**Spatial layout:**

- sufficient space to allow configuration of settings for different sized groups

Visibility:

- line of sight supervision from the Main Library Area

Acoustics: N/A

Fitout:

- a combination of fixed and mobile seating and tables that can be configured to suit use
- where level changes occur configure to provide integrated fixed seating
- area shaded naturally
- a combination of free standing walls/screens and planting that define the space and provide wind breaks
- use materials that absorb and radiate heat during winter

ICT: [Refer Technical Specification]

- Wireless connectivity
- WI Fi coverage

Security: [Refer Technical Specification]

7.3 Secondary School General Learning Communities

SCHOOL SECTION:	High School		
FUNCTIONAL AREA	SECONDARY GENERAL LEARNING COMMUNITIES		
LOCATION:	Arranged around a central gathering space/plaza		
Indicative Area:	Permanent buildings provided for an enrolment of:	600	800
	m ² [Includes teacher work space and internal travel; requires additional area provision to contain engineering and circulation functions based on the Contractor's design]	1810	2408
	Amenities as per BCA requirements and Table 8		

Overview

The Learning Community buildings are occupied by high school students for the up to 60% of their school day. It is in the design of the general learning environments where the difference between industrial era learning and contemporary, 21st Century learning is most obvious. As outlined in Section 3.8, contemporary learning environments are designed to support and enable:

- collaboration between students;
- collaboration between professionals for designing, planning *and* teaching;
- personalised learning, which requires flexible, responsive grouping of students—1 to 1, 1 teacher working with small groups, students working without direct teacher involvement, individual work;
- learner self-regulation, self-direction and self-management;
- holistic, authentic learning— purposeful, personally significant, experiential, real projects;
- assessment in context;
- connectedness—with community, virtually locally and globally, within and across subjects;
- seamless access to rich resources—digital, information, equipment and materials; and
- learning anytime, anywhere and with anyone.

The general term 'Learning Community' refers to an *organisational grouping* of learners and teachers. The size of Learning Communities in a 7–10 school varies depending on the organisational structure adopted by individual schools and/or the size of a particular cohort. In a 7–10 school with a long term enrolment of 600, 4 x Learning Communities accommodating up to 150 students can be adapted to suit different organisational models. In a 7-10 school with a long term enrolment of 800, 4 x Learning Communities accommodating up to 200 students can be adapted to suit different organisational models.

The Learning Neighbourhoods within the Learning Communities act as the *physical learning homes* for a group of learners with a team of teachers. A 'learning home' signifies a personal place/space for students where they locate their belongings, relate to a teacher(s) with primary responsibility for their learning progress and wellbeing, where they connect with the group of other learners who share the 'learning home' and where their work, ideas and achievements are presented and celebrated.

Learning Neighbourhoods can range in size. There is no definitive 'ideal size' but there are general principles that operate and the design of the Learning Neighbourhood facilities needs to be able to be adaptable to meet these principles.

The Directorate's commitment to professional collaboration and professional mentoring dictates that the *minimum size of a Learning Neighbourhood is two teachers with a neighbourhood group of learners* that could generally range in size from 42 to 50 students. Learning Neighbourhoods that include learners with disability can have smaller numbers of students. In High Schools the Learning Neighbourhood sizes will depend to a large extent as to how the school designs their curriculum organisation and the size of the learning and teaching teams to support flexibility for student groupings and for co-teaching options. It is suggested that the *maximum size of a Learning Neighbourhood* in a High School is ≤100 students.

In contemporary learning environments, many resources and learning spaces are shared *within* a Learning Neighbourhood and some learning spaces might be shared *between* Learning Neighbourhoods.

Functional Units for General Learning Communities

- Staff work areas.
- Learning Neighbourhoods.
- Facilities to support the learning of students with disability.
- Meeting spaces—within, and/or shared between Learning Neighbourhoods.
- Integrated external learning settings.
- Communal spaces for performances, presentations and gatherings— within, and/or shared between Learning Neighbourhoods.
- Lockers for student personal effects storage.
- Storage for resources.

Operational factors to consider

In the past schools were designated as ‘one-stream’, ‘two-stream’ schools which were based on the number of student class groups in a year group. The reality of enrolment and demographic patterns means that the numbers of students in each year level will vary considerably and, as schools move to personalise learning, the focus moves away from what ‘year’ a child is in to what their learning needs are. Traditional year groupings dissolve into stages of learning. The design of the Learning Neighbourhoods and the Learning Community buildings supports this approach to school organisation. The basic unit of design for a 7-10 school is based on Learning Communities of 150 or 200 (depending on the long term enrolment).

A larger building that can accommodate more than one Learning Neighbourhoods is preferable as this configuration provides efficiency in shared use of particular spaces such as large group gathering spaces, efficiency in terms of space dedicated to plant and engineering, and it also enables flexibility in the configuration and distribution of larger and smaller Learning Neighbourhoods.

Moving away from the ‘single-cell’ model allows much greater flexibility in the ways in which Learning Neighbourhoods can be configured in response to learners’ needs and to accommodate fluctuating numbers of students. Designs based on Learning Neighbourhoods change the way that the allocation of area is conceptualised. In Learning Neighbourhood based designs, area allocation is based on the numbers of students NOT the number of teachers.

7.3.1 Specific functional requirements for learning settings designed to support varied learning and teaching activities

Learning Settings

The key design driver for contemporary learning environments is designing settings and spaces that enhance and support learning. Learning occurs in a number of modes through deliberately designed learning activities and serendipitous situations arising out of interaction between learners and exposure to a range of stimuli. Some Learning Settings have multiple uses while others have more specific purposes.

Specific functional requirements for the design of learning settings

The specific functional requirements for Learning Settings for Learning Neighbourhoods are summarised in Table 10.

Table 10 describes the specific requirements for each learning and teaching mode in terms of spatial layout, acoustics, visibility, fit out and ICT. This table should be referenced as a guide to designing learning settings both within the general and specialist facilities.

Example illustrations of these settings, that could be for primary or high schools, are shown in Figures 7-9.

Figure 7 Two Learning Neighbourhoods within a Learning Community

Source: Hayball Architects

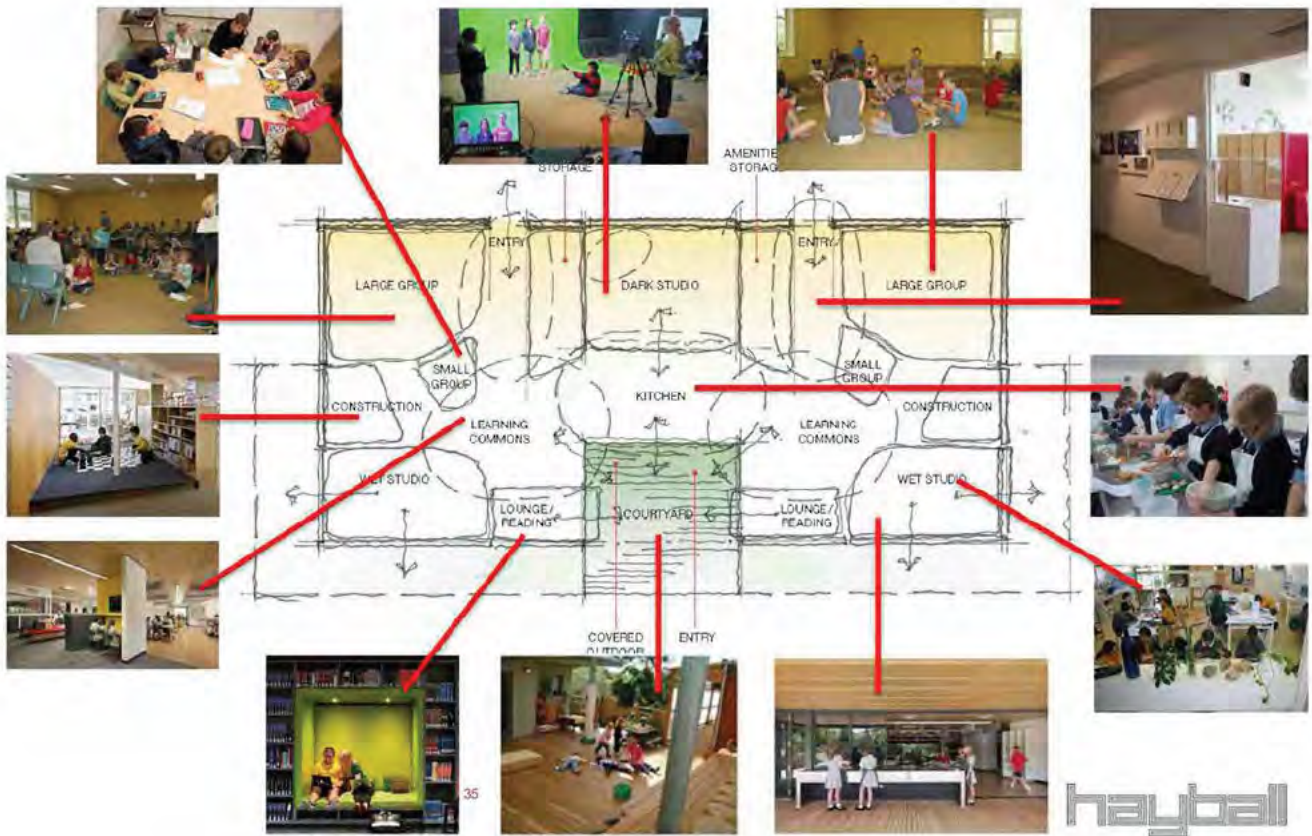


Figure 8 Learning Settings for up to 75 students within a Learning Community

Source: Hayball Architects

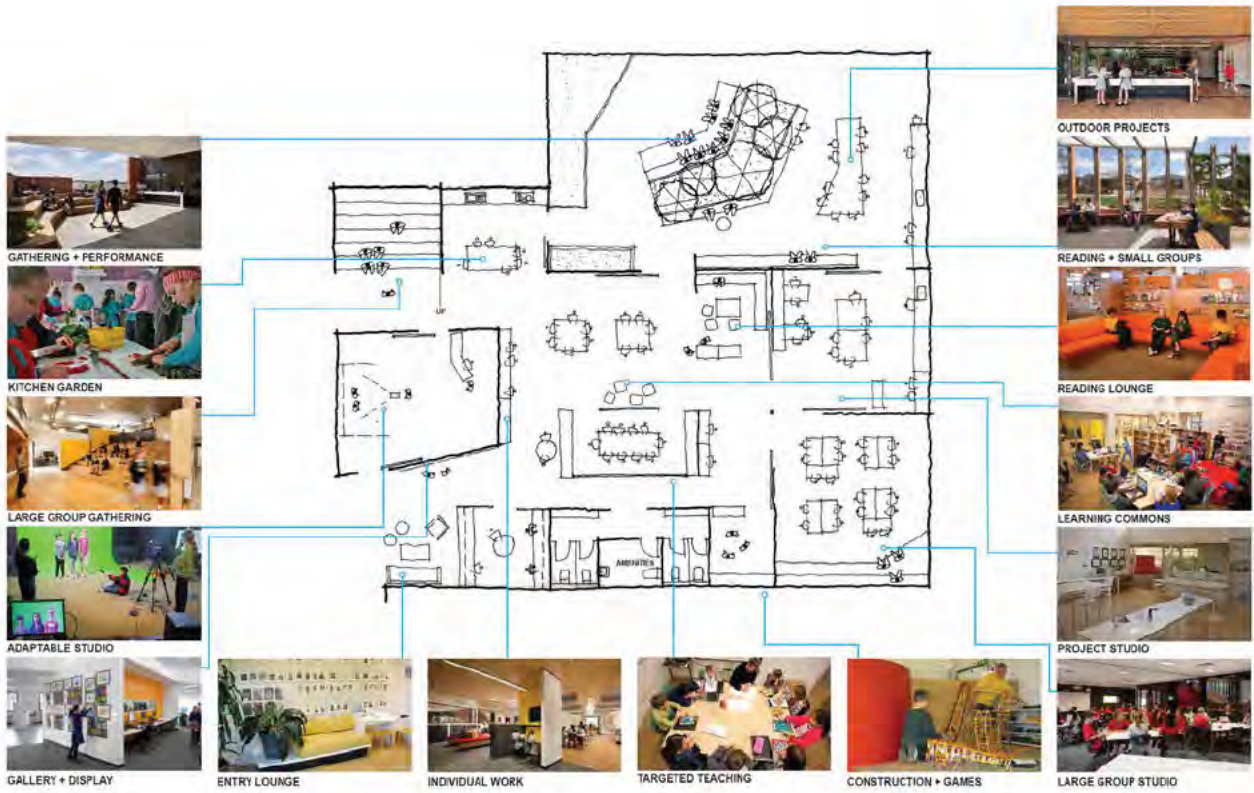


Figure 9 Learning Settings within a Learning Community for 150

Source: Hayball Architects



Appendix A describes ten modes of learning and teaching activities. The specific functional requirements for each of the types of learning settings in terms of the spatial layout, acoustic, visibility/light, fit out and ICT requirements are provided. Reference to this table will ensure that the design and fit out of each the learning settings is fit for purpose.

FUNCTIONAL UNIT:	Secondary School Learning Neighbourhood		
FUNCTIONAL AREA:	Secondary School General Learning Community		
Indicative area:	Enrolment	600	800
	m ² Learning Community m ² /Learning Neighbourhood is dependent on design solution for Learning Community shared spaces and specific LTE	1600	2133

Design Intent

Learning Neighbourhoods provide a sense of belonging and contribute to building a community of learners and provide learners with a sense of belonging to that community. They serve as the 'learning home' for a group of learners with a team of teachers. A 'learning home' signifies a personal place/space for students where they locate their belongings, relate to a teacher(s) with primary responsibility for their learning progress and wellbeing, and where they connect with a group of other learners.

Learning Neighbourhoods include integrated, general and specific purpose learning settings (Appendix A) within larger Learning Communities. The combination of learning spaces in the Learning Neighbourhoods work in conjunction with additional specialist facilities to enable implementation of all aspects of the Australian Curriculum.

Learning Neighbourhoods are designed to:

- create a sense of belonging and community building;
- provide contemporary learning environments (Section 3.8);
- facilitate professional collaboration for designing, planning *and* teaching;
- enable formation of different sized learning groups; and
- facilitate sharing of neighbourhood resources and learning spaces.

Integration of facilities for students with disability.

The integration of facilities for students with disability into Learning Communities is a key step in providing inclusive education. To achieve the design intent, which is to remove 'whatever excludes or marginalises' and remove 'barriers to inclusion' thoughtful design is required. Providing support for learners with high needs is more than just providing facilities and spaces, however specific features of the designed learning environment can provide important support for the particular needs of students with disability, and can be beneficial for all learners. It is known that many of the small scale environmental modifications that enable students with disabilities to participate in inclusive educational environments also improve the environment for students who were not classified as having special needs. Similarly, the areas of the Learning Community not deliberately designed to support students with high needs, should be readily accessible to students with disability.

One of the challenges in designing for students with disability is the range of the types of disability.

Autistic spectrum disorders.

Emotional and behavioural disorders.

Cognitive impairment.

Physical disability – impaired mobility, hearing and/or sight.

Children with disability can display two or more of these categories.

The design challenge requires a generic basic design that can be customised and adapted with furniture and equipment to address the particular needs of the children accessing the learning support at any given time whether they be children with disability, a mix of students or students without disability.

The needs of children with autistic spectrum disorders vary from child to child. But all students can benefit from environments that are designed with awareness of potential challenges and disturbance triggers that must be avoided and an awareness of the characteristics of environments that provide support for autism spectrum disorders.

Key elements for inclusive, supportive physical learning environments include:

- structured environments;
- safe and secure internal and external educational spaces;
- controlled access to multi-sensory equipment, technology and highly reinforcing activities;
- adaptable spaces and spatial variety;
- non-threatening larger spaces – including elements with a sense of enclosure, intimacy;
- spaces for refuge;
- absence of clutter;
- natural light;

- avoidance of flickering or strobing light sources;
- temperature 26°;
- predictable navigation;
- safety for those who might injure themselves or others; and
- a residential rather than an institutional feel.

Buildings that are predictable, consistent and orderly have calming effect on students with sensory and behavioral issues and help them to focus on learning activities. Learning spaces that are arranged to allow several activities to happen simultaneously and support groups of various sizes, increase the teachers' flexibility and promote interdependence among students. A useful fact sheet²³ to guide design features, to ensure the needs of students with disability are met, has been developed by the NZ Ministry of Education.

Operational factors to consider

The specific manner in which individual schools organise and operate teaching and learning groups varies widely across schools and within schools depends to a very large extent on the needs of the learners. The indicative area allocated for the Learning Neighbourhoods/Learning Communities for 7-10 assumes 90% occupancy. Careful consideration needs to be given to designing a combination of specific purpose spaces and other spaces that are dual or multi-purpose and are capable of being adapted readily for different functions.

Functional requirements

The Learning Neighbourhood is required to provide a contemporary learning environment with internal and external Learning Settings and environments to support the full range of learning activities (Appendix A) for all learners, including students with disability, working in a range of group sizes from individual, to one to one, to small collaborative groups, medium and larger group learning.

Learning activities

- Direct, explicit teaching, demonstration and presentation for small (2-6), medium (6-12) and large groups (13-25).
- Dialogue, storytelling, community of inquiry, circle groups for medium sized groups (8-12 to 15).
- Meetings for discussion, planning and decision-making for small (2-6) and medium (6-12) groups.
- Structured and free-form interaction and collaboration in small (2-6) and medium (6-12) groups.
- Indoor games.
- Hands on, creative activities (wet and dry) with general equipment and materials.
- Creative activities with media e.g. sound recording, movie production.
- Investigative activities (wet and dry) with general equipment and materials.
- Construction, modelling and simulation through hands-on activities, display of learning resources and student work.
- Quiet reflective activities and/or individual research.
- Rehearsal and performance.
- Learning Neighbourhood and Learning Community gatherings, ceremonies and celebrations.

The Learning Neighbourhood design is also required to:

- enable the creation of 'home bases' and provide integrated/distributed lockers for student personal effects and belongings; provide extensive space for display and celebration of the creative work and learning achievements of learners;
- provide storage – fixed and mobile – for teaching and learning resources;
- be activated with loose furniture, equipment and fitout elements to support the functions listed above;
- include ICT capability and equipment as specified for each setting; and
- be carefully zoned to avoid acoustic interference between different functional areas.

²³ NZ Ministry of Education, Teaching and Learning Environments to support students with special education needs or disabilities. <http://www.education.govt.nz/assets/Documents/Primary-Secondary/Property/School-property-design/Flexible-learning-spaces/MLSpecialEdFactsheet.pdf>

Functional requirements for Learning Settings

Learning Settings:

- are purposefully designed for particular learning activities;
- can, in some cases, be used for more than one type of activity;
- can be both internal and external; and
- external learning environments, must be integrated with indoor learning areas and act as an extension of indoor settings.

The functional requirements – spatial layout, fit out, acoustics, visual and ICT – for different types of Learning Settings is summarised in the fold out table, Appendix A, and must be referred to during the design process and design development.

Summary guidelines for the design of Home-bases

'Home-bases'

In the 'single-cell' model, a classroom defined a 'home-base'.

In a Learning Neighbourhood/Learning Community model, students still have a home-base but it is not defined by a classroom. Students still require:

- a place for their belongings;
- a location with which they identify; and
- a place to gather with their 'family' of students and the teacher(s) immediately responsible for their learning and wellbeing.

Rather than being a fixed 'classroom', 'home-bases' in Learning Neighbourhoods can be created by placing banks of lockers close by an area where up to 25 students can be seated. Seating can be a mixed array of tiered seating, bench stools and chairs. Quite commonly, the student lockers are used for zoning and demarcation of different learning spaces.

The key principles for the design and fit out of 'home-bases' within Learning Neighbourhoods are:

- storage for students' belongings should be distributed throughout the Learning Neighbourhoods;
- in each Learning Community area, the number of gathering spaces for 20-25 learners that need to be able to be configured is dependent on the need to provide **home-bases for groups of up to 25 students**; and
- a variety of learning settings can be used as a home-base if they are designed as a suitable gathering space to accommodate 25 students seated on the floor or on a mixture of tiered seating, table seating and loose chairs and/or soft furnishings.

Guidelines for the number of each type of Learning Setting in Learning Neighbourhoods and Learning Communities

The key factors involved in determining the number of each type of setting (Table 10) per Learning Neighbourhood and per Learning Community are:

- the demand for simultaneous use; and
- the number of types of learning activities that a setting supports—how adaptable it is.

For example, a **small, acoustically contained space** can be used for virtual conferencing, planning meetings, and explicit teaching of a small group, language or drama rehearsal. It does not accommodate many people at one time so given its multiple uses it will be in relatively high demand.

A **medium sized acoustically contained room**, with storage cupboards, can store a range of equipment making it adaptable for use as a medium sized acoustically contained space for language or drama rehearsal or for a virtual conferencing space or meeting room.

An **open collaborative space** can be used in many ways. It can accommodate many small groups involved in different activities; a mixture of explicit teaching groups, small collaborative groups and individuals working; and it can be used as a large group gathering or presentation space.

In contrast, a **'green screen'** media room, if provided, that is equipped with recording and broadcasting equipment has a specialised use and, although it can be used as a back-up meeting room, or explicit teaching space, it is less adaptable. It will be in relatively low demand and is therefore more suited to being shared between Learning Neighbourhoods on a Learning Community basis.

The following guidelines are provided for the more defined Learning Settings.

Secondary school Learning Community ≤ 150

This size Learning Community is equivalent to one floor of the design illustrated in Figure 4.

- 1 x large gathering/presentation space that can accommodate up to 75
- 1 x large space that can accommodate 50 students seated at a mix of standing and seated tables; can be acoustically contained (this could double as the gathering space for 75 if furniture is mobile) or opens onto open collaborative space
- 3 x spaces for explicit teaching groups of up to 25 (potentially two connected by operable wall)
- 1 x open collaborative space that can accommodate up to 30-40 working in small groups and/or individually at a mix of formal and informal settings
- 2 x meeting/seminar/dialogue spaces for groups up to 12-15
- 4 x meeting/seminar/conversation spaces for groups up to 6
- 1 x creative investigative workshop area that can be used for construction, modelling, wet activities – accommodates up to 30 students
- integrated display areas and student locker storage

Secondary school Learning Community ≤ 200

- 1 x large gathering/presentation space that can accommodate up to 100
 - 1 x large space that can accommodate 50 students seated at a mix of standing and seated tables; can be acoustically contained or open onto adjacent open collaborative space
 - 4 x spaces for explicit teaching groups of up to 25 (potentially two connected by operable wall and can double for large space for 50)
 - 2 x open collaborative space that can accommodate up to 30-40 working in small groups and/or individually at a mix of formal and informal settings
 - 3 x meeting/seminar/dialogue/presentation spaces for groups up to 12-15
 - 4 x meeting/seminar/conversation spaces for groups up to 6-8
 - 1 x creative investigative workshop area that can be used for construction, modelling, wet activities – accommodates up to 30 students working at benches
- integrated display areas and student locker storage

Specific functional requirements

The specific functional requirements for Learning Neighbourhood/Learning Community spaces and settings are provided in Appendix A.

FUNCTIONAL UNIT:	Teacher Work Space		
FUNCTIONAL AREA:	Secondary School General Learning Communities		
Indicative area:	Enrolment	600	800
	m ²	210	275

Design Intent

Teacher workspaces provide a space where teachers can work individually and collaboratively to meet, engage in dialogue and discussion, design and plan, analyse student data together, access resources, write records, store resources and secure personal belongings. Although they might serve as a social and recreation space, they are not primarily intended for that purpose.

Ideally there is one Teacher Work Space per Learning Community (not one per Learning Neighbourhood) as the notion of a Learning Community is that the students and teachers in the Learning Community are grouped together as a community with related learning needs.

It is desirable that the teacher work area is highly visible to the general learning areas to model both individual and collaborative teacher work to students and to enable passive supervision.

Operational factors to consider

While providing a retreat from the main Learning Neighbourhood areas, the Staff Work Area needs to be readily accessed and have visibility to and from the Learning Neighbourhoods for access to resources and for line of sight supervision.

The Teacher Work Space might, at times, be used for meetings with parents.

Up to **nnnn** teaching staff need to be accommodated in a teacher work space within a Learning Community.

Functional requirements

The location, layout and fit out of the Staff Work Area is required to provide:

- individual work stations for each staff member;
- storage for resources—files, books, folders, other teaching resources;
- secure storage for individual belongings;
- a setting to support collaborative work; and
- display area for resources, planning and displays

Specific functional requirements

Spatial layout:

- zones for individual and collaborative work
- sufficient space to provide ease of movement between work stations, storage and the collaboration zone

Visibility:

- line of sight to and from the Learning Neighbourhood area

Acoustics: [Technical Specification 14.3–14.4]

- complete acoustic separation from adjacent spaces to ensure privacy

Fitout:

- meeting table and chairs
- individual teacher work stations/desks with secure storage section
- individual storage shelves and under desk filing cabinet
- storage for Learning Neighbourhood/Community teacher resources
- display area
- whiteboard
- AV capability

ICT: [Refer Technical Specification]

Security: [Technical Specification 5.10–5.11]

APPENDIX A FUNCTIONAL REQUIREMENTS FOR INTERNAL AND EXTERNAL LEARNING SETTINGS DESIGNED TO SUPPORT VARIED LEARNING AND TEACHING ACTIVITIES

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Learning activity</p>	<p>Direct explicit teaching, demonstration, presentation</p> <p>Learners and teachers:</p> <ul style="list-style-type: none"> demonstrate model communicate ideas teach explicitly 	<p>Dialogue, story telling, community of inquiry</p> <p>Learners and teachers:</p> <ul style="list-style-type: none"> explore ideas share and develop opinions listen to stories and oral presentations discuss issues 	<p>Conduct meetings, virtual conferencing, small seminars</p> <p>Learners and teachers:</p> <ul style="list-style-type: none"> plan discuss make decisions collaborate in a quiet, focussed environment meet virtually <p>Teachers:</p> <ul style="list-style-type: none"> counsel students in privacy tutor students 	<p>Structured and free-form collaboration and indoor games</p> <p>Learners and teachers:</p> <ul style="list-style-type: none"> engage in structured collaborative activities collaborate spontaneously at point of need engage in games 	<p>Engage in creative activities with media, general and specialised equipment and materials (wet and dry) and/or imaginative play</p> <p>Learners and teachers engage in:</p> <ul style="list-style-type: none"> hands on interaction reflection generating ideas exploration <p>to design, create, express, evaluate and display.</p> <p>Depending on the creative medium or combination of media (e.g. visual art, dance, music, digital) and the size of equipment, these activities can require a range of settings from very specialised to more generalised spaces.</p>	<p>Engage in investigative activities with general and specialised equipment and materials (wet and dry)</p> <p>Learners and teachers engage in:</p> <ul style="list-style-type: none"> hands on interaction experimentation evaluation <p>with a range of materials and equipment in indoor and outdoor settings to discover and test.</p> <p>Depending on the medium for investigation, these activities can require a range of settings from very specialised to more generalised spaces.</p>	<p>Construction, modelling and simulation through play based learning and/or authentic settings</p> <p>Learners and teachers:</p> <ul style="list-style-type: none"> implement build assemble <p>in indoor and outdoor learning environments using materials, systems and media. Depending on the nature of the equipment, construction, modelling and simulation activities can require a range of settings from very specialised to more generalised.</p>	<p>Display of learning resources and student work</p> <p>Learners and teachers:</p> <ul style="list-style-type: none"> display exchange engage <p>with learning artefacts to access information and to communicate and celebrate learning.</p>	<p>Quiet reflective activities and/or individual research</p> <p>Learners and teachers engage with written and graphical material in digital or hard copy form to:</p> <ul style="list-style-type: none"> personally reflect enquire research consolidate learning 	<p>Rehearsal and performance in the arts, languages and physical activity; neighbourhood and community celebration, exhibitions and gatherings.</p> <p>Learners and teachers:</p> <ul style="list-style-type: none"> practise refine and execute <p>performance based activity in 'makeshift' and purposefully designed settings.</p> <p>The Learning Neighbourhood/Learning Community gathers for community building activities.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Group size</p>	<p>To support these learning activities for individuals small (2–5), medium (6–12) and large (13–25) size groups, the setting must meet the following criteria:</p>	<p>To support these learning activities for small (2–5), to medium (6–12) size groups, the setting must meet the following criteria:</p>	<p>To support these learning activities for small (2–5), to medium (6–12) size groups the setting must meet the following criteria:</p>	<p>To support these learning activities with small (2–5), medium (6–12), large (13–25) size groups (within a total number of people up to 50) the setting must meet the following criteria:</p>	<p>To support these learning activities for individuals and for small (2–5), to medium (6–12) size groups, possibly within a space occupied by others, the setting must meet the following criteria:</p>	<p>To support these learning activities for individuals and for small (2–5), to medium (6–12) size groups, possibly within a space occupied by others, the setting must meet the following criteria:</p>	<p>To support these learning activities for individuals and for small (2–5), to medium (6–12) size groups, possibly within a space occupied by others, the setting must meet the following criteria:</p>	<p>To support these learning activities for individuals and small (2–5), medium (6–12), large (13–25) size groups) the setting must meet the following criteria:</p>	<p>To support these learning activities for individuals and very small groups (2–3) the setting must meet the following criteria:</p>	<p>To support these learning activities for individuals and small (2–5), medium (6–12), large (13–25) and very large (30–50+) size groups) the setting must meet the following criteria:</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spatial Layout</p>	<ul style="list-style-type: none"> can be adapted to suit the size of the group(s) involved when several different groups are being taught simultaneously by different teachers in the same space, sufficient separation between groups must be possible to enable unhindered circulation and avoid acoustic and/or physical interference 	<ul style="list-style-type: none"> participants able to be seated 'in the round' facing each other stepped or tiered seating if the participants need to sit more than one deep 	<ul style="list-style-type: none"> participants able to be seated around a table participants able to face each other 	<ul style="list-style-type: none"> ratio of furniture to floor area enables a range of configurations of furniture and space sufficient separation between groups to enable unhindered circulation and avoid acoustic and/or physical interference when several groups are collaborating on different projects simultaneously in the same general space adaptable furniture configurations to support a range of different group sizes and collaborative activities 	<ul style="list-style-type: none"> sufficient space between groups for ease of movement and safe manipulation of materials and equipment uncluttered workspace adaptable table/bench/work areas to support a range of different activities semi-enclosed to create focus, purpose and order complete enclosure and secure access when required for safety reasons or noise isolation 	<ul style="list-style-type: none"> sufficient space between groups for ease of movement and safe manipulation of materials and equipment semi-enclosed to create focus, purpose and order complete enclosure and secure access when required for safety reasons or noise isolation adaptable table/bench/work configurations to support a range of different activities 	<ul style="list-style-type: none"> sufficient space between groups for ease of movement and safe manipulation of materials and equipment semi-enclosed to create focus, purpose and order complete enclosure and secure access when required for safety reasons or noise isolation adaptable table/bench/work configurations to support a range of different activities 	<ul style="list-style-type: none"> distributed and focal display areas ready physical and visual access by all members of the audience eg. height of display appropriate for the age group; wheelchair access sufficient space between display items to bring attention to individual items and avoid visual clutter clear patterns of flow and access to artefacts within the space safe access to introduce objects of varying size 	<ul style="list-style-type: none"> configured to provide one or more focussed area(s) for one or two individuals or small groups out of major circulation pathways adjacent to relatively passive learning settings and spaces sufficient distance from other settings to afford privacy 	<ul style="list-style-type: none"> presentation/performance space appropriate for size of performing group and the nature of the performance comfortable personal space for members of the audience
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Acoustics</p>	<ul style="list-style-type: none"> learner, teacher or presenter voices clearly audible throughout the setting effective control of noise intrusion to and from adjoining areas. 	<ul style="list-style-type: none"> participant voices clearly audible throughout the space effective suppression of noise intrusion to and from adjoining areas 	<ul style="list-style-type: none"> effective suppression of noise intrusion to and from adjoining areas 	<ul style="list-style-type: none"> effective suppression of noise generated by multiple collaborative groups working within the one area effective suppression of noise intrusion to and from adjoining areas 	<ul style="list-style-type: none"> effective control of noise intrusion to and from adjoining areas suppression of noise associated with equipment effective suppression of noise generated by multiple collaborative groups working within the one area 	<ul style="list-style-type: none"> effective suppression of sound between groups effective control of noise intrusion to and from adjoining areas 	<ul style="list-style-type: none"> effective suppression of sound between groups effective suppression of impact noise control of noise intrusion to and from adjoining areas 	<ul style="list-style-type: none"> effective suppression of sound that could distract from focus on the display/exchange 	<ul style="list-style-type: none"> a quiet space 	<ul style="list-style-type: none"> performer(s) voices and audio sources clearly audible throughout the space effective suppression of performance sounds and audience noise to adjoining learning settings effective control of noise intrusion from adjoining areas
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lighting/Visibility</p>	<ul style="list-style-type: none"> controllable lighting learner view of teaching focus/presenter unobstructed displayed material legible at all positions in the setting line of sight vision of activity in the setting from at least one adjacent area for passive supervision 	<ul style="list-style-type: none"> controllable lighting face-to-face view of all participants line of sight vision of activity in the setting from at least one adjacent area for passive supervision 	<ul style="list-style-type: none"> controllable lighting face-to-face view of all participants unobstructed view of display area(s) line of sight vision of activity in the setting from at least one adjacent area for passive supervision 	<ul style="list-style-type: none"> abundant natural light line of sight vision of activity in the setting from at least one adjacent area for passive supervision 	<ul style="list-style-type: none"> lighting appropriate to the nature of the activity – e.g. controllable for media work, direct lighting to workspace that requires good hand-eye co-ordination line of sight vision of activity in the setting from at least one adjacent area for passive supervision 	<ul style="list-style-type: none"> lighting appropriate to the nature of the activity – e.g. controllable for horticultural experiments line of sight vision of activity in the setting from at least one adjacent area for passive supervision 	<ul style="list-style-type: none"> line of sight vision of activities in the setting from at least one adjacent area for passive supervision line of sight vision of activity in the setting from at least one adjacent area for passive supervision 	<ul style="list-style-type: none"> controllable lighting abundant light on the displayed items capacity to highlight 	<ul style="list-style-type: none"> line of sight vision of activities in the setting from at least one adjacent area for passive supervision 	<ul style="list-style-type: none"> controllable general and selective lighting audience view of performance unobstructed line of sight vision of activities in the setting from at least one adjacent area for passive supervision

Learning activity	Direct explicit teaching, demonstration, presentation	Dialogue, story telling, community of inquiry	Conduct meetings, virtual conferencing, small seminars	Structured and free-form collaboration and indoor games	Engage in creative activities with media, general and specialised equipment and materials (wet and dry) and/or imaginative play	Engage in investigative activities with general and specialised equipment and materials (wet and dry)	Construction, modelling and simulation through play based learning and/or authentic settings	Display of learning resources and student work	Quiet reflective activities and/or individual research	Rehearsal and performance in the arts, languages and physical activity; neighbourhood and community celebration, exhibitions and gatherings.
Fit out	<ul style="list-style-type: none"> a teaching or presentation focus—e.g. a horizontal display central to the group and/or vertical AV display, whiteboard, 'teaching wall' comfortable seating support for learners' materials—mobile devices, writing, reading matter storage capacity close at hand to suit the equipment and resources required for each setting 	<ul style="list-style-type: none"> comfortable seating an intimate, semi-enclosed feel with minimal visual distractions support for any materials to be displayed 	<ul style="list-style-type: none"> a table or tables that can be adapted to suit the group size and to provide access for all users chairs writeable surface(s) for group planning storage capacity close at hand to suit the equipment and resources required for each setting 	<ul style="list-style-type: none"> tables, benches and combinations of tables/benches, able to accommodate groups of two–eight a variety of types of seats/chairs that are readily moved by the users rearrangement of furniture to suit required group size able to occur in less than five minutes fixed storage to organise and secure equipment and resources commonly used in the area mobile storage for small equipment and resources for transport to collaborative groups stowing place(s) for mobile storage so that it can be housed without intrusion into the collaborative space when not in use 	<ul style="list-style-type: none"> needs vary according to the activities thus requiring that bench size and height and associated seating must be appropriate for any specific equipment and to provide access for all special purpose settings and specialised resources and equipment for specific creative activities intended for the setting—e.g. 2D or 3D art, digital media creations direct access to an appropriate number of wet areas to suit the demand related to the activity and the number of users of the space bench and floor surfaces with degree of durability suited to the type of activities intended for the space safety measures appropriate for the materials and the nature of the users must be included bench and storage spaces for a range of sizes of works in progress display areas for learning resources storage for ordered placement and ready access to materials, equipment and tools storage capacity close at hand to suit the equipment and resources required for each setting secure storage for equipment that is expensive or potentially dangerous mobile storage for sets of specialised materials and or equipment stowage for mobile storage so that it can be housed without intrusion when not in use 	<ul style="list-style-type: none"> needs vary according to the activities thus requiring that bench size and height and associated seating must be appropriate for any specific equipment and to provide access for all users special purpose settings and specialised resources and equipment for specific investigative activities intended for the setting—e.g. controllable lighting, stainless steel benchtops for horticultural activities; surfaces resistant to chemical interaction for chemistry activities bench and floor surfaces with degree of durability suited to the type of activities intended for the space direct access to wet areas safety measures appropriate for the materials and the nature of the users must be included storage for ordered placement and ready access to materials and equipment storage and/or space for investigative projects requiring extended time display areas for learning resources secure storage for equipment that is expensive or potentially dangerous if used without close supervision mobile storage for sets of specialised materials and or equipment direct access to an appropriate number of wet areas to suit the number of users of the space 	<ul style="list-style-type: none"> can require special purpose settings and specialised resources and equipment work spaces/benches appropriate for group size and materials highly durable surfaces and surfaces that support short-term display storage for materials, equipment and work in progress secure storage for equipment that is expensive or potentially dangerous if used without close supervision mobile storage for sets of specialised materials and or equipment stowing place(s) for mobile storage so that it can be housed without intrusion into the collaborative space when not in use 	<ul style="list-style-type: none"> a combination of fixed and adaptable partitions, display boards, display cases and systems for hanging items an inviting aesthetic quality neutral finishes 	<ul style="list-style-type: none"> inviting and comfortable furniture sufficient space and surfaces to work effectively with resources 	<ul style="list-style-type: none"> can require special purpose fit-out, specialised resources/equipment adequate storage for equipment neutral and durable finishes surfaces that support display
	ICT	<ul style="list-style-type: none"> data, power and media presentation facilities accessible at the point of presentation ready access to required resources including ICT and wireless access throughout dimensions and height of display appropriate to the viewing depth and width 	<ul style="list-style-type: none"> wireless coverage 	<ul style="list-style-type: none"> capacity for AV display and virtual conferencing 	<ul style="list-style-type: none"> seamless and safe access to resources, services and ICT throughout data and power outlets for high-end media, number to suit size of setting- minimum coverage is one per 60m² for mobile or fixed AV display. 	<ul style="list-style-type: none"> seamless and safe access to resources, services and ICT throughout data and power outlets for high-end media, number to suit size of setting- minimum coverage is one per 60m² for mobile or fixed AV display. 	<ul style="list-style-type: none"> seamless and safe access to resources, services and ICT throughout 	<ul style="list-style-type: none"> seamless and safe access to required resources, services and ICT for all participants 	<ul style="list-style-type: none"> access to utilities and services, including data and power for AV screens at points of display. 	<ul style="list-style-type: none"> ready access to required resources and ICT

From: [Andrew Moore](#)
To: [Hawkins, John](#); [Barker, Lee](#)
Cc: [Beaton, Jordan](#); [Hunter, Stuart](#); [Kevin Miller](#)
Subject: RE: Gungahlin College - Test Fit [SEC=UNCLASSIFIED]
Date: Friday, 20 July 2018 9:47:43 AM
Attachments: [image001.png](#)
[image006.png](#)
[image002.jpg](#)
[image003.jpg](#)
[image004.jpg](#)
[image010.jpg](#)
[SK02 Areas.pdf](#)

John,
Pdf showing areas of Library. We have not included all plant areas. Areas taken from inside windows of external walls and include internal walls.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p [Schedule 2.2\(a\)ii](#)

m [Schedule 2.2\(a\)ii](#)

w www.ccj.com.au

e [Schedule 2.2\(a\)ii](#)

ABN 63 064 405 189

Think Before You Print!

1 ream of paper = 6% of a tree and 5.4 kg CO2 in the atmosphere.

3 sheets of A4 paper = 1 litre of water

From: Hawkins, John <John.Hawkins@act.gov.au>
Sent: Thursday, 19 July 2018 5:47 PM
To: Andrew Moore [Schedule 2.2\(a\)ii](#) Barker, Lee <Lee.Barker@act.gov.au>
Cc: Beaton, Jordan <Jordan.Beaton@act.gov.au>; Hunter, Stuart <Stuart.Hunter@act.gov.au>; Kevin Miller [Schedule 2.2\(a\)ii](#)
Subject: RE: Gungahlin College - Test Fit [SEC=UNCLASSIFIED]

Andrew,

Thanks for sending this through.

Could you please advise the total area of the Library. It will be useful to compare this against the area for the 7-10 brief metrics as an initial point of comparison. This may change in due course due to different age group and pedagogical model etc but it does provide a starting comparison.

Thanks,

John

From: Andrew Moore [Schedule 2.2\(a\)ii](#)

Sent: Thursday, 19 July 2018 10:51 AM

To: Barker, Lee <Lee.Barker@act.gov.au>; Hawkins, John <John.Hawkins@act.gov.au>

Cc: Beaton, Jordan <Jordan.Beaton@act.gov.au>; Hunter, Stuart <Stuart.Hunter@act.gov.au>; Kevin Miller **Schedule 2.2(a)ii**

Subject: Gungahlin College - Test Fit

Lee, John,

We have completed an initial test fit of the library at Gungahlin and can comfortably accommodate an additional 300+ students, with minimal construction works. Furniture and equipment is envisaged be large component of work.

The attached sketches are indicative and are to encourage discussion and feedback.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p **Schedule 2.2(a)ii**

m **Schedule 2.2(a)ii**

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e **Schedule 2.2(a)ii**

ABN 63 064 405 189

Think Before You Print!

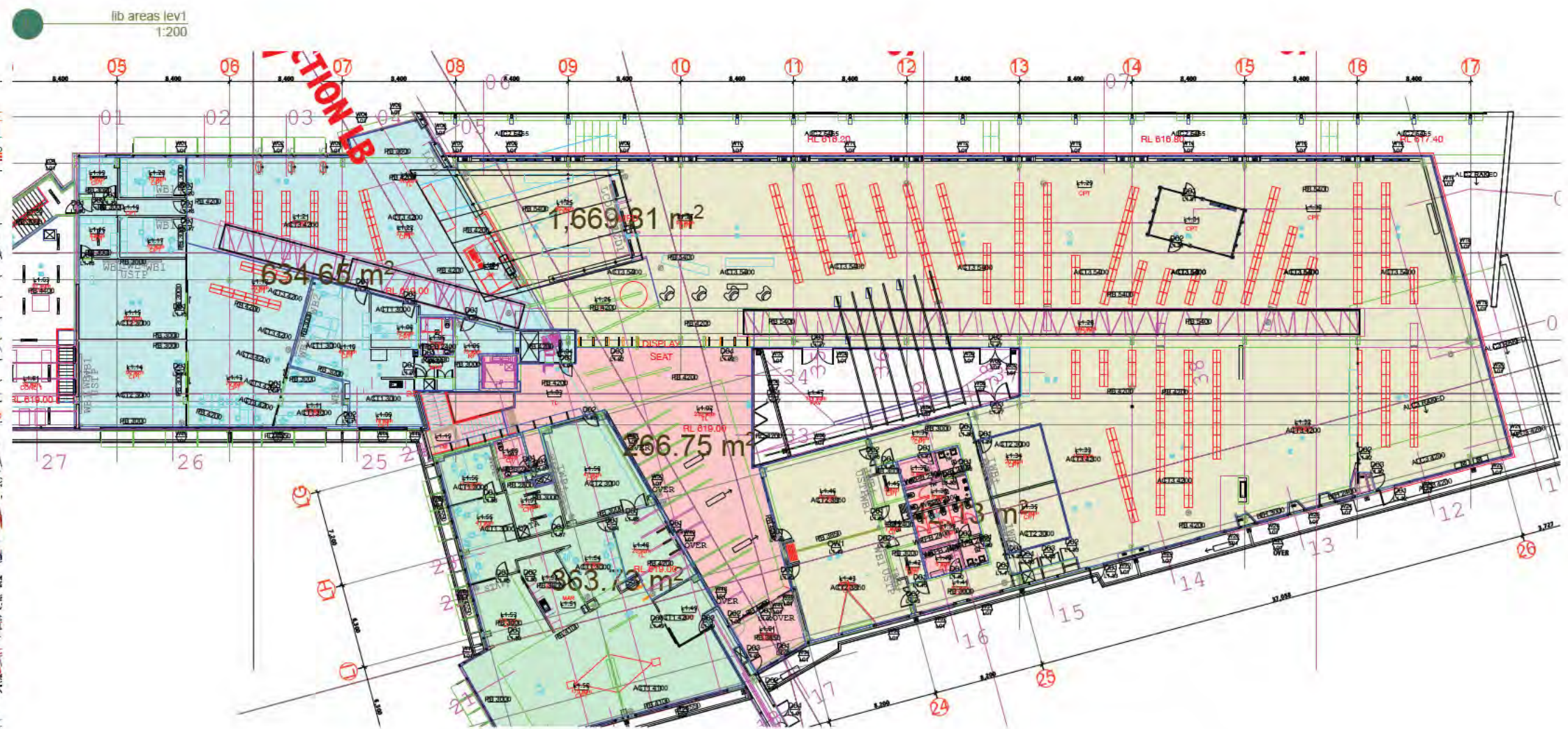
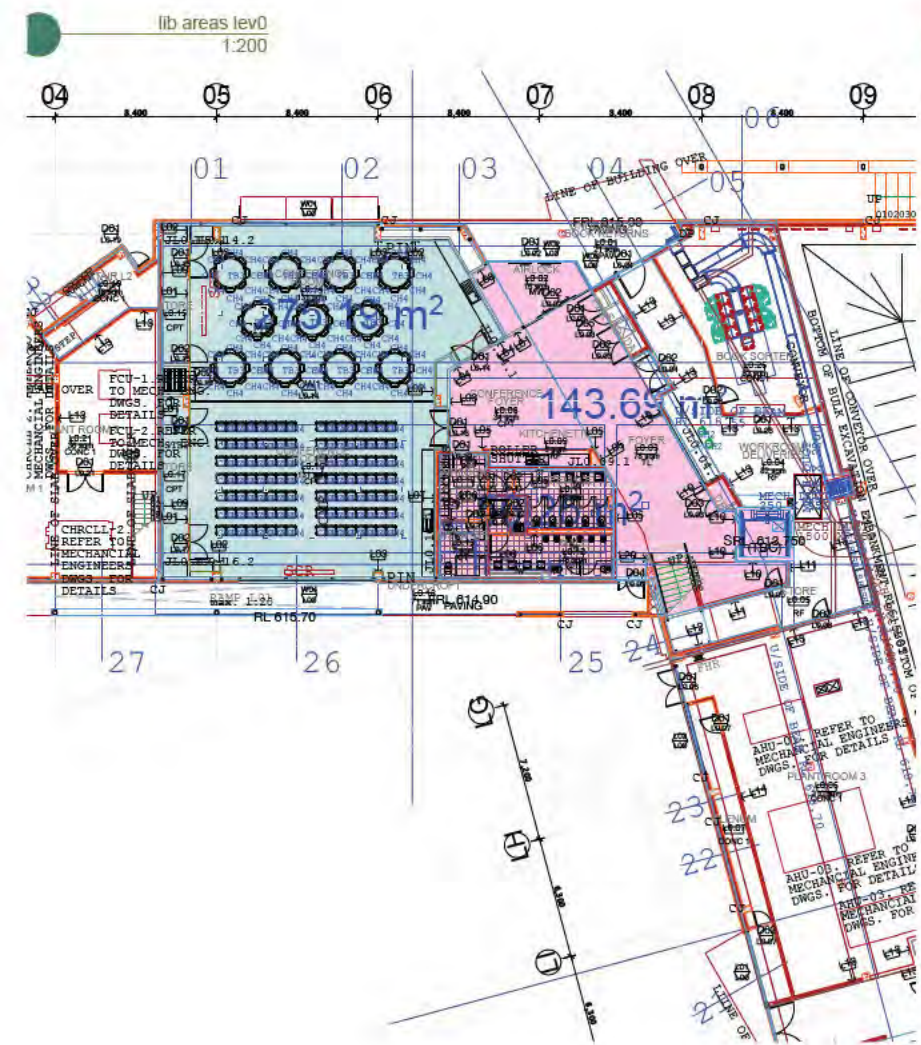
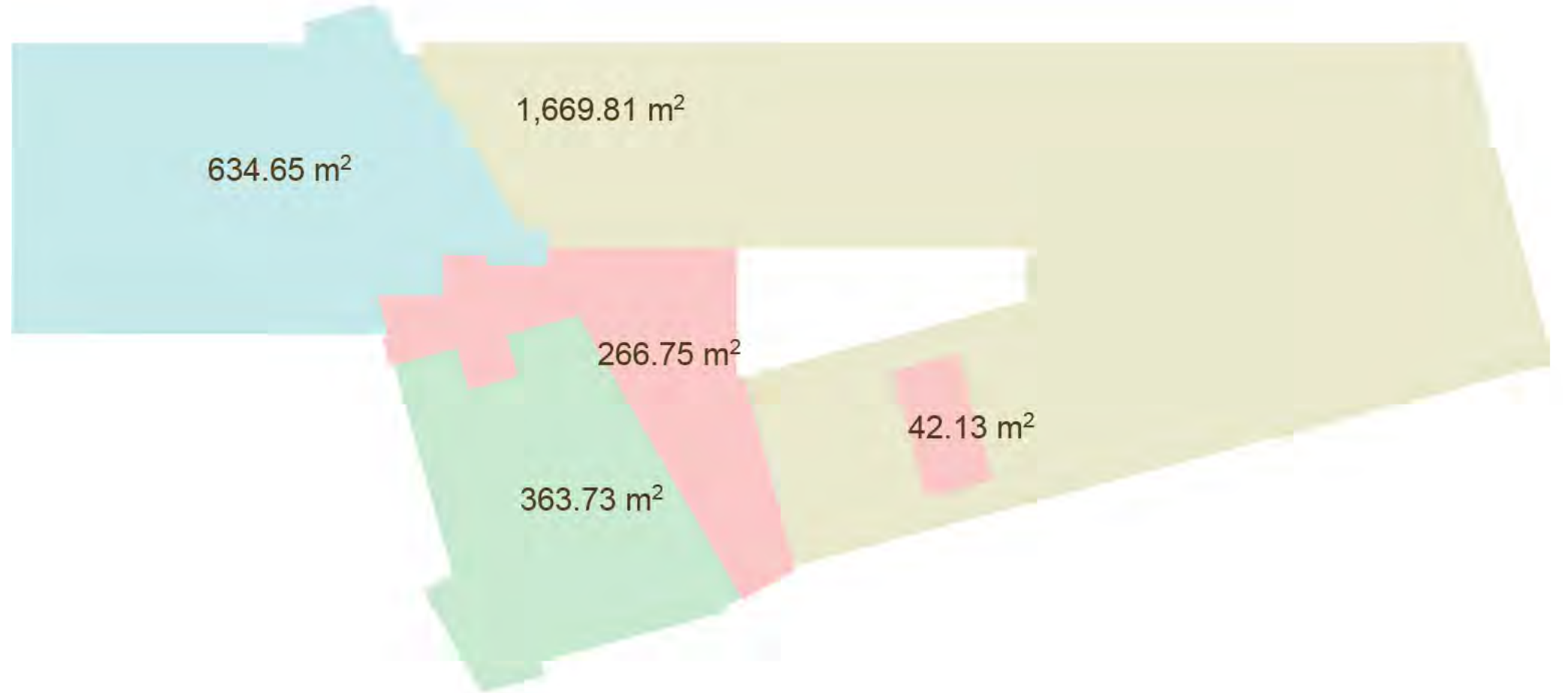
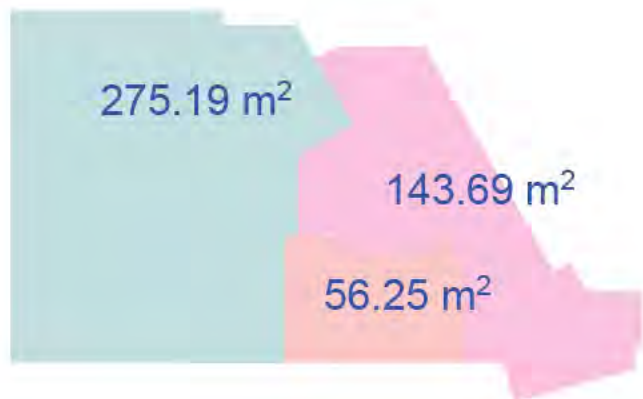
1 ream of paper = 6% of a tree and 5.4 kg CO2 in the atmosphere.

3 sheets of A4 paper = 1 litre of water

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<http://www.mailguard.com.au/mg>

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From: [Littlejohn, Tahnia](#)
To: [Beaton, Jordan](#)
Cc: [Hawkins, John](#)
Subject: City College Concept/Pitch and Research Documents - 1 of 2 [SEC=UNCLASSIFIED, DLM=Sensitive]
Date: Friday, 20 July 2018 4:20:32 PM
Attachments: [JMAedit_City_Campus_concept DRAFT.docx](#)
[image001.jpg](#)
[City College - Draft Planning Document.docx](#)
[Functional Brief Breakdown.docx](#)

Hi Jordan,

Justin has suggested that I should send you the City College Brief/Pitch and the other research documents and get you to forward them onto CCJ. He said the Brief was confidential and he thinks you will have a record of all correspondence with them. Do you mind forwarding on the files attached?

I will also send you the case studies document in a separate email because it is too large to include with the other documents. Could you please forward this onto CCJ as well?

Thank you!

Tahnia

Tahnia Littlejohn

Graduate Administrative Assistant

Email: Tahnia.Littlejohn@act.gov.au | Phone: (02) 6205 2928

Planning and Analytics | Education Directorate | ACT Government

Level 1, 220 Northbourne Avenue, Braddon | GPO Box 1908 CANBERRA ACT 2601

From: McEvoy, Justin
Sent: Tuesday, 10 July 2018 12:24 PM
To: Littlejohn, Tahnia <Tahnia.Littlejohn@act.gov.au>
Subject: FW: City Campus pitch [SEC=UNCLASSIFIED]

Here is the original version FYI.

J

From: Andersen, Josephine
Sent: Tuesday, 3 July 2018 11:44 AM
To: Gotts, Robert <Robert.Gotts@act.gov.au>
Cc: McEvoy, Justin <Justin.McEvoy@act.gov.au>; Barker, Lee <Lee.Barker@act.gov.au>
Subject: City Campus pitch [SEC=UNCLASSIFIED]

Hi Robert

Is this close to what you're after re the City College pitch?

Jo

Kind regards

Josephine

Josephine Andersen | Senior Manager | Pedagogy

Learning and Teaching | School Performance and Improvement

Education Directorate | ACT Government

Hedley Beare Centre for Teaching and Learning

51 Fremantle Drive Stirling ACT 2611 | GPO Box 158 Canberra ACT 2601

Ph: 02 6205 9350

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I acknowledge the traditional custodians of the lands and waters where we live and work and pay my respects to elders past, present and future.

City College

The City College will see the current Canberra Institute of Technology (CIT) Reid facility modernised and repurposed as a multi-sectoral education campus, managed in partnership by the University of New South Wales (UNSW) Canberra, CIT and ACT Education Directorate. The new site will incorporate a university campus, a revitalised CIT and a new public senior secondary college. As an Innovative Learning Environment (ILE), the City College will feature cutting-edge technological specifications and support collaboration between students, teachers, tertiary institutions and industry.

As a college campus for inner city Canberra, the City College will focus on science, technology, engineering and maths (STEM)-related subjects. Partnerships with UNSW, CIT and local industry will enhance pathways for City College graduates to STEM careers and further study. UNSW is invested in multi-discipline cyber security education, has established the Canberra-based Defence Research Institute, and is planning for Engineering, Business and Information Technology undergraduate and postgraduate programs to be major offerings at its Canberra campus. CIT also offers courses in networking and cyber security. Alongside CSIRO, Data61 and the CBR Innovation Network, partnerships with UNSW and CIT will allow the City College to deliver learning programs that point towards Canberra's potential future as a technology and cyber security hub.

The City College will assist students to be prepared for the imminent growth in STEM occupations, as well as other jobs that require high degrees of problem solving, critical analysis and creative thinking. Through strong partnerships with industry and tertiary institutions, while also providing learning programs driven by real-world problems and transversal skills, the City College will enable students to obtain strong foundational knowledge in STEM and related skills. The college will inspire students to take on more challenging STEM subjects, through providing the opportunity for students to work alongside STEM mentors and undertake work-related placements in local industries.

Activity at the City College will also align with recommendations put forward by the STEM Partnerships Forum¹. Strong partnerships between industry, CIT and UNSW and the City College leadership team will provide greater opportunities to develop and implement high quality, evidence informed teacher professional learning in STEM subjects (Recommendation Four). These partnerships will also ensure teachers of VET subjects are better supported to gain and maintain industry currency (Recommendation Five). Students at City College will be more likely to aspire to further education, training and employment in STEM areas due to the provision of authentic learning opportunities, augmented by partnerships with industry and agencies with a presence in the local area and defence corridor (Recommendation Six).

Site and Location

The City College will prototype and lead practice in the use of ILEs, with opportunities to evaluate and scale to other schools in the ACT. The ILEs will feature ubiquitous technology, enhanced by the co-location of City College with UNSW and CIT, supporting a range of configurations and lending themselves to teaching strategies that encourage students to be active, responsible participants in

¹ STEM Partnerships Forum, 2018, *Optimising STEM Industry-School Partnerships: Inspiring Australia's Next Generation*, Education Council.

their learning. Co-location will give college students access to facilities beyond the norm, including research laboratories and specialised equipment. 'Smart tech' will help create a global classroom in which students learn from and collaborate with industries and experts from around the world.

As an extension of the Constitution Avenue redevelopment, the City College will exist as a readily accessible and vibrant hub of learning, research and innovation in the CBD. The location will facilitate access to industry in the CBD and defence corridor, with close proximity to UNSW Canberra at the Australian Defence Force Academy (ADFA), the defence and intelligence precinct in Russell, the CBR Innovation Network, Data 61 and CSIRO, as well as events at the National Convention Centre.

Curriculum and Pedagogy

With a trend towards fewer undergraduate university admissions being offered solely on the basis of an Australia Tertiary Admission Rank (ATAR), it is imperative that students have the option to supplement their ATAR with a portfolio that demonstrates academic achievement, general capabilities and technical skills related to specific industries. In some instances, students will present their portfolio to an assessment panel of educators and industry professionals, opening pathways for tertiary enrolment and employment.

The curriculum and pedagogy of City College will respond to this movement by leveraging personalised learning approaches and focusing on developing students' discipline specific knowledge, transversal skills and capabilities, and adaptive dispositions and expertise. The learning program will feature high-interest projects that address multiple learning outcomes while also enabling students to engage with industry leaders and current trends.

Pathways

With Canberra's growing reputation as a leader in entrepreneurship and innovation², the City College will support young people aspiring to careers in STEM-related fields. A broader approach to curriculum that incorporates industry placements will allow students to learn and apply new skills and knowledge while realising the goals of their projects in real world settings, thus enhancing learning programs while providing pathways towards STEM-related study and employment.

Vocational Education and Training (VET) plays a vital role in developing a future workforce that is becoming increasingly reliant on STEM-related skills and knowledge. The co-location of the City College with CIT will ensure students have access to quality VET programs that reflect workforce needs.

Programs designed and accredited by UNSW will provide students with extension opportunities that articulate to undergraduate degrees, similar to the existing ANU Extension Program.

² ACT Government, 2014, *Digital Canberra: A Leading Digital City – Action Plan 2014-2018*, online http://www.cmd.act.gov.au/_data/assets/pdf_file/0007/569878/digcbractionplan.pdf

Partnerships

School leaders at City College will collaborate with UNSW, CIT and industry leaders to provide teachers with professional learning and examples of best practice in STEM subjects. Teachers will work alongside industry mentors and university academics to conduct action research and provide learning programs that reflect the latest developments in STEM education.

Learning programs in STEM subjects will be augmented by the co-location of the City College with UNSW and CIT tertiary institutions. In addition to the benefits of shared facilities and access to specialised equipment, students at City College will participate in guest lectures, workshops, competitions and research. A digital hub developed through this partnership will provide students with a virtual classroom to enhance learning and provide access to career and study resources.

Students at City College will have access to industry and tertiary mentors as a means of increasing student STEM engagement, participation and aspiration. Mentors will provide the students of City College with stronger links between senior secondary STEM subjects and STEM-related careers and tertiary pathways. Outreach programs will connect mentors with student cohorts who are underrepresented in STEM fields. This will ensure senior secondary students transition seamlessly from school into further education/training and the future workforce.

Planning framework – CIT Reid campus

CIT Reid is at the north-east corner of Coranderrk Street and Constitution Avenue. This location is represented by the orange star in the figure below.

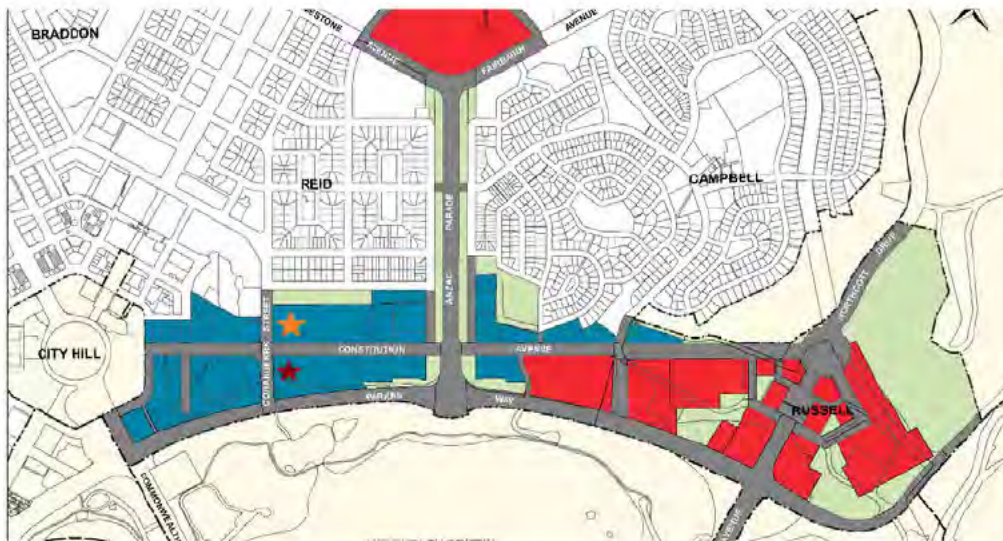


Figure 1

Redevelopment options

Option 1 – Existing CIT Site

- CIT has expressed interest in redeveloping its facility at the same location. Redevelopment would involve the part demolition of existing buildings to enable new building works to commence.

Option 2 – New Site (Block 6, Section 3)

- Another option would be build new facilities upon the vacant car park opposite Constitution Avenue from the current site. This location is represented by the red star in the figure above. Works on this site could commence in stages without demolition of existing buildings, which could delay the timing of the project. This site provides future opportunity for expansion after the intersection of Coranderrk Street and Parkes Way is upgraded; however the amount of available land is constrained by the potential requirement for a retention pond.



Development controls in the National Capital Plan (NCP)

Both sites is classified as Designated Area in the National Capital Plan and are subject to Part 4.8 Constitution Avenue and Anzac Parade Precinct Code.

They are subject to land use A, which allows educational establishment and other uses that may subdivided from the site for independent ownership, separately. For instance, a multi-storey car park could be developed, owned and operated separately from the school.

*“Link education and high-tech employment clusters located in the corridor between the Australian National University and the Canberra International Airport.”
(Constitution Avenue and Anzac Parade Objective, NCP Part 4.8.3.3, pg.116)*

The site is subject to various design conditions which are outlined in the NCP precinct code 4.8. The most relevant general design conditions are listed below:

General Conditions

- Reduce the barrier created by Parkes Way and its high speed intersections along its length by changing the character of Parkes Way to become a boulevard addressed with prestigious buildings, at grade pedestrian crossings and appropriately scaled road reserves and intersections. (NCP 4.8.5.d, pg.117)
- Provide a mix of land uses that contributes to the creation of a 24 hour community with dynamic activity patterns including retail, restaurants, residential and hotels close to public transport, employment areas, cultural attractions and the parklands of Lake Burley Griffin. (NCP 4.8.5.e, pg.118)
- Development should include a high level of access to a diversity of uses and activities, have cohesion and diversity in design character and detail, and be able to respond to changes over time. (NCP 4.8.5.g, pg.118)
- Create an open and legible network of paths and streets that extends and connects City Hill and the adjoining suburbs of Reid and Campbell to Constitution Avenue, Kings and Commonwealth Parks and Lake Burley Griffin. (NCP 4.8.5.j, pg.118)
- Design proposals should be site responsive, taking maximum advantage of varying characteristics and features of each site, complementing adjoining development – both existing and proposed – and expressing physical and environmental features. (NCP 4.8.5.n, pg.118)
- Development should command high standards of urban design, sustainability, architecture and social inclusion reflecting the character of the national capital and providing a model for city development in Australia in the 21st century. (NCP 4.8.5.p, pg.118)

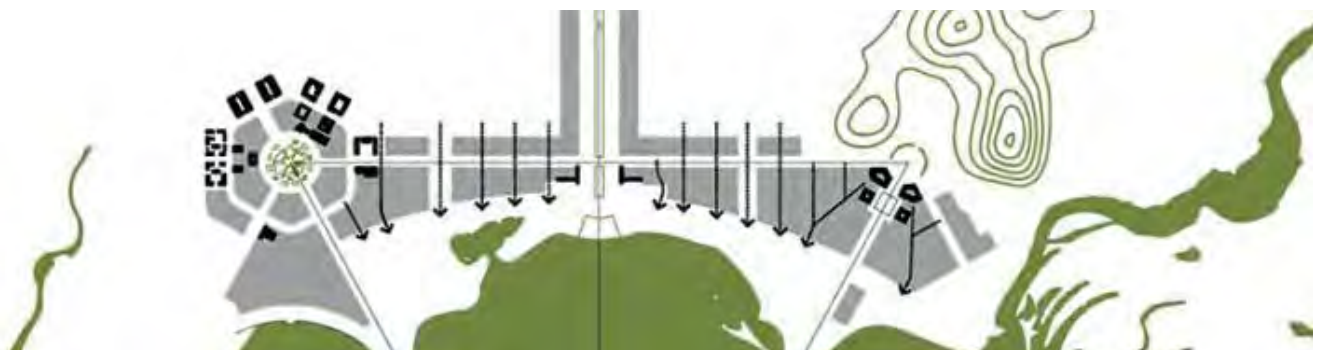


Figure 2 - National Capital Plan, Figure 3: Constitution Avenue and Anzac Parade – Indicative urban structure

Active Frontage Conditions

- Ground level frontages will present an attractive pedestrian-oriented frontage providing active uses for a minimum of 30 percent of the street frontage. Key active frontages are to have a minimum of 75 percent active uses. (NCP 4.8.5, pg.124)



Figure 3 - National Capital Plan, Figure 80: Constitution Avenue and Anzac Parade – Indicative active frontage

Building Height and Form Conditions

- Buildings heights will generally be medium rise up to 25 metres above adjacent kerb levels to retain the landscape backdrop of the inner hills of Central Canberra. (NCP 4.8.5, pg.124)
- Minor building elements that extend building heights above 25 metres will be considered where this enhances the architectural quality of the building, and fosters energy efficiency, indoor amenity and appropriate urban scale. (NCP 4.8.5, pg.124)
- Buildings with ground Floor facing Constitution Avenue and roads where ‘Indicative Active Frontages’ are located (refer to figure below) are restricted to a minimum floor-to-ceiling height of 6.5 metres (mezzanine level permitted over 30% of ground floor). (NCP 4.8.5, pg.126)

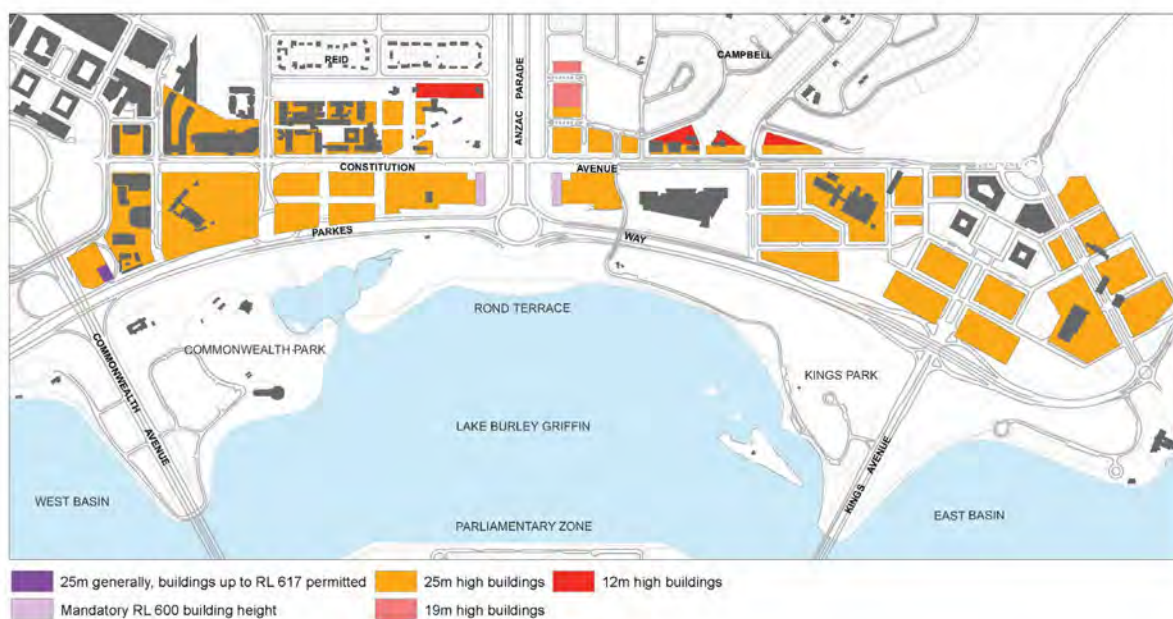
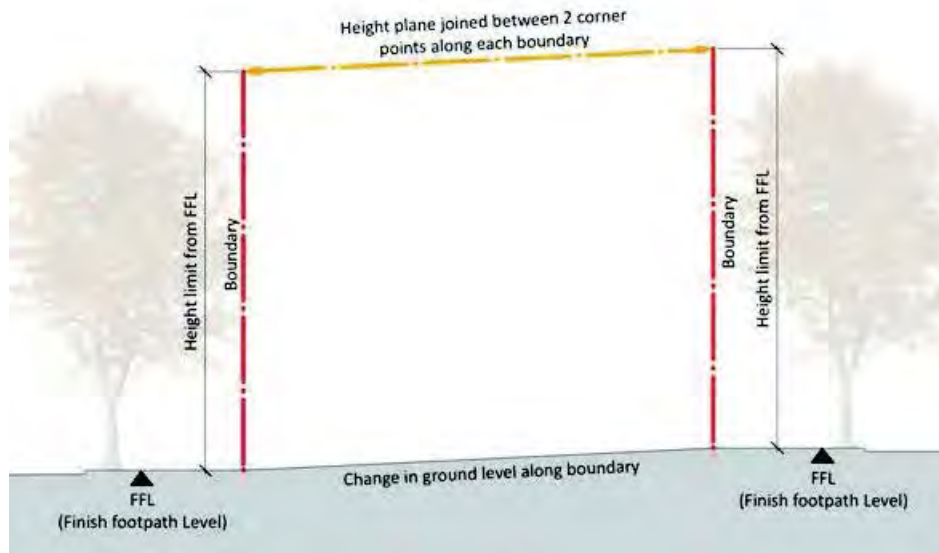


Figure 4 – National Capital Plan, Figure 81: Constitution Avenue and Anzac Parade – Indicative building height and form



Parking Conditions

- Large off-street permanent surface car parks are to be avoided; car parking is to be accommodated in basements or in above-ground structures concealed from public areas by habitable building façades. (NCP 4.8.5, pg.128)
- Land uses for which car parking rates are not prescribed above will be subject to individual assessment. (NCP 4.8.5, pg.128)
- Ensure conveniently located parking in a manner that does not dominate the public domain. All basement and service vehicle entries are to be located from secondary street frontages. (NCP - Part 4.8.5.i)



ACT Parking Requirements

File: [Parking and Vehicular Access General Code](#)

- 1.8 spaces/10 students; plus,
- 0.2 set-down/pick-up spaces/10 students

1400 students =

- 252 car parks; plus,
- 28 set-down parks

1000 students =

- 180 car parks; plus,
- 20 set-down parks

Location Guidelines for Facilities

File: [Community and Recreation Facilities Location Guidelines General Code](#)

Development	Relationship to Shops	Relationship to other uses / Close to	Separated from	Co-location Opportunity	Other Issues
Secondary College (education & community use)	Located on boundary of town or group centre where possible	Near open space, adjacent to district playing fields (essential), on cycleway network; safe walking distance of town centre bus passenger facilities	Noise separation from special care hostels; social separation from clubs and other licensed premises, amusement centres; separated from safety hazards (eg roads with high traffic volumes) No direct access off arterial roads and other roads with high traffic volumes	Recreation facilities, library; theatre	Northerly aspect immediately adjoining playing fields Uninhibited street frontage on at least one boundary

City Renewal Authority

- Both sites fall within the City Renewal Authority boundary

[Indicative Land Release Program 2020-21](#) – 350 residential dwellings, 6000m2 mixed use site area

Heritage - [The Reid Railway Easement \(Background file\)](#), consisting of the following attributes:

- the landscaped 290m x 48m long strip of land at Reid that remains undeveloped within the former railway easement



City College – 34,308m²



Tuggeranong College – 24,636m²



Gungahlin College – 48,273m²

From: [Andrew Moore](#)
To: [Hawkins, John](#); [Beaton, Jordan](#)
Subject: Colleges Fee Submission
Date: Thursday, 2 August 2018 4:19:25 PM
Attachments: [image001.png](#)
[image003.png](#)
[image005.jpg](#)
[image006.jpg](#)
[LJH_18.07.31_G&C_Colleges_fee_offer_R1-am.pdf](#)

John,

Please find attached our fee offer for the colleges based on hourly rates and your threshold, for your consideration and approval.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p [Schedule 2.2\(a\)ii](#)

m [Schedule 2.2\(a\)ii](#)

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e [Schedule 2.2\(a\)ii](#)

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3 sheets of A4 paper = 1 litre of water

1823
2 August 2018

John Hawkins
Infrastructure Finance and Capital Works
ACT Procurement
GPO Box 158
Canberra ACT 2601

John.Hawkins@act.gov.au
C\Jordan.Beaton@act.gov.au

Gungahlin and City College Scoping and Master Plan DESIGN OPTIONS FEE SUBMISSION

John,

Thank you for the invitation and opportunity to assist IFCW and ED with this project.

This fee proposal is based on CCJ entering into an agreement with you for the provision of professional design services.

Task Summary

Education and Training has identified an urgent need to review the capacity of the college system, across the territory. This includes options for increasing its intake at Gungahlin and a probable new college in or around the edge of the city centre. In the city, there may be potential opportunities to collaborate, collocate and share resources with CIT and UNSW.

We understand our task will be to assist IFCW | ED in the planning and preparation of drawings and schedules to assist siting, master planning and business case development. This includes the review, comparison and interpolation of the most recent college brief (Gungahlin) with the newer draft year 7-10 functional brief to determine estimated space requirements for a new college. This work will assist in the development of a future college brief.

Gungahlin College

A number of options and opportunities may be explored including:

- Additions or extensions to existing buildings
- Expanding college functions and accommodation into existing community library (with the library relocating to alternative premises)
- Expansion to additional site or within existing commercial buildings in Gungahlin town centre
- New College Campus

R1 / 2 August 18



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Vahan Hekimian
Jennifer Witheford

Associate:
Kathryn Varlet



City College

IFCW initial briefing and discussions have estimated a college to accommodate between 900 and 1200 students, most likely in a six storey building (vertical school). It is envisaged that a city college could be collocated and possibly share space with future CIT and UNSW facilities. Development of area requirements however need to be based on a stand-alone college to allow IFCW ED options to develop on the Constitution Ave site or alternative sites.

Envisaged Process

All design study processes will be developed and reviewed, extensively, in collaboration with the IFCW ED Client stakeholders.

The following is a brief summary of the envisaged process to be undertaken by CCJ:

- Meetings
 - Project Control Meetings
 - Possible meetings with Planning Authorities
 - Design Presentations
- Site Analysis
 - Collection and assessment of available site information including proposed planning documents.
- Concept Design Development
 - Review and Development of the Briefed Areas
 - Concept Block and Stack design options
 - Develop Planning options
 - Develop Concept Master Plan and Report for preferred elements

Planning Report

The report will show analysis and processes undertaken to develop and select each option, including:

- High level analysis of the site, context and environment,
- Review and development of current Briefs for College and Years 7-10,
- Area analysis and space requirements
- Concept Plans,
- Identification of advantages and disadvantages, opportunities and constraints for each option to allow for comparison, and
- Stakeholder review and approvals.

Fee Offer

The scope of this project is open ended and difficult to provide a definitive lump sum fee. CCJ therefore offer a fee based on hourly rates and the preliminary program, dated 3 July 18.

We propose itemising hours and seeking review and approval at the following *hold points*, prior to proceeding further:

\$30,000

\$45,000

Our offer excludes engineering and services consultants.

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Andrew Moore | CCJ | Director

R1 | 2 August 18



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CCJ Architects

CCJ has a highly experienced and skilled team that can provide the highest level of consulting services tailored to the particular requirements of this project. The team covers areas of expertise from the design aspects of security-related projects, refurbishment of existing buildings to retrofit complex facilities, cost benefit analysis, ESD analysis, specialist consultancy, green star and peer review.

Our team is Canberra based to allow easy and responsive servicing of the Project requirements throughout all the stages.

The individuals nominated in key roles in the project team all have demonstrated experience, skills and knowledge that is relevant and necessary for this particular project to ensure successful completion.

CCJ has 12 staff in the Canberra based office.



Key Personnel

The individuals nominated in key roles in the project team all have demonstrated experience, skills and knowledge that are relevant and necessary for the project to be successfully completed.

We have reviewed the commitments of all key team members, and can confirm that they are ready to start immediately, and will be available to perform the role nominated in this proposal for the duration of the project.

We propose the following key personnel for this project.

CCJ	Andrew Moore	Director Architect
CCJ	Kevin Miller	Director Architect
CCJ	Vahan Hekimian	Director Architect
CCJ	Jennifer Witheford	Director Interiors Manager
CCJ	Stephanie Watson	Senior Interior Designer
CCJ	Tony Staltari	Architectural Graduate
CCJ	Yves Tong	Architectural Graduate 3D animation



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Qualifications, Training and Knowledge

CCJ will provide adequate supervision of all employees to ensure that all Services are delivered in accordance with the requirements of the contract and ay relevant legislation and Australian Standards. CCJ is a corporate member of Australian Institute of Architects and the Green Building Council and is required to complete professional development each year as part of these memberships.

Quality Assurance

CCJ has a third party Quality Management System to AS/NZS ISO 9001and a third party Environmental Management System to AS/NZS ISO 14001. CCJ is prequalified with the ACT Government.

Insurances

CCJ currently holds and undertakes to maintain the following required insurances (with values exceeding the stipulated required coverage):

- Public liability insurance with coverage in the amount of \$20m
- Professional indemnity insurance to the value of \$10m, for each claim (max \$50m per annum)
- Product liability insurance to the value of \$20m

Fees

Fees are based on the above advised scope. Additional work, or work outside this scope may need to be tendered separately.

Fees allow for general travel, reprographics, courier, documentation and presentation material.

Fees exclude: engagement of Sub Consultants, Govt fees, levies and taxes, advertising, the production of scale models, geotechnical survey, private certifier, authority fees and charges, and design development and documentation to:

- Preliminary Sketch Plan
- Final Sketch Plan
- Tender Documentation
- Construction Documentation.

Hourly Rates | CCJ | excluding GST

Director	Schedule 2.2(a)
Associate	
Architect	
Interior Designer	
Senior CAD	
CAD	

Engagement of Sub Consultants not included.



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Jennifer Witheford

Associate:
Kathryn Varlet

Relevant Experience

CCJ Architects are a medium sized organisation predominantly servicing Canberra and surrounding region. CCJ manages workload carefully, taking on projects only when we have the resources to service the work required. We believe that service is the core of our business and we aim to properly service each project we deliver with Directors ensuring a continuity of leadership and nurturing of more junior staff for the duration of all undertakings.

- Current
 - Hawker College Master Plan
 - Dickson College Master Plan
 - Refurbishment of Malkara Administration\Reception
 - McKillop College Science
- Recent
 - Burgmann Anglican School Master Plan (Gungahlin and Forde Sites)
 - Coombs Primary P-6 Design Option Study and School Forward Design
 - Infrastructure upgrades
 - o Garran Primary
 - o Fraser Primary
 - o Malkara School
 - o Alfred Deakin High School
 - o Black Mountain School
 - o Arawang Primary School
- Other See following pages

West Belconnen – The Link (Strathnairn Arts and Community Centre)



The new building will commence as a sales and operations office for the new West Belconnen suburban development. This facility is designed to meet environmental aspirations and to meet the developer's initial requirements for a Sales and Operations Centre. As the sales function wanes, the building is designed to take on more community functions for the fledgling surrounding suburb; including hosting playgroups, community hall activities, community markets, small business operations and the like.

Once the land sales function ceases, the building's flexible design will allow it to accommodate the (final) function as a community arts centre for Strathnairn Arts. The new building will then to provide Strathnairn Arts with additional purpose-built community activity spaces, performance spaces and gallery spaces. It will also provide a space to accommodate practical art activities, related teaching spaces and administration areas. There is space for café operation and the main gathering space has acoustic levels suitable for live music performance.

The building incorporates original artwork including a large perforated screen door at the rear of the building by Strathnairn artist Jo Hollier and a large three panel wall installation by Carolyn Fitzpatrick.



The facility incorporates a number of ESD initiatives including, 30kW PV solar system, black water treatment, rainwater reuse, recycled materials, xeriscape plantings, natural ventilation, LED lighting.

The project was completed for \$4m.

Riverview Projects
David Maxwell

Schedule 2.2(a)ii

p – Schedule 2.2(a)ii



RN Robertson Building Refurbishment - Research School of Biology and the Fenner School of Environment and Society

CCJ has recently completed work on the redevelopment of the RN Robertson Building for the ANU which accommodates the Research School of Biology and the Fenner School of Environment and



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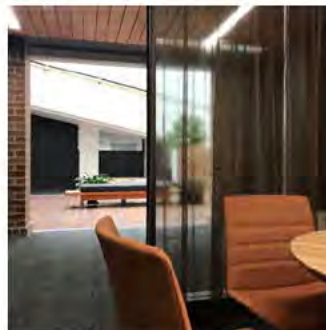
Associate:

Kathryn Varlet



Society. The total refurbishment consists of approximately 11,000m² of open flexible office space, collaborative workspaces and research laboratory space. The first phase included a test fitout to establish a more open and activity based approach to research within the school. All existing services have been removed and updated, and the refurbished building has been connected to the precinct's central plant facility, thereby increasing energy efficiency across the whole precinct. The refurbishment occurred whilst some areas – such as the test fitout – remained in operation.

The interior fit out is a sensitive re-working of this early 1970's building with an emphasis on reuse of existing features and materials. Planning included re-organising of cramped existing layouts to give a more open floor plate with increased access to day lighting and views.



Project value is \$37m.

Australian National University
Neil Daly

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Florey Building Refurbishment - ANU Medical School, Centre for Research Ageing, Health and Wellbeing and Research School of Earth Sciences

Refurbishment of the existing original Heritage listed John Curtin School of Medical Research Building (Building 54) to house the areas listed above. Includes new research laboratories, teaching laboratories and rooms, Dean of the ANU Medical School, HDR Student areas, offices and new reception. The refurbishment incorporates the latest training facilities with refurbished building spaces and furniture (Fred Ward designed furniture). It is a sensitive adaption of an existing building and includes interpretive graphics (film and lenticular images) on the history of the building and the medical school. It also includes selected artwork from the historical period curated from the ANU collection in collaboration with the Drill Hall Gallery.



Australian National University
Neil Daly

Schedule 2.2(a)ii

This refurbishment was completed for \$20m (\$2m under budget)

The project was recognised with heritage awards from the Heritage Council and the Australian Institute of Architects.



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Burgmann College ANU

CCJ were engaged to prepare options studies for reworking this residential college's 40 year old commercial kitchen and dining precinct. This led to the design of a new kitchen and back of house spaces, a new dining hall servery and student self service areas and a refurbished dining hall and entry zone. The existing building, although not heritage listed, received the 2015 Award for Enduring Architecture. CCJ has been working closely with the client (Burgmann College) and the original architect (Dirk Bolt) to balance moral rights, built and cultural heritage considerations, with twenty-first century requirements.

The new facilities enable the College to cater daily for its 240 residents to expected commercial standards, whilst retaining the existing fabric and scale of the adjoining Dining Room. CCJ has since been engaged to prepare a strategic master plan for all Burgmann College facilities.

The 1,100 m² refurbishment was completed on time and on budget for \$2 million.



Burgmann College
Amelia Zاراftis

Schedule 2.2(a)ii



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Jaegar 8, New Administration Building, Research School of Earth Sciences, ANU

The new building was developed to focus the research school towards a definable entry point that will consolidate future campus planning. An initial feasibility study was prepared with costing options to help formulate a business case to obtain project funding. The building is now the new front door to the Research School of Earth Sciences and includes an entry foyer and reception, open office spaces, executive offices, meeting rooms, student research areas, seminar rooms and staff facilities.

Environmental systems include; rainwater storage and reuse, natural ventilation, cooling using the rainwater, thermal mass, low energy lighting, high levels of insulation using an insulated panel system, double glazing.



Australian National University
Neil Daly

Schedule 2.2(a)ii



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Associate:

Kathryn Varlet

Tuggeranong Campus, Canberra Institute of Technology

A new campus for the town centre of Greenway in Tuggeranong that is proposed to provide remote access learning for a number of courses provided at CIT's main campuses. The facility embodies the current trends in 21st Century learning and acts like a drop-in leaning hub. The facility includes a large learning commons with pods, resource centre informal meeting areas and student/staff breakout areas. It also includes learning spaces and interactive virtual work environments for practical workplace role simulation.



Canberra Institute of Technology

Ivan Radic

Schedule 2.2(a)ii

p – 6207 3521



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Andrew Moore
Vahan Hekimian
Jennifer Witheford

Associate:

Kathryn Varlet

From: [Littlejohn, Tahnia](#)
To: [Beaton, Jordan](#)
Subject: RE: CCJ - Update on Colleges [SEC=UNOFFICIAL]
Date: Friday, 10 August 2018 2:38:59 PM

Sounds good, Wednesday morning works for me.

Have a great weekend!

Kind regards,
Tahni

Tahni Littlejohn

Graduate Administrative Assistant

Email: Tahnia.Littlejohn@act.gov.au | Phone: (02) 6205 2928

Planning and Analytics | Education Directorate | ACT Government

Level 1, 220 Northbourne Avenue, Braddon | GPO Box 1908 CANBERRA ACT 2601

From: Beaton, Jordan
Sent: Friday, 10 August 2018 1:17 PM
To: Littlejohn, Tahnia <Tahnia.Littlejohn@act.gov.au>
Subject: RE: CCJ - Update on Colleges [SEC=UNOFFICIAL]

Hi Tahni,

We actually spoke to CCJ this morning and will look to find a time next week to meet.

It looks like Justin is away all week but would Wednesday morning work for everyone else? I haven't spoken to CCJ about dates/times yet.

Thanks,
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

Chief Minister, Treasury and Economic Development Directorate | **ACT Government**
Level 2 Nature Conservation House, Cnr Benjamin Way and Emu Bank Belconnen 2617
GPO Box 158 Canberra ACT 2601 | www.act.gov.au

From: Littlejohn, Tahnia
Sent: Friday, 10 August 2018 12:30 PM
To: Beaton, Jordan <Jordan.Beaton@act.gov.au>
Cc: McEvoy, Justin <Justin.McEvoy@act.gov.au>; Barker, Lee <Lee.Barker@act.gov.au>
Subject: CCJ - Update on Colleges [SEC=UNOFFICIAL]

Hi Jordan,

Just checking in to see if you have you heard anything from CCJ recently on either the City College brief and/or the Gungahlin College Review? Do you know when we should be expecting to meet with them again?

We are commencing business case preparations for next year and it would be good to get an idea for when the Gungahlin College expansion review would be finalised. Could you please confirm with CCJ if there are outstanding matters that they are waiting on before they can finalise the review?

Also for your reference, we are still awaiting feedback from the minister on the Colleges Brief.

Thanks!

Tahni

Tahni Littlejohn

Graduate Administrative Assistant

Email: Tahnia.Littlejohn@act.gov.au | Phone: (02) 6205 2928

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Level 1, 220 Northbourne Avenue, Braddon | GPO Box 1908 CANBERRA ACT 2601

From: [Andrew Moore](#)
To: [Beaton, Jordan](#)
Subject: RE: Update on Colleges - Gungahlin and City College [SEC=UNCLASSIFIED]
Date: Monday, 13 August 2018 11:58:11 AM
Attachments: [image001.png](#)
[image002.jpg](#)
[image003.png](#)
[image004.jpg](#)

Jordan,

Wednesday morning works well for Vahan (**Schedule 2.2(a)ii**) and myself. Kevin is currently on leave but we wont need him for this meeting.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

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From: Beaton, Jordan <Jordan.Beaton@act.gov.au>
Sent: Monday, 13 August 2018 11:08 AM
To: Andrew Moore **Schedule 2.2(a)ii**
Subject: Update on Colleges - Gungahlin and City College [SEC=UNCLASSIFIED]

Hi Andrew,

I'm looking to set up a meeting with EDU and yourselves to discuss the colleges work.

Would you be available on Wednesday morning by any chance? It would likely be at EDU offices again.

Thanks,
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

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From: [Beaton, Jordan](#)
To: [Andrew Moore](#)
Cc: [Hawkins, John](#)
Subject: FW: Gungahlin College Timetable Review & Draft Site Analysis [SEC=UNCLASSIFIED]
Date: Wednesday, 15 August 2018 3:33:35 PM
Attachments: [Gungahlin College Timetable Review - Spreadsheet.xlsx](#)
[CIT College Site Analysis V4.docx](#)

Hi Andrew,

Tahni asked me to send these documents through to you.

She also wanted me to remind you that they are in draft form and will be more refined once we all meet with Barry.

Thanks,
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

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Science Subjects per Line

Course Type	Course Name	Line 1		Line 2		Line 3		Line 4		Line 5		Line 6		Line 7		Line 8		Line 9		# Classes ³	# Students ⁴	# Lines ⁵
		Subjects ¹	Students ²	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students			
Science	BIOLOGY	1	20	1	16	2	34	1	16	0	0	0	0	1	17	0	0	0	0	6	103	5
	CHEMISTRY	1	19	1	17	0	0	1	19	1	18	1	15	1	22	1	19	0	0	7	129	7
	EARTH & ENVIRONMENTAL	0	0	0	0	1	12	0	0	0	0	0	0	0	0	0	0	0	0	1	12	1
	ELECTRONICS AND MECHATRONIC	1	15	0	0	1	21	0	0	0	0	0	0	0	0	0	0	0	0	2	36	2
	FLIGHT	0	0	0	0	0	0	0	0	0	0	0	0	1	19	0	0	0	0	1	19	1
	HUMAN BIOLOGY	0	0	1	27	0	0	0	0	1	24	1	18	1	26	0	0	0	0	4	95	4
	INTERDISCIPLINARY SCIENCE	0	0	0	0	0	0	1	19	0	0	1	13	0	0	0	0	0	0	2	32	2
	PHYSICS	0	0	0	0	1	19	1	22	2	48	1	14	0	0	0	0	0	0	5	103	4
	SCIENCE	1	27	0	0	0	0	0	0	0	0	0	0	1	27	0	0	0	0	2	54	2
Total⁶:		4	81	3	60	5	86	4	76	4	90	4	60	5	111	1	19	0	0	30	583	
Room Utilisation⁷		67%		50%		83%		67%		67%		67%		83%		17%		0%				

Notes:

Subjects ¹	Number of classes running during that line. Eg. There is 1 Biology Class running during Line 1.
Students ²	Number of students enrolled in that course and line. Eg. 20 students are enrolled in Biology during Line 1.
# Classes ³	Total number of classes in that course type. Eg. There are 6 Biology classes offered in total.

# Students ⁴	Total number of students enrolled in course type. Eg. 103 students are enrolled in Biology in total.
# Lines ⁵	Number of lines that run that course type. Eg. Biology classes are offered in 5 of the lines.
Total ⁶ : (Subject)	Number of science classes running during that line. Eg. There is 4 Science Classes running during Line 1.

Total ⁶ : (Enrolment)	Number of students enrolled in science in line. Eg. 81 students enrolled in science classes in Line 1.
Room Utilisation ⁷	Number of classes / number of science rooms (6). Eg. Line 1 has 4 classes: 4/6 = 67% Room Utilisation.

Science Lab Usage per Line

Room Code	Primary Course Delivered	Room Utilisation L1		Room Utilisation L2		Room Utilisation L3		Room Utilisation L4		Room Utilisation L5		Room Utilisation L6		Room Utilisation L7		Room Utilisation L8		Room Utilisation L9		# Students ¹⁰	Lines occupied ¹¹	% Room Utilisation ¹²
		Code ⁸	Size ⁹	Code	Size	Code	Size	Code	Size	Code	Size	Code	Size	Code	Size	Code	Size	Code	Size			
H0.36	Science - Biology	1BI2T012	20	2BI2T022	16	3EE1T012	12	4BI1T012	16	Available	0	Available	0	7BI2T032	17	Available	0	Available	0	81	5	63%
H0.65	Science - Biology	1CH0X012	27	2BH9T032	27	3BI1T022	21	Available	0	5BH9T022	24	6BH9T012	18	7BH9T042	26	Available	0	Available	0	143	6	75%
H0.66	Science - Chemistry	1CH1T022	19	2CH1T042	17	3BI2T042	13	4CH2T032	19	5CH1T012	18	6CH2T022	15	7CH1T032	22	8CH2T012	19	Available	0	142	8	100%
HI.29	Science - Mechatronics	1EM2T012	15	Available	0	3EM1T012	21	Available	0	Available	0	Available	0	Available	0	Available	0	Available	0	36	2	25%
HI.44	Science - Physics	Available	0	2PAS102	21	3MA0X012	25	4PH1T012	22	5PH1T022	22	6PH1T032	14	7PH0X012	27	Available	0	Available	0	131	6	75%
HI.43	Science - General	Available	0	Available	0	3PH2T012	19	4IS1E012	19	5PH2T022	26	6IS1E022	13	7FT9T012	19	Available	0	Available	0	96	5	63%
# of labs occupied:		4		4		6		4		4		4		5		1		0				
Room Utilisation⁷		67%		67%		100%		67%		67%		67%		83%		17%		0%				
# of specialist labs occupied:		4		4		5		3		3		3		4		1		0				
Specialist Lab Utilisation⁸		80%		80%		100%		60%		60%		60%		80%		20%		0%				

Notes:

Code ⁸	Class Code occupying the room during that line. Eg. H0.36 is used by class 1BI2T012 during Line 1.
Size ⁹	Total number of students enrolled in the class. Eg. There are 20 students in room H0.36 during Line 1.

# Students ¹⁰	Total # of student enrolments in that classroom. Eg. 81 students are enrolled in classes in H0.36
Lines occupied ¹¹	Number of lines the room is occupied during. Eg. Room H0.36 is occupied during 5 of the lines.

% Room Utilisation ¹²	The number of lines the room is occupied / the total number of lines. Eg. Room H0.36 is occupied during 5 of the lines: 5 lines occupied / 8 lines = 63% Room Utilisation.
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Year	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Enrolments	1112	1186	1326	1451	1515	1634	1707	1802	2043	2274	2411
Increase*	-	74	214	339	403	522	595	690	931	1162	1299

Room Occupancy per Line - Detailed

Room	Line	Code	Unit name	Class total	Teachers	Course Type	Course Name	Class Name
H0.36	1	1BI2T012	Unit 3: Heredity & Cont	20	Nat OLIVER	Science	BIOLOGY	Unit 3 Heredity & Continuity
H0.36	2	2BI2T022	Unit 3: Heredity & Cont	16	Nat OLIVER	Science	BIOLOGY	Unit 3 Heredity & Continuity
H0.36	3	3EE1T012	Unit 4: The Changing Ea	12	Nat OLIVER	Science	EARTH & ENVIRONMENTAL	Unit 4 The Changing Earth
H0.36	4	4BI1T012	Unit 4: The Internal En	16	Nat OLIVER	Science	BIOLOGY	Unit 4 The Internal Environme
H0.36	5	Available						
H0.36	6	Available						
H0.36	7	7BI2T032	Unit 3: Heredity & Cont	17	Nat OLIVER	Science	BIOLOGY	Unit 3 Heredity & Continuity
H0.36	8	Available						
H0.36	9	Available						
H0.65	1	1CH0X012	Year 10 Chemical and Bi	27	Maha YASIN	Science	SCIENCE	Year 10 Chemical and Biologica
H0.65	2	2BH9T032	The Aging Human Body	27	Maha YASIN	Science	HUMAN BIOLOGY	The Aging Human Body
H0.65	3	3BI1T022	Unit 4: The Internal En	21	Trudy CHEESMAN	Science	BIOLOGY	Unit 4 The Internal Environme
H0.65	4	Available						
H0.65	5	5BH9T022	The Aging Human Body	24	Nicholas WEST	Science	HUMAN BIOLOGY	The Aging Human Body
H0.65	6	6BH9T012	The Aging Human Body	18	Frederick HAYES	Science	HUMAN BIOLOGY	The Aging Human Body
H0.65	7	7BH9T042	The Aging Human Body	26	Maha YASIN	Science	HUMAN BIOLOGY	The Aging Human Body
H0.65	8	Available						
H0.65	9	Available						
H0.66	1	1CH1T022	Unit 2: Molecules	19	LisaPLUIS	Science	CHEMISTRY	Unit 2 Molecules
H0.66	2	2CH1T042	Unit 2: Molecules	17	Frederick HAYES	Science	CHEMISTRY	Unit 2 Molecules
H0.66	3	3BI2T042	Unit 3: Heredity & Cont	13	Frederick HAYES	Science	BIOLOGY	Unit 3 Heredity & Continuity
H0.66	4	4CH2T032	Unit 4: Structure, Synt	19	Frederick HAYES	Science	CHEMISTRY	Unit 4 Structure, Synthesis a
H0.66	5	5CH1T012	Unit 2: Molecules	18	LisaPLUIS	Science	CHEMISTRY	Unit 2 Molecules
H0.66	6	6CH2T022	Unit 4: Structure, Synt	15	Peter MILLER	Science	CHEMISTRY	Unit 4 Structure, Synthesis a
H0.66	7	7CH1T032	Unit 2: Molecules	22	Trudy CHEESMAN	Science	CHEMISTRY	Unit 2 Molecules
H0.66	8	8CH2T012	Unit 4: Structure, Synt	19	Peter MILLER	Science	CHEMISTRY	Unit 4 Structure, Synthesis a
H0.66	9	Available						
HI.29	1	1EM2T012	Negotiated Study	15	Nicholas WEST	Science	ELECTRONICS AND MECHATRONICS	Negotiated Study
HI.29	2	Available						
HI.29	3	3EM1T012	Digital and Analog inte	21	Nicholas WEST	Science	ELECTRONICS AND MECHATRONICS	Digital and Analog interaction
HI.29	4	Available						
HI.29	5	Available						
HI.29	6	Available						
HI.29	7	Available						
HI.29	8	Available						
HI.29	9	Available						
HI.43	1	Available						
HI.43	2	Available						
HI.43	3	3PH2T012	Unit 4: Revolutions in	19	David BAKER	Science	PHYSICS	Unit 4 Revolutions in Modern
HI.43	4	4IS1E012	Science in Context	19	Keith MULLUMBY	Science	INTERDISCIPLINARY SCIENCE	Science in Context
HI.43	5	5PH2T022	Unit 4: Revolutions in	26	David BAKER	Science	PHYSICS	Unit 4 Revolutions in Modern
HI.43	6	6IS1E022	Science in Context	13	Keith MULLUMBY	Science	INTERDISCIPLINARY SCIENCE	Science in Context
HI.43	7	7FT9T012	Meteorology and Human F	19	David BAKER	Science	FLIGHT	Meteorology and Human Factors
HI.43	8	Available						
HI.43	9	Available						
HI.44	1	Available						
HI.44	2	2PASY102	Pastoral Care	21	Nicola KOVACS	College-Based	COLLEGE-BASED	Pastoral Care - Year 10
HI.44	3	3MAOX012	Year 10 Algebra, Chance	25	Nicola KOVACS	Mathematics	MATHEMATICS	Year 10 Algebra, Chance and St
HI.44	4	4PH1T012	Unit 2: Thermal, Nuclea	22	Josh GARRETSON	Science	PHYSICS	Unit 2 Thermal, Nuclear and E
HI.44	5	5PH1T022	Unit 2: Themial, Nuclea	22	Josh GARRETSON	Science	PHYSICS	Unit 2 Thermal, Nuclear and E
HI.44	6	6PH1T032	Unit 2: Thermal, Nuclea	14	Josh GARRETSON	Science	PHYSICS	Unit 2 Thermal, Nuclear and E
HI.44	7	7PHOX012	Year IO Physical Scienc	27	Josh GARRETSON	Science	SCIENCE	Year 10 Physical Science
HI.44	8	Available						
HI.44	9	Available						

Line	Code	Unit name	Class total	Teachers	Room
Line 1	1AH2E012	Unit 4: Reconstruct the	11	Michael LOFTUS	H1.41
Line 1	1BA1A022	Business Environment an	24	Mini PARAKKA JOSE	H1.36
Line 1	1BI2T012	Unit 3: Heredity & Cont	20	Nat OLIVER	H0.36
Line 1	1BP9X012	Personal Development -	14	Elspeth ROLLASON	L1.13
Line 1	1CHOX012	Year 10 Chemical and Bi	27	Maha YASIN	H0.65
Line 1	1CH1T022	Unit 2: Molecules	19	Lisa PLUIS	H0.66
Line 1	1DA2E022	Architecture- Major Pro	11	Andrew MCNEICE	H0.33
Line 1	1DR1E012	Actor & Director	20	Mark CLUTTON	P0.23
Line 1	1EC1E012	Unit 2: Economics	25	Bill BYRNES	H1.69
Line 1	1EM2T012	Negotiated Study	15	Nicholas WEST	H1.29
Line 1	1EN1A042	Unit 2: Making Connecti	23	Christian RILEY	L0.14B
Line 1	1EN1T012	Unit 2: Representations	27	Emily SQUIRES	H1.74
Line 1	1EN1T092	Unit 2: Representations	26	Mark EVANS	H1.75
Line 1	1EN2T022	Unit 4: Perspectives	17	Michael LEMMEY	L0.16
Line 1	1EN2T092	Unit 4: Perspectives	18	Adrian POOLE	L0.16B
Line 1	1ES1E012	Unit 2: Perspectives in	20	Surabhi DAS	H0.44
Line 1	1EX1E032	Sports Performance and	24	Colin KELLEY	G.04
Line 1	1FF1A012	Nutrition for Life	16	Kate FRIEND	H0.97
Line 1	1FU2A012	Project Assembly	17	Jason DOUST	H0.07
Line 1	1HM2E012	Unit 4: The Modern Worl	15	Tracey BAILEY	H1.77
Line 1	1IP1E012	Intermediate Programmin	22	Edwin GRIFFIN	H0.59
Line 1	1JB1E022	The World Around Us	19	Richard SABERTON	H1.14
Line 1	1MD1E012	Film Genre Studies	22	Jess HENRY	V0.04
Line 1	1MU2E012	Film Music	16	Tammy WEEKES	P0.46
Line 1	1OE1E032	Risk Management and Sno	21	Andrew BEECHER	H0.40
Line 1	1PASORI2	Pastoral Care	140	Rhett ELDRED	NEXUS
Line 1	1PE9A062	Fitness & Modified Spor	22	Martena LAWSON	G.27
Line 1	1PO2E012	Art Photography	17	Louise PINDER	V0.28
Line 1	1PS1E022	Unit 4: Psychology in S	29	Leigh CLEMENCE	H0.12
Line 1	1SB9A012	Sports Injuries and Stu	16	Grant DAVOREN	H0.42
Line 1	1SC1A022	Interact with Children	23	Annette JAMIESON	H1.68
Line 1	1TO9A022	Working in Tourism	22	Sue BIRKETT	L1.14
Line 1	1VA1E022	Exploring Visual Art	25	Alison MOULANG	V0.12
Line 2	2AH1E022	Unit 2: Ancient Societi	10	Michael LOFTUS	H1.41
Line 2	2BA2A022	Business Services Pathw	9	Mini PARAKKA JOSE	H1.36
Line 2	2BH9T032	The Aging Human Body	27	Maha YASIN	H0.65
Line 2	2BI2T022	Unit 3: Heredity & Cont	16	Nat OLIVER	H0.36
Line 2	2BU1T022	Relationship Management	21	Vicki LARKMAN	H1.69
Line 2	2BU2E012	Business Challenges	22	Bill BYRNES	H0.12
Line 2	2CE1E012	Ceramics Decoration & F	25	Alison MOULANG	V0.31
Line 2	2CH1T042	Unit 2: Molecules	17	Frederick HAYES	H0.66
Line 2	2DR1E022	Devising an Ensemble Pr	20	Adam SALTER	P0.23
Line 2	2EN1A032	Unit 2: Making Connecti	23	Mark CLUTTON	L0.16
Line 2	2EN1T082	Unit 2: Representations	26	Adrian POOLE	L0.14B
Line 2	2EN2A032	Unit 4: Local and Globa	24	Christian RILEY	H0.61
Line 2	2EN2A042	Unit 4: Local and Globa	16	Lisa BATUM	L1.15
Line 2	2EN2A082	Unit 4: Local and Globa	22	Sarah COTTON	H1.77
Line 2	2EN2T052	Unit 4: Perspectives	24	Matthew BARRY	H1.75
Line 2	2EN2T122	Unit 4: Perspectives	24	Ben BODE	H1.74
Line 2	2GB1E012	Society and Community	9	Sabina IMAMOVIC	H1.18
Line 2	2GL1E012	Cultural Identity in As	26	Mark EVANS	H1.72
Line 2	2GL2E012	International Relations	11	Tracey BAILEY	H0.45
Line 2	2MA1T072	Unit 2: Mathematical Ap	24	Golden GOGIA	H1.17
Line 2	2MA2T042	Unit 4: Mathematical Ap	21	Peter MILLER	H1.14
Line 2	2ME1A042	Unit 2: Essential Mathe	29	Pam MURRAY	H1.01
Line 2	2MM1T032	Unit 2: Mathematical Me	25	Josh GARRETSON	H1.11
Line 2	2MN2E012	Process to Production	7	Peter ANDERSON	V0.04
Line 2	2MU1E012	Early Rock Music	18	Tammy WEEKES	P0.46
Line 2	2MX1T012	Unit 2: Specialist Meth	20	Jason DEADY	H1.06
Line 2	2MX1T022	Unit 2: Specialist Meth	23	David GOULD	H1.07
Line 2	2MX2T032	Unit 4: Specialist Meth	26	Ranbir KAUR	H1.13
Line 2	2PASAQU2	Pastoral Care	140	Stephanie BOXALL	NEXUS
Line 2	2PAS102	Pastoral Care	21	Nicola KOVACS	H1.44
Line 2	2PE9A012	Fitness & Modified Spor	19	Troy ATKINS	G.27B
Line 2	2PE9A022	Fitness & Modified Spor	15	Aaron HILL	G.27
Line 2	2PO2E022	Photography Application	19	Jess HENRY	V0.28
Line 2	2PS1E012	Unit 4: Psychology in S	22	Conor BENDLE	H0.40
Line 2	2SB9A022	Sports Injuries and Stu	19	Grant DAVOREN	G.04B
Line 2	2SC2A012	Disability and Aged Car	17	Annette JAMIESON	H1.68
Line 2	2SD9A012	Sports Injuries and Stu	21	Martena LAWSON	H0.59

Line 3	3B1T022	Unit 4: The Internal En	21	Trudy CHEESMAN	H0.65
Line 3	3B2T042	Unit 3: Heredity & Cont	13	Frederick HAYES	H0.66
Line 3	3CA1E022	Lifestyle and Tradition	15	Ching-Yi LO	H0.44
Line 3	3CS9M022	Health	9	Stephanie WILLIAMS	H0.12
Line 3	3DA2E012	Architecture- Major Pro	15	Andrew MCNEICE	H0.33
Line 3	3DG2E012	Graphic Design - Major	10	Jason DOUST	V0.28
Line 3	3EE1T012	Unit 4: The Changing Ea	12	Nat OLIVER	H0.36
Line 3	3EL2T022	Unit 4: Literary Interp	20	Lisa BATUM	H1.74
Line 3	3EM1T012	Digital and Analog inte	21	Nicholas WEST	H1.29
Line 3	3EN1A082	Unit 2: Making Connecti	25	Tracey BAILEY	H1.69
Line 3	3EN1T052	Unit 2: Representations	25	Emily SQUIRES	L0.14A
Line 3	3EN2A062	Unit 4: Local and Globa	17	Mark EVANS	H1.68
Line 3	3EN2T042	Unit 4: Perspectives	19	Simone LE LIEVRE	L0.16
Line 3	3EN2T112	Unit 4: Perspectives	23	Mark CLUTTON	L0.16
Line 3	3EX2E012	Sports Medicine and Spo	13	Troy ATKINS	H0.41
Line 3	3FB1E012	Society and Community	18	Angie REGA	H1.14
Line 3	3HA1E012	The World and Culture	3	Surabhi DAS	H1.18
Line 3	3HO2A012	Catering and Service Op	16	Heather MUTTON	H0.97
Line 3	3LS1E022	Unit 1: Crime, Justice	23	Rhett ELDRED	H1.77
Line 3	3MA0X012	Year 10 Algebra, Chance	25	Nicola KOVACS	H1.44
Line 3	3MA1T022	Unit 2: Mathematical Ap	20	Alfred DEL PIN	H1.06
Line 3	3MA1T082	Unit 2: Mathematical Ap	20	Lisa GREEN	H1.07
Line 3	3MA1T102	Unit 2: Mathematical Ap	16	Richard NOLAN	H1.01
Line 3	3MA2T052	Unit 4: Mathematical Ap	28	Pam MURRAY	H1.41
Line 3	3ME1A062	Unit 2: Essential Mathe	21	Leonie WU	H1.12
Line 3	3ME2A042	Unit 4: Essential Mathe	15	Graeme FELL	H0.40
Line 3	3ME2A072	Unit 4: Essential Mathe	19	Peter MILLER	H1.13
Line 3	3MT1A012	Metal Light Fabrication	18	Mark ASHDOWN	H0.04
Line 3	3MX2T012	Unit 4: Specialist Meth	15	Ranbir KAUR	H1.11
Line 3	3OE2E022	Leadership and Rock	9	Stephanie BOXALL	H1.17
Line 3	3PASTUC2	Pastoral Care	151	Karen BURTON	NEXUS
Line 3	3PH2T012	Unit 4: Revolutions in	19	David BAKER	H1.43
Line 3	3SF1A012	Sports Coaching & Manag	21	Andrew BEECHER	G.04B
Line 3	3TX1E012	Design Applications	15	Keturah MANNING	V1.01
Line 3	3VA2E022	Arts Negotiated Study	16	Louise PINDER	V0.12
Line 4	4AC1E012	Unit 2: The Accounting	26	Marilyn WHYTE	H1.36
Line 4	4B1T012	Unit 4: The Internal En	16	Nat OLIVER	H0.36
Line 4	4BP9X022	Personal Development -	13	Karen ROCKAWIN	L1.13
Line 4	4CH2T032	Unit 4: Structure, Synt	19	Frederick HAYES	H0.66
Line 4	4DN1E012	Dance & Entertainment	17	Emily APPLETON	P0.51
Line 4	4DR2E022	Experimental Theatre	18	Maria STEWART	P0.23
Line 4	4EC2E012	Unit 4: Economics	11	Bill BYRNES	H1.18
Line 4	4EN1A022	Unit 2: Making Connecti	22	Stephanie WILLIAMS	H1.77
Line 4	4EN1T072	Unit 2: Representations	28	Jess HENRY	L0.16
Line 4	4ES2E022	Unit 4: Issues and Atti	24	Mark ASHDOWN	H0.44
Line 4	4EX1E022	Sports Performance and	25	Martena LAWSON	G.04
Line 4	4EX2E022	Sports Medicine and Spo	17	Aaron HILL	H1.74
Line 4	4FF2A012	Food and Culture in Aus	14	Keturah MANNING	H0.97
Line 4	4FU1A022	Trade Skills	21	Jason DOUST	H0.07
Line 4	4IG1E012	3D Modelling, Animation	15	Edwin GRIFFIN	H0.59
Line 4	4IS1E012	Science in Context	19	Keith MULLUMBY	H1.43
Line 4	4MA1T032	Unit 2: Mathematical Ap	24	Lisa GREEN	H1.06
Line 4	4MA1T092	Unit 2: Mathematical Ap	20	John ALSTON-CAMPBEL	H1.07
Line 4	4MA2T012	Unit 4: Mathematical Ap	20	Leonie WU	H1.12
Line 4	4MA2T082	Unit 4: Mathematical Ap	24	Pam MURRAY	H1.17
Line 4	4MD1E022	Film Genre Studies	23	Peter ANDERSON	V0.04
Line 4	4ME1A032	Unit 2: Essential Mathe	20	Jason DEADY	H1.01
Line 4	4ME2A032	Unit 4: Essential Mathe	25	Nicola KOVACS	H1.13
Line 4	4MM1T052	Unit 2: Mathematical Me	24	Graeme FELL	H1.11
Line 4	4MM2T042	Unit 4: Mathematical Me	23	Richard NOLAN	H1.14
Line 4	4MT1A022	Metal Light Fabrication	20	Shannon DUNN	H0.04
Line 4	4OE2E012	Leadership and Rock	18	Stephanie BOXALL	L0.14B
Line 4	4PASHYD2	Pastoral Care	135	Heather MUTTON	NEXUS
Line 4	4PE9A042	Fitness & Modified Spor	18	Grant DAVOREN	G.27
Line 4	4PH1T012	Unit 2: Thermal, Nuclea	22	Josh GARRETSON	H1.44
Line 4	4PO1E032	Photography Communicati	21	Louise PINDER	V0.28
Line 4	4PS2E022	Unit 3: Psychology of W	13	Leigh CLEMENCE	H0.42
Line 4	4SO1E012	Unit 1: Identity	24	Conor BENDLE	H1.68
Line 4	4SO2E022	Unit 4: Power and Insti	25	Natalia PELLE	H1.69
Line 4	4SY9A012	Sports Injuries and Stu	17	Troy ATKINS	H1.41
Line 4	4SY9A022	Sports Injuries and Stu	13	Colin KELLEY	H0.40

Line 4	4VA1E012	Exploring Visual Art	25	Alison MOULANG	V0.12
Line 5	5BH9T022	The Aging Human Body	24	Nicholas WEST	H0.65
Line 5	5BU1T012	Relationship Management	21	Mini PARAKKA JOSE	H1.69
Line 5	5BU1T032	Relationship Management	18	Marilyn WHYTE	H1.36
Line 5	5CA1E012	Lifestyle and Tradition	14	Ching-Yi LO	H1.17
Line 5	5CB1E012	Lifestyle and Tradition	14	Julia TANG	H1.14
Line 5	5CH1T012	Unit 2: Molecules	18	Lisa PLUIS	H0.66
Line 5	5D1E012	Environmental Design	17	Andrew MCNEICE	H0.33
Line 5	5ENOX012	Year 10 English	27	Lisa BATUM	H0.12
Line 5	5EN1A052	Unit 2: Making Connecti	24	Matthew BARRY	L0.14B
Line 5	5EN1T062	Unit 2: Representations	24	Simone LE LIEVRE	L1.15
Line 5	5EN2A012	Unit 4: Local and Globa	19	Jennifer CRISTAUDO	L0.16
Line 5	5EN2A092	Unit 4: Local and Globa	15	Elspeth ROLLASON	H1.77
Line 5	5EN2T072	Unit 4: Perspectives	18	Michael LEMMEY	H1.72
Line 5	5FA1E012	The World Around Us	15	Angie REGA	H0.44
Line 5	5FS1E012	Food and Management	7	Ashleigh MCAULAY	H0.97
Line 5	5HO1A022	Hospitality Kitchen Pro	17	Stephannie DORMER	H0.59
Line 5	5IA1E012	Lifestyle and Tradition	14	Natalia PELLE	L1.14
Line 5	5JA1E012	The World Around Us	12	Richard SABERTON	H1.18
Line 5	5LS1E012	Unit 1: Crime, Justice	18	Rhett ELDRED	H1.74
Line 5	5MA1T042	Unit 2: Mathematical Ap	27	Ranbir KAUR	H1.06
Line 5	5MA1T052	Unit 2: Mathematical Ap	24	Graeme FELL	H1.07
Line 5	5MA2T072	Unit 4: Mathematical Ap	26	Alfred DEL PIN	H1.12
Line 5	5ME1A072	Unit 2: Essential Mathe	25	Jason DEADY	H1.13
Line 5	5ME2A012	Unit 4: Essential Mathe	21	Golden GOGIA	H1.01
Line 5	5MM1T042	Unit 2: Mathematical Me	18	Lisa GREEN	H1.11
Line 5	5MU2E022	World Music	13	Tammy WEEKES	P0.46
Line 5	5MV2E022	Process to Production	17	Peter ANDERSON	V0.04
Line 5	5PASPHO2	Pastoral Care	139	Trudy CHEESMAN	NEXUS
Line 5	5PH1T022	Unit 2: Thermal, Nuclea	22	Josh GARRETSON	H1.44
Line 5	5PH2T022	Unit 4: Revolutions in	26	David BAKER	H1.43
Line 5	5PO1E022	Photography Communicati	24	Louise PINDER	V0.28
Line 5	5PS1E032	Unit 4: Psychology in S	21	Conor BENDLE	H0.40
Line 5	5SC1A012	Interact with Children	22	Annette JAMIESON	H1.68
Line 5	5TK1E012	Negotiated Study	18	Adrian POOLE	H0.42
Line 6	6BA2A012	Business Services Pathw	16	Mini PARAKKA JOSE	H1.36
Line 6	6BH9T012	The Aging Human Body	18	Frederick HAYES	H0.65
Line 6	6BP9X032	Personal Development -	7	Stephanie WILLIAMS	L1.13
Line 6	6BU2E022	Business Challenges	17	Bill BYRNES	H0.40
Line 6	6CH2T022	Unit 4: Structure, Synt	15	Peter MILLER	H0.66
Line 6	6CS9M012	Health	7	Karen ROCKAWIN	H0.42
Line 6	6DN1E022	Dance & Entertainment	12	Emily APPLETON	P0.51
Line 6	6DR2E012	Recorded Voice	19	Adam SALTER	P0.23
Line 6	6EL2T012	Unit 4: Literary Interp	10	Jennifer CRISTAUDO	H1.70
Line 6	6EN1A062	Unit 2: Making Connecti	23	Jason DOUST	H1.69
Line 6	6EN1T042	Unit 2: Representations	20	Ben BODE	H1.75
Line 6	6EN1T122	Unit 2: Representations	21	Simone LE LIEVRE	H1.74
Line 6	6EN1T132	Unit 2: Representations	21	Richard SABERTON	H1.72
Line 6	6EN2A022	Unit 4: Local and Globa	22	Sarah COTTON	H1.68
Line 6	6EN2T012	Unit 4: Perspectives	22	Matthew BARRY	L0.14B
Line 6	6EN2T082	Unit 4: Perspectives	20	Mark EVANS	L0.16
Line 6	6ES2E012	Unit 4: Issues and Atti	25	Surabhi DAS	H0.44
Line 6	6FU1A012	Project Assembly	23	Mark ASHDOWN	H0.07
Line 6	6HM1E012	Unit 2: Change in the 2	24	Tracey BAILEY	H1.77
Line 6	6HO1A012	Hospitality Kitchen Pro	19	Heather MUTTON	H0.97
Line 6	6IG1E022	3D Modelling, Animation	19	Edwin GRIFFIN	H0.59
Line 6	6IS1E022	Science in Context	13	Keith MULLUMBY	H1.43
Line 6	6KA1E012	Lifestyle and Tradition	5	Yun-Mi LEE	H1.18
Line 6	6MA1T012	Unit 2: Mathematical Ap	27	Jason DEADY	H1.11
Line 6	6MA2T022	Unit 4: Mathematical Ap	24	Golden GOGIA	H1.12
Line 6	6ME1A012	Unit 2: Essential Mathe	20	Alfred DEL PIN	H1.17
Line 6	6ME2A022	Unit 4: Essential Mathe	23	David GOULD	H1.01
Line 6	6MM1T012	Unit 2: Mathematical Me	15	Nicola KOVACS	H1.14
Line 6	6MM2T052	Unit 4: Mathematical Me	19	Leonie WU	H1.13
Line 6	6MS1T012	Unit 2: Specialist Math	28	Richard NOLAN	H1.07
Line 6	6MU1E022	Early Rock Music	20	Tammy WEEKES	P0.46
Line 6	6MV2E012	Process to Production	13	Peter ANDERSON	V0.04
Line 6	6PASDRA2	Pastoral Care	129	Aaron HILL	NEXUS
Line 6	6PEOX012	Year 10 Physical Educat	27	Michael LOFTUS	H0.41
Line 6	6PE9A032	Fitness & Modified Spor	25	Elspeth ROLLASON	G.27B
Line 6	6PH1T032	Unit 2: Thermal, Nuclea	14	Josh GARRETSON	H1.44

Line 6	6PO1E012	Photography Communicati	24	Jess HENRY	V0.28
Line 6	6PS1E042	Unit 4: Psychology in S	24	Leigh CLEMENCE	H1.41
Line 6	6PS2E012	Unit 3: Psychology of W	18	Natalia PELLE	H0.12
Line 6	6ST9E012	Sports Admin and Market	20	Grant DAVOREN	G.04
Line 6	6TO9A012	Working in Tourism	21	Sue BIRKETT	H0.33
Line 6	6TX1E022	Marketing a Designer La	18	Keturah MANNING	V1.01
Line 6	6VA2E012	Arts Negotiated Study	17	Louise PINDER	V0.12
Line 7	7BA1A012	Business Environment an	18	Marilyn WHYTE	H1.36
Line 7	7BH9T042	The Aging Human Body	26	Maha YASIN	H0.65
Line 7	7BI2T032	Unit 3: Heredity & Cont	17	Nat OLIVER	H0.36
Line 7	7BP9X042	Personal Development -	14	Leigh CLEMENCE	L1.13
Line 7	7BU1A012	Relationship Management	22	Bill BYRNES	H0.12
Line 7	7CH1T032	Unit 2: Molecules	22	Trudy CHEESMAN	H0.66
Line 7	7DA1E012	Architecture Applicatio	23	Andrew MCNEICE	H0.33
Line 7	7EL1T012	Unit 2: Intertextuality	26	Lisa BATUM	H1.74
Line 7	7EN1A072	Unit 2: Making Connecti	26	Jess HENRY	H1.68
Line 7	7EN1T022	Unit 2: Representations	23	Mark CLUTTON	L0.16B
Line 7	7EN1T102	Unit 2: Representations	23	Jennifer CRISTAUDO	L0.16
Line 7	7EN2A072	Unit 4: Local and Globa	16	Simone LE LIEVRE	H1.69
Line 7	7EN2T032	Unit 4: Perspectives	31	Christian RILEY	L0.14B
Line 7	7FT9T012	Meteorology and Human F	19	David BAKER	H1.43
Line 7	7FU2A022	Project Assembly	11	Mark ASHDOWN	H0.07
Line 7	7GA1E012	Society and Community	4	Sabina IMAMOVIC	H0.44
Line 7	7HB1E012	The World and Culture	8	Surabhi DAS	H1.18
Line 7	7HO2A022	Catering and Service Op	12	Ashleigh MCAULAY	H0.97
Line 7	7HP1E012	Unit 2: Golden Ages	11	Michael LOFTUS	H1.72
Line 7	7IB1E012	Lifestyle and Tradition	10	Angie REGA	H0.45
Line 7	7IP1E032	Intermediate Programmin	20	Edwin GRIFFIN	H0.59
Line 7	7IT1E012	Website Design	9	Stephannie DORMER	H0.61
Line 7	7JB1E012	Lifestyle and Tradition	20	Richard SABERTON	H1.14
Line 7	7MA1T062	Unit 2: Mathematical Ap	26	Graeme FELL	H1.41
Line 7	7MA2T032	Unit 4: Mathematical Ap	25	Golden GOGIA	H1.13
Line 7	7ME1A052	Unit 2: Essential Mathe	26	Pam MURRAY	H1.01
Line 7	7ME2A062	Unit 4: Essential Mathe	17	Peter MILLER	H1.11
Line 7	7ME9M012	Unit 4: Essential Mathe	19	Richard NOLAN	H1.17
Line 7	7ME9M022	Unit 4: Essential Mathe	0	Nicola KOVACS	H1.17
Line 7	7MM1T062	Unit 2: Mathematical Me	20	Jason DEADY	H0.40
Line 7	7MM2T012	Unit 4: Mathematical Me	25	Leonie WU	H1.12
Line 7	7MS2T012	Unit 4: Specialist Math	18	Nicola KOVACS	H1.06
Line 7	7MS2T022	Unit 4: Specialist Math	16	Alfred DEL PIN	H1.07
Line 7	7OE1E022	Risk Management and Sno	18	Stephanie BOXALL	H1.77
Line 7	7PASSCO2	Pastoral Care	127	Natalia PELLE	NEXUS
Line 7	7PE9A052	Fitness & Modified Spor	28	Kirstin DE MONTIS	G.27
Line 7	7PHOX012	Year 10 Physical Scienc	27	Josh GARRETSON	H1.44
Line 7	7PS2E032	Unit 3: Psychology of W	18	Betty CHAU	H0.42
Line 7	7SF2A012	Community Activities &	18	Grant DAVOREN	G.04B
Line 7	7SO1E022	Unit 1: Identity	25	Conor BENDLE	H1.75
Line 8	8AC1E022	Unit 2: The Accounting	18	Marilyn WHYTE	H1.36
Line 8	8AH1E012	Unit 2: Ancient Societi	25	Mark EVANS	H0.42
Line 8	8BU1A022	Relationship Management	14	Vicki LARKMAN	H1.69
Line 8	8CE2E012	Wheel Work in Ceramics	12	Alison MOULANG	V0.31
Line 8	8CH2T012	Unit 4: Structure, Synt	19	Peter MILLER	H0.66
Line 8	8DG1E012	Graphic Design Applicat	24	Keturah MANNING	H0.33
Line 8	8DN2E012	Dance in Our Time	21	Emily APPLETON	P0.51
Line 8	8EN1A012	Unit 2: Making Connecti	20	Adrian POOLE	H1.77
Line 8	8EN1M012	Unit 2: Making Connecti	11	Christian RILEY	H0.12
Line 8	8EN1T032	Unit 2: Representations	29	Sarah COTTON	L0.16B
Line 8	8EN1T112	Unit 2: Representations	24	Matthew BARRY	L0.14B
Line 8	8EN2A052	Unit 4: Local and Globa	20	Lisa BATUM	H1.68
Line 8	8EN2M022	Unit 4: Local and Globa	9	Karen ROCKAWIN	H1.70
Line 8	8EN2T062	Unit 4: Perspectives	21	Mark CLUTTON	H1.75
Line 8	8ES1E022	Unit 2: Perspectives in	19	Richard SABERTON	H0.44
Line 8	8EX1E012	Sports Performance and	26	Aaron HILL	H0.41
Line 8	8HO1A032	Hospitality Kitchen Pro	19	Heather MUTTON	H0.97
Line 8	8IP1E022	Intermediate Programmin	22	Edwin GRIFFIN	H0.59
Line 8	8IW1E012	IT Major Project	21	Julia TANG	H0.61
Line 8	8KB1E012	Society and Community	16	Yun-Mi LEE	H1.17
Line 8	8LS2E012	Unit 2: Civil Law & Dis	20	Rhett ELDRED	H1.74
Line 8	8MA2T062	Unit 4: Mathematical Ap	20	Priscilla WRAY	H1.13
Line 8	8ME1A022	Unit 2: Essential Mathe	19	Alfred DEL PIN	H1.11
Line 8	8ME2A052	Unit 4: Essential Mathe	25	Ranbir KAUR	H1.12

Line 8	8MM1T022	Unit 2: Mathematical Me	22	Lisa GREEN	H1.06
Line 8	8MM2T022	Unit 4: Mathematical Me	25	Leonie WU	H1.01
Line 8	8MT2A012	Metal Welding and Therm	21	Shannon DUNN	H0.04
Line 8	8MX1T032	Unit 2: Specialist Meth	18	David GOULD	H1.14
Line 8	8MX2T022	Unit 4: Specialist Meth	19	Graeme FELL	H1.41
Line 8	8OE1E012	Risk Management and Sno	21	Troy ATKINS	H0.40
Line 8	8PASCEN2	Pastoral Care	140	Andrew BEECHER	NEXUS
Line 8	8PE9A072	Fitness & Modified Spor	14	Martena LAWSON	G.27
Line 8	8ST9E022	Sports Admin and Market	22	Karen BURTON	G.04B
Line 9	9EN2O012	Unit 4: Perspectives	24	Tracey BAILEY	H1.69
Line 9	9LP1E01C	Skills and Knowledge in	19	Adam SALTER	P0.23
Line 9	9MP1E012	Musical Theatre	32	Maria STEWART	P0.51
Line 9	9PE9N012	Fitness & Modified Spor	25	Andrew BEECHER	G.27
Line 9	9PS1E052	Unit 4: Psychology in S	21	Leigh CLEMENCE	H1.75
Line 0	OBGHINS2	Individual Experience	1	Surabhi DAS	TBA
Line 0	OCPRO2	Pastoral Care	8	Betty CHAU	H0.39
Line 0	ODANCES2	Dance and the Media	0	Emily APPLETON	P0.51

Course Type	Course name	Class name
English	ANCIENT HISTORY	Unit 4: Reconstruct the Ancien
Social and Behavioural Sciences	BUSINESS SERVICES	Business Environment and Servi
Science	BIOLOGY	Unit 3 Heredity & Continuity
College-Based	COLLEGE-BASED	Personal Development - Study s
Science	SCIENCE	Year 10 Chemical and Biologica
Science	CHEMISTRY	Unit 2 Molecules
Technology and Design	DESIGN TECHNOLOGY AND GRAPHICS	Architecture- Major Project
Arts	DRAMA	Actor & Director
Social and Behavioural Sciences	ECONOMICS	Unit 2 Economics
Science	ELECTRONICS AND MECHATRONICS	Negotiated Study
English	ESSENTIAL ENGLISH	Unit 2: Making Connections
English	ENGLISH	Unit 2: Representations Throug
English	ENGLISH	Unit 2: Representations Throug
English	ENGLISH	Unit 4: Perspectives
English	ENGLISH	Unit 4: Perspectives
Language	ENGLISH AS A SECOND LANGUAGE	Unit 2: Perspectives in Texts
Physical and Outdoor Education	EXERCISE SCIENCE	Sports Performance and Nutriti
Technology and Design	FOOD FOR LIFE	Nutrition for Life
Technology and Design	FURNITURE MAKING	Project Assembly
English	MODERN HISTORY	Unit 4: The Modern World since
Technology and Design	INFORMATION TECHNOLOGY	Programming Stream
Language	BEGINNING JAPANESE	The World Around Us
Arts	MEDIA	Film Genre Studies
Arts	MUSIC	Film Music
Physical and Outdoor Education	OUTDOOR EDUCATION	Risk Management and Snow
College-Based	COLLEGE-BASED	Pastoral Care - Orion
Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
Arts	PHOTOGRAPHY	Art Photography
Social and Behavioural Sciences	PSYCHOLOGY	Unit 4 Psychology in Society
Physical and Outdoor Education	SPORTS DEVELOPMENT	Sports Injuries and Study Skill
Social and Behavioural Sciences	SOCIAL AND COMMUNITY WORK	Interact with Children
Technology and Design	TOURISM AND EVENT MANAGEMENT	Working in Tourism
Arts	VISUAL ARTS	Exploring Visual Art
English	ANCIENT HISTORY	Unit 2: Ancient Societies
Social and Behavioural Sciences	BUSINESS SERVICES	Business Services Pathways
Science	HUMAN BIOLOGY	The Aging Human Body
Science	BIOLOGY	Unit 3 Heredity & Continuity
Social and Behavioural Sciences	BUSINESS	Relationship Management
Social and Behavioural Sciences	BUSINESS	Business Challenges
Arts	VISUAL ARTS	Ceramics Decoration & Firing
Science	CHEMISTRY	Unit 2 Molecules
Arts	DRAMA	Devising an Ensemble Productio
English	ESSENTIAL ENGLISH	Unit 2: Making Connections
English	ENGLISH	Unit 2: Representations Throug
English	ESSENTIAL ENGLISH	Unit 4: Local and Global
English	ESSENTIAL ENGLISH	Unit 4: Local and Global
English	ESSENTIAL ENGLISH	Unit 4: Local and Global
English	ENGLISH	Unit 4: Perspectives
English	ENGLISH	Unit 4: Perspectives
Language	BEGINNING GERMAN	Society and Community
English	GLOBAL STUDIES	Cultural Identity in Asia
English	GLOBAL STUDIES	International Relations
Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
Mathematics	MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
Mathematics	ESSENTIAL MATHEMATICS	Unit 2: Essential Mathematics
Mathematics	MATHEMATICAL METHODS	Unit 2: Mathematical Methods
Arts	MEDIA	Process to Production
Arts	MUSIC	Early Rock Music
Mathematics	SPECIALIST METHODS	Unit 2: Specialist Methods
Mathematics	SPECIALIST METHODS	Unit 2: Specialist Methods
Mathematics	SPECIALIST METHODS	Unit 4: Specialist Methods
College-Based	COLLEGE-BASED	Pastoral Care - Aquila
College-Based	COLLEGE-BASED	Pastoral Care - Year 10
Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
Arts	PHOTOGRAPHY	Photography Applications
Social and Behavioural Sciences	PSYCHOLOGY	Unit 4 Psychology in Society
Physical and Outdoor Education	SPORTS DEVELOPMENT	Sports Injuries and Study Skill
Social and Behavioural Sciences	SOCIAL AND COMMUNITY WORK	Disability and Aged Care
Physical and Outdoor Education	SPORTS DEVELOPMENT	Sports Injuries and Study Skill

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Science	BIOLOGY	Unit 4 The Internal Environme
Science	BIOLOGY	Unit 3 Heredity & Continuity
Language	ADVANCED CHINESE	Lifestyle and Traditions
Health	LIFE, LEISURE AND LEARNING	Health
Technology and Design	DESIGN TECHNOLOGY AND GRAPHICS	Architecture- Major Project
Technology and Design	DESIGN TECHNOLOGY AND GRAPHICS	Graphic Design - Major Project
Science	EARTH & ENVIRONMENTAL	Unit 4 The Changing Earth
English	LITERATURE	Unit 4: Literary Interpretatio
Science	ELECTRONICS AND MECHATRONICS	Digital and Analog interaction
English	ESSENTIAL ENGLISH	Unit 2: Making Connections
English	ENGLISH	Unit 2: Representations Throug
English	ESSENTIAL ENGLISH	Unit 4: Local and Global
English	ENGLISH	Unit 4: Perspectives
English	ENGLISH	Unit 4: Perspectives
Physical and Outdoor Education	EXERCISE SCIENCE	Sports Medicine and Sports Psy
Language	BEGINNING FRENCH	Society and Community
Language	CONTINUING HINDI	The World and Culture
Technology and Design	HOSPITALITY	Catering and Service Operation
Social and Behavioural Sciences	LEGAL STUDIES	Unit 1 Crime, Justice & Legal
Mathematics	MATHEMATICS	Year 10 Algebra, Chance and St
Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
Mathematics	MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
Mathematics	ESSENTIAL MATHEMATICS	Unit 2: Essential Mathematics
Mathematics	ESSENTIAL MATHEMATICS	Unit 4: Essential Mathematics
Mathematics	ESSENTIAL MATHEMATICS	Unit 4: Essential Mathematics
Technology and Design	METAL TECHNOLOGY	Metal Light Fabrication
Mathematics	SPECIALIST METHODS	Unit 4: Specialist Methods
Physical and Outdoor Education	OUTDOOR EDUCATION	Leadership and Rock
College-Based	COLLEGE-BASED	Pastoral Care - Tucana
Science	PHYSICS	Unit 4 Revolutions in Modern
Physical and Outdoor Education	SPORT, RECREATION & LEADERSHIP	Sports Coaching & Management
Technology and Design	TEXTILES AND FASHION	Design Applications
Arts	VISUAL ARTS	Arts Negotiated Study
Social and Behavioural Sciences	ACCOUNTING	Unit 2 The Accounting Cycle
Science	BIOLOGY	Unit 4 The Internal Environme
College-Based	COLLEGE-BASED	Personal Development - Study s
Science	CHEMISTRY	Unit 4 Structure, Synthesis a
Arts	DANCE	Dance & Entertainment
Arts	DRAMA	Experimental Theatre
Social and Behavioural Sciences	ECONOMICS	Unit 4 Economics
English	ESSENTIAL ENGLISH	Unit 2: Making Connections
English	ENGLISH	Unit 2: Representations Throug
Language	ENGLISH AS A SECOND LANGUAGE	Unit 4: Issues and Attitudes
Physical and Outdoor Education	EXERCISE SCIENCE	Sports Performance and Nutriti
Physical and Outdoor Education	EXERCISE SCIENCE	Sports Medicine and Sports Psy
Technology and Design	FOOD FOR LIFE	Food and Culture in Australia
Technology and Design	FURNITURE MAKING	Trade Skills
Technology and Design	INFORMATION TECHNOLOGY	3D Modelling, Animation & Text
Science	INTERDISCIPLINARY SCIENCE	Science in Context
Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
Mathematics	MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
Mathematics	MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
Arts	MEDIA	Film Genre Studies
Mathematics	ESSENTIAL MATHEMATICS	Unit 2: Essential Mathematics
Mathematics	ESSENTIAL MATHEMATICS	Unit 4: Essential Mathematics
Mathematics	MATHEMATICAL METHODS	Unit 2: Mathematical Methods
Mathematics	MATHEMATICAL METHODS	Unit 4: Mathematical Methods
Technology and Design	METAL TECHNOLOGY	Metal Light Fabrication
Physical and Outdoor Education	OUTDOOR EDUCATION	Leadership and Rock
College-Based	COLLEGE-BASED	Pastoral Care - Hydra
Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
Science	PHYSICS	Unit 2 Thermal, Nuclear and E
Arts	PHOTOGRAPHY	Photography Communication
Social and Behavioural Sciences	PSYCHOLOGY	Unit 3 Psychology of Wellness
Social and Behavioural Sciences	SOCIOLOGY	Unit 1 Identity
Social and Behavioural Sciences	SOCIOLOGY	Unit 4 Power and Institutions
Physical and Outdoor Education	SPORTS DEVELOPMENT	Sports Injuries and Study Skil
Physical and Outdoor Education	SPORTS DEVELOPMENT	Sports Injuries and Study Skil

Arts	VISUAL ARTS	Exploring Visual Art
Science	HUMAN BIOLOGY	The Aging Human Body
Social and Behavioural Sciences	BUSINESS	Relationship Management
Social and Behavioural Sciences	BUSINESS	Relationship Management
Language	ADVANCED CHINESE	Lifestyle and Traditions
Language	BEGINNING CHINESE	Lifestyle and Traditions
Science	CHEMISTRY	Unit 2 Molecules
Technology and Design	DESIGN TECHNOLOGY	Environmental Design
English	ENGLISH	Year 10 English
English	ESSENTIAL ENGLISH	Unit 2: Making Connections
English	ENGLISH	Unit 2: Representations Throug
English	ESSENTIAL ENGLISH	Unit 4: Local and Global
English	ESSENTIAL ENGLISH	Unit 4: Local and Global
English	ENGLISH	Unit 4: Perspectives
Language	BEGINNING FRENCH	The World Around Us
Technology and Design	FOOD SCIENCE	Food and Management
Technology and Design	HOSPITALITY	Hospitality Kitchen Procedures
Language	BEGINNING ITALIAN	Lifestyle and Traditions
Language	CONTINUING JAPANESE	The World Around Us
Social and Behavioural Sciences	LEGAL STUDIES	Unit 1 Crime, Justice & Legal
Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
Mathematics	MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
Mathematics	ESSENTIAL MATHEMATICS	Unit 2: Essential Mathematics
Mathematics	ESSENTIAL MATHEMATICS	Unit 4: Essential Mathematics
Mathematics	MATHEMATICAL METHODS	Unit 2: Mathematical Methods
Arts	MUSIC	World Music
Arts	MEDIA	Process to Production
College-Based	COLLEGE-BASED	Pastoral Care - Phoenix
Science	PHYSICS	Unit 2 Thermal, Nuclear and E
Science	PHYSICS	Unit 4 Revolutions in Modern
Arts	PHOTOGRAPHY	Photography Communication
Social and Behavioural Sciences	PSYCHOLOGY	Unit 4 Psychology in Society
Social and Behavioural Sciences	SOCIAL AND COMMUNITY WORK	Interact with Children
English	PHILOSOPHY	Negotiated Study
Social and Behavioural Sciences	BUSINESS SERVICES	Business Services Pathways
Science	HUMAN BIOLOGY	The Aging Human Body
College-Based	COLLEGE-BASED	Personal Development - Study s
Social and Behavioural Sciences	BUSINESS	Business Challenges
Science	CHEMISTRY	Unit 4 Structure, Synthesis a
Health	LIFE, LEISURE AND LEARNING	Health
Arts	DANCE	Dance & Entertainment
Arts	DRAMA	Recorded Voice
English	LITERATURE	Unit 4: Literary Interpretatio
English	ESSENTIAL ENGLISH	Unit 2: Making Connections
English	ENGLISH	Unit 2: Representations Throug
English	ENGLISH	Unit 2: Representations Throug
English	ENGLISH	Unit 2: Representations Throug
English	ESSENTIAL ENGLISH	Unit 4: Local and Global
English	ENGLISH	Unit 4: Perspectives
English	ENGLISH	Unit 4: Perspectives
Language	ENGLISH AS A SECOND LANGUAGE	Unit 4: Issues and Attitudes
Technology and Design	FURNITURE MAKING	Project Assembly
English	MODERN HISTORY	Unit 2: Change in the 20th Cen
Technology and Design	HOSPITALITY	Hospitality Kitchen Procedures
Technology and Design	INFORMATION TECHNOLOGY	3D Modelling, Animation & Text
Science	INTERDISCIPLINARY SCIENCE	Science in Context
Language	BEGINNING KOREAN	Lifestyle and Traditions
Mathematics	MATHEMATICAL APPLICATIONS	Unit 2 Mathematical Applicati
Mathematics	MATHEMATICAL APPLICATIONS	Unit 4 Mathematical Applicati
Mathematics	ESSENTIAL MATHEMATICS	Unit 2 Essential Mathematics
Mathematics	ESSENTIAL MATHEMATICS	Unit 4 Essential Mathematics
Mathematics	MATHEMATICAL METHODS	Unit 2 Mathematical Methods
Mathematics	MATHEMATICAL METHODS	Unit 4 Mathematical Methods
Mathematics	SPECIALIST MATHEMATICS	Unit 2 Specialist Mathematics
Arts	MUSIC	Early Rock Music
Arts	MEDIA	Process to Production
College-Based	COLLEGE-BASED	Pastoral Care - Draco
Physical and Outdoor Education	PHYSICAL EDUCATION	Year 10 Physical Education Sem
Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
Science	PHYSICS	Unit 2 Thermal, Nuclear and E

Arts	PHOTOGRAPHY	Photography Communication
Social and Behavioural Sciences	PSYCHOLOGY	Unit 4 Psychology in Society
Social and Behavioural Sciences	PSYCHOLOGY	Unit 3 Psychology of Wellness
Physical and Outdoor Education	SPORTS STUDIES	Sports Admin and Marketing
Technology and Design	TOURISM AND EVENT MANAGEMENT	Working in Tourism
Technology and Design	TEXTILES AND FASHION	Marketing a Designer Label
Arts	VISUAL ARTS	Arts Negotiated Study
Social and Behavioural Sciences	BUSINESS SERVICES	Business Environment and Servi
Science	HUMAN BIOLOGY	The Aging Human Body
Science	BIOLOGY	Unit 3 Heredity & Continuity
College-Based	COLLEGE-BASED	Personal Development - Study s
Social and Behavioural Sciences	BUSINESS	Relationship Management
Science	CHEMISTRY	Unit 2 Molecules
Technology and Design	DESIGN TECHNOLOGY AND GRAPHICS	Architecture Applications
English	LITERATURE	Unit 2: Intertextuality
English	ESSENTIAL ENGLISH	Unit 2: Making Connections
English	ENGLISH	Unit 2: Representations Throug
English	ENGLISH	Unit 2: Representations Throug
English	ESSENTIAL ENGLISH	Unit 4: Local and Global
English	ENGLISH	Unit 4: Perspectives
Science	FLIGHT	Meteorology and Human Factors
Technology and Design	FURNITURE MAKING	Project Assembly
Language	CONTINUING GERMAN	Society and Community
Language	BEGINNING HINDI	The World and Culture
Technology and Design	HOSPITALITY	Catering and Service Operation
English	PRE MODERN HISTORY	Unit 2: Golden Ages
Language	BEGINNING ITALIAN	Lifestyle and Traditions
Technology and Design	INFORMATION TECHNOLOGY	Programming Stream
Technology and Design	INFORMATION TECHNOLOGY	Information Technology
Language	CONTINUING JAPANESE	Lifestyle and Traditions
Mathematics	MATHEMATICAL APPLICATIONS	Unit 2 Mathematical Applicati
Mathematics	MATHEMATICAL APPLICATIONS	Unit 4 Mathematical Applicati
Mathematics	ESSENTIAL MATHEMATICS	Unit 2 Essential Mathematics
Mathematics	ESSENTIAL MATHEMATICS	Unit 4 Essential Mathematics
Mathematics	ESSENTIAL MATHEMATICS	Unit 4 Essential Mathematics
Mathematics	MATHEMATICAL METHODS	Unit 2 Mathematical Methods
Mathematics	MATHEMATICAL METHODS	Unit 4 Mathematical Methods
Mathematics	SPECIALIST MATHEMATICS	Unit 4 Specialist Mathematics
Mathematics	SPECIALIST MATHEMATICS	Unit 4 Specialist Mathematics
Physical and Outdoor Education	OUTDOOR EDUCATION	Risk Management and Snow
College-Based	COLLEGE-BASED	Pastoral Care - Scorpius
Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
Science	SCIENCE	Year 10 Physical Science
Social and Behavioural Sciences	PSYCHOLOGY	Unit 3 Psychology of Wellness
Physical and Outdoor Education	SPORT, RECREATION & LEADERSHIP	Community Activities & Events
Social and Behavioural Sciences	SOCIOLOGY	Unit 1 Identity
Social and Behavioural Sciences	ACCOUNTING	Unit 2 The Accounting Cycle
English	ANCIENT HISTORY	Unit 2: Ancient Societies
Social and Behavioural Sciences	BUSINESS	Relationship Management
Arts	VISUAL ARTS	Wheel Work in Ceramics
Science	CHEMISTRY	Unit 4 Structure, Synthesis a
Technology and Design	DESIGN TECHNOLOGY AND GRAPHICS	Graphic Design Applications
Arts	DANCE	Dance in Our Time
English	ESSENTIAL ENGLISH	Unit 2: Making Connections
English	ESSENTIAL ENGLISH	Unit 2: Making Connections
English	ENGLISH	Unit 2: Representations Throug
English	ENGLISH	Unit 2: Representations Throug
English	ESSENTIAL ENGLISH	Unit 4: Local and Global
English	ESSENTIAL ENGLISH	Unit 4: Local and Global
English	ENGLISH	Unit 4: Perspectives
Language	ENGLISH AS A SECOND LANGUAGE	Unit 2: Perspectives in Texts
Physical and Outdoor Education	EXERCISE SCIENCE	Sports Performance and Nutriti
Technology and Design	HOSPITALITY	Hospitality Kitchen Procedures
Technology and Design	INFORMATION TECHNOLOGY	Programming Stream
Technology and Design	INFORMATION TECHNOLOGY	IT Major Project
Language	BEGINNING KOREAN	Society and Community
Social and Behavioural Sciences	LEGAL STUDIES	Unit 2 Civil Law & Dispute Re
Mathematics	MATHEMATICAL APPLICATIONS	Unit 4 Mathematical Applicati
Mathematics	ESSENTIAL MATHEMATICS	Unit 2 Essential Mathematics
Mathematics	ESSENTIAL MATHEMATICS	Unit 4 Essential Mathematics

Mathematics	MATHEMATICAL METHODS	Unit 2 Mathematical Methods
Mathematics	MATHEMATICAL METHODS	Unit 4 Mathematical Methods
Technology and Design	METAL TECHNOLOGY	Metal Welding and Thermal Cutt
Mathematics	SPECIALIST METHODS	Unit 2 Specialist Methods
Mathematics	SPECIALIST METHODS	Unit 4 Specialist Methods
Physical and Outdoor Education	OUTDOOR EDUCATION	Risk Management and Snow
College-Based	COLLEGE-BASED	Pastoral Care - Centaurus
Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
Physical and Outdoor Education	SPORTS STUDIES	Sports Admin and Marketing
English	ENGLISH	Unit 4: Perspectives
Arts	LIVE PRODUCTION AND SERVICES	Skills and Knowledge in Sound
Arts	MUSICAL & STAGE PERFORMANCE	Musical Theatre
Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
Social and Behavioural Sciences	PSYCHOLOGY	Unit 4 Psychology in Society
Language	BEGINNING HINDI	Individual Experience
College-Based	COLLEGE-BASED	Pastoral Care
Arts	DANCE	Dance and the Media

Subjects Offered per Line

Course Type	Course Name	Line 1		Line 2		Line 3		Line 4		Line 5		Line 6		Line 7		Line 8		Line 9		# Classes	# Students	# Lines	
		Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students						
Arts	DANCE	0	0	0	0	0	0	1	17	0	0	1	12	0	0	1	21	0	0	3	50	3	
	DRAMA	1	20	1	20	0	0	1	18	0	0	1	19	0	0	0	0	0	0	4	77	4	
	LIVE PRODUCTION AND SERVICES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	19	1	19	1
	MEDIA	1	22	1	7	0	0	1	23	1	17	1	13	0	0	0	0	0	0	5	82	5	
	MUSIC	1	16	1	18	0	0	0	0	1	13	1	20	0	0	0	0	0	0	4	67	4	
	MUSICAL & STAGE PERFORMANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	32	1	32	1
	PHOTOGRAPHY	1	17	1	19	0	0	1	21	1	24	1	24	0	0	0	0	0	0	5	105	5	
	VISUAL ARTS	1	25	1	25	1	16	1	25	0	0	1	17	0	0	1	12	0	0	6	120	6	
Total:		5	100	5	89	1	16	5	104	3	54	6	105	0	0	2	33	2	51	29	552		
College-Based	COLLEGE-BASED	2	154	2	161	1	151	2	148	1	139	2	136	2	141	1	140	0	0	13	1170	8	
	Total # of Classes:	2	154	2	161	1	151	2	148	1	139	2	136	2	141	1	140	0	0	13	1170		
English	ANCIENT HISTORY	1	11	1	10	0	0	0	0	0	0	0	0	0	0	1	25	0	0	3	46	3	
	ENGLISH	4	88	3	74	3	67	1	28	3	69	5	104	3	77	3	74	1	24	26	605	9	
	ESSENTIAL ENGLISH	1	23	4	85	2	42	1	22	3	58	2	45	2	42	4	60	0	0	19	377	8	
	GLOBAL STUDIES	0	0	2	37	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	37	1	
	LITERATURE	0	0	0	0	1	20	0	0	0	0	1	10	1	26	0	0	0	0	3	56	3	
	MODERN HISTORY	1	15	0	0	0	0	0	0	0	0	1	24	0	0	0	0	0	0	2	39	2	
	PHILOSOPHY	0	0	0	0	0	0	0	0	1	18	0	0	0	0	0	0	0	0	1	18	1	
	PRE MODERN HISTORY	0	0	0	0	0	0	0	0	0	0	0	0	1	11	0	0	0	0	1	11	1	
Total # of Classes:	7	137	10	206	6	129	2	50	7	145	9	183	7	156	8	159	1	24	57	1189			
Health	LIFE, LEISURE AND LEARNING	0	0	0	0	1	9	0	0	0	0	1	7	0	0	0	0	0	0	2	16	2	
	Total # of Classes:	0	0	0	0	1	9	0	0	0	0	1	7	0	0	0	0	0	0	2	16		
Language	ADVANCED CHINESE	0	0	0	0	1	15	0	0	1	14	0	0	0	0	0	0	0	0	2	29	2	
	BEGINNING CHINESE	0	0	0	0	0	0	0	0	1	14	0	0	0	0	0	0	0	0	1	14	1	
	BEGINNING FRENCH	0	0	0	0	1	18	0	0	1	15	0	0	0	0	0	0	0	0	2	33	2	
	BEGINNING GERMAN	0	0	1	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	9	1	
	BEGINNING HINDI	0	0	0	0	0	0	0	0	0	0	0	0	1	8	0	0	0	0	1	8	1	
	BEGINNING ITALIAN	0	0	0	0	0	0	0	0	1	14	0	0	1	10	0	0	0	0	2	24	2	
	BEGINNING JAPANESE	1	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	19	1	
	BEGINNING KOREAN	0	0	0	0	0	0	0	0	0	0	1	5	0	0	1	16	0	0	2	21	2	
	CONTINUING GERMAN	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	1	4	1	
	CONTINUING HINDI	0	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1	
	CONTINUING JAPANESE	0	0	0	0	0	0	0	0	1	12	0	0	1	20	0	0	0	0	2	32	2	
	ENGLISH AS A SECOND LANGUAGE	1	20	0	0	0	0	1	24	0	0	1	25	0	0	1	19	0	0	4	88	4	
Total # of Classes:	2	39	1	9	3	36	1	24	5	69	2	30	4	42	2	35	0	0	20	284			
Mathematics	ESSENTIAL MATHEMATICS	0	0	1	29	3	55	2	45	2	46	2	43	4	62	2	44	0	0	16	324	7	
	MATHEMATICAL APPLICATIONS	0	0	2	45	4	84	4	88	3	77	2	51	2	51	1	20	0	0	18	416	7	
	MATHEMATICAL METHODS	0	0	1	25	0	0	2	47	1	18	2	34	2	45	2	47	0	0	10	216	6	
	MATHEMATICS	0	0	0	0	1	25	0	0	0	0	0	0	0	0	0	0	0	0	1	25	1	
	SPECIALIST MATHEMATICS	0	0	0	0	0	0	0	0	0	0	1	28	2	34	0	0	0	0	3	62	2	
	SPECIALIST METHODS	0	0	3	69	1	15	0	0	0	0	0	0	0	0	2	37	0	0	6	121	3	
Total # of Classes:	0	0	7	168	9	179	8	180	6	141	7	156	10	192	7	148	0	0	54	1164			
Physical and Outdoor Education	EXERCISE SCIENCE	1	24	0	0	1	13	2	42	0	0	0	0	0	0	1	26	0	0	5	105	4	
	OUTDOOR EDUCATION	1	21	0	0	1	9	1	18	0	0	0	0	1	18	1	21	0	0	5	87	5	
	PHYSICAL EDUCATION	1	22	2	34	0	0	1	18	0	0	2	52	1	28	1	14	1	25	9	193	7	
	SPORT, RECREATION & LEADERSHIP	0	0	0	0	1	21	0	0	0	0	0	0	1	18	0	0	0	0	2	39	2	
	SPORTS DEVELOPMENT	1	16	2	40	0	0	2	30	0	0	0	0	0	0	0	0	0	0	5	86	3	
	SPORTS STUDIES	0	0	0	0	0	0	0	0	0	0	1	20	0	0	1	22	0	0	2	42	2	
Total # of Classes:	4	83	4	74	3	43	6	108	0	0	3	72	3	64	4	83	1	25	28	552			
Science	BIOLOGY	1	20	1	16	2	34	1	16	0	0	0	0	1	17	0	0	0	0	6	103	5	
	CHEMISTRY	1	19	1	17	0	0	1	19	1	18	1	15	1	22	1	19	0	0	7	129	7	
	EARTH & ENVIRONMENTAL	0	0	0	0	1	12	0	0	0	0	0	0	0	0	0	0	0	0	1	12	1	
	ELECTRONICS AND MECHATRONICS	1	15	0	0	1	21	0	0	0	0	0	0	0	0	0	0	0	0	2	36	2	
	FLIGHT	0	0	0	0	0	0	0	0	0	0	0	0	1	19	0	0	0	0	1	19	1	
	HUMAN BIOLOGY	0	0	1	27	0	0	0	0	1	24	1	18	1	26	0	0	0	0	4	95	4	
	INTERDISCIPLINARY SCIENCE	0	0	0	0	0	0	1	19	0	0	1	13	0	0	0	0	0	0	2	32	2	
	PHYSICS	0	0	0	0	1	19	1	22	2	48	1	14	0	0	0	0	0	0	5	103	4	
	SCIENCE	1	27	0	0	0	0	0	0	0	0	0	0	1	27	0	0	0	0	2	54	2	
Total # of Classes:	4	81	3	60	5	86	4	76	4	90	4	60	5	111	1	19	0	0	30	583			

Room Occupancy per Line - Overview

Room #	Course Type	Room Type	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7	Line 8	# of Lines Available
G.04	Physical and Outdoor Education	Human Movement	0	0	0	0	1	0	0	0	1
G.27	Physical and Outdoor Education	Gymnasium	0	0	1	0	1	1	0	0	3
G.27B	Physical and Outdoor Education	Gymnasium	1	0	1	1	1	0	1	1	7
H0.04	Technology and Design (Metal)	Technology Metal Workshop	1	1	0	0	1	1	1	0	5
H0.07	Technology and Design (Furniture)	Technology Wood Workshop	0	1	1	0	1	0	0	1	4
H0.12	Social and Behavioural Sciences English	Presentation	0	0	0	1	0	0	0	0	1
H0.33	Technology and Design (IT design)	CAD & Design Studio	0	1	0	1	0	0	0	0	2
H0.36	Science (Biology)	Enviro, Science Specialist Lab	0	0	0	0	1	1	0	1	3
H0.39	Pastoral Care	Resource Node	1	1	1	1	1	1	1	1	8
H0.40	Social and Behavioural Sciences Mathematics Physical and Outdoor Education	Collaborative Learning	0	0	0	0	0	0	0	0	1
H0.41	Physical and Outdoor Education	Collaborative Learning	1	1	0	1	1	0	1	0	5
H0.42	Mix	Seminar Room	0	1	1	0	0	0	0	0	2
H0.44	Language	Presentation	0	1	0	0	0	0	0	0	1
H0.45	English (small) Language (small)	Seminar Room	1	0	1	1	1	1	0	1	7
H0.59	Technology and Design (IT)	Collaborative Learning	0	0	1	0	0	0	0	0	1
H0.61	Technology and Design (IT) English	???	1	0	1	1	1	1	0	0	5
H0.65	Science (Biology)	Biology Specialist Lab	0	0	0	1	0	0	0	1	2
H0.66	Science (Chemistry)	Chemistry Specialist Lab	0	0	0	0	0	0	0	0	0
H0.97	Technology and Design (Hospitality)	Kitchen/Dining	0	1	0	0	0	0	0	0	1
HI.01	Mathematics	Presentation	1	0	0	0	0	0	0	0	1
HI.06	Mathematics	Collaborative Learning	1	0	0	0	0	1	0	0	2
HI.07	Mathematics	Collaborative Learning	1	0	0	0	0	0	0	1	2
HI.11	Mathematics	Collaborative Learning	1	0	0	0	0	0	0	0	1
HI.12	Mathematics	Collaborative Learning	1	1	0	0	0	0	0	0	2
HI.13	Mathematics	Collaborative Learning	1	0	0	0	0	0	0	0	1
HI.14	Mathematics Language	Resource Node	0	0	0	0	0	0	0	0	0
HI.17	Mathematics Language	Presentation	1	0	0	0	0	0	0	0	1
HI.18	Language (small)	Seminar Room	1	0	0	0	0	0	0	1	2
HI.29	Science (Mechatronics)	Mechatronics (Electronics/CAD)	0	1	0	1	1	1	1	1	6
HI.36	Social and Behavioural Sciences (Business)	Networking (CISCO)	0	0	1	0	0	0	0	0	1
HI.41	Social and Behavioural Sciences Mathematics English	Collaborative Learning	0	0	0	0	1	0	0	0	1
HI.43	Science	Physics Specialist Lab	1	1	0	0	0	0	0	1	3
HI.44	Science (Physics) Year 10	General Science Lab	1	0	0	0	0	0	0	1	2
HI.68	Social and Behavioural Sciences English	Presentation	0	0	0	0	0	0	0	0	0
HI.69	Social and Behavioural Sciences English	Presentation	0	0	0	0	0	0	0	0	0
HI.70	English (small)	Seminar Room	1	1	1	1	1	0	1	0	7
HI.72	English	Collaborative Learning	1	0	1	1	0	0	0	1	5
HI.74	Social and Behavioural Sciences English	Collaborative Learning	0	0	0	0	0	0	0	0	0
HI.75	Social and Behavioural Sciences English	Collaborative Learning	0	0	1	1	1	0	0	0	3

HI.77	Social and Behavioural Sciences English	Presentation	0	0	0	0	0	0	0	0	0
L0.14B	English		0	0	0	0	0	0	0	0	0
L0.16	English		0	0	0	0	0	0	0	1	2
L0.16B	English		0	1	0	1	1	1	0	0	4
LI.13	Personal Study / Development		0	1	1	0	1	0	0	1	5
LI.14	Tourism Language		0	1	1	1	0	1	1	1	7
LI.15	English		1	0	1	1	0	1	1	1	7
NEXUS	Pastoral Care		0	0	0	0	0	0	0	0	0
P0.23	Arts - Drama	Drama (Green Room)	0	0	1	0	1	0	1	1	4
P0.46	Arts - Music	Music	0	0	1	1	0	0	1	1	5
P0.51	Arts - Dance	Dance	1	1	1	0	1	0	1	0	5
V0.04	Arts - Media	Media Studies / IT Lab	0	0	1	0	0	0	1	1	4
V0.12	Arts - Visual Arts	Colaborative Art Studio	0	1	0	0	1	0	1	1	5
V0.28	Arts - Photography	Photography Studies / IT Lab	0	0	0	0	0	0	1	1	3
V0.31	Arts - Ceramics	3D Art Studios	1	0	1	1	1	1	1	0	6
VI.01	Textiles and Fashion	Mezzanine Level Studio	1	1	0	1	1	0	1	1	7

Total number of classes running: 33 37 35 37 34 43 39 33

Total rate of classroom occupancy: 60% 67% 64% 67% 62% 78% 71% 60%

Number of non-specialist classes running: 17 20 19 20 22 23 24 21

Rate of non-specialist classroom occupancy: 63% 74% 70% 74% 81% 85% 89% 78%

Total classrooms:	55
non-specialist classrooms:	27

City College City Analysis

School Planning has projecting an increase in school enrolments within North Canberra as a result of urban infill, redevelopment of public housing and the development of West Basin. One of the options for meeting the college level demands is to build a new city college. The proposal is to share a site with CIT and collaborate with them to identify any sharing opportunities. This option presents a lot of educational and financial benefits as opposed to a standalone college.

In collaboration, CIT and EDU have identified two potential sites for a new city college along Constitution Avenue. The combined area required for CIT and the College is estimated to be a total of 2 hectares. From this total, CIT is anticipating its building footprint to be 4,100m². The following site analysis compares the two sites identifying the constraints and opportunities for both. A more comprehensive master plan for the site will need to be completed and the required footprints may be subject to change.

Site Option 1 - Existing CIT Site (Block 12, Section 33)

- CIT Reid campus is currently located on this site and it would need to stay operation during construction.
- The redevelopment would involve a partial demolition of the existing CIT buildings.
- The construction on this site would be more complex, including demolition, and would require the construction to be completed in staged.
- The site includes a heritage listed railway easement but in general the NCA planning requirements are far less restrictive and allow for a more responsive and flexible design.

Site Option 2 – New Site (Block 6, Section 3)

- The site is opposite the existing CIT Reid Campus and is currently vacant apart from a dirt carpark. This option would allow CIT to continue its operations as normal during construction.
- The site provides future opportunity for expansion after the intersection of Coranderrk St and Parkes Way is upgraded; however the land may be constrained by the requirement for a retention pond.
- Construction on this site could be commenced more quickly and would allow for the college and CIT to be constructed simultaneously, rather than in stages.
- The NCA planning requirements for this site are quite restrictive. It also has some environmental constraints as it requires a storm water retention pond onsite and an overland stormwater flow path.

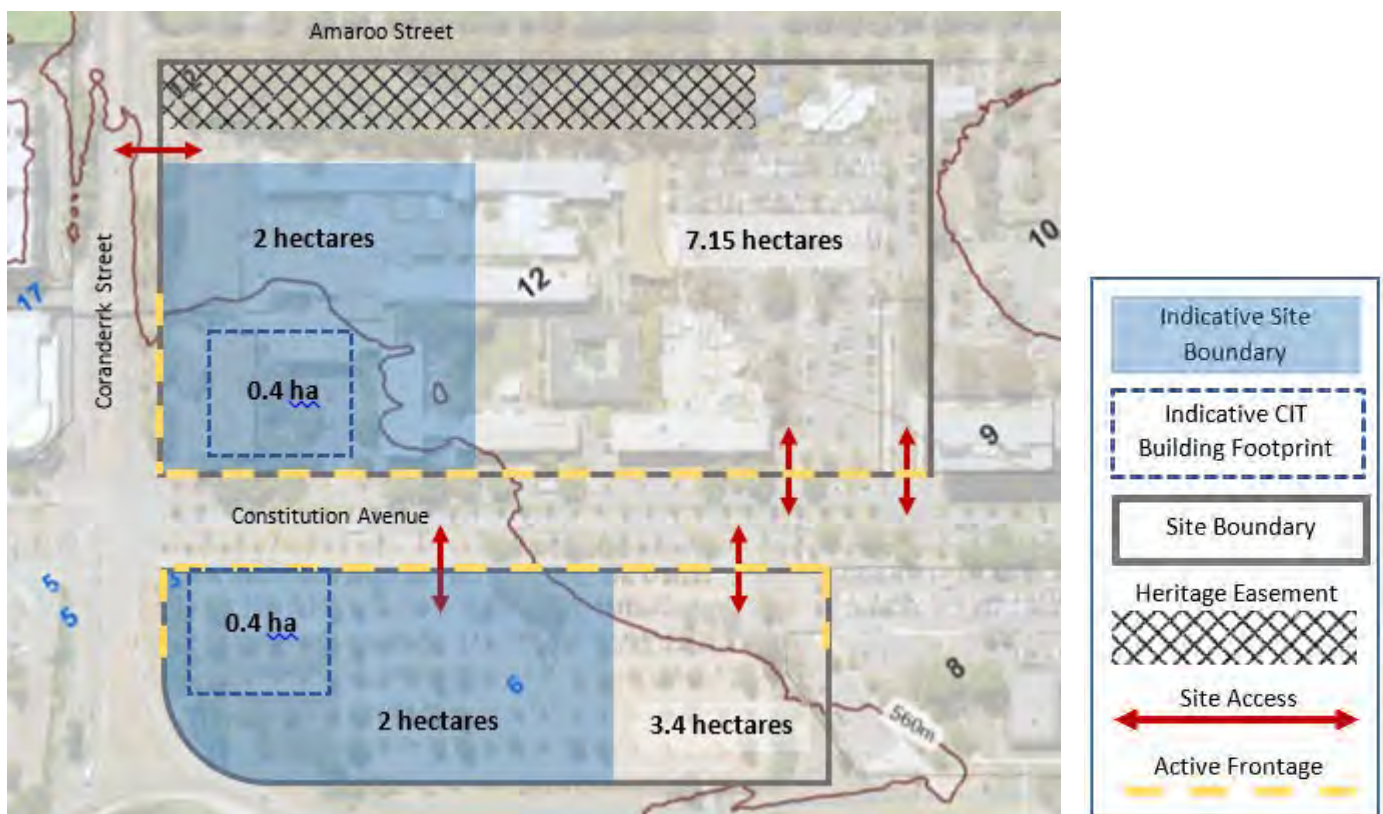


Figure 1 – General Sites Diagram

Access - Site 1

General Vehicle Access

- There is an existing access road (shown in the dark blue dotted line) connecting Correnderrk St and Constitution Ave. Currently access though this road is restricted by fences and cars cannot drive through.
 - o This has the potential to either be used as a public road which would connect the two streets and reduce the chances of creating a bottleneck.
 - o Alternatively, the site could retain the access road from Correnderrk St as a private access road for college and CIT students which could lead into an underground carpark

Services (Garbage & Deliveries)

- Managing services such as garbage collection and delivers would be easier to accommodate on this site as there is a lot of potential areas away from Constitution Ave (shown in the light blue shading).
- The NCA Precinct code also specifies that all basement and service vehicles entries are located from secondary street frontages.

Car Parking

- This site could accommodate multi-level basement parking which could be accessed from the back service road.
- The site would only need to provide the amount of parking required for the college and CIT users.

School Bus Stop and Drop-off Points

- There is potential for an exclusive college bus stop to be located on Correnderrk St with direct access to the college. This is a substantial site benefit as it is highly unlikely that NCA would permit a school bus stop along Constitution Avenue.
- Additional drop off points could be located further down on Corenderrk St which could be shared by CIT and the college.

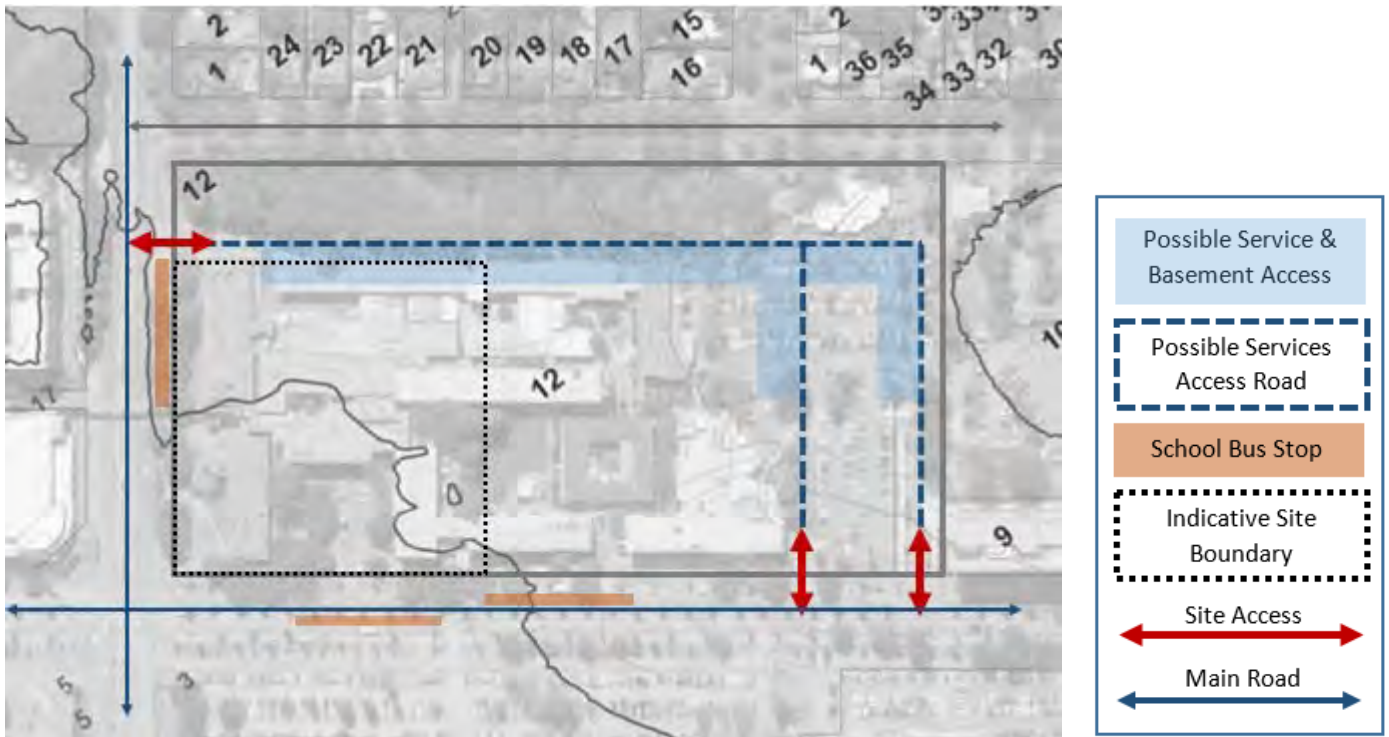


Figure 2 - Site 1 Access Diagram

Access - Site 2

General Vehicle Access

- There is currently no access road on the site but one would be required to allow access into basement parking and for service vehicles.
- We have shown two potential access road options which are shown in the dark blue dotted line. This is using one of the existing site entries but the eastern entry has been relocated to the site boundary to allow for better land utilisation.
- An alternative option would be to keep the two entries separate and remove the connection. This would allow for a private entry onto the site but has the potential to create a bottleneck.
- Site access is restricted to Constitution Ave. This could pose problems with managing traffic and access onto the site and will need to be carefully considered if this site is selected.

Services (Garbage & Deliveries)

- The NCA Precinct code also specifies that all basement and service vehicles entries are located from secondary street frontages. As a result, managing services such as garbage collection and deliveries will be more difficult to accommodate on this site. Potential service access areas have been shown in the light blue shading below).

Car Parking

- This site could accommodate basement parking but the number of levels may be limited as a result of the onsite stormwater retention pond and overland stormwater flow path. This will need to be researched further to determine basement parking availability.
- The site currently has 740 onsite carparks which may need to be replaced (in addition to the required car parks for CIT and College students and staff) if the site is developed.

School Bus Stop and Drop-off Points

- There are two existing bus stops along Constitution Avenue but there is no areas that could be easily converted into an exclusive school bus stop.
- There is potential that a school bus stop could be located on a new internal service road but this would pose some challenges and would require a wide road to accommodate the buses turning circle. This could have a negative effect on the scale of the road.
- Drop off points could be easily provided along a new internal access road.

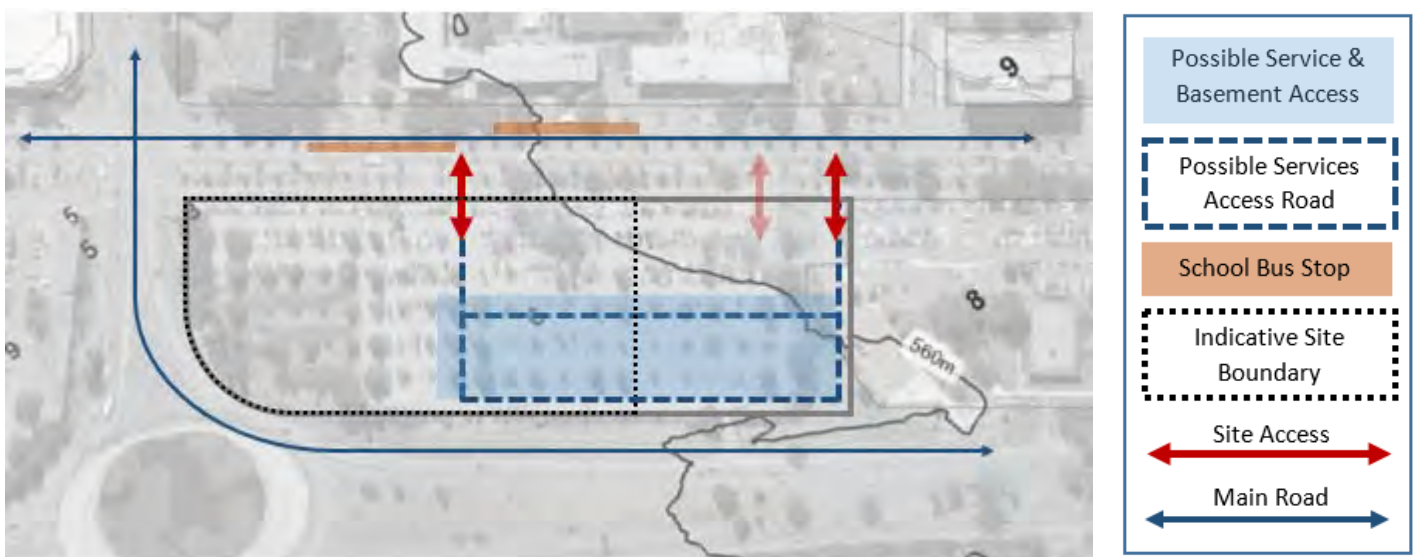


Figure 3 - Site 2 Access Diagram

Site Constraints and Opportunities - Site 1

Safety and Security

- If the college is positioned on the NE side of the indicative site boundary (CIT's preferred option) then the college would be required to provide active uses for a minimum of 30% of the street frontages. This is significantly less than is required along Constitution Ave. Minimising active uses is preferable as it poses a safety and security risk.
- The heritage listed City Railway Easement (further detail provided below) could also have a positive or negative influence on the site security. It would be desirable to reduce the density of the plants along the easement to improve the visibility while still retain the separation from the Amaroo St residence. This will improve passive surveillance and safety along the NE side of the site.

Building Footprint

- The college would be able to have a smaller building footprint if it is situated on the NE side of the indicative site boundary. This is because the minimum floor-to-ceiling height is 3.6 metre high and allows for an extra level within the 25 metre building height restriction.

Site Constraints

- On the NE side of the site there is a 290m x 48m area of land which is protected under heritage listing as a former City Railway Easement (Notifiable Instrument NI2017—281, Heritage ID 221). This is shown on the diagram below as the black cross hatching.
- The City Railway Easement is undeveloped and currently consists of landscaping with two rows of Eucalyptus (mixed blue gums & red spotted gums) spaced around 33 metres apart, running parallel to Amaroo Street.
- Some additional species have been integrated with the Eucalyptus including some prunus trees, recent exotic species (possibly cedrus) and a line of shrubs (photinia) which defines the border with Amaroo Street.
- The easement currently provides a good visual and acoustic barrier between the site and Amaroo St Residents.
- Further investigations will need to be completed to review the City Railway Easements impact onto the site including but not limited to: sun studies, required maintenance and whether it is possible to reduce the density of the plants.



Figure 4 - Site 1 Constraints and Opportunities Diagram

Site Constraints and Opportunities - Site 2

Safety and Security

- A substantial portion of the site boundary is required to have 75% active uses. This will be difficult to achieve and may result in part of the ground floor being subleased to occupants with active uses. This could create a safety or security risk for the college and its students.

Building Footprint

- The college would be required to have a larger building footprint if located on this site. This is because there is a minimum floor-to-ceiling height of 6.5 metres at the ground level where the active frontages are required. This requirement reduces the number of levels that can fit within the 25 metre building height and therefore increases the overall building footprint required.
- Along Constitution Ave, all buildings need to be flush with the boundary line to maintain symmetry down the Avenue. This means any open spaces will need to be located behind the buildings (centre or SW side of site) which will result in them being overshadowed and exposed to strong westerly winds.
- All of these constraints are illustrated in a section below.

Site Constraints

- This site has some stormwater management challenges that will need to be taken into consideration. The site will be required to have:
 - o An overland stormwater flow path – this may result in the buildings being separated and could restrict the ability to share facilities.
 - o A stormwater retention pond
- A Water Sensitive Urban Design (WSUD) will be required to successfully integrate the stormwater infrastructure on the site.
- In addition to this, Asbestos-in-soil (ASBINS) was present in samples taken during a preliminary contamination assessment undertaken by Coffey Environments Australia in 2015 for a site review for SLA.
- All of these environmental constraints will:
 - o Restrict the overall design (potentially separating the site and buildings).
 - o Require extra funding to build the stormwater infrastructure.
 - o Reduce the overall land available for building as
- Further information on this sites environmental constraints can be found in the attached SLA Site Review.

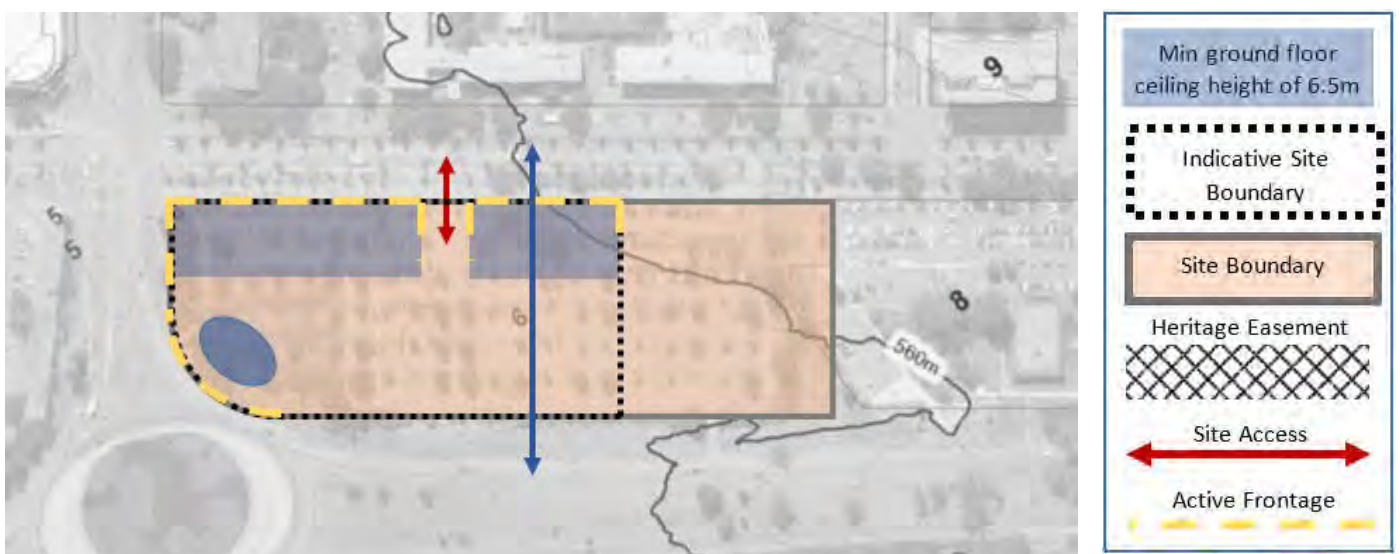


Figure 5 - Site 2 Constraints and Opportunities Diagram

Safety

Site 1 - Visibility

- The NE side of Site 1 currently has minimum street visibility as there is dense landscaping on the Heritage City Railway Easement which makes it nearly impossible to see from Amaroo St.
- It would be preferable to reduce the low lying plants (smaller trees and scrub) to increase the passive surveillance onsite.
- The reduction in visibility could be seen as positive or negative. There would be less passive surveillance from the general public (especially if the easement remained in its current state) but it also means the college would have more control and visibility over who is coming and going from the site.
- This site also has the ability to restrict access onto with fencing if required. Discretion would be required along Coranderrk St but would be possible.

Site 2 - Visibility

- Site 2 is surrounded by busy primary roads (Constitution Ave, Parkes Way and Coranderrk St).
- These roads are quite busy and would provide a lot of passive surveillance, including out-of-hours.
- This site is quite exposed and it would be more difficult to monitor who is coming and going from the site.
- It would also be difficult to control access onto the site as the college would not be allowed to have fences and the site has the requirement for active uses as detailed in the Site Constraints and Opportunities section above.

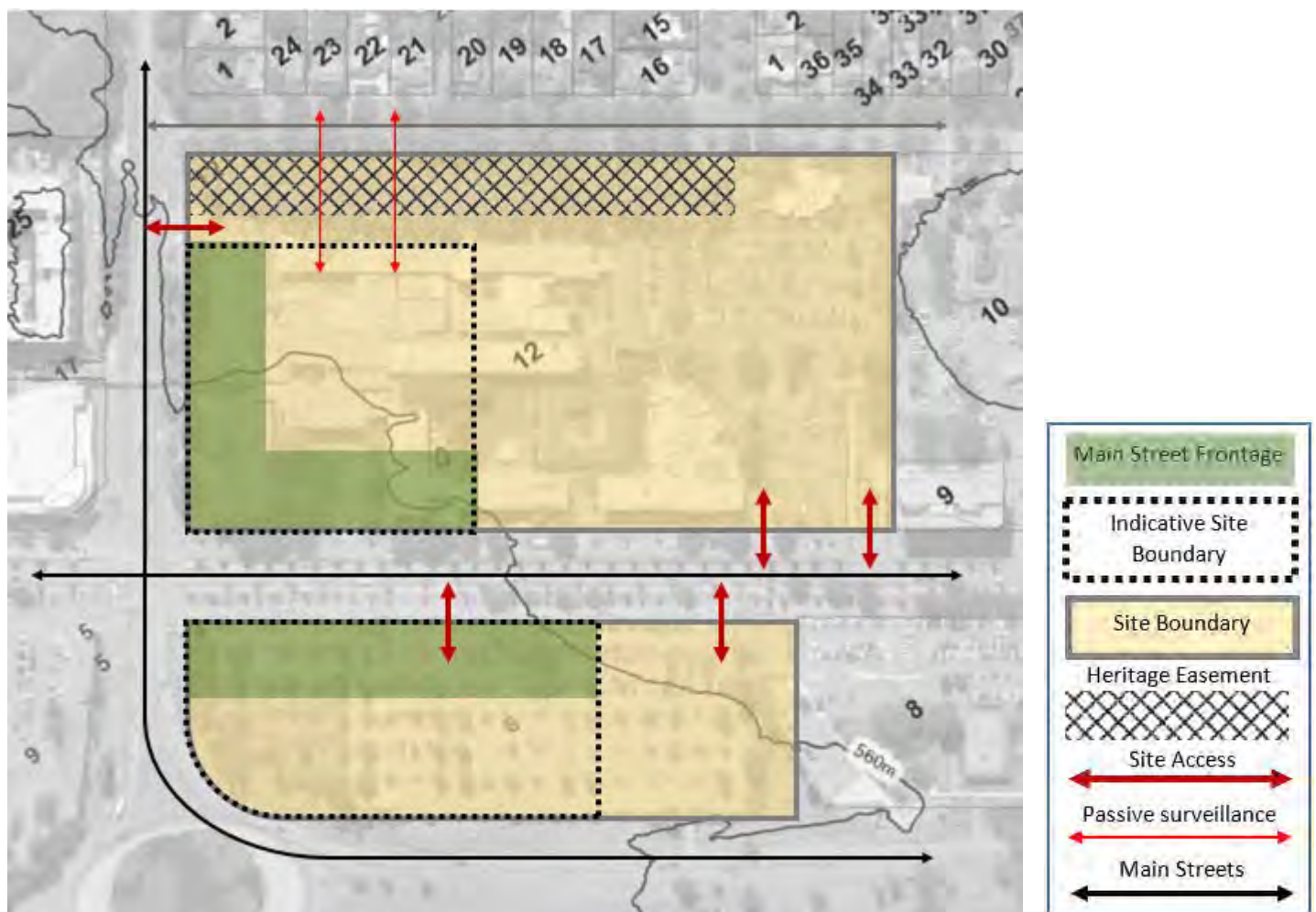


Figure 6 – Safety Diagram

Environment - Site 1

Sun and Wind Study

- xx

Environment - Site 2

Sun and Wind Study

- It is an NCA requirement that the buildings along Constitution Ave be constructed to the street boundary to define and enclose streets and create continuous street frontage.
- As a result, any open space areas on Site 2 will be overshadowed by buildings along Constitution Avenue. They will also be exposed to the cold Westerly Winds from across Lake Burley Griffin.
- The buildings on this block will receive more direct sunlight.

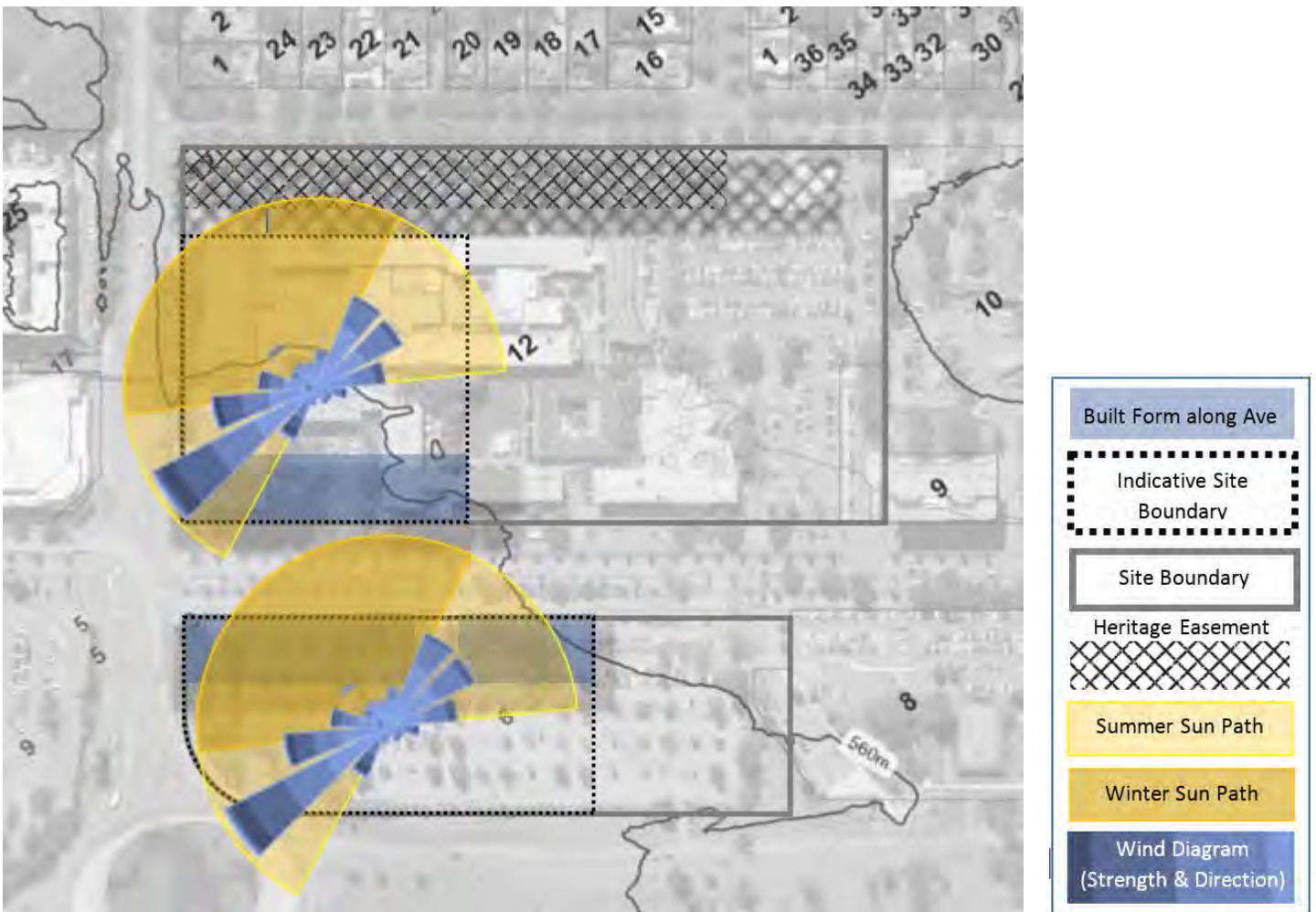
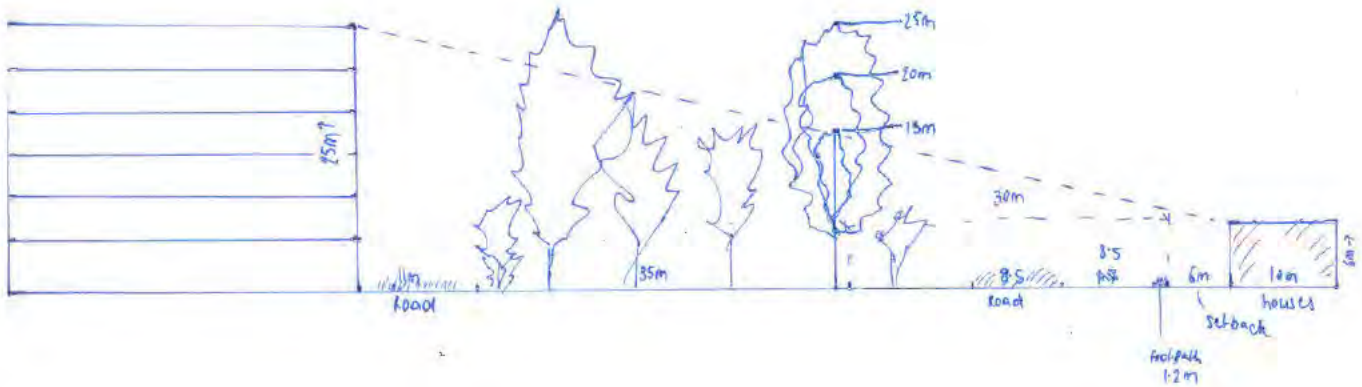


Figure 7 – Sun and Wind Diagram



	Site 1 (Block 12, Section 33)	Site 2 (Block 6, Section 3)
Education	- - x	- x
Strategic Planning and Development	<ul style="list-style-type: none"> - Both sites are classified as 'Designated Area' in the National Capital Plan and are subject to Part 4.8 Constitution Avenue and Anzac Parade Precinct Code. - They are subject to land use A, which allows educational establishment and other uses that may be subdivided from the site for independent ownership, separately. - Maximum building height of 25m. Minor building elements above this height will be considered. - Car parking is to be accommodated in basements or in above-ground structures concealed from public areas by habitable building façades. - All basement and service vehicle entries are to be located from secondary street frontages. 	<ul style="list-style-type: none"> - Requires a minimum of 30% active street frontage (this may not apply to NE service road). - Minimum of 3.6m ground floor ceiling height. - Access for basement parking and service vehicles. - Offers better vehicle access with an existing service road off Coranderrk St. This could potentially be extended to connect with Constitution Ave. -
		<ul style="list-style-type: none"> - Minimum of 75% active street frontage to the areas highlighted in the active frontages diagram. - Minimum of 6.5m ground floor ceiling height where active frontage is required (mezzanine level permitted over 30% of ground floor). - Vehicle access onto the site is restricted to one entry/exit point off Constitution Avenue. This will be particularly problematic for traffic management and service vehicles. - Site will require an overland stormwater flow path dissecting the site and potentially the building. - May require a through-road separating the site and potentially separating the buildings from the open space. - 25m high buildings along Constitution Avenue would result in the open spaces being overshadowed and possibly exposed to the cold westerly winds.

Economic		<ul style="list-style-type: none"> - A stormwater detention pond is required in the SW corner of the site until Parkes Way is realigned. - The existence of groundwater may limit the basement car park to a single level significantly reducing car parking availability.
Stakeholders		

	Current (m ²)	Proposed (m ²)
Specialised Learning		
Hair and Beauty	760	650
ICT and Library Studies	500	250
Business Administration / ESL	120	60
Creative Industries	1,405	795
Design Industries	550	350
Tourism, Hospitality & Events	497	200
Culinary	1,290	725
Media and Music (relocated)	1,387	1,015
Total Specialised Learning	6,509	4,045
General Learning		
Classrooms	2,200	1,000
Computer Labs	1,605	600
Total General Learning	3,805	1,600

	Current (m ²)	Proposed (m ²)
Student Facilities	3,110	3,100
Public Facilities	3,485	2,590
Workspace	5,890	3,265
Support Spaces	1,500	1,150
Current Space	22,800	
Projected Space		
Specialised Learning		4,045
General Learning		1,600
Student Facilities		3,100
Public Facilities		2,590
Workspace		3,265
Support Spaces		1,150
Total Projected Space	22,800	15,750

CIT's existing Usable Floor Area (UFA) is 22,800m²

CIT's proposed UFA is 15,750m² (estimated GFA of 21,000m²)

5 levels, GF = 4100m²

Notes

- Add image figure #s
- Add NCA Precinct Code extracts as attachment
-

From: [Beaton, Jordan](#)
To: [Barker, Lee](#); [Hunter, Stuart](#)
Cc: [Hawkins, John](#)
Subject: TER - Scoping/Feasibility for Gungahlin and City College - CCJ single select [SEC=UNCLASSIFIED]
Date: Wednesday, 15 August 2018 3:08:06 PM
Attachments: [Tender Evaluation Report \(TER\) City and Gungahlin Colleges.doc](#)
[Attachment A - Tender Compliance Check - City and Gungahlin Colleges.pdf](#)
[Attachment B - Procurement documents - City and Gungahlin Colleges.pdf](#)
[Attachment C - Summary Tender Eval - City and Gungahlin Colleges.pdf](#)
[L_JH 18.07.31 GC Colleges fee offer R1-am.pdf](#)
[TER report signed page - CCJ.pdf](#)

Hi Lee/Stuart,

Please find attached the Tender Evaluation Report along with the relevant attachments.

I have also included the fee proposal from CCJ and the TER signing page, signed by John and I.

For review and signing.

Thanks,
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

Chief Minister, Treasury and Economic Development Directorate | **ACT Government**
Level 2 Nature Conservation House, Cnr Benjamin Way and Emu Bank Belconnen 2617
GPO Box 158 Canberra ACT 2601 | www.act.gov.au

From: [Andrew Moore](#)
To: [Beaton, Jordan](#)
Subject: RE: Tender Declarations - Gungahlin/City Colleges project [SEC=UNCLASSIFIED]
Date: Thursday, 16 August 2018 1:38:21 PM
Attachments: [image001.png](#)
[image003.png](#)
[image005.jpg](#)
[image006.jpg](#)
[D JB 18.08.15 CCJ College declaration-am.pdf](#)

Thanks Jordan,

Completed declaration attached.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p [Schedule 2.2\(a\)ii](#)

m [Schedule 2.2\(a\)ii](#)

w www.ccj.com.au

e [Schedule 2.2\(a\)ii](#)

ABN 63 064 405 189

Think Before You Print!

1 ream of paper = 6% of a tree and 5.4 kg CO2 in the atmosphere.

3 sheets of A4 paper = 1 litre of water

From: Beaton, Jordan <Jordan.Beaton@act.gov.au>

Sent: Wednesday, 15 August 2018 3:47 PM

To: Andrew Moore [Schedule 2.2\(a\)ii](#)

Subject: Tender Declarations - Gungahlin/City Colleges project [SEC=UNCLASSIFIED]

Hi Andrew,

I have attached the tender declarations for the Gungahlin/City College project. These will form part of the tender documentation you have already provided to us (fee proposal).

Could you please fill these out and if possible, please sign with today's date.

Apologies for the delay in getting this all sorted but we are almost there!

Thanks,

Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

Chief Minister, Treasury and Economic Development Directorate | **ACT Government**
Level 2 Nature Conservation House, Cnr Benjamin Way and Emu Bank Belconnen 2617
GPO Box 158 Canberra ACT 2601 | www.act.gov.au

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<http://www.mailguard.com.au/mg>

[Report this message as spam](#)

TENDERER DECLARATION

I/We tender to the Territory for the scoping/feasibility studies for Gungahlin College/new City College on behalf of Education Directorate at the GST-inclusive prices specified in this Tender.

I/We have provided details of any information I/we wish to be treated as confidential in any resulting contract, in accordance with Part 11 of the *Standard Conditions of Tender – Construction Services*.

I/We undertake to provide insurance policies if selected as the preferred tenderer prior to entering into a contract with the Territory.

I/We have sighted all addenda to this RFT.

COLLARD CLARKE JACKSON

Full Name and / or Name of Company
CANBERRA PTY LTD.

AND/OR

CCT ARCHITECTS

Trading Name (Business Name)

064 405 189

ACN (Australian Companies Number)

OR

63 064 405 189

ABN (Australian Business Number)

UNIT 6
29 BUCKLAND ST
MITCHELL

Business Address

UNIT 6
29 BUCKLAND ST
MITCHELL

Postal Address

ACT

State

2911

P/Code

ACT

State

2911

P/Code

Schedule 2.2(a)ii

Telephone No

Schedule 2.2(a)ii

Mobile No

Schedule 2.2(a)ii

Facsimile No

Schedule 2.2(a)ii

Email address

AIA A+ MEMBER

Name of ACT Professional Standards Scheme

\$10 MILLION ANY ONE CLAIM
\$50 MILLION IN AGGREGATE

Upper Limit of capped Professional Indemnity Liability Insurance

ANDREW MOORE

Tenderer's Representative

Schedule 2.2(a)ii

(include telephone number)

Feasibility Studies for Gungahlin College and a New City College (30416) on behalf of Education Directorate

DIRECTOR

Schedule 2.2(a)ii Position Held by Tenderer's Representative

[Redacted Signature]

ANDREW MOORE

Printed Name

Signature of Director if corporation else Tenderer

15 AUGUST 2018

Schedule 2.2(a)ii

[Redacted Signature]

VAHAN HEKIMIAN

Printed Name

Signature of 2nd Director if corporation else Witness

For statistical purposes only is your organisation a Small to Medium Enterprise?

Yes

No

The definition of an SME is:

A business with less than 200 employees by headcount, not full-time equivalent persons. The head count encompasses closely linked entities such as parent and subsidiary companies

STATUTORY DECLARATION

Statutory Declarations Act 1959 (Cwlth)

I, ANDREW JOHN MOORE (name) of **Schedule 2.2(a)ii**
ARCHITECT (address and occupation) make the following

declaration under the *Statutory Declarations Act 1959 (Cwlth)*.

1. The information and details specified in the following 5 pages, titled 'Ethical Suppliers Declaration', are, I believe, correct as of the date of this declaration.
2. I understand that a person who intentionally makes a false statement in a statutory declaration is guilty of an offence under section 11 of the *Statutory Declarations Act 1959*, and I believe that the statements in this declaration are true in every particular.

Schedule 2.2(a)ii

Signature of person making the declaration

Declared at LYNEHAM (place)

on 15 (day) of AUGUST, 2018 (month) (year)

Before me,

Schedule 2.2(a)ii

Signature of person before whom the declaration is made

LEO FLYNN, COMMONWEALTH PUBLIC SERVANT (15 YEARS)

Schedule 2.2(a)ii

Full name, qualification and address of person before whom the declaration is made (in printed letters).'

Note 1 A person who intentionally makes a false statement in a statutory declaration is guilty of an offence, the punishment for which is imprisonment for a term of 4 years - see section 11 of the *Statutory Declarations Act 1959*.

Note 2 Chapter 2 of the *Criminal Code* applies to all offences against the *Statutory Declarations Act 1959* - see section 5A of the *Statutory Declarations Act 1959*.

Note 3 'A person before whom a statutory declaration may be made is prescribed under the *Statutory Declarations Regulations 1993 (Cwlth)* as amended from time to time and includes, but is not limited to, a justice of the peace, a legal practitioner or a police officer.'

ETHICAL SUPPLIERS DECLARATION

The Territory may request further details about the information provided by the Tenderer in this Ethical Suppliers Declaration. This Ethical Suppliers Declaration may be sent to the relevant Union (though UnionsACT), ACT Workcover and any other regulatory bodies deemed appropriate for verification of information supplied by the tenderer.

The Territory will not enter into contracts with Tenderers that cannot demonstrate compliance with their Employee and industrial relations obligations. The determination of compliance extends to the obligations in respect of Subcontractors. The Tenderer will be informed if, in the assessment by the Territory, it has failed to satisfactorily demonstrate compliance.

Definitions

In this Declaration.

Full Details means details of:

- (a) the nature of the breach or offence or alleged breach or offence;
- (b) any conviction recorded or adverse finding made in respect of the breach or offence;
- (c) any penalty or orders imposed by a court, tribunal, commission or board in respect of the breach or offence and the maximum penalty that could have been imposed under the **Prescribed Legislation**;
- (d) the name of the court, tribunal, commission or board, the State or Territory in which the proceeding or prosecution is brought, the date on which the proceeding or prosecution was commenced and the number or description assigned to the proceeding or prosecution by the court, tribunal, commission or board;
- (e) the name of the entity against which the finding or conviction was made or the proceeding or prosecution was initiated.

Tendering Entity means the legal entity (individual or company) that proposes to enter into a contract with the Territory at the end of the tendering process.

Contract means a written contract for the procurement of prescribed works or services having a total consideration, or estimated total consideration, worth \$25,000 or more.

Employee means a natural person who is employed under a contract of service to provide a supplier of prescribed works or services or a **Subcontractor** with his or her labour, except for the provision of professional or information technology service.

Employee and industrial relations obligations means compliance with:

- (a) **Prescribed Legislation**; and
- (b) determinations made by the tribunals of competent jurisdiction in respect of the interpretation, breach or any other matter concerning any **Prescribed Legislation**.

- Note: Examples of employee and industrial relations obligations may typically include payment of remuneration; training; annual holidays; long service leave entitlements; occupational health and safety; workers' compensation; injury management, (including rehabilitation); legal age of employment; discrimination; and superannuation. This list is non exhaustive.

Prescribed Legislation means awards or industrial agreements made pursuant to any legislation applicable to a supplier or **Subcontractor**:

- (a) *Building and Construction Industry Improvement Act 2005 (Cwlth)*;
- (b) *Workplace Gender Equality Act 2012 (Cth)*.;
- (c) *Fair Work Act 2009 (Cwlth)*;
- (d) *Long Service Leave (Portable Schemes) Act 2009 (ACT)*;
- (e) *Long Service Leave Act 1976 (ACT)*;
- (f) *Paid Parental Leave Act 2010 (Cwlth)*;
- (g) *Payroll Tax Act 2011 (ACT)*;
- (h) *Superannuation Guarantee (Administration) Act 1992 (Cwlth)*;
- (i) *Work Health and Safety Act 2011 (ACT)*;
- (j) *Workers Compensation Act 1951 (ACT)*;
- (k) any Regulations made under the above Acts;
- (l) any laws of the Commonwealth or the Australian Capital Territory which vary or replace the above Acts or Regulations, or any part of them; and
- (m) any other Acts or Regulations of the Commonwealth or the Australian Capital Territory, which deal with matters relating to industrial relations, employment and/or workplace safety obligations.

Subcontractor means an entity that is contracted by the **Tendering Entity** to provide services or works in connection with a **Contract** between the Territory and the **Tendering Entity**.

Name of the Tendering Entity in relation to which I make this Declaration:

EDWARD CLARKE JACKSON QUEENSLAND PTM LTD

ACN / ABN of the Tendering Entity:

63 064 405 189

If a company, include ACN, and if a partnership or sole proprietor, include the full names of individual members and ABN.

1. The following industrial instrument (award or agreement) made pursuant to any **Prescribed Legislation** specifically applies to the **Employees** and **Subcontractors** of the **Tendering Entity** and is binding on it.

NOT APPLICABLE

2. The **Tendering Entity** has in the preceding 24 months of the date of this Declaration complied with all **Prescribed Legislation**.

YES

NO

3. The **Tendering Entity** has in the preceding 24 months of the date of this Declaration recognised the rights of **Employees** and **Subcontractors** to union membership and representation.

YES

NO

4. The **Tendering Entity** has in the preceding 24 months of the date of this Declaration complied with any amendments to wages and conditions of employment for their **Employees** and **Sub-contractors** as decided by any authorised industrial or wage-setting agency.

YES

NO

5. In the preceding 24 months of the date of this Declaration there have been either:

- (a) no findings against the **Tendering Entity**, or a proposed **Subcontractor**, by a court, tribunal, commission or board of a breach of any **Prescribed Legislation**, including a finding of a breach in a non-confidential consent order;

~~OR~~

- ~~(b) the following findings against the **Tendering Entity**, or a proposed **Subcontractor**, by a court, tribunal, commission or board of a breach of any **Prescribed Legislation**, including a finding of a breach in a non-confidential consent order [provide **Full Details**].~~

Schedule 2.2(a)

6. In the preceding 24 months of the date of this Declaration there have been either:

- (c) no convictions under the **Prescribed Legislation** against the **Tendering Entity** or a proposed **Subcontractor**;

~~OR~~

- ~~(d) the following convictions under the **Prescribed Legislation** against the **Tendering Entity** or a proposed **Subcontractor** [provide **Full Details**].~~

[Signature]

7. There are currently no proceedings or prosecutions against the **Tendering Entity** or a proposed **Subcontractor** in respect of a breach of any **Prescribed Legislation**

- ~~OR the following proceedings and prosecutions are currently brought against the **Tendering Entity** or a proposed **Subcontractor** [provide **Full Details**].~~

Schedule 2.2(a)

8. The **Tendering Entity** has not been required to implement any remedial measures to ensure future compliance with the **Prescribed Legislation** ~~OR the **Tendering Entity** has implemented the following remedial measures to ensure future compliance with **Prescribed Legislation**.~~ Schedule 2.2(a)

From: [Beaton, Jordan](#)
To: [Barker, Lee](#); [Hunter, Stuart](#)
Cc: [Hawkins, John](#)
Subject: Documents for EDU signoff [SEC=UNCLASSIFIED]
Date: Friday, 24 August 2018 2:47:33 PM
Attachments: [TER - Scoping Feasibility for Gungahlin and City College - CCJ single select SECUNCLASSIFIED.msg](#)
[Procurement docs - Functional Brief Development - Indec Single Select SECUNCLASSIFIED.msg](#)

Afternoon Lee/Stuart,

Just following up about these attached emails.

They both require review/signoff to allow them to progress.

Have a good weekend!

Thanks,
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

Chief Minister, Treasury and Economic Development Directorate | **ACT Government**
Level 2 Nature Conservation House, Cnr Benjamin Way and Emu Bank Belconnen 2617
GPO Box 158 Canberra ACT 2601 | www.act.gov.au



TENDER EVALUATION REPORT

Version 9.11 of 04 September 2017

Project No: 30416

FOR THE PROVISION OF:

Proposed procurement of an Architectural consultant for the scoping and a feasibility options study for a new College development at Reid, and review of Gungahlin College expansion opportunities (“PROJECT”)

ON BEHALF OF

EDUCATION DIRECTORATE

TABLE OF CONTENTS

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4.	PROBITY, DISCLOSURE OF CONFLICTS OF INTEREST & CONFIDENTIALITY	3
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7.	RECOMMENDATION	5
8.	DELEGATE APPROVAL	5

ATTACHMENTS

- A. Tender Compliance / Conformity Checklist
- B. Procurement Plan Minute (including Attachments)
- C. Summary Tender Assessment – Non-weighted evaluation criteria.

1. PURPOSE

To seek approval for the engagement of Collard Clarke Jackson Architects (CCJ) to undertake the Project.

2. PROJECT BACKGROUND

See attached endorsed Procurement Plan.

3. PROJECT DETAILS

Program

The following timetable applies to the Project:

No	Tasks	Date
1.	Tenders Advertised / Invited	20 July 2018
2.	Tenders Closed	2 August 2018
3.	Delegate Approval	17 August 2018
4.	Award Contract	24 August 2018

Funding

Funds have been identified in the *Better Schools for our kids – Expanding Schools in Gungahlin* initiative provided in the 2017-18 ACT Budget.

4. PROBITY, DISCLOSURE OF CONFLICTS OF INTEREST & CONFIDENTIALITY

All members of the Tender Evaluation Team have been asked to disclose any conflict of interest or association they might have with the Tenderers for the Project. No member has disclosed that he or she has a conflict of interest or association with any of the Tenderers.

All documents and proceedings of the Tender Evaluation Team have been treated as confidential.

5. TENDERS RECEIVED

A single select tender, in accordance with authority granted by the delegate on 5 June 2018, was received from Collard Clarke Jackson Architects in the indicative upper limit of \$45,000 (excl. GST). It is proposed that a further \$5,000 (excl. GST) (total \$55,000 incl. GST) be reserved for contingency on this work.

Conformity of Tenders/ Compliance

The Tender complied with the requirements of the brief to the Consultant and is set out in Attachment A: Tender Compliance / Conformity checklist.

6. EVALUATION

Tenders were evaluated in accordance with the endorsed Procurement Plan including applicable procurement guidelines.

The TET has undertaken the evaluation of the Tender in accordance with the Tender Evaluation Plan (TEP) enclosed with the Procurement Plan Minute at Attachment B.

The Tenderer's (CCJ's) responses to each of the evaluation criteria detailed in the TEP were assessed to be acceptable and demonstrated suitable knowledge, expertise and capability to complete the required services and deliver necessary outputs in the project timeframe. This includes utilisation of experience gained through work on previous education projects for the Territory and Catholic Education.

The Tenderer's hourly charge rate is consistent with equivalent consultants undertaking this role and the proposed upper limit fee is well within the original estimate of \$50,000 excl. GST. The TET assessed and agreed that the Tenderer's proposed upper limit number of hours and associated fee is fair and reasonable for the extent of services identified in the Tender submission.

A summary assessment against non-weighted evaluation criteria is enclosed at Attachment C.

7. RECOMMENDATION

Work Health & Safety

The Tender has been assessed in accordance with the RFT against the agreed WHS assessment criteria, including the Tenderers' past WHS performance. Yes

The Tender Evaluation Team recommends the acceptance of the tender submitted by Collard Clarke Jackson Architects at a total cost of \$45,000.00 (excl. GST) with provision of \$5,000 (excl GST) contingency, as this tender represents the best value for money.

Schedule 2.2(a)ii John Hawkins Chairperson 15/8/18	Schedule 2.2(a)ii Stuart Hunter Member 27/8/18	Schedule 2.2(a)ii Jordan Beaton Member 15/8/18
--	--	--

8. DELEGATE APPROVAL

8.1. RECOMMENDATION

Tender Evaluation Team recommendation:

Approved / ~~Not Approved~~ / ~~Requires Clarification~~

The Tender Evaluation Team is authorised to:

- arrange for a contract to be prepared between the Territory and the preferred Tenderer;
- arrange public announcement (as applicable); and

Signature: **Schedule 2.2(a)ii** Date: 27/8/18
Name: RODNEY BRAY Position: DIRECTOR,
INFRASTRUCTURE &
CAPITAL WORKS

8.2. CONTRACT EXECUTION REQUEST

I have the properly delegated authority from the Director General of Education Directorate with regard to the above approved procurement expenditure to authorise an officer of Infrastructure, Finance & Capital Works, to sign, as may be required to effect the delivery of the Project, the following documents:

1. Letter of Acceptance / Intent
2. Contract / Deed of Agreement
3. Variation of Contract / Deed of Agreement
4. Related Document

Signature: **Schedule 2.2(a)ii** Date: 27/8/18
Name: RODNEY BRAY Position: DIRECTOR,
INFRASTRUCTURE &
CAPITAL WORKS

Attachment A – TENDER COMPLIANCE / CONFORMITY CHECKLIST

Attachment B – PROCUREMENT PLAN MINUTE (INCLUDING ATTACHMENTS)

Attachment C – SUMMARY ASSESSMENT AGAINST NON-WEIGHTED EVALUATION CRITERIA

Tender Compliance / Conformity Checklist

		Tenderer 1 Collard Clarke Jackson Architects
This section to be completed by PCW Officer	Tender submitted on Time	Yes
	Completed and signed Tender Declaration by authorised person (Power of Attorney supplied if required)	Yes
	Ethical suppliers Declaration signed by authorised person (if applicable)	Yes
	Envelope(s) containing tender and pricing information is provided (if 2 envelope)	NA
	Referee contact details have been included	NA
	Attended Compulsory Site Inspection and/or Briefing (if applicable)	NA
	Evidence of IRE Compliance (if applicable)	Yes
	ACN / ABN Check	Yes
	Comments	Nil
This section to be completed by TET Chair	Prequalification requirements (if applicable) have been met	NA
	IRE Compliant (if applicable)	NA
	Supporting Financial Information provided (if necessary)	NA
	Insurance Certificate(s) provided & checked as suitable (may only apply to preferred tenderers)	Yes
	Bid conforms with requested format scope and specifications in RFT	Yes
	Mandatory Criteria have been addressed	Yes
	Legal entity is clear and suitable for purposes of possible future contract	Yes
	Comments	Nil

Completed by IFCW Officer: John Hawkins

Completed by TET Chair: John Hawkins

UNCLASSIFIED

TRIM No.: <i>EDU18/944</i>
File Ref: 2018

To: Executive Director – Business Services

From: Director – Infrastructure Capital Works

Subject: Proposed single select procurement of design consultant services for the scoping and feasibility options study for a new city college development.

Critical Date: 5 June 2018

Critical Reason: To undertake the engagement and commence scoping and feasibility options studies.

Recommendation/s

That you approve the attached Minute and Procurement Plan Minute from Infrastructure Finance and Capital Works (IFCW) at Attachment AA for the single select procurement of Collard Clarke Jackson Architects Pty Ltd for design consultant services.


AGREED / ~~NOT AGREED~~ / ~~PLEASE DISCUSS~~

Executive Director – Business Service Division Comments:

Schedule 2.2(a)ii

Rodney Bray

5/16/18



Director's Name: Teresa Morey

Phone: 6205 1289



Background

The Education Directorate is current in preliminary discussions with the Canberra Institute of Technology (CIT) with regard to their proposed redevelopment of the Reid campus. A proposal is being considered to co-locate a year 11 -12 public college with the CIT redeveloped facilities.

Demographic information provided by the EDU Planning and Analytics branch has identified the need to consider future college provision for Gungahlin students. Possible solutions

being explored include the provision of a college facility outside of the Gungahlin region. Significant student growth fronts include Gungahlin, Molonglo and north/west Belconnen, as well as families moving to dwellings in the city gateway and other areas of brownfield development.

With a mind to arresting the boom and bust phenomenon, the Directorate has been researching the factors which may contribute to schools being able to retain viable student populations over the long term. The educational offerings of schools are, of course a major factor. However, there are other non-educational factors which appear to contribute as well and which can be better captured in infrastructure planning. The Directorate has evidence that the location of schools could be a factor, with schools closer to, or enroute to, employment centres, particularly in the central Canberra region, being able to attract sustained enrolments.

The CIT is also in discussions with the University of New South Wales considering the development of a Canberra campus for the university co-located with the CIT at Reid.

Issues

IFCW have provided a brief and supporting documents, Attachment AA, seeking approval to undertake a single select engagement for consultant services outlining the justification for exemption.

This procurement seeks to engage an architectural consultant to provide services to explore scoping and possible feasibility options for the development of a city college.

Early planning activities will provide an initial scope of works/functional brief document outlining the requirements for a college for approximate 1100 to 1400 students. This document will form part of the wider project scope currently being prepared by the CIT and UNSW for their facilities and also highlight possible overlap in facility provision providing opportunities for infrastructure efficiencies and sharing.

Consultation with Strategic Finance and Funding Implication

The total estimated value of this procurement is \$50,000 (excluding GST). Funding is available from the *Better Schools for Our Kids – Expanding Schools in Gungahlin* initiative provided in the 2017-18 ACT Budget which had an allowance of \$600,000 (excluding GST) for feasibility/planning activities for Gungahlin Schools. This included investigation of options for Gungahlin College including accommodated students at college sites outside of Gungahlin.

Strategic Finance have been consulted and support the above position.

Consultations

IFCW (CMTEDD) and Strategic Finance (EDU).

Schedule 2.2(a)ii

Teresa Morey
Director
Infrastructure and Capital Works

5 June 2018



ACT
Government

Chief Minister, Treasury and
Economic Development

Date	1 June 2018	TRIM No:
		File No:
<hr/>		
To	Education Directorate (EDU)	
	A/Executive Director, EDU Business Services	
<hr/>		
From	John Hawkins, Senior Manager, CMTEDD – Infrastructure Finance and Capital Works (IFCW)	
<hr/>		
Subject	<p>Proposed procurement of an Architectural consultant for the scoping and a feasibility options study for a new College development at Reid, ACT. Exemption from at least 3 written quotes (\$25,000 (incl GST) or more and less than \$200,000 (incl GST)), under the Government Procurement Regulation 2007 (Regulation)</p>	
<hr/>		

Critical date and reason

1. **1 June 2018**, to enable the procurement of Architectural consultant services to develop the scope and undertake a feasibility options study for a new senior secondary college development in Reid, ACT.

Reason/s for Request for Exemption and Details of Proposed Contract

2. Section 6 of the Regulation requires a Territory entity to invite at least three written quotations for the procurement of goods, services or works if the total estimated value of the procurement is more than \$25,000 (incl. GST) and less than \$200,000 (incl. GST).
3. The required Architectural consultant services will involve the development of a scope of work brief and an initial feasibility options study for a new college development in conjunction with the planned new building for the Canberra Institute of Technology (CIT) modernisation project in Reid, ACT and potential development of a new ACT campus for the University of New South Wales (UNSW). Feasibility studies may include design and master planning activities to establish initial details relating to the site area, building size and form and supporting infrastructure required for the potential college development.
4. It is forecast that the CIT modernisation project will be developed into a business case through the remainder of 2018 and submitted for Government

consideration and funding under the 2019-20 Territory budget. In order to investigate a potential collaborative college development that will interface with learning pathway opportunities available at CIT and potentially UNSW, it will be necessary for EDU to develop initial scope, design and masterplan information that may be utilised for consultation with CIT and potentially UNSW. This will also facilitate EDU consultation with stakeholders and decision processes with respect to timing for the potential presentation of a future Territory budget business case.

5. Following a review of Architectural firms in the ACT with relevant expertise, capability and capacity to provide the proposed consultant services, Collard Clarke Jackson Architects Pty Ltd demonstrated suitable credentials to successfully complete the project within the limited project timeframe and provide the required output documentation.
6. The estimated value of the proposed procurement is \$55,000 (including GST). This exceeds the Section 6 lower threshold. The proposed duration of the engagement is for a period of up to eight months ending in February 2019.
7. This Minute seeks your exemption, in accordance with Section 10 of the Regulation, from requesting at least three written quotations and to conduct a single select quotation process. You may exempt the requirement under Section 6 only if satisfied, on reasonable grounds, that the benefit of the exemption outweighs the benefit of compliance with the requirement.
8. A single select quotation methodology outweighs the benefit of compliance with the requirement to invite at least three quotations on the grounds that:
 - a. The time within which the procurement activity must be completed prevents at least three quotations being called;
 - b. There is a secondary objective of the procurement to achieve an appreciable social or community benefit with respect to the effective and efficient design of education infrastructure; and
 - c. The services require unique past experience with the design of new college infrastructure that will deliver best value for money with least risk to the Territory.

These grounds are consistent with the criteria indicated in the extract of Section 10 of the Regulation which is enclosed in Attachment 1.

9. A Procurement Plan Minute is attached for the proposed procurement. (ATTACHMENT 2)
LB.

Value for Money

10. If you approve the exemption, I will arrange for a procurement process to be conducted, including for the purpose of obtaining value for money (under s22A of the *Government Procurement Act 2001*).
11. A contract will be entered into with the proposed Architectural consultant only if:
 - (a) value for money is demonstrated, and
 - (b) relevant due diligence has been satisfactorily completed in relation to the consultant.

Consultation

12. The proposed engagement of an Architectural consultant through a single select quotation methodology has been endorsed by EDU ICW.

Financial

13. The total estimated value of this procurement is \$55,000 (including GST). Funding is available from the *Better Schools for Our Kids – Expanding Schools in Gungahlin* initiative provided in the 2017-18 ACT Budget which had an allowance of \$600,000 for feasibility/planning activities for Gungahlin Schools. This included investigation of options for Gungahlin College including accommodating students at college sites outside of Gungahlin.

Risks/ Sensitivities

14. A Procurement risk plan is attached to the Procurement Plan Minute.

Recommendations

That you:

15. approve this request for an exemption under s10 of the Regulation, and

AGREED/~~NOT AGREED~~/~~NOTED~~/~~PLEASE DISCUSS~~

16. approve the conduct of a single select procurement involving Collard Clarke Jackson Architects Pty Ltd for the purpose of providing Architectural consultant services for the scoping, concept design and master planning of a new college development in Reid, ACT up to the value of \$55,000 (including GST).

AGREED/~~NOT AGREED~~/~~NOTED~~/~~PLEASE DISCUSS~~

Schedule 2.2(a)ii

5/6/18

Rodney Bray

A/Executive Director, Business Services

Schedule 2.2(a)ii

John Hawkins

Senior Manager

CMTEDD – Infrastructure Finance and Capital Works

Phone: 6207 8402

Attachment 1:

EXTRACT – Section 22A from Government Procurement Act 2001

22A Procurement principle—value for money

- (1) A territory entity must pursue value for money in undertaking any procurement activity.
- (2) Value for money means the best available procurement outcome.
- (3) In pursuing value for money, the entity must have regard to the following:
 - (a) probity and ethical behaviour;
 - (b) management of risk;
 - (c) open and effective competition;
 - (d) optimising whole of life costs;
 - (e) anything else prescribed by regulation.

EXTRACT – Section 10 from Government Procurement Regulation (2007 R5 1 July 2014)

10 Procurement of goods, services or works—exemption from quotation and tender requirements

- (1) The responsible chief executive officer for a territory entity may, in writing, exempt the entity from a requirement mentioned in section 6 or section 9 for a particular procurement proposal.

Note 1 Responsible chief executive officer—see the Act, dictionary.

Note 2 For a chief executive officer's power of delegation, see the Public Sector Management Act 1994, div 3.5.

- (2) However, the responsible chief executive officer may exempt the entity only if satisfied, on reasonable grounds, that the benefit of the exemption outweighs the benefit of compliance with the requirement.

Examples—when exemption may be given

1. only 1, or a limited number of, suppliers is available because of a need to buy equipment that is compatible with existing equipment, or because of a supplier's specialist knowledge
2. only 1 supplier can supply a particular good or service
3. standardisation of a product is agreed after public tenders are called for the original equipment
4. the time within which a particular procurement activity must be completed prevents public tenders being called
5. where a secondary objective of the procurement is to achieve an appreciable social or community benefit
6. the procurement is through a common use agreement established in another jurisdiction.

Note An example is part of the regulation, is not exhaustive and may extend, but does not limit, the meaning of the provision in which it appears (see Legislation Act, s 126 and s 132).

- (3) If the responsible chief executive officer exempts an entity, the chief executive officer may, in writing, direct the entity to do 1 or more of the following:
 - (a) seek a stated kind or number of quotations for the procurement;
 - (b) invite a tender from a stated supplier for the procurement.
- (4) An exemption must state—
 - (a) the procurement proposal to which it applies; and
 - (b) the responsible chief executive officer's reasons for giving the exemption;
and
 - (c) any direction to which it is subject under subsection (3).

Procurement Plan Minute

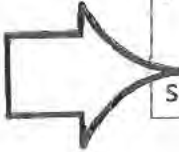
PROCUREMENT OVERVIEW									
To	Director General/Delegate, Education Directorate								
Name of Project	Proposed procurement of an Architectural consultant for the scoping and a feasibility options study for a new College development at Reid, ACT								
Project Number	TBA								
Tender Number/s	Not applicable – Single Select Procurement								
Subject Type	Consultancy Services								
Procurement Methodology	Single Select								
Purpose	To seek approval for the single select procurement of Architectural Consultant services to be provided by Collard Clarke Jackson Architects Pty Ltd (CCJ) for scoping and feasibility options study for a new College development at Reid, ACT.								
Estimated value (\$) Inclusive of GST	The total estimated value of this procurement is \$55,000 (including GST).								
Timing/urgency	<p>The provision of architectural consultant services for the proposed city College campus master plan is required in order to investigate a potential collaborative college development that will interface with learning pathway opportunities available at CIT and potentially UNSW.</p> <p>It is forecast that the CIT modernisation project will be developed into a business case through the remainder of 2018 and submitted for Government consideration and funding under the 2019-20 Territory budget.</p> <p>Indicative timeframe:</p> <table border="1" data-bbox="555 1429 1396 1630"> <tbody> <tr> <td>RFT Closes</td> <td>6 June 2018</td> </tr> <tr> <td>Approval of Tender Evaluation Report</td> <td>15 June 2018</td> </tr> <tr> <td>Contract Awarded</td> <td>22 June 2018</td> </tr> <tr> <td>Contract completion</td> <td>March 2019</td> </tr> </tbody> </table> <p>(Note: timings are estimates and may change after the Procurement Plan is signed)</p>	RFT Closes	6 June 2018	Approval of Tender Evaluation Report	15 June 2018	Contract Awarded	22 June 2018	Contract completion	March 2019
RFT Closes	6 June 2018								
Approval of Tender Evaluation Report	15 June 2018								
Contract Awarded	22 June 2018								
Contract completion	March 2019								
Is Government Procurement Board sign off required?	Not Applicable.								
Is ACT Government Solicitor (ACTGS) consultation required?	Not Applicable.								

PROCUREMENT REQUIREMENTS	
Scope of works or services to be provided	The required Architectural consultant services will involve the development of a scope of work brief and an initial feasibility options study for a new college development in conjunction with the planned new building for the Canberra Institute of Technology (CIT) modernisation project in Reid, ACT and potential development of a new ACT campus for the University of New South Wales (UNSW). Feasibility studies may include design and master planning activities to establish initial details relating to the site area, building size and form and supporting infrastructure required for the potential college development. The architecture consultant, may require engineering sub-consultant support to assist in the delivery of early design information and outputs.
Funding	Funding is available from: <i>Better Schools for Our Kids – Expanding Schools in Gungahlin</i> initiative provided in the 2017-18 ACT Budget. This included investigation of options for Gungahlin College including accommodating students at college sites outside of Gungahlin.
Site	Block 6 Section 3 Parkes
Consultation (including pre tender)	<ol style="list-style-type: none"> 1. CCJ has been consulted and confirmed their capacity to undertake the project. 2. CIT has been consulted regarding the College proposal through EDU Planning and Analytics.
PROCUREMENT POLICIES AND PRACTICES	
Canberra Region Local Industry Participation Policy (LIPP)	N/A – This procurement is not subject to LIPP evaluation as it has a value of less than \$200,000 inclusive of GST.
Sustainable Procurement What are the key sustainability risks and opportunities that will be addressed through this procurement?	Not Applicable.
Social Procurement Is this suitable to be a Social Procurement?	Not Applicable.
Indigenous Procurement Is there a Canberra Region indigenous supplier potentially able to meet requirement?	Not Applicable.
PROCUREMENT RISK	
Risk	Please refer to the Risk Plan enclosed in <u>Attachment A</u> .

EVALUATION METHODOLOGY			
Evaluation Criteria	Please refer to the Evaluation Plan enclosed in Attachment B.		
TENDER EVALUATION TEAM			
Name	1. John Hawkins	2. Stuart Hunter	3. Jordan Beaton
Position	Chair	Member	Member
Agency	CMTEDD - IFCW	EDU	CMTEDD - IFCW
Statement on team composition	The team includes representatives from EDU and IFCW with expertise and capacity to evaluate the skills, risks and cost of goods and services presented in the Consultant's tender submission and recommend a Consultant to the Delegate.		
CONTRACT MANAGEMENT			
Number & form of contract	One Construction Related Consultancy Agreement.		
Contract management	Contract management will be undertaken by IFCW.		
Period of contract(s)	The Consultant Agreement will apply for a period of up to 8 months ending in February 2019.		
AUSTRALIAN FREE TRADE AGREEMENTS (FTAs)			
Does the AUSFTA / Australia-Chile FTA apply?	Not Applicable.		
AUSTRALIAN GOVERNMENT FUNDING			
Is there Australian Government funding attached to this procurement?	Not Applicable.		
EXEMPTIONS			
Exemption	Exemption from the public tender procurement process was requested under separate Request for Exemption from Public Tender lodged on 1 June 2018 – Attachment C, refers.		
Reason for Exemption	As detailed in the Request for Exemption from Public Tender lodged on 1 June 2018.		
INFRASTRUCTURE, FINANCE & CAPITAL WORKS RECOMMENDATION			
Project Officer	Jordan Beaton	Signature and Date	Schedule 2.2(a)ii 1 JUNE 18
		Phone Number	6207 2452
Manager	John Hawkins	Signature and Date	Schedule 2.2(a)ii 1 JUNE 18

DIRECTORATE ENDORSEMENT			
Name	Lee Barker	Phone Number	6205 1874
Position	Schedule 2.2(a)ii Infrastructure and Capital Works (ICW)		
Signature	Schedule 2.2(a)ii		Date 04/06/18
Name	Teresa Morey	Phone Number	6207 5377
Position	A/Director ICW		
Signature	Schedule 2.2(a)ii		Date 5/6/18

DIRECTOR GENERAL/DELEGATE APPROVAL	
Name	Rodney Bray
Position	A/ Executive Director – Business Services
Statement	<p>The Procurement Plan and attachments are approved.</p> <p>I am satisfied that the benefit in giving the exemption outweighs the benefit in requiring compliance with the quotation and threshold requirements set out in the <i>Government Procurement Regulation 2007</i>.</p> <p>I am satisfied that a value for money assessment has been / will be undertaken against approved assessment criteria with regard to the value</p>
Signature	Schedule 2.2(a)ii Date 5/6/18



Attachment/s

- A Risk Management Plan
- B Evaluation Plan
- C Request for Exemption from Public Tender



ACT
Government

Chief Minister, Treasury and
Economic Development

Risk Matrix Program / Project

Risk Matrix

People	Reputation & Image	Environmental	Cultural & Heritage	Business processes & Systems	Financial	Minor	Moderate	Major	Catastrophic
Injuries or ailments not requiring medical treatment.	Injuries or ailments not requiring medical treatment.	Injuries or ailments not requiring medical treatment.	Injuries or ailments not requiring medical treatment.	Injuries or ailments not requiring medical treatment.	Injuries or ailments not requiring medical treatment.	Minor injury or first Aid Treatment Case.	Serious injury causing hospitalisation or multiple medical treatment cases.	Life threatening injury or multiple serious injuries causing hospitalisation, scrutiny. Eg: front page headlines, TV, etc.	Death or multiple life threatening injuries.
Internal Review	Internal Review	Internal Review	Internal Review	Internal Review	Internal Review	Scrutiny required by internal committees or internal audit to prevent escalation.	Scrutiny required by external committees or ACT Auditor General's Office, or Inquest, etc.	Intense public, political and media scrutiny. Eg: front page headlines, TV, etc.	Assembly Inquiry or Commission of Inquiry or adverse national media.
Unlimited effect to something of low significance	Unlimited effect to something of low significance	Unlimited effect to something of low significance	Unlimited effect to something of low significance	Unlimited effect to something of low significance	Unlimited effect to something of low significance	Transient, minor effects	Moderate, short-term environmental harm	Significant, medium-term environmental harm	Long term environmental harm
Low-level repairable damage to communications structures	Low-level repairable damage to communications structures	Low-level repairable damage to communications structures	Low-level repairable damage to communications structures	Low-level repairable damage to communications structures	Low-level repairable damage to communications structures	Mostly repairable damage	Permanent damage to items of cultural significance	Significant damage to structures or items of cultural significance	Irreparable damage to highly valued items of cultural significance
Minor errors in systems or processes which do not impact on overall schedule.	Minor errors in systems or processes which do not impact on overall schedule.	Minor errors in systems or processes which do not impact on overall schedule.	Minor errors in systems or processes which do not impact on overall schedule.	Minor errors in systems or processes which do not impact on overall schedule.	Minor errors in systems or processes which do not impact on overall schedule.	Policy/procedural rule occasionally not followed or services do not fully meet needs.	One or more key accountability requirements not met. Involvement but not client without strengthening.	Strategies not consistent with Government's agenda. Trends show service to degrade.	Critical system failure, bad policy advice or ongoing non-compliance, business severely affected.
1% of Budget	1% of Budget	1% of Budget	1% of Budget	1% of Budget	1% of Budget	2.5% of Budget	> 5% of Budget	> 10% of Budget	>15% of Budget
Medium	Medium	Medium	Medium	Medium	Medium	High	High	High	High
Medium	Medium	Medium	Medium	Medium	Medium	Medium	High	High	High
Low	Low	Low	Low	Low	Low	Medium	Medium	High	High
Low	Low	Low	Low	Low	Low	Medium	Medium	High	High
Low	Low	Low	Low	Low	Low	Low/	Medium	Medium	High

Priority for Attention - Action

Every care should be taken to act as soon as possible to implement risk control measures, where ever the problem occurs. For the most serious risks, especially where the risk relates to people & personal injury, require us to act immediately to take steps to fix the problem.

** - The suggested timing of treatment does not mean that immediate action ought not be taken, it may be completed sooner than suggested.

Note: When identifying, analysing and rating risk consideration should be given to the categories of risk and the suggested examples of frequency and consequences.

Control Effectiveness Rating	Guide
Adequate	Nothing needs to be done except review and monitor the existing controls. Controls are well designed for the risk, are largely preventative and address the root causes and Management believes that they are effective.
Room for improvement	Most Controls are designed correctly and are in place and effective however there are some controls that are either not correctly designed or are not very effective. There may be an over-reliance on reactive controls. Some more work to be done to improve operating.
Inadequate	Significant control gaps or no credible control. Either controls do not treat root causes or they do not operate effectively.

Priority for Attention	Suggested timing of treatment	Authority for continued tolerance of risk	Authority for continued tolerance of risk	Authority for continued tolerance of risk
Priority	Program	Enterprise	Enterprise	Enterprise
High	Short term - normally within one month - Detailed action plan required	Director - General Under-Treasurer	Director - General Under-Treasurer	Director - General Under-Treasurer
Medium	Medium term - normally within three months - Needs senior management attention	Senior Executive	Senior Executive	Senior Executive
Low	Normally within 1 year - Specify management responsibility	Managers	Managers	Managers
Low	Ongoing control as part of a management system - Manage by routine procedures	All staff	All staff	All staff



Chief Minister, Treasury and
Economic Development

Procurement Risk Management Plan

Project Details

Project

Proposed procurement of an Architectural consultant for the scoping and a feasibility options study for a new College development at Reid, ACT

Project Objectives

To engage Architectural consultant, Collard Clarke Jackson Architects (CCJ), to undertake works associated with developing a scope of work brief and an initial feasibility options study for a new college development in conjunction with the planned new building for the Canberra Institute of Technology (CIT) modernisation project in Reid, ACT and potential development of a new ACT campus for the University of New South Wales (UNSW).

Contact Details:

Directorate	CMTEDD	Business Unit (if applicable)	Infrastructure Finance and Capital Works
Name of Contact	Jordan Beaton	Phone no.	6207 2452
Name of Decision Maker / Authority Holder	John Hawkins		

Created by: Jordan Beaton

Date: 1 June 2018

Reviewed by:

Schedule 2.2(a)ii

Date: 1 June 2018

Approved by: John Hawkins

Date: 1 June 2018

Signature:

Internal and External [Name and Agency/Organisation]	Level of Influence [Ability to influence project outcomes]	Level of Interest [Level of interest in the project outcome]
Education Directorate - Infrastructure Capital Works (ICW)	Development of briefed scope of work and agreement of proposed procurement for the project.	Very High
CMTEDD – Infrastructure Finance and Capital Works (IFCW)	IFCW also deliver projects on behalf of Directorate partners; provide advice on procurement, project planning and delivery.	Very High
Collard Clarke Jackson Architects (Consultants)	Quality of services and personnel offered for the proposed fee.	Very High



Chief Minister, Treasury and Economic Development

Procurement Risk Management Plan

Risk Register

This risk register is consistent with AS/NZS ISO 31000:2009 risk management standard and the CMTEDD Risk Management Framework and Policy Statement; and Risk Management Policy.

Risk Ref. No.	Risk Description (source/ Cause)	Describe the consequence	Risk controls – what is in place to manage the risk.	Risk Owner (person or entity who manages the risk)	Consequence	Likelihood	Current risk rating	Control effectiveness
1	The risk event, source and cause 'What can happen (that will affect our ability to meet our objectives) and how it comes about. An unethical tender process results in an inadequate tender and evaluation process resulting in a breach of probity.	If what can happen does happen what is the impact or outcome? (in its most 'normal' form – not an extreme form) <ul style="list-style-type: none"> Legal challenge to tender process; and Delay in engaging the Consultant 	<p>How are risks to be Managed? What ordinary policies, procedures and actions (BAU) are to be taken to manage the risk?</p> <p>Pre-contract:</p> <ul style="list-style-type: none"> IFCW to conduct the tender process in accordance with the probity guidelines and seek exemption for a single select through justification of time critical services; Tender Evaluation Team to conduct evaluation in accordance with the approved Procurement and tender Evaluation Plan; and Appoint experienced representatives on the Tender Evaluation Team; and Probity Adviser to be consulted as required. 	IFCW/ EDU	Major	Rare	Medium	Adequate
2	The request for services contains errors or does not adequately detail requirements.	<ul style="list-style-type: none"> The Consultant's response does not present suitable experience and understanding of the services and project; The objectives of the engagement are not met resulting in delays and/or variations. 	<ul style="list-style-type: none"> Negotiations may be undertaken with the tenderer, prior to engagement, to clarify uncertainties and briefed scope of work; and RFIs during the Tender period may be managed through issue of addenda. 	IFCW/ EDU	Moderate	Possible	Medium	Adequate

Procurement Risk Management Plan

3	Delays in procurement and tendering processes.	<ul style="list-style-type: none"> ▪ Failure to commit to current time schedule; and ▪ Need to extend tender period. 	<ul style="list-style-type: none"> ▪ Prioritise Consultant services procurement and tendering time in the program, including time for approval; ▪ Maintain a high level of quality control over formal procurement documentation. 	IFCW	Minor	Possible	Medium	Adequate
4	The Single Select Tenderer is not engaged in a timely manner.	<ul style="list-style-type: none"> ▪ Delays the project and critical milestones. 	<ul style="list-style-type: none"> ▪ Ensure that the evaluation team has suitable experience and time available to conduct the evaluation. 	IFCW	Moderate	Unlikely	Medium	Adequate
5	The Single Select Tenderer withdraws from the Tender process.	<ul style="list-style-type: none"> ▪ Delays the project and critical milestones. ▪ Disrupts the performance of other Consultants working on the project. 	<ul style="list-style-type: none"> ▪ Ensure that the Tenderer is committed to proceed with the Tender process and project. 	IFCW/ EDU	Moderate	Unlikely	Medium	Adequate
6	The Tenderer's financial offer does not allow sufficient time to provide the full extent of services within the proposed budget.	<ul style="list-style-type: none"> ▪ Delays the project and critical milestones. ▪ Disrupts the performance of other Consultants working on the project. ▪ Requires request for additional funds or reallocation of project budget funds from other Consultancies. 	<ul style="list-style-type: none"> ▪ Ensure that the Tender offer is analysed in the context of the required project performance criteria and output requirements. 	IFCW/ EDU	Minor	Possible	Medium	Adequate
7					**	**	**	**

Evaluation Plan Template for Infrastructure Projects

1. Introduction

This Evaluation Plan relates to the tender process to engage Architectural consultant, Collard Clarke Jackson Architects (CCJ), to undertake works associated with the scoping and feasibility options study for a new College development at Reid, ACT.

This plan details the Evaluation Team and its responsibilities, the evaluation methodology and the evaluation criteria by which offers received will be evaluated. The Request for Tender or other procurement/tender documents must include the evaluation criteria as set out herein.

The methodology for this procurement will be single select tender and the process will be undertaken in accordance with the Government Procurement Act, supporting regulation and the endorsed procurement plan minute.

2. Evaluation Team

The evaluation team detailed below has been formed to evaluate the responses to the tender.

All members of the evaluation team are aware of their responsibilities and obligation to demonstrate impartiality and equity to all respondents.

2.1 Role

The evaluation team will be responsible for:

- a) maintaining probity;
- b) evaluating the responses in accordance with the criteria and methodology;
- c) documenting the evaluation process;
- d) preparing an evaluation report;
- e) seek Director General or Delegate approval to commence post tender negotiations with the preferred tenderer;
- f) seek Director General or Delegate approval to proceed with a contract with the preferred respondent; and
- g) debriefing unsuccessful respondents.

2.3 Members

Members of the evaluation team are personally appointed and cannot be withdrawn or replaced without the approval of the Director General or Delegate.

Position	Name	Directorate
Chair	John Hawkins	CMTEDD
Member	Stuart Hunter	EDU
Member	Jordan Beaton	CMTEDD

2.4 Specialist Advice and Support

The evaluation team may, as required, utilise specialist advice to assist in the evaluation process.

The areas of experience may include:

- a) technical analysis, including advice from Consultants and IFCW Directors/Managers;
- b) past performance, including advice from officers within ACT Government
- c) financial assessment;
- d) assessment of the Work Health and Safety System;
- e) assessment of the Local Industry Participation;
- f) probity and technical procurement advice, including from the ACT Government Solicitor and IFCW Directors/Managers (such advice may include, but not be limited to, technical drafting advice and review of draft evaluation reports for clarity and consistency with the *Government Procurement Act 2001* (ACT) and the RFT)*; and
- g) legal issues, including advice from the ACT Government Solicitor.

3. Evaluation Process and Criteria

3.1 Evaluation Process

- a) All tenders will be assessed using the methodology outlined below. The methodology takes into consideration the process that will be used to assess value for money. Tenderers will be required to address the Evaluation Criteria listed as part of their Tender Submission and the Evaluation Team will examine each offer received.
- b) Any offer that does not comply with the Conditions of Tender in the Contract documents or is incomplete may be deemed to be non-conforming and may be excluded from further consideration. Tenders not complying with any of the Threshold Criteria or Non-Weighted Criteria may be excluded from further consideration;
- c) Public Sector Offers: Any offers received from Government bodies (Local, State, Territory or Commonwealth) will be evaluated using the principle of 'competitive neutrality' as defined by the National Competition Policy, i.e. offers should include all commercial costs that private sector organisations would include in their offers;

- d) An Alternative tender may only be considered if it is submitted together with a conforming tender. If considered, they will initially be evaluated to determine if they provide a product or service which at least equals the project objectives set out in the tender documents. Should such an offer be considered not to provide such benefit it may be excluded from further consideration;
- e) The Evaluation Team may seek in writing additional information for clarification of offers received where this information does not materially impact on the conformance of the tender nor alter the tender price. All clarifications will be fully documented and appropriately filed.
- f) For Construction Contract tenders the Evaluation Team may seek an independent Safety Professional's assessment of each Tenderer's submission against Assessable Criteria 5 – Work Health and Safety System. The independent Safety Professional will provide a written report supporting the score (0 – 10 range in accordance with the attached Risk Rating Table), and this score will generally be adopted by the Tender Evaluation Team.
- g) For procurements with an estimated value greater than \$5million the Evaluation Team may seek an independent assessment of each Tenderer's submission against the Weighted Assessable Criteria – Local Industry Participation. The independent assessment will provide a written report supporting the score (0 – 10 range in accordance with the attached Risk Rating Table), and this score will generally be adopted by the Tender Evaluation Team.
- h) Initially the tender will be scored against the Evaluation Criteria using the scoring regime in the Risk Rating Table attached to this plan. The Evaluation Team will reach a consensus score for each response. The overall score is the cumulative total of individual weighted criteria multiplied by their respective score.
- i) Where any offer is rated a score of 3 or below, for any individual criterion, it may be excluded from further consideration where the Evaluation Team considers the offer represents an unacceptable risk to the Territory.
- j) The tenders shall then be ranked on the basis of score and may be short-listed. Tenders short-listed will be those with the highest scores. A shortlist may be made up of 2 - 3 Tenderers.
- k) The short-listed tenders may be further assessed by comparison with the lowest priced tender to test if the difference in price of the highest scored tender represents value for money for the specific project.
- l) The preferred tenderer will be the tenderer offering best value for money having regard to all relevant factors and may not necessarily be the tenderer with the highest score. These relevant factors **must** be disclosed in the RFT and must include "the level of risk to which the proposed solution exposes the interests of the ACT".
- m) If the preferred tenderer is not the tenderer with the highest score, full justification for selection of another short listed tender will be provided.
- n) The risk assessment in the approved Procurement Plan for this project may be utilised to test if reduction in identified risks justifies the selection or otherwise of the tenderer with the highest score.

- o) Once a preferred tenderer has been identified Delegate approval must be sought prior to any post tender negotiations which will take place prior to entering into a Contract.
- p) Negotiations will take place solely with the preferred tenderer until such time as either: (i) a contract is formed; (ii) the preferred tenderer withdraws their offer; (iii) the capacity to negotiate is exhausted; or (iv) the Territory decides to accept no offers and may elect to recall tenders.
- q) On formation of a contract or in the event that no offers are accepted, the unsuccessful tenderers will be notified in writing and offered the opportunity to attend a debriefing session.

3.2 Evaluation Criteria – Consultancies

The table below shows the criteria and weighting that will be used to assess responses.

NON WEIGHTED CRITERIA	ACCEPTABLE Yes/No
<p>1. Financial Offer</p> <p>Price for services is either acceptable or unacceptable depending on the assessable criteria being met.</p>	Y/N
<p>2. Past performance</p> <p>Provide and describe past performance on completed similar projects in the past 5 years including:</p> <ul style="list-style-type: none"> a. Project scope, value, date and duration; and b. Role of nominated personnel on the project. 	Y/N
<p>3. Technical, Managerial Skills and Resources to complete the project and clear understanding of the required services</p> <p>Provide and describe the Professional / technical capability of key personnel to meet the requirements of this project;</p> <p>Provide and describe the responsibilities of the role in relation to the development of:</p> <ul style="list-style-type: none"> a. Output Based Specifications and Generic Functional Requirements; and b. Guidelines for a Standard Sector Based Solution. 	Y/N

3.3 Late Tenders

When Tenders ACT receive and process a late tender lodgement, the Tenders ACT Support Team will advise the project officer the time and date of electronic lodgement for a particular tender.

Late Tenders and incomplete Tenders may be admitted for evaluation at the absolute discretion of the Territory, and in accordance with AS4120 Code of Tendering and Probity advice.

In deciding whether to admit a late Tender for evaluation, the Territory may take into account any factors it considers relevant, including without limitation:

- a) Whether the late Tenderer is likely to have had an opportunity to obtain some unfair advantage from late submission;
- b) How late the Tender is, the reasons given for lateness and evidence available;
- c) Whether the Tender was mishandled by the Territory, by an official postal service or by a reputable delivery service; and
- d) Evidence of unfair practices.

4. Evaluation Report & Letters of Decline/Debriefings

4.1 Evaluation Report

The evaluation team will prepare the following information for inclusion with the evaluation report.

- a) background to the process;
- b) the evaluation process, including comments (strengths and weaknesses) and scores against each criteria;
- c) the weighted score of each tender;
- d) value for money;
- e) proposed methods for management of tender specific risks;
- f) identification of any issues which should be resolved by negotiation; and
- g) recommendations to the Director General, EDU or approving delegate.

4.2 Letters of Decline / Debriefings

Letters of decline will be sent to all unsuccessful Tenderers. Letters of decline and debriefings will comply with the requirements outlined in Procurement Circular 2007/05 *Debriefing Unsuccessful Tenderers*.

Feasibility Studies for Gungahlin College and a New City College – Project No. 30416

Architectural Consultant Services – Single Select Tender - Collard Clarke Jackson Architects (CCJ)

NON WEIGHTED CRITERIA	ACCEPTABLE Yes/No	COMMENTS
<p>1. Financial Offer</p> <p>Price for services is either acceptable or unacceptable depending on the assessable criteria being met.</p>	Y	Hourly rate is at a suitable upper limit and the proposed total upper limit fee reflects the range of services required to complete the project.
<p>2. Past performance</p> <p>Provide and describe past performance on completed similar projects in the past 5 years including:</p> <p>a. Project scope, value, date and duration; and</p> <p>b. Role of nominated personnel on the project.</p>	Y	CCJ, particularly Andrew Moore, has extensive past experience and satisfactory performance working on past Education projects including Coombs Primary P-6 Design options study and various School Infrastructure upgrades.
<p>3. Technical, Managerial Skills and Resources to complete the project and clear understanding of the required services</p> <p>Provide and describe the Professional / technical capability of key personnel to meet the requirements of this project;</p> <p>Provide and describe the responsibilities of the role in relation to the development of:</p> <p>a. Output Based Specifications and Generic Functional Requirements; and</p> <p>b. Guidelines for a Standard Sector Based Solution.</p>	Y	CCJ has sufficient technical, managerial and resources to complete the project within the required timeframe and standard.

From: [Littlejohn, Tahnia](#)
To: [Schedule 2.2\(a\)ii](#) [Schedule 2.2\(a\)iii](#) [Hawkins, John](#); [Beaton, Jordan](#); [Woolacott, Barry](#); [Barker, Lee](#); [McEvoy, Justin](#)
Subject: Gungahlin College - Capacity Review Documents [SEC=UNCLASSIFIED]
Date: Monday, 27 August 2018 1:20:43 PM
Attachments: [Gungahlin College - Capacity Review Summary.pdf](#)
[Gungahlin College - Timetable Review Spreadsheet \(teachers removed\).xlsx](#)

Hi Everyone,

I have attached the final documents from the Gungahlin College Capacity review to this email. The PDF provides a summary of the review and has a few supporting attachments. The spreadsheet includes all of the base data (each individual class, line, room and size) and sheets with different information such as room occupancy per line, the number of different subject enrolments per line and ratio of subject enrolments to students.

Feel free to contact me if you have any questions on how to interpreted or read the spreadsheet, or if you had any specific questions about the information.

Kind regards,
Tahni

Tahni Littlejohn

Graduate Administrative Assistant

Email: Tahnia.Littlejohn@act.gov.au | Phone: (02) 6205 2928

Planning and Analytics | Education Directorate | ACT Government

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Gungahlin College Science Facilities - Capacity Review

Background

This review was completed to determine if additional science labs would be required if Gungahlin College's capacity was increased by convert the public library into additional general learning areas (GLA), increasing the overall capacity by 400. It also assessed if Gungahlin College has sufficient sciences labs for its current capacity. It included:

- A desktop audit
- Review of room utilisation and occupancy
- Current science enrolment trend/pattern – 52 science enrolments per every 100 students (ratio of 52:100)
- Reviewing different capacity scenarios varying on the number of students per class (19 average / 25 max) and different science enrolment trends.

Observations/Interpretation

- The original college was built with 5 labs & 1 general science classroom to accommodate 900 students. This aligned with the formula of 1 science room for every 150 students which is used as a guide in school design.
- The inclusion of an additional line in the timetable (8 lines in total) changed the general formula to obtain a ratio of 175 students to each science classroom, resulting in a total science capacity increase to 1050.
- Based on the current science enrolment trend/pattern and number of enrolments, 6 science classrooms are sufficient and provide adequate student choice.
- If the science enrolment trend/pattern increases, more science labs would be required to meet the demand.
- The chemistry lab (H0.66) is currently at full capacity and is occupied during all 8 lines.
- Historically science classrooms were not occupied during 1 line in the timetable to allow for cleaning and maintenance. This is not currently occurring with the chemistry lab (H0.66).

Recommendations

1. Increase in Overall College Capacity

- It is recommended that an extra science lab is provided for every additional 175 students above the existing capacity.
- Therefore, if the library is converted into GLAs and the capacity is increased by 400, the college should provide an additional 3 science labs (2 chemistry labs and 1 physics lab).
- Based on the current enrolment trend, the college would only need 2 additional science labs if 1 of the other existing science classrooms was modified to allow for the delivery of chemistry because of the underutilisation of the other rooms.
- This recommendation is conditional to the college retaining the extended 8 line timetable and the science enrolment trend remaining the same.
- If the science enrolment trend was to increase, that is greater than 52 science enrolments for every 100 students, then so would the required number of science labs.

2. Current Enrolment Pressures in Chemistry

- The chemistry lab is currently at full capacity. When the college reaches its total overall capacity (176 more than is currently enrolled) then the Chemistry lab will be well over capacity and will be unable to meet the enrolment demand.
- Regardless of if the college capacity increases or not, the enrolment pressures in chemistry will need to be resolved by either:
 - Converting an existing GLA into another chemistry lab; OR,
 - Modifying one of the other science classrooms to allow for the delivery of chemistry.

3. Science Lab Co-Location

- If an additional chemistry lab is provided, it should be co-located with the existing science labs.
- This will maintain access to the preparation room and create a science area focus.
- If new science labs that are not co-located with existing facilities then they will require a new preparation room and auxiliary equipment to be provided.

Attachment A – Data Summary from Review

Details Summary

2018 College Capacity: 1288

2018 Student Enrolments: 1112

Expected capacity increase from library refit: 300 – 400 (overall total of 1588 – 1688)

Number of timetable lines: 8 + night school

Number of science classrooms: 6

Gungahlin College's Capacity History

Current Gungahlin Enrolment Capacity: 1288

- Gungahlin College was initially designed for a capacity of 900 students with a peak of 950 students but was opened with a capacity of 988 students.
- To meet increasing enrolment pressures the college implemented an extended timetable (additional line 8) which increased the capacity to 1280 students.
- An addition special education teaching and learning space was added which increased the total school capacity to 1288 for 2018.

Timeline of capacity history

- 2010 – School being built to accommodate 900 students
- 2011 – School opened with 988 Capacity
- 2012 – School Capacity 988
- 2013 – School Capacity 969 (not sure why the capacity dropped but it is equivalent to a one room reduction)
- 2014 – School Capacity 969
- 2015 – School Capacity 988 (Again not sure why the increase in capacity of one room)
- 2016 – School Capacity 1280 extended timetable begins.
- 2017 – School Capacity 1288 with inclusion of special education teaching and learning spaces
- 2018 – School Capacity 1288

Library Retro-Fit Review

- CCJ Architects have conducted a review of the library to determine what the increased capacity would be if the library space was given to the college refitted into general learning areas.
- It is expected that the college capacity could be increased by 300-400 students.
- This would increase college's overall capacity to between 1588 – 1688 students.

Enrolment Projections

- Gungahlin College's enrolment projections are expected to exceed the current capacity by 2020.
- Expected enrolment projections are outlined in the table below.

Year	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Enrolments	1112	1186	1326	1451	1515	1634	1707	1802	2043	2274	2411
Increase*	-	74	214	339	403	522	595	690	931	1162	1299

**Incremental increase in enrolment projections from 2018 enrolments.*

Current Science Classes Enrolment Trend

- There are currently 1112 students enrolled at Gungahlin College. From these students, there are 583 enrolments into science classes.
- Based on these figures, the ratio of science enrolments compared to the total number of students enrolled is 52:100 (Further details on formula in Attachment B - Formulas and Calculations).
- There is no guarantee that this trend will continue and the college will need to be able to accommodate the extra student enrolments if the trend was to increase.

Existing Science Facilities & Utilisation

- Gungahlin College currently has 6 science classrooms, 5 of which are specialist labs. The room codes and types are listed in the table below.
- All of the rooms should be free during one line to allow for cleaning and maintenance. Therefore they should be occupied during a maximum of 7 lines and should have a maximum utilisation percentage of 87.5%.
- The Chemistry Lab (H0.66) is currently over capacity as it is being occupied during all eight lines (100% utilisation). There is no availability for cleaning/maintenance or increasing chemistry enrolments.
- The Mechatronics Lab is significantly underutilised and it only occupied during two lines (25% utilisation).
- The other four classrooms have between 63% - 75% utilisation.
- All of the rooms, except for the chemistry lab, are free during line 8. This should even out over time.
- For further detail on room utilisation and enrolment numbers can be found in the attached Science Lab Review Spreadsheet.

Room Code:	H0.36	H0.65	H0.66	H1.29	H1.44	H1.43
Room Type:	Biology	Biology	Chemistry	Mechatronics	Physics	General
Lines Occupied:	5 lines	6 lines	8 lines	2 lines	6 lines	5 lines
Utilisation*:	63%	75%	100%	25%	75%	63%

*Room Utilisation is determined by the number of lines a room is occupied divided by the total number of lines available.

Eg. H0.36 is occupied during 5 lines: 5 lines occupied / 8 lines available = 63% room utilisation.

Required Additional Classrooms

Based on formulas in Attachment C – Capacity Projections.

- All students with max class occupancy (25 students)
 - o 6 labs x 175 students = 1050 capacity
 - o 7 labs x 175 students = 1225 capacity (1 extra lab)
 - o 8 labs x 175 students = 1400 capacity (2 extra lab)
 - o 9 labs x 175 students = 1575 capacity (3 extra lab)
 - o 10 labs x 175 students = 1750 capacity (4 extra lab)
- 52 enrolments per every 100 students with average class occupancy (19 students)
 - o 6 labs x 255 students = 1532 capacity
 - o 7 labs x 255 students = 1787 capacity (1 extra lab)
 - o 8 labs x 175 students = 1400 capacity (2 extra lab)

Attachment B – Formulas and Calculations

All formulas assuming:

- 8 Line timetable (leaving one line for maintenance and cleaning)
- 6 Science Rooms

Additional capacity per extra lab

Average of 19 students per class = 19 students x 7 lines¹ = **133 students per extra class room**

Maximum of 25 students per class = 25 students x 7 lines = **175 students per extra class room**

Current Science Classes Enrolment Trend/Pattern

Current # of students enrolled at college = 1112

Current # enrolments into science classes = 583

583 science enrolments / 1112 students = ratio of 52:100 (52 science enrolments per every 100 students)

Extra Science Labs Required If College Capacity is increased (based on 100:100 science enrolments).

Max enrolment trend (100:100) = 25 students x 7 lines = extra science lab per 175 students increased in capacity

400 capacity increase² / 175 students = 3 additional science labs required for capacity increase of 400.

Extra Science Labs Required If College Capacity is increased (based on 52:100 science enrolments).

Current enrolment trend (52:100) = 175 students x 1.92³ = extra science lab per 336 students increased in capacity

400 capacity increase / 175 students = 3 additional science labs required for capacity increase of 400.

Maximum Capacity Scenarios (Determined by # of Science rooms)

All students with average class occupancy (19 students)

- Average of 19 students per class
- 100% of students enrol into a science class

Formula: 19 students x 7 lines x 6 science rooms = **798 student capacity**

All students with max class occupancy (25 students)

- Max of 25 students per class
- 100% of students enrol into a science class

Formula: 25 students x 7 lines x 6 science rooms = **1050 student capacity**

52% of students with average class occupancy (19 students)

- Average of 19 students per class
- 52% of students enrol into a science class

Formula: (19 students x 7 lines x 6 science rooms) x 1.92 enrolment rate = **1532 student capacity**

52% of students with max class occupancy (25 students)

- Max of 25 students per class
- 52% of students enrol into a science class

Formula: (25 students x 7 lines x 6 science rooms) x 1.92 enrolment rate = **2019 student capacity**

¹ Total of 8 lines but leaving one free for cleaning/maintenance = 7 lines available.

² Estimated increase in college capacity if Library is refurbished into General Learning Areas (GLAs).

³ Enrolment Trend of 52:100. Formula: 100/52 = 1.92.

Attachment C – Review Spreadsheet

Course Type	Course Name	Line 1		Line 2		Line 3		Line 4		Line 5		Line 6		Line 7		Line 8		Line 9		# Classes ³	# Students ⁴	# Lines ⁵
		Subjects ¹	Students ²	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students			
Science	BIOLOGY	1	20	1	16	2	34	1	16	0	0	0	0	1	17	0	0	0	0	6	103	5
	CHEMISTRY	1	19	1	17	0	0	1	19	1	18	1	15	1	22	1	19	0	0	7	129	7
	EARTH & ENVIRONMENTAL	0	0	0	0	1	12	0	0	0	0	0	0	0	0	0	0	0	0	1	12	1
	ELECTRONICS AND MECHATRONIC	1	15	0	0	1	21	0	0	0	0	0	0	0	0	0	0	0	0	2	36	2
	FLIGHT	0	0	0	0	0	0	0	0	0	0	0	0	1	19	0	0	0	0	1	19	1
	HUMAN BIOLOGY	0	0	1	27	0	0	0	0	1	24	1	18	1	26	0	0	0	0	4	95	4
	INTERDISCIPLINARY SCIENCE	0	0	0	0	0	0	1	19	0	0	1	13	0	0	0	0	0	0	2	32	2
	PHYSICS	0	0	0	0	1	19	1	22	2	48	1	14	0	0	0	0	0	0	5	103	4
	SCIENCE	1	27	0	0	0	0	0	0	0	0	0	0	1	27	0	0	0	0	2	54	2
Total⁶:		4	81	3	60	5	86	4	76	4	90	4	60	5	111	1	19	0	0	30	583	
Room Utilisation⁷		67%		50%		83%		67%		67%		67%		83%		17%		0%				

Notes:

Subjects ¹	Number of classes running during that line. Eg. There is 1 Biology Class running during Line 1.
Students ²	Number of students enrolled in that course and line. Eg. 20 students are enrolled in Biology during Line 1.
# Classes ³	Total number of classes in that course type. Eg. There are 6 Biology classes offered in total.

# Students ⁴	Total number of students enrolled in course type. Eg. 103 students are enrolled in Biology in total.
# Lines ⁵	Number of lines that run that course type. Eg. Biology classes are offered in 5 of the lines.
Total ⁶ : (Subject)	Number of science classes running during that line. Eg. There is 4 Science Classes running during Line 1.

Total ⁶ : (Enrolment)	Number of students enrolled in science in line. Eg. 81 students enrolled in science classes in Line 1.
Room Utilisation ⁷	Number of classes / number of science rooms (6). Eg. Line 1 has 4 classes: 4/6 = 67% Room Utilisation.

Science Lab Usage per Line

Room Code	Primary Course Delivered	Room Utilisation L1		Room Utilisation L2		Room Utilisation L3		Room Utilisation L4		Room Utilisation L5		Room Utilisation L6		Room Utilisation L7		Room Utilisation L8		Room Utilisation L9		# Students ¹⁰	Lines occupied ¹¹	% Room Utilisation ¹²
		Code ⁸	Size ⁹	Code	Size	Code	Size	Code	Size	Code	Size	Code	Size	Code	Size	Code	Size	Code	Size			
H0.36	Science - Biology	1BI2T012	20	2BI2T022	16	3EE1T012	12	4BI1T012	16	Available	0	Available	0	7BI2T032	17	Available	0	Available	0	81	5	63%
H0.65	Science - Biology	1CH0X012	27	2BH9T032	27	3BI1T022	21	Available	0	5BH9T022	24	6BH9T012	18	7BH9T042	26	Available	0	Available	0	143	6	75%
H0.66	Science - Chemistry	1CH1T022	19	2CH1T042	17	3BI2T042	13	4CH2T032	19	5CH1T012	18	6CH2T022	15	7CH1T032	22	8CH2T012	19	Available	0	142	8	100%
HI.29	Science - Mechatronics	1EM2T012	15	Available	0	3EM1T012	21	Available	0	Available	0	Available	0	Available	0	Available	0	Available	0	36	2	25%
HI.44	Science - Physics	Available	0	2PAS102	21	3MA0X012	25	4PH1T012	22	5PH1T022	22	6PH1T032	14	7PH0X012	27	Available	0	Available	0	131	6	75%
HI.43	Science - General	Available	0	Available	0	3PH2T012	19	4IS1E012	19	5PH2T022	26	6IS1E022	13	7FT9T012	19	Available	0	Available	0	96	5	63%
# of labs occupied:		4		4		6		4		4		4		5		1		0				
Room Utilisation⁷		67%		67%		100%		67%		67%		67%		83%		17%		0%				
# of specialist labs occupied:		4		4		5		3		3		3		4		1		0				
Specialist Lab Utilisation⁸		80%		80%		100%		60%		60%		60%		80%		20%		0%				

Notes:

Code ⁸	Class Code occupying the room during that line. Eg. H0.36 is used by class 1BI2T012 during Line 1.
Size ⁹	Total number of students enrolled in the class. Eg. There are 20 students in room H0.36 during Line 1.

# Students ¹⁰	Total # of student enrolments in that classroom. Eg. 81 students are enrolled in classes in H0.36
Lines occupied ¹¹	Number of lines the room is occupied during. Eg. Room H0.36 is occupied during 5 of the lines.

% Room Utilisation ¹²	The number of lines the room is occupied / the total number of lines. Eg. Room H0.36 is occupied during 5 of the lines: 5 lines occupied / 8 lines = 63% Room Utilisation.
----------------------------------	--

Line	Code	Unit name	Class total	Room	Course Type
Line 1	1AH2E012	Unit 4: Reconstruct the	11	H1.41	English
Line 1	1BA1A022	Business Environment an	24	H1.36	Social and Behavioural Sciences
Line 1	1BI2T012	Unit 3: Heredity & Cont	20	H0.36	Science
Line 1	1BP9X012	Personal Development -	14	L1.13	College-Based
Line 1	1CHOX012	Year 10 Chemical and Bi	27	H0.65	Science
Line 1	1CH1T022	Unit 2: Molecules	19	H0.66	Science
Line 1	1DA2E022	Architecture- Major Pro	11	H0.33	Technology and Design
Line 1	1DR1E012	Actor & Director	20	P0.23	Arts
Line 1	1EC1E012	Unit 2: Economics	25	H1.69	Social and Behavioural Sciences
Line 1	1EM2T012	Negotiated Study	15	H1.29	Science
Line 1	1EN1A042	Unit 2: Making Connecti	23	L0.14B	English
Line 1	1EN1T012	Unit 2: Representations	27	H1.74	English
Line 1	1EN1T092	Unit 2: Representations	26	H1.75	English
Line 1	1EN2T022	Unit 4: Perspectives	17	L0.16	English
Line 1	1EN2T092	Unit 4: Perspectives	18	L0.16B	English
Line 1	1ES1E012	Unit 2: Perspectives in	20	H0.44	Language
Line 1	1EX1E032	Sports Performance and	24	G.04	Physical and Outdoor Education
Line 1	1FF1A012	Nutrition for Life	16	H0.97	Technology and Design
Line 1	1FU2A012	Project Assembly	17	H0.07	Technology and Design
Line 1	1HM2E012	Unit 4: The Modern Worl	15	H1.77	English
Line 1	1IP1E012	Intermediate Programmin	22	H0.59	Technology and Design
Line 1	1JB1E022	The World Around Us	19	H1.14	Language
Line 1	1MD1E012	Film Genre Studies	22	V0.04	Arts
Line 1	1MU2E012	Film Music	16	P0.46	Arts
Line 1	1OE1E032	Risk Management and Sno	21	H0.40	Physical and Outdoor Education
Line 1	1PASOR12	Pastoral Care	140	NEXUS	College-Based
Line 1	1PE9A062	Fitness & Modified Spor	22	G.27	Physical and Outdoor Education
Line 1	1PO2E012	Art Photography	17	V0.28	Arts
Line 1	1PS1E022	Unit 4: Psychology in S	29	H0.12	Social and Behavioural Sciences
Line 1	1SB9A012	Sports Injuries and Stu	16	H0.42	Physical and Outdoor Education
Line 1	1SC1A022	Interact with Children	23	H1.68	Social and Behavioural Sciences
Line 1	1TO9A022	Working in Tourism	22	L1.14	Technology and Design
Line 1	1VA1E022	Exploring Visual Art	25	V0.12	Arts
Line 2	2AH1E022	Unit 2: Ancient Societi	10	H1.41	English
Line 2	2BA2A022	Business Services Pathw	9	H1.36	Social and Behavioural Sciences
Line 2	2BH9T032	The Aging Human Body	27	H0.65	Science
Line 2	2BI2T022	Unit 3: Heredity & Cont	16	H0.36	Science
Line 2	2BU1T022	Relationship Management	21	H1.69	Social and Behavioural Sciences
Line 2	2BU2E012	Business Challenges	22	H0.12	Social and Behavioural Sciences
Line 2	2CE1E012	Ceramics Decoration & F	25	V0.31	Arts
Line 2	2CH1T042	Unit 2: Molecules	17	H0.66	Science
Line 2	2DR1E022	Devising an Ensemble Pr	20	P0.23	Arts
Line 2	2EN1A032	Unit 2: Making Connecti	23	L0.16	English
Line 2	2EN1T082	Unit 2: Representations	26	L0.14B	English
Line 2	2EN2A032	Unit 4: Local and Globa	24	H0.61	English
Line 2	2EN2A042	Unit 4: Local and Globa	16	L1.15	English
Line 2	2EN2A082	Unit 4: Local and Globa	22	H1.77	English
Line 2	2EN2T052	Unit 4: Perspectives	24	H1.75	English
Line 2	2EN2T122	Unit 4: Perspectives	24	H1.74	English
Line 2	2GB1E012	Society and Community	9	H1.18	Language
Line 2	2GL1E012	Cultural Identity in As	26	H1.72	English
Line 2	2GL2E012	International Relations	11	H0.45	English
Line 2	2MA1T072	Unit 2: Mathematical Ap	24	H1.17	Mathematics
Line 2	2MA2T042	Unit 4: Mathematical Ap	21	H1.14	Mathematics
Line 2	2ME1A042	Unit 2: Essential Mathe	29	H1.01	Mathematics
Line 2	2MM1T032	Unit 2: Mathematical Me	25	H1.11	Mathematics
Line 2	2MN2E012	Process to Production	7	V0.04	Arts
Line 2	2MU1E012	Early Rock Music	18	P0.46	Arts
Line 2	2MX1T012	Unit 2: Specialist Meth	20	H1.06	Mathematics
Line 2	2MX1T022	Unit 2: Specialist Meth	23	H1.07	Mathematics
Line 2	2MX2T032	Unit 4: Specialist Meth	26	H1.13	Mathematics
Line 2	2PASQU2	Pastoral Care	140	NEXUS	College-Based
Line 2	2PASY102	Pastoral Care	21	H1.44	College-Based
Line 2	2PE9A012	Fitness & Modified Spor	19	G.27B	Physical and Outdoor Education
Line 2	2PE9A022	Fitness & Modified Spor	15	G.27	Physical and Outdoor Education
Line 2	2PO2E022	Photography Application	19	V0.28	Arts
Line 2	2PS1E012	Unit 4: Psychology in S	22	H0.40	Social and Behavioural Sciences
Line 2	2SB9A022	Sports Injuries and Stu	19	G.04B	Physical and Outdoor Education
Line 2	2SC2A012	Disability and Aged Car	17	H1.68	Social and Behavioural Sciences
Line 2	2SD9A012	Sports Injuries and Stu	21	H0.59	Physical and Outdoor Education
Line 3	3BI1T022	Unit 4: The Internal En	21	H0.65	Science

Line 3	3BI2T042	Unit 3: Heredity & Cont	13	H0.66	Science
Line 3	3CA1E022	Lifestyle and Tradition	15	H0.44	Language
Line 3	3CS9M022	Health	9	H0.12	Health
Line 3	3DA2E012	Architecture- Major Pro	15	H0.33	Technology and Design
Line 3	3DG2E012	Graphic Design - Major	10	V0.28	Technology and Design
Line 3	3EE1T012	Unit 4: The Changing Ea	12	H0.36	Science
Line 3	3EL2T022	Unit 4: Literary Interp	20	H1.74	English
Line 3	3EM1T012	Digital and Analog inte	21	H1.29	Science
Line 3	3EN1A082	Unit 2: Making Connecti	25	H1.69	English
Line 3	3EN1T052	Unit 2: Representations	25	L0.14A	English
Line 3	3EN2A062	Unit 4: Local and Globa	17	H1.68	English
Line 3	3EN2T042	Unit 4: Perspectives	19	L0.16	English
Line 3	3EN2T112	Unit 4: Perspectives	23	L0.16	English
Line 3	3EX2E012	Sports Medicine and Spo	13	H0.41	Physical and Outdoor Education
Line 3	3FB1E012	Society and Community	18	H1.14	Language
Line 3	3HA1E012	The World and Culture	3	H1.18	Language
Line 3	3HO2A012	Catering and Service Op	16	H0.97	Technology and Design
Line 3	3LS1E022	Unit 1: Crime, Justice	23	H1.77	Social and Behavioural Sciences
Line 3	3MA0X012	Year 10 Algebra, Chance	25	H1.44	Mathematics
Line 3	3MA1T022	Unit 2: Mathematical Ap	20	H1.06	Mathematics
Line 3	3MA1T082	Unit 2: Mathematical Ap	20	H1.07	Mathematics
Line 3	3MA1T102	Unit 2: Mathematical Ap	16	H1.01	Mathematics
Line 3	3MA2T052	Unit 4: Mathematical Ap	28	H1.41	Mathematics
Line 3	3ME1A062	Unit 2: Essential Mathe	21	H1.12	Mathematics
Line 3	3ME2A042	Unit 4: Essential Mathe	15	H0.40	Mathematics
Line 3	3ME2A072	Unit 4: Essential Mathe	19	H1.13	Mathematics
Line 3	3MT1A012	Metal Light Fabrication	18	H0.04	Technology and Design
Line 3	3MX2T012	Unit 4: Specialist Meth	15	H1.11	Mathematics
Line 3	3OE2E022	Leadership and Rock	9	H1.17	Physical and Outdoor Education
Line 3	3PASTUC2	Pastoral Care	151	NEXUS	College-Based
Line 3	3PH2T012	Unit 4: Revolutions in	19	H1.43	Science
Line 3	3SF1A012	Sports Coaching & Manag	21	G.04B	Physical and Outdoor Education
Line 3	3TX1E012	Design Applications	15	V1.01	Technology and Design
Line 3	3VA2E022	Arts Negotiated Study	16	V0.12	Arts
Line 4	4AC1E012	Unit 2: The Accounting	26	H1.36	Social and Behavioural Sciences
Line 4	4BI1T012	Unit 4: The Internal En	16	H0.36	Science
Line 4	4BP9X022	Personal Development -	13	L1.13	College-Based
Line 4	4CH2T032	Unit 4: Structure, Synt	19	H0.66	Science
Line 4	4DN1E012	Dance & Entertainment	17	P0.51	Arts
Line 4	4DR2E022	Experimental Theatre	18	P0.23	Arts
Line 4	4EC2E012	Unit 4: Economics	11	H1.18	Social and Behavioural Sciences
Line 4	4EN1A022	Unit 2: Making Connecti	22	H1.77	English
Line 4	4EN1T072	Unit 2: Representations	28	L0.16	English
Line 4	4ES2E022	Unit 4: Issues and Atti	24	H0.44	Language
Line 4	4EX1E022	Sports Performance and	25	G.04	Physical and Outdoor Education
Line 4	4EX2E022	Sports Medicine and Spo	17	H1.74	Physical and Outdoor Education
Line 4	4FF2A012	Food and Culture in Aus	14	H0.97	Technology and Design
Line 4	4FU1A022	Trade Skills	21	H0.07	Technology and Design
Line 4	4IG1E012	3D Modelling, Animation	15	H0.59	Technology and Design
Line 4	4IS1E012	Science in Context	19	H1.43	Science
Line 4	4MA1T032	Unit 2: Mathematical Ap	24	H1.06	Mathematics
Line 4	4MA1T092	Unit 2: Mathematical Ap	20	H1.07	Mathematics
Line 4	4MA2T012	Unit 4: Mathematical Ap	20	H1.12	Mathematics
Line 4	4MA2T082	Unit 4: Mathematical Ap	24	H1.17	Mathematics
Line 4	4MD1E022	Film Genre Studies	23	V0.04	Arts
Line 4	4ME1A032	Unit 2: Essential Mathe	20	H1.01	Mathematics
Line 4	4ME2A032	Unit 4: Essential Mathe	25	H1.13	Mathematics
Line 4	4MM1T052	Unit 2: Mathematical Me	24	H1.11	Mathematics
Line 4	4MM2T042	Unit 4: Mathematical Me	23	H1.14	Mathematics
Line 4	4MT1A022	Metal Light Fabrication	20	H0.04	Technology and Design
Line 4	4OE2E012	Leadership and Rock	18	L0.14B	Physical and Outdoor Education
Line 4	4PASHYD2	Pastoral Care	135	NEXUS	College-Based
Line 4	4PE9A042	Fitness & Modified Spor	18	G.27	Physical and Outdoor Education
Line 4	4PH1T012	Unit 2: Thermal, Nuclea	22	H1.44	Science
Line 4	4PO1E032	Photography Communicati	21	V0.28	Arts
Line 4	4PS2E022	Unit 3: Psychology of W	13	H0.42	Social and Behavioural Sciences
Line 4	4SO1E012	Unit 1: Identity	24	H1.68	Social and Behavioural Sciences
Line 4	4SO2E022	Unit 4: Power and Insti	25	H1.69	Social and Behavioural Sciences
Line 4	4SY9A012	Sports Injuries and Stu	17	H1.41	Physical and Outdoor Education
Line 4	4SY9A022	Sports Injuries and Stu	13	H0.40	Physical and Outdoor Education
Line 4	4VA1E012	Exploring Visual Art	25	V0.12	Arts
Line 5	5BH9T022	The Aging Human Body	24	H0.65	Science

Line 5	5BU1T012	Relationship Management	21	H1.69	Social and Behavioural Sciences
Line 5	5BU1T032	Relationship Management	18	H1.36	Social and Behavioural Sciences
Line 5	5CA1E012	Lifestyle and Tradition	14	H1.17	Language
Line 5	5CB1E012	Lifestyle and Tradition	14	H1.14	Language
Line 5	5CH1T012	Unit 2: Molecules	18	H0.66	Science
Line 5	5DI1E012	Environmental Design	17	H0.33	Technology and Design
Line 5	5EN0X012	Year 10 English	27	H0.12	English
Line 5	5EN1A052	Unit 2: Making Connecti	24	L0.14B	English
Line 5	5EN1T062	Unit 2: Representations	24	L1.15	English
Line 5	5EN2A012	Unit 4: Local and Globa	19	L0.16	English
Line 5	5EN2A092	Unit 4: Local and Globa	15	H1.77	English
Line 5	5EN2T072	Unit 4: Perspectives	18	H1.72	English
Line 5	5FA1E012	The World Around Us	15	H0.44	Language
Line 5	5FS1E012	Food and Management	7	H0.97	Technology and Design
Line 5	5HO1A022	Hospitality Kitchen Pro	17	H0.59	Technology and Design
Line 5	5IA1E012	Lifestyle and Tradition	14	L1.14	Language
Line 5	5JA1E012	The World Around Us	12	H1.18	Language
Line 5	5LS1E012	Unit 1: Crime, Justice	18	H1.74	Social and Behavioural Sciences
Line 5	5MA1T042	Unit 2: Mathematical Ap	27	H1.06	Mathematics
Line 5	5MA1T052	Unit 2: Mathematical Ap	24	H1.07	Mathematics
Line 5	5MA2T072	Unit 4: Mathematical Ap	26	H1.12	Mathematics
Line 5	5ME1A072	Unit 2: Essential Mathe	25	H1.13	Mathematics
Line 5	5ME2A012	Unit 4: Essential Mathe	21	H1.01	Mathematics
Line 5	5MM1T042	Unit 2: Mathematical Me	18	H1.11	Mathematics
Line 5	5MU2E022	World Music	13	P0.46	Arts
Line 5	5MV2E022	Process to Production	17	V0.04	Arts
Line 5	5PASPHO2	Pastoral Care	139	NEXUS	College-Based
Line 5	5PH1T022	Unit 2: Thermal, Nuclea	22	H1.44	Science
Line 5	5PH2T022	Unit 4: Revolutions in	26	H1.43	Science
Line 5	5PO1E022	Photography Communicati	24	V0.28	Arts
Line 5	5PS1E032	Unit 4: Psychology in S	21	H0.40	Social and Behavioural Sciences
Line 5	5SC1A012	Interact with Children	22	H1.68	Social and Behavioural Sciences
Line 5	5TK1E012	Negotiated Study	18	H0.42	English
Line 6	6BA2A012	Business Services Pathw	16	H1.36	Social and Behavioural Sciences
Line 6	6BH9T012	The Aging Human Body	18	H0.65	Science
Line 6	6BP9X032	Personal Development -	7	L1.13	College-Based
Line 6	6BU2E022	Business Challenges	17	H0.40	Social and Behavioural Sciences
Line 6	6CH2T022	Unit 4: Structure, Synt	15	H0.66	Science
Line 6	6CS9M012	Health	7	H0.42	Health
Line 6	6DN1E022	Dance & Entertainment	12	P0.51	Arts
Line 6	6DR2E012	Recorded Voice	19	P0.23	Arts
Line 6	6EL2T012	Unit 4: Literary Interp	10	H1.70	English
Line 6	6EN1A062	Unit 2: Making Connecti	23	H1.69	English
Line 6	6EN1T042	Unit 2: Representations	20	H1.75	English
Line 6	6EN1T122	Unit 2: Representations	21	H1.74	English
Line 6	6EN1T132	Unit 2: Representations	21	H1.72	English
Line 6	6EN2A022	Unit 4: Local and Globa	22	H1.68	English
Line 6	6EN2T012	Unit 4: Perspectives	22	L0.14B	English
Line 6	6EN2T082	Unit 4: Perspectives	20	L0.16	English
Line 6	6ES2E012	Unit 4: Issues and Atti	25	H0.44	Language
Line 6	6FU1A012	Project Assembly	23	H0.07	Technology and Design
Line 6	6HM1E012	Unit 2: Change in the 2	24	H1.77	English
Line 6	6HO1A012	Hospitality Kitchen Pro	19	H0.97	Technology and Design
Line 6	6IG1E022	3D Modelling, Animation	19	H0.59	Technology and Design
Line 6	6IS1E022	Science in Context	13	H1.43	Science
Line 6	6KA1E012	Lifestyle and Tradition	5	H1.18	Language
Line 6	6MA1T012	Unit 2: Mathematical Ap	27	H1.11	Mathematics
Line 6	6MA2T022	Unit 4: Mathematical Ap	24	H1.12	Mathematics
Line 6	6ME1A012	Unit 2: Essential Mathe	20	H1.17	Mathematics
Line 6	6ME2A022	Unit 4: Essential Mathe	23	H1.01	Mathematics
Line 6	6MM1T012	Unit 2: Mathematical Me	15	H1.14	Mathematics
Line 6	6MM2T052	Unit 4: Mathematical Me	19	H1.13	Mathematics
Line 6	6MS1T012	Unit 2: Specialist Math	28	H1.07	Mathematics
Line 6	6MU1E022	Early Rock Music	20	P0.46	Arts
Line 6	6MV2E012	Process to Production	13	V0.04	Arts
Line 6	6PASDRA2	Pastoral Care	129	NEXUS	College-Based
Line 6	6PE0X012	Year 10 Physical Educat	27	H0.41	Physical and Outdoor Education
Line 6	6PE9A032	Fitness & Modified Spor	25	G.27B	Physical and Outdoor Education
Line 6	6PH1T032	Unit 2: Thermal, Nuclea	14	H1.44	Science
Line 6	6PO1E012	Photography Communicati	24	V0.28	Arts
Line 6	6PS1E042	Unit 4: Psychology in S	24	H1.41	Social and Behavioural Sciences
Line 6	6PS2E012	Unit 3: Psychology of W	18	H0.12	Social and Behavioural Sciences

Line 6	6ST9E012	Sports Admin and Market	20	G.04	Physical and Outdoor Education
Line 6	6TO9A012	Working in Tourism	21	H0.33	Technology and Design
Line 6	6TX1E022	Marketing a Designer La	18	V1.01	Technology and Design
Line 6	6VA2E012	Arts Negotiated Study	17	V0.12	Arts
Line 7	7BA1A012	Business Environment an	18	H1.36	Social and Behavioural Sciences
Line 7	7BH9T042	The Aging Human Body	26	H0.65	Science
Line 7	7BI2T032	Unit 3: Heredity & Cont	17	H0.36	Science
Line 7	7BP9X042	Personal Development -	14	L1.13	College-Based
Line 7	7BU1A012	Relationship Management	22	H0.12	Social and Behavioural Sciences
Line 7	7CH1T032	Unit 2: Molecules	22	H0.66	Science
Line 7	7DA1E012	Architecture Applicatio	23	H0.33	Technology and Design
Line 7	7EL1T012	Unit 2: Intertextuality	26	H1.74	English
Line 7	7EN1A072	Unit 2: Making Connecti	26	H1.68	English
Line 7	7EN1T022	Unit 2: Representations	23	L0.16B	English
Line 7	7EN1T102	Unit 2: Representations	23	L0.16	English
Line 7	7EN2A072	Unit 4: Local and Globa	16	H1.69	English
Line 7	7EN2T032	Unit 4: Perspectives	31	L0.14B	English
Line 7	7FT9T012	Meteorology and Human F	19	H1.43	Science
Line 7	7FU2A022	Project Assembly	11	H0.07	Technology and Design
Line 7	7GA1E012	Society and Community	4	H0.44	Language
Line 7	7HB1E012	The World and Culture	8	H1.18	Language
Line 7	7HO2A022	Catering and Service Op	12	H0.97	Technology and Design
Line 7	7HP1E012	Unit 2: Golden Ages	11	H1.72	English
Line 7	7IB1E012	Lifestyle and Tradition	10	H0.45	Language
Line 7	7IP1E032	Intermediate Programmin	20	H0.59	Technology and Design
Line 7	7IT1E012	Website Design	9	H0.61	Technology and Design
Line 7	7JB1E012	Lifestyle and Tradition	20	H1.14	Language
Line 7	7MA1T062	Unit 2: Mathematical Ap	26	H1.41	Mathematics
Line 7	7MA2T032	Unit 4: Mathematical Ap	25	H1.13	Mathematics
Line 7	7ME1A052	Unit 2: Essential Mathe	26	H1.01	Mathematics
Line 7	7ME2A062	Unit 4: Essential Mathe	17	H1.11	Mathematics
Line 7	7ME9M012	Unit 4: Essential Mathe	19	H1.17	Mathematics
Line 7	7ME9M022	Unit 4: Essential Mathe	0	H1.17	Mathematics
Line 7	7MM1T062	Unit 2: Mathematical Me	20	H0.40	Mathematics
Line 7	7MM2T012	Unit 4: Mathematical Me	25	H1.12	Mathematics
Line 7	7MS2T012	Unit 4: Specialist Math	18	H1.06	Mathematics
Line 7	7MS2T022	Unit 4: Specialist Math	16	H1.07	Mathematics
Line 7	7OE1E022	Risk Management and Sno	18	H1.77	Physical and Outdoor Education
Line 7	7PASCO2	Pastoral Care	127	NEXUS	College-Based
Line 7	7PE9A052	Fitness & Modified Spor	28	G.27	Physical and Outdoor Education
Line 7	7PHOX012	Year 10 Physical Scienc	27	H1.44	Science
Line 7	7PS2E032	Unit 3: Psychology of W	18	H0.42	Social and Behavioural Sciences
Line 7	7SF2A012	Community Activities &	18	G.04B	Physical and Outdoor Education
Line 7	7SO1E022	Unit 1: Identity	25	H1.75	Social and Behavioural Sciences
Line 8	8AC1E022	Unit 2: The Accounting	18	H1.36	Social and Behavioural Sciences
Line 8	8AH1E012	Unit 2: Ancient Societi	25	H0.42	English
Line 8	8BU1A022	Relationship Management	14	H1.69	Social and Behavioural Sciences
Line 8	8CE2E012	Wheel Work in Ceramics	12	V0.31	Arts
Line 8	8CH2T012	Unit 4: Structure, Synt	19	H0.66	Science
Line 8	8DG1E012	Graphic Design Applicat	24	H0.33	Technology and Design
Line 8	8DN2E012	Dance in Our Time	21	P0.51	Arts
Line 8	8EN1A012	Unit 2: Making Connecti	20	H1.77	English
Line 8	8EN1M012	Unit 2: Making Connecti	11	H0.12	English
Line 8	8EN1T032	Unit 2: Representations	29	L0.16B	English
Line 8	8EN1T112	Unit 2: Representations	24	L0.14B	English
Line 8	8EN2A052	Unit 4: Local and Globa	20	H1.68	English
Line 8	8EN2M022	Unit 4: Local and Globa	9	H1.70	English
Line 8	8EN2T062	Unit 4: Perspectives	21	H1.75	English
Line 8	8ES1E022	Unit 2: Perspectives in	19	H0.44	Language
Line 8	8EX1E012	Sports Performance and	26	H0.41	Physical and Outdoor Education
Line 8	8HO1A032	Hospitality Kitchen Pro	19	H0.97	Technology and Design
Line 8	8IP1E022	Intermediate Programmin	22	H0.59	Technology and Design
Line 8	8IW1E012	IT Major Project	21	H0.61	Technology and Design
Line 8	8KB1E012	Society and Community	16	H1.17	Language
Line 8	8LS2E012	Unit 2: Civil Law & Dis	20	H1.74	Social and Behavioural Sciences
Line 8	8MA2T062	Unit 4: Mathematical Ap	20	H1.13	Mathematics
Line 8	8ME1A022	Unit 2: Essential Mathe	19	H1.11	Mathematics
Line 8	8ME2A052	Unit 4: Essential Mathe	25	H1.12	Mathematics
Line 8	8MM1T022	Unit 2: Mathematical Me	22	H1.06	Mathematics
Line 8	8MM2T022	Unit 4: Mathematical Me	25	H1.01	Mathematics
Line 8	8MT2A012	Metal Welding and Therm	21	H0.04	Technology and Design
Line 8	8MX1T032	Unit 2: Specialist Meth	18	H1.14	Mathematics

Line 8	8MX2T022	Unit 4: Specialist Meth	19	H1.41	Mathematics
Line 8	8OE1E012	Risk Management and Sno	21	H0.40	Physical and Outdoor Education
Line 8	8PASCE2	Pastoral Care	140	NEXUS	College-Based
Line 8	8PE9A072	Fitness & Modified Spor	14	G.27	Physical and Outdoor Education
Line 8	8ST9E022	Sports Admin and Market	22	G.04B	Physical and Outdoor Education
Line 9	9EN2O012	Unit 4: Perspectives	24	H1.69	English
Line 9	9LP1E01C	Skills and Knowledge in	19	P0.23	Arts
Line 9	9MP1E012	Musical Theatre	32	P0.51	Arts
Line 9	9PE9N012	Fitness & Modified Spor	25	G.27	Physical and Outdoor Education
Line 9	9PS1E052	Unit 4: Psychology in S	21	H1.75	Social and Behavioural Sciences
Line 0	OBGHINS2	Individual Experience	1	TBA	Language
Line 0	OCPRO2	Pastoral Care	8	H0.39	College-Based
Line 0	ODANCES2	Dance and the Media	0	P0.51	Arts

Course name	Class name	#VALUE!
ANCIENT HISTORY	Unit 4: Reconstruct the Ancien	0
BUSINESS SERVICES	Business Environment and Servi	
BIOLOGY	Unit 3 Heredity & Continuity	
COLLEGE-BASED	Personal Development - Study s	
SCIENCE	Year 10 Chemical and Biologica	
CHEMISTRY	Unit 2 Molecules	
DESIGN TECHNOLOGY AND GRAPHICS	Architecture- Major Project	
DRAMA	Actor & Director	
ECONOMICS	Unit 2 Economics	
ELECTRONICS AND MECHATRONICS	Negotiated Study	
ESSENTIAL ENGLISH	Unit 2: Making Connections	
ENGLISH	Unit 2: Representations Throug	
ENGLISH	Unit 2: Representations Throug	
ENGLISH	Unit 4: Perspectives	
ENGLISH	Unit 4: Perspectives	
ENGLISH AS A SECOND LANGUAGE	Unit 2: Perspectives in Texts	
EXERCISE SCIENCE	Sports Performance and Nutriti	
FOOD FOR LIFE	Nutrition for Life	
FURNITURE MAKING	Project Assembly	
MODERN HISTORY	Unit 4: The Modern World since	
INFORMATION TECHNOLOGY	Programming Stream	
BEGINNING JAPANESE	The World Around Us	
MEDIA	Film Genre Studies	
MUSIC	Film Music	
OUTDOOR EDUCATION	Risk Management and Snow	
COLLEGE-BASED	Pastoral Care - Orion	
PHYSICAL EDUCATION	Fitness & Modified Sports	
PHOTOGRAPHY	Art Photography	
PSYCHOLOGY	Unit 4 Psychology in Society	
SPORTS DEVELOPMENT	Sports Injuries and Study Skil	
SOCIAL AND COMMUNITY WORK	Interact with Children	
TOURISM AND EVENT MANAGEMENT	Working in Tourism	
VISUAL ARTS	Exploring Visual Art	
ANCIENT HISTORY	Unit 2: Ancient Societies	
BUSINESS SERVICES	Business Services Pathways	
HUMAN BIOLOGY	The Aging Human Body	
BIOLOGY	Unit 3 Heredity & Continuity	
BUSINESS	Relationship Management	
BUSINESS	Business Challenges	
VISUAL ARTS	Ceramics Decoration & Firing	
CHEMISTRY	Unit 2 Molecules	
DRAMA	Devising an Ensemble Productio	
ESSENTIAL ENGLISH	Unit 2: Making Connections	
ENGLISH	Unit 2: Representations Throug	
ESSENTIAL ENGLISH	Unit 4: Local and Global	
ESSENTIAL ENGLISH	Unit 4: Local and Global	
ESSENTIAL ENGLISH	Unit 4: Local and Global	
ENGLISH	Unit 4: Perspectives	
ENGLISH	Unit 4: Perspectives	
BEGINNING GERMAN	Society and Community	
GLOBAL STUDIES	Cultural Identity in Asia	
GLOBAL STUDIES	International Relations	
MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati	
MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati	
ESSENTIAL MATHEMATICS	Unit 2: Essential Mathematics	
MATHEMATICAL METHODS	Unit 2: Mathematical Methods	
MEDIA	Process to Production	
MUSIC	Early Rock Music	
SPECIALIST METHODS	Unit 2: Specialist Methods	
SPECIALIST METHODS	Unit 2: Specialist Methods	
SPECIALIST METHODS	Unit 4: Specialist Methods	
COLLEGE-BASED	Pastoral Care - Aquila	
COLLEGE-BASED	Pastoral Care - Year 10	
PHYSICAL EDUCATION	Fitness & Modified Sports	
PHYSICAL EDUCATION	Fitness & Modified Sports	
PHOTOGRAPHY	Photography Applications	
PSYCHOLOGY	Unit 4 Psychology in Society	
SPORTS DEVELOPMENT	Sports Injuries and Study Skil	
SOCIAL AND COMMUNITY WORK	Disability and Aged Care	
SPORTS DEVELOPMENT	Sports Injuries and Study Skil	
BIOLOGY	Unit 4 The Internal Environme	

BIOLOGY	Unit 3 Heredity & Continuity
ADVANCED CHINESE	Lifestyle and Traditions
LIFE, LEISURE AND LEARNING	Health
DESIGN TECHNOLOGY AND GRAPHICS	Architecture- Major Project
DESIGN TECHNOLOGY AND GRAPHICS	Graphic Design - Major Project
EARTH & ENVIRONMENTAL	Unit 4 The Changing Earth
LITERATURE	Unit 4: Literary Interpretatio
ELECTRONICS AND MECHATRONICS	Digital and Analog interaction
ESSENTIAL ENGLISH	Unit 2: Making Connections
ENGLISH	Unit 2: Representations Throug
ESSENTIAL ENGLISH	Unit 4: Local and Global
ENGLISH	Unit 4: Perspectives
ENGLISH	Unit 4: Perspectives
EXERCISE SCIENCE	Sports Medicine and Sports Psy
BEGINNING FRENCH	Society and Community
CONTINUING HINDI	The World and Culture
HOSPITALITY	Catering and Service Operation
LEGAL STUDIES	Unit 1 Crime, Justice & Legal
MATHEMATICS	Year 10 Algebra, Chance and St
MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
ESSENTIAL MATHEMATICS	Unit 2: Essential Mathematics
ESSENTIAL MATHEMATICS	Unit 4: Essential Mathematics
ESSENTIAL MATHEMATICS	Unit 4: Essential Mathematics
METAL TECHNOLOGY	Metal Light Fabrication
SPECIALIST METHODS	Unit 4: Specialist Methods
OUTDOOR EDUCATION	Leadership and Rock
COLLEGE-BASED	Pastoral Care - Tucana
PHYSICS	Unit 4 Revolutions in Modern
SPORT, RECREATION & LEADERSHIP	Sports Coaching & Management
TEXTILES AND FASHION	Design Applications
VISUAL ARTS	Arts Negotiated Study
ACCOUNTING	Unit 2 The Accounting Cycle
BIOLOGY	Unit 4 The Internal Environme
COLLEGE-BASED	Personal Development - Study s
CHEMISTRY	Unit 4 Structure, Synthesis a
DANCE	Dance & Entertainment
DRAMA	Experimental Theatre
ECONOMICS	Unit 4 Economics
ESSENTIAL ENGLISH	Unit 2: Making Connections
ENGLISH	Unit 2: Representations Throug
ENGLISH AS A SECOND LANGUAGE	Unit 4: Issues and Attitudes
EXERCISE SCIENCE	Sports Performance and Nutriti
EXERCISE SCIENCE	Sports Medicine and Sports Psy
FOOD FOR LIFE	Food and Culture in Australia
FURNITURE MAKING	Trade Skills
INFORMATION TECHNOLOGY	3D Modelling, Animation & Text
INTERDISCIPLINARY SCIENCE	Science in Context
MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
MEDIA	Film Genre Studies
ESSENTIAL MATHEMATICS	Unit 2: Essential Mathematics
ESSENTIAL MATHEMATICS	Unit 4: Essential Mathematics
MATHEMATICAL METHODS	Unit 2: Mathematical Methods
MATHEMATICAL METHODS	Unit 4: Mathematical Methods
METAL TECHNOLOGY	Metal Light Fabrication
OUTDOOR EDUCATION	Leadership and Rock
COLLEGE-BASED	Pastoral Care - Hydra
PHYSICAL EDUCATION	Fitness & Modified Sports
PHYSICS	Unit 2 Thermal, Nuclear and E
PHOTOGRAPHY	Photography Communication
PSYCHOLOGY	Unit 3 Psychology of Wellness
SOCIOLOGY	Unit 1 Identity
SOCIOLOGY	Unit 4 Power and Institutions
SPORTS DEVELOPMENT	Sports Injuries and Study Skill
SPORTS DEVELOPMENT	Sports Injuries and Study Skill
VISUAL ARTS	Exploring Visual Art
HUMAN BIOLOGY	The Aging Human Body

BUSINESS	Relationship Management
BUSINESS	Relationship Management
ADVANCED CHINESE	Lifestyle and Traditions
BEGINNING CHINESE	Lifestyle and Traditions
CHEMISTRY	Unit 2 Molecules
DESIGN TECHNOLOGY	Environmental Design
ENGLISH	Year 10 English
ESSENTIAL ENGLISH	Unit 2: Making Connections
ENGLISH	Unit 2: Representations Throug
ESSENTIAL ENGLISH	Unit 4: Local and Global
ESSENTIAL ENGLISH	Unit 4: Local and Global
ENGLISH	Unit 4: Perspectives
BEGINNING FRENCH	The World Around Us
FOOD SCIENCE	Food and Management
HOSPITALITY	Hospitality Kitchen Procedures
BEGINNING ITALIAN	Lifestyle and Traditions
CONTINUING JAPANESE	The World Around Us
LEGAL STUDIES	Unit 1 Crime, Justice & Legal
MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
ESSENTIAL MATHEMATICS	Unit 2: Essential Mathematics
ESSENTIAL MATHEMATICS	Unit 4: Essential Mathematics
MATHEMATICAL METHODS	Unit 2: Mathematical Methods
MUSIC	World Music
MEDIA	Process to Production
COLLEGE-BASED	Pastoral Care - Phoenix
PHYSICS	Unit 2 Thermal, Nuclear and E
PHYSICS	Unit 4 Revolutions in Modern
PHOTOGRAPHY	Photography Communication
PSYCHOLOGY	Unit 4 Psychology in Society
SOCIAL AND COMMUNITY WORK	Interact with Children
PHILOSOPHY	Negotiated Study
BUSINESS SERVICES	Business Services Pathways
HUMAN BIOLOGY	The Aging Human Body
COLLEGE-BASED	Personal Development - Study s
BUSINESS	Business Challenges
CHEMISTRY	Unit 4 Structure, Synthesis a
LIFE, LEISURE AND LEARNING	Health
DANCE	Dance & Entertainment
DRAMA	Recorded Voice
LITERATURE	Unit 4: Literary Interpretatio
ESSENTIAL ENGLISH	Unit 2: Making Connections
ENGLISH	Unit 2: Representations Throug
ENGLISH	Unit 2: Representations Throug
ENGLISH	Unit 2: Representations Throug
ESSENTIAL ENGLISH	Unit 4: Local and Global
ENGLISH	Unit 4: Perspectives
ENGLISH	Unit 4: Perspectives
ENGLISH AS A SECOND LANGUAGE	Unit 4: Issues and Attitudes
FURNITURE MAKING	Project Assembly
MODERN HISTORY	Unit 2: Change in the 20th Cen
HOSPITALITY	Hospitality Kitchen Procedures
INFORMATION TECHNOLOGY	3D Modelling, Animation & Text
INTERDISCIPLINARY SCIENCE	Science in Context
BEGINNING KOREAN	Lifestyle and Traditions
MATHEMATICAL APPLICATIONS	Unit 2 Mathematical Applicati
MATHEMATICAL APPLICATIONS	Unit 4 Mathematical Applicati
ESSENTIAL MATHEMATICS	Unit 2 Essential Mathematics
ESSENTIAL MATHEMATICS	Unit 4 Essential Mathematics
MATHEMATICAL METHODS	Unit 2 Mathematical Methods
MATHEMATICAL METHODS	Unit 4 Mathematical Methods
SPECIALIST MATHEMATICS	Unit 2 Specialist Mathematics
MUSIC	Early Rock Music
MEDIA	Process to Production
COLLEGE-BASED	Pastoral Care - Draco
PHYSICAL EDUCATION	Year 10 Physical Education Sem
PHYSICAL EDUCATION	Fitness & Modified Sports
PHYSICS	Unit 2 Thermal, Nuclear and E
PHOTOGRAPHY	Photography Communication
PSYCHOLOGY	Unit 4 Psychology in Society
PSYCHOLOGY	Unit 3 Psychology of Wellness

SPORTS STUDIES	Sports Admin and Marketing
TOURISM AND EVENT MANAGEMENT	Working in Tourism
TEXTILES AND FASHION	Marketing a Designer Label
VISUAL ARTS	Arts Negotiated Study
BUSINESS SERVICES	Business Environment and Servi
HUMAN BIOLOGY	The Aging Human Body
BIOLOGY	Unit 3 Heredity & Continuity
COLLEGE-BASED	Personal Development - Study s
BUSINESS	Relationship Management
CHEMISTRY	Unit 2 Molecules
DESIGN TECHNOLOGY AND GRAPHICS	Architecture Applications
LITERATURE	Unit 2: Intertextuality
ESSENTIAL ENGLISH	Unit 2: Making Connections
ENGLISH	Unit 2: Representations Throug
ENGLISH	Unit 2: Representations Throug
ESSENTIAL ENGLISH	Unit 4: Local and Global
ENGLISH	Unit 4: Perspectives
FLIGHT	Meteorology and Human Factors
FURNITURE MAKING	Project Assembly
CONTINUING GERMAN	Society and Community
BEGINNING HINDI	The World and Culture
HOSPITALITY	Catering and Service Operati
PRE MODERN HISTORY	Unit 2: Golden Ages
BEGINNING ITALIAN	Lifestyle and Traditions
INFORMATION TECHNOLOGY	Programming Stream
INFORMATION TECHNOLOGY	Information Technology
CONTINUING JAPANESE	Lifestyle and Traditions
MATHEMATICAL APPLICATIONS	Unit 2 Mathematical Applicati
MATHEMATICAL APPLICATIONS	Unit 4 Mathematical Applicati
ESSENTIAL MATHEMATICS	Unit 2 Essential Mathematics
ESSENTIAL MATHEMATICS	Unit 4 Essential Mathematics
ESSENTIAL MATHEMATICS	Unit 4 Essential Mathematics
ESSENTIAL MATHEMATICS	Unit 4 Essential Mathematics
MATHEMATICAL METHODS	Unit 2 Mathematical Methods
MATHEMATICAL METHODS	Unit 4 Mathematical Methods
SPECIALIST MATHEMATICS	Unit 4 Specialist Mathematics
SPECIALIST MATHEMATICS	Unit 4 Specialist Mathematics
OUTDOOR EDUCATION	Risk Management and Snow
COLLEGE-BASED	Pastoral Care - Scorpius
PHYSICAL EDUCATION	Fitness & Modified Sports
SCIENCE	Year 10 Physical Science
PSYCHOLOGY	Unit 3 Psychology of Wellness
SPORT, RECREATION & LEADERSHIP	Community Activities & Events
SOCIOLOGY	Unit 1 Identity
ACCOUNTING	Unit 2 The Accounting Cycle
ANCIENT HISTORY	Unit 2: Ancient Societies
BUSINESS	Relationship Management
VISUAL ARTS	Wheel Work in Ceramics
CHEMISTRY	Unit 4 Structure, Synthesis a
DESIGN TECHNOLOGY AND GRAPHICS	Graphic Design Applications
DANCE	Dance in Our Time
ESSENTIAL ENGLISH	Unit 2: Making Connections
ESSENTIAL ENGLISH	Unit 2: Making Connections
ENGLISH	Unit 2: Representations Throug
ENGLISH	Unit 2: Representations Throug
ESSENTIAL ENGLISH	Unit 4: Local and Global
ESSENTIAL ENGLISH	Unit 4: Local and Global
ENGLISH	Unit 4: Perspectives
ENGLISH AS A SECOND LANGUAGE	Unit 2: Perspectives in Texts
EXERCISE SCIENCE	Sports Performance and Nutriti
HOSPITALITY	Hospitality Kitchen Procedures
INFORMATION TECHNOLOGY	Programming Stream
INFORMATION TECHNOLOGY	IT Major Project
BEGINNING KOREAN	Society and Community
LEGAL STUDIES	Unit 2 Civil Law & Dispute Re
MATHEMATICAL APPLICATIONS	Unit 4 Mathematical Applicati
ESSENTIAL MATHEMATICS	Unit 2 Essential Mathematics
ESSENTIAL MATHEMATICS	Unit 4 Essential Mathematics
MATHEMATICAL METHODS	Unit 2 Mathematical Methods
MATHEMATICAL METHODS	Unit 4 Mathematical Methods
METAL TECHNOLOGY	Metal Welding and Thermal Cutt
SPECIALIST METHODS	Unit 2 Specialist Methods

SPECIALIST METHODS	Unit 4 Specialist Methods
OUTDOOR EDUCATION	Risk Management and Snow
COLLEGE-BASED	Pastoral Care - Centaurus
PHYSICAL EDUCATION	Fitness & Modified Sports
SPORTS STUDIES	Sports Admin and Marketing
ENGLISH	Unit 4: Perspectives
LIVE PRODUCTION AND SERVICES	Skills and Knowledge in Sound
MUSICAL & STAGE PERFORMANCE	Musical Theatre
PHYSICAL EDUCATION	Fitness & Modified Sports
PSYCHOLOGY	Unit 4 Psychology in Society
BEGINNING HINDI	Individual Experience
COLLEGE-BASED	Pastoral Care
DANCE	Dance and the Media

Room Occupancy per Line - Detailed

Room	Line	Code	Unit name	Class total	Course Type	Course Name	Class Name
G.04	1	1EX1E032	Sports Perform1ance and	25	Physical and Outdoor Education	EXERCISE SCIENCE	Sports Performance and Nutriti
G.04	2	2SB9A022	Sports Injuries and Stu	19	Physical and Outdoor Education	SPORTS DEVELOPMENT	Sports Injuries and Study Skil
G.04	3	3SF1A012	Sports Coaching & Manag	21	Physical and Outdoor Education	SPORT, RECREATION & LEADERSHIP	Sports Coaching & Management
G.04	4	4EX1E022	Sports Perfonnance and	25	Physical and Outdoor Education	EXERCISE SCIENCE	Sports Performance and Nutriti
G.04	5	Available					
G.04	6	6ST9E012	Sports Admin and Market	20	Physical and Outdoor Education	SPORTS STUDIES	Sports Admin and Marketing
G.04	7	7SF2A012	Community Activities &	18	Physical and Outdoor Education	SPORT, RECREATION & LEADERSHIP	Community Activities & Events
G.04	8	8ST9E022	Sports Admin and Market	22	Physical and Outdoor Education	SPORTS STUDIES	Sports Admin and Marketing
G.04	9	Available					
G.27	1	1PE9A062	Fitness & Modified Spar	22	Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
G.27	2	2PE9A022	Fitness & Modified Spor	15	Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
G.27	3	Available					
G.27	4	4PE9A042	Fitness & Modified Spor	18	Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
G.27	5	Available					
G.27	6	Available					
G.27	7	7PE9A052	Fitness & Modified Spor	28	Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
G.27	8	8PE9A072	Fitness & Modified Spor	14	Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
G.27	9	9PE9N012	Fitness & Modified Spor	25	Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
G.27B	1	Available					
G.27B	2	2PE9A012	Fitness & Modified Spor	19	Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
G.27B	3	Available					
G.27B	4	Available					
G.27B	5	Available					
G.27B	6	6PE9A032	Fitness & Modified Spor	25	Physical and Outdoor Education	PHYSICAL EDUCATION	Fitness & Modified Sports
G.27B	7	Available					
G.27B	8	Available					
G.27B	9	Available					
H0.04	1	Available					
H0.04	2	Available					
H0.04	3	3MT1A012	Metal Light Fabrication	18	Technology and Design	METAL TECHNOLOGY	Metal Light Fabrication
H0.04	4	4MT1A022	Metal Light Fabrication	20	Technology and Design	METAL TECHNOLOGY	Metal Light Fabrication
H0.04	5	Available					
H0.04	6	Available					
H0.04	7	Available					
H0.04	8	8MT2A012	Metal Welding and Therm	21	Technology and Design	METAL TECHNOLOGY	Metal Welding and Thermal Cutt
H0.04	9	Available					
H0.07	1	1FU2A012	Project Assembly	17	Technology and Design	FURNITURE MAKING	Project Assembly
H0.07	2	Available					
H0.07	3	Available					
H0.07	4	4FU1A022	Trade Skills	20	Technology and Design	FURNITURE MAKING	Trade Skills
H0.07	5	Available					
H0.07	6	6FU1A012	Project Assembly	24	Technology and Design	FURNITURE MAKING	Project Assembly
H0.07	7	7FU2A022	Project Assembly	11	Technology and Design	FURNITURE MAKING	Project Assembly
H0.07	8	Available					
H0.07	9	Available					
H0.12	1	1PS1E022	Unit 4: Psychology in S	29	Social and Behavioural Sciences	PSYCHOLOGY	Unit 4 Psychology in Society
H0.12	2	2BU2E012	Business Challenges	22	Social and Behavioural Sciences	BUSINESS	Business Challenges
H0.12	3	3CS9M022	Health	9	Health	LIFE, LEISURE AND LEARNING	Health
H0.12	4	Available					
H0.12	5	5ENOX012	Year 10 English	27	English	ENGLISH	Year 10 English
H0.12	6	6PS2E012	Unit 3: Psychology ofW	17	Social and Behavioural Sciences	PSYCHOLOGY	Unit 3 Psychology of Wellness
H0.12	7	7BU1A012	Relationship Management	22	Social and Behavioural Sciences	BUSINESS	Relationship Management
H0.12	8	8EN1M012	Unit 2: Making Connecti	11	English	ESSENTIAL ENGLISH	Unit 2: Making Connections
H0.12	9	Available					
H0.33	1	1DA2E022	Architecture- Major Pro	11	Technology and Design	DESIGN TECHNOLOGY AND GRAPHICS	Architecture- Major Project
H0.33	2	Available					
H0.33	3	3DA2E012	Architecture- Major Pro	15	Technology and Design	DESIGN TECHNOLOGY AND GRAPHICS	Architecture- Major Project
H0.33	4	Available					
H0.33	5	5D1E012	Environmental Design	17	Technology and Design	DESIGN TECHNOLOGY	Environmental Design
H0.33	6	6TO9A012	Working in Tourism	21	Technology and Design	TOURISM AND EVENT MANAGEMENT	Working in Tourism
H0.33	7	7DA1E012	Architecture Applicatio	23	Technology and Design	DESIGN TECHNOLOGY AND GRAPHICS	Architecture Applications
H0.33	8	8DG1E012	Graphic Design Applicat	24	Technology and Design	DESIGN TECHNOLOGY AND GRAPHICS	Graphic Design Applications
H0.33	9	Available					
H0.36	1	1BI2T012	Unit 3: Heredity & Cont	20	Science	BIOLOGY	Unit 3 Heredity & Continuity
H0.36	2	2BI2T022	Unit 3: Heredity & Cont	16	Science	BIOLOGY	Unit 3 Heredity & Continuity
H0.36	3	3EE1T012	Unit 4: The Changing Ea	12	Science	EARTH & ENVIRONMENTAL	Unit 4 The Changing Earth
H0.36	4	4BI1T012	Unit 4: The Internal En	16	Science	BIOLOGY	Unit 4 The Internal Environme
H0.36	5	Available					
H0.36	6	Available					
H0.36	7	7BI2T032	Unit 3: Heredity & Cont	17	Science	BIOLOGY	Unit 3 Heredity & Continuity
H0.36	8	Available					
H0.36	9	Available					
H0.39	1	Available					

H0.39	2	Available					
H0.39	3	Available					
H0.39	4	Available					
H0.39	5	Available					
H0.39	6	Available					
H0.39	7	Available					
H0.39	8	Available					
H0.39	9	OCPRO2	Pastoral Care	8	College-Based	COLLEGE-BASED	Pastoral Care
H0.40	1	1OE1E032	Risk Management and Sno	21	Physical and Outdoor Education	OUTDOOR EDUCATION	Risk Management and Snow
H0.40	2	2PS1E012	Unit 4: Psychology in S	22	Social and Behavioural Sciences	PSYCHOLOGY	Unit 4 Psychology in Society
H0.40	3	3ME2A042	Unit 4: Essential Mathe	15	Mathematics	ESSENTIAL MATHEMATICS	Unit 4: Essential Mathematics
H0.40	4	4SY9A022	Sports Injuries and Stu	13	Physical and Outdoor Education	SPORTS DEVELOPMENT	Sports Injuries and Study Skill
H0.40	5	5PS1E032	Unit 4: Psychology in S	21	Social and Behavioural Sciences	PSYCHOLOGY	Unit 4 Psychology in Society
H0.40	6	6BU2E022	Business Challenges	17	Social and Behavioural Sciences	BUSINESS	Business Challenges
H0.40	7	7MM1T062	Unit 2: Mathematical Me	20	Mathematics	MATHEMATICAL METHODS	Unit 2 Mathematical Methods
H0.40	8	8OE1E012	Risk Management and Sno	21	Physical and Outdoor Education	OUTDOOR EDUCATION	Risk Management and Snow
H0.40	9	Available					
H0.41	1	Available					
H0.41	2	Available					
H0.41	3	3EX2E012	Sports Medicine and Spo	13	Physical and Outdoor Education	EXERCISE SCIENCE	Sports Medicine and Sports Psy
H0.41	4	Available					
H0.41	5	Available					
H0.41	6	6PE0X012	Year 10 Physical Educat	27	Physical and Outdoor Education	PHYSICAL EDUCATION	Year 10 Physical Education Sem
H0.41	7	Available					
H0.41	8	8EX1E012	Sports Performance and	26	Physical and Outdoor Education	EXERCISE SCIENCE	Sports Performance and Nutriti
H0.41	9	Available					
H0.42	1	1SB9A012	Sports Injuries and Stu	16	Physical and Outdoor Education	SPORTS DEVELOPMENT	Sports Injuries and Study Skill
H0.42	2	Available					
H0.42	3	Available					
H0.42	4	4PS2E022	Unit 3: Psychology ofW	14	Social and Behavioural Sciences	PSYCHOLOGY	Unit 3 Psychology of Wellness
H0.42	5	5TK1E012	Negotiated Study	18	English	PHILOSOPHY	Negotiated Study
H0.42	6	6CS9M012	Health	7	Health	LIFE, LEISURE AND LEARNING	Health
H0.42	7	7PS2E032	Unit 3: Psychology ofW	18	Social and Behavioural Sciences	PSYCHOLOGY	Unit 3 Psychology of Wellness
H0.42	8	8AH1E012	Unit 2: Ancient Societi	25	English	ANCIENT HISTORY	Unit 2: Ancient Societies
H0.42	9	Available					
H0.44	1	1ES1E012	Unit 2: Perspectives in	20	Language	ENGLISH AS A SECOND LANGUAGE	Unit 2: Perspectives in Texts
H0.44	2	Available					
H0.44	3	3CA1E022	Lifestyle and Tradition	15	Language	ADVANCED CHINESE	Lifestyle and Traditions
H0.44	4	4ES2E022	Unit 4: Issues and Atti	24	Language	ENGLISH AS A SECOND LANGUAGE	Unit 4: Issues and Attitudes
H0.44	5	5FA1E012	The World Around Us	15	Language	BEGINNING FRENCH	The World Around Us
H0.44	6	6ES2E012	Unit 4: Issues and Atti	25	Language	ENGLISH AS A SECOND LANGUAGE	Unit 4: Issues and Attitudes
H0.44	7	7GA1E012	Society and Community	4	Language	CONTINUING GERMAN	Society and Community
H0.44	8	8ES1E022	Unit 2: Perspectives in	19	Language	ENGLISH AS A SECOND LANGUAGE	Unit 2: Perspectives in Texts
H0.44	9	Available					
H0.45	1	Available					
H0.45	2	2GL2E012	International Relations	11	English	GLOBAL STUDIES	International Relations
H0.45	3	Available					
H0.45	4	Available					
H0.45	5	Available					
H0.45	6	Available					
H0.45	7	7IB1E012	Lifestyle and Tradition	10	Language	BEGINNING ITALIAN	Lifestyle and Traditions
H0.45	8	Available					
H0.45	9	Available					
H0.59	1	1IP1E012	Intermediate Programmin	22	Technology and Design	INFORMATION TECHNOLOGY	Programming Stream
H0.59	2	2SD9A012	Sports Injuries and Stu	21	Physical and Outdoor Education	SPORTS DEVELOPMENT	Sports Injuries and Study Skill
H0.59	3	Available					
H0.59	4	4IG1E012	3D Modelling, Animation	15	Technology and Design	INFORMATION TECHNOLOGY	3D Modelling, Animation & Text
H0.59	5	5HO1A022	Hospitality Kitchen Pro	17	Technology and Design	HOSPITALITY	Hospitality Kitchen Procedures
H0.59	6	6IG1E022	3D Modelling, Animation	19	Technology and Design	INFORMATION TECHNOLOGY	3D Modelling, Animation & Text
H0.59	7	7IP1E032	Intermediate Programmin	19	Technology and Design	INFORMATION TECHNOLOGY	Programming Stream
H0.59	8	8IP1E022	Intermediate Programmin	22	Technology and Design	INFORMATION TECHNOLOGY	Programming Stream
H0.59	9	Available					
H0.61	1	Available					
H0.61	2	2EN2A032	Unit 4: Local and Globa	24	English	ESSENTIAL ENGLISH	Unit 4: Local and Global
H0.61	3	Available					
H0.61	4	Available					
H0.61	5	Available					
H0.61	6	Available					
H0.61	7	7IT1E012	Website Design	9	Technology and Design	INFORMATION TECHNOLOGY	Information Technology
H0.61	8	8IW1E012	IT Major Project	21	Technology and Design	INFORMATION TECHNOLOGY	IT Major Project
H0.61	9	Available					
H0.65	1	1CHOX012	Year 10 Chemical and Bi	27	Science	SCIENCE	Year 10 Chemical and Biologica
H0.65	2	2BH9T032	The Aging Human Body	27	Science	HUMAN BIOLOGY	The Aging Human Body
H0.65	3	3BI1T022	Unit 4: The Internal En	21	Science	BIOLOGY	Unit 4 The Internal Environme
H0.65	4	Available					
H0.65	5	5BH9T022	The Aging Human Body	24	Science	HUMAN BIOLOGY	The Aging Human Body

H0.65	6	6BH9T012	The Aging Human Body	18	Science	HUMAN BIOLOGY	The Aging Human Body
H0.65	7	7BH9T042	The Aging Human Body	26	Science	HUMAN BIOLOGY	The Aging Human Body
H0.65	8	Available					
H0.65	9	Available					
H0.66	1	1CH1T022	Unit 2: Molecules	19	Science	CHEMISTRY	Unit 2 Molecules
H0.66	2	2CH1T042	Unit 2: Molecules	17	Science	CHEMISTRY	Unit 2 Molecules
H0.66	3	3BI2T042	Unit 3: Heredity & Cont	13	Science	BIOLOGY	Unit 3 Heredity & Continuity
H0.66	4	4CH2T032	Unit 4: Structure, Synt	19	Science	CHEMISTRY	Unit 4 Structure, Synthesis a
H0.66	5	5CH1T012	Unit 2: Molecules	18	Science	CHEMISTRY	Unit 2 Molecules
H0.66	6	6CH2T022	Unit 4: Structure, Synt	15	Science	CHEMISTRY	Unit 4 Structure, Synthesis a
H0.66	7	7CH1T032	Unit 2: Molecules	22	Science	CHEMISTRY	Unit 2 Molecules
H0.66	8	8CH2T012	Unit 4: Structure, Synt	19	Science	CHEMISTRY	Unit 4 Structure, Synthesis a
H0.66	9	Available					
H0.97	1	1FF1A012	Nutrition for Life	16	Technology and Design	FOOD FOR LIFE	Nutrition for Life
H0.97	2	Available					
H0.97	3	3HO2A012	Catering and Service Op	16	Technology and Design	HOSPITALITY	Catering and Service Operation
H0.97	4	4FF2A012	Food and Culture in Aus	14	Technology and Design	FOOD FOR LIFE	Food and Culture in Australia
H0.97	5	5FS1E012	Food and Management	7	Technology and Design	FOOD SCIENCE	Food and Management
H0.97	6	6HO1A012	Hospitality Kitchen Pro	19	Technology and Design	HOSPITALITY	Hospitality Kitchen Procedures
H0.97	7	7HO2A022	Catering and Service Op	12	Technology and Design	HOSPITALITY	Catering and Service Operation
H0.97	8	8HO1A032	Hospitality Kitchen Pro	19	Technology and Design	HOSPITALITY	Hospitality Kitchen Procedures
H0.97	9	Available					
HI.01	1	Available					
HI.01	2	2ME1A042	Unit 2: Essential Mathe	29	Mathematics	ESSENTIAL MATHEMATICS	Unit 2: Essential Mathematics
HI.01	3	3MA1T102	Unit 2: Mathematical Ap	16	Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
HI.01	4	4ME1A032	Unit 2: Essential Mathe	20	Mathematics	ESSENTIAL MATHEMATICS	Unit 2: Essential Mathematics
HI.01	5	5ME2A012	Unit 4: Essential Mathe	21	Mathematics	ESSENTIAL MATHEMATICS	Unit 4: Essential Mathematics
HI.01	6	6ME2A022	Unit 4: Essential Mathe	23	Mathematics	ESSENTIAL MATHEMATICS	Unit 4 Essential Mathematics
HI.01	7	7ME1A052	Unit 2: Essential Mathe	26	Mathematics	ESSENTIAL MATHEMATICS	Unit 2 Essential Mathematics
HI.01	8	8MM2T022	Unit 4: Mathematical Me	25	Mathematics	MATHEMATICAL METHODS	Unit 4 Mathematical Methods
HI.01	9	Available					
HI.06	1	Available					
HI.06	2	2MX1T012	Unit 2: Specialist Meth	20	Mathematics	SPECIALIST METHODS	Unit 2: Specialist Methods
HI.06	3	3MA1T022	Unit 2: Mathematical Ap	20	Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
HI.06	4	4MA1T032	Unit 2: Mathematical Ap	24	Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
HI.06	5	5MA1T042	Unit 2: Mathematical Ap	26	Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
HI.06	6	Available					
HI.06	7	7MS2T012	Unit 4: Specialist Math	18	Mathematics	SPECIALIST MATHEMATICS	Unit 4 Specialist Mathematics
HI.06	8	8MM1T022	Unit 2: Mathematical Me	22	Mathematics	MATHEMATICAL METHODS	Unit 2 Mathematical Methods
HI.06	9	Available					
HI.07	1	Available					
HI.07	2	2MX1T022	Unit 2: Specialist Meth	23	Mathematics	SPECIALIST METHODS	Unit 2: Specialist Methods
HI.07	3	3MA1T082	Unit 2: Mathematical Ap	20	Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
HI.07	4	4MA1T092	Unit 2: Mathematical Ap	20	Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
HI.07	5	5MA1T052	Unit 2: Mathematical Ap	24	Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
HI.07	6	6MS1T012	Unit 2: Specialist Math	28	Mathematics	SPECIALIST MATHEMATICS	Unit 2 Specialist Mathematics
HI.07	7	7MS2T022	Unit 4: Specialist Math	16	Mathematics	SPECIALIST MATHEMATICS	Unit 4 Specialist Mathematics
HI.07	8	Available					
HI.07	9	Available					
HI.11	1	Available					
HI.11	2	2MM1T032	Unit 2: Mathematical Me	25	Mathematics	MATHEMATICAL METHODS	Unit 2: Mathematical Methods
HI.11	3	3MX2T012	Unit 4: Specialist Meth	15	Mathematics	SPECIALIST METHODS	Unit 4: Specialist Methods
HI.11	4	4MM1T052	Unit 2: Mathematical Me	24	Mathematics	MATHEMATICAL METHODS	Unit 2: Mathematical Methods
HI.11	5	5MM1T042	Unit 2: Mathematical Me	18	Mathematics	MATHEMATICAL METHODS	Unit 2: Mathematical Methods
HI.11	6	6MA1T012	Unit 2: Mathematical Ap	27	Mathematics	MATHEMATICAL APPLICATIONS	Unit 2 Mathematical Applicati
HI.11	7	7ME2A062	Unit 4: Essential Mathe	17	Mathematics	ESSENTIAL MATHEMATICS	Unit 4 Essential Mathematics
HI.11	8	8ME1A022	Unit 2: Essential Mathe	19	Mathematics	ESSENTIAL MATHEMATICS	Unit 2 Essential Mathematics
HI.11	9	Available					
HI.12	1	Available					
HI.12	2	Available					
HI.12	3	3ME1A062	Unit 2: Essential Mathe	21	Mathematics	ESSENTIAL MATHEMATICS	Unit 2: Essential Mathematics
HI.12	4	4MA2T012	Unit 4: Mathematical Ap	20	Mathematics	MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
HI.12	5	5MA2T072	Unit 4: Mathematical Ap	26	Mathematics	MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
HI.12	6	6MA2T022	Unit 4: Mathematical Ap	24	Mathematics	MATHEMATICAL APPLICATIONS	Unit 4 Mathematical Applicati
HI.12	7	7MM2T012	Unit 4: Mathematical Me	25	Mathematics	MATHEMATICAL METHODS	Unit 4 Mathematical Methods
HI.12	8	8ME2A052	Unit 4: Essential Mathe	25	Mathematics	ESSENTIAL MATHEMATICS	Unit 4 Essential Mathematics
HI.12	9	Available					
HI.13	1	Available					
HI.13	2	2MX2T032	Unit 4: Specialist Meth	26	Mathematics	SPECIALIST METHODS	Unit 4: Specialist Methods
HI.13	3	3ME2A072	Unit 4: Essential Mathe	19	Mathematics	ESSENTIAL MATHEMATICS	Unit 4: Essential Mathematics
HI.13	4	4ME2A032	Unit 4: Essential Mathe	25	Mathematics	ESSENTIAL MATHEMATICS	Unit 4: Essential Mathematics
HI.13	5	5ME1A072	Unit 2: Essential Mathe	25	Mathematics	ESSENTIAL MATHEMATICS	Unit 2: Essential Mathematics
HI.13	6	6MM2T052	Unit 4: Mathematical Me	19	Mathematics	MATHEMATICAL METHODS	Unit 4 Mathematical Methods
HI.13	7	7MA2T032	Unit 4: Mathematical Ap	25	Mathematics	MATHEMATICAL APPLICATIONS	Unit 4 Mathematical Applicati
HI.13	8	8MA2T062	Unit 4: Mathematical Ap	20	Mathematics	MATHEMATICAL APPLICATIONS	Unit 4 Mathematical Applicati
HI.13	9	Available					

HI.14	1	1JB1E022	The World Around Us	19	Language	BEGINNING JAPANESE	The World Around Us
HI.14	2	2MA2T042	Unit 4: Mathematical Ap	21	Mathematics	MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
HI.14	3	3FB1E012	Society and Community	18	Language	BEGINNING FRENCH	Society and Community
HI.14	4	4MM2T042	Unit 4: Mathematical Me	23	Mathematics	MATHEMATICAL METHODS	Unit 4: Mathematical Methods
HI.14	5	5CB1E012	Lifestyle and Tradition	14	Language	BEGINNING CHINESE	Lifestyle and Traditions
HI.14	6	6MM1T012	Unit 2: Mathematical Me	15	Mathematics	MATHEMATICAL METHODS	Unit 2 Mathematical Methods
HI.14	7	7JB1E012	Lifestyle and Tradition	20	Language	CONTINUING JAPANESE	Lifestyle and Traditions
HI.14	8	8MX1T032	Unit 2: Specialist Meth	18	Mathematics	SPECIALIST METHODS	Unit 2 Specialist Methods
HI.14	9	Available					
HI.17	1	Available					
HI.17	2	2MA1T072	Unit 2: Mathematical Ap	24	Mathematics	MATHEMATICAL APPLICATIONS	Unit 2: Mathematical Applicati
HI.17	3	3OE2E022	Leadership and Rock	9	Physical and Outdoor Education	OUTDOOR EDUCATION	Leadership and Rock
HI.17	4	4MA2T082	Unit 4: Mathematical Ap	24	Mathematics	MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
HI.17	5	5CA1E012	Lifestyle and Tradition	14	Language	ADVANCED CHINESE	Lifestyle and Traditions
HI.17	6	6ME1A012	Unit 2: Essential Mathe	20	Mathematics	ESSENTIAL MATHEMATICS	Unit 2 Essential Mathematics
HI.17	7	7ME9M012	Unit 4: Essential Mathe	19	Mathematics	ESSENTIAL MATHEMATICS	Unit 4 Essential Mathematics
HI.17	8	8KB1E012	Society and Community	16	Language	BEGINNING KOREAN	Society and Community
HI.17	9	Available					
HI.18	1	Available					
HI.18	2	2GB1E012	Society and Community	9	Language	BEGINNING GERMAN	Society and Community
HI.18	3	3HA1E012	The World and Culture	3	Language	CONTINUING HINDI	The World and Culture
HI.18	4	4EC2E012	Unit 4: Economics	11	Social and Behavioural Sciences	ECONOMICS	Unit 4 Economics
HI.18	5	5JA1E012	The World Around Us	12	Language	CONTINUING JAPANESE	The World Around Us
HI.18	6	6KA1E012	Lifestyle and Tradition	5	Language	BEGINNING KOREAN	Lifestyle and Traditions
HI.18	7	7HB1E012	The World and Culture	8	Language	BEGINNING HINDI	The World and Culture
HI.18	8	Available					
HI.18	9	Available					
HI.29	1	1EM2T012	Negotiated Study	15	Science	ELECTRONICS AND MECHATRONICS	Negotiated Study
HI.29	2	Available					
HI.29	3	3EM1T012	Digital and Analog inte	21	Science	ELECTRONICS AND MECHATRONICS	Digital and Analog interaction
HI.29	4	Available					
HI.29	5	Available					
HI.29	6	Available					
HI.29	7	Available					
HI.29	8	Available					
HI.29	9	Available					
HI.36	1	1BA1A022	Business Environment an	24	Social and Behavioural Sciences	BUSINESS SERVICES	Business Environment and Servi
HI.36	2	2BA2A022	Business Services Pathw	9	Social and Behavioural Sciences	BUSINESS SERVICES	Business Services Pathways
HI.36	3	Available					
HI.36	4	4AC1E012	Unit 2: The Accounting	26	Social and Behavioural Sciences	ACCOUNTING	Unit 2 The Accounting Cycle
HI.36	5	5BU1T032	Relationship Management	18	Social and Behavioural Sciences	BUSINESS	Relationship Management
HI.36	6	6BA2A012	Business Services Pathw	16	Social and Behavioural Sciences	BUSINESS SERVICES	Business Services Pathways
HI.36	7	7BA1A012	Business Environment an	18	Social and Behavioural Sciences	BUSINESS SERVICES	Business Environment and Servi
HI.36	8	8AC1E022	Unit 2: The Accounting	18	Social and Behavioural Sciences	ACCOUNTING	Unit 2 The Accounting Cycle
HI.36	9	Available					
HI.41	1	1AH2E012	Unit 4: Reconstruct the	11	English	ANCIENT HISTORY	Unit 4: Reconstruct the Ancien
HI.41	2	2AH1E022	Unit 2: Ancient Societi	10	English	ANCIENT HISTORY	Unit 2: Ancient Societies
HI.41	3	3MA2T052	Unit 4: Mathematical Ap	28	Mathematics	MATHEMATICAL APPLICATIONS	Unit 4: Mathematical Applicati
HI.41	4	4SY9A012	Sports Injuries and Stu	17	Physical and Outdoor Education	SPORTS DEVELOPMENT	Sports Injuries and Study Skill
HI.41	5	Available					
HI.41	6	6PS1E042	Unit 4: Psychology in S	24	Social and Behavioural Sciences	PSYCHOLOGY	Unit 4 Psychology in Society
HI.41	7	7MA1T062	Unit 2: Mathematical Ap	26	Mathematics	MATHEMATICAL APPLICATIONS	Unit 2 Mathematical Applicati
HI.41	8	8MX2T022	Unit 4: Specialist Meth	19	Mathematics	SPECIALIST METHODS	Unit 4 Specialist Methods
HI.41	9	Available					
HI.43	1	Available					
HI.43	2	Available					
HI.43	3	3PH2T012	Unit 4: Revolutions in	19	Science	PHYSICS	Unit 4 Revolutions in Modern
HI.43	4	4IS1E012	Science in Context	19	Science	INTERDISCIPLINARY SCIENCE	Science in Context
HI.43	5	5PH2T022	Unit 4: Revolutions in	26	Science	PHYSICS	Unit 4 Revolutions in Modern
HI.43	6	6IS1E022	Science in Context	13	Science	INTERDISCIPLINARY SCIENCE	Science in Context
HI.43	7	7FT9T012	Meteorology and Human F	19	Science	FLIGHT	Meteorology and Human Factors
HI.43	8	Available					
HI.43	9	Available					
HI.44	1	Available					
HI.44	2	2PAS102	Pastoral Care	21	College-Based	COLLEGE-BASED	Pastoral Care - Year 10
HI.44	3	3MAOX012	Year 10 Algebra, Chance	25	Mathematics	MATHEMATICS	Year 10 Algebra, Chance and St
HI.44	4	4PH1T012	Unit 2: Thermal, Nuclea	22	Science	PHYSICS	Unit 2 Thermal, Nuclear and E
HI.44	5	5PH1T022	Unit 2: Themial, Nuclea	22	Science	PHYSICS	Unit 2 Thermal, Nuclear and E
HI.44	6	6PH1T032	Unit 2: Thermal, Nuclea	14	Science	PHYSICS	Unit 2 Thermal, Nuclear and E
HI.44	7	7PHOX012	Year IO Physical Scienc	27	Science	SCIENCE	Year 10 Physical Science
HI.44	8	Available					
HI.44	9	Available					
HI.68	1	1SC1A022	Interact with Children	23	Social and Behavioural Sciences	SOCIAL AND COMMUNITY WORK	Interact with Children
HI.68	2	2SC2A012	Disability and Aged Car	17	Social and Behavioural Sciences	SOCIAL AND COMMUNITY WORK	Disability and Aged Care
HI.68	3	3EN2A062	Unit 4: Local and Globa	17	English	ESSENTIAL ENGLISH	Unit 4: Local and Global
HI.68	4	4SO1E012	Unit 1: Identity	24	Social and Behavioural Sciences	SOCIOLOGY	Unit 1 Identity

HI.68	5	5SC1A012	Interact with Children	22	Social and Behavioural Sciences	SOCIAL AND COMMUNITY WORK	Interact with Children
HI.68	6	6EN2A022	Unit 4: Local and Globa	22	English	ESSENTIAL ENGLISH	Unit 4: Local and Global
HI.68	7	7EN1A072	Unit 2: Making Connecti	26	English	ESSENTIAL ENGLISH	Unit 2: Making Connections
HI.68	8	8EN2A052	Unit 4: Local and Globa	20	English	ESSENTIAL ENGLISH	Unit 4: Local and Global
HI.68	9	Available					
HI.69	1	1EC1E012	Unit 2: Economics	25	Social and Behavioural Sciences	ECONOMICS	Unit 2 Economics
HI.69	2	2BU1T022	Relationship Management	21	Social and Behavioural Sciences	BUSINESS	Relationship Management
HI.69	3	3EN1A082	Unit 2: Making Connecti	25	English	ESSENTIAL ENGLISH	Unit 2: Making Connections
HI.69	4	4SO2E022	Unit 4: Power and Insti	25	Social and Behavioural Sciences	SOCIOLOGY	Unit 4 Power and Institutions
HI.69	5	5BU1T012	Relationship Management	21	Social and Behavioural Sciences	BUSINESS	Relationship Management
HI.69	6	6EN1A062	Unit 2: Making Connecti	23	English	ESSENTIAL ENGLISH	Unit 2: Making Connections
HI.69	7	7EN2A072	Unit 4: Local and Globa	16	English	ESSENTIAL ENGLISH	Unit 4: Local and Global
HI.69	8	8BU1A022	Relationship Management	14	Social and Behavioural Sciences	BUSINESS	Relationship Management
HI.69	9	9EN2O012	Unit 4: Perspectives	24	English	ENGLISH	Unit 4: Perspectives
HI.70	1	Available					
HI.70	2	Available					
HI.70	3	Available					
HI.70	4	Available					
HI.70	5	Available					
HI.70	6	6EL2T012	Unit 4: Literary Interp	10	English	LITERATURE	Unit 4: Literary Interpretatio
HI.70	7	Available					
HI.70	8	8EN2M022	Unit 4: Local and Globa	9	English	ESSENTIAL ENGLISH	Unit 4: Local and Global
HI.70	9	Available					
HI.72	1	Available					
HI.72	2	2GL1E012	Cultural Identity in As	26	English	GLOBAL STUDIES	Cultural Identity in Asia
HI.72	3	Available					
HI.72	4	Available					
HI.72	5	5EN2T072	Unit 4: Perspectives	18	English	ENGLISH	Unit 4: Perspectives
HI.72	6	6EN1T132	Unit 2: Representations	21	English	ENGLISH	Unit 2: Representations Throug
HI.72	7	7HP1E012	Unit 2: Golden Ages	11	English	PRE MODERN HISTORY	Unit 2: Golden Ages
HI.72	8	Available					
HI.72	9	Available					
HI.74	1	1EN1T012	Unit 2: Representations	27	English	ENGLISH	Unit 2: Representations Throug
HI.74	2	2EN2T122	Unit 4: Perspectives	24	English	ENGLISH	Unit 4: Perspectives
HI.74	3	3EL2T022	Unit 4: Literary Interp	20	English	LITERATURE	Unit 4: Literary Interpretatio
HI.74	4	4EX2E022	Sports Medicine and Spo	17	Physical and Outdoor Education	EXERCISE SCIENCE	Sports Medicine and Sports Psy
HI.74	5	5LS1E012	Unit 1: Crime, Justice	18	Social and Behavioural Sciences	LEGAL STUDIES	Unit 1 Crime, Justice & Legal
HI.74	6	6EN1T122	Unit 2: Representations	21	English	ENGLISH	Unit 2: Representations Throug
HI.74	7	7EL1T012	Unit 2: Intertextuality	26	English	LITERATURE	Unit 2: Intertextuality
HI.74	8	8LS2E012	Unit 2: Civil Law & Dis	20	Social and Behavioural Sciences	LEGAL STUDIES	Unit 2 Civil Law & Dispute Re
HI.74	9	Available					
HI.75	1	1EN1T092	Unit 2: Representations	26	English	ENGLISH	Unit 2: Representations Throug
HI.75	2	2EN2T052	Unit 4: Perspectives	24	English	ENGLISH	Unit 4: Perspectives
HI.75	3	Available					
HI.75	4	Available					
HI.75	5	Available					
HI.75	6	6EN1T042	Unit 2: Representations	20	English	ENGLISH	Unit 2: Representations Throug
HI.75	7	7SO1E022	Unit 1: Identity	25	Social and Behavioural Sciences	SOCIOLOGY	Unit 1 Identity
HI.75	8	8EN2T062	Unit 4: Perspectives	21	English	ENGLISH	Unit 4: Perspectives
HI.75	9	9PS1E052	Unit 4: Psychology in S	21	Social and Behavioural Sciences	PSYCHOLOGY	Unit 4 Psychology in Society
HI.75	9	Available					
HI.77	1	1HM2E012	Unit 4: The Modern Worl	15	English	MODERN HISTORY	Unit 4: The Modern World since
HI.77	2	2EN2A082	Unit 4: Local and Globa	22	English	ESSENTIAL ENGLISH	Unit 4: Local and Global
HI.77	3	3LS1E022	Unit 1: Crime, Justice	23	Social and Behavioural Sciences	LEGAL STUDIES	Unit 1 Crime, Justice & Legal
HI.77	4	4EN1A022	Unit 2: Making Connecti	22	English	ESSENTIAL ENGLISH	Unit 2: Making Connections
HI.77	5	5EN2A092	Unit 4: Local and Globa	15	English	ESSENTIAL ENGLISH	Unit 4: Local and Global
HI.77	6	6HM1E012	Unit 2: Change in the 2	24	English	MODERN HISTORY	Unit 2: Change in the 20th Cen
HI.77	7	7OE1E022	Risk Management and Sno	18	Physical and Outdoor Education	OUTDOOR EDUCATION	Risk Management and Snow
HI.77	8	8EN1A012	Unit 2: Making Connecti	20	English	ESSENTIAL ENGLISH	Unit 2: Making Connections
HI.77	9	Available					
LO.14B	1	1EN1A042	Unit 2: Making Connecti	23	English	ESSENTIAL ENGLISH	Unit 2: Making Connections
LO.14B	2	2EN1T082	Unit 2: Representations	26	English	ENGLISH	Unit 2: Representations Throug
LO.14B	3	3EN1T052	Unit 2: Representations	25	English	ENGLISH	Unit 2: Representations Throug
LO.14B	4	4OE2E012	Leadership and Rock	18	Physical and Outdoor Education	OUTDOOR EDUCATION	Leadership and Rock
LO.14B	5	5EN1A052	Unit 2: Making Com1ecti	24	English	ESSENTIAL ENGLISH	Unit 2: Making Connections
LO.14B	6	6EN2T012	Unit 4: Perspectives	22	English	ENGLISH	Unit 4: Perspectives
LO.14B	7	7EN2T032	Unit 4: Perspectives	31	English	ENGLISH	Unit 4: Perspectives
LO.14B	8	8EN1T112	Unit 2: Representations	24	English	ENGLISH	Unit 2: Representations Throug
LO.14B	9	Available					
LO.16	1	1EN2T022	Unit 4: Perspectives	17	English	ENGLISH	Unit 4: Perspectives
LO.16	2	2EN1A032	Unit 2: Making Connecti	23	English	ESSENTIAL ENGLISH	Unit 2: Making Connections
LO.16	3	3EN2T042	Unit 4: Perspectives	19	English	ENGLISH	Unit 4: Perspectives
LO.16	4	4EN1T072	Unit 2: Representations	28	English	ENGLISH	Unit 2: Representations Throug
LO.16	5	5EN2A012	Unit 4: Local and Globa	19	English	ESSENTIAL ENGLISH	Unit 4: Local and Global
LO.16	6	6EN2T082	Unit 4: Perspectives	20	English	ENGLISH	Unit 4: Perspectives
LO.16	7	7EN1T102	Unit 2: Representations	23	English	ENGLISH	Unit 2: Representations Throug

L0.16	8	Available					
L0.16	9	Available					
L0.16B	1	1EN2T092	Unit 4: Perspectives	18	English	ENGLISH	Unit 4: Perspectives
L0.16B	2	Available					
L0.16B	3	3EN2T112	Unit 4: Perspectives	23	English	ENGLISH	Unit 4: Perspectives
L0.16B	4	Available					
L0.16B	5	Available					
L0.16B	6	Available					
L0.16B	7	7EN1T022	Unit 2: Representations	23	English	ENGLISH	Unit 2: Representations Throug
L0.16B	8	8EN1T032	Unit 2: Representations	29	English	ENGLISH	Unit 2: Representations Throug
L0.16B	9	Available					
Ll.13	1	1BP9X012	Personal Development -	14	College-Based	COLLEGE-BASED	Personal Development - Study s
Ll.13	2	Available					
Ll.13	3	Available					
Ll.13	4	4BP9X022	Personal Development -	13	College-Based	COLLEGE-BASED	Personal Development - Study s
Ll.13	5	Available					
Ll.13	6	6BP9X032	Personal Development -	7	College-Based	COLLEGE-BASED	Personal Development - Study s
Ll.13	7	7BP9X042	Personal Development -	14	College-Based	COLLEGE-BASED	Personal Development - Study s
Ll.13	8	Available					
Ll.13	9	Available					
Ll.14	1	1TO9A022	Working in Tourism	22	Technology and Design	TOURISM AND EVENT MANAGEMENT	Working in Tourism
Ll.14	2	Available					
Ll.14	3	Available					
Ll.14	4	Available					
Ll.14	5	5IA1E012	Lifestyle and Tradition	14	Language	BEGINNING ITALIAN	Lifestyle and Traditions
Ll.14	6	Available					
Ll.14	7	Available					
Ll.14	8	Available					
Ll.14	9	Available					
Ll.15	1	Available					
Ll.15	2	2EN2A042	Unit 4: Local and Globa	16	English	ESSENTIAL ENGLISH	Unit 4: Local and Global
Ll.15	3	Available					
Ll.15	4	Available					
Ll.15	5	5EN1T062	Unit 2: Representations	24	English	ENGLISH	Unit 2: Representations Throug
Ll.15	6	Available					
Ll.15	7	Available					
Ll.15	8	Available					
Ll.15	9	Available					
NEXUS	1	1PASORI2	Pastoral Care	140	College-Based	COLLEGE-BASED	Pastoral Care - Orion
NEXUS	2	2PASASQU2	Pastoral Care	140	College-Based	COLLEGE-BASED	Pastoral Care - Aquila
NEXUS	3	3PASTUC2	Pastoral Care	151	College-Based	COLLEGE-BASED	Pastoral Care - Tucana
NEXUS	4	4PASHYD2	Pastoral Care	135	College-Based	COLLEGE-BASED	Pastoral Care - Hydra
NEXUS	5	5PASPHO2	Pastoral Care	139	College-Based	COLLEGE-BASED	Pastoral Care - Phoenix
NEXUS	6	6PASDRA2	Pastoral Care	129	College-Based	COLLEGE-BASED	Pastoral Care - Draco
NEXUS	7	7PASSCO2	Pastoral Care	127	College-Based	COLLEGE-BASED	Pastoral Care - Scorpius
NEXUS	8	8PASSEN2	Pastoral Care	140	College-Based	COLLEGE-BASED	Pastoral Care - Centaurus
NEXUS	9	Available					
P0.23	1	1DR1E012	Actor & Director	20	Arts	DRAMA	Actor & Director
P0.23	2	2DR1E022	Devising an Ensemble Pr	20	Arts	DRAMA	Devising an Ensemble Productio
P0.23	3	Available					
P0.23	4	4DR2E022	Experimental Theatre	18	Arts	DRAMA	Experimental Theatre
P0.23	5	Available					
P0.23	6	6DR2E012	Recorded Voice	19	Arts	DRAMA	Recorded Voice
P0.23	7	Available					
P0.23	8	Available					
P0.23	9	9LP1E01C	Skills and Knowledge in	19	Arts	LIVE PRODUCTION AND SERVICES	Skills and Knowledge in Sound
P0.46	1	1MU2E012	FihnMusic	16	Arts	MUSIC	Film Music
P0.46	2	2MU1E012	Early Rock Music	18	Arts	MUSIC	Early Rock Music
P0.46	3	Available					
P0.46	4	Available					
P0.46	5	5MU2E022	World Music	13	Arts	MUSIC	World Music
P0.46	6	6MU1E022	Early Rock Music	20	Arts	MUSIC	Early Rock Music
P0.46	7	Available					
P0.46	8	Available					
P0.46	9	Available					
P0.51	1	Available					
P0.51	2	Available					
P0.51	3	Available					
P0.51	4	4DN1E012	Dance & Entertainn1ent	17	Arts	DANCE	Dance & Entertainment
P0.51	5	Available					
P0.51	6	6DN1E022	Dance & Entertainment	12	Arts	DANCE	Dance & Entertainment
P0.51	7	Available					
P0.51	8	8DN2E012	Dance in Our Tin1e	21	Arts	DANCE	Dance in Our Time
P0.51	9	9MP1E012	Musical Theatre	32	Arts	MUSICAL & STAGE PERFORMANCE	Musical Theatre
P0.51	9	ODANCES2	Dance and the Media	0	Arts	DANCE	Dance and the Media
TBA	9	OBGHINS2	Individual Experience	1	Language	BEGINNING HINDI	Individual Experience

V0.04	1	1MD1E012	Film Genre Studies	22	Arts	MEDIA	Film Genre Studies
V0.04	2	2MN2E012	Process to Production	7	Arts	MEDIA	Process to Production
V0.04	3	Available					
V0.04	4	4MD1E022	Film Genre Studies	23	Arts	MEDIA	Film Genre Studies
V0.04	5	5MV2E022	Process to Production	17	Arts	MEDIA	Process to Production
V0.04	6	6MV2E012	Process to Production	13	Arts	MEDIA	Process to Production
V0.04	7	Available					
V0.04	8	Available					
V0.04	9	Available					
V0.12	1	1VA1E022	Exploring Visual Art	25	Arts	VISUAL ARTS	Exploring Visual Art
V0.12	2	Available					
V0.12	3	3VA2E022	Arts Negotiated Study	16	Arts	VISUAL ARTS	Arts Negotiated Study
V0.12	4	4VA1E012	Exploring Visual Art	25	Arts	VISUAL ARTS	Exploring Visual Art
V0.12	5	Available					
V0.12	6	6VA2E012	Arts Negotiated Study	17	Arts	VISUAL ARTS	Arts Negotiated Study
V0.12	7	Available					
V0.12	8	Available					
V0.12	9	Available					
V0.28	1	1PO2E012	Art Photography	17	Arts	PHOTOGRAPHY	Art Photography
V0.28	2	2PO2E022	Photography Application	19	Arts	PHOTOGRAPHY	Photography Applications
V0.28	3	3DG2E012	Graphic Design - Major	10	Technology and Design	DESIGN TECHNOLOGY AND GRAPHICS	Graphic Design - Major Project
V0.28	4	4PO1E032	Photography Communicati	21	Arts	PHOTOGRAPHY	Photography Communication
V0.28	5	5PO1E022	Photography Communicati	24	Arts	PHOTOGRAPHY	Photography Communication
V0.28	6	6PO1E012	Photography Communicati	24	Arts	PHOTOGRAPHY	Photography Communication
V0.28	7	Available					
V0.28	8	Available					
V0.28	9	Available					
V0.31	1	Available					
V0.31	2	2CE1E012	Ceramics Decoration & F	25	Arts	VISUAL ARTS	Ceramics Decoration & Firing
V0.31	3	Available					
V0.31	4	Available					
V0.31	5	Available					
V0.31	6	Available					
V0.31	7	Available					
V0.31	8	8CE2E012	Wheel Work in Ceramics	12	Arts	VISUAL ARTS	Wheel Work in Ceramics
V0.31	9	Available					
VI.01	1	Available					
VI.01	2	Available					
VI.01	3	3TX1E012	Design Applications	15	Technology and Design	TEXTILES AND FASHION	Design Applications
VI.01	4	Available					
VI.01	5	Available					
VI.01	6	6TX1E022	Marketing a Designer La	18	Technology and Design	TEXTILES AND FASHION	Marketing a Designer Label
VI.01	7	Available					
VI.01	8	Available					
VI.01	9	Available					

Subjects Offered per Line

Course Type	Course Name	Line 1		Line 2		Line 3		Line 4		Line 5		Line 6		Line 7		Line 8		Line 9		# Classes	# Students	# Lines		
		Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students							
Arts	DANCE	0	0	0	0	0	0	1	17	0	0	1	12	0	0	1	21	0	0	3	50	3	552 : 1152	
	DRAMA	1	20	1	20	0	0	1	18	0	0	1	19	0	0	0	0	0	0	4	77	4		
	LIVE PRODUCTION AND SERVICES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	19	1	19		1
	MEDIA	1	22	1	7	0	0	1	23	1	17	1	13	0	0	0	0	0	0	5	82	5		
	MUSIC	1	16	1	18	0	0	0	0	1	13	1	20	0	0	0	0	0	0	4	67	4		
	MUSICAL & STAGE PERFORMANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	32	1	32	1		
	PHOTOGRAPHY	1	17	1	19	0	0	1	21	1	24	1	24	0	0	0	0	0	0	5	105	5		
	VISUAL ARTS	1	25	1	25	1	16	1	25	0	0	1	17	0	0	1	12	0	0	6	120	6		
Total:	5	100	5	89	1	16	5	104	3	54	6	105	0	0	2	33	2	51	29	552				
College-Based	COLLEGE-BASED	2	154	2	161	1	151	2	148	1	139	2	136	2	141	1	140	0	0	13	1170	8	1170 : 1152 101 : 100	
	Total # of Classes:	2	154	2	161	1	151	2	148	1	139	2	136	2	141	1	140	0	0	13	1170			
English	ANCIENT HISTORY	1	11	1	10	0	0	0	0	0	0	0	0	0	0	1	25	0	0	3	46	3	1189 : 1152	
	ENGLISH	4	88	3	74	3	67	1	28	3	69	5	104	3	77	3	74	1	24	26	605	9		
	ESSENTIAL ENGLISH	1	23	4	85	2	42	1	22	3	58	2	45	2	42	4	60	0	0	19	377	8		
	GLOBAL STUDIES	0	0	2	37	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	37	1		
	LITERATURE	0	0	0	0	1	20	0	0	0	0	1	10	1	26	0	0	0	0	3	56	3		
	MODERN HISTORY	1	15	0	0	0	0	0	0	0	0	1	24	0	0	0	0	0	0	2	39	2		
	PHILOSOPHY	0	0	0	0	0	0	0	0	1	18	0	0	0	0	0	0	0	0	1	18	1		
	PRE MODERN HISTORY	0	0	0	0	0	0	0	0	0	0	0	0	1	11	0	0	0	0	1	11	1		
Total # of Classes:	7	137	10	206	6	129	2	50	7	145	9	183	7	156	8	159	1	24	57	1189				
Language	ADVANCED CHINESE	0	0	0	0	1	15	0	0	1	14	0	0	0	0	0	0	0	0	2	29	2	284 : 1152	
	BEGINNING CHINESE	0	0	0	0	0	0	0	0	1	14	0	0	0	0	0	0	0	0	1	14	1		
	BEGINNING FRENCH	0	0	0	0	1	18	0	0	1	15	0	0	0	0	0	0	0	0	2	33	2		
	BEGINNING GERMAN	0	0	1	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	9	1		
	BEGINNING HINDI	0	0	0	0	0	0	0	0	0	0	0	0	1	8	0	0	0	0	1	8	1		
	BEGINNING ITALIAN	0	0	0	0	0	0	0	0	1	14	0	0	1	10	0	0	0	0	2	24	2		
	BEGINNING JAPANESE	1	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	19	1			
	BEGINNING KOREAN	0	0	0	0	0	0	0	0	0	1	5	0	0	1	16	0	0	2	21	2			
	CONTINUING GERMAN	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	1	4	1		
	CONTINUING HINDI	0	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1		
	CONTINUING JAPANESE	0	0	0	0	0	0	0	0	1	12	0	0	1	20	0	0	0	0	2	32	2		
	ENGLISH AS A SECOND LANGUAGE	1	20	0	0	0	0	1	24	0	0	1	25	0	0	1	19	0	0	4	88	4		
Total # of Classes:	2	39	1	9	3	36	1	24	5	69	2	30	4	42	2	35	0	0	20	284				
Mathematics	ESSENTIAL MATHEMATICS	0	0	1	29	3	55	2	45	2	46	2	43	4	62	2	44	0	0	16	324	7	1164 : 1152	
	MATHEMATICAL APPLICATIONS	0	0	2	45	4	84	4	88	3	77	2	51	2	51	1	20	0	0	18	416	7		
	MATHEMATICAL METHODS	0	0	1	25	0	0	2	47	1	18	2	34	2	45	2	47	0	0	10	216	6		
	MATHEMATICS	0	0	0	0	1	25	0	0	0	0	0	0	0	0	0	0	0	1	25	1			
	SPECIALIST MATHEMATICS	0	0	0	0	0	0	0	0	0	0	1	28	2	34	0	0	0	0	3	62	2		
	SPECIALIST METHODS	0	0	3	69	1	15	0	0	0	0	0	0	0	0	2	37	0	0	6	121	3		
Total # of Classes:	0	0	7	168	9	179	8	180	6	141	7	156	10	192	7	148	0	0	54	1164				
Physical and Outdoor Education	EXERCISE SCIENCE	1	24	0	0	1	13	2	42	0	0	0	0	0	0	1	26	0	0	5	105	4	568 : 1152	
	OUTDOOR EDUCATION	1	21	0	0	1	9	1	18	0	0	0	0	1	18	1	21	0	0	5	87	5		
	PHYSICAL EDUCATION	1	22	2	34	0	0	1	18	0	0	2	52	1	28	1	14	1	25	9	193	7		
	SPORT, RECREATION & LEADERSHIP	0	0	0	0	1	21	0	0	0	0	0	0	1	18	0	0	0	0	2	39	2		
	SPORTS DEVELOPMENT	1	16	2	40	0	0	2	30	0	0	0	0	0	0	0	0	0	0	5	86	3		
	SPORTS STUDIES	0	0	0	0	0	0	0	0	0	0	1	20	0	0	1	22	0	0	2	42	2		
	LIFE, LEISURE AND LEARNING	0	0	0	0	1	9	0	0	0	0	1	7	0	0	0	0	0	0	2	16	2		
Total # of Classes:	4	83	4	74	4	52	6	108	0	0	4	79	3	64	4	83	1	25	30	568				
Science	BIOLOGY	1	20	1	16	2	34	1	16	0	0	0	0	1	17	0	0	0	0	6	103	5	583 : 1152	
	CHEMISTRY	1	19	1	17	0	0	1	19	1	18	1	15	1	22	1	19	0	0	7	129	7		
	EARTH & ENVIRONMENTAL	0	0	0	0	1	12	0	0	0	0	0	0	0	0	0	0	0	1	12	1			
	ELECTRONICS AND MECHATRONICS	1	15	0	0	1	21	0	0	0	0	0	0	0	0	0	0	0	0	2	36	2		
	FLIGHT	0	0	0	0	0	0	0	0	0	0	0	0	1	19	0	0	0	0	1	19	1		
	HUMAN BIOLOGY	0	0	1	27	0	0	0	0	1	24	1	18	1	26	0	0	0	0	4	95	4		
	INTERDISCIPLINARY SCIENCE	0	0	0	0	0	0	1	19	0	0	1	13	0	0	0	0	0	0	2	32	2		
	PHYSICS	0	0	0	0	1	19	1	22	2	48	1	14	0	0	0	0	0	0	5	103	4		
Total # of Classes:	4	81	3	60	5	86	4	76	4	90	4	60	5	111	1	19	0	0	30	583				
Social and	ACCOUNTING	0	0	0	0	0	0	1	26	0	0	0	0	0	0	1	18	0	0	2	44	2	645 : 1152	
	BUSINESS	0	0	2	43	0	0	0	0	2	39	1	17	1	22	1	14	0	0	7	135	5		
	BUSINESS SERVICES	1	24	1	9	0	0	0	0	0	0	1	16	1	18	0	0	0	0	4	67	4		
	ECONOMICS	1	25	0	0	0	0	1	11	0	0	0	0	0	0	0	0	0	0	2	36	2		

Behavioural Sciences	LEGAL STUDIES	0	0	0	0	1	23	0	0	1	18	0	0	0	0	1	20	0	0	3	61	3	56 : 100
	PSYCHOLOGY	1	29	1	22	0	0	1	13	1	21	2	42	1	18	0	0	1	21	8	166	7	
	SOCIAL AND COMMUNITY WORK	1	23	1	17	0	0	0	0	1	22	0	0	0	0	0	0	0	0	3	62	3	
	SOCIOLOGY	0	0	0	0	0	0	2	49	0	0	0	0	1	25	0	0	0	0	3	74	2	
Total # of Classes:		4	101	5	91	1	23	5	99	5	100	4	75	4	83	3	52	1	21	32	645		

Technology and Design	DESIGN TECHNOLOGY	0	0	0	0	0	0	0	0	1	17	0	0	0	0	0	0	0	0	1	17	1	548 : 1152 48 : 100
	DESIGN TECHNOLOGY AND GRAPHI	1	11	0	0	2	25	0	0	0	0	0	0	1	23	1	24	0	0	5	83	4	
	FOOD FOR LIFE	1	16	0	0	0	0	1	14	0	0	0	0	0	0	0	0	0	0	2	30	2	
	FURNITURE MAKING	1	17	0	0	0	0	1	21	0	0	1	23	1	11	0	0	0	0	4	72	4	
	HOSPITALITY	0	0	0	0	1	16	0	0	1	17	1	19	1	12	1	19	0	0	5	83	5	
	INFORMATION TECHNOLOGY	1	22	0	0	0	0	1	15	0	0	1	19	2	29	2	43	0	0	7	128	5	
	METAL TECHNOLOGY	0	0	0	0	1	18	1	20	0	0	0	0	0	1	21	0	0	3	59	3		
	TEXTILES AND FASHION	0	0	0	0	1	15	0	0	0	0	1	18	0	0	0	0	0	0	2	33	2	
	TOURISM AND EVENT MANAGEMEN	1	22	0	0	0	0	0	0	0	0	1	21	0	0	0	0	0	0	2	43	2	
Total # of Classes:		5	88	0	0	5	74	4	70	2	34	5	100	5	75	5	107	0	0	31	548		

	Line 1		Line 2		Line 3		Line 4		Line 5		Line 6		Line 7		Line 8		Line 9	
	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students
Total subjects offered per line:	33	783	37	858	35	746	37	859	33	772	43	924	40	864	33	776	5	121

Total # of subjects (all lines)	296
Total # of enrolments	6703

HI.75	Social and Behavioural Sciences English	Collaborative Learning	0	0	1	1	1	0	0	0	3
HI.77	Social and Behavioural Sciences English	Presentation	0	0	0	0	0	0	0	0	0
L0.14B	English		0	0	0	0	0	0	0	0	0
L0.16	English		0	0	0	0	0	0	0	1	2
L0.16B	English		0	1	0	1	1	1	0	0	4
LI.13	Personal Study / Development		0	1	1	0	1	0	0	1	5
LI.14	Tourism Language		0	1	1	1	0	1	1	1	7
LI.15	English		1	0	1	1	0	1	1	1	7
NEXUS	Pastoral Care		0	0	0	0	0	0	0	0	0
P0.23	Arts - Drama	Drama (Green Room)	0	0	1	0	1	0	1	1	4
P0.46	Arts - Music	Music	0	0	1	1	0	0	1	1	5
P0.51	Arts - Dance	Dance	1	1	1	0	1	0	1	0	5
V0.04	Arts - Media	Media Studies / IT Lab	0	0	1	0	0	0	1	1	4
V0.12	Arts - Visual Arts	Colaborative Art Studio	0	1	0	0	1	0	1	1	5
V0.28	Arts - Photography	Photography Studies / IT Lab	0	0	0	0	0	0	1	1	3
V0.31	Arts - Ceramics	3D Art Studios	1	0	1	1	1	1	1	0	6
VI.01	Textiles and Fashion	Mezzanine Level Studio	1	1	0	1	1	0	1	1	7

Total number of classes running: 33 37 35 37 34 43 39 33

Total rate of classroom occupancy: 60% 67% 64% 67% 62% 78% 71% 60%

Number of non-specialist classes running: 17 20 19 20 22 23 24 21

Rate of non-specialist classroom occupancy: 63% 74% 70% 74% 81% 85% 89% 78%

Total classrooms:	55
non-specialist classrooms:	27

Attachment C – Review Spreadsheet

Course Type	Course Name	Line 1		Line 2		Line 3		Line 4		Line 5		Line 6		Line 7		Line 8		Line 9		# Classes ³	# Students ⁴	# Lines ⁵
		Subjects ¹	Students ²	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students	Subjects	Students			
Science	BIOLOGY	1	20	1	16	2	34	1	16	0	0	0	0	1	17	0	0	0	0	6	103	5
	CHEMISTRY	1	19	1	17	0	0	1	19	1	18	1	15	1	22	1	19	0	0	7	129	7
	EARTH & ENVIRONMENTAL	0	0	0	0	1	12	0	0	0	0	0	0	0	0	0	0	0	0	1	12	1
	ELECTRONICS AND MECHATRONIC	1	15	0	0	1	21	0	0	0	0	0	0	0	0	0	0	0	0	2	36	2
	FLIGHT	0	0	0	0	0	0	0	0	0	0	0	0	1	19	0	0	0	0	1	19	1
	HUMAN BIOLOGY	0	0	1	27	0	0	0	0	1	24	1	18	1	26	0	0	0	0	4	95	4
	INTERDISCIPLINARY SCIENCE	0	0	0	0	0	0	1	19	0	0	1	13	0	0	0	0	0	0	2	32	2
	PHYSICS	0	0	0	0	1	19	1	22	2	48	1	14	0	0	0	0	0	0	5	103	4
	SCIENCE	1	27	0	0	0	0	0	0	0	0	0	0	1	27	0	0	0	0	2	54	2
Total⁶:		4	81	3	60	5	86	4	76	4	90	4	60	5	111	1	19	0	0	30	583	
Room Utilisation⁷		67%		50%		83%		67%		67%		67%		83%		17%		0%				

Notes:

Subjects ¹	Number of classes running during that line. Eg. There is 1 Biology Class running during Line 1.
Students ²	Number of students enrolled in that course and line. Eg. 20 students are enrolled in Biology during Line 1.
# Classes ³	Total number of classes in that course type. Eg. There are 6 Biology classes offered in total.

# Students ⁴	Total number of students enrolled in course type. Eg. 103 students are enrolled in Biology in total.
# Lines ⁵	Number of lines that run that course type. Eg. Biology classes are offered in 5 of the lines.
Total ⁶ : (Subject)	Number of science classes running during that line. Eg. There is 4 Science Classes running during Line 1.

Total ⁶ : (Enrolment)	Number of students enrolled in science in line. Eg. 81 students enrolled in science classes in Line 1.
Room Utilisation ⁷	Number of classes / number of science rooms (6). Eg. Line 1 has 4 classes: 4/6 = 67% Room Utilisation.

Science Lab Usage per Line

Room Code	Primary Course Delivered	Room Utilisation L1		Room Utilisation L2		Room Utilisation L3		Room Utilisation L4		Room Utilisation L5		Room Utilisation L6		Room Utilisation L7		Room Utilisation L8		Room Utilisation L9		# Students ¹⁰	Lines occupied ¹¹	% Room Utilisation ¹²
		Code ⁸	Size ⁹	Code	Size	Code	Size	Code	Size	Code	Size	Code	Size	Code	Size	Code	Size	Code	Size			
H0.36	Science - Biology	1BI2T012	20	2BI2T022	16	3EE1T012	12	4BI1T012	16	Available	0	Available	0	7BI2T032	17	Available	0	Available	0	81	5	63%
H0.65	Science - Biology	1CH0X012	27	2BH9T032	27	3BI1T022	21	Available	0	5BH9T022	24	6BH9T012	18	7BH9T042	26	Available	0	Available	0	143	6	75%
H0.66	Science - Chemistry	1CH1T022	19	2CH1T042	17	3BI2T042	13	4CH2T032	19	5CH1T012	18	6CH2T022	15	7CH1T032	22	8CH2T012	19	Available	0	142	8	100%
HI.29	Science - Mechatronics	1EM2T012	15	Available	0	3EM1T012	21	Available	0	Available	0	Available	0	Available	0	Available	0	Available	0	36	2	25%
HI.44	Science - Physics	Available	0	2PAS102	21	3MA0X012	25	4PH1T012	22	5PH1T022	22	6PH1T032	14	7PH0X012	27	Available	0	Available	0	131	6	75%
HI.43	Science - General	Available	0	Available	0	3PH2T012	19	4IS1E012	19	5PH2T022	26	6IS1E022	13	7FT9T012	19	Available	0	Available	0	96	5	63%
# of labs occupied:		4		4		6		4		4		4		5		1		0				
Room Utilisation⁷		67%		67%		100%		67%		67%		67%		83%		17%		0%				
# of specialist labs occupied:		4		4		5		3		3		3		4		1		0				
Specialist Lab Utilisation⁸		80%		80%		100%		60%		60%		60%		80%		20%		0%				

Notes:

Code ⁸	Class Code occupying the room during that line. Eg. H0.36 is used by class 1BI2T012 during Line 1.
Size ⁹	Total number of students enrolled in the class. Eg. There are 20 students in room H0.36 during Line 1.

# Students ¹⁰	Total # of student enrolments in that classroom. Eg. 81 students are enrolled in classes in H0.36
Lines occupied ¹¹	Number of lines the room is occupied during. Eg. Room H0.36 is occupied during 5 of the lines.

% Room Utilisation ¹²	The number of lines the room is occupied / the total number of lines. Eg. Room H0.36 is occupied during 5 of the lines: 5 lines occupied / 8 lines = 63% Room Utilisation.
----------------------------------	---

From: [Andrew Moore](#)
To: [Beaton, Jordan](#); [Hawkins, John](#)
Cc: [Gaby Hoffmueller](#)
Subject: Colleges | August Invoice
Date: Friday, 31 August 2018 2:41:20 PM
Attachments: [image001.png](#)
[image002.jpg](#)
[image003.png](#)
[image004.jpg](#)
[LJH 18.08.31 Colleges Invoice 1823-01-am.pdf](#)

Jordan,

Please find attached our August invoice for the Colleges.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p [Schedule 2.2\(a\)ii](#)

m [Schedule 2.2\(a\)ii](#)

w www.ccj.com.au

e [Schedule 2.2\(a\)ii](#)

ABN 63 064 405 189

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1 ream of paper = 6% of a tree and 5.4 kg CO2 in the atmosphere.

3 sheets of A4 paper = 1 litre of water

Tax Invoice

ABN 63 064 405 189

BILL TO:

IFCW Treasury & Economic Development
GPO Box 158
Canberra, ACT 2601

Attention: Mr. John Hawkins

Date of Invoice: 31 Aug, 2018

Invoice No: 1823-01



CCJ
ARCHITECTURE
INTERIORS
ENVIRONMENT

6\29 Buckland St
Mitchell ACT 2911

(02) 6247 2077
www.ccj.com.au

ABN 63 064 405 189

Project Number: 1823	Project Description: City and Gungahlin Colleges	Invoice Due: 30 Sep, 2018 Schedule 2.2(a)(i)
--------------------------------	--	--

Agreed Services

Agreed Services

<u>Code</u>	<u>Hrs</u>	<u>Rate</u>	<u>Extension</u>
<i>City</i>			
Hourly	12.50	Schedule 2.2(a)(i)	Schedule 2.2(a)(i)
	City Total:	12.50	Schedule 2.2(a)(i)
<i>Gungahlin</i>			
Hourly	21.50	Schedule 2.2(a)(i)	Schedule 2.2(a)(i)
	Gungahlin Total:	21.50	Schedule 2.2(a)(i)
<i>Management \ Meetings</i>			
Hourly	20.50	Schedule 2.2(a)(i)	Schedule 2.2(a)(i)
	Management \ Meetings Total:	20.50	Schedule 2.2(a)(i)
	Agreed Services Sub Total:	54.50	Schedule 2.2(a)(i)
		Sub Total:	Schedule 2.2(a)(i)
		GST:	Schedule 2.2(b)(i)
		Total this invoice:	Schedule 2.2(a)(i)

Payments to be made in accordance with the conditions of engagement

This is a Payment Claim made under the Building and Construction Industry (Security of Payment) Act 2009

Form: CCJ-AO-Inv 13.08.05-AM

Int AO Doc no: **1823-01**

Collard Clarke Jackson Canberra Pty Ltd.

Payments can be made to our bank account

Account name:	Collard Clarke Jackson Canberra
BSB:	Schedule 2.2
Account No:	Schedule 2.2(a)(i)

Please include invoice number in reference.



Reg No: 2586

Page 1 of 1

From: [Hunter, Stuart](#)
To: [Beaton, Jordan](#); [Hawkins, John](#)
Subject: Reid / Gungahlin College - CCJ engagement [SEC=UNCLASSIFIED]
Date: Wednesday, 5 September 2018 11:34:19 AM
Attachments: [scan_stuart_hunter_2018-09-05-11-26-15.pdf](#)

Hi Jordan,

Please see attached. Apologies for the delay. Apparently Rod was given his old delegations back late last week and is does have delegation to sign this single invited tender.

Regards,

Stuart Hunter | A/Manager Major Projects
Phone: +61 2 6207 8831 | Mobile: 0478 488 885 | Email: stuart.hunter@act.gov.au
Infrastructure & Capital Works | Education | ACT Government
Level 1 220 Northbourne Avenue | GPO Box 158 Canberra ACT 2601 |
www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#) |
[Google+](#)

From: Hunter, Stuart [mailto:stuart.hunter@act.gov.au]
Sent: Wednesday, 5 September 2018 11:27 AM
To: Hunter, Stuart <Stuart.Hunter@act.gov.au>
Subject: Your scan (Scan to My Email)

From: [Andrew Moore](#)
To: [Beaton, Jordan](#)
Subject: RE: Colleges | August Invoice [SEC=UNCLASSIFIED]
Date: Thursday, 6 September 2018 2:51:37 PM
Attachments: [image001.png](#)
[image003.png](#)
[image005.jpg](#)
[image007.jpg](#)
[image009.jpg](#)
[image010.jpg](#)
[image011.jpg](#)

Hi Jordan,

Sorry, fees are based on hourly rates that are exclusive of GST. Thresholds or holdpoints (\$30,000, \$45,000) should have also stated ex GST.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p [Schedule 2.2\(a\)ii](#)

m [Schedule 2.2\(a\)ii](#)

w www.ccj.com.au

e [Schedule 2.2\(a\)ii](#)

ABN 63 064 405 189

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3 sheets of A4 paper = 1 litre of water

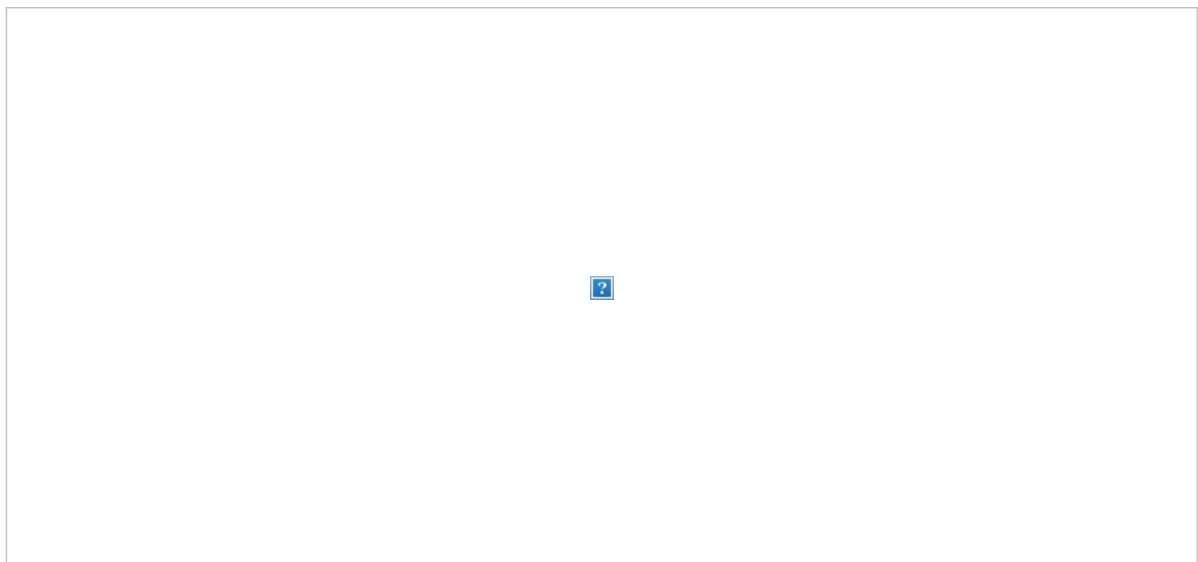
From: Beaton, Jordan <Jordan.Beaton@act.gov.au>
Sent: Thursday, 6 September 2018 2:37 PM
To: Andrew Moore <[Schedule 2.2\(a\)ii](#)>
Subject: RE: Colleges | August Invoice [SEC=UNCLASSIFIED]

Hi Andrew,

Thanks for sending through your invoice. I'm working with contract as we speak to get it sorted.

My apologies for this taking so long, we've been chasing EDU for signoff and it finally came through.

I just need to clarify whether the figures in your fee offer are ex or incl GST? See below:



Thanks,
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

Chief Minister, Treasury and Economic Development Directorate | **ACT Government**
Level 2 Nature Conservation House, Cnr Benjamin Way and Emu Bank Belconnen 2617
GPO Box 158 Canberra ACT 2601 | www.act.gov.au

From: Andrew Moore [Schedule 2.2(a)ii]
Sent: Friday, 31 August 2018 2:41 PM
To: Beaton, Jordan <Jordan.Beaton@act.gov.au>; Hawkins, John <John.Hawkins@act.gov.au>
Cc: Gaby Hoffmueller [Schedule 2.2(a)ii]
Subject: Colleges | August Invoice

Jordan,

Please find attached our August invoice for the Colleges.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p [Schedule 2.2(a)ii]

m [Schedule 2.2(a)ii]

w www.ccj.com.au

e [Schedule 2.2(a)ii]

ASN 63 004 405 189

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From: [Andrew Moore](#)
To: [Beaton, Jordan](#)
Subject: Colleges Scoping and Feasibility
Date: Tuesday, 11 September 2018 4:17:39 PM
Attachments: [image001.png](#)
[image003.png](#)
[image005.jpg](#)
[image006.jpg](#)

Hi Jordan,

Just received the agreements to sign.

The intention of the hold points at \$33,000 and \$45,000 in our fee submission was to inform IFCW that these thresholds had been reached and that further work would require approval to proceed from IFCW. This was built in as a safety measure to ensure the upper threshold limit (\$50k) wasn't reached or there was time to review the conditions if we were going to get close. Our intention is to invoice monthly based on hours.

The way the agreement is written (refer Schedule 1, Item 3 (2)), \$33,000 and \$49,500 have been included as milestones for payment, and therefore we are not able to claim until these hold points are met. This was not the intention as theoretically we may not even reach the milestones.

Are you able to review this and give me a call to discuss please?

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p [Schedule 2.2\(a\)ii](#)

m [Schedule 2.2\(a\)ii](#)

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From: [Andrew Moore](#)
To: [Beaton, Jordan](#)
Subject: RE: Colleges Scoping and Feasibility [SEC=UNCLASSIFIED]
Date: Thursday, 13 September 2018 4:17:24 PM
Attachments: [image001.png](#)
[image007.png](#)
[image002.jpg](#)
[image003.jpg](#)
[image004.jpg](#)
[image006.jpg](#)
[image010.jpg](#)
[image011.jpg](#)

Thanks Jordan,

No problem will do. I have the new agreements and they look OK so will probably get them back to Eva tomorrow.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p [Schedule 2.2\(a\)ii](#)

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ABN 63 064 405 189

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From: Beaton, Jordan <Jordan.Beaton@act.gov.au>
Sent: Thursday, 13 September 2018 4:14 PM
To: Andrew Moore <[Schedule 2.2\(a\)ii](#)>
Subject: RE: Colleges Scoping and Feasibility [SEC=UNCLASSIFIED]

Hi Andrew,

I really am sorry it's taken so long! Also, just so you are aware, I've had to wait until this contract has been sorted before I can process your invoice.

Can I please be painful and just ask that you change the billing name on the invoice from:

IFCW Treasury & Economic Development

GPO Box 158

Canberra, ACT 2601

To:

ACT Procurement
GPO Box 158
Canberra, ACT 2601

Finance require it to say this otherwise they'll just give it back to me. Then we should be good to go.

Thanks!
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

Chief Minister, Treasury and Economic Development Directorate | **ACT Government**
Level 2 Nature Conservation House, Cnr Benjamin Way and Emu Bank Belconnen 2617
GPO Box 158 Canberra ACT 2601 | www.act.gov.au

From: Andrew Moore **Schedule 2.2(a)ii**
Sent: Thursday, 13 September 2018 9:25 AM
To: Beaton, Jordan <Jordan.Beaton@act.gov.au>
Subject: RE: Colleges Scoping and Feasibility [SEC=UNCLASSIFIED]

Thanks Jordan,

I think Eva has sorted it out and will reissue agreements. Thanks for chasing it up.

Kind regards,

Andrew Moore
Director
Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911
p **Schedule 2.2(a)ii**
m **Schedule 2.2(a)ii**
w www.ccj.com.au
e **Schedule 2.2(a)ii**
ABN 63 064 405 189

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3 sheets of A4 paper = 1 litre of water

From: Beaton, Jordan <Jordan.Beaton@act.gov.au>
Sent: Thursday, 13 September 2018 9:18 AM
To: Andrew Moore **Schedule 2.2(a)ii**
Subject: RE: Colleges Scoping and Feasibility [SEC=UNCLASSIFIED]

Hi Andrew,

Sorry, I did follow up yesterday but I was out most of the day so didn't get a resolution.

Eva from contracts is going to give you a call this morning and chat about how we go about changing it.

Thanks,
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

Chief Minister, Treasury and Economic Development Directorate | **ACT Government**
Level 2 Nature Conservation House, Cnr Benjamin Way and Emu Bank Belconnen 2617
GPO Box 158 Canberra ACT 2601 | www.act.gov.au

From: Andrew Moore **Schedule 2.2(a)ii**
Sent: Wednesday, 12 September 2018 3:30 PM
To: Beaton, Jordan <Jordan.Beaton@act.gov.au>
Subject: RE: Colleges Scoping and Feasibility [SEC=UNCLASSIFIED]

Jordan,

How did you go?

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p **Schedule 2.2(a)ii**

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From: Beaton, Jordan <Jordan.Beaton@act.gov.au>
Sent: Tuesday, 11 September 2018 4:40 PM
To: Andrew Moore **Schedule 2.2(a)ii**
Subject: RE: Colleges Scoping and Feasibility [SEC=UNCLASSIFIED]

Hi Andrew,

I understood the hold points to mean the same as you and not as payment milestones.

Let me have a discussion with the contracts team and get back to you in the morning.

Thanks,
Jordan

Jordan Beaton | Assistant Project Manager - Infrastructure Finance and Capital Works
Phone 02 6207 2452 | Email: jordan.beaton@act.gov.au

Chief Minister, Treasury and Economic Development Directorate | **ACT Government**
Level 2 Nature Conservation House, Cnr Benjamin Way and Emu Bank Belconnen 2617
GPO Box 158 Canberra ACT 2601 | www.act.gov.au

From: Andrew Moore **Schedule 2.2(a)ii**
Sent: Tuesday, 11 September 2018 4:17 PM
To: Beaton, Jordan <Jordan.Beaton@act.gov.au>
Subject: Colleges Scoping and Feasibility

Hi Jordan,

Just received the agreements to sign.

The intention of the hold points at \$33,000 and \$45,000 in our fee submission was to inform IFCW that these thresholds had been reached and that further work would require approval to proceed from IFCW. This was built in as a safety measure to ensure the upper threshold limit (\$50k) wasn't reached or there was time to review the conditions if we were going to get close. Our intention is to invoice monthly based on hours.

The way the agreement is written (refer Schedule 1, Item 3 (2)), \$33,000 and \$49,500 have been included as milestones for payment, and therefore we are not able to claim until these hold points are met. This was not the intention as theoretically we may not even reach the milestones.

Are you able to review this and give me a call to discuss please?

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

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From: [Stewart, Margaret](#)
To: [Barker, Lee](#); [Hawkins, John](#)
Subject: Gungahlin College [SEC=UNCLASSIFIED, DLM=Sensitive]
Date: Thursday, 27 September 2018 10:04:34 AM

Hi Lee, John

Figures on the College, as promised, for you to pass to CCJ, with full notice of the sensitivity of the figures. Figures are based on ACT Population Projection from CMTEDD, 2016 (to be updated following new issue in Oct 2018); student projections as at 19/7/18.

SENSITIVE: NOT FOR DISTRIBUTION

Gungahlin College	Actual	Projection									
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Enrolment	1142	1251	1441	1570	1615	1768	1920	2074	2323	2614	2842
Capacity	1288	1288	1288	1288	1288	1288	1288	1288	1288	1288	1288

Margaret Stewart

Project Director, Schools for our Growing City

Phone: +616207 9334 | Mobile: 0466 137 074 | Email: margaret.stewart@act.gov.au

System Policy and Reform Division | Education | ACT Government

220 Northbourne Ave Braddon | GPO Box 158 Canberra ACT 2601

www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#) | [Google+](#)

From: [Vahan Hekimian](#)
To: [Hawkins, John](#); [Barker, Lee](#); [Beaton, Jordan](#); [Stewart, Margaret](#)
Subject: Gungahlin College Meeting Minutes
Date: Wednesday, 3 October 2018 3:29:14 PM
Attachments: [image001.png](#)
[image002.jpg](#)
[image003.png](#)
[image004.jpg](#)
[M1_180926 Meeting Notes_VH.pdf](#)

Further to last weeks meeting, please find attached minutes outlining the items discussed.
Thank You

Vahan Hekimian

Director

Registered Architect: ACT 2252

a unit 6/29 buckland street mitchell act 2911

p [Schedule 2.2\(a\)ii](#)

m [Schedule 2.2\(a\)ii](#)

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Meeting Notes

Project Name: IFCW Colleges

Client: Infrastructure and Capital Works

Project No:

1823



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ENVIRONMENT

6\29 Buckland St
Mitchell ACT 2911

Schedule 2.2(a)
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Summary of meeting held at 9:00am on Wednesday 26th Sept 2018

91 Northbourne Ave Braddon

Present

Lee Barker	IFCW ED
Margaret Stewart	IFCW ED
John Hawkins	IFCW
Jordan Beaton	IFCW
Vahan Hekimian	CCJ Architects
Andrew Moore	CCJ Architects

Distribution

All

Apologies:

1 General

- | | | |
|-----|--|------|
| 1.1 | The focus of the college brief development is to move away from the city campus to a generic college brief. | note |
| 1.2 | The expansion of the Gungahlin College is now the primary focus and will incorporate the expansion and the option of a secondary campus. | note |

2 Generic College Brief

- | | | |
|-----|---|-----------|
| 2.1 | The brief needs to align with the sustainable skills development brief (7-10). | note |
| 2.2 | CCJ presented spreadsheets analysing area requirements based on mathematical extrapolation of the Gungahlin College brief. These investigate both a 7-line and 8-line timetable. Total areas requirements are indicated and further broken down into room numbers based on the breakup of the Gungahlin brief. These figures are to be sent to IFCW for further review by Barry Woolcott prior to a workshop/meeting with relevant parties, to review areas and timetabling for contemporary learning environments. | CCJ / ICW |
| 2.3 | Following the workshop LB will organise a meeting with principals from Narrabundah and Dickson Colleges for further input. | ICW |

3 Gungahlin College

- | | | |
|-----|---|------|
| 3.1 | Gungahlin College is currently at capacity with spaces currently being used for purposes other than what they were designed for. | Note |
| 3.2 | The focus is to accommodate an additional 400 students in spaces currently occupied by the community library and CIT. This would alleviate pressure on the remainder of the College areas. Remodelling works are not to be of a temporary nature as they will be needed for the next 10-15 years. | Note |
| 3.3 | Stage 2 will incorporate the repurposing of existing spaces within the college which may include filling in existing balconies and upgrading internal spaces (for example creating more wet labs for chemistry). | Note |
| 3.4 | Stage 3 may incorporate the establishment of a secondary campus, located in close proximity to the main campus to avoid timetabling issues and double ups on administration. The second campus is anticipated to have a foreseeable use for the next 20 years. | Note |
| 3.5 | LB will organise a meeting with the principal of Gungahlin College when initial ideas are presentable. | ICW |

- | | | |
|-----------------------|---|------|
| 3.6 | An indicative timetable was discussed,
Early 2019 – Initial design proposals and documentation of the modifications to the existing Library to commence by 2020.
Mid 2019 – Planning to relocate existing Library to be vacated by the start of 2020.
Beginning of 2020 - Commencement of construction phase for the Library, allowing 10 months program and occupation by staff by term 4, 2020. New facility to be ready for 2021 School year. | Note |
| 3.7 | New accommodation needs to be coordinated and resolved for the library. | ICW |
| 4 Deliverables | | |
| 4.1 | A staged masterplan is to be developed by CCJ to diagrammatically indicate the proposed stages of the works along with the proposed timeframes. ICW will provide information on projected school numbers for incorporation into the plans. ICW will pursue broad costing information to be included onto the documents. All parties will also contribute notes on the impacts and considerations required at each stage. | CCJ |
| 5 Meetings | | |
| 5.1 | Next Meeting to be advised by Lee Barker re Workshop with Barry Woolacott | ICW |

Meeting closed at approx. 10.15 am

Vahan Hekimian
CCJ Architects

From: [Andrew Moore](#)
To: [Beaton, Jordan](#); [Hawkins, John](#)
Cc: [Gaby Hoffmueller](#)
Subject: College Brief & Gungahlin | October invoice
Date: Tuesday, 16 October 2018 10:31:53 AM
Attachments: [image001.png](#)
[image002.jpg](#)
[image003.png](#)
[image004.jpg](#)
[L JH 18.10.16 Colleges Invoice 1823-02-am.pdf](#)

Jordan,

Please find attached our October invoice for the College brief and Gungahlin.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p [Schedule 2.2\(a\)ii](#)

m [Schedule 2.2\(a\)ii](#)

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Mitchell ACT 2911

(02) 6247 2077
www.ccj.com.au
ABN 63 064 405 189

BILL TO:

ACT Procurement
GPO Box 158
Canberra, ACT 2601

Contract No: 2018.30416.300

Attention: Mr. John Hawkins

Date of Invoice: 16 Oct, 2018

Invoice No: 1823-02

Project Number: 1823	Project Description: City and Gungahlin Colleges	Invoice Due: 15 Nov, 2018 Schedule 2.2(a)x
--------------------------------	--	--

Agreed Services

Agreed Services

Code	Hrs	Rate	Extension
<i>City New College Brief</i>			
Hourly	11.00	Schedule 2.2(a)	Schedule 2.2(a)x
City New College Brief Total:		11.00	\$2,860.00
<i>Gungahlin</i>			
Hourly	11.00	Schedule 2.2(a)	Schedule 2.2(a)x
Gungahlin Total:		11.00	Schedule 2.2(a)x
<i>Management \ Meetings</i>			
Hourly	4.50	Schedule 2.2(a)	Schedule 2.2(a)x
Management \ Meetings Total:		4.50	Schedule 2.2(a)x
Agreed Services Sub Total:		26.50	Schedule 2.2(a)x
Sub Total:			Schedule 2.2(a)x
GST:			Schedule 2.2(a)
Total this invoice:			Schedule 2.2(a)x
Balance on previous invoice:			Schedule 2.2(a)x
Payments received since last invoice::			Schedule 2.2(a)x
Account Balance:			Schedule 2.2(a)x

Payments to be made in accordance with the conditions of engagement

This is a Payment Claim made under the Building and Construction Industry (Security of Payment) Act 2009

Form: CCJ-AO-Inv 13.08.05-AM

Int AO Doc no: **1823-02**

Collard Clarke Jackson Canberra Pty Ltd.

Payments can be made to our bank account

Account name:	Collard Clarke Jackson Canberra
BSB:	Schedule 2.2
Account No:	Schedule 2.2(a)x

Please include invoice number in reference.



Reg No: 2586

Page 1 of 1

From: [Young, Kelly](#)
To: [Mick Ross](#); [Barker, Lee](#); [Hunter, Stuart](#); [Player, Ben](#); [Lasath Lecamwasam](#); [Andrew Moore](#); [Hawkins, John](#)
Subject: RE: Briefing Meeting - School Infrastructure Output Specification (SIOS) - Agenda [SEC=UNCLASSIFIED]
Date: Thursday, 1 November 2018 10:02:02 AM
Attachments: [School Infrastructure Output Specification - Agenda 20181101.pdf](#)

Apologies. I have now corrected Andrews email address.

Regards,

Kelly Young

Senior Project Manager

Phone: +61 2 6205 2074 | Em Kelly.Young@act.gov.au

Infrastructure Finance and Capital Works | Chief Minister, Treasury and Economic Development Directorate | ACT Government

Nature Conservation House, Level 2, 153 Emu Bank, Corner of Emu Bank and Benjamin Way, Belconnen ACT 2617 | GPO Box 158 Canberra ACT 2601 | www.act.gov.au

From: Young, Kelly

Sent: Thursday, 1 November 2018 9:51 AM

To: 'Mick Ross' <[Schedule 2.2\(a\)ii](#)>; Barker, Lee <Lee.Barker@act.gov.au>; Hunter, Stuart <Stuart.Hunter@act.gov.au>; Player, Ben <Ben.Player@act.gov.au>; 'Lasath Lecamwasam' <[Schedule 2.2\(a\)ii](#)>; 'Andrew Moore' <[Schedule 2.2\(a\)ii](#)> Hawkins, John <John.Hawkins@act.gov.au>

Subject: Briefing Meeting - School Infrastructure Output Specification (SIOS) - Agenda [SEC=UNCLASSIFIED]

Dear All,

Agenda for todays meeting. I will have copies for everyone.

Regards,

Kelly Young

Senior Project Manager

Phone: +61 2 6205 2074 | Em Kelly.Young@act.gov.au

Infrastructure Finance and Capital Works | Chief Minister, Treasury and Economic Development Directorate | ACT Government

Nature Conservation House, Level 2, 153 Emu Bank, Corner of Emu Bank and Benjamin Way, Belconnen ACT 2617 | GPO Box 158 Canberra ACT 2601 | www.act.gov.au

School Infrastructure Output Specification (SIOS) | Project Control Group Meeting

Date/Time: Friday, 1 November 2018 | 10:30AM to 2:00PM

Location: Level 2, 135 Emu Bank, Belconnen, Marion Mahony Meeting Room (IFCW)

AGENDA

Invited Attendees

EDU – Infrastructure Capital Works (ICW)

Senior Manager Lee Barker
 Manager Stuart Hunter
 Senior Project Officer Ben Player

CMTEDD – Infrastructure Finance and Capital Works (IFCW)

Associate Director John Hawkins John.Hawkins@act.gov.au (02)6207 8402
 Senior Project Manager Kelly Young Kelly.Young@act.gov.au (02)6205 2074

Indec Consulting – Architectural Advisor

Director Mick Ross **Schedule 2.2(a)xi** **Schedule 2.2(a)xi** From 11am

ESBS – Engineering Services

Director Lasath Lecamwasam **Schedule 2.2(a)xi** **Schedule 2.2(a)xi** From 12.30pm

CCJ Architects

Director Andrew Moore **Schedule 2.2(a)xi** **Schedule 2.2(a)xi** From 12.30pm

Agenda Item	Lead
Attendance	KY
<ul style="list-style-type: none"> Apologies 	
Agenda Items	KY

No.	Item		Influence / Concern/Comment	Status	Action
1	Consultant Engagement	Indec	PPM – approved RFT	briefing	IFCW
		ESBS	RFT – underway Evaluation - TET	RFT	IFCW

		Other	Peer review Buildability Cost planner / QS Structural / civil		
2	SIOS Approvals		Contemporary pedagogy application in ACT Government schools		EDU
3	Stakeholders	EDU Directorate; ICW / Principal Advisory Group / Pedagogy experts / EDU Executive	School infrastructure direction. Educational facility outcome and usability.		
		End Users; Schools/ Educators/ staff/ students/ community	Educational facility outcome and usability		
		IFCW	Educational facility outcome and usability. Currency and version control.		
		Consultants / Tenderers	Readability / clarity / unambiguous (for time poor tenderers)/ Obtaining access to copies before tender to gain an understanding of EDU/ACT Gov requirements for school projects (similar to Victoria).		
		Treasury	Cost of school infrastructure and lifespan		
		SSICT	Correlation with SSICT standards throughout ACT Gov.		
		EDU Comms	Distribution – web based – intranet / internet, Access, Education of how to use the SIOS and what it means for ACT Government Schools,		
		SIOS Working Group	Made up of KY and BP as co-chairs and 4 others from ICW / IFCW. Richard Blakley-Kidd(IFCW), Beth Mitchell (ICW-ESD), Fiona Kidman (ICW – Landscape),		
4	SDoPDF – Current Status		<ul style="list-style-type: none"> • P-6 Spec. - Used for the design of NGP6 (Margaret Hendry School – the first school to use the complete specification. • 7-10 Spec currently in draft form. • In Request For Tender (RFTs) used in the following volumes: <ul style="list-style-type: none"> ○ Vol 1 – Returnable Schedules (includes Vol 1 Part C, Section 6 – Tenders Design Proposal) ○ Vol 2 Part A – Project Specific Requirements ○ Vol 2 Part B – Functional Brief ○ Vol 2 Part C – Master Planning & Architectural Specification ○ Vol 2 Part D - Technical Spec 		

			<ul style="list-style-type: none"> ○ Vol 2 Part E - FF&E ○ Vol 2 Part F – Facilities Management 		
5	Communication		<ul style="list-style-type: none"> ● Consultants to KY(IFCW). KY to JH and BP (ICW) ● Consultants to each other and SSICT but cc in KY. ● Weekly phone hookup / meeting to discuss progress. ● Review workshops as required – SIOS section specific with selected stakeholders 		
6	Lessons Learnt	Amendment Schedule	<p>Captures progressive issues to be covered in the SIOS update. A live document from issues raised at schools recently built or still under construction. Issues include:</p> <ul style="list-style-type: none"> ● provision of no gas to schools, ● new RCD requirements, ● fresh air requirements ● spare capacity requirements ● location of staff lounge, ● permeability and condensation requirements in the ACT ● toilet numbers / requirements / non gender specific ● cooling of comms rooms clarification ● fire rating of comms rooms and UPS ● acoustic standards to reflect updated practices in Australia and overseas (see UK stds) ● ensuring specification of material/equipment/standards is suitable / readily available/ achievable for/in the ACT. ● general typos/repetition / clarification/update of standards 	Amendment schedule to be updated to capture all current comments	KY
7		Current pedagogy standards	What are other states doing? Current Australian and international pedagogy and technical standards. Research required.		
8		SSICT	<p>Currently updated by SSICT. Issues updated include:</p> <ul style="list-style-type: none"> ● precedence of Output Specification over SSICT WHOG cabling documents, ● rationalisation of power and data outlets in Table 11 (per function), ● cabinet sizes updated/ comms room sizing, ● clarification of AV provision, 	Draft form to be updated in Master copy	KY

			<ul style="list-style-type: none"> • WAPS, • Projectors and Interactive Flat Panels • Chrome books and current Government provisions for students and reflection on ICT requirement in Primary, High Schools and Colleges • general clarifications 		
9	Program and Timeframes	Upcoming Schools	<ul style="list-style-type: none"> • Update to the SIOS will require update of easily achievable goals for imminent projects in the short term. • More thorough investigations/research/calculations will be required to finalise and more difficult items and before an agreement can be reached and approved. 		

Project	Year group	New build/refurb/ demountable	Design Procurement starts/ SIOS issued to consultants	Construction Complete
Gold Creek PS	P-6	New build	Nov 2018	Beginning 2020
Bonner PS	P-6	New build	Nov 2018	Beginning 2020
Molonglo P-10	P-6	New build	Nov 2018	Beginning 2021
	7-10	New build	Nov 2018	unknown
Campbell PS	P-6	New build	Nov 2018	End 2020
	P-6	Refurbishment	Early 2019	End 2021
Franklin ECS	P-6	New build	Nov 2018 (MP only)	Currently unfunded
Narrabundah	College	New build	Early 2019 (MP only)	Currently unfunded
East Gungahlin – unknown site	7-10	New build	Need site	Currently unfunded
*Demountables	All	Demountable	ongoing	ongoing
*School Upgrades	All	Refurbishment	ongoing	ongoing

10	Methodology	Organisation of Volumes	Naming conventions used, version control, master copy, who "owns" it, distribution during update, limiting size of volumes, clear but concise language		
		Different School Types	How to provide a set of Output Specifications to cover: <ul style="list-style-type: none"> • brown and green field sites, • new schools verses existing schools (that may prefer only partial uptake of SIOS requirements) - EDU direction required. • over P-6, 7-10, P-10 and College Possible option may include similarities to the NCC – with state(school type) based inclusions / exclusions?? Other options??		
		Review	Description of Pros and cons of options, expert peer review, reviewed by whom, review periods, timeframes, EDU approvals		
		Distribution	During update within consultant team – Drop box? Note 10MB limit to ACT Gov emails More widely issued after formal update – internet / intranet		
		Education			
		Future revisions and maintenance of SIOS	<ul style="list-style-type: none"> • Version control, version naming/numbering convention, When does the next version become "live"? • Method of user feedback – users/ consultants / contractors / ICW / IFCW • Method for future updates • Future consultant engagement. 		
11	Consultants Scope	Indec	Function Brief, Master planning and Architectural FF&E? FM? Coordination and compilation with ESBS input		
		ESBS	Current Technical Specification issues – spreadsheet update and use, lessons learnt from recent school application, update of easier and 'given' changes initially to obtain a usable update for imminent school tenders	12.30-	
		CCJ	College context and areas in relation to Gungahlin College. Possible peer review of above?	12.30-	
		Other consultants required	Consultants required to cover areas in SIOS not covered above: <ul style="list-style-type: none"> • Build ability – current Contractor feedback/review (Joss?) 		

			<ul style="list-style-type: none">• Facilities Management• Cost planning• Civil• Structural		
12	Other Business				

From: [Andrew Moore](#)
To: [Beaton, Jordan](#)
Cc: [Hawkins, John](#); [Gaby Hoffmueller](#)
Subject: Colleges | December Invoice
Date: Friday, 14 December 2018 3:49:33 PM
Attachments: [image001.png](#)
[image002.jpg](#)
[image003.png](#)
[image004.jpg](#)
[LJH 18.12.17 Colleges Invoice 1823-03-am.pdf](#)

Jordan,

December invoice attached for Colleges (Gungahlin and College Brief) picking up hours from early October to current.

Kind regards,

Andrew Moore

Director

Registered Architect: ACT 963, NSW 8033, VIC 17053

a unit 6/29 buckland street mitchell act 2911

p [Schedule 2.2\(a\)ii](#)

m [Schedule 2.2\(a\)ii](#)

w www.ccj.com.au

e [Schedule 2.2\(a\)ii](#)

ABN 63 064 405 189

Think Before You Print!

1 ream of paper = 6% of a tree and 5.4 kg CO2 in the atmosphere.

3 sheets of A4 paper = 1 litre of water

Tax Invoice

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CCJ
ARCHITECTURE
INTERIORS
ENVIRONMENT

6\29 Buckland St
Mitchell ACT 2911

(02) 6247 2077
www.ccj.com.au
ABN 63 064 405 189

BILL TO:

ACT Procurement
GPO Box 158
Canberra, ACT 2601

Contract No: 2018.30416.300

Attention: Mr. John Hawkins

Date of Invoice: 17 Dec, 2018

Invoice No: 1823-03

Project Number: 1823	Project Description: City and Gungahlin Colleges	Invoice Due: 16 Jan, 2019 Schedule 2.2(a)(i)
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Agreed Services

Agreed Services

Code	Hrs	Rate	Extension
<i>City New College Brief</i>			
Hourly	3.00	Schedule 2.2(a)	Schedule 2.2(a)
City New College Brief Total:	3.00		Schedule 2.2(a)
<i>Gungahlin</i>			
Hourly	11.00	Schedule 2.2(a)	Schedule 2.2(a)
Gungahlin Total:	11.00		Schedule 2.2(a)
<i>Management \ Meetings</i>			
Hourly	1.50	Schedule 2.2(a)	Schedule 2.2(a)
Management \ Meetings Total:	1.50		Schedule 2.2(a)
Agreed Services Sub Total:	15.50		Schedule 2.2(a)
Sub Total:			Schedule 2.2(a)
GST:			Schedule 2.2(a)
Total this invoice:			Schedule 2.2(a)
Balance on previous invoice:			Schedule 2.2(a)
Payments received since last invoice::			Schedule 2.2(a)
Account Balance:			Schedule 2.2(a)

Payments to be made in accordance with the conditions of engagement

This is a Payment Claim made under the Building and Construction Industry (Security of Payment) Act 2009

Form: CCJ-AO-Inv 13.08.05-AM

Int AO Doc no: **1823-03**

Collard Clarke Jackson Canberra Pty Ltd.

Payments can be made to our bank account

Account name:	Collard Clarke Jackson Canberra
BSB:	Schedule 2.2
Account No:	Schedule 2.2(a)(i)

Please include invoice number in reference.



Reg No: 2586

Page 1 of 1