Good Shepherd Catholic Primary School

Springfield Lakes Education and Development Brief

Updated 2014, 2016 from original BCE document of 2011
# Table of Contents

1.0 The School Education and Development Brief .................................................. 3

2.0 Community Profile ............................................................................................. 3

2.1 History and ownership of the site ................................................................. 5

2.2 Archdiocesan and parish planning ............................................................... 4

- Implications for facilities master planning .................................................. 4

- Brisbane Archdiocese: Centacare ................................................................. 4

- Implications for facilities master planning .................................................. 4

2.3 Governance .................................................................................................... 4

2.4 Demographics & Socio-economic Profile ................................................... 7

Implications for facilities master planning ....................................................... 8

Socio-economic profile ..................................................................................... 9

- Implications for facilities master planning .................................................. 9

3.0 Values/Spirituality/Charism - Religious and Cultural Identity ......................... 9

3.1 The Archdiocesan Vision – Jesus Communion Mission .................................. 9

The Values of Catholic Education in the Archdiocese of Brisbane ..................... 9

3.2 Good Shepherd’s Values, spirituality and charism ......................................... 11

Catherine McAuley ......................................................................................... 11

3.3 Religious Life of the School ........................................................................ 13

3.4 Vision and Mission ..................................................................................... 16

3.5 Good Shepherd’s School Name .................................................................. 16

3.6 Motto and Logo .......................................................................................... 16

3.7 School colours ........................................................................................... 16

3.8 Community Relationships School houses .................................................. 17

3.9 School Houses .............................................................................................. 18

1. Educational Context ...................................................................................... 18

4.0 Brisbane Catholic Education Beliefs about Learning and Teaching ................. 18

4.1 Visible Learning .......................................................................................... 18

4.2 Learning and Teaching within the School Community ................................ 19

4.3 Phases of learning ...................................................................................... 20

4.4 Good Shepherd’s Phases of Learning ......................................................... 21

2. Learning & Teaching Profile ....................................................................... 23

5.0 Approaches to Contemporary Learning and Teaching .................................. 23

Implications for facilities master planning .................................................... 24

5.1 Resource Centre ....................................................................................... 24

5.2 Student Wellbeing .................................................................................... 25

5.3 Worship and Prayer .................................................................................... 25
5.4 Environmental sustainability and development

Water: .................................................................................................................................................. 25
Implications for facilities master planning: ........................................................................................... 25
Energy: .................................................................................................................................................. 25
Implications for facilities master planning: ........................................................................................... 25
Waste: .................................................................................................................................................. 25
Implications for facilities master planning: ........................................................................................... 25
Greening and Biodiversity: ..................................................................................................................... 26
Implications for facilities master planning: ........................................................................................... 26
Health and wellbeing: ............................................................................................................................ 26
Implications for facilities master planning: ........................................................................................... 26
Transport: .............................................................................................................................................. 26
Implications for facilities master planning: ........................................................................................... 26
5.5 Professional learning ...................................................................................................................... 26

6.0 Organisational Profile .................................................................................................................. 27
6.1 General Facilities Structure .......................................................................................................... 27
    Implications for facilities master planning ....................................................................................... 28
    Primary school site requirements ..................................................................................................... 28
    Learning and teaching facilities ........................................................................................................ 25
    Implications for safety, security and supervision features ............................................................... 26
    Implications for accessibility ............................................................................................................ 27
6.2 Leadership Structure ....................................................................................................................... 27
Implications for facilities master planning ........................................................................................... 27
6.3 Students .......................................................................................................................................... 28
Implications for facilities master planning ........................................................................................... 28
6.4 Parent Community .......................................................................................................................... 29
FACE (Family and Community Engagement Network) .......................................................................... 32

7.0 Resourcing ...................................................................................................................................... 33
Implications ........................................................................................................................................... 34
8.0 Appendix 1 ..................................................................................................................................... 37
9.0 Appendix 2 ..................................................................................................................................... 38
10.0 Appendix 3 .................................................................................................................................... 39
11.0 Appendix 4 .................................................................................................................................... 40
The School Education and Development Brief

The Education Brief for the Good Shepherd Catholic Primary School Springfield Lakes community has informed the master plan for a second primary school in the Springfield district.

Good Shepherd Catholic Primary School in Springfield Lakes was approved to:

- accommodate growth in student numbers within the School Service Centre South Directorate, and specifically the Springfield district
- provide primary education for up to 800 students in the long term, but commencing with cohorts of 50-60 students
- provide primary education for families who will subsequently seek Catholic secondary coeducation at St Augustine’s College or single–sex education at St Edmund’s and St Mary’s Colleges

The development of a School Education and Development Brief for a Catholic primary school at Springfield Lakes is for the purpose of:

- informing the development of a facilities master plan
- providing demographic information to inform future enrolment patterns, growth of the school, and relationships with Catholic secondary colleges
- providing a curriculum framework best suited to the school and its students
- discernment of organisational structures best suited to supporting the proposed curriculum structures
- making recommendations to the Executive Director for leadership structures consistent with Brisbane Catholic Education policy
- establishing the framework to be used in the selection of the principal, administration team and staff within a leadership model encompassing parish, Centacare and neighbouring schools where appropriate
- providing the systemic vision for ecologically sustainable development and its implications for facility development and student knowledge, attitudes and practice
- informing the induction and ongoing professional learning priorities for the school leadership, staff and the wider community

1.0 Community Profile

1.1 History and ownership of the site

In 2010 the approval of the Archbishop of Brisbane was sought for the opening of a Catholic primary school in the Springfield Lakes area for 2013.

A site was purchased from Delfin with significant earth works included as part of the acquisition. The entry/exit points are defined by Delfin.

The master plan accounts for a four-stream primary school (up to 800 students) with a two stream intake in the initial stages see Appendix (1). Over time and through consultation with stakeholders, including surrounding Diocesan and Parish primary schools and the Director School Service Centre South, the enrolment levels will grow with demand from the designated catchment area.

Of the site, 4 ha was made available for Brisbane Catholic Education to develop a school and if possible a space for future Archdiocesan needs such as parish and childcare facilities. In 2015 planning commenced for the Parish Church and building commenced in 2016 to be completed by December 2016 in readiness for Christmas celebrations. Blessing and Opening will occur in December 2016. Centacare are planning towards the building of a Childcare Centre.
A memorandum of understanding will be developed between Springfield Parish and Brisbane Catholic Education for the pastoral support of the new primary school. Agreements will also be developed with archdiocesan agencies that occupy other portions of the site and share infrastructure services.

### 2.2 Archdiocesan and parish planning

**Parish Planning**

The Archdiocese has formed a new parish, Our Lady of the Southern Cross, in the Springfield area. This strategy is key to the Catholic Church being an integral part of the Springfield community.

School facilities can be made available for parish gatherings and worship.

**Implications for facilities master planning**

The design of school facilities should enable the hosting of parish liturgies and meetings within its buildings until such time as the parish is able to provide its own facilities.

**Brisbane Archdiocese: Centacare**

Brisbane Archdiocesan Centacare provides, in conjunction with the development of the school, an *Out of School Hours Care* program. This program, under the November 2005, “Policy for the Provision of ‘Out of School Hours Care Services’ to Brisbane Catholic Education Schools”, will be based on a Management Agreement and a Cooperation Agreement negotiated with, and signed by, the foundation principal of the school. An agreement has now been developed between Good Shepherd and Centacare for Out of School Hours Care services.

Centacare is planning towards the development of a Long Day Care Centre on Archdiocesan land adjacent to the school site.

**Implications for facilities master planning**

The master planning process should include the appropriate placement of an Out of School Hours Care facility on the school campus and a Long Day Care Centre or Kindergarten on the Archdiocesan portion of the site. If possible sufficient space on the Archdiocesan land should be retained for a parish worship centre in the future. Consultation with these stakeholders will occur during the development of the site master plan.

The Catholic presence on the site is to be obvious and explicit through design and rich symbolism.

### 2.3 Governance

The Archdiocese is both the canonical and civil owner of the school site, which is administered by Brisbane Catholic Education on behalf of the Archdiocese of Brisbane.

The site was purchased with funds allocated for educational purposes. The Archdiocese also may obtain and use a portion of land co-located for future and as yet undesignated non-school use.

### 2.4 Demographics & Socio-economic Profile

**Primary school-aged population projections**

Over time, Good Shepherd Catholic Primary School in Springfield Lakes is expected to accommodate four streams. The school’s catchment area includes the suburbs within the Springfield development as well as some areas near Greenbank and New Beith. Population growth in these areas is expected to be significant for the primary school-aged population.

The primary school-aged population of the Statistical Local Area (SLA) of Ipswich East SLA is expected to grow by more than 11,000 residents (see table 1). This growth is mostly projected for the Springfield area and would place substantial pressure on existing Catholic schools in the area, namely St Augustine’s (Springfield).
Table 1 details the medium series projections for the primary school-aged population within the catchment to 2026; this includes the Statistical Local Areas (SLAs) of Ipswich (C) – East and Ipswich (C) - Central. The primary school-aged group includes those aged from four to 12 years. The areas of substantial growth in the SLA of Ipswich (C) – East are those suburbs within the Springfield development that will directly provide students for the primary school. These are currently being reviewed.

Table 1: Primary school-aged population projections

<table>
<thead>
<tr>
<th>Statistical Local Area</th>
<th>2011</th>
<th>2016</th>
<th>2021</th>
<th>2026</th>
<th>2031</th>
<th>Change</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doolandella-Forest Lake</td>
<td>2,597</td>
<td>2,282</td>
<td>2,158</td>
<td>2,188</td>
<td>2,175</td>
<td>-422</td>
<td>-19.4%</td>
</tr>
<tr>
<td>Ipswich (C) - Central</td>
<td>8,678</td>
<td>10,722</td>
<td>15,104</td>
<td>18,994</td>
<td>22,658</td>
<td>13,980</td>
<td>61.7%</td>
</tr>
<tr>
<td>Ipswich (C) - East</td>
<td>9,023</td>
<td>10,862</td>
<td>13,082</td>
<td>15,722</td>
<td>18,938</td>
<td>9,915</td>
<td>52.3%</td>
</tr>
<tr>
<td>Greenbank-Boronia Heights</td>
<td>1,102</td>
<td>1,017</td>
<td>1,065</td>
<td>1,024</td>
<td>1,120</td>
<td>18</td>
<td>1.6%</td>
</tr>
<tr>
<td>Total</td>
<td>21,400</td>
<td>24,883</td>
<td>31,409</td>
<td>37,928</td>
<td>44,891</td>
<td>23,491</td>
<td>52.3%</td>
</tr>
</tbody>
</table>

Source: OESR, 2012, School-aged population projections - medium series

Enrolment projections

In a four-stream primary school of approximately 770 enrolments, students are often divided into two groups. This will be Prep to Year Two; and Year Three to Year Six. The school commenced in 2013 with Prep to Year Four. The school will grow as the students move through the school. As the school is in a growth area, enrolments in each grade will also increase over time. The site is master-planned for cohorts of average size of 110 students (four streams) or a total of 770 students (from Prep to year six). Initial enrolment was expected to be around 50 to 60 students per cohort, with cohort sizes increasing gradually over time with approval from the Executive Director. The growth of student numbers will have to be managed within the timed master plan development based on the following enrolment projections.

Table 3: Updated Enrolment Projections – February 2016:

<table>
<thead>
<tr>
<th>Year</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>30</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>--</td>
<td>--</td>
<td>61</td>
</tr>
<tr>
<td>2014</td>
<td>30</td>
<td>39</td>
<td>9</td>
<td>15</td>
<td>9</td>
<td>13</td>
<td>--</td>
<td>115</td>
</tr>
<tr>
<td>2015</td>
<td>52</td>
<td>32</td>
<td>38</td>
<td>10</td>
<td>21</td>
<td>13</td>
<td>11</td>
<td>177</td>
</tr>
<tr>
<td>2016</td>
<td>54</td>
<td>48</td>
<td>29</td>
<td>35</td>
<td>13</td>
<td>19</td>
<td>11</td>
<td>209</td>
</tr>
<tr>
<td>2017</td>
<td>75</td>
<td>60</td>
<td>54</td>
<td>32</td>
<td>40</td>
<td>20</td>
<td>25</td>
<td>306</td>
</tr>
<tr>
<td>2018</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>525</td>
</tr>
<tr>
<td>2019</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>525</td>
</tr>
<tr>
<td>2020</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>525</td>
</tr>
<tr>
<td>2021</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>84</td>
<td>84</td>
<td>718</td>
</tr>
<tr>
<td>2022</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>84</td>
<td>84</td>
<td>744</td>
</tr>
<tr>
<td>2023</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>770</td>
</tr>
<tr>
<td>2024</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>770</td>
</tr>
<tr>
<td>2025</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>770</td>
</tr>
<tr>
<td>2026</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>770</td>
</tr>
<tr>
<td>2027</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>770</td>
</tr>
<tr>
<td>2028</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>770</td>
</tr>
<tr>
<td>2029</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>770</td>
</tr>
</tbody>
</table>
Implications for facilities master planning

A Master plan for a four-stream primary school and growing each year. (See enrolment projections in table above).

It is envisaged that the majority of graduating students from the Springfield Lakes Catholic primary school would initially seek Catholic secondary coeducation at St Augustine’s College, Springfield and single-sex education at the Ipswich Colleges. If the secondary-aged population and the demand for places in Catholic secondary colleges increase, a new Catholic secondary school may be developed in the Springfield region.

The principal and staff have developed a strategic relationship with the principal and staff of St Augustine’s Springfield.

Socio-economic profile

The socio-demographic profile of Springfield Lakes is currently emerging. The development is mainly marketed towards young families. Most household types in the Ipswich East SLA are couple families with dependent children (ABS, 2006). By far the most common occupations are technical and trades; and labourers; while the most common industry of employment in the SLA is manufacturing. It is expected that the economic profile of this emerging community will include residents commuting outside the area for work purposes, with many families having two parents working.

Good Shepherd is experiencing a community that is situated in Springfield Lakes. Springfield Lakes has been developed as a new suburban Master Planned Community (MPC). The development is located 25 kilometres...
to the south west of Brisbane, in an area the Queensland Government (2005) has dubbed the ‘Ipswich Growth Corridor’. Springfield Lakes is in the federal electorates of Blair, Oxley. The first land was sold in 2001 and as of late 2005 the development had a population of approximately 5000 people. Springfield Lakes will be home to around 30,000 people by 2020.

In the 2011 Census the population of Springfield Lakes was 10,149 and was comprised of 51.3% females and 48.7% males. The following information also provides a profile for Good Shepherd:

- The median/average age of the Springfield Lakes population is **28 years of age, 9 years below the Australian average.**
- 63.7% of people living in Springfield Lakes were born in Australia. The other top responses for country of birth were New Zealand 9.3%, England 5.3%, India 1.7%, Philippines 1.6%, Vietnam 1.6%.
- 79.5% of people speak English as their first language. 2.7% Vietnamese, 1.2% Spanish, 1.1% Hindi, 0.9% Samoan, 0.8% Lao.
- The religious make up of Springfield Lakes is 25.4% No Religion, 23.2% Catholic, 15.3% Anglican, 4.2% Uniting Church, 3.9% Christian.
- 52.3% of people are married, 35.5% have never married and 6.8% are divorced and 3.9% are separated. There are 109 widowed people living in Springfield Lakes.
- 70.1% of the people living in Springfield Lakes are employed full time, 19.5% are working on a part time basis. Springfield Lakes has an unemployment rate of 4.7%.
- The main occupations of people from Springfield Lakes are Professionals 20.3%, Clerical and Administrative Workers 18.2%, Technicians and Trades Workers 14.2%, Managers 12.1%, Community and Personal Service Workers 10.3%, Sales Workers 9.4%, Laborers 6.9%, Machinery Operators and Drivers 6.9%.
- The median individual income is $858.00 per week and the median household income is $1770.00 per week.
- 7.2% of homes are fully owned, and 46.2% are in the process of being purchased by home loan mortgage. 45.5% of homes are rented.
- The median rent in Springfield Lakes is $360 per week and the median mortgage repayment is
Implications for facilities master planning

Good Shepherd Catholic Primary School supports the development of such child care services as OSHC and Long Day Care / Kindergarten to support working families who travel outside the local area for employment.

Demographics for Springfield Lakes further development with Springfield Rise - 2016

3.1 Values

The Archdiocesan Vision – Jesus Communion Mission

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

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

The Values of Catholic Education in the Archdiocese of Brisbane
- our Catholic Christian tradition – journeying, growing, renewing
• dignity and justice for all – recognition of human dignity and equality
• Catholic Christian community – service of others, a joyful presence
• search for truth - zest for life, learning, quality achievement
• collaboration and subsidiarily – “shared wisdom”
• creativity – flexible and future oriented
• stewardship – responsible, accountable, seek truth and the right way
• a mutual accountability – report on outcomes

The overarching goal for learning at the Springfield Lakes Catholic Primary School is to empower learners of all ages to shape and enrich our changing world by living the Gospel of Jesus Christ.

3.2 Good Shepherd’s values, spirituality and charism - Religious and Cultural Identity

From the first moment that a student sets foot in a Catholic school, he or she ought to have the impression of entering a new environment, one illumined by the light of faith, and having its own unique characteristics. The inspiration of Jesus must be translated from the ideal into the real. The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate. (Religious Dimension of Education in a Catholic School, 1988, n.25).

The above quote is used annually for the Staff Administration Day at the commencement of the new school year.

Jesus Christ is central to understanding Christianity. Good Shepherd introduces our students to a view of the world founded on scripture and the ongoing tradition of the Church and embedded in the religious identity and culture of the school. This worldview is expressed through its beliefs, values and practices, quality relationships, the aesthetic, social and physical environment and its organisational structures and procedures. These expressions are shaped and developed in such a way as to maximise their positive impact upon the religious and spiritual formation of all members in the school community. Knowledge and skills of staff and students in dance, drama, digital technologies, music and visual arts are utilised to effectively communicate and promote elements of the religious identity and culture of our school.

Good Shepherd derives its identity and culture from its Catholic Christian character. We are called to be a real and living expression of the Church’s pastoral mission in the world.

The complexity of the modern world makes it all the more necessary to increase awareness of the ecclesial identity of the Catholic school. It is from its Catholic identity that the school derives its original characteristics and its ‘structure’ as a Genuine instrument of the Church, a place of real and specific pastoral ministry. (The Catholic School on the Threshold of the Third Millennium, 1997, n.11).

Thus, a true test of Good Shepherd’s authentic identity and culture is the extent to which the Church is present in the school and the school is present in the Church.

The curriculum (i.e. all the activities and experiences that promote students’ learning and development as whole persons) is also an expression of our religious identity and culture. This is especially so in the ways in which areas of learning are presented and timetabled, classroom pedagogy is experienced, student engagement in learning is promoted, assessment and reporting processes occur and student wellbeing is nurtured.
The tone and tenor of Good Shepherd’s religious identity and culture make a statement about what is important and valued in our community and what things are excluded or ignored. As Elliot Eisner (1994) has reminded us, the *explicit* or formal curriculum is a small part of what is actually taught. Revising the content of this *explicit* curriculum does nothing to address the *implicit* curriculum.

**Good Shepherd’s Values**

Good Shepherd Catholic Primary School continues to build a learning community by drawing from the values of the Gospel, as shown through the life and teaching of Jesus the Good Shepherd, in particular:

- Respect – dignity of individuals and all creations
- Faith – trust in God
- Hope – in sustainable futures
- Love – forgiveness, compassion, inclusiveness, belonging, welcome and hospitality.

**Good Shepherd Catholic Primary School** is a place where we live out these values through:

- Liturgy, prayer, ritual and symbol
- Practices of acceptance and reconciliation
- Practices and structures that promote well-being and social justice
- Opportunities for evangelisation
- Supporting the learning of each individual consistently, explicitly and creatively
- Having high expectations for all
- Engagement in genuine conversation, reflection, and active listening
- Promoting creativity and sustainability
- Communion with others, the land, Father, Son & Spirit
- Witnessing faith through charity and social justice

**Catherine McAuley**

Good Shepherd has been placed under the patronage of *Venerable Catherine McAuley*, Foundress of the Sisters of Mercy and therefore, draws its charism from the ways Catherine McAuley. Each year our new staff induction Program focuses on the Mercy traditions and their impact on the school’s mission.

Catherine McAuley was the founder of the Sisters of Mercy, a religious order, initially, dedicated to the education of poor young catholic women of Dublin and is now a worldwide order where the education and rights of all young people are first and foremost in the minds of the educators. Catherine McAuley grew up in Ireland (born 1778) at a time when Catholics, who were approximately 75 – 80% of the population, were amongst the poorest of the poor. Due to family circumstances Catherine was personally spared a life of poverty but her observations of Catholic families living in slums rife with disease and epidemics, lacking in education and full of wide spread begging never left her memory. She commenced her “mercy works” early in life, led by her strong Catholic faith; Catherine always wished to give something to the poor. Catherine soon grew to realise that the way to help the young women of Ireland was through education and refuge. In 1827 the House of Mercy was opened and on the 12 December 1831 the congregation of the Sisters of Mercy was established. Catherine’s strong desire to follow in the footsteps of Jesus led to voluntary poverty for all Sisters of Mercy and so Catherine’s mission, to be creditable with the poor, meant it necessary to live in solidarity with them. Catherine McAuley died on the 11 November 1841 and her legacy lives on through every Mercy school throughout the world.

**The Cross:** The Mercy cross is a replica of the ebony and ivory cross worn by Catherine McAuley. There is no figure on the cross, signifying that we place ourselves on the cross with Christ in an attempt to share His
journey. Catherine McAuley and her sisters were unusual in that they did not remain cloistered. The footprints symbolise the action of walking out into the community to journey with others; to seek out those in need; to share their burdens.

Highlighting the Saints

To highlight the charism of Good Shepherd, key buildings and walkways have been named which reflect saints and their focus on learning, compassion, sustainability and inclusiveness:

- Catherine McAuley Boulevard
- Mercy Hospitality Centre – (Tuckshop)
- Assisi Exploring Place – Prep
- MacKillop Discovery Place – Years 1
- Year 2 - (To be named)
- Ignatius Designing Place – Years 3 and 4
- Year 5 and 6 – (To be named)
- Resource Centre – (To be named)
- Undercover Area – (To be named)

Good Shepherd strives to develop through the Religious Life of the School, an identity which deepens an understanding of the important role religion plays in society.

**GOOD SHEPHERD’S WAY**

*In our community we:*

1. Appreciate each other and give thanks and recognition
2. Set clear goals and have time lines for when things need to be decided on and complete
3. Give people time to form opinions and to process ideas
4. Are honest and respectful while acknowledging each other’s feelings
5. Build trust to work collaboratively as a team
6. Challenge yourself to try new things, be open minded, review and modify
7. Give feedback in a constructive and positive manner
8. Listen to others and respect everyone’s ideas
9. Speak up in a considerate and respectful manner
10. Create a welcoming and positive attitude to all
11. Celebrate!

This has been exemplified through developing the Catholic Identity and culture of the school by focusing on Good Shepherd’s Way of Being Community, which was developed through the Staff Foundation Induction Program. The ethos and charism of Good Shepherd acknowledges a sense of the sacred as an authentic Christian community that builds quality relationships modeled on the vision and values of Jesus. This Charism is expressed through the school community gathering in prayer every morning, during morning assembly, through prayer gatherings and assemblies, Parish Mass during Catholic Education Week, Mass and/or liturgies to mark significant school and liturgical events (eg feast days and days of Holy Obligation); through working for social justice and fundraising activities; through staff and students spiritual development through participating in professional development and renewal activities. Living out the Charism through engaging with the BCEO spiritual formation framework, especially ‘Catching Fire’. The school’s Mission is displayed in all work places and is explained to families seeking enrolment at Good Shepherd.
Good Shepherd builds authentic Christian community through such ways as:
- Celebrating the cultural diversity of the school
- Acknowledging connections with the wider church community
- Welcoming encouraging and supporting participation of families in the life of the school

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

Good Shepherd celebrates liturgy and sacraments through such ways as:
- Providing formation for staff, students and parents
- Arranging the physical environment and providing resources for full and active participation in liturgy and sacrament
- Providing opportunities for the celebration of the sacraments within the life of the school
- Supporting the parish in the celebrations of significant celebrations.

Good Shepherd recognises and ritualises the sacredness of everyday life through such ways as:
- Ritualising life events e.g. rites of passage, beginning and end of year, times of grief and loss
- Including prayer rituals in the day to day procedures and routines of school life
- Inviting parental involvement in prayer rituals
- Participating in significant community celebrations i.e. ANZAC

Good Shepherd Catholic Primary School is a ministry of the local church and collaborates with the Springfield Parish of Our Lady of the Southern Cross, other Archdiocesan agencies and community/government agencies to serve the Springfield community.

3.4 Religious Life of the School

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

Teaching people religion is an educational activity focused on the teaching and learning of religion and utilising a range of learning processes and resources. Teaching people to be religious is identified with the religious life of the school and is a faith development activity focused on nurturing the religious, spiritual and faith growth of students.
The two dimensions are complementary and interrelated. In a Catholic school, teaching people religion and teaching people to be religious draw upon the Catholic Christian tradition in ways that are sensitive to local context and the ecumenical and multi-faith realities of our world. School communities seek to understand and utilise the distinctiveness of these two dimensions of religious education in the holistic education and formation of students.

The *Guidelines for the Religious Life of the School* (RLOS) assists school communities in the Archdiocese in the development of faith of their members by providing a lens through which their religious life may be viewed and developed. These Guidelines assist school communities to engage in practical ways in implementing the *Vision Statement for Catholic Education in the Archdiocese of Brisbane*, particularly its call to *Teach, Challenge and Transform*. The RLOS document outlines four components, each with three elements, in the religious life of a school.

**CATHOLIC IDENTITY**

The purpose of the Catholic school is the development of human beings steeped in the profound human values embodied in Jesus Christ.

Catholic schools nurture students’ faith and lead them to deepen their relationship with God through prayer and celebration, their growing knowledge and understanding of the Scriptures and Catholic Tradition, and action in the world for peace and justice.

Our goal is to **enhance our Catholic identity**, so that all may recognise God’s presence permeating throughout Good Shepherd Catholic school. We do this by strengthening the integration of faith, life and culture, inviting students to discover God’s presence in their daily lives and engaging them in a dialogue between their life experiences and Catholic teaching.

In this way they may grow in understanding of themselves and their world in light of the Gospel and be empowered to take responsibility for themselves and for creating a just society.
Further, our goal is to **build a community of faith and hope**, where we are all inspired by the person and teachings of Jesus Christ and imbued with the Holy Spirit, and work together for the benefit of each member of the school community.

**Prayer and Worship**

Good Shepherd nurtures the **Christian prayer** life of its community through such ways as:

- Teaching and using a variety of traditional prayers and devotions for individual and communal use
- Scheduling time to allow for prayer and worship across the school
- Immersing students in diverse experiences of prayer e.g. meditation
- Teaching about the charism and prayer life of the saints that their building is name.

**Evangelisation and Faith Formation**

Good Shepherd fosters the call to **live the gospel** through such ways as:

- Reflecting the life and message of Jesus Christ through routines and practices e.g. hospitality and outreach
- Establishing policies, practices and structures that promote inclusion and a sense of belonging to a Christian community
- Presenting the gospel message in engaging ways

Good Shepherd nurtures the **spiritual formation** of each individual through such ways as:

- Providing faith formation experiences for students, staff and parents
- Providing opportunities to express spiritual awareness through the creative arts
- Celebrating the religious unity and diversity within the school community

Good Shepherd **witnesses to the wider community** through such ways as:

- Building collaborative relationships with the parish and local Church
- Participating in the life of the local community e.g. service organisations, youth ministry, aged-care
- Engaging with students from other schools to give witness to the beliefs and values of the Catholic tradition

**Social Justice and Action**

Good Shepherd practises **justice within its own community** through such ways as:

- Identifying, implementing and promoting policies, structures and practices that respect the rights and dignity of all members of the school community
- Applying Christian stewardship to the resources and environment of the school
- Establishing just processes of discernment and critical judgement when making decisions

Good Shepherd **acts for justice** through such ways as:

- Implementing policies and practices within the school that nurture a generosity of spirit
- Reviewing and monitoring the complexity and expense of experiences offered by the school in light of catholic social teaching
- Engaging with student initiated and/or local justice projects as part of the curriculum

Good Shepherd consciously **reflects on its action for justice** through such ways as:

- Incorporating practices of review and critique in relation to current actions for justice within the school community
• Building a reflective component into school social justice practices, celebrations of significant events, and prayer life

Implications for facilities master planning

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

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

3.4 Vision and Mission

Good Shepherd Catholic Primary School has formed its vision and mission statements to be consistent with the Vision for Catholic Education in the Archdiocese of Brisbane, which calls us to Teach, Challenge and Transform and reflect the values of Good Shepherd Catholic Primary School community.

The vision for Good Shepherd Catholic Primary School also takes into account aboriginal spirituality, which recognises the connections of spirit, people and land. The Jagera and Turriubul people will be acknowledged as the traditional owners of the land on which the school is built.

OUR MISSION

Good Shepherd Mission was commenced during the Staff induction program in November 2012. It was further developed by Judith Seery, Terese Shephard and Pat Lavercombe early in 2013 and shared with the community for further development. The Mission Statement was launched in October 2013.

3.5 Good Shepherd’s School name

“I have come that you may have life and have it to the full. I am the Good Shepherd” John 10:10-11. This gospel verse depicts the values identified for the community of Good Shepherd Catholic primary school. It
speaks to us of belonging and connectedness. The Good Shepherd symbolises the inclusion, care and compassion for each member of the school community. Families are welcomed, supported and nourished in the love of God.

### 3.6 Motto and Logo

**Good Shepherd Catholic Primary School motto, “Called by Name”, depicts a community where each individual is known, respected, and valued. It proclaims a community where all belong, are included, and connect with each other.**

The motto signifies the call by God to be people of respect, hope, faith, love, and reconciliation. The community is called to be a sacramental people and challenged to live out the gospel values.

Good Shepherd Catholic Primary School logo symbolises the call and connectedness in Jesus, the Good Shepherd.

This symbolism is of **Jesus** the Good Shepherd

This indigenous symbolism is of the **community**, and acknowledges the Jagera and Turriubul people as the traditional owners of the land on which the school is built.

This symbolism is of our connection with the **environment**

The placement of these symbols together in the logo, along with the motto “Called by Name”, symbolises the call and connectedness in Jesus, the Good Shepherd.

### 3.7 School colours

The school colours, of **blue and green**, symbolise Good Shepherd Catholic Primary School community’s connection with the environment.

### 3.8 Community Relationships

Good Shepherd Catholic Primary School is supported through the new Springfield parish of **Our Lady of the Southern Cross**. A key relationship within the same parish will be with the regional Catholic P-12 College, St Augustine’s College in Augustine Heights. The two schools will collaborate on important matters, such as enrolment policies and school fees; transition from primary to secondary; early childhood education and care; professional learning. The Leadership Team from both schools will meet with the Parish Priest once per Term to discuss common goals.

Over time Good Shepherd Catholic Primary School is becoming a prominent contributor within the community of Greater Springfield through relationships as per the following:
Continuing to build strong relationships with the wider church community i.e. the Archdiocese and agencies - building a strong relationship.

Building professional working relationships with Federal, State, and local government representatives and agencies, especially in Ipswich City Council

Contributing to building a professional collaborative culture with Education City precinct & neighbouring schools through sharing in one per term programs. Working closely with universities.

Developing supportive relationships with local businesses, sporting, and community organisations and welfare services

Building working partnership with Springfield Land Corporation

Gaining a deeper understanding of indigenous culture by building a relationship with the local Indigenous community

Developing a professional partnership with USQ

Building a relationship with the local media through advertising and sharing our story.

3.9 School Houses

Good Shepherd has structured four houses. These contribute to the family atmosphere of the school. These houses are McAuley, Mercy, Hutton and Bathersby.

- **McAuley** – Named after Venerable Catherine McAuley – Foundress of the Sisters of Mercy (Blue)
- **Mercy** – Named after Mary Mother of Mercy. (Navy)
- **Hutton** – Named after David Hutton – Executive Director at the time that Good Shepherd opened in 2013 (Green)
- **Bathersby** - Named after Archbishop John Bathersby who was the Archbishop at the time that the land for Good Shepherd was purchase in 2010. (Gold)

1. Educational Context

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

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

4.0 Brisbane Catholic Education Beliefs about Learning and Teaching

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

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

4.1 Visible Learning - What works best for learning?

Good Shepherd has engaged with the Visible Learning journey since 2015 which means that our roles as teachers are enhanced. Teachers become evaluators of their own teaching. According to John Hattie Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers.

All phases of schooling are informed through Brisbane Catholic Education’s Learning and Teaching Framework, Religion Curriculum P-12, and Strategic Renewal Framework. The Melbourne Declaration of Educational Goals for Young Australians identifies the important role education plays in building a democratic, equitable and just society. The document promotes two goals:
1. Promote equity and excellence for all
2. Provide opportunities for all young Australians to become successful learners, confident and creative individuals, active and informed citizens.

The Religion Curriculum P-12 is the source for all planning, learning and teaching of Religion in Brisbane Catholic Education schools.

The Australian Curriculum is the source of all curriculum planning, assessment and reporting for all learning areas covered by the Australian Curriculum. Learning areas not covered by the Australian Curriculum are sourced from the relevant state statutory body.

The Australian Curriculum is organised around phases of learning using ages as a determinant:

- 5-8 yrs. Prep – Year 2
- 8-12 yrs. Years 3 - 6
- 12-14 yrs. Years 7-8
- 14-16 yrs. Years 9-10
- 16-18 yrs. Years 11 – 12

4.2 Learning and teaching within the school community

Learning in Brisbane Catholic Education schools is underpinned by the beliefs that all learners require:

- multiple and varied opportunities to negotiate, observe, engage in, reflect on, demonstrate and enact their learning; such learning opportunities will occur in individual, small group and whole group contexts
- encouragement to learn both independently and collaboratively
- challenges to build upon current knowledge and understandings in order to create new knowledge – be co-creators of learning through supported, structured inquiry
- opportunities for learning which encompass the diverse aspects of all life experience
- classroom and school environments which are intellectually, socially and physically conducive to learning
- ready access to and use of appropriate technologies and resources to create, collaborate and communicate learning
- personalised learning
- essential skills in literacy, numeracy and ICT
• ability to solve real world problems in ways which draw upon a range of learning areas and disciplines

Learning and teaching in the Springfield Lakes community will embrace the spirit of The Good Shepherd as expressed through the school’s vision and mission statement and engage the aspirations of the residential community in which the school is situated.

3.3 Vision for Learning & Teaching

At Good Shepherd we believe that the essential focus of our school is the overall development of each child according to the needs and potential of the individual. As such, we strive to provide a curriculum that will enable the child to grow in the knowledge, skills, attitudes and values necessary to become a spiritual, well integrated, secure, self-disciplined person, confident and able to contribute to the betterment of themselves, society and the environment in which we live.

Good Shepherd Catholic Primary School has embraced the Brisbane Catholic Education Learning Framework as the starting point for planning for learning at all levels across the school.

The Learning Framework is a continuation of the school’s sustained move towards implementing a personalized learning approach to education. It challenges and supports our educators to create learning opportunities that meet the needs of our learners in the 21st century.

4.3 Phases of learning

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

Phases of Learning as outlined in the ACARA document The Shape of the Australian Curriculum

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

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

The Phases of Learning around which Good Shepherd is organised are outlined in this next section.

4.4 Good Shepherd’s Phases of Learning

Good Shepherd is committed to enhancing learning in two phases of learning Early and Middle Years defined
through developmental stages, curriculum selection and pedagogical strategies and then recognised through
facility access and uniform change.

The curriculum in the Catholic school expresses the educative vision of the school community and an
authentic understanding of Christ and his teaching. Within secular educational and social contexts the
Catholic school seeks to bring into harmony faith, culture and life. The curriculum of the Catholic school is
designed to demonstrate the value it holds for the dignity of the human person, a preferred culture of
community and its commitment to social justice and service for the common good.

At Good Shepherd Catholic Primary School, the student is at the centre of all curriculum arrangements and
interactions within the learning community. The school will offer the Australian curriculum, underpinned by
high expectations of achievement, to which all students are entitled, realised through the transformative
pedagogies of teachers. The curriculum will combine with the Catholic values and a transformative view of
learning and teaching. Experiences are designed to help students develop their knowledge, skills and
understandings in all domains of learning. Good Shepherd has been involved in Design Thinking as an
innovative process for learning and teaching. It is creating a Culture of Innovation: What are the necessary
pre-conditions to make this possible?

The reasons we want to learn, according to research curated by Guy Claxton, and borne out through our own
favourite moments of learning, are to have:

▪ responsibility for learning
▪ respect for our views on our education, being taken seriously
▪ real things to explore, not pseudo contexts
▪ choice in what, when, where and how we are learning
▪ challenge of getting our teeth into something difficult, but not demoralising, and experience the
  satisfaction of making genuine progress. Hattie states that learning is not always pleasurable and easy-
  it requires commitment to seek further challenges.
▪ collaboration so that thinking and struggling happens with others in the same boat.

What is Design Thinking? The design thinking process works well to internalise this ethos of learning. The
four stages include:

Immersion is about creating huge choice. Synthesis is about beginning to make choices and narrow that
research. Ideation is a challenging, collaborative effort which demands respect from the team as there’s
no such thing as a ‘wrong’ idea until you: Prototype it and test it and review how you could make it better.

Educating is more than teaching people to think- it is also teaching people things that are worth learning. (Chapter 3: Visible Learning
by J. Hattie: 2009).

❖ Early Years Learning

Wink, J. (2008, cited in QCEC Curriculum Policy) defines pedagogy as “the reciprocal, iterative and dynamic
process between teaching and learning. It is what goes on every day in great classrooms”. Teachers in the
Early Years achieve effective pedagogy by building partnerships to focus on the *Eight Principles of Early Years Learning* within the five contexts for learning as identified in the QSA’s Early Years Guidelines.

**Principles of Early Years Learning**

1. Children are capable and confident and have been learning since birth.
2. Children build deep understandings when they learn through all senses and are offered choice in their learning experiences.
3. Children learn best through interactions, active exploration and experimentation, and by representing their learning through a variety of modes.
4. Children’s positive dispositions to learning, and to themselves as learners, are essential for success in school and beyond.
5. Children learn best in environments where there are supportive relationships among all partners in the learning community.
6. Early childhood programs are most effective when they recognise, value and build upon the cultural and social experiences of children.
7. Building continuity of learning as children move to and through school provides foundations for their future success.
8. Assessment of young children is an integral part of learning-teaching process and is not a separate activity.

**Contexts for learning in the Early Years**

1. Play
2. Real life situations
3. Investigations
4. Routines and transitions
5. Focussed learning and teaching

**Early Years pedagogy**

- enable children to use their skills and understandings as capable learners
- enable children to have ownership of learning (locus of control/agency)
- provide opportunities for choice, play-based learning
- provide opportunities for learning associated with the factors for success in schooling; these factors are identified as social and emotional competence, health and wellbeing, language development and communication, cognitive development and approach to learning.

Teachers advocate for the various types of play by providing opportunities for families and colleagues to dialogue and make connections between their priorities, understandings and values and the explicit learning that occurs when play is skilfully and deliberately scaffolded. Technologies form a strong pathway to learning opportunities at Good Shepherd through purposeful and directed play to develop attitudes of care about the resources they use.

**Middle – Upper Primary Years learning**

The child at this stage of development is undergoing a period of transition. They seek greater independence as they try to ‘branch out’ yet require structure and modelling and set expectations to achieve this over time.

Through this transition the movement from concrete to abstract thinking and change in friendship concepts and relationships marks a formative time.
Principles for Middle to Upper Primary Years Learning (The Year three/six child)

- Children are curious, enthusiastic, easily motivated and distracted, want to please, are reward driven and excited about learning new things and learning how “I” learn
- Children discover and define friendship groups more amid a less tactful disposition but some thrive on individual responsibility

Pedagogy of Middle to Upper Primary Years

The pedagogy that best supports these children’s learning:

- matures as the students require less scaffolding, modelling, immersing and guiding and achieve greater independence in their learning
- needs to match developmental age of child as they move from learning explicit skills about co-operation with others to learning how to adjust in a pre-adolescent environment
- requires adaptability in spaces which pre-determine the scope of many activities i.e. limited available spaces forces more fixed place / desk learning modes while greater space allows for increased flexibility, variation in learning modes and increase in practical application of learning through the use of a combination of such areas as desk, floor, wet areas and outdoor areas
- requires a different approach according to the various learning areas and consequently different forms of classroom physical layouts to facilitate groups, individual and whole class work as well as explicit teaching spaces structured around tasks
- requires the teacher’s ability to negotiate tasks and be flexible – different for different students (suit individual expression).

Implications for facilities master planning

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

In facility master planning, clustered general learning spaces for groups within the phases, in one or more buildings with flexible partitioning and connected spaces must be a high priority. General learning areas, learning support and multipurpose classrooms as part of each learning cluster should have appropriate access to core school facilities such as school green space, cafeteria, administration and student services.

2. Learning & Teaching Profile

5.0 Approaches to Contemporary Learning and Teaching

Today’s world can only be described as fast and with constant change, marked by rapid developments in science and technology, and where human activity and intervention are affecting our environment. Our society is characterised by global interdependency and population diversity and mobility, and we increasingly are confronted by complex social and environmental issues we cannot avoid. As communities become multicultural and multi-religious a greater understanding of, and respect for diverse ways of living is required. The rate of technological and social change requires new ways of learning that equip students to be lifelong learners and persons better adapted to the challenges of a rapidly changing world. Good Shepherd will be equipping the students with these changes in learning as they are situated in facilities that are masterplanned for the 21st Centenary.

Implications for facilities master planning

Collaboration and connectivity with other learners

Large flexible learning clusters will allow for groups of learners to communicate, collaborate together. Ease of access will allow free flow of movement as well as groups to gather for celebrations and reflection

In the Early Years consideration is given to:

- creating a welcoming, safe, educational environment
• providing appropriate and accessible places for student displays
• wet areas internal and easily supervised
• heights of sinks to suit child size
• areas to promote parent interaction, involvement and communication
• learning areas containing mat space, table space, creative area, drama/presentation area, quiet area, storage and teacher space
• adequate storage space for a variety of materials and mobile storage spaces
• storage for students’ belongings
• provision of sound field system
• appropriate ICT infrastructure to accommodate fixed and portable devices, including electronic white boards with seamless and wireless network and internet access

Implications for facilities master planning

These precincts of facilities have design aspects that:
• are based on the Learning Street Model and have transparently interconnected spaces to maximise opportunities for integration, project based work and inquiry models of learning
• include general learning areas for each middle year level which are connected; these are several large spaces to facilitate collaborative teaching and structured learning activities where similar student groups can work across and within their year level or as individual groups
• provide a large space which is principally open allowing maximum flexibility with flexible space dividers including flooring textures indicating spaces; the open feel is maintained, with some glass internal walls; acoustic treatment of the large space
• are based on an indoor / outdoor concept allowing for movement of individual and small groups to work inside and adjacent to the classroom for project development work and / or individual activities
• maximise natural light and air while attenuating noise within the room
• have adequate display space internal and external to classrooms
• provide for storage space for students
• provide lockable storage space for teachers within learning areas and specialist facilities
• incorporate a variety of styles of furniture for adaptable layouts
• provide for maximisation of electrical recharge points for laptops both indoors and outdoors
• are able to facilitate data projectors / smart boards, speakers and wireless connectivity
• have the capacity to specialise in some way so that portions of the space can be used for such activities as:
  o projection and performance
  o teleconferencing with partner schools / classrooms through Skype etc.
  o quiet space
  o various styles of group work- talking, planning, producing

5.1 Resource centre

The Resource Centre is a central hub for learning and social and professional gathering. It provides access through electronic and print media to resources in a manner suitable for all members of the school community.

Implications for facilities master planning
• the shared facilities of resource centre and multi-purpose space are key facilities shared by all and should be central to the school’s site
• flexibly designed and furnished to cater for a range of individual and group learning situations for children and adults
• designed and furnished to manage the acquisition, processing, production, maintenance and circulation of resources
• its design supports the display of materials, themes, artefacts, multi-media productions and students’ work
• provides access through electronic and print media to resources in a manner suitable for students of all ages
• wheelchair access must extend to all facilities, displays and learning options
• seamless and wireless network and internet access

5.2 Student Well Being

Student wellbeing is supported through a team approach inclusive of Guidance Counsellors, STIE and other specialists. Members of the support team work in various settings with individuals, small and whole class groups. Each Term Good Shepherd also promotes wellbeing through a planned Wellbeing Day.

Implications for facilities master planning

• Separate student support facilities are located in close proximity to learning clusters and with easy access to leadership team
• Flexible learning spaces
• private office areas for deskwork
• meeting room(s) for support team meetings with parents, staff and other professionals
• access to specialists areas is carefully considered in order to be sensitive to confidentiality of parents
• noise: sound field system is very important as are speakers for audio visual, ICT presentations; good acoustic attenuation is important to minimise background noise
  ○ Suggestions for achieving acoustically and visually appropriate learning areas:
    ▪ internal acoustic treatment
    ▪ wiring for sound field systems
    ▪ sky lights (so natural lighting can be used rather than have interference from florescent lights)
    ▪ tinted windows to reduce glare
    ▪ no large sections of glass/windows
    ▪ carpet on floors
    ▪ cross ventilation (avoids necessity for fans)
• within a flexible design, single rooms that can be closed and sealed off – not large open classrooms; no passage ways through rooms

5.3 Worship and prayer

Prayer and Worship by children and adults on the school site is valued and seen by the parish as a significant aspect of parish growth. The gathering of all members of the school community for prayer each morning as well as weekly Community Prayer Gatherings along with special liturgies on a regular basis is a priority of the worshipping community.
**Implications for facilities master planning**

The priority of prayer and worship for the whole community means that an assembly area is designed which accommodates the facile movement to a sacred space through the use of flexible symbols and icons, for example.

Consideration may also be given to a spirituality garden, representative of the natural Australian environment, which could accommodate a student cohort and parents for class liturgy, meditation and prayer. This area would also be available for student and adult reflection addressing the need for the development of quiet “thinking” time. Due to the frenetic lifestyle of the 21st century, educational literature is emphasising the importance of nurturing reflection and quiet, integrative thinking habits in young learners as we move to promote innovation and creativity in students as they complete the primary years of schooling.

### 5.4 Environmental sustainability and development

Stewardship is a key element of the spirituality of the Archdiocese of Brisbane and is embedded in the Brisbane Catholic Education Strategic Renewal Framework. Care for the environment in which the school is located is a critical strategy motivated by this ministry of stewardship.

Listed below is an array of basic environmental developments being mainstreamed in schools.

**Water:** Planning for rainwater harvesting in addition to current practices should enable potable water to be used for toilet facilities and storage for garden / permaculture programs.

**Implications for facilities master planning:** The use of the retention ponds for curriculum activities will retain a connection between the site and the school and provide a local symbol of the school’s active care for creation.

**Energy:** The management of thermal loading through effective design, building orientation and fittings such as shading, insulation and planting should minimise the pressure for air conditioning for the school.

**Implications for facilities master planning:** Maximise natural daylight and ventilation in all facilities including the alignment of new facilities for prevailing breezes as first principles of design.

In addition the use of the most energy efficient lighting systems is expected to maintain a low ecological footprint and minimise long term maintenance costs for the school. Access grants to support installation of solar systems.

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

**Implications for facilities master planning:** The Master plan should give priority to an holistic approach to waste management and provides options for integration with learning programs such as food production within the learning clusters.

Allocation of space within the Master plan is required to allow the future possibility of a recycling station, school garden projects (permaculture), composting, worm farms and rainwater tanks for watering.
Greening and Biodiversity: A vegetation / landscaping plan should be developed in concert with the Master planning process to ensure native timbers and bushes are maximised and introduced species removed to ensure increased bio-diversity of bird and insect life.

Implications for facilities master planning: Planting should maximise the school’s architectural appearance while providing for discreet separation between areas. It may be possible to identify a ‘natural’ barrier of separation for administrative and supervision purposes.

Health and wellbeing: The self-selection of food, backed by sufficient preparation areas for local menu development and adequate frozen storage for bulk cooking are important for a process of integration of school grown produce; cooking and market garden initiatives.

For the school to maximise this opportunity within such a facility, it would also need to undertake a wide ranging process of consultation and education with students, parents and staff regarding nutrition and diet so that the cafeteria menus are driven from best practice, particularly as articulated in Queensland Government Tuck-shop Guidelines. Integration with a School Garden Program would further enhance both curriculum and a whole of school approach to health and well-being that involves modeling habits and practices as well as being a service to students.

Implications for facilities master planning: Casual eating areas and ICT enabled comfortable learning spaces means that a student focused walk through cafeteria would become a hub of discussion and casual/informal gathering by students.

Transport: Master planning for a lockable bike bay for student bikes is important to partner with local government plans for integrated bikeways across the community.

Implications for facilities master planning: Bus drop off and set down areas should be master planned in consideration of the Development Application.

5.5 Professional learning

Brisbane Catholic Education’s renewal and review processes encourage schools to direct their resources to establishing communities of inquiry that reflect on and enact practices that improve student learning.

In the development of a Professional Learning Community within a new school the focus should be upon school wide and organisation wide conditions that enable teachers within and between schools to renew and improve practice for the purpose of improving student learning.

Professional learning needs are identified and activities planned by the staff and administration of the school working in partnership. Professional Learning is also aligned to Good Shepherd’s Strategic Renewal Framework documents. Parents also engage in Professional Learning relevant to the Curriculum.
To ensure continuity of school culture in the chosen spirituality and charisms, particular attention has been given to the induction of staff prior to the establishment of the school and the continuation of the induction program for new staff in subsequent years after appointment has been made to the school.

Additional support for this process can be obtained through the Spiritual Formation Framework for the Mission of Catholic Education. Good Shepherd created the initial Induction Program in 2012 which is updated annually and planning meetings occurs each year so that new staff are inducted into Good Shepherd’s Way of Being Community.

This induction process is also appropriate for families starting at the school to ensure the evangelisation and catechisation processes build a strong cultural base in the school and wider parish community. This occurs each year in the form of a Retreat in November and Professional Development throughout the year as well as through weekly Community Prayer Gatherings. In addition Monday Morning Coffee conversations also allows for focused conversations.

Ultimately Good Shepherd, as a learning community has a positive impact upon:

- student learning processes and progress, attitudes and attendance
- individual teacher practice, morale, recruitment and retention
- leadership capacity for learning across the whole school
- a school’s capacity to engage successfully in networks and partnerships beyond the school

**Implications**

*It is recommended therefore that the principal and school leadership team be accompanied or partnered on the journey by consultants from BCE so that both support and advice can be provided in a timely and accurate manner.*

**6.0 Organisational Profile**

Organisational structures that best support the delivery of curriculum within the school are required. This occurs through frequent planning with Curriculum Consultants from Brisbane Catholic Education. Teachers bank their release hours for the purpose of planning and professional development.

**6.1 General Facilities Structure**

The curriculum gives due regard to the integrity of the various learning areas, and is responsive to the needs of learners at the various stages of development, along with the needs of the wider community. Whole school approaches to curriculum development and delivery ensure alignment between the varying elements of the curriculum: pedagogy, assessment and reporting, and lead to the creation of supportive learning environments. Similarly connections between the knowledge, skills, values, attitudes and understandings inherent in each discrete learning area are also to be forged.

In Queensland, the years of formal learning, which lay the foundations for lifelong learning, are viewed and organized according to three overlapping developmental phases. There are various transition points for students within the phases and these are considerations when grouping students for learning. Because of the large numbers of students in the middle years in a four-stream school, these year levels will be further divided into sub-clusters.
Early Years Years P – 2.
• Middle Years Years 3 - 6

Implications for facilities master planning
• the administration building is positioned for easy access by the school and wider community
• the resource centre is located well for classes to access
• a gathering space (shelter area) is located for access and use by the school community
• the school cafeteria is located within the school in terms of accessibility and use by all ages of students (and potentially, parents)
• shared facilities such as admin and resource centre are easy to access through pathway and door placement
• the casual eating areas are effectively placed and accommodate children’s needs
• learning spaces should link to form learning centres serving groups of classes of a similar developmental age; toilet, bubbler, undercover and play spaces, particularly for the Early Years, should be clustered
• building layout and design should allow for flexibility in grouping students by year levels, multiple streams, multi-age or developmental stages as the school may undergo a number of transitions as it grows in student population

Primary school site requirements
The educational facilities are broadly clustered into two groups, those for Years P-2 students in the Early Years and those for Years 3-6 students in the Middle Years. The Middle Years would have two minor clusters, one for Years 3-4 and one for Years 5-6. Common areas such as Administration and Covered Area are accessed by all student groups. The travel distances for students within clusters are to be minimised. The travel distances for staff within the school precinct are to be minimised. Multi-storied buildings are an acceptable part of a solution to these issues.

Good Shepherd has:
• an oval space that accommodates a soccer field, hard courts for tennis and basketball and a maximum of general outdoor recreation space
• a gathering space (shelter area) which is located for access and use by the school community
• the school cafeteria is located within the school in terms of accessibility and use by all ages of students
• shared facilities such as admin and covered area are easy to access through pathway and door placement
• the casual eating areas are effectively placed and accommodate students’ needs
• building layout and design should allow for flexibility in grouping students by year levels, multiple streams, multi-age or developmental stages as the school may undergo a number of transitions as it grows in student population
• learning spaces should link to form learning centers serving groups of classes of a similar developmental age; toilet, bubbler, undercover and play spaces, particularly for the Early Years, should be clustered
• the administration building positioned for easy access by the school and wider community
• a resource centre that is located well for access by all students
• a welcoming aspect and local signature reflecting the spirituality, name and charisms chosen for the Catholic school community
• a design of the entry that creates a child centred ambience and gives a friendly welcoming feel to the community
• a school site where navigation is as intuitive as possible, with transparency and openness a feature
• a school where the colour and texture of the facilities facilitates the ambience and feel while being both practical and aligned

Learning and teaching facilities
Learning and teaching should be supported through:
• provision of indoor/outdoor design and flow
• outdoor learning spaces adjacent to classrooms are functional, accessible and easily supervised
• classrooms are well insulated from external noise
• natural light as a feature in the design of learning spaces
• natural air flows between and through buildings
• flexible spaces, inside and outside classrooms, that support individual, small group and whole class work
• spaces for convening expert or guest speakers at the school
• physical education space and facilities is provided in the design and planning of the school and these are adjacent to the open spaces while forming a hub for school activities
• space for fixed and active playground activities is provided in relation to its users
• classroom design should enable both teachers and students to co-operate and collaborate with each other
• furniture design should maximise adaptability for different learning and teaching styles
• students have appropriate storage areas for school work and school bags
• classroom design supports the display of student work through both wall and wire hanging and bench display
• furniture and joinery should be appropriate to the teaching style for that year level
• a separate learning support facility is housed in a learning pod central to the school campus; this facility has flexible learning spaces, private office areas for deskwork and meeting room(s) for support team meetings with parents; the access to this specialists area should be carefully considered in order to be sensitive to confidentiality of parents

Implications for safety, security and supervision features
The school’s design should provide for:
• easily supervised play areas by a minimum number of staff
• student toilet facilities, embedded within learning pods should be easily supervised from classrooms or play areas and present as open and transparent to minimize opportunities for bullying while still allowing for discretion and privacy for each child
• children on foot or bike be separated from car or bus traffic; fencing should separate students and vehicular traffic in strategic zones
• school boundaries need to be evident to the public and to school users for security reasons
• evacuation areas in case of fire or other invasive issues should be obvious and accessible to teachers, students and parents
• car parking will provide for staff, parents and visitors
• nominated drop off and pick up points for children will need to be effective and safe
• school design will need to provide for lighting for afterhours activities at the school; positioning of major facilities of admin and resource centre close to car parking and access paths would assist in this matter
Implications for accessibility

In catering for parents and students with disabilities consideration should be given to:

- building code provisions
- wheelchair accessibility to all rooms
- space for wheel chairs in all teaching areas and areas to which parents have access
- portable sound field amplification systems are appropriate in learning areas

6.2 Leadership Structure

The leadership team in a school of 770 students consists of the Principal, Assistant Principal Religious Education (APRE) and Assistant Principal Administration (APA). Initially only the Principal and APRE appointed. In the school’s third year of operation we engaged a Primary Leading Learner as a member of the School’s Leadership Team and this made a significant difference to the various roles held by the Principal and APRE.

Staffing is appointed in line with Brisbane Catholic Education staffing policies. In a primary school there is usually one class teacher per class. Each teacher has two hours per week preparation time during school hours and this is provided through the method of banking hours for planning sessions every three weeks. Staff share the specialist roles. The role holders are provided with office space including the school councillor and Primary Leading Learners. Visiting specialists regularly require a meeting room. Learning support staff is accommodated in a dedicated learning support facility.

Initially, staff numbers are appropriate for the number of students enrolled.

Implications for facilities master planning

Typically in a school of this size appropriate facilities are required for:

- 3 leadership team
- 3 student support/counselor
- 34 teachers
- 3 secretaries
- 1 finance sec
- 16 teacher aides
- 1 tuck-shop convener
- 1 uniform shop coordinator
- 1 grounds person

The school administration has several functions. It is the administration and coordination centre for the school’s activity. It is also the principal place where the wider community interacts with the college.

- administration is an integral welcoming facility situated at the front for parents access from the car park but must also act as a first aid area and student reception from other entrances
- separate student and public entry to administration
- the public reception should communicate the school’s ethos and spirituality and enable ready access to people and information
- this core facility should be welcoming and obvious to a visitor to the school...a ‘notice me first’ facility
- the student administration is required to handle issues ranging from sick bay to student monies, teacher and leadership meetings and behaviour issues
- ensure confidentiality within offices of school administrators
• it should be possible to move between the student and public receptions without affecting privacy or general work flow of staff
• pathways to and from the administration building should be well signed and have a natural flow to the next facility without encouraging short cuts
• staff room must accommodate facilities for all staff to be present to meet for lunch etc.
• A separate learning support facility is required. This may be housed in a learning pod central to the school campus. This facility would be designed with flexible learning spaces, private office areas for deskwork and meeting room(s) for support team meetings with parents. The access to this specialists’ area should be carefully considered in order to be sensitive to confidentiality of parents.
• Student counselor office/interview accommodation, with discrete entrance
• A preparation room for teachers and teachers’ aides with separate soundproof room for photocopiers is required
• A meeting room for staff to collaborate in year level and other clusters is important and preferable near to the staff room facilities

6.3 Students

School leadership should consider models of student management and organisation in other large primary schools. To maximize success in building a school in the long term that respects the differing needs of students across the phases of learning but maximizes the school’s single identity, the following should be considered:

• subtle uniform changes through the phases of learning
• positioning of facilities for each phase for learning
• positioning of gathering points for assembly, toileting, eating and open and casual play within developmental phases

The principles underpinning the best provision of facilities is achieved by mapping organisational relationships.

The matrix below demonstrates the most important relationships for the various developmental stages of student education within the school site.

For example students in the Early Years have a greater need to have general learning areas co-located with pupil amenities and play spaces, whereas the senior primary prefer closer relationships to open spaces, library and ICT and multi-purpose spaces for drama, art and music.
Implications for facilities master planning
The school master plan should reflect the operational relationships that best match the needs of different developmental ages of students.

- the master plan facilitates, through design, social and management aspects of schooling so eating, gathering, play and learning are part of each educational phase and/or sub phase
- facilities and services are ideally best divided along the two phases of learning to create a school within the school or communities within the school community
- separate facilities for toilets for each phase is crucial to minimise bullying
- additional anti-bullying design features are considered such as decentralisation of student lockers, transparency to wash basins, external wash basins, and individualised cubicles; to be avoided is the re-creation of a hub of privacy, secrecy in hidden facilities where bullying can occur
- be master planned for a lockable bike bay for student bikes and / or college bike system for quick student access to school oval which would support energy efficient transportation; access points from the campus to the school oval are also given priority
- Development of the tuckshop in 2016 promotes and serves healthy and fresh food and beverages, and currently there is not sufficient preparation areas for local menu development as required due to OSHC also accessing the tuckshop.

6.4 Parent Community

FACE NETWORK – FAMILY AND COMMUNITY ENGAGEMENT NETWORK

During 2013 the Leadership Team worked with parents, Queensland Parents and Friends Association and Brisbane Catholic Education met each month or when required to create a different model that speaks to today’s community. Family and Community Engagement Network (FACE) was developed.

Parents participated in the workshops over our first year of operation, providing the following information which assisted in formulating the FACE Network policy which was presented at the FACE Meeting on 12 November 2014.

Parents believed that:-
• FACE gives families a voice
• FACE provides a welcoming spirit of involvement minus the obligation
• FACE is a shared responsibility and equity
• FACE provides opportunities to spread the word
• FACE provides an open communication
• FACE has a focus on Professional Development
• FACE suggests that when parents are involved children are proud and they are learning.

7.0 Resourcing

The school, particularly in its early years of development, is financially supported by the total Brisbane Catholic Education community of schools. This is an important consideration to ensure financial viability. Support for the school covers many aspects and is sourced from a number of areas. Financial Support can be split between capital and recurrent as follows:

Capital
The school site was purchased by the Archdiocese of Brisbane and was financed though the “Catholic Futures Fund”. This fund is contributed to by every Brisbane Catholic Education school community and some religious institute schools.
The majority of the capital facilities development costs will be covered through the Government Capital Grants Block Grant Authority (BGA) program. This program is administered through the Queensland Catholic Education Commission (QCEC). The BGA program supports funding for all school buildings together with basic additional allocations for landscaping, furniture and equipment (including ICT infrastructure). Capital funding through the BGA will provide between 70% and 80% of the facilities development cost requirements. The balance will have to be funded by the school by way of Archdiocesan Development Fund (ADF) long term loan arrangements.

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

**Recurrent**

Significant recurrent financial support for the school will come from Brisbane Catholic Education. Firstly, Brisbane Catholic Education funds all recurrent establishment costs during the year of construction (year prior to opening). This includes staffing costs, temporary office accommodation and initial marketing expenses.

From the year of opening the school will receive the following allocations:

- school staffing in line with the Brisbane Catholic Education staffing formula including an additional above formula new school allocation
- special establishment grant funding to cover fixed recurrent and one-off costs
- special BGA loan repayment support

Whilst the above outlines significant funding support for the school it is very important that the school establishes a tuition fee and levy structure that will ensure the long term financial viability of the school.

All resource management will be managed by the principal who will be assisted by the Senior Education Officer, Future School Planning and the Manager – Financial Services.

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

**Implications**

*It is recommended that the school’s Strategic Renewal Plan will account for resource allocations and, in the longer term, for the equitable disbursement of funds across all phases of learning.*

*The identification of non-funded projects should be made with a view to establishing funding targets for the initial P&F committee.*

*The FACE Network will be the prime source of local funds for additional physical resources.*
Home bases, learning communities and neighbourhoods

Community orientation

Accessible resources including ICT

Innovative flexible space and furniture

Multipurpose spaces

Specialist focal points
8.0 Appendix 1

Brisbane Catholic Education
New Primary School Springfield Lakes

Nominal Facility Provision

Based on assumed ultimate P to 6 enrolments as noted.
(Prep - 25, Yr 1 - 26, Yr 2 - 27, Yr 3 - 28, Yr 4 - 29, Yr 5 - 30, Yr 6 - 30; total 195 students per stream)

<table>
<thead>
<tr>
<th>Facility Type</th>
<th>DA - 3 Stream - 95 students</th>
<th>Stage 1 - 186 students</th>
<th>Ultimate - 4 Stream - 700 students</th>
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<tbody>
<tr>
<td>Library</td>
<td>No.</td>
<td>Sizem²</td>
<td>Sub-Total (m²)</td>
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<tr>
<td>Library/Resource Centre</td>
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<td>290</td>
<td></td>
</tr>
<tr>
<td>General Learning Areas</td>
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<td></td>
<td></td>
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<td>Preparatory</td>
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<td>85</td>
<td></td>
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<tr>
<td>Primary</td>
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<td>70</td>
<td></td>
</tr>
<tr>
<td>Primary Multipurpose Rooms</td>
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<td></td>
</tr>
<tr>
<td>Learning Support</td>
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<td>70</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
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<td></td>
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</tr>
<tr>
<td>PE Store</td>
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<td>35</td>
<td></td>
</tr>
<tr>
<td>Primary Covered Area (0.4.5m x 19.25m)*</td>
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<td>666</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
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</tr>
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<tr>
<td>Pupil Amenities</td>
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<tr>
<td>Preparatory Covered Area*</td>
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<td>Covered Lunch Areas*</td>
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<td></td>
</tr>
<tr>
<td>Canteen</td>
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<td>40</td>
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</tr>
<tr>
<td>Uniform Shop</td>
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<td>20</td>
<td></td>
</tr>
<tr>
<td>Primary-TOilets (E/Od.)</td>
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<td>50</td>
<td></td>
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<tr>
<td>Travel/Engineering</td>
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<td></td>
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<tr>
<td>Unclassified Vacantable*</td>
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<tr>
<td>Covered Entries (Library)*</td>
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<tr>
<td>Covered Entries (Admin)*</td>
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<td>Maintenance Store</td>
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<td>Total Area</td>
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<td>7.22</td>
<td>118%</td>
</tr>
<tr>
<td>Discontrollable Area *</td>
<td>1462</td>
<td>2.50</td>
<td></td>
</tr>
<tr>
<td>Area after 2.5 Sunlight Discount</td>
<td>3251</td>
<td>5.56</td>
<td>91%</td>
</tr>
<tr>
<td>Area after full Sunlight Discount</td>
<td>2764</td>
<td>4.72</td>
<td>77%</td>
</tr>
</tbody>
</table>

36 | Page
Appendix 2  Learning Framework

9.0

Our Beliefs are:
- Every learner is created in the image and likeness of God and inspired by the spirit, responds with passion and creativity to life.
- Every learner seeks to find meaning in life and learning and in the Catholic Christian Tradition we find meaning in the person and teachings of Jesus to grow as pertain people.
- Every learner is unique, different, like all others, like some others, like no other and we respond creatively, flexibly with a future orientation to ensure dignity and justice for all.
- Every learner is a lifelong learner, with a desire to search for truth and do what is right, accountable for choices and responsible for actions.
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enriches our world.
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the spirit to be at the service of others.

Our Goal

As a Catholic Christian community, we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners; empowered to shape and enrich our world.

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

Learning is:
- inevitably linked with living life to the full
- personal, relational and communal
- visible, active and interactive to create knowledge and meaning

We Believe

We Teach

We Learn
10. Appendix 3

Early Years Learning

Large open mat space
This learning modality is the most dominant means of providing both formal and informal modes of learning such as direct instruction to the whole class sitting as a group close to the teacher. The maximum distance would be approximately 4 m allowing for good visibility to a mobile white board, chart & large story-book. Carpet / mat time hosts many learning modalities and therefore is used as significantly as 90% of the day in some form.

Mobile white boards
Accompanying this carpet square is the need to host direct instruction through a mobile white board and /or big book stand. Whole class mounted white boards are not important. They are usually too high for the mat space. A mobile but stable interactive white board is relevant to the flexible learning spaces required for the Early Years students.

Table tops
A balance of floor, table and other furniture and equipment (mobile & flexible designs) is required.

Access to ICT
Light, portable, and adaptable ICT devices require the provision of bandwidth and electricity connection points for direct use or recharge of batteries. These are used for collaboration, communication and inquiry to support learning. Discrete recharging points are required both indoors and outdoors and high speed wireless access to data is fundamental for classrooms of today and tomorrow.

Outdoor and indoor spaces
The outdoor spaces need to be large, shaded, and rain-proof and allow for:

- creative play
- development of gross motor skills
- design and environmental play
- temporary storage of excess furniture from the classroom while still housing tables, environmental and other creative arts activities within a transparent and acoustically appropriate environment.
- outdoor seating, casual eating areas highly valued as an alternative learning modality

Many learning modalities operate discreetly within this type of space but most importantly classroom spaces that are linked to outdoor areas through transparent connections enable the classroom boundaries to expand, thus ameliorating the space issues classroom have with furniture and equipment management while still providing flexibility in student learning.

Creative area

- for arts and crafts, wet, “make mess”, areas: a creative area overlaying the carpet, table and outdoor areas support learning modalities
- sinks and other equipment/furniture used by students in these areas needs to be of an age appropriate height
- able to be supervised from general learning area, preferably integrated within or adjacent to classroom
- art drying area incorporated into learning areas.
- display space – indoor/outdoor
Dramatic play: furniture; dress-up area e.g. restaurant props
Facilitating dramatic play is one of creating space within the classroom or outdoor learning area. Therefore adaptability of furniture and creative play equipment are crucial, as is the capacity to flexibly manage carpet gathering space and tables.

Quiet area
Quiet spaces can be designed through furniture provision, as well as additional design features of nooks, window boxes etc. would enhance these opportunities.

Storage
- portable and flexible storage and display is crucial for facilitation of an adaptable learning space capable of facilitating many learning modalities indoor and outdoor
- bag-racks must be functional for children’s bags
- children’s belongings require some storage space, when tables are used, that is child height, child accessible and with lockable doors

Teacher space
The capacity to accommodate professional work and discreet storage space for teachers is highly desirable.

11. Appendix 4
Middle Years Learning
Table space
Single table spaces (60% +) of student time (i.e. desks without storage) is the most dominant learning mode in Year Three to Six classrooms. This furniture provides the most adaptability for student use either for single person use, two person use for discussion, pairing up desks for small group interaction or moving desks quickly to form a group, therefore the need for light furniture. Table space and the provision of suitable storage for personal items in the classroom are required. (Fixed Desks with storage confine students to set places and therefore decrease flexibility.)

Floor space
Prayer circles, large and small group work or explicit instruction is facilitated in this mode. This mode enables practical work especially in science and creative and practical arts, role play, group discussion.

Presentation and performance space
A presentation / performance space is required in the cluster for many activities. An adjacent delivery area for major production accommodates culminating activities to which parents may be invited. Presentation facilitates greater independent learning and capacity to build presentations of student work into multi-media and display events.

White board access
Fixed white boards are used for communicating fixed information such as long term notes for students, and organisation matters such as messages as well as magnetic display. Stable mobile white boards as well as a fixed white board support group work and focussed teaching moments as the boards facilitate ‘just-in-time’ temporary information in the form of aggregation of information, idea sharing and visual explanation. An ICT rich environment of data display involves electronic white board, or scribe mat up loaded to individual devices.
Specialist equipment

Equipment for science, art and cooking in a space contiguous with general learning areas for each year level is required. This area could open to the general learning area.

Portable ICT devices

Portable ICT devices are integrated into learning and teaching programs.

Multi-modal activity within one class

Classes: multi-tasking in different modes to support innovative learning, and to accommodate individual differences. Indoor / outdoor areas, casual work areas, comfortable individual reflection space, table space, wet areas are managed concurrently and need to be accessible to classes. Wireless and portable technologies enhance learning opportunities and increase the focus, especially for students who might otherwise disengage with traditional media.