Creating great educational places and spaces

A guide to delivering effective School Master Plans

MARCH 2025

Queensland Independent Schools
BGA
Block Grant Authority

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St Luke's Anglican School
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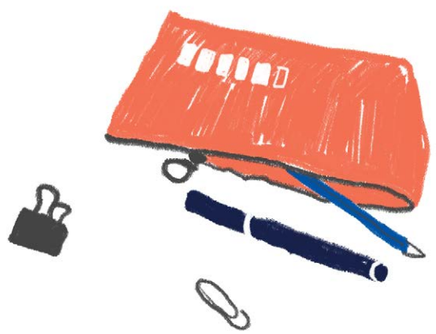


Acknowledgment of Traditional Owners

QIS BGA respectfully acknowledges past and present traditional owners and custodians, and the contributions of Aboriginal and Torres Strait Islander Australians and non-Indigenous Australians to the education of all children and people in this country that we all live in and share together.

QIS BGA also commits to supporting the ongoing journey of Reconciliation through education.

Creating great educational places and spaces
Resources for schools

Process & resource relationships
Using the diagram below schools can understand where they are in the process and also the relevant resources provided by the BGA to support them on their journey.

About the BGA

Queensland Independent Schools Block Grant Authority (QIS BGA) is a not-for-profit organisation responsible for administering State and Australian Government funding for school facilities in Queensland's independent schools.

The BGA seeks to support the improvement of educational outcomes for young Australians, as represented by the Mparntwe Education Declaration's two interconnected goals:

Goal 1

The Australian education system promotes excellence and equity.

Goal 2

All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

Empowering schools

QIS BGA recognises that an informed school leader and a student-centred approach to the delivery of the school-based built environment contribute to enhanced learning opportunities and the maximisation of educational outcomes.

QIS BGA seeks to support schools in creating learning environments that promote educational excellence and equity by providing funding, access to expert advice and practical resources to help lift the capacity of school leaders to contribute positively to the design, construction, and activation of new or refurbished educational facilities.

A suite of resources

QIS BGA has created a suite of practical guides and resources for schools to help:

- Build knowledge and capacity
- Champion quality in the design and delivery of built assets that enhance learning outcomes and deliver value socially and economically to schools and their communities.

By fostering an accessible and supportive approach and providing tailored guidance for schools, the BGA encourages the active participation of schools in the process of shaping their built environments.

The activities involved in designing, developing, and delivering built infrastructure can often seem complex and overwhelming.

An understanding of the role, relationship, contribution and outputs of key stages in the design and delivery process will help schools navigate and contribute to this process effectively and ensure that their infrastructure investments support long-term educational goals as well as operational efficiency and durability.

The process and resource relationship diagram on the next page has been developed to provide a simple overview of the interrelationships between the key outputs and approaches that will inform and influence the development of a school's-built environment.

A suite of resources
QIS BGA has created a suite of practical guides and resources. To find out more follow the link below
www.bga.qld.edu.au

Key Outputs

Strategic Plan

Should play a fundamental role in guiding the development and delivery of the built environment. It provides a long-term vision that aligns educational priorities, operational needs, and financial planning with physical infrastructure investments.

From a capital development perspective a school strategic plan should include a direction on the following at a minimum:

- Educational philosophy and pedagogical approach
- Curriculum areas (current & future)
- Student enrolment targets over the next 10 years
- The creation of safe and inclusive spaces beyond that required by law
- Sustainability
- How facilities will be used (or not) to support the School's engagement with the local community
- What financial ratios must be upheld to ensure the School's ongoing profitability, solvency, and sustainability.

Sustainability Strategy

Provides a structured plan to achieve long-term environmental, social, and economic sustainability and create healthier, more inspiring, and future-ready learning environments.

Master Plan

Provides a strategic framework to guide development, ensuring facilities align with educational goals, operations, sustainability, and future growth requirements.

Projects

Is a focused and physically deliverable project (building or infrastructure) aligned with the direction set out in the master plan.

Post Occupancy Evaluation (POE)

Collates insights that assess a building's performance, functionality, user and operational efficiency following completion and occupation.

Approach

The four step approach illustrated in the diagram is a process embedded in the development of all the 'Key Outputs' listed above. The steps reflect theories and approaches used in systems thinking, user-centred design, classical architectural principles, and integrated delivery methods.

Vision

To define purpose & ensure strategic alignment

Design

To translate the ideas expressed in a vision into feasible plans for place

Deliver

Advances the detail of the plans (for buildings, spaces and infrastructure) to implement designs and direct construction in a staged manner.

Evaluate & Learn

The assessment of the impact of a capital project (user value, functionality, build quality), enabling the collection of 'lessons learnt' to inform improve the design and delivery of future projects.

The need for a master plan guide

Developing a master plan is an essential part of the planning process adopted by all schools.

A resource for schools, informed by school experiences

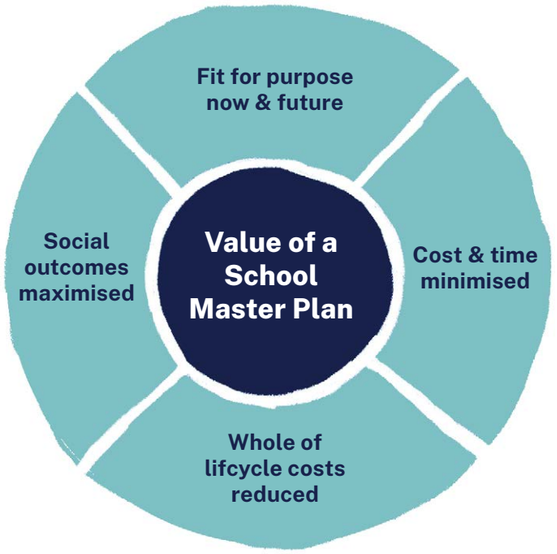
A school's buildings and facilities are one of its most significant financial investments, with long-term educational and financial benefits if they are located, designed, and delivered well. An effective master plan can provide a school with a powerful place-based, budgetary planning resource to manage the complexity of a school's development, and guide the long-term and cost-effective delivery of built assets to support:

- Academic ambition
- Teaching needs
- Community values.

However, the term master plan and the process required to develop one can be a source of considerable confusion and misunderstanding.

At the beginning of 2024, Queensland Independent Schools Block Grant Authority (QIS BGA), a not-for-profit company providing State and Australian Government funds to Queensland independent schools for the building of school-based facilities, initiated a collaborative project to develop a schools focused guide for the process of master planning. The project brought together a diverse group, including school managers, educators, and built environment professionals, to contribute to an inclusive process designed to learn from diverse experiences and understand the unique issues and opportunities schools face when undertaking a master plan. The insights from these discussions have informed and shaped the structure and content of this guide.

It is a resource for schools, informed directly by school experiences.



The value of a school master plan

QIS BGA, as a key player in the independent education sector, promotes the adoption of an effective master planning process as a foundational first step to help guide investment in long-term, cost-effective planning. It credits a well-considered school master plan with providing the fundamental spatial framework and development strategy to ensure buildings and outdoor spaces are organised, designed, and delivered to create a school environment that prioritises social, cultural and economic value in the long term.

The organisation highly recommends, and will ultimately require, that Approved Authorities and/ or their schools, when applying for capital grants, have a current master plan prepared by a qualified professional consultant, such as an architect.

St Peters Lutheran College
Photographer -Rix Ryan
Architect -Burling Brown Architects

Guide role and structure

Conducting a master planning process is likely one of the most significant events undertaken within a school. Working alongside the school's overall Strategic Plan, the School Master Plan will be an essential part of the school planning process.

Role of this guide

Its goal is to support understanding and effective collaboration between schools and their project teams as they undertake their master planning journey.

The guide is intended to support the project team to deliver an effective School Master Plan, ensuring the total educational value of their facilities is leveraged in the process and that participants can play an engaged and collaborative role in developing the master plan.

This guide offers a concise, practical, and jargon-free resource for school-based members of the project team. It aims to reach a diverse audience and empower schools and their communities, equipping them with the knowledge to work more effectively with professional master plan teams and derive maximum benefit for their students and school out of the process.

A crucial role of the guide is as a conversation starter — the structure and content of the guide have been informed by collaborative discussions with both school-based and built environment professionals, consideration of established research and other published resources. It is intended to provide schools with confidence by simply defining:

- What a master plan is
- Its value to the school and its community
- Key characteristics of an effective master plan
- Typical steps in a master plan process.

Guide structure

Recognising that all schools are different, the guide has been simply structured to allow schools to selectively dip in and dip out, relative to their level of experience, knowledge, and stage in the master plan process.

The guide is structured in two parts:

Part 01 —
Why master plan?
Outlines the key benefits and educational value of good design as a priority consideration and investment decision for schools.

Part 02 —
Are you ready to master plan?
Is intended as a practical resource. It provides checklists for a school's project team to help navigate a successful master plan process in partnership with professionals and key stakeholders of the school community.

What the guide is NOT

The audience for the guide is intended to be school-based project leaders charged with initiating, managing and championing the process in schools. The guide aims to support increased capability, consistency, and quality in developing and delivering master plans for schools, their students, and staff.

This guide does not

- Seek to replace the built environment professionals who are essential partners and collaborators in the master plan process.
- Provide a self-help tool encouraging schools to develop a master plan on their own.

This guide does seek to

- Increase the understanding and appreciation of school governance entities, educational leaders and staff of the role and value of a School Master Plan.
- Highlight and enhance the contributory role students, families and the wider school community can play in the development of a master plan.
- Emphasise the important contribution of sound planning and good design to the delivery of educational facilities that are functional, purposeful and adaptable.
- Highlight opportunities to leverage value for money initiatives alongside educational benefits for students.
- Enhance the overall experience of producing a master planned, long term vision for the entire school community.

01

Part 01

Why master plan?

Part 01 of this guide defines what a master plan is and its value to a school.

Cannon Hill Anglican College
Photographer Christopher Frederick Jones
Architect Heddog Architects

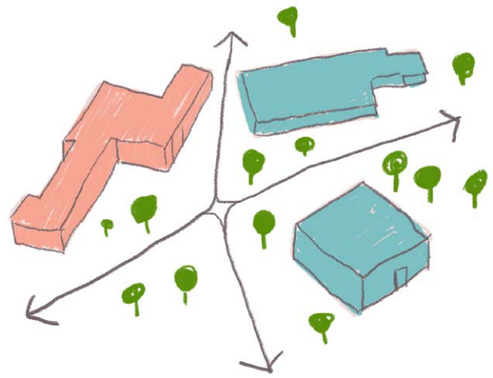
Good school design matters. It is about the education and life chances of young people. Evidence shows a clear link between well-designed schools and pupil performance and behaviour. Good design alone doesn't raise standards, but bad design impacts on the quality of teaching, the aspirations and self-perception of pupils, and the sustainability of a school.

Commission for Architecture and the Built Environment (2010). Creating Excellent Primary Schools - A guide for clients.

1.1
Be ready for change

The development of a School Master Plan should be an essential part of the planning process adopted by all schools, at all scales, in any location, and at all ages and stages of development — from greenfield schools and new schools to established schools, inner-urban, rural, and regional locations.

All schools need to plan for change in their physical environment – to support changes in school size, student numbers and learning needs.



An effective master plan can ensure a school's built assets:

Deliver a great environment for learning

- Are designed to support specific pedagogy and community values.
- Are designed around a unifying set of ideas to guide whole-of-place outcomes.
- Are designed and built to work well within their physical location and context.

Are planned well, leverage development efficiency and can be delivered

- Are located appropriately to avoid compromising future development needs and opportunities.
- Are delivered as they are needed, in response to a well considered staging plan aligned to the schools Strategic Plan.
- Are planned to align to budget forecasts, agreed financial ratios and existing and potential sources of funding.
- Are planned to facilitate additional long-term project ambitions.
- Deliver value for money by leveraging development efficiency.

1.2
Support well-being for all alongside academic success

A growing body of evidence links enhanced student learning outcomes to the quality of the environment in which they learn.

"High-quality, well-designed schools create a sense of pride, identity and ownership for the communities they serve. They also help deliver better educational results."

NSW Government Architect (2018). Better Placed: Design Guide for Schools. NSW Government

The results of good design in the built environment — well-designed buildings, and spaces — can enhance the experience of a place, and contribute value socially, environmentally, and economically.

Within a school context, 'good design' requires student learning, and the teacher's needs to be at the heart of the process.

By advocating for good design, schools can create environments that support academic success and contribute to the overall development and well-being of students, teachers, and the broader community.

Across established research, findings consistently reinforce the significance of this relationship, confirming that the quality of the design of educational facilities (school buildings) and the open spaces around them can have substantial educational, learning and developmental benefits:

- Improved concentration
- Enhanced academic performance
- Improved engagement in learning, including improved behaviour
- Improved attendance at school
- Enhanced effectiveness for educators
- Staff retention
- Enhanced sense of safety
- Enhanced sense of pride.

Good design is a crucial factor in the success of any master planning process. It pays to invest in good design.

The impacts of good design

Classroom design can improve academic progress by

16-25 %

(1)

One research project found that test scores in well-designed buildings were up to 11 per cent higher than in poorly designed buildings

↑11%

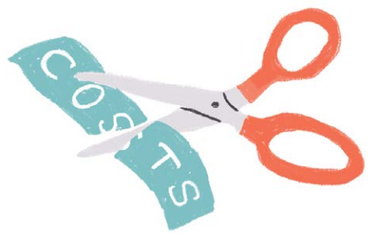
(2)

26% faster in reading

20% faster in maths

for students with the most daylight compared to students with the least daylight

(3)



Well designed schools help recruit and retain staff, cutting the costs of staff turnover.

A UK study found that capital investment in school buildings had a strong influence on staff morale, as well as pupil motivation and effective learning time

(4)

Ref - (1) Clever Classrooms: Summary report of the HEAD
(2) The value of good design, CABE, 2002
(3) Daylighting in Schools: An Investigation into the Relationship between Daylighting and Human Performance. Detailed Report
(4) Building Performance: An Empirical assessment of the Relationship BetweenSchools Capital Investment and Pupil P erformance, PricewaterhouseCoopers Research Report No 242, 2000

1.3
What is a master plan

The term master plan can describe both a process and an outcome. Put simply, a master plan is a physical document and a collaborative process.

The term master plan can be a source of considerable confusion due to its adoption across various contexts beyond education and urban planning. The content and priorities of a master plan can differ significantly, adding to this lack of clarity.

To mitigate confusion, it is essential for those involved in developing, implementing, or interpreting master plans to understand clearly the elements of an effective master plan and how to use them.

Master plans are living documents that establish flexible frameworks to guide change. They are defined through a collaborative process and typically set strategies for buildings, infrastructure, spaces, circulation/ movement, and building uses.

A master plan will spatially identify the location, indicative scale (height and area) and uses for buildings, outdoor spaces, and movement networks and consider the spatial requirements for built infrastructure — water, waste, energy, car parking, communications, retaining walls etc.

A master plan sets the context, general location and initiates the brief for individual projects to be developed and delivered over time, informed by the master plan. It will not provide detailed designs or building plans.

An effective master plan guides development progressively, as needs or opportunities arise, and avoids compromising future development options, helping to minimise abortive work and therefore cost.

Master plans are typically utilised to define and then document the short, medium and long-term spatial planning requirements for current and new built assets within a defined area. They are typically adopted where the scale of change anticipated or being planned requires:

- The coordinated consideration and organisation of buildings, spaces, movement networks, and infrastructure as part of a whole-of-place outcome
- Longer time frames and staged delivery, responsive to evolving needs and budget availability
- A forecast cost plan to anticipate distinct stages of capital development.

A collaborative process
Successful School Master Plans are the result of collaboration.

1.4
Elements of a typical master plan document

A typical master plan document will include the following elements:

Project summary

The project summary provides an easily digestible overview of the master plan. It will:

- Establish the need for and scope of the master plan
- Identify the project vision, its objectives, and key objective of the master plan.

Drivers for change

The 'Drivers for Change' will identify the contextual issues used to inform the development of a master plan. It will:

- Reflect an understanding of the school and its needs informed by mapping, analysis and interpretation
- Document information to help stakeholders understand why change is needed, and
- Isolate the opportunities and constraints that any change must be responsive to.

Typically, drivers of change may include information relating to a schools:

- Educational needs
- School values and pedagogy
- Site, contextual and environmental considerations
- Planning considerations
- Economic drivers
- Stakeholder engagement and concerns.

Vision + principles

The vision and principles provide the qualitative brief to guide design thinking and the development of the master plan. They:

- Communicate, clearly, a **design vision** and supporting principles for the desired future for the school
- Reflect the aspirations and needs of the staff, students and key school stakeholders.

Spatial strategies

The 'Spatial Strategies' include the proposed plans for physical change within a given area, defining the spatial intent for the future school and the key initiatives proposed to deliver the vision.

The spatial strategies generally include instruction for site planning that organises and balances requirements for:

- **Movement** – Providing direction for safe access and movement for pedestrians, cyclists, cars, car parking and servicing (eg. Refuse collection and delivery vehicles)
- **Landscape** – Providing direction for the location, charcateritics and use for all open spaces at all scales (eg. courtyards, sports fields etc.)

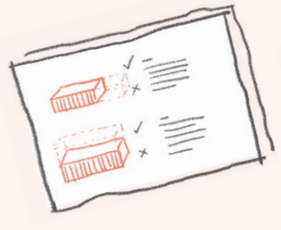
Spatial strategies - continued

- **Built form** – Providing direction for the location, spatial footprint, form and massing of buildings
- **Land use** – Providing direction for the appropriate and compatible organisation of activities within the school
- **Infrastructure** – Provides a spatial plan to identify the general spatial allocation and size of the essential services required to 'feed' the built environment e.g. Water and energy.

Delivering the vision - Design guidance

Design guidance establishes a framework to help ensure the quality, consistency, and effectiveness of a design. Design guidance:

- Is effective when delivery is anticipated over extended time frames.
- Confirms the rules required to direct design to deliver the specific goals or standards set by the master plan.
- Ensures the qualities of a master plan are adopted and applied across a range of projects, over extended time frames and by many hands.



Phasing and implementation strategies

The 'Phasing and Implementation Strategies' outline the major capital works and projects required to deliver the master plan and will include:

- Cost estimates
- Identification of priorities and timelines to support the strategic delivery of assets aligned to the School Strategic Plan.

Ongoing Evaluation- update processes

The update process establishes a framework to support the well managed and regular evaluation of the delivery of the master plan as well as updates to the master plan document as required.

Master plans are typically reviewed every **5 to 10 years** to ensure facilities remain functional, contemporary and capable of supporting educational needs.

The frequency of review may vary based on factors including changes in enrollment, educational trends, funding availability, and infrastructure needs. Some schools may conduct minor updates more frequently, such as every **3 to 5 years**, to ensure alignment with evolving requirements.

A physical document

A master plan should be well-organised, clear, and thorough to be effective. The adjacent diagram illustrates a typical structure and content for a master plan document. This structure is not mandated, and schools and their master plan teams will select and organise the elements to best suit their needs.

1.5
How to use a School Master Plan

Upon completion of a master plan a school will have powerful shared resource to:

Support strategic decision-making
A School Master Plan is a comprehensive document that outlines the long-term vision, goals, and spatial strategies for developing a school's physical environment in accordance with its Strategic Plan, Business Plan and educational needs.

A master plan will consider the planning requirements of a school in the long term, typically over a 10-20-year time horizon.

Align action and investment
A master plan provides a roadmap or 'spatial business plan' to guide and align decision-making, stakeholder action, and capital investment over a specified period.

Inform project briefs
A master plan provides a high-level overview of opportunity that can be refined into a detailed scope of work for individual projects. This includes information relating to location, role, and qualitative and quantitative design considerations aligned with the master plan's vision and principles. Its use will ensure that each delivered project contributes to a whole-of-place outcome aligned to the schools values and strategic ambition.

Support facilities management
A master plan can assist in the planning, management, maintenance, renovation, and expansion of school facilities in a coordinated and systematic manner. Identifying and addressing the elements of the site which are working well, deficiencies in existing infrastructure, and ensuring that buildings and spaces meet current and future needs.

Effectively implement and manage delivery of the master plan vision
A master plan must include an estimate of costs and project priorities and identify potential project phasing and funding sources to support implementation. Establishing a timeline for implementation and determining stages of development will help prioritise projects based on urgency and available resources.

Support project budgeting, fundraising and financial planning.
A master plan can be used to:

- Communicate the strategic value of a project by sharing the school's long-term vision and highlighting the benefits of planned improvements for students, staff, and the broader community.
- Inform efficient and effective long-term financial planning to fund projects, including identifying and providing supporting information for potential funding bids.

Guide improvement
A master plan provides a mechanism for ongoing evaluation and monitoring of the plan's progress and the performance of buildings and spaces to ensure alignment with the vision and goals of the plan.

This provision in the plan establishes meaningful opportunities to draw on lessons learned to improve the quality, cost-effectiveness, and educational performance of spaces in future progressive stages of development through activities such as Post Occupancy Evaluation.

Demonstrate progress and celebrate success
The master plan can be used to communicate the goals and progress of the school towards its vision, to build and maintain ongoing support and ownership among stakeholders.

Why review a School Master Plan?

A master plan should be held loosely and challenged regularly. It may be reviewed on a regular basis, such as at 5-year intervals, or whenever changes in and around the school trigger a need. Willingness to review the master plan ensures that it remains relevant and continues to have the capacity to respond to demands without compromising the overall vision for the school.

Respond to changing needs and priorities
To accommodate changes required in response to student numbers, teaching needs, available budgets.

Assess and evaluate performance
To help assess the effectiveness of current strategies and facilities and identify opportunities for improvement.

Respond to new research and practices
To respond to new insights in effective teaching and learning environments, and innovation in building design and construction and sustainability to enhance outcomes.

Continue engagement with changing stakeholders
Continue to foster engagement, transparency, and collaboration among changing groups of stakeholders.

Respond to legal and regulatory compliance
To comply with changes in accreditation standards and local, state, or federal laws and regulations affecting education, safety standards, accessibility requirements, and other legal obligations.

Align with funding opportunities
To ensure schools avoid missing out on funding opportunities.

02

Part 02
Are you ready to master plan?

Part 02 of the guide provides a practical resource aimed at helping schools and their communities navigate the master planning process

Hymba Yumba
Photographer - Christopher Frederick Jones
Architect - Diecke Richards

All schools are different, with diverse design and planning needs. Consequently, all master plans and master plan journeys will be different, reflecting this diversity.

QIS BGA Master plan workshop particpant 2024

2.1 Adopt an effective process

A school's physical size and location, age, number of students, pedagogy, and available budget will be vital considerations when undertaking a master plan. These parameters will influence the project approach, project team size and the professional skills required.

Part 02 of this guide provides a practical resource to help schools, and their communities navigate the master planning process effectively and enhance understanding between schools and their professional master planning teams.

It sets out a number of key considerations, activities, and things for schools to think about, aligned with the logical and sequential stages of a typical master plan journey.

Using this resource a school can effectively tailor its approach, team, and process to meet its individual circumstances, ensuring the success of the master plan journey - no matter how big or small the school, its budget, or how experienced its internal team.

2.2
Strategies for success

Several strategies are fundamental to the master plan process:

Make time for design – to explore, to test, to prototype, to review

Iteration is essential for ensuring ideas are discussed, tested, refined, and improved before being finalised. The process allows for ideas to be progressively enhanced in response to feedback and new insights.

The benefits of making time for iteration in the design process include:

Improved quality
Continuous refinement leads to a higher quality final product that better meets user needs and expectations.

User-centred design
The testing of ideas with stakeholders ensures concepts remain focused on user needs. The process presents valuable opportunities to include students and teachers as contributors to design solutions and as an educational exercise for students.

Risk mitigation
The early identification and resolution of issues reduce the risk of significant problems later in the development process.

Flexibility
The iterative process allows for adjustments based on changing requirements or new insights, making the design more adaptable.

Recognize that the master plan should be flexible enough to accommodate unforeseen changes and evolving needs. Plan for contingencies and allow for adjustments based on feedback, new information, or shifts in priorities.

Innovation
Iteration encourages experimentation and exploration of different ideas, leading to innovative solutions.

The master plan process presents valuable opportunities to include students and teachers as contributors to design solutions and as an educational exercise for students.

Collaborate and inspire

Collaborate
Successful School Master Plans are the result of collaboration.

Developing a School Master Plan should be a collaborative process that unites the school, its key stakeholders, and its professional consultant team - involving project stakeholders in an iterative process, is essential to ensure ideas can be discussed, tested, refined, and improved before being finalised.

Involving stakeholders brings diverse perspectives to the planning process, ensuring that the master plan reflects the needs, values, and aspirations of the entire school community. The active involvement of stakeholders can foster a strong sense of ownership of the master plan goals and strategies and a commitment and collective responsibility for its implementation and success.

A well-managed collaborative process should create a plan aligned with the needs and aspirations of the entire school community.

Inspire
The strategies defined in a master plan should be well communicated and presented to be illustrative and accessible to a broad audience, utilising text and images (diagrams, visualisations, and plans). An effective master plan should be documented to raise aspirations, provide a vehicle for consensus and understanding among stakeholders, and facilitate meaningful discussion and participation.

Advocate for good design

Adopt a Design Review process.
Design Review is an evaluation process in which a group of stakeholders, experts, or reviewers assesses a design, plan, or proposal. This process aims to ensure that a design meets the stated project ambition and any established design standards before it progresses to the next stage of development or implementation.

Design Review is a valuable tool for managing and protecting design quality. It can make the most impact at the earliest stages of the design process. The specific format and structure of a design review may vary depending on project scope and organisational practices.

Appoint a Design Champion
A Design Champion is typically an independent figure from the design team and a respected school staff or community member who advocates for good design and monitors its delivery.

A Design Champion should ideally understand educational and architectural quality and have the authority to influence decision-makers. They serve as a liaison between decision-makers and the design team throughout the project. They act as leaders, advocates, and facilitators, working to integrate good design practices into all aspects of project development.

2.3
Master plan step by step

A good process requires:

- A sequence of logically ordered steps, designed to achieve a specific goal or outcome efficiently and effectively
- A well-managed and collaborative team with the right skills and an appreciation for the project, its context, and client needs.

The adjacent diagram illustrates keys steps and activities characteristic of an effective master plan process. It is applicable and relevant for all schools.

In the following pages further detail is provided to support schools understanding of the value and key activities to expect in each step of the process.

	GETTING STARTED		DEVELOP THE MASTER PLAN			ADVANCE THE PLAN	
Steps	1 Project preparation, planning and approach	2 Choose your team	3 Understand your school - Map, analyse and interpret	4 Define your vision and guiding principles	5 Develop spatial strategies	6 Initiate projects	7 Evaluate success to inform improvement
Overview	As the project client, the school must be at the heart of a master plan process. Being a successful client requires active engagement in this process. This section offers practical strategies and activities to prepare for this role.	Choosing the best team for your project is a key step to ensuring project success. This section offers practical advice to support schools in the selection of a master plan team.	An evidence-based master plan provides a solid foundation for decision-making. It ensures that decisions regarding educational programs, facility design, resource allocation, and other aspects are grounded in data and research rather than assumptions or anecdotal information. This section helps schools understand the contributory activities that are part of this process.	A strong project vision and supporting principles establish the foundation to inform all subsequent planning and design decision-making processes. This section supports schools understanding of the development of a strong project vision and supporting design principles.	The master plan process facilitates the development of spatial strategies for school buildings and outdoor areas. This section outlines the key elements a school can expect a master plan to consider and deliver.	This section introduces the stages of project development that will follow on from the master plan process in terms of individual project delivery.	This section sets out the idea of a master plan as a living document with opportunities for review at 5-year intervals or whenever changes in and around the school trigger a need through a process of Post Occupancy Evaluation (POE).

1

Project preparation, planning and approach

As the project client, the school must be at the heart of a master plan process. Being a successful client requires active engagement in this process.

The following are practical strategies and activities to prepare for this role and support success working with a professional master plan team.

Establish strong project leadership

Establish an appropriately skilled and resourced internal school leadership team for the project. Make sure they understand the task and have the support and authority to make prompt and necessary decisions. This team will work closely with the built environment professionals (the external master plan team) once they are engaged.

Make a project plan

Set realistic timelines for the project. This might include:

- Allowing time for the collection of essential baseline data at the outset of the project. Early decisions have a major effect on how the project will develop. They need to be the right decisions, which means taking the time to explore the background information and data properly at an early stage is essential.
- Factoring in the academic calendar as a key influence on opportunities to successfully embed stakeholder engagement in the process.
- Allowing time for the regulatory planning process

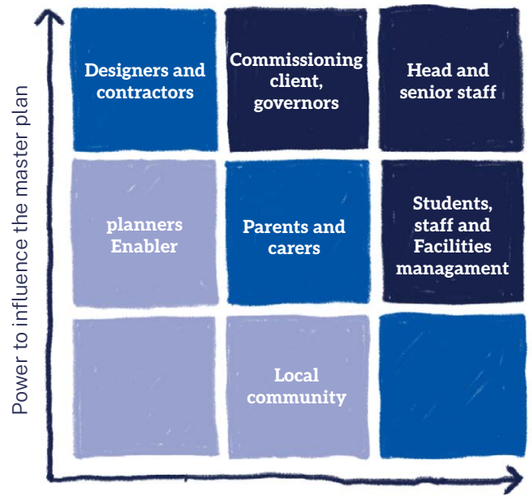
A typical master plan process can take up to 6 months, following the collection of site data, information and mapping. Timelines will vary dependent on the size of the school, complexity of the project and project approach adopted.

Identify project stakeholders and communicate effectively with them

Create a stakeholder map - At the outset understand who your projects stakeholders are, and the different levels of input and most appropriate timing for engagement with them. Involve all relevant stakeholders, including administrators, teachers, parents, students, and community members. Seek input and feedback to ensure the master plan builds from and reflects diverse perspectives and needs. Ensure there is clarity in terms of expectations, roles and level of influence on the project. Foster open communication with your relevant stakeholders to ensure everyone is on the same page and minimise the risk of misunderstandings – be clear about the project plan and different stages of engagement.

Encourage participation in workshops, meetings, and planning sessions and foster a collaborative atmosphere where ideas are shared openly, and stakeholders feel valued. Use these sessions to gather insights and build consensus around key decisions throughout the process.

Maintain regular communication with stakeholders and provide updates on progress, solicit feedback on draft proposals, and ensure clarity of the project timeline. Clear and consistent communication helps align stakeholders with the vision and objectives of the project.



Stakeholder influence
Design quality indicator for Education guidance, March 2018 UK

1

Project preparation, planning and approach

Prepare a strong project team brief

A project team brief provides a solid foundation for collaboration, decision-making, and achieving desired outcomes.
A strong brief will typically include:

Objectives

Clearly articulate the purpose and objectives of the project. It should specify what needs to be achieved, whether it's improving learning environments, enhancing safety measures, or expanding facilities. The project objectives should be informed by three key school documents:

- the Strategic Plan
- the Education Plan
- the Business Plan

Alignment with schools strategic goals

Ensure the brief aligns with the school's strategic goals and long-term vision. It should contribute to the overall mission of the institution and support its educational objectives, ensuring that the project adds value to the school community.

Scope

Define the scope of the master plan in detail, including the site extent, spatial requirements, functional needs, any capital works budget considerations and any specific constraints or limitations that need to be considered.

Project context

Provide information about the school's context, including its educational philosophy, student demographics, community expectations, and existing facilities.

Conditions

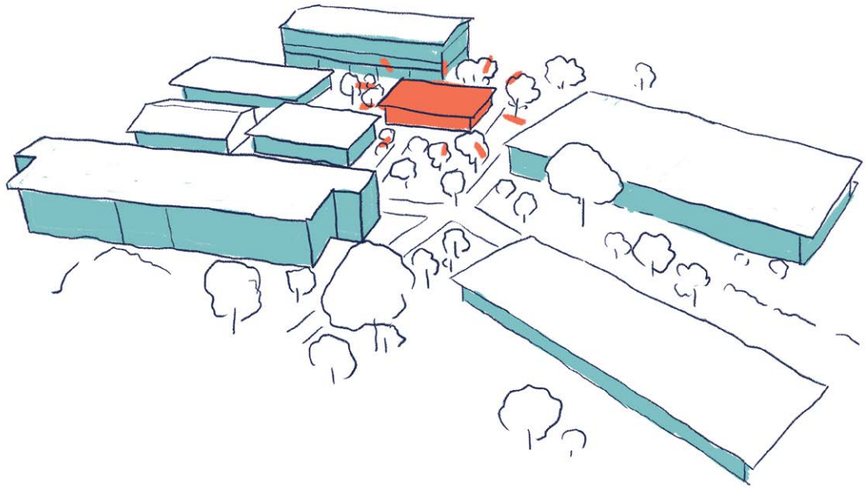
Be clear about budgetary constraints, timeline requirements and regulatory compliance.

Performance metrics

Where possible include performance metrics or criteria for evaluating the success of the project.

Clarity

Ensure the brief is written in clear and concise language, avoiding jargon or technical terms that may be unclear to non-experts.



Tips for effective budgeting

All master plan projects are different. The simplicity or complexity of a master plan and therefore its cost will typically but not always be influenced by:

- The size of the school
- The school's stage of development
- The complexity of the physical context of the school – whether there are complex site conditions, adjacencies or heritage elements to be considered
- The diversity and number of stakeholders to be engaged in the process.
- The clarity of the available School Strategic Plan defining the ambition for the future. This document is a key foundation for a master plan project scope and considerations.

Things to think about

Create a list of tasks

Break down each stage of the project into specific tasks and allocate costs accordingly. For example:

- Project scoping and feasibility
- Site analysis
- Stakeholder engagement
- Design exploration
- Detailed plan development
- Document drafting and review
- Communication and presentation
- Contingency fund
- Implementation planning and costing
- Engagement with regulatory bodies

Prioritise spending

Identify and prioritise the essential elements which will bring the school's strategic goals to life, aligning the design and delivery of the school's physical assets with its long-term educational goals. Answers to the following questions can facilitate this process.

How can the schools built environment be shaped to support and enhance:

- Student achievements?
- Student and teacher well-being?
- Teaching and learning outcomes?
- Engagement with the community?
- Efficient resource management?
- Sustainability objectives?

Test the market

Obtain a number of quotes, three to four options are recommended, to understand costs and support the competitive pricing of the master planning process. Interview potential consultants to evaluate their capabilities beyond the written proposal and fee, to gain insight into their team dynamic and appreciation of the schools vision and needs.

Prepare to track spending

Monitor expenses regularly to stay within the master plan budget and adjust, as needed.

2

Choose your team

Choosing the best team for your project is a key step to ensuring project success.

Undertaking a School Master Plan can be a complex process requiring support from diverse professions with specialist knowledge, experience, and skills as well as involving a broader consultation process with stakeholders.

Selecting appropriate specialists can be time consuming but is important and the selection process should be based on quality and value, not on cost alone.

Take the time to establish the skills needed, relative to the school and the different stages in the project process. Make the most of the experience and skills of the built environment professionals. Be open to their advice and create a project environment that enables them to deliver high-quality, innovative solutions and bring value to your project.

Things to consider when selecting a master plan team

Relevant experience and expertise

- Strong capabilities, with experience in creating functional and inspiring educational environments.
- A proven track record of working on School Master Plans or similar educational projects.
- A diverse portfolio of experience, working with different types of educational facilities.
- A strong track record of delivering projects within budget without compromising quality.

A good project partner

- Find ways to identify specialists you can work collaboratively with and that understand the school's unique culture and values.
- Evaluating cultural fit is just as important as technical skills.

An understanding of educational needs

- An understanding of educational philosophies and pedagogy.

A collaborative approach

- Experience in engaging with a wide range of stakeholders, including students, teachers, parents, and community members in the design process.
- Strong communication skills for gathering input, facilitating conversations and building consensus.
- A willingness to work collaboratively with the school project team.

Reputation and References

- Positive feedback from previous clients, particularly those in the education sector.
- Awards or recognition received for work in educational planning and design.
- References from past projects to verify the quality of their work and client satisfaction.

Note: Guided site visits can be a good way to review previous projects to see the team's work first hand and chat through the process of development with other clients.

What are the core skills of a master planner?

Master planning is not simply architecture at a bigger scale. Master planning requires an additional set of skills to those needed for the design of a building or group of buildings. There is no professional qualification in master planning. Master planners are typically urban designers, architects, landscape architects or town planners who have learnt through experience the additional skills required to master plan.

A master planner should have the ability to:

- Coordinate a diverse range of technical inputs and evaluate the relative importance of different elements
- Think holistically about the spatial requirements and effective organisation and integration of buildings, streets and spaces
- Communicate ideas and proposals clearly and succinctly through words, diagrams and three-dimensional illustrations
- Address how proposals are going to be delivered
- Manage the team, client input, budget and programme effectively
- Present research, evaluation and proposals clearly to a wide range of audiences
- Bring together key stakeholders' interests into a coherent whole.
- Develop a master plan that is within the school's financial capacity over the mid to long-term.

Source: Creating successful master plans – A guide for clients CABE.

2

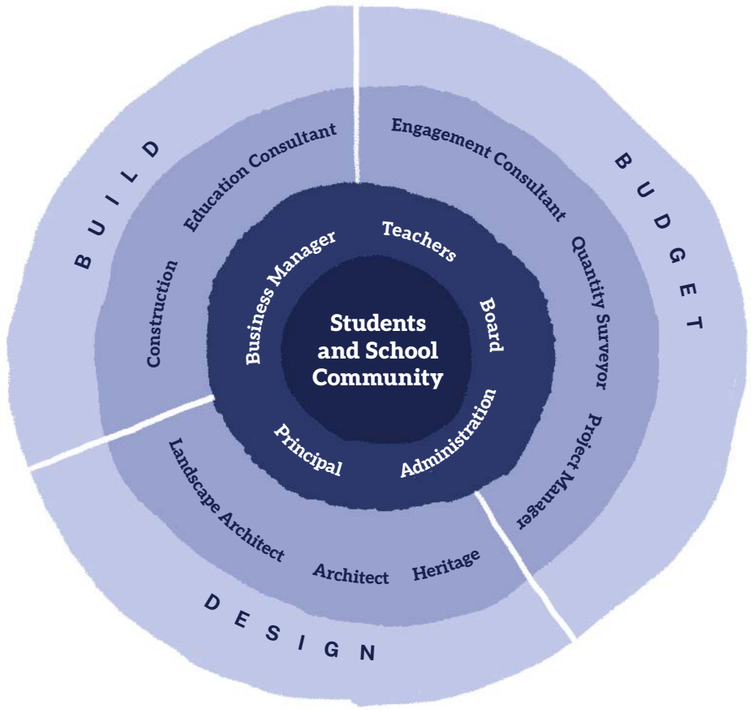
Choose your team

What skills are required, and when?
Although many different specialisms may be needed during the life of a master plan project, a core set of professional skills will be fundamental from the start:

The core skills required within a master plan team include:

- Urban Design
- Architecture
- Landscape architecture
- Town Planning
- Project management
- Quantity Surveying
- Surveying
- Engineering, structural, transport, sustainability, waste management, environmental, geotechnical, hydrological

Note - See appendix B for a more detail description of the skills, role and contribution of each of the professionals listed above.



Project Team
The school as project client is at the centre of the master plan process

Checklist

1

Project preparation, planning and approach

- [ ] Select your leadership team for the project
- [ ] Map out a project plan – Set a realistic timeline that includes time for data gathering, effective stakeholder engagement and regulatory compliance. Depending on the size and complexity of the project a typical master plan process can take up to 6 months, from when existing baseline information about the school has been collated.
- [ ] Create a stakeholder map - Understand who your projects stakeholders are, and the different levels of input and most appropriate timing for engagement with them
- [ ] Prepare a strong project team brief
- [ ] Prepare an effective project budget and budgeting plan

2

Choose your team

- [ ] Be sure you understand what the project objectives are
- [ ] Seek advice - Talk with other schools, professional bodies and professionals to help understand your project's professional needs
- [ ] Confirm the professional skills required to address the project scope
- [ ] Look at other projects and create a shortlist of potential professional consultants you would like to partner with
- [ ] Feel free to talk to the companies and individuals listed on your shortlist in advance of inviting tenders
- [ ] Invite professionals to tender for the work
- [ ] Conduct interviews to confirm understanding of the submitted tenders

3

Understand your school - Map, analyse and interpret

Champion evidence-based design and planning

Base decisions on data and evidence. Use demographic projections, enrolment trends, educational performance data, and facility assessments to inform priorities and justify investments in the master plan.

Support the team to undertake a comprehensive site analysis to understand the school setting and surrounding influences, existing structures, vegetation, views, drainage, and other physical characteristics that will impact design decisions. The site analysis informs an understanding of what is feasible and sets parameters for the master plan.

Evidence based

An evidence-based master plan provides a solid foundation for decision-making. It ensures that decisions regarding educational programs, facility design, resource allocation, and other aspects are grounded in data and research rather than assumptions or anecdotal information. This enhances trust and transparency and ensures that schools are responsive to the needs of their communities and equipped to meet future challenges effectively.

The process of analysis to understand the 'Drivers of Design' will typically include:

Educational needs

Analysis of current and future educational program requirements and current space utilization and projected student and staff numbers and needs.

School values

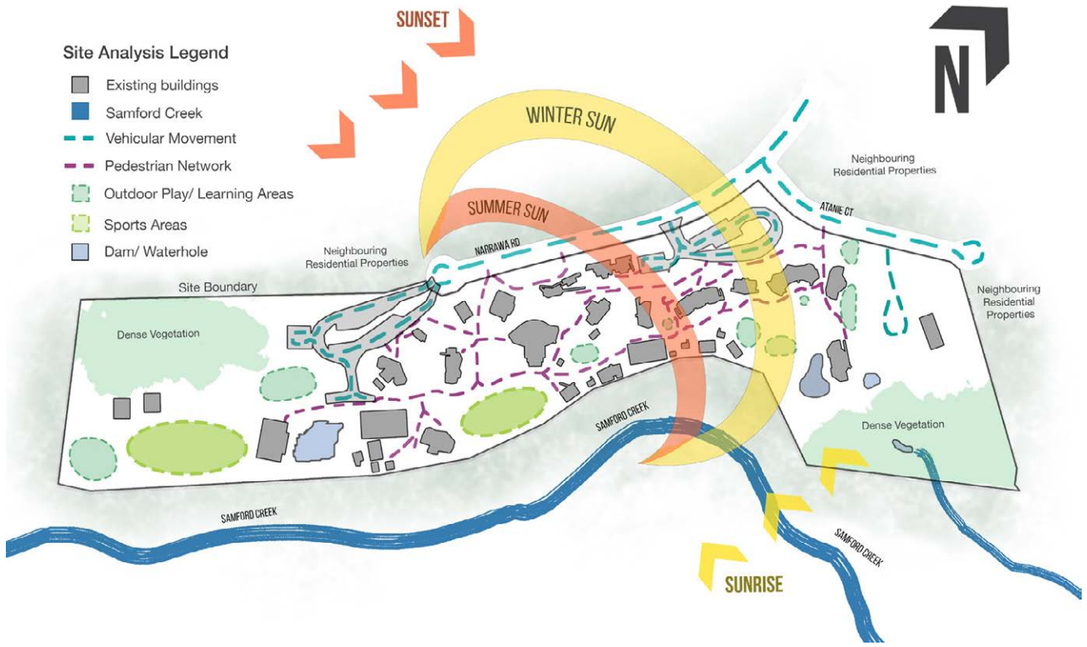
Providing an understanding of educational philosophies and pedagogy that should be at the heart of any design brief to ensure physical outcomes support the schools approach to learning and reflect community values.

Site analysis and environmental considerations

Detailed site analysis, including issues such as heritage, environmental factors, planning considerations and contextual constraints.

Stakeholder engagement

A successful school master plan process should involve the people who will use the school buildings and facilities. This means talking to both teachers and pupils about what they want and giving pupils the chance to express themselves creatively to inform and feed into the design process. Providing a summary of the stakeholder engagement process with key insights and inputs identified and sharing this information helps stakeholders and the school community understand how their ideas and aspirations have been used to inform design decisions.



Site Analysis
Samford Valley Steiner School
Master Plan - 2022.
Fulton Trotter Architects

Students can be involved and learn in the process of gathering information about their school environment.

Coolum Beach Christian College
Photographer - Taryn Blomfield
Architect - Fulton Trotter Architects

Checklist

3

Understand your school - Map analyse and interpret

- [ ] Support the development of a strong baseline understanding of the schools' needs. Confirm what information is available, what information needs to be updated and what new information is needed.
- [ ] Confirm information in the Strategic Plan has been used to inform an understanding of educational need and school values.
- [ ] Is information available regarding site conditions – constraints and opportunities?
  - Site survey
  - Hydrological surveys
  - Vegetation survey
  - Infrastructure mapping of existing services and asset audit – Water and electricity etc.
  - Transport mapping
  - Regulatory requirements
  - Heritage mapping
  - Cultural and First Nations overlays
- [ ] Map out opportunities to involve stakeholders in the data collection and information creation process
- [ ] Confirm budget opportunities for the delivery of the master plan – Available funds and potential funding sources.

4

Define your vision and guiding principles

This approach embeds the school culture within its built environment and promotes the holistic development of students within a context that is meaningful and distinctive to the school community.

Create a strong project vision

A strong project vision establishes the foundation to inform all subsequent planning and design decision-making processes. The project vision should be clear, inspiring, and aligned with the values and goals of the school.

The project vision should be set down at the start or early in the project process. Typically, it will be developed with the professional master plan team and stakeholders.

The vision provides a common language of project ambition and quality to guide design that reflects the requirements of key stakeholders. It should be supported by defined design priorities or principles, identifying project qualities aligned to delivering the vision. These can be used as indicators of project success (or KPI's) against which project quality can be informed, reviewed, assessed, reported, and celebrated in design, delivery, and operation.

Typical characteristics of a strong project vision:

Informed by a school's unique pedagogy and values
Drawing on a school's unique pedagogy and values to ensure strategic decisions and initiatives are meaningful, relevant, and aligned with the school's mission and educational programs, and that spaces support the teaching and learning methods adopted by a school.

Collaborative
Should ideally be developed through a collaborative process involving diverse stakeholders to foster a sense of ownership and collective responsibility.

Forward thinking
Considering the long-term ambition for the school and its community.

Inspirational
Able to inspire and motivate stakeholders and encourage innovation and excellence.

Responsive to context
Reflect the distinctive qualities and physical characteristics of the project context and character of the area, respecting its history, culture, and unique attributes.

Inclusive
Consider the needs and aspirations of all community members, ensuring inclusivity and equity.

Flexible and adaptable
Set clear direction for the school whilst also allowing for a level of flexibility in interpretation, to enable responses to changing circumstances and new opportunities.

Clearly communicated
The vision should be clearly communicated and easy to understand. It should avoid jargon to be accessible to all stakeholders.

4

Define your vision and guiding principles

The principles provide a platform for shared exploration and understanding of project-specific opportunities in the master plan process:

Important things to talk about

A sophisticated platform of established regulation and design standards ensures the delivery of a built environment that is contextually responsive, safe, functional, usable and fit for purpose. Design principles complement and enhance these established regulations. They focus on aspects of design that go beyond the minimum legal or technical requirements, emphasising place and user-specific needs and experiences.

Design principles are not just extra standards in the context of a master plan process. They play a pivotal role in ensuring that designs are user-centred and connected with broader goals within the school's Strategic Plan that go beyond the regulatory landscape.

Recognising and deciding which combination of design principles underpins the needs and wants of a school's master planning team will require a deep understanding of what is important to a school's governance entity, all who work within the school environment, the students, and those others who visit and spend time within a school.

One of the professional master planning team's most significant activities will be successfully facilitating and coordinating the required research, data collection, and wide-ranging conversations to enable school-based participants to determine the design principles their school needs.

The priorities defined by the design principles should be identifiable within the master plan and ultimately become a reality as projects are delivered.

Key functions of design principles

Well-defined and well-used design principles support the realisation of more successful and impactful built outcomes tailored to a specific location and user group. They are a foundational resource in the design process offering:

- A platform for shared exploration and understanding
- A resource to define good design and champion project priorities that reflect user-centred needs and deliver place-responsive outcomes.

Design for Learning Principles - Development

The development of this guide reflects a collaborative journey with a diverse group of school managers, educators, and built environment professionals. When asked to identify design strategies that can enhance the effectiveness of a learning environment, the group identified several opportunities. From these shared insights, ten design principles have been created to help stimulate discussion and support the collaborative exploration of ideas between schools, teachers, students, key stakeholders and master plan design teams.

When to use the principles

The design principles can be used:

- To enhance learning outcomes in the design process
- As an educational tool and activity resource to engage students and staff actively in the design process
- To test design ideas to ensure proposals area aligned to project priorities
- As a checklist integrated in the project design review process
- As a resource to inform the development and scoping of project briefs
- As a framework for Post Occupancy Evaluation (POE) to measure the success and impact of a project.

Design for Learning Principles

Celebrate the unique qualities of the school and its place

Make space for trees, plants and nature

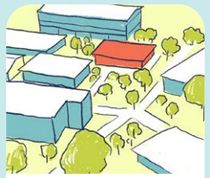
Encourage curiosity and enquiry

Promote play for all ages

Foster a sense of belonging and connection

Support individuality

Work with climate to create comfort



Use established facilities and available space wisely

Build in flexibility and adaptability

Make it your own

Each principle is supported with information, a resource of ideas and illustrations to help schools understand their intent:

- **Value –** Provides a concise description of the value of the principle to achieving enhanced learning outcomes.
- **Design influences** – Provides a short list of ideas and prompts to start the conversation, inspire thinking, and help schools understand the influences professional design teams will consider.
- **Impact** – Provides imagery and ideas to illustrate the kinds of outcomes each principle could inform and how the principle can influence and impact the design of the built environment.

It should be noted that:

- This lists is not exhaustive. It is provided to start a journey of engagement and collaborative exploration for each school and its professional design team
- Photographs of built outcomes are provided to illustrate a variety of potential physical interpretations of each principle. These examples are not intended to be copied directly but rather are included to stimulate conversations and help inspire schools and their design teams to explore solutions tailored to their specific needs and opportunities.

DESIGN FOR LEARNING PRINCIPLES

Celebrate the unique qualities of the school and its community

Value

No one school is identical to another. Taking time to understand and respond to the unique qualities and attributes associated with a school's location, neighbourhood context, topography, landscape, and built and cultural heritage will contribute to its sense of identity and help foster a sense of pride and belonging among students, staff, and the community.

This principle encourages schools to explore their unique physical qualities and characteristics through analysis and understanding and to use these insights as creative resources to inform the development of designs that are deeply responsive to place and community identity.

Design influences

Ideas to start the conversation and inspire exploration in schools:

- Understand the characteristics and influence of the natural, cultural and built context of your school
- Understand the site's physical opportunities and constraints – topography, hydrology, ecologies, etc.
- Use mapping and other documentation methods, such as sketching and photography, to record the valued qualities of the school environment, revealing its unique characteristics and sharing its stories.
- Start with Country - Explore ways to respectfully understand the layers and profound stories of First Nations' place and peoples, and cultural significance associated with the school and its community
- Consider the physical relationship of the school to its surrounding community. Is the front door welcoming? What are the opportunities to make the school feel more inclusive and foster a sense of belonging within its community.

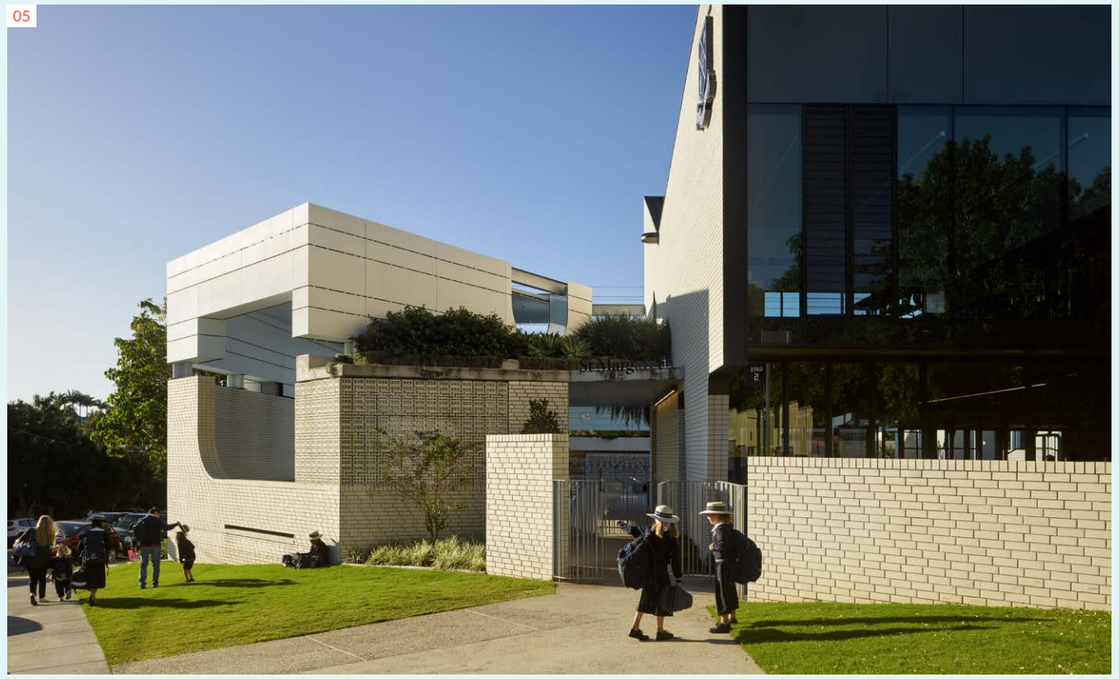
01

02

03

04

05



Hymba Yumba Independent School

Hymba Yumba is a First Nations school whose building is embedded in the traditions of Indigenous culture, spiritualty and identity.

01

The school establishes a strong presence to the street with a long frontage that combines brick and screening elements to assist with privacy and noise control.

02

On the western side, the building opens up to nature, creating a strong connection to Country and the significant landscape as a learning backdrop.

St Peters Lutheran College

The design honours the state heritage-listed chapel and promenade while integrating the campus's brutalist architecture and working with the campus topography. This synthesis enhances student connectivity and campus legibility, forging an environment where tradition and innovation merge to foster a learning community.

03 + 04

The Master Plan supports the creation of a landscape of learning that blends heritage with the needs of modern pedagogy.

St Margaret's Anglican Girls School

As a key element of the school's master plan, this sports precinct has been designed to integrate well with both the wider campus and its residential neighbourhood. Well-placed openings in the boundary walls frame views of street trees, reinforcing a strong visual and physical connection between the school and its community.

05

Careful consideration of building and boundary scale and material choice help integrate the school into its community.

DESIGN FOR LEARNING PRINCIPLES

Make space for trees, plants and nature

Value

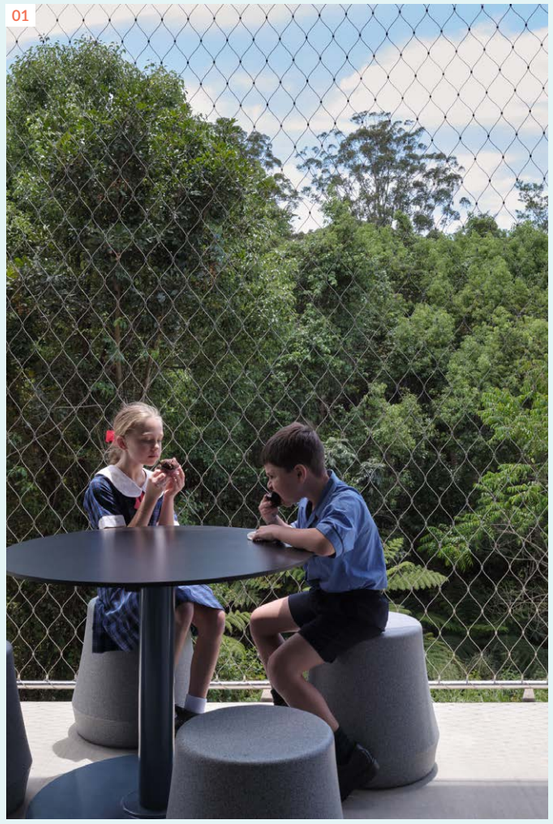
Incorporating nature into the school environment is about more than outdoor learning. It's about creating an ecologically enriched setting that significantly contributes to the well-being of the entire school community and its natural environment.

This principle encourages schools to view the outdoor environment as more than just a platform for learning and ecological conservation and restoration. It's also a place of respite, recreation, and celebration, offering emotional and social benefits to students and staff.

Design influences

- Understand the diverse qualities and characteristics of the school's outdoor environment and natural landscape setting.
- Consider opportunities to create strong relationships between the spaces inside buildings and outdoors. Identify the places where classrooms could have doors directly into an external space.
- Discuss which outdoor spaces provide the best places for:
  - Play
  - Quiet learning
  - Relaxation
  - Celebration
- Are there particular trees or pockets of vegetation that have significant character or hold meaning?
- Identify the most comfortable places to spend time outdoors. What are the characteristics that make them comfortable?
- Are there opportunities for rooms from which students can view nature? Can the view be enhanced?
- Are there opportunities for external spaces to be used as part of the curriculum, as a creative resource and as a tool for learning?

01



Suncoast Christian College

The landscape has been leveraged to create comfortable microclimates adjacent to learning spaces, offering natural light, refreshing airflow, and views of water and greenery. The Master Plan recognises that integrating plants and trees goes beyond aesthetics — it reduces stress, enhances concentration, and fosters environmental stewardship.

01

Simple seating introduced at the edge of a terrace establishes space for informal outdoor study.

St Luke's Anglican School

The formalisation of a change in level and simple introduction of terracing transforms a gentle slope into an outdoor amphitheatre. The canopies of established trees offer shelter and shade to the space, effectively supporting informal and formal learning as well as a social catch up with friends.

02

Tree canopies create a shady spot for casual conversations and learning outdoors.

02

03

Hilllbrook Anglican School

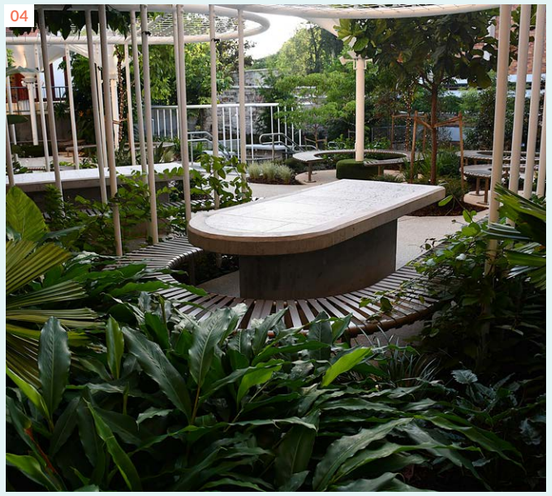
Pathways strengthen connections between buildings and define areas that promote both formal and informal learning outdoors.

Grounded in sub-tropical design principles, the space embraces filtered light and natural ventilation, significantly enhancing comfort and usability.

03

The landscape is a unifying element, connecting different levels and creating spaces that facilitate learning, exploration, collaboration, and learning beyond the classroom.

04



St Margarets Anglican Girls School

In an inner-city school, where space is limited and buildings dominate a central courtyard becomes an essential green refuge. Lined with mature trees and overflowing with shrubs and groundcovers, this vibrant outdoor oasis provides cool, shaded relief and nurtures a calming environment for study.

04

A central courtyard becomes an essential green refuge for an inner-city school.

DESIGN FOR LEARNING PRINCIPLES

Encourage curiosity and enquiry

Value

By embedding curiosity as a design principle, schools can create an enriching environment that promotes active learning, creativity, and a lifelong passion for discovery.

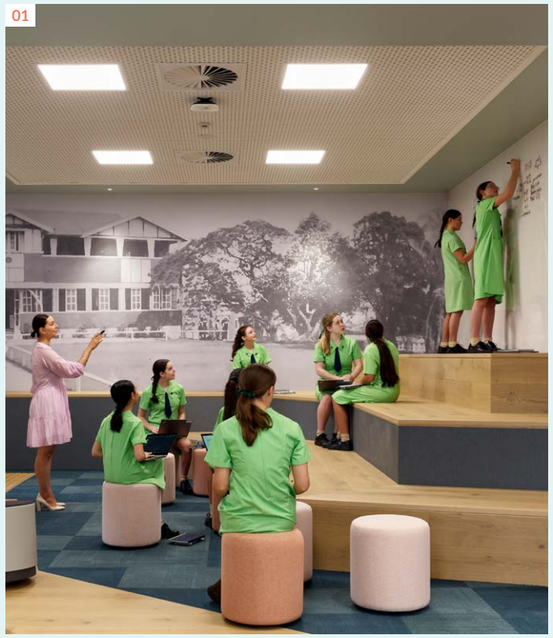
This principle encourages schools to explore the creation of a learning environment that stimulates students' natural desire to be curious, cultivating a culture of inquiry where students are motivated to ask questions, seek answers, and pursue knowledge in creative, collaborative and innovative ways.

Design influences

Ideas to start the conversation and inspire exploration in schools:

- Investigate the opportunities for the school to become a living laboratory for students, where buildings and landscapes are tools for learning.
- Explore opportunities to create connections between buildings and facilities that are joyful, interesting and contribute to educational experiences. Could connections include interactive murals that challenge students to solve puzzles or learn new concepts through play.
- Consider opportunities to showcase students work using interactive displays, bulletin boards, digital screens.
- Discuss the characteristics of places that promote teamwork and collaboration.
- Explore opportunities to provide students with choices in how and where they learn, such as offering various types of seating, lighting, and space configurations.

01



02

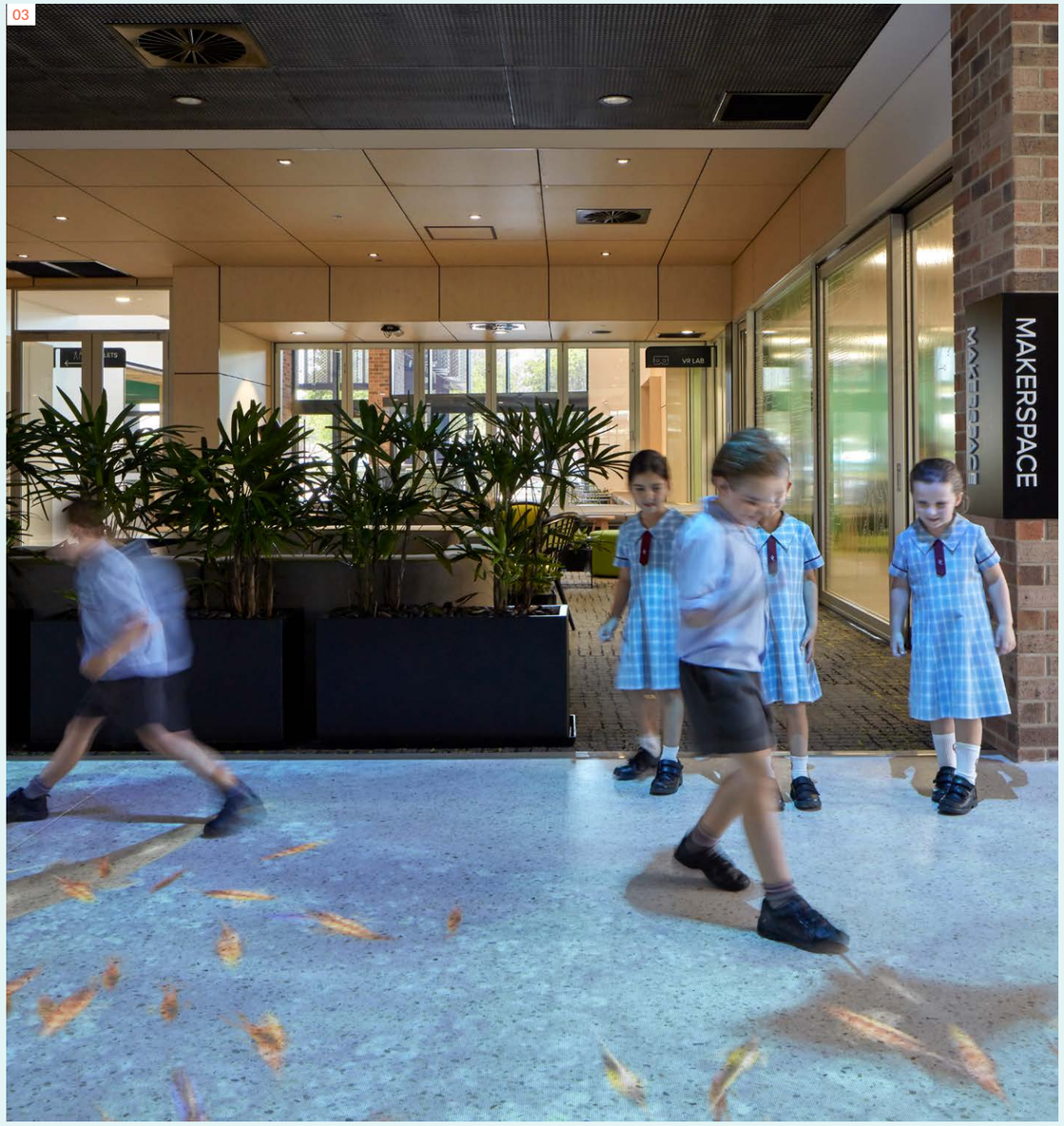
Somerville House

Adaptable seating, dynamic tiered configurations, and movable elements support diverse learning styles and social interactions. Integrated writable surfaces invite creative exploration, sparking meaningful connections and discovery. This interactive hub empowers students to take ownership of their learning, encouraging enquiry and innovative thinking.

01

A dedicated Seniors Lounge fosters curiosity and enquiry by offering a versatile space tailored to students' needs.

03



Coolum Beach Christian College

A large, tiered deck links classrooms to the pond, allowing access to the water and surrounding vegetation. This space is shared between both the science and visual arts students, stimulating a variety of science experiments and investigations as well as an inspirational setting for sketching, painting, drawing and photography.

02

A detention pond is reimagined to provide learning opportunities and connect students to their natural environment.

Ormiston College

An external street extends into the building, connecting the campus and forming an active pedestrian thoroughfare. The integrated laneway, blends artificial and natural elements, fosters casual interaction, discussion, and play. Students engage with information, learn, create, and solve problems through design thinking, coding, and robotics activities.

03

An interactive street immerses students in a tech-rich environment that nurtures creativity and imagination.

DESIGN FOR LEARNING PRINCIPLES

Promote play for all ages

Value

Play is a critical part of a child's development. Incorporating opportunities for play supports physical, emotional, social, and cognitive growth and inclusive participation and can contribute to the overall well-being and success of students.

This principle promotes the consideration of diverse types of play — physical, creative, social, imaginative, and quiet — fostering an holistic approach to learning and development that encourages active participation.

Design influences

Ideas to start the conversation and inspire exploration in schools:

- Understand the needs of students and explore opportunities to integrate play (for all ages) as part of the School Master Plan
- What are the opportunities for both formal and informal play in the landscape?
- Explore and understand the different developmental needs, interests, and abilities of students – how can play support these?
- What are the opportunities to create spaces that encourage interaction, exploration, creativity, and physical activity.
- What are the different opportunities for play that supports different age groups — early years playground with soft surfaces and climbing structures, middle years outdoor fitness areas, and high school social areas for sports and relaxation.

01

02

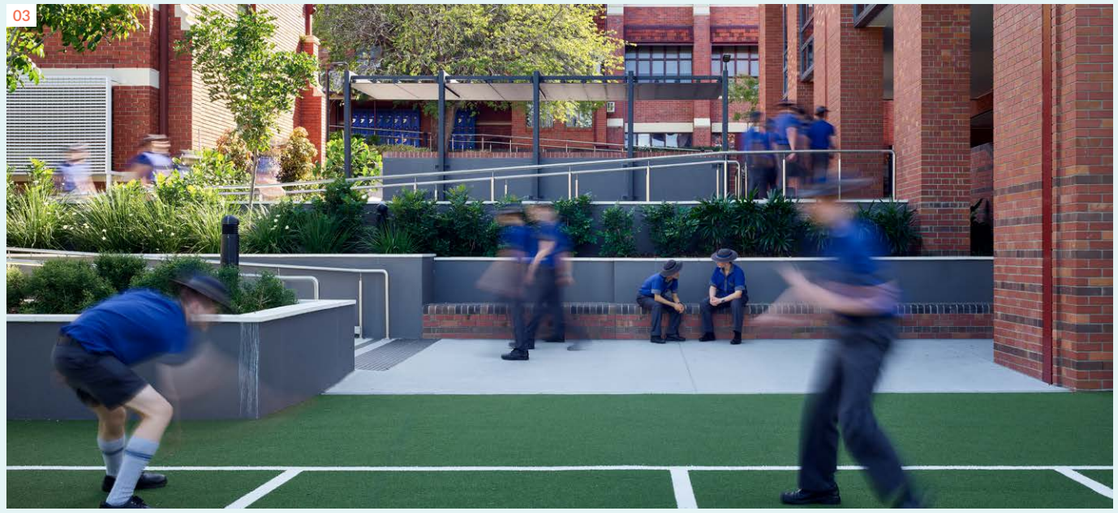
Coomera Anglican College

With colourful structures, open sports zones, and sensory-rich features, it fosters imaginative, active, and interactive experiences that nurture creativity, encourage movement, and build social connections among diverse age groups, embracing the lifelong importance of play. A joyful, inclusive retreat for community engagement.

01

A vibrant, nature-inspired outdoor area that promotes play for all ages.

03



04

Living Faith Primary School

A change in levels provides spaces for students to socialise and play – to explore, jump, move and sit. With younger students hiding in the sunken area and the older students favouring to be top of the hill

02

Diverse indoor/ outdoor spaces accommodate different ages and support creative play and social interaction (Prep to Year 1)

The Anglican Church Grammar School

The Viking Café brings students together during the recesses of the day. Students can eat, engage in social conversations or expend energy playing handball and table tennis. Teachers have been seen competing with each other and students on the tables.

03 + 04

Social interaction spills out into an Alfresco style court which is bounded by landscaped terraces, seating and a BBQ.

DESIGN FOR LEARNING PRINCIPLES

Foster a sense of belonging and connection

Value

Creating places with a strong sense of belonging and inclusivity can contribute to a students' emotional and psychological well-being, helping students feel secure, valued, and accepted. Schools that foster a sense of belonging can reduce feelings of isolation and anxiety, promoting a positive school experience.

This principle encourages schools to explore the unique values, characteristics and needs of its students and community, prioritising inclusivity, community-building, and a sense of emotional and social safety.

Design influences

Ideas to start the conversation and inspire exploration in schools:

- Understand the social and cultural diversity and characeritsic of the school community. Discuss opportunities to reflect cultural diversity such as artwork, language, and materials that honor different cultures and traditions.
- Are there opportunities for a consistent design approach to help foster a sense of unity and pride in the school, giving everyone a shared sense of identity and connection to the space.
- What are the ways students and the community could be involved/ contribute to the design of the school environment to give them a sense of ownership to reinforce the idea that the school is a place where their voices and ideas matter?
- Discuss opportunities where students and staff can connect outside the formal classroom environment.

01

02

Cannon Hill Anglican College

Gardens and outdoor gathering areas work with the surrounding landscape to enhance student and teacher wellbeing.

01

Flexible learning spaces, open commons, and collaborative hubs create an inclusive environment that encourages interaction and community.

03

Living Faith Primary School

The provision of spaces that allow students to choose the best location for an activity fosters a supportive environment and can enhance relationships with teachers.

02

Spaces accommodate and support diverse learning needs

Hymba Yumba

Hymba Yumba is a community building with integrated spaces to support Jarjums, elders and the wider First Nations community with the intent to encourage and support multi-generational engagement.

03

Diverse community needs are conveniently accommodated and integrated into the building.

DESIGN FOR LEARNING PRINCIPLES

Celebrate choice and diversity to support individuality

Value

Supporting individuality in school design helps foster a sense of identity and inclusivity, creating a learning environment that supports choice and diversity. This fosters a culture of respect and engagement where all students are accommodated, feel valued and supported.

This principle encourages schools to champion the creation of an environment that encourages students to develop their identities, explore their passions, and engage with learning in ways that reflect their individual preferences and needs.

Design influences

Ideas to start the conversation and inspire exploration in schools:

- Explore opportunities to incorporate varied learning spaces, such as quiet corners, collaborative hubs, and creative spaces, where students can choose the environment that best suits their individual learning style.
- Consider opportunities to include spaces that support flexible schedules, allowing students to move between activities or learning areas based on their individual preferences and needs
- Are there opportunities to create spaces that reflect and celebrate the cultural diversity of the school, allowing all students to feel represented and valued
- Explore opportunities to create spaces where students can take initiative, lead projects, or organize activities.
- Are there opportunities to create spaces that accommodate diverse sensory needs – such as the management of noise and light, appropriately scaled and located spaces.
- Are there opportunities to include spaces and places where students and teachers can personalise space.

01

02

Brisbane Boys' College

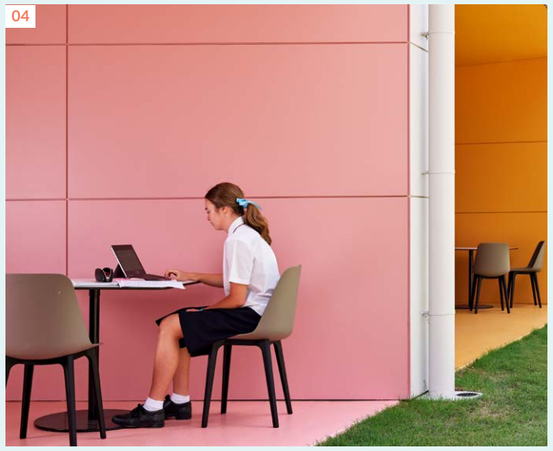
These innovative spaces offer diverse settings for learning, empowering students to choose how they engage, fostering independence and personal growth. Ongoing post-occupancy research ensures these spaces continue evolving, refining pedagogies, and enhancing the student experience.

01

Prototype classrooms designed for flexibility reimagine existing spaces to create a dynamic learning environment that supports student individuality.

03

04



Caloundra Christian College

Children need spaces to learn outdoors, connect with nature, and engage in play, fostering informal learning experiences. It is also essential to provide appropriately scaled spaces where they can retreat and feel secure.

02

Opportunities are explored to create learning spaces that appeal to the diverse needs of young learners

The Springfield Anglican College - Secondary Campus

The project brief aimed to create a learning environment for years 11 and 12 to help students transition from secondary school to university life. With a strong focus on wellness and student-centred education. Varied indoor/outdoor spaces support small group work, single class, or entire year group activities, creating a rich and varied learning experience and makes the most of the South-East Queensland climate.

03 + 04

External sheltered areas and independent building access, including student kitchens and amenities, encourage self-directed learning beyond school hours.

DESIGN FOR LEARNING PRINCIPLES

Work with climate to create comfort

Value

Taking advantage of the local climate when considering the orientation and design of buildings and spaces exploits opportunities to use natural elements such as sunlight and breezes to heat, cool, and light spaces.

This principle encourages schools to explore the unique opportunities to create a climate-comfort environment, reduce reliance on mechanical and electrical systems, leverage passive design strategies and sustainable technologies to reduce energy costs, improve comfort, and enhance the overall well-being of students and staff.

Design influences

Ideas to start the conversation and inspire exploration in schools:

- Understand the optimum orientation for buildings and windows to take advantage of the sun's energy for natural heating during the winter and shading during the summer.
- Explore opportunities to adopt passive design strategies – indoors and outdoors.
- Explore opportunities to collect and store rainwater for use in irrigation, cooling, or even non-potable uses like flushing toilets.
- Discuss opportunities to us vegetation, landscape planting, green roofs and green walls to help regulate indoor temperatures by insulating the building and cooling the surrounding air, reducing the need for mechanical heating and cooling.

01

02

Kurrajong – Centre for Senior Learning,The Springfield Anglican College – Secondary Campus

The building has been designed to be as permeable as possible. Visual connection to landscape and ample natural light assists to create a healthy learning environment. The planning maximizes sun access in winter and large covered spaces provide cool spaces in the hotter months. A gently curving screen to the west of the building extends a pedestrian spine that will link the entire campus. The layering of screen elements creates a threshold through which visitors transition before the stunning bushland views are revealed.

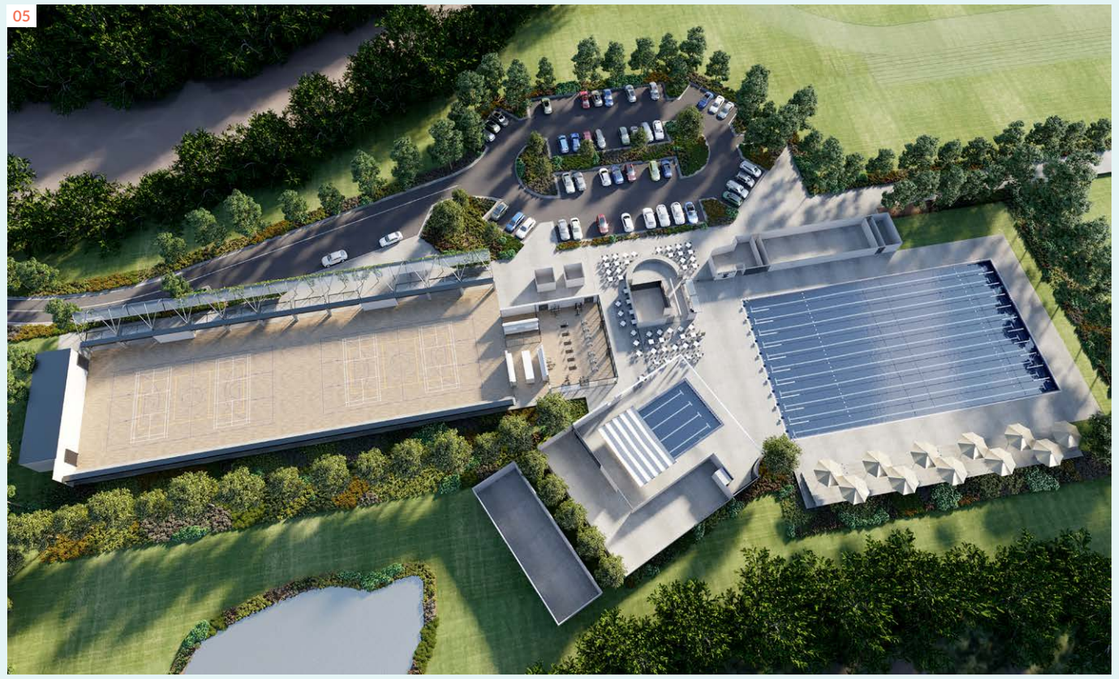
01

The hit and miss brickwork screen provides protection from the sun and approaching storms, whilst still allowing filtered sunlight that changes with the time of day and the seasons.

03

04

05



Somerville House

New extended verandas seamlessly link internal classrooms with external grassed areas, providing essential informal spaces for breakout sessions, short breaks, and before-and-after school gatherings. Strategically placed louvres enhance ventilation while maintaining a strong visual connection to the outdoors.

02

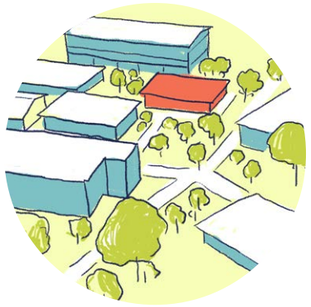
The reimagined veranda supports modern teaching, fosters collaboration, and creates inviting communal areas where students and staff naturally gather throughout the day.

St Aidan's Anglican Girls School

The building area is elevated, while landscape areas are lowered to balance and maintain floodplain storage, ensuring resilience. Maximizing natural ventilation and views, the sports hall opens north to parkland and south to Oxley Creek. Constructed as a CLT structure, it incorporates an arbour that provides sun shading, enhancing comfort and sustainability.

03 + 04 + 05

With Oxley Creek surrounding the precinct, the design strategically responds to climate challenges, particularly flooding.



DESIGN FOR LEARNING PRINCIPLES

Use established facilities and available space wisely

Value

Effective use of space ensures that the school environment meets the needs of its students, staff, and the broader community while also allowing for growth, flexibility, and adaptation to changing demands. The wise use of space not only supports current needs but also allows schools to remain agile and prepared for future challenges.

This principle encourages schools to creatively explore and seek out efficiencies in space planning and opportunities for the adaptive reuse of existing facilities.

Design influences

Ideas to start the conversation and inspire exploration in schools:

- Explore the opportunities to creatively re use established facilities, buildings and assets
- Explore how your approach to planning for future growth would be different if:
  - If your school grounds were constrained
  - If your budget was constrained
- Explore opportunities to do more with less.
- What are the opportunities for resource efficiency and low maintenance assets – such as low maintenance landscapes and assets sized and located for efficiency.
- Discuss the opportunities for the school to deliver wider public benefit.

01

02

St Aidan's Anglican Girls School

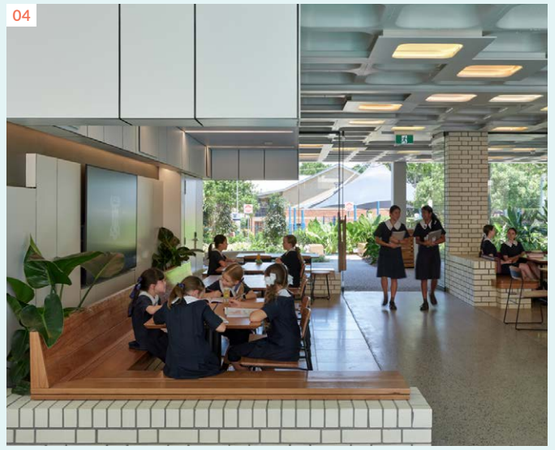
An Innovation and Design Hub breathes new life into a revamped 1960s arts precinct to support modern teaching needs. Solid walls and high windows have been replaced with full height glazing and louvres for better ventilation and improve visibility between the street, courtyards, and buildings. New canopy forms have been added to capture winds while maintaining open ground space. The funds saved on construction were used to create courtyard spaces for learning, play, exhibitions, and events.

01 + 02

Constrained by a limited budget, the design and school leadership teams embraced the opportunity to reuse the existing classrooms rather than demolish them.

03

04



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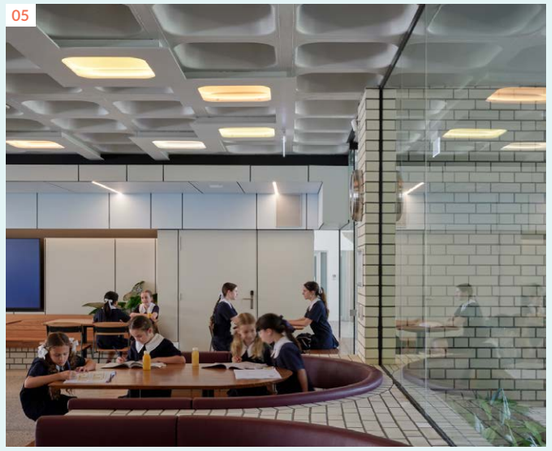


St Aidan's Anglican Girls School

This modest project has reimagined a formerly uninspiring classroom building, converting the ground level into a vibrant student social hub. The undercroft was previously occupied by conventional closed spaces comprising a tuckshop, uniform shop, and bookshop. The project removed the closed spaces, converting them into a series of interlinked eating and gathering spaces for different group sizes, adding a refectory space adjacent to the courtyard.

The spaces are all naturally ventilated and openable, facilitating connectivity to the public street and into the campus, to welcome the wider community.

03 + 04 + 05

A modest project has reimagined a formerly uninspiring classroom building, converting the ground level into a vibrant student social hub.

DESIGN FOR LEARNING PRINCIPLES

Build in flexibility and adaptability

Value

Schools must be able to adapt to future changes, including cohort size and teaching and learning approaches. Integrating new technologies, incorporating flexibility and adaptability in how buildings and spaces operate, and adopting a whole-of-life-cycle design approach helps schools remain functional over the long term.

This principle encourages schools to explore opportunities to create versatile, future-proof environments capable of evolving to meet changing educational needs, fluctuating student populations, and technological advancements.

Design influences

Ideas to start the conversation and inspire exploration in schools:

- Consider what changes may affect the school environment over the next 20 years, trends and potential changes in educational approaches and student needs. Explore what these changes might mean in terms of built environment requirements:
  - Flexible spaces
  - Sustainable design
  - Adoption and integration of technology
  - Personalized learning
  - Community needs
  - Whole-of-life-cycle costs
- Explore what additional facilities/ buildings, building expansions, infrastructure and changes in transport needs etc might be needed.

01

02

Trinity Lutheran College

The Trinity Senior Learning Precinct features diverse, flexible learning spaces that promote connectivity and movement, designed to support adaptability and future growth. With adaptable technologies and movable furniture, the space promotes new teaching approaches. It accommodates various teaching styles, ensuring long-term versatility.

01

With adaptable technologies and movable furniture, the space promotes new teaching approaches. It accommodates various teaching styles, ensuring long-term versatility.

03

Hymba Yumba

Adaptable areas foster spontaneous learning, social interaction, and cultural engagement, enriching both educational and community experiences. By blurring the lines between movement and learning, the design maximizes space efficiency while supporting diverse, dynamic uses throughout the school day.

02

Flexible external circulation spaces double as informal learning environments, seamlessly connecting to the surrounding landscape.

Whitsunday Anglican School

The STEAM Centre is designed for flexibility, serving as a central hub where learning and pathways converge. Designed for future growth, the undercroft will eventually be enclosed to become an industrial design and technology facility. This adaptable approach ensures the school evolves with changing educational needs, fostering innovation and collaboration.

03

The 'Undercroft' adapts as an outdoor classroom, breakout space, covered lunch and play area, and venue for assemblies and events.

DESIGN FOR LEARNING PRINCIPLES

Make it your own

Value

Each school is unique. The qualities and characteristics of a school's setting, physical features, pedagogy and community will differ.

In recognition of this diversity, schools and their master plan teams are actively encouraged to add to this short list of principles, to identify other design priorities and opportunities that could be significant and unique to a school and its community.

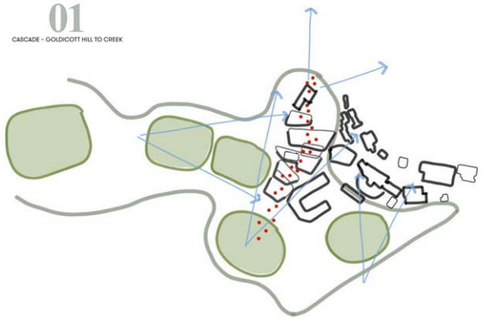
This section acknowledges the idea that all schools are different, and that ‘Choice and Diversity’ is encouraged in the independent school sector.

Design influences

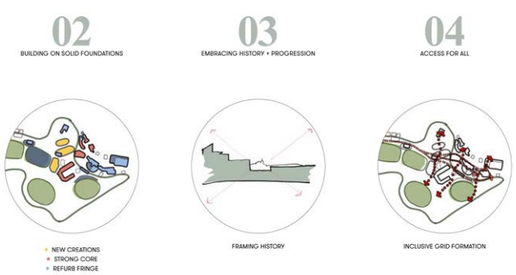
Ideas to start the conversation and inspire exploration in schools:

- Expand the conversation, consider what’s missing from the list of nine design principles?
- What other considerations about your school, its culture and its approach to learning could inform the creation of a built environment that adds value to the experience of students and educators?

01



02



03

Brisbane Boys' College

Extensive engagement with students, teachers, staff, Old Collegians, Council members, the College Executive, First Nations representatives, and the broader BBC community has ensured the Master Plan is deeply aligned with the school’s identity and values. The resulting master plan defines a central cascade of new assets will transform the campus, enhancing learning, pedagogy, culture, and connectivity.

01 + 02 + 03

A collaborative approach has shaped a vision that both honours the school’s rich heritage and embraces a progressive future.

04

Suncoast Christian College

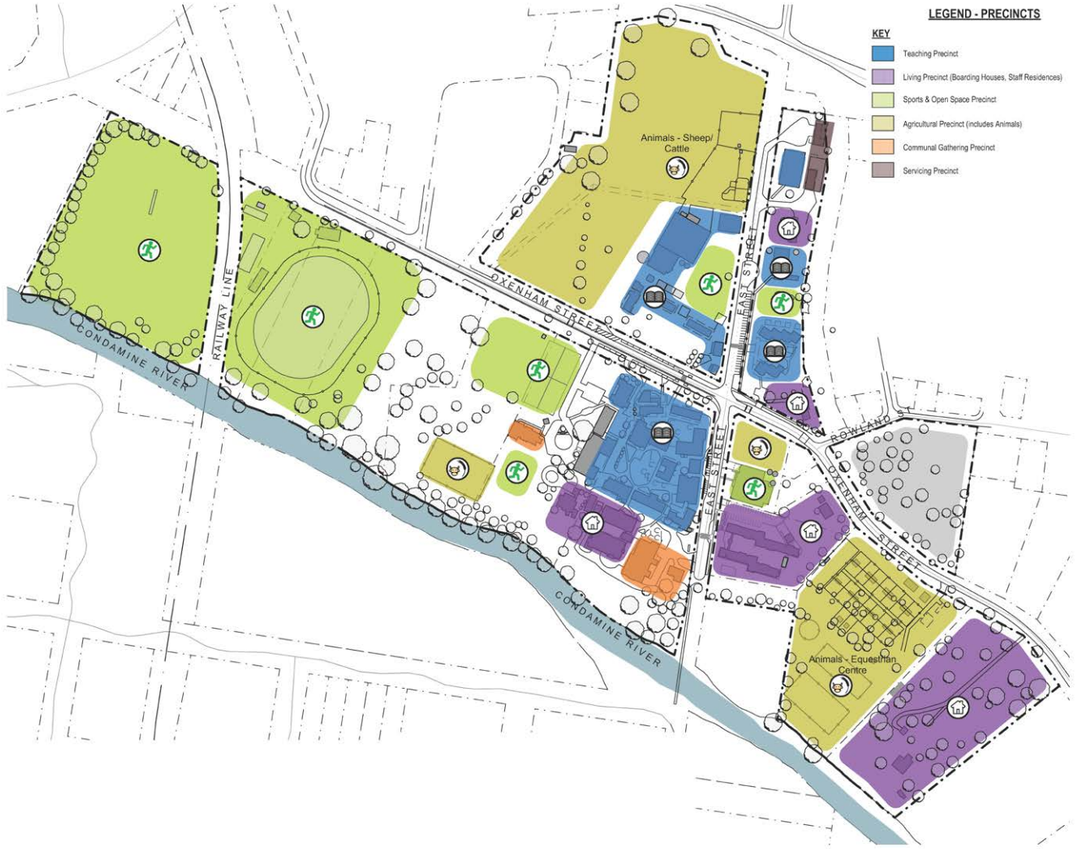
The Suncoast Christian College Master Plan embraces the school’s history, agricultural roots, and strong community ethos to create a campus that reflects its unique identity.

04

This project is the result of a deep consultation with Suncoast Christian College about their unique culture of learning.

A new primary school building provides an innovative arrangement of interconnected learning environments. Its design references the agricultural heritage of Woombye and the College as the site of an old pineapple farm. The form of the building takes cues from rational glass houses and shade houses to create a long rectangular building with perfect orientation for natural light and air, and a sense of transparency to allow this unique learning setting to be outward looking and equally seen by the community.

05



Scots PGC College

The Scots College Master Plan is designed to celebrate student individuality in a regional setting. As a school that caters both academic and vocational. From academic spaces to agricultural areas, each precinct in the master plan is thoughtfully planned to foster personal growth while maintaining its unique significance within the school and broader community.

05

A master plan that creates distinct precincts that support diverse interests and learning pathways

Checklist

4

Define your vision and guiding principles

- [ ] Working with your project team develop a guiding vision for the master plan that clearly articulate the schools ambition for the future school
- [ ] Ensure your vision addresses the typical characteristics of a strong project vision:
  - [ ] 1. Informed by a school's unique pedagogy and values
  - [ ] 2. Collaborative
  - [ ] 3. Forward thinking
  - [ ] 4. Inspirational
  - [ ] 5. Responsive to context
  - [ ] 6. Inclusive
  - [ ] 7. Flexible and adaptable
  - [ ] 8. Clearly communicated
- [ ] Don't forget to creatively explore and discuss the ten 'Design for Learning' principles as part of this process.
- [ ] Celebrate the unique qualities of the school and its place in the community and values
- [ ] Make space for trees, plants and nature
- [ ] Encourage curiosity and enquiry
- [ ] Promote play for all ages
- [ ] Foster a sense of belonging and connection
- [ ] Support individuality (celebrating choice and diversity)
- [ ] Work with climate to create comfort
- [ ] Use established facilities and available space wisely
- [ ] Build in flexibility and adaptability
- [ ] Make it your own

5

Develop spatial strategies

Aligns spatial strategies with a school's values

The master plan process facilitates the development of strategies for school buildings and outdoor areas that support each schools' specific visions of learning and pedagogic requirements.

The strategies provide a resource to guide change over time and set direction for the creation of buildings and spaces that positively leverage the unique character of the school.

A typical master plan will contain strategies for:

Movement

Identifying key corridors of movement, parking and points of access and exit for pedestrians, cyclists, vehicles, and servicing.

Landscape

Identifying the location, function and character of outdoor spaces.

Built form

Identifying the location, function, general scale and character of buildings.

Land use

Identifying the proposed use for different buildings or physical spaces.

Infrastructure

Identifying the general location and spatial provision for key pieces of infrastructure associated with energy, water and waste management. Addressing the alignment of electricity, water and waste services, utilities and addressing issues such as ground contamination and flood defence etc.

Infrastructure and site conditions should be considered at the same time as above-ground connections. They sometimes pose costly constraints that need to be understood from the outset.

Implementation and phasing plan

Given the scale of development typically envisioned by a master plan, an effective implementation and phasing plan is key and must be discussed and developed as part of the master plan design process.

An implementation and phasing plan provides an estimate of costs and road map to ensure projects are completed in a logical, timely, and financially responsible manner, ensuring efficient resource allocation and smooth project progression while minimizing disruptions.

An effective implementation and phasing plan will consider:

Project sequence

To define the order in which different phases of the project will be executed. The sequence is often determined by factors such as priority, funding availability, infrastructure needs, or regulatory requirements.

Costs and funding strategies

To understand the estimated costs associated with the master plan and plan how each phase will be funded, including potential sources of financing and how to satisfy agreed financial ratios.

Timelines and milestones

To confirm specific timelines for each phase, including key milestones that mark the completion of major tasks or components.

Infrastructure delivery

To define the critical infrastructure (roads, utilities, etc.) required in each phase of development to ensure facilities are fed effectively and well connected.

Sustainability considerations

To address how each phase of the project will align with sustainability goals, including reducing environmental impact, energy use, and waste. QIS BGA's Sustainability Toolkit will help with this process.

Regulatory approvals and compliance

To ensure the required permits, approvals, and regulatory compliance checkpoints are obtained before proceeding with each phase.

Risk Assessment and contingency planning

To identify potential risks (financial, environmental, logistical) associated with each phase and outlines contingency plans to mitigate these risks.

Evaluation and feedback mechanism

To provide mechanisms for reviewing the progress of each phase, evaluating outcomes, and adjusting future phases as necessary based on lessons learned.

Test Viability

A master plan outlines a vision for the future. Without embedding a process of viability testing, the project may become too costly to implement.

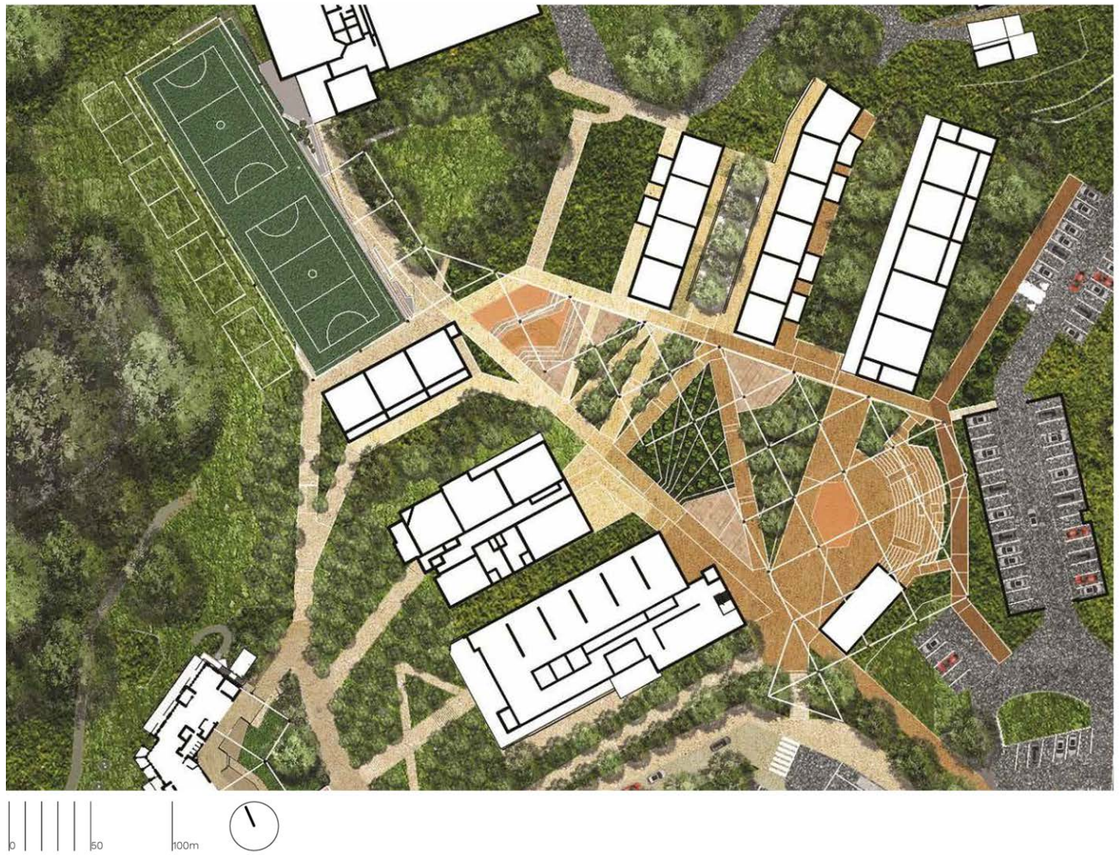
The master plan should include a process of review of the financial viability of emerging design options. This evaluation process allows project stakeholders and decision-makers to determine whether proposed options are affordable, practical, and capable of generating long-term value for the school.

A quantity surveyor is the primary consultant used to determine the cost of delivering a master plan. Through the development of a master plan, they should be used to test the financial viability of options.

Testing the financial viability of options:

- Supports the cost-effective realisation of the project vision
- Helps minimise financial risk
- Ensures feasibility and helps avoid overcommitment
- Helps identify funding needs for various phases of the project
- It helps identify funding sources
- It helps balance the cost of development with the desired quality and outcomes of the project.
- Supports identifying options that provide the greatest return on investment - economic, social, or environmental.
- Supports phased implementation of the master plan.

Without financial analysis, a master plan may face significant implementation challenges, potentially leading to wasted resources, incomplete projects, and missed economic opportunities.



Suncoast Christian College

Suncoast Christian College Master Plan

The master plan defines a spatial strategy that honours the school's rich history, agricultural roots, and strong community ethos by creating a campus that reflects its unique identity. An orchard at the heart of the master plan supports opportunities for creativity, learning, wellbeing, and social interaction. Acknowledging its beginnings in a pineapple packing shed and its evolution into a hub for personal growth and creative performance, the plan preserves the schools local ties.

Checklist

5

Develop spatial strategies

- [ ] Working with your professional master plan team:
- [ ] Don't forget to creatively explore and discuss the ten 'Design for Learning' principles as part of this process.
- [ ] Working with your professional master plan team:
  - Discuss ways to test ideas with project stakeholders as part of the master plan process
  - Throughout the process ensure the team collaboratively discuss and test the feasibility of emerging ideas to inform thinking

6 Initiate projects

A master plan is the beginning of a process of physical change for a school. A master plan provides a framework for future development and indication of the potential sequence and indicative timing for future project delivery.

With a master plan in place, schools will move into a phase of delivering projects on the ground.

During this phase, commitment to design quality will have to be maintained. Schools should use their master plan to:

- Inform decisions to undertake development projects
- Define project scope and parameters for design quality
- Act as a benchmark against which to determine criteria for success.

Inform project briefs

The information in a master plan can be refined into a detailed scope of work for individual projects. This includes information relating to location, role, and qualitative and quantitative design considerations aligned with the master plan's vision and principles.

The use of a master plan to inform project briefs will ensure that each delivered project contributes to a whole-of-place outcome aligned to the school's values and strategic ambition.

Typically project delivery stages

Projects identified within a master plan will typically advance through the following stages to physical delivery:

- Pre-concept design – Develop a project-specific design based on the master plan.
- Concept design
- Schematic design
- Detailed design
- Fully documented design.

From the beginning of 2026, a QIS BGA resource will be available to support school leaders to understand how to participate strategically during each of the steps stated above to increase the creation of value.

7 Evaluate success to inform improvement

A master plan is a living document

Part one of this document identified the value of a master plan as a living document, to be held loosely and challenged regularly, with opportunities for review at 5-year intervals or whenever changes in and around the school trigger a need.

Willingness to review the master plan ensures that it remains relevant and continues to have the capacity to respond to demands without compromising the overall vision for the school.

Updating a school master plan should be an evidence-based and user-driven process. Post Occupancy Evaluation (POE) provides valuable insights to guide these updates.

POE is a process to evaluate how well new or renovated school facilities meet their intended function, efficiency, and user needs. POE supports evidence-based decision-making and provides a framework for accountability to ensure that investment in school facilities continues to deliver maximum benefits for the educational community.

The adoption of POE can support continuous improvement and encourage ongoing assessment and refinement of school facilities to adapt to changing educational needs, technological advancements, building performance and evolving best practices.

Using POE to update the school master plan ensures that:

- Decisions are based on real data rather than assumptions.
- Facilities continuously evolve to meet the needs of students and staff.
- Resources are used efficiently, minimizing waste and unnecessary costs.
- Sustainability, accessibility, and safety remain top priorities
- The school remains future-proof, adapting to technological and educational advancements.

By making POE an integral part of the school master plan review process, the school can create an optimal learning environment that is both efficient and sustainable over time.

From the beginning of 2026, a QIS BGA resource will be available to support school leaders in understanding how to undertake POE to determine the educational contribution and built quality of their assets.

Appendix

Appendix A
About the development of this guide

At the start of 2024, QIS BGA embarked on a collaborative journey, inviting a diverse group of school managers, educators, and built environment professionals to contribute to the development of a master plan guide for schools. This inclusive process was designed to learn from their rich experiences and understand the unique issues and opportunities they face.

Context for the guide - Key issues and opportunities

The issues		The opportunities
Wide variety in the level of understanding of the benefit (for the money invested) provided to the school once a master plan is produced.	→	**Support increased capability, consistency, and quality** in the development and delivery of master plans for schools, their students, and staff
No minimum standard defining what a master plan should include.	→	**Enhance the economic and social value of the process and project outcomes.** Acknowledging both are inter-related.
Limited guidance on an appropriate process for the development of a master plan.	→	**Define a standard framework for School Master Plans,** including the process for their development that would be suitable for all schools.

QIS BGA Master Plan Guide Workshop 2024

Appendix A
About the development of this guide

The discussions identified several key characteristics as determinants of an effective master plan outcome:

The characteristics of an effective master plan

Great outcomes are achieved when the school master plan process:	
Is a shared journey	The stages, professional inputs, activities and time required to develop and produce an effective master plan are communicated and understood by all - school client, key stakeholders and the professional consultant team.
Aligns spatial strategies with a school's values	The master plan process facilitates the development of strategies for school buildings and outdoor areas that support each schools' specific visions of learning and pedagogic requirements.
Makes time to test ideas	Time is accommodated in the master plan process and program for the exploration, testing and potential prototyping of ideas.
Is future focused	The master plan establishes a long-term strategy for the development of a schools-built assets over time, with built-in flexibility to be responsive to changing school needs and budget availability. For example, challenge regularly, and hold loosely.
Balances time, cost and quality	The masterplan process should balance the competing project drivers of time and cost, but not at the expense of holistic response to creating value.
Great outcomes are achieved when school master plan engagement:	
Creates a collaborative partnership	The process of developing the master plan is characterised by a strong collaborative approach between the school as client, its key stakeholders, and professional consultant team.
Supports student involvement	The process of developing spatial strategies provides opportunities for students to inform outcomes and learn about the built environment and its design through the process.

Great outcomes are achieved when the proposed strategies of a school master plan:	
Respond to a school's values	Proposed strategies that work with the school's identity, educational vision and pedagogy to create an immersive environment of learning and education.
Work with the existing context	Proposed strategies are responsive to and demonstrate a clear appreciation for the existing site and its context
Are visionary	A master plan should provide a resource for schools to support consensus building and capture and communicate ambition.
Set direction for the creation of buildings and spaces that contribute to teaching and learning outcomes	The master plan provides a resource of spatial strategies to guide change over time and that set direction for the creation of buildings and spaces that positively leverage environmental conditions that impact on learning.
Provide a resource that offers absolute certainty with maximum flexibility	Establish a flexible framework to guide change over time and in response to changing needs, supporting • Effective decision making • Support schools to secure funding for capital works • Understand the inter-relationship between the built form and the internal site infrastructure that supports these building

Appendix A
About the development of this guide

The QIS BGA would like to acknowledge and thank all of the professionals – across education and the built environment who kindly donated their time, enthusiasm, experience and ideas to the development of this document. Their inputs were invaluable to the process – Thank you

The following provides a list of participants who contributed through the process:

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Simon Brook	Burling Brown
Phillip Lukin	Wilson and Co
Matt Moran	Bickerton Masters
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Natalie Bush	McLellan Bush Architects
Peter Boyce	Novum
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Graham Legerton	Hayball
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Katherine English	ASPECT Studios
Mike Curtis	Principal, Glasshouse Christian College
Vicky Leighton	Anglican Church Grammar School
Aaron Devine	CEO Ohana for Youth
Johannes Solymosi	Independent Schools Queensland
Stephanie Blunt	Head of Wellbeing, Y School
Nicole Gregory	Principal, The Lakes College
Julie Saunders	Director, Urbis
Madison Ducat	McLellan Bush Architects
Stephanie Blunt	YMCA

Workshop participants

Appendix B
List of professionals

The following provides a list of professionals typically involved in a master plan project. The wide variety in scale, complexity and diversity of schools means that not all schools will require all of the professional disciplines listed.

The list is not exhaustive or provided to define a requirement. It has been included to support schools in their understanding of the diversity of professional skills they might want to consider relative to their individual and unique master plan project.

Other professions may be needed at specific points in the process, to provide additional specialist knowledge to tackle specific issues. Further support is available for schools from several key relevant representative professional bodies:

- QIS BGA
- AIA (Australian Institute of Architects)
- AILA (Australian Institute of Landscape Architects)
- PIA (Planning Institute of Australia)

The core skills of a master plan team

Professional discipline	Skills and professional activities
Urban Design	Urban design is a collaborative and multi-disciplinary process that considers the design of buildings, groups of buildings, spaces and landscapes, and the creation of frameworks and procedures to successfully deliver development, by different people over time. Urban designers who facilitate this process typically have a professional qualification in architecture, landscape architecture or planning and an additional supplementary higher degree qualification in urban design.
Architecture	Architects are involved in the design and construction of the houses, schools, office buildings and commercial premises we live, work and study in. In a school environment they can ensure that the school layout uses space, light, and materials to create an optimum environment for learning.
Landscape architecture	Landscape architects can enhance school environments, to create spaces that support educational goals, enhance biodiversity, promote health and well-being, and foster a sense of community.
Town Planning	Town planners liaise with municipal authorities to ensure proposals comply with local zoning laws, building codes, and other regulatory requirements.
Project management	Project managers are responsible for the planning, procurement and delivery of projects including the general coordination of the professional project team. They are typically employed to facilitate effective collaboration and cooperation across the master plan team and assit projects to be delivered on time, within budget, and to the desired quality standards. The role of project manager on a master plan can be undertaken by one of a number of professionals – typically a professional project manager, an architect, an urban designer or a landscape architect.
Heritage Consultant	A heritage consultant is a specialist who identifies, assesses and proposes strategies for the integration of historical and culturally significant elements of a building or place into future development plans. Their role ensures that heritage buildings, landscapes, and artifacts are understood, documented and protected while allowing for modern upgrades to occur.
Transport planning	Transport planners help plan and design the required infrastructure to support the efficient and safe movement of vehicles and pedestrians to support community needs.
Quantity Surveying	A quantity surveyor has expert knowledge on construction costs and contracts. They can estimate costs, ensure financial control, and provide expert advice on cost-related matters.
Surveying	Surveyors plan, direct and conduct survey work to determine, delineate, plan and precisely position tracts of land, natural and constructed features, coastlines, marine floors and underground works, and manage related information systems.
Transport Engineer	A transport engineer considers the movement of people and vehicles. Their focus includes the considerations of traffic flow, parking, pedestrian pathways, public transport access, and overall site circulation.
Civil Engineer	Civil engineers focus on the design, assessment and implementation of the overall infrastructure of projects including roads, drainage, utilities, and foundations.
Structural engineer	Structural Engineers focus on the stability and strength of buildings bridges and other structures, to ensure the structural integrity and load bearing capacity of individual structures. It is a spcialised area of civil engineering.
Sustainability	A sustainability specialist focuses a school master plan is environmentally responsible, energy-efficient, and designed for long-term sustainability. Their role involves integrating green building strategies, renewable energy solutions, and resource-efficient systems into the school's infrastructure.
Geotech Engineer	A geotechnical engineer evaluates ground conditions and ensures proposed buildings and infrastructure are built on a stable and safe foundations. Their expertise helps prevent structural failures, foundation issues, and environmental hazards related to soil and subsurface conditions.
Hydraulic Engineer	Hydraulic engineers are responsible for the design and management of water-related infrastructure. They focus on ensuring efficient water supply, drainage, stormwater management, and flood prevention.
Environmental Engineer	Environmental Engineers assess and mitigate the impact on air, water, soil and noise levels of development projects.

Appendix C
Other resources

Many other great resources have been developed to support the design of school environments that are great places for education and learning.

The following provides a short list of further useful resources to support schools on their master plan journey:

Clever Classrooms: Summary report of the HEAD project

Citation Barrett, P., Zhang, Y., Davies, F., & Barrett, L. (2015). Clever classrooms : Summary report of the HEAD project

https://www.cleverclassroomsdesign.co.uk/_files/ugd/902e4a_6aa724a74ba04b46b716e528b92ad7fc.pdf

QDesign

Office of the Queensland Government Architect (2018). QDesign. The State of Queensland, Office of the Queensland Government Architect, Department of Housing and Public Works.

https://www.hpw.qld.gov.au/__data/assets/pdf_file/0022/4837/qdesignmanual.pdf

Better Placed: Design Guide for Schools

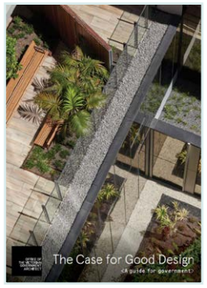
NSW Government Architect (2018). Better Placed: Design Guide for Schools. NSW Government

https://www.planning.nsw.gov.au/sites/default/files/2023-10/design-guide-for-schools.pdf

Creating Successful Master Plans

Commission for Architecture and the Built Environment (2008). Creating Successful Master Plans

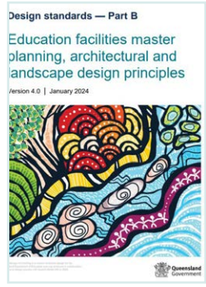
https://webarchive.nationalarchives.gov.uk/ukgwa/20110118095356/http:/www.cabe.org.uk/files/creating-successful-masterplans.pdf



Creating Excellent Primary Schools - A guide for clients

Commission for Architecture and the Built Environment (2010).Creating Excellent Primary Schools - A guide for clients

https://www.designcouncil.org.uk/fileadmin/uploads/dc/Documents/creating-excellent-primary-schools_2.pdf



Design Standards Part B: Educational facilities master planning, architectural and landscape design principles

Department of Education (2024). Design Standards Part B: Educational facilities master planning, architectural and landscape design principles

https://qed.qld.gov.au/our-publications/standards/Documents/design/superceded-design-standards-v4-0-part-b.pdf

Good Design + Education.

The Office of the Victorian Government Architect (2015). Good Design + Education.

www.ovga.vic.gov.au

Appendix D
Image references

Page	Image	Architect	Photographer
Cover		McLellan Bush Architects	Paul Beutel
7		Burling Brown Architects	Rix Ryan Photography
22		Deicke Richards	Christopher Fredrick Jones
39		Fulton Trotter Architects	Plans by Fulton Trotter Architects
40		Fulton Trotter Architects	Taryn Blomfield
46	01	Deicke Richards	Christopher Fredrick Jones
46	02	Deicke Richards	Christopher Fredrick Jones
47	03	Burling Brown Architects	Rix Ryan Photography
47	04	Burling Brown Architects	Rix Ryan Photography
47	05	Blight Rayner	Christopher Frederick Jones
48	01	m3architecture	Christopher Frederick Jones
49	02	McLellan Bush Architects	Paul Beutel
49	03	BSPN Architecture and Vee Design	Angus Martin
49	04	Jeremy Ferrier Landscape Architect	Jeremy Ferrier Landscape Architect
50	01	BSPN Architecture	Scott Burrows
50	02	Fulton Trotter	Taryn Blomfield
51	03	BSPN Architecture	Christopher Frederick Jones
52	01	Burling Brown Architects	Rix Ryan Photography
52	02	Bickerton Masters Architects	Scott Burrows
53	03	BSPN Architecture	Christopher Frederick Jones
53	04	BSPN Architecture	Christopher Frederick Jones
54	01	Reddog Architects in association with Blueline Architecture	Christopher Frederick Jones
54	02	Bickerton Masters Architects	Scott Burrows
55	03	Deicke Richards	Christopher Fredrick Jones
56	01	Hayball	Brody Grogan
56	02	McLellan Bush Architects with Greenedge Design	Andy Macpherson Studio
57	03	Fulton Trotter	Scott Burrows
57	04	Fulton Trotter	Scott Burrows
58	01	Fulton Trotter	Scott Burrows
58	02	BSPN Architecture	Scott Burrows
59	03	Blight Rayner	Christopher Frederick Jones
59	04	Blight Rayner	Christopher Frederick Jones
59	05	Blight Rayner	Blight Rayner
60	01	Cox Architecture	Toby Scott
60	02	Cox Architecture	Toby Scott
61	03	Blight Rayner	Christopher Frederick Jones
61	04	Blight Rayner	Christopher Frederick Jones
61	05	Blight Rayner	Christopher Frederick Jones
62	01	Burling Brown Architects	Rix Ryan Photography
62	02	Deicke Richards	Christopher Fredrick Jones
63		BSPN Architecture	Scott Burrows
64	01	Hayball	Brody Grogan
64	02	Hayball	Brody Grogan
64	03	Hayball	Images from BBC
65		m3architecture	Christopher Frederick Jones
66		Ink Duck Architects	Ink Duck Architects
70		m3architecture	Christopher Frederick Jones

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