

Education Brief

for

Unity College

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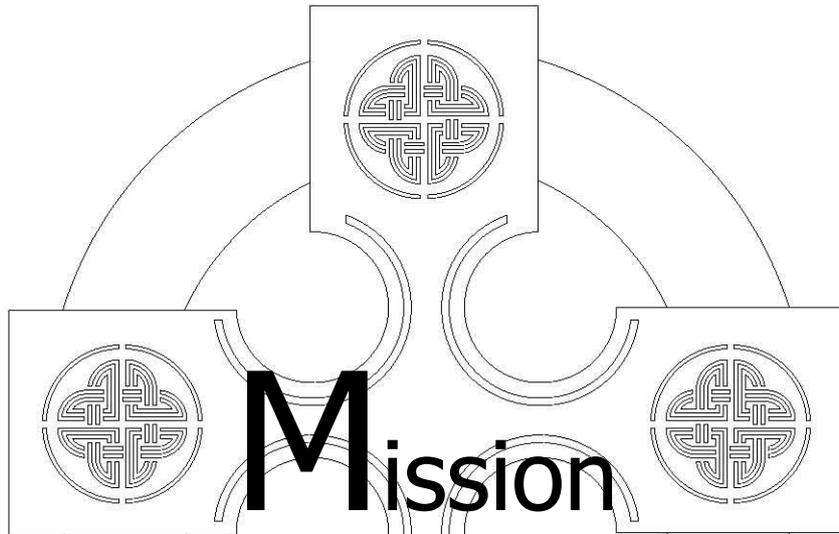
Caloundra

A collaborative enterprise in P-12 education serving the Catholic and Uniting Church communities of Caloundra City which is owned and administered by the Catholic Archdiocese of Brisbane

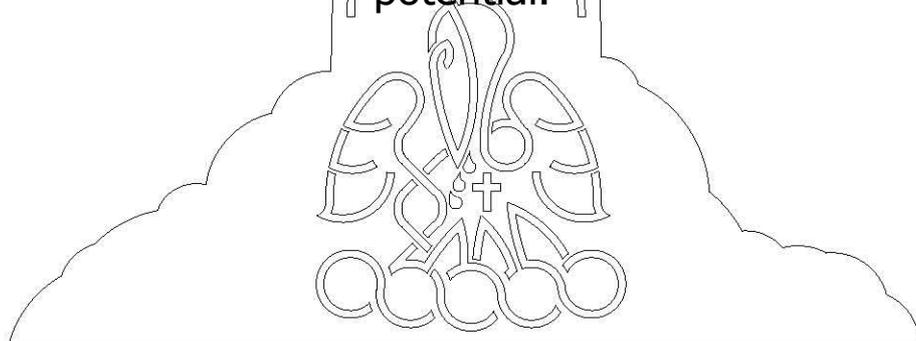
23 February, 2004

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Unity College aims to be a welcoming and supportive community of people who respect ourselves, each other and the environment. Our school seeks to provide a holistic education, striving for excellence through the teaching and demonstration of the Christian message. We strive to provide a student-focused education in a safe environment and which creates equal opportunity for all to develop to their full potential.



The Ongoing Vision and Mission of the Participating Churches :

The Catholic and Uniting Churches of Caloundra City

Our school will provide:

- a holistic education, striving for excellence through the teaching and demonstration of the Christian message.
- religious experiences and religious education for students, staff and parents.
- Opportunities for faith formation for students staff and parents because the faith journey is a lifetime experience extending beyond the years of compulsory schooling.

The School as a community will:

- Create a faith experience that will be open and inclusive of both the Uniting Church and Catholic traditions.
- Be willing to confront significant social justice, moral, environmental and political issues.
- Be willing to explore options with flexibility in relation to the community life and worship life of the School.
- Be a community which works through endeavouring to follow the School's Vision Statement.
- Celebrate life and faith joyfully.
- Be marked by a sense of inclusive community in everything we do.
- Ensure that a college Ministry Leadership Team, comprising members of Caloundra City's Uniting and Catholic Communities, will participate in ongoing discussion relating to questions of spirituality which affect the school community.

The School will seek to enable students to:

- possess a thorough knowledge and understanding of scripture and the ability to investigate spiritual questions.
- Value community.
- Develop an open enquiring mind.
- Appreciate world religions.
- Develop an working understanding of the Christian traditions highlighting the faith traditions of the founding Church communities i.e. Uniting Church and Catholic Church.
- Be able to make value-based decisions.
- Value and be able to reflect on their continuing spiritual journey.

EDUCATIONAL BRIEF FOR UNITY COLLEGE AT CALOUNDRA

1. PURPOSE

The purposes of this Education Brief are to:

- a) facilitate the establishment within Caloundra City of a new co-educational P - 12 ecumenical schooling facility as a partnership between the Catholic and Uniting Church
- b) provide for the ability to establish a P – 12 structure of education on the site and across the parish in the future as an overall objective throughout the planning phase
- c) inform the development of a Master Plan for the site which encompasses P – 12 schooling that may incorporate the possibility of future multi campus facilities within Caloundra
- d) provide the educational framework for use by the Caloundra City Steering Committee, the College Community and the Project Manager
- e) clarify aspects of leadership, management and administration as it affects Brisbane Catholic Education, participating Catholic and Uniting Church parishes and the local communities
- f) assist the selection and induction of the principal, the administration team and staff
- g) inform the professional development of staff in the establishment of the college.

2. BACKGROUND

- 2.1 The school will be known as Unity College Caloundra, and will be a master planned, coeducational P – 12 ecumenical college when completed. It is proposed to enrol students in Year P – 3 and Year 8 when it opens in 2006 subject to Government and QCEC Capital Committee approvals. The school is planned to progress to Year 7 and Year 12 by 2010. The school will be administered by Brisbane Catholic Education.
- 2.2 The site is situated within the Catholic and Uniting Church parishes of Caloundra. It is owned by the Catholic Archdiocese of Brisbane and zoned for educational purposes [usage]. Our Lady of the Rosary Catholic parish primary school is already established in the Caloundra Catholic parish. It has an enrolment of 300. It is owned and administered by the Parish of Caloundra. It is also part of the Brisbane Catholic Education community of schools administered by Brisbane Catholic Education. The Caloundra City site for the proposed ecumenical college is at Bellvista Estate. The site is 13 hectares.
- 2.3 A Canonical agreement clarifying the pastoral, financial and administrative responsibilities of the Caloundra Catholic parish and Brisbane Catholic Education will be negotiated. A Pastoral Agreement [covenant] between the participating church communities in relation to the school will be established and finalised by Semester 1, 2004.

2.4 The Strategic Perspectives study in May 2000 by Brisbane Catholic Education, identified Caloundra as an educational growth area. Prior to this publication, the pastors of the Anglican, the Lutheran, the Uniting and the Catholic Churches had identified through extended collaborative community discussions that the future development of an ecumenical college in Caloundra City was a desired pastoral and educational outcome. In 2001 the Lutheran Church established Pacific Lutheran College towards the northern boundary of Caloundra City. Towards the conclusion of 2001 the Anglican and Lutheran pastors withdrew their interest and support for an ecumenical college in Caloundra City as they have established stronger links with their own educational facilities. Throughout these years Brisbane Catholic Education was kept apprised of the developments through its dialogue with the Catholic pastor. When ultimately Fr John Dobson Catholic Pastor and Dean approached the Executive Director of Brisbane Catholic Education in 2001 to discuss the provision of Catholic schooling within the context of an ecumenical venture in the Caloundra City area an agreement was reached with the Uniting Church in Caloundra that they would act in partnership to establish an intentionally ecumenical P – 12 college. The Catholic and Uniting Churches of Caloundra City would pastorally, spiritually and religiously support the college. A Steering Committee was established to represent the community in the roles and responsibilities in developing a new college.

2.5 The Catholic Archdiocese of Brisbane will own the total complex of the new archdiocesan college. Brisbane Catholic Education will administer the college. The school will have a strong community orientation. A Pastoral School Board inclusive of parents of currently enrolled primary and/or secondary students will be formed. Membership will broadly reflect the intentionally ecumenical directions undertaken by the Catholic and Uniting parishes and the college. A collaborative relationship between the Pastoral School Board, the school administration and Brisbane Catholic Education will be a feature of the administrative practices of the school.

- The principal, leadership team and staff will demonstrate a commitment to their faith and to ecumenism. The administrative structures will be determined within the staffing policies of Brisbane Catholic Education approved by the Leadership Team and the Executive Director.
- The local Catholic and Uniting Church pastors will meet regularly to consult, liaise and communicate with the college administration. It is recommended that a Ministry Leadership Team will advise the college administration in relation to the religious, spiritual dimension of the college vision and practices. The purpose of the regular meeting of this ministry team is to discuss pastoral, theological and church community connections.
- It is proposed that the Steering Committee, after undertaking appropriate in-service, will continue to operate until a Pastoral College Board is established for the second year of the college operations. During the foundation year the Steering Committee will discern with the local community appropriate parental involvement processes and structures. These would include the establishment at the appropriate time of a Parents and Friends Association. Brisbane Catholic Education role holders will assist and facilitate this discernment.
- The Steering Committee will identify and develop with the community a structure of an Pastoral College Board during the first year of the school's operation and once the second cohort of students have been enrolled. During this time College Board Pre-service will be undertaken. Ultimately a Pastoral College Board will be established and create appropriate sub committees from the beginning of the second year of the college operation.

- The Pastoral College Board will work collaboratively with Our Lady of the Rosary Parish School to meet the needs of the total schooling mission of the Caloundra City Catholic Parish. Its focus would be as for all Pastoral Boards i.e., Mission/Vision, policy, budgeting, planning and maintenance.
 - The school fee structure and levies will be in accordance with the Catholic Education Council's recommendations and current practice within the Catholic Archdiocese. Financial and maintenance procedures will be developed as per Brisbane Catholic Education policy and recommendations re Archdiocesan primary schools and Archdiocesan Colleges. Efforts will be made to negotiate equitable family fee structures with surrounding Catholic schools.
 - Brisbane Catholic Education has developed the selection criteria for a Principal and other senior administration team members. The Steering Committee will be collaboratively involved in the development of local criteria for these positions. The Education Brief will also guide these processes.
- 2.6 The proposed College will initially provide classrooms for two streams in the primary from Preparatory Year to Year 3 extending to Year 7 by 2010. The secondary precincts will begin with facilities to cater for three streams of Year 8 students and extending each year to Year 12 in 2010 also. Master planning will allow for options, depending upon growth, to extend to a three stream primary and a five stream secondary section with a final enrolment of approximately 1200 students. Planning should allow for the exploration of other options for schooling as the College develops.
- 2.7 The challenge is to explore what educational philosophy, resources, structures and organisation could be shared, used in common or integrated into the overall P-12 concept.

3. ETHOS AND VALUES

The mission of the Caloundra ecumenical P-12 school is contained within the Vision Statements developed by the Inaugural Steering Committee. These focal statements are included at the front of this document.

The ethos of the school resides within the ecumenical commitment of the participating churches:

In an Ecumenical school the ethos, the lived expression of the school community's shared core values and beliefs, would be shaped by the collaborative spirit of all involved with the school. A special contribution to the ethos of the school would come from the traditions of the participating churches, and their efforts to journey together towards the unity Christ desired for all. In this way the ethos would be characterised by personal and communal prayer, reconciliation, openness to the Spirit's gift of unity, and by love which underpins every effort to build and celebrate relationships in the school and its community.

Reference: Catholic Archdiocese of Brisbane Ecumenical Commission,
Document for the Catholic Perspective in Ecumenical Schools, 1997 p4.

This experience is expressed in this Caloundra school community by:

- 3.1 bringing about an integration of faith, life and culture through education of the whole person - physically, socially, emotionally, intellectually and spiritually - and ensuring a balance between individual and societal needs.

- 3.2 teachers and staff attending to the education and formation of young people, assisting in the development of community, and giving expression to the values and wisdom inherent in the gospel message of Jesus and its expression in the Christian faith tradition.
- 3.3 a commitment to working with parents, the first educators, in collaborative partnership for the betterment of the Christian education of their children.
- 3.4 being places of faith, hope and love and where policies endeavour to give accessibility to all, especially the marginalised.
- 3.5 reflecting, incorporating and modelling the key elements of the Vision Statement of the school community.

The Caloundra school will reflect the ongoing vision and mission of the participating Churches. It will:

- ◇ promote high quality, inclusive Christian education
- ◇ respect and support the individual gifts, talents and needs of each member of the school community
- ◇ provide educational support to assist the growth of each person
- ◇ recognise the stages of development of students and reflect these stages in its facilities and educational programs
- ◇ welcome and involve the local participating Christian communities in its life and contribute to the life of their respective communities
- ◇ encourage the use of its facilities in out of school hours by the local communities
- ◇ develop bonds of interaction with the wider community that are of mutual benefit to the wider community and the school
- ◇ encourage and support the mission endeavours of the participating faith communities.

4. OTHER KEY ELEMENTS

4.1 Spiritual Life

This is a new concept of establishing an ecumenical school which draws on and serves existing Catholic parish resources and the culture of other participating faith communities. The agreement between the Caloundra Uniting and Catholic Churches to establish an ecumenical school with an intentional philosophy and community orientation needs ecclesial endorsement at an appropriate local level. The leaders of the churches, the Archbishop and the Uniting Church Moderator, are supportive of the development. Consideration needs to be given to the physical and aesthetic surrounds so that the spiritual development of staff, students and families within the respective participating Christian traditions is enhanced.

While government building guidelines may not support the establishment of places for worship or sacred space, every effort needs to be made to ensure that the environment, the physical layout and artefacts reflect the religious heritage of the school's Christian character and provide for gathering spaces for prayer and worship. The proximity of existing Church buildings will be an aid in this regard.

Further discussion needs to occur regarding images and symbols of the Christian tradition that are to be incorporated into the school design or artefacts.

4.2 Religious Education

All learning within the ecumenical school can contribute to the religious development of the students. Central to the religious life of the school, however, will be the provision of Religious Education in the classroom. Religious Education would be recognized as a key learning area within the school curriculum. Appropriate allocation of time, resources and qualified staff will acknowledge the value of religion as an educational activity.

Religious Education within an ecumenical school will have Jesus Christ at its heart and will provide the students with a solid grounding in the Christian faith, its history and its practice. It will also give special attention to the study of ecumenism. Such a study would give emphasis to

- *Historical moments where differences have emerged*
- *Events influencing relationships between the churches which have given rise to modern ecumenical movements.*

The school's religious life and its Religious Education program will be respectful not only of the traditions of the participating churches, but also of any other faith traditions.

Reference: Catholic Archdiocese of Brisbane Ecumenical Commission,
Document for the Catholic Perspective in Ecumenical Schools, 1997 p9.

The Guidelines for Religious Education in the Catholic Archdiocese will provide the foundational framework for developing the school's orientation and approach to Religious Education. The implementation of this framework for the classroom teaching of religious education will be supported by the Religious Education Team of Brisbane Catholic Education with input from the participating Churches.

4.3 Pedagogy

Pedagogy is the process by which knowledge is transmitted or fostered. It is the interaction between teacher, learner and the fostering of knowledge.

Appropriate pedagogy for the formation of a community of learners, aligns perfectly with those strategies indicated by both the Middle Schooling Movement, the Outcomes Based Approach to education through the Queensland Studies Authority including strategies to ensure inclusive schooling.

In essence this is a learner centred approach to teaching, which values students as lifelong learners. Such an approach sees all in the school community as co learners. The approach is emphasised by an emphasis upon four key aspects:

a) Relationships

The school and classrooms will be organised to support the development of relationships.

*"I am the good shepherd;
I know my own and my own know me." John 10:14*

*"Organisations should be of a size that promotes a sense of community and belonging among their members. Where necessary, sub-units should be created to ensure that individuals are provided with the opportunity to form cohesive groups and to participate in a base unit that will be meaningful and within which productive relationships can be generated." (*In The Middle. Schooling for Young Adolescents*, 1993, NBEET)*

Relationships will be promoted at Caloundra through:

- a) a team approach for both students, teachers and families.
- b) an emphasis on learning co-operatively and collaboratively
- c) the gradual increase in the number of teachers with whom a student relates, from Preparatory Year through to Year 12 (to reflect the developmental continua of curriculum described in 5.2)
- d) pastoral care processes and groupings of students.
- e) community liaison and partnerships of care with community members who can assist with student development.

b) Community of Learners

The challenge of the classroom is to “build wholeness and unity in a way that also preserves uniqueness and human differences.” (Dalton J., I Teach, 1992)

The classrooms at the Caloundra ecumenical school will reflect the concept of ‘communities of learners’. Features include:

Spiritual Dimensions

- a commitment to spiritual development of all
- explicit and communicated beliefs and values founded in the Christian tradition, especially the traditions of the participating churches

Teaching and Learning

- a strong commitment to policies and practices which promote high quality inclusive schooling
- a balance of independent and interdependent learning
- catering for different learning styles and intelligences
- recognising different teaching styles
- emphasis on problem based approaches to learning
- access to and use of appropriate technologies
- celebrations of learning and achievement
- inclusive language
- respect for others and their opinions, and their language, of origins, their ethnicity culture and traditions
- empowerment of learners
- behavioural management strategies
- open ended thinking encouraged
- negotiated curriculum
- Blooms taxonomy reflected - knowledge, comprehension, application, analysis, synthesis, evaluation

Partnerships

- involving members of the wider community, including the parish communities and the local community
- working with BCEC personnel in providing high quality inclusive education
- consistent implementation of policy and procedures
- genuine partnerships with parents/families
- participation and collaboration

Structures

- risk-taking in a supportive environment
- flexibility of classroom equipment, furniture, inclusions
- a learning that is active not passive
- learning technologies utilized to expand students' horizons

c) Goal Setting and Reflection

Reflection is essential and integral to the learning process.

The communities of learners will:

- a) base new learning on prior knowledge/experience
- b) be provided with opportunities to think, reason and share
- c) make connections in their learning
- d) be provided with frameworks for goal-setting
- e) establish and monitor their own goals
- f) learn how to reflect
- g) have reflection modelled
- h) evaluate individually and collectively
- i) be provided with the environment and space to reflect

d) Reflecting Stages of Development

As communities of learners, the facilities and buildings will reflect the developmental stages of student growth and learning and be clustered in such a way that optimises the areas recommended in the Commonwealth Guidelines. Buildings will be preferably single story. The design will meet the developing understandings of how best to cluster year levels for educational continuity. Education building standards relating to disability discrimination legislation will apply. The ambience of the building design and facilities will reflect a "learner friendly and learner centred" approach rather than an institutional character.

5. CURRICULUM

Within this Christian college, the ministry of teaching attends to the education of young people, assists in the formation of community, and gives expression to the values and wisdom inherent in the gospel message of Jesus and its continuing expression in the Christian faith traditions especially as expressed through the Catholic and Uniting Church traditions. The curriculum, the medium through which the teaching ministry occurs, is the totality of school experience. In this Christian college the curriculum gives due regard to the integrity of the various Key Learning Areas (KLA's), together with the needs of the learner and the wider community while seeking, in appropriate ways, an infusion of gospel values.

By means of the curriculum, and through the ministry of teaching, the school furthers its mission to be a community whose aim is the transmission of values, and whose work lies in the promotion of a faith-relationship with a triune God, revealed through Christ who gives meaning to all human life.

The Key Learning Area, Religious Education and the Religious climate that permeates this school are of particular importance in promoting this faith relationship.

(Adapted from Position Papers on Key Learning Areas Brisbane Catholic Education)

"The curriculum is best served by coherent planning of learning experiences across the spectrum of Pre School to Year 12." ("Report of the Review of the Queensland School Curriculum", 1994, Wiltshire, McMeniman & Tolhurst, p.15)

5.1 Curriculum Structures

Educational trends in recent years stress the importance of curriculum continuity and so challenge the legitimacy of some traditional barriers between levels of schooling.

Formerly the Queensland Schools Curriculum Council, formed as a result of the Review of Queensland Curriculum in 1994, reflected this trend in both its structure and its areas of responsibility. It is a requirement that the Queensland Schools Authority presents a coherent P – 12 curriculum offering. The Outcomes Based Education specified for P – 10 and the Criteria Based outcomes for Years 11 and 12 provide for the needs of students across the years of schooling.

The research for the Review of Queensland Curriculum, 1994, reported that fragmented learning is not effective; students need learning experiences that are coordinated both vertically and horizontally.

It is anticipated that a Preparatory School structure may be mandatory by 2006 at the earliest. This will have significance for age of entry and exit under ETRF reforms. Similarly reforms are anticipated that will have significance for middle years and senior years of schooling. Schools will need to respond appropriately and flexibly to such demands.

Reference should be made to the BCE *Early Years Policy Statement* and the *Roles for Lifelong Learning* in the BCE document *The Learning Framework*. Alignment of curriculum practices with these documents will promote curriculum development.

The following principles will underpin the curriculum structures of the College.

- a) Continuity through Years P-12 will be promoted in the college and in harmony with the Our Lady of the Rosary school via:
 - The Religious Education Program
 - Implementation of the Pre-school Curriculum Guidelines and Yr 1-10 Syllabuses (Queensland Studies Authority)
 - Key Learning Area organisation to reflect the syllabuses
 - School Curriculum Programs
 - Development of appropriate Curriculum Strategies
 - Outcomes-based planning, assessment and reporting practices, and moderation processes
 - A developmental approach to learning
 - Delivering a “seamless” curriculum across the compulsory years of schooling
 - The encouragement of the development of intentional relationships among students that are appropriate to their age level

- b) Selection of curriculum that is:
 - relevant
 - purposeful
 - holistic
 - dynamic
 - responsive.

- c) A balanced integrated curriculum that:
- encourages students to develop a deeper and broader understanding of themselves and their world
 - requires the learner to access knowledge and strategies across the disciplines
 - replicates the real world.

Integration of the Key Learning Areas (as appropriate) is promoted from Pre-school to Year 10, with the assumption that students then will make the transfer of knowledge independently and interdependently.

It is appropriate that a more disciplinary orientation to curriculum offerings is presented to students during the Senior Schooling years. This balanced curriculum offering must meet the need of all students respecting the multiple pathways to post school education and training that are available either in the college or through other providers. The options for students to participate in community and workplace learning should be provided. Access to suitably targeted local community priorities for vocational education and training should also be provided. Students will have opportunities to participate in the school-based New Apprenticeship Scheme.

- d) The context of learning will be informed by real life and life-like situations, and theoretical constructs, which together form a dynamic and balanced learning program.

5.2 Stages of Student Development

Schooling in Queensland currently reflects three major stages of student development: Early Years, Middle Years and Senior Years.

There are a number of transition points for students within the stages depending on the way students are grouped for learning. On this site it is recommended that students be clustered as follows: Early Years, Middle Years, Senior Years.

Early Years

Within Catholic schooling it approximates ages 4 - 8 years which ordinarily equates to Years P – 3 transition points requiring particular monitoring are the entry and exit of this stage of student development.

Consideration will be given to:

- creating a welcoming, safe, educational environment;
- identifying and accommodating spiritual, physical, behavioural, social and educational needs of students;
- providing appropriate places for communications, displays and the keeping of records;
- areas for parents to gather;
- transport flow and car parking.

Middle Years

Within Catholic schooling it approximates ages 8–12 and 12–15 which ordinarily equates to Years 4–7 and 8–10. The most significant transition point will be the movement from primary school to secondary school though the clustering of a middle schooling precinct on the site for Years 6-9 would enhance this transition.

Consideration will be given to:

- providing students with relevant information and assisting them to manage change in themselves, their society and their environment
- the curriculum and approaches to teaching and learning will respond to the contemporary understandings of young adolescents (11–15 year olds) as outlined in the National Middle Schooling research.
- Establishing linkage across existing primary and secondary schools. This will be particularly important in providing for the ease of transition for students from existing programmes and facilities at Our Lady of the Rosary Primary School, Caloundra.

Senior Years

In this school it approximates ages 15–17 which ordinarily equates to Years 11–12. Significant transition points requiring particular monitoring are the entry and exit of this stage of student development. The possible transition from Year 10 to Years 11/12 may be facilitated by providing a Year 10–12 precinct configuration for the Senior Years. Rites of passage from school to work or tertiary studies are also significant.

Considerations for the senior years include:

- career education;
- flexible timetables;
- freedom and responsibility parameters for Year 11 & 12 students
- uniform, senior area etc. while maintaining a sense of college community;
- school-based or system endorsed courses including work placement, careers education, vocational and enterprise education and training, and school based apprenticeships;
- individualised programs either within or beyond the mainstream curriculum (eg, work placement, University enrichment courses, TAFE cooperative programmes, accelerated learning programs);
- range of pathways that are available for students in the post compulsory years of schooling and beyond.

In keeping with the priority that the local community of the Caloundra City gives to the importance of sustaining the natural environment a core value in the curriculum of the college will be an appreciation and stewardship of God's creation as sacred ground. Environmental education will inform an integrated curriculum across Years 8-10. Opportunities for an appropriate senior course of studies which includes environmental education will be available within the choices available to students in the post-compulsory years of study.

5.3 Planning

- a) Curriculum will be planned collaboratively within and across Year levels to promote continuity P - 12, both within Key Learning Areas (eg for School Curriculum Programs) and across Key Learning Areas (eg for a balanced and integrated program)
- b) Attention will be given to the transition phases of students within the school community and those students entering and exiting the school from surrounding school communities
- c) Appropriate structures and processes for curriculum co-ordination and management of student transitions will be established

- d) Opportunities for cooperative planning with other educational providers in the Caloundra City environs will be explored. It will be especially useful in examining opportunities to plan cooperatively with Our Lady of the Rosary Primary School for an extended and value added curriculum in the Middle Years. Ways of extending this cooperative planning with Pacific Lutheran College and local Education Queensland schools and other colleges in Caloundra City will be an initiative that the principal and staff should encourage to extend partnerships within the community.

5.4 Professional Development

Professional development needs will be identified and activities planned by the staff and administration of the school working in partnership. These will be aligned with the school Vision and Mission Statements and School Renewal processes established by Brisbane Catholic Education. Alignment of the curriculum with the policies and practices of Brisbane Catholic Education and those of the Queensland Studies Authority will be facilitated locally. Particular attention must be given to the induction of staff when the school is established and to the induction of new staff subsequently. This education brief which will be regularly updated by the College Board through the Principal will provide a valuable educational vision and resource.

5.5 Co-curricular Activities

- a) Years P-12 opportunities and involvement will be provided as appropriate
- b) School facilities will be shared equitably, as appropriate, for all students
- c) Facilities and opportunities in the wider community that are available for co-curricular activities will be identified
- d) Activities will be systematically planned through Years P–12 to ensure a balanced co-curricular program to maximise participation for students.
- e) Community access and usage of school facilities and resources will be appropriately provided and managed.

5.6 Resources

The school will be staffed and resourced according to Brisbane Catholic Education staffing formula and practices pertaining to primary-secondary schools and approved local initiatives.

The Caloundra City Catholic and Uniting Church parishes will maintain a close relationship spiritually, religiously and pastorally with the College to serve the needs of students and parents. A close planning cooperation will be maintained with the educational community of Our Lady of the Rosary Primary School.

Some resources could be shared across the Catholic and Uniting Church communities of Caloundra City. Pastors and the ecumenical community should be involved. This might include the teaching ministry, Chaplaincy, other pastoral care support for students and staff, Care and Concern groups, Campus Minister.

The sharing of resources with other Catholic, ecumenical, Lutheran and Anglican schools in the Sunshine Coast and Wide Bay district will be encouraged so that opportunities for an extended curriculum are optimised. The cooperative planning with other educational institutions and providers particularly within the Caloundra area will also be pursued.

5.7 School Resource Centre

The School Resource Centre facilities and resources are developed to support the needs of learners, teachers and the school curriculum and are designed in response to the requirements of the school community.

The School Resource Centre provides opportunities for student engagement in well resourced learning programs

- to develop capacities for intellectual access to information;
- to support the acquisition of knowledge and understandings;
- to facilitate personal growth and
- to foster the fulfilment of students' lifelong learning potential.

The School Resource Centre is well placed to enhance information access for learners and teachers through effectively managed applications of systems, services and information technologies. The physical facilities, learning environment and services of the School Resource Centre provide space and capacity for:

- Storage and access of a wide range of information resources and equipment;
- Access to learning spaces for individuals, small groups and class groups to engage in a variety of learning and recreational activities;
- Access to information and communications technology;
- Acquisition, processing, production, maintenance and circulation of information resources;
- Displays of materials, artefacts and student learning in progress.

An appropriate Teacher-Librarian and ancillary staffing allocation enables the management of the School Resource Centre, the provision of services and the creation of a functional, welcoming environment in support of student learning outcomes.

Reference: *Learning for the Future: developing information services in Australian schools (1994/2000)*. Curriculum Corporation

5.8 Technology

A significant aspect of the curriculum of the contemporary school is the access that students have to technology as a learning resource.

The impact of technology on the Key Learning Areas is a vital area of change to be taken account of in planning. Importantly, the design of school organization and facilities needs to support various developments and transitional phases across the primary and secondary years, and must take into consideration curriculum, pedagogy and organisational aspects.

The scope of the Years 1 to 10 Technology key learning area embraces some learnings that traditionally may have been included in some lower secondary subjects such as agricultural science, business studies, home economics, information technology and industrial technology and design. Currently, there may be other secondary school subjects such as environmental studies, graphics, and marine studies in which some Technology core learning area outcomes may be developed and demonstrated.....[it] reflects the dynamic and innovative nature of technology. Learning in the Technology key learning area involves students in initiating, designing, creating, using and reflecting on products of technology. It caters in tangible ways for students' natural desires to explore, build, create and contribute to the world around them.

Technology, Years 1 to 10 Syllabus-in development, 2000

Information Technology

The use and placement of Information Technology equipment and infrastructure is partly dependent upon the siting of the Resource Centre.

Information Technology is seen as vital and integral to the teaching and learning processes used within the school community.

Information Technology, is used in a generic sense to embrace the totality of available technologies including products and processes that have been developed to meet the needs of individuals and society.

Learning Technology is concerned with the use of computers and related technologies in learning. This focus addresses the educational application of computers to enhance and extend learning and teaching. (*Computers in Learning Policy, Department of Education, Queensland, 1995*).

- a) The use of technology by teachers and students of the College will support and enhance the achievement of educational goals across the P-12 curriculum
- b) The integration of technology facilitates the achievement of many desired educational outcomes including self-directed learning, cooperative learning, increased motivation, access to global resources, problem solving ability and information literacy skills
- c) The differing levels of competency of the teachers and students in implementing technology across the curriculum will be acknowledged and addressed
- d) Planning, management and resourcing of this new school can be streamlined and developed in a systematic manner through thorough planning
- e) A process has been established to determine the best options to accommodate Internet access and communication via email for staff and students and will take into account current strategies of the LinCS project

- f) To achieve the potential of technology for enhancing student learning outcomes, the school will:
- recognise the key role of the teacher
 - provide access to appropriate technologies
 - address technical and people support issues
 - incorporate a Learning Technology policy and plan that considers the impact of possible future developments in technology
 - provide for ongoing teacher professional development
 - accommodate students with disabilities

6. Learning Environments

The learning environments at the college will:

- a) reflect the culture, and the stated ethos and values of the college
- b) recognise the stages of development of students and reflect these stages in its facilities and educational programs
- c) support the holistic development of the students, meeting the changing learning needs of students
- d) maximise the use of the natural and built environments in stimulating and creative ways
- e) respect and promote a sustainable-school environment as well as an environmentally sensitive [sustainable] design in relation to water efficiency, energy consumption, sustainable building materials, forestation, animal and plant conservation and waste management
- f) offer an inside-outside concept
- g) facilitate easy movement and flexibility both within the classroom, and between rooms and sectors of the college
- h) endeavour to provide commitment to equity principles and practices in accordance with legislation and the availability of physical, human and financial resources
- i) contain classroom resources/features/equipment which promote optimum learning environments for students and provide maximum teaching opportunities for teachers
- j) address issues of student and workplace safety, including internal and external supervision
- k) encourage the out of hours use of its facilities by the local communities
- l) include a place to gather and celebrate as a school and community – a sacred space, courtyard, assembly area or outside setting

7. PASTORAL ASPECTS

Churches as Partners

- ❖ The Caloundra Catholic Parish and the Caloundra Uniting Church have indicated a commitment to pastoral involvement in the ecumenical P –12 college community. The college community will maintain an appropriate involvement in the life of the Catholic Parish and the Uniting Church.
- ❖ Partnership arrangements between the College, and local parish communities and schools need to be defined. This will include, for example, support by the college for the parish sacramental programs. The continuing commitment by the parishes to the pastoral and liturgical life of the College will be a feature of this partnership relationship.

- ❖ Besides the understanding reached in the Canonical Agreement between the Catholic Parish of Caloundra, the Archdiocese and Brisbane Catholic Education, the Pastors of partnership churches will organise to meet regularly with the principal and the leadership team of the school to discuss issues surrounding the pastoral, theological and Church community involvement of the churches and the way in which this interacts at school level. This will be facilitated by the formation of a Ministry Leadership Team which may include the Principal and the Assistant Principal Religious Education, the Pastors of the Catholic and Uniting Churches as well as coopted members as agreed upon.
- ❖ The ecumenical focus of the Catholic and Uniting Church communities and the College's vision of increasing understanding of other Christian churches will be explained to families as they enrol.

Links with other Schools

- ❖ Links and communication with other primary schools are of paramount importance for equitable opportunities for students entering the College, particularly at significant transition points e.g. entering Year 8.

School Staff

- ❖ All staff will have a commitment to the ideals of ecumenism and the ability to work in this spirit and practice in this school. They should be committed to the values and vision expressed in the College Vision Statements included in the earlier section of the brief. As part of the application process, prospective staff will be required to provide a reference from their local pastor or Church community representative. The first criteria for the selection of staff is that they are committed members of the Catholic and/or the Uniting Church faith. In cases where this is not possible, normal BCE procedures are followed. However, ideally, all staff will be practising Christians of mainstream Christian faith groups.
- ❖ As well as the support of the Pastors and their parish associates, a College Counsellor will be appointed in accord with Brisbane Catholic Education staffing guidelines. The appointment of a Campus Minister in the secondary years will be made in accordance with Brisbane Catholic Education policy.
- ❖ Only committed Catholic and/or Uniting Church teachers will be teachers of religious education. All staff will be given a minimum time, in accordance with Brisbane Catholic Education guidelines, to gain formal accreditation to teach in this intentionally ecumenical school and/or to teach religious education in a school administered by Brisbane Catholic Education. Those not fully accredited will be given interim accreditation until they gain their formal accreditation.
- ❖ In this College the faith and conscience of students and teachers who belong to other churches is respected. Facilities will be available to the Catholic and Uniting Church pastors and associates for giving spiritual and sacramental ministrations to their own faithful who attend this college.
- ❖ The college at Caloundra will strive to ensure a gender balance within the teaching staff so that male and female role models are adequately present to the student body right from the earliest years of schooling.

Leadership

- ❖ Leadership positions within the school will be allocated and selected in accordance with Brisbane Catholic Education policy and practice. Those selected will be participating members of the Catholic or Uniting Churches.

Architectural Considerations

- ❖ Provision of an office or meeting room for pastoral personnel – pastors, parish youth workers and campus ministers – needs to be considered in the design of the school. A discrete entry/exit door should be considered in the design. This office could form a dual role and become a meeting room for other groups as well. It is recommended this be in the main administration area.
- ❖ Priority should be given to the proximity of teaching staff and pastoral coordinators to students especially in the early and middle years
- ❖ The religious symbolism of the school, clearly Christ centred, is to be considered in the overall design. There should be clear religious symbols at the entrance to the school and on the externals of the buildings.
- ❖ Classrooms should have a clear Christian symbol, perhaps a simple cross and/or crucifix, included as part of the décor.
- ❖ The covered area and multi-purpose areas need to be designed so they can be conducive for religious worship at times. Hence, consideration should be given to religious symbolism which would be incorporated in the construction of these buildings.
- ❖ Given the need to assemble whole class groups for worship, there needs to be three or four larger areas within the school – perhaps by opening partitions between classrooms – which could be made available for larger groups when necessary.
- ❖ Parent welcome and involvement will, if possible, be facilitated by provision of an area for a cup of tea and an informal social gathering on occasions
- ❖ Ideally, worship areas and informal social areas will be in close proximity.

8. COLLEGE ORGANISATION and STRUCTURE

The college organisation and structure must at all times develop and grow in partnership with Our Lady of the Rosary, Caloundra so that students and staff of both schools share the advantages of both schools as outlined in the sections dealing with P-12. Although the demographic development of Caloundra City may in the future indicate the site would be best developed at Stage 1 as a secondary [Years 8–12] college the integrity of the development of the college over time as one educational entity [Years P–12] will be maintained. Applications to the Capital Committee, the New Schools Accreditation Committee and Caloundra City Council will be made on the basis that it will be a P-12 college. From the outset the college will be presented to the public as a P –12 entity. While the education brief argues strongly for the clustering of schooling within early childhood, middle schooling and senior schooling educational and pastoral precincts, the separation of such clusters into separate organisations or schools is not envisaged.

8.1 College Administration Structure

The college administration structure should enhance and facilitate the philosophical and conceptual identity of P – 12 schooling provision across Caloundra City. The final administration structure needs to be considered in the light of the significant characteristics of the school and after the appointment of the Principal.

Currently Brisbane Catholic Education has not defined or negotiated a P –12 model of Leadership/Administration for its new schools. In the interim the models of primary and secondary schools have been adopted. This will therefore be modified over time. The advice of the Steering Committee, the Principal, the Area Supervisor and the New Schools Coordinator will inform this decision by BCEC Leadership in a timely fashion. This will need to be in place in time to inform the architectural considerations in accommodating administration personnel.

Indicative LEADERSHIP and ADMINISTRATION Structure:

- College Principal
- Head of Secondary
- Head of Primary
- Assistant Principal Administration, Secondary x 2
- Assistant Principal Religious Education, Secondary
- Assistant Principal Religious Education, Primary
- Assistant Principal Administration, Primary

An Administration Officer (liaising with the College Pastoral Board) will manage the financial and administrative requirements of the college through the principal.

The position of Middle Schooling Co-ordinator should be considered in the initial Middle Management structure. Consideration might also be given to alternative models which allow for more flexible or creative senior management structures which facilitate a holistic and developmental approach to student welfare. Liaison with administration/curriculum personnel at Our Lady of the Rosary, Caloundra will provide for continuity of teaching and learning approaches and transition practices.

Such positions will be negotiated by the principal in accord with P-12 staffing levels.

HUMAN RESOURCE IMPLICATIONS

- A commitment by Leadership/Administration personnel to work collaboratively and as a team will be a necessary and positive feature of the College.
- Location of administration, pastoral and counselling personnel, teaching and support staff will facilitate the alignment of policy and practices which provide for the developmental needs of students.
- All staff will be required to consciously and actively support the Vision and Mission of the College as well as the P –12 philosophy expressed in this education brief. Other Brisbane Catholic Education policies and guidelines will also apply.
- The principal will lead the staff and community in the implementation of the BCE Strategic Renewal Framework document. The principal will be accountable for the

establishment of a collaboratively developed School Renewal Plan in accordance with BCE requirements.

- Some staff would bring a specific focus to teaching and learning principles and practices in the middle years of schooling. Some may teach across both the primary and the secondary sectors where such arrangements are appropriate. It may be mutually advantageous that some positions may be negotiated to be funded jointly with the neighbouring Our Lady of the Rosary Parish School.
- The middle years including secondary classes would aim to have a fewer number of teachers as part of the gradual increase in the number of teachers that students relate to in the learning process.
- The issues raised in the “Stages of Development” section of this Education Brief will need to be addressed at the Master Planning stage.
- Enrolment procedures will follow policy and practices established for the management and administration of Archdiocesan Catholic Schools. This will include ascertainment processes for the enrolment of students with special needs.

8.2 Staff

To promote educational continuity and college community, while meeting particular sectional needs, staff will require:

- a) staff meeting and pastoral coordinators rooms for Middle Years and Senior Secondary staff located where the students cluster;
- b) a common staff room for all other staff;
- c) a Common Room area where all staff can meet/gather; this could be an indoor-outdoor space;
- d) flexible approaches to staff meetings – accommodation of professional development opportunities across sectors of the staff;
- e) an understanding of P-12 education and its implications for learning and teaching;
- f) Information and Communication Technology infrastructure networked to be accessible to all staff within staff workrooms, administrative area, Resource Centre and classrooms;
- g) opportunities to participate in professional development activities relevant to their needs;
- h) support teachers and teachers with specialist skills, expertise, interests who can be “shared” across P-12. Specialist work areas will need to be provided.

8.3 Students

To promote educational continuity and college community, while recognising the various stages of student development, the college will:

- a) consider the “Rites of Passage” of the students, recognising their growth and transitions through the various stages of their schooling

- b) recognise the contribution that can be offered by all students in all Year levels (e.g. sporting and cultural activities, student representative processes and student forums)
- c) promote collaborative partnerships within the school, other agencies and with the broader community

8.4 Community

- The school will have a strong community orientation. This will be demonstrated both in the planning stages and when the school is established. The vision is for facilities that will be used by the community. The community will also have access to equipment and facilities for adult learning opportunities. The foundation principal will consult the Steering Committee and when established the College Pastoral Board to determine such an appropriate use.
- Access to the school will need to accommodate a friendly welcoming atmospheres and a site that is easy to navigate. Signage should facilitate ease of access and direction.

9. SITE – DESIGN CONSIDERATIONS

The whole learning environment (inside and outside) will reflect the curriculum, be flexible enough to enable teachers to cater for different learning stages and styles, approaches to teaching (see Curriculum and Pedagogy) and maximise the use of the natural and constructed settings to create a stimulating, safe and welcoming atmosphere. The development of the site as a centre for educational excellence, and in keeping with the responsibility that the Catholic and Uniting Church communities of the Caloundra City exercises towards the natural environment, will be facilitated by the Master Plan for the college. Architects, education and planning personnel will work closely and collaboratively in partnership to bring about the best learning setting possible with the available resources. The timeline for developing this outcome should facilitate local community involvement.

9.1 History

The history of the area or past use of the land will be considered in deciding the style of buildings, the flora chosen or a feature/symbol placed at the entrance of the school. The site is environmentally sensitive as part of Caloundra City.

Further information about the local area, including aboriginal heritage and history, will be sought for the briefing of project planners and education of the school community.

9.2 Primary/Secondary facilities and positioning

It is intended that the present demand for a P -12 college will incorporate planning for facilities and resources that will accommodate a three stream facility initially which will expand to a five stream facility over time in the secondary and a two stream primary facility which will expand to a three stream facility over time.

- a) A master plan will show the interrelationship between early years, middle years and senior secondary precincts. It should consider the human aspects of many students being on one site for thirteen years by providing appropriate physical environments and pastoral boundaries across the years of schooling. For example, playground(s) catering for safety of students across a range of ages is essential. Senior students

have pastoral needs as independent young adults that should be respected in the planning of the environment.

- b) For safety reasons (e.g. numbers of students, supervision, congestion), bus dropdown and pickup areas should be planned so that students do not need to cross driveways.
- c) School facilities “footprint” will be economical and practical, while reflecting the philosophy of partnership, family/community and learning together. Some facilities should be designed for ease of use by the community during out of school hours, while respecting the rights of the chief users (the students).
- d) The design and siting of the college will be influenced by the College administrative model selected as well as the facilities necessary for the interplay of educational forces relating to Early Years, Middle Years and Senior Years. (See section 8).
- e) Initially, this project will provide for two preparatory and two streams of classes to Year 4 (primary) and three streams of classes from Year 8 (secondary). Planning shows the possible expansion to a three stream primary school, with potential to extend the preparatory rooms to three units. The Yr 1 – 3 classrooms should be located on the same part of the site as the preparatory classes and reflect a P-3 integrated philosophy and relationship. The secondary school will begin with facilities to cater for three streams of Year 8 students. Master planning will allow for options, depending upon growth, to extend to a five stream secondary section.
- f) Buildings should be clustered to allow flexibility in grouping students – Year levels, numbers of streams or developmental stages. In the Early Years, reference should be made to the Best Practice in Physical Environments P – 3 document. All classrooms should be light and cool to ensure pleasant workplaces.
- g) The design and size of learning spaces will reflect the best use of total area available through Capital Committee, the use of discounting and careful merger of the classroom and outside learning spaces. Classroom blocks should be clearly defined, free standing but linked to other areas. To maximise suitable learning space each classroom block should be indoor/outdoor in design and have wet areas, verandahs, storage and resource areas. Close multi-purpose space – eg withdrawal rooms should be provided.
- h) Other features of the learning spaces and areas to be considered are: the use of moveable walls, technology, cabling, communication systems, wet areas, balance of fixed and moveable cupboards, maximum use of wall space for display (e.g. walls of pinboard type material).
- i) Classroom Internet connections for school and home learning and provision of space for equipment and storage will be provided. Multiple connections in room – middle, front, back, side. (Refer to 5.8)
- j) Specialists/services – health, career and personal counselling, learning support will be situated to provide maximum accessibility and where appropriate, privacy. These classroom based school officers need workrooms and plenty of space. Depending on the philosophy of their practice, they may be located in:-
 - Classroom blocks
 - Near the Administration Centre
 - Resource Centre

k) Library/Resource Centre - situated to be available and be a focal point for all learners and especially the Years 8 – 12 students and teachers.

l) Administration Area/Student Services considerations

The administration should be located centrally and be staffed with appropriate secretarial and support staff. The Administration centre would include offices for shared Administration Team members, an Administration Officer and other shared staff as appropriate. The centre could have a shared full time reception with appropriate access to all offices.

Administration areas will include: Secretary area, Welcoming Area, T/A work area(s), staff room for 60 –70 including toilets and shower – one toilet in close proximity to the administration area. There would be planning/provision for offices and/or appropriate workspace for:

- College Principal
- Head of Secondary
- Head of Primary
- Assistant Principal Administration, Secondary x 2
- Assistant Principal Religious Education, Secondary
- Assistant Principal Religious Education, Primary
- Assistant Principal Administration, Primary
- Administration Officer
- Pastoral Coordinators, College Counsellor and Middle School Co-ordinator
- Pastoral / Campus Minister
- Interview rooms (that can open into a Board Room/flexible space)
- For future appointments due to Primary/Secondary growth
- Staff Common Room
- Primary and Secondary Support Teachers work rooms (larger than offices but not as big as standard classrooms)
- Areas for the storage of files and student work folios need to be provided in accordance with new reporting frameworks
- Display areas near the foyer to represent student/school achievements
- “uniform shop” and other fundraising equipment or materials require accessible storage areas
- planning area/s for teachers, particularly primary teachers, during their release time
- Adequate accommodation for student services personnel
- Appropriate protected student lockers which provide adequate storage for books, bags and change gear for extracurricular activity are a pastoral consideration

m) Separate ovals and outdoor learning spaces will be provided for the primary and secondary students. Water and drainage systems need to be considered. Opportunities for the use of all external facilities will be managed by school administration. Joint venture arrangements with neighbouring schools will be encouraged.

n) A ‘Gathering’ Area for the school, which could be utilised by parents to meet and talk casually, would be a focal point of the community setting. Its proximity to the Covered Spaces for Cultural/Physical Education could be utilised socially with appropriate seating and hospitality facilities.

- o) A gathering space for students is to be incorporated in the design. This space could be used for shelter – wet weather and sun protection, assemblies, outside sporting activities, and whole school celebrations. The aesthetics should reflect the multiple use of the area.
- p) There should be an outside, sacred, peaceful setting created utilising the natural contours. New plantings, where necessary, will exhibit Australian flora.
- q) Some planning should be done to demonstrate and educate the students and the community about good conservation habits eg. Recycling - water, paper, glass, food waste (worm farming). Ground staff should have a strong interest in this area. Adequate storage of equipment needs to be provided as well as siting the 'industry' in an appropriate, but accessible position.
- r) Provision of tuckshop. Careful consideration needs to be given to its placement, distance from various classrooms and whether there needs to be two separate tuckshops, one for primary and one for secondary. In either case, planning needs to reflect the needs, behaviour, development and size of students using the facility – from Yr 1 to Yr 12.
- s) Other users of facilities will include: before and after school care, parents and community groups. Consequences of this will be to provide adequate storage areas for students' property, users' property and access to power and tea making facilities.

9.3 Ownership/maintenance

- a) The school will be administered and operated on behalf of the Archdiocese by Brisbane Catholic Education.
- b) Brisbane Catholic Education, on behalf of the Archdiocese, will assume the management of the legal, industrial, financial [including insurance] and educational arrangements of the school.
- c) Recurrent costs will be incorporated into the Brisbane Catholic Education staffing and maintenance allocations.

9.4 Special needs

There will be ease of access throughout the site for people with special needs, young children, parents with babies and community members – ramps, single storey buildings or access from both levels if two storey buildings, special learning spaces.

9.5 Environment

- a) Aesthetic features will include provision for the physical, the sacred and the spiritual, the creative, the cognitive, the practical and the relational aspects of schooling.
- b) Planning will take into account the better use of sun, wind, water and recycling throughout the school facilities and learning environment – the self-sustaining school. Short term and long term advantages/disadvantages will determine decisions.

- c) A cool school, along with heating, use of light, sun safe provisions, seating, ease of supervision, especially playground supervision, will be considered.
- d) Outside environmental considerations contributing to curriculum support and learning will be featured e.g. use of space in close proximity to classroom such as a pergola for outside learning/activities. Other considerations will include native gardens and trees, food bearing and flowering plants, forest areas, pond life, water experiments, the plant hierarchy, plant propagation and development, conservation and recycling management, natural shade areas, weather station, physical education development, amphitheatre.

Refer to 6. (Learning Environments)

9.6 Supervision

Ease of supervision, especially playground supervision, will be considered. Attention needs to be given to separate playground areas designed especially for different age groups (eg P – 3), access to the Tuck Shop and Library by a range of ages, and access to Before and After School facilities.

9.7 Safety

The following aspects will be reflected in the plans:

- a) Clear boundaries – fences, roads, pathways;
- b) Adequate parking for staff, visitors and parents;
- c) Drop off and pick-up areas for parents of all school aged children;
- d) Safe traffic control features including realistic traffic flow, with bus zones separate from the parent/vehicular traffic;
- e) Lighting - for community use, safety and security;
- f) Security and Alarm systems. Attention should be given to architecturally and visually directing visitors to the main administration building. Convenient counter and clear procedures should be in place for all visitors to sign in and to receive and return I.D Badges.

10. FURTHER CONSIDERATIONS

10.1 Planning Group

The Brisbane Catholic Education New Schools Planning Group, coordinated by the Manager-Planning & Building Services, will oversee implementation of the Education Brief in collaborative partnership with the local community through the New Schools Coordinator.

- a) The responsibilities of this group will be to:
 - hold consultations with local and educational communities through the New Schools Coordinator
 - advise on the development of a Facilities Brief for the architectural consultant
 - coordinate the development of the master plan
 - have schematic and detailed design critiqued.
- b) Project Management will be provided by Brisbane Catholic Education Planning and Building Services working in conjunction with the Planning Group.
- c) The Planning Group will report to the Brisbane Catholic Education Planning Advisory Committee.

10.2 Staffing – Appointment processes

It is suggested that an early appointment of the Principal should occur and for this person to be part of the planning and implementation stages. It is recommended that the Principal be appointed as early as possible in the 2005 school year, having regard to the necessary State and Government protocols with regard to announcement of a new school development. Criteria will be established for the selection of personnel for this school. All industrial matters and conditions of employment will be addressed by Brisbane Catholic Education.

10.3 Ongoing Collaboration

The local Steering Committee will need to establish processes for regular dialogue and information exchange with Brisbane Catholic Education through the New Schools Coordinator especially before the appointment of the Principal.

10.4 Detailed Classroom Design

The Project Manager, the New Schools Coordinator, the newly appointed Principal and the Steering Committee will need to establish communication and consultative decision making procedures for the detailed classroom and environment design resulting from the master plan and this Educational Brief.

11. EDUCATIONAL FACILITIES SPECIFICATIONS

Separate Junior Years [P-1, Yr 2-3, Yr 4-5], Middle Years [Yr 6-7, Yr 8-9] and Senior Years [Yr 10, 11 & 12] precincts need to be created in order to have an identity, focus and culture of their own, independent of the influence of older/younger students. However, the school should be planned to allow sharing of equipment, resources and specialist facilities and, where appropriate, to allow these separate environments to be flexible and integrated. All precincts and facilities should create learning environments that enhance feelings of comfort and security and develop a sense of community.

A 'Nominal Facility Provision' needs to meet the requirements of the QCEC Capital Committee application guidelines and processes. Within this specification Facility Types are described as Library, General Learning Areas, Physical Education, Administration, Pupil Amenities, Travel/Engineering, Science, Art, Manual-Industrial Arts, Home Economics,

Music/Drama/Dance. Location of such facilities will address appropriate functional relationships.

In Master Planning, the following Centres could be considered:

- Senior Centres comprising Performing Arts, Industrial Design Technology, Visual Arts, Science and Information Technology;
- Middle Schooling Centre comprising an Integrated Technologies Centre - specialist facilities to be included are Visual Arts, Food and Textiles, Industrial Design Technology, Science and Information Technology.
- Primary School Technologies Design Centre. This could be achieved through a small reduction in the GLA size for Years above Yr 4 (theoretically including Yr 4 to 7) and adding this to one of the extra GLA's provided in the primary allocation, making a Centre (final stage) of approximately 140 square metres. This Centre would provide Information and Communication Technology, parts of Industrial Technology and Design, and parts of the Art, Food and Textiles strands. The remaining two multi-purpose areas in the primary would be utilised for music and drama and a variety of general uses and gatherings (some specialist facilities could be incorporated into the P-12 Student Services Centre mentioned below).
 - Library/Resource Centre (P-12)
 - Student Services Centre/s (P-12)
 - Administration (P-12)
 - Secondary Covered Area
 - Primary Covered Area
 - Canteen (P-12) Area or a P-5 and a Yr 8-12 area
 - PE, Sport and Recreational Centres
 - Physical Environment areas linked to the Curriculum and Teaching and Learning Centres.

In examining the functional relationships associated with the provision of specialist facilities, technologies and equipment, the establishment of clustered centres may be deemed appropriate.

The inclusion of students with disabilities needs to be facilitated. Consideration should be given to: a disability set down area in the car park; wheelchair accessibility to classrooms (door width etc); sound field amplification, disabled access to the toilets, staff areas, specialist areas and students areas.

The GLA's are the 'home' learning centre (P-12). The provision of Information Technology needs to be integrated into all GLA's as students (P-12) need to access a wide variety of technologies within the GLA setting. Current 'Standard Technology Provision in Schools' guidelines are provided in Appendix 4.

In the Senior Years, consideration could be given to constructing three interrelated Centres – The Science Centre, The Arts Centre and the Technology Centre. In staging these Centres, they could be planned in such a way to be increased in size as the education facility need arises in the developing College, as well as provide appropriate facilities for elements of the Middle Years KLA requirements/implementation.

- The Science Centre would provide specialist, general and performance laboratories catering for the science syllabus and be linked to the SOSE syllabus strand of Environmental Sustainability and Ecology and sections of the HPE syllabus. It could therefore be positioned near a planned outside 'environmental centre' and in close proximity to the gymnasium or a flat area.

- The Arts Centre would facilitate the integration of studies in Media, Dance and Drama, Music, Food and Textiles and Art. Sections of the Centre could be designed to allow multiuse during the course work and able to be opened up, utilising the main teaching areas for final production capabilities. The 'food and textiles' could equally be associated with the Science or Technology Centres with a common area being utilised for the food presentation/café style area.
- The Technology Centre would provide Information and Communication Technology, and Industrial Technology and Design and would focus on the four integrated strands of the syllabus: Technology Practice, Information, Materials, Systems.

The Steering Committee for The Ecumenical College at Caloundra

During the period from February 2002, the following persons from Caloundra and adjacent localities have attended meetings to write, critique and review this Education Brief. Other responsibilities – such as naming the college, motto and logo, uniforms, draft policy and Board formation will be taken on before the proposed opening day in 2006.

Peter Carmichael
Cathy Hughes
Jeanette Symthe
Lisa Lawlor
Kerryn Poncini
Brendan Smith
Eleanor Milligan
Debra Muir
Michael Poncini

Tony Eastwell
Pam Fletcher
Alan Morrison
Judy Morrison
Fr John Dobson
Pastor David Lowry
Kaye Ryan
John Massie
Peter Crombie

OoOOoo



The Earth Charter Initiative

THE EARTH CHARTER

PREAMBLE

We stand at a critical moment in Earth's history, a time when humanity must choose its future. As the world becomes increasingly interdependent and fragile, the future at once holds great peril and great promise. To move forward we must recognize that in the midst of a magnificent diversity of cultures and life forms we are one human family and one Earth community with a common destiny. We must join together to bring forth a sustainable global society founded on respect for nature, universal human rights, economic justice, and a culture of peace. Towards this end, it is imperative that we, the peoples of Earth, declare our responsibility to one another, to the greater community of life, and to future generations.

Earth, Our Home

Humanity is part of a vast evolving universe. Earth, our home, is alive with a unique community of life. The forces of nature make existence a demanding and uncertain adventure, but Earth has provided the conditions essential to life's evolution. The resilience of the community of life and the well-being of humanity depend upon preserving a healthy biosphere with all its ecological systems, a rich variety of plants and animals, fertile soils, pure waters, and clean air. The global environment with its finite resources is a common concern of all peoples. The protection of Earth's vitality, diversity, and beauty is a sacred trust.

The Global Situation

The dominant patterns of production and consumption are causing environmental devastation, the depletion of resources, and a massive extinction of species. Communities are being undermined. The benefits of development are not shared equitably and the gap between rich and poor is widening. Injustice, poverty, ignorance, and violent conflict are widespread and the cause of great suffering. An unprecedented rise in human population has overburdened ecological and social systems. The foundations of global security are threatened. These trends are perilous—but not inevitable.

The Challenges Ahead

The choice is ours: form a global partnership to care for Earth and one another or risk the destruction of ourselves and the diversity of life. Fundamental changes are needed in our values, institutions, and ways of living. We must realize that when basic needs have been met, human development is primarily about being more, not having more. We have the knowledge and technology to provide for all and to reduce our impacts on the environment. The emergence of a global civil society is creating new opportunities to build a democratic and humane world. Our environmental, economic, political, social, and spiritual challenges are interconnected, and together we can forge inclusive solutions.

Universal Responsibility

To realize these aspirations, we must decide to live with a sense of universal responsibility, identifying ourselves with the whole Earth community as well as our local communities. We are at once citizens of different nations and of one world in which the local and global are linked. Everyone shares responsibility for the present and future well-being of the human family and the larger living world. The spirit of human solidarity and kinship with all life is strengthened when we live with reverence for the mystery of being, gratitude for the gift of life, and humility regarding the human place in nature.

We urgently need a shared vision of basic values to provide an ethical foundation for the emerging world community. Therefore, together in hope we affirm the following interdependent principles for a sustainable way of life as a common standard by which the conduct of all individuals, organizations, businesses, governments, and transnational institutions is to be guided and assessed.

PRINCIPLES

I. RESPECT AND CARE FOR THE COMMUNITY OF LIFE

1. Respect Earth and life in all its diversity.

- a. *Recognize that all beings are interdependent and every form of life has value regardless of its worth to human beings.*
- b. *Affirm faith in the inherent dignity of all human beings and in the intellectual, artistic, ethical, and spiritual potential of humanity.*

2. Care for the community of life with understanding, compassion, and love.

- a. *Accept that with the right to own, manage, and use natural resources comes the duty to prevent environmental harm and to protect the rights of people.*
- b. *Affirm that with increased freedom, knowledge, and power comes increased responsibility to promote the common good.*

3. Build democratic societies that are just, participatory, sustainable, and peaceful.

- a. *Ensure that communities at all levels guarantee human rights and fundamental freedoms and provide everyone an opportunity to realize his or her full potential.*
- b. *Promote social and economic justice, enabling all to achieve a secure and meaningful livelihood that is ecologically responsible.*

4. Secure Earth's bounty and beauty for present and future generations.

- a. *Recognize that the freedom of action of each generation is qualified by the needs of future generations.*
- b. *Transmit to future generations values, traditions, and institutions that support the long-term flourishing of Earth's human and ecological communities.*

In order to fulfill these four broad commitments, it is necessary to:

II. ECOLOGICAL INTEGRITY

5. Protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.

- a. *Adopt at all levels sustainable development plans and regulations that make environmental conservation and rehabilitation integral to all development initiatives.*
- b. *Establish and safeguard viable nature and biosphere reserves, including wild lands and marine areas, to protect Earth's life support systems, maintain biodiversity, and preserve our natural heritage.*
- c. *Promote the recovery of endangered species and ecosystems.*
- d. *Control and eradicate non-native or genetically modified organisms harmful to native species and the environment, and prevent introduction of such harmful organisms.*
- e. *Manage the use of renewable resources such as water, soil, forest products, and marine life in ways that do not exceed rates of regeneration and that protect the health of ecosystems.*
- f. *Manage the extraction and use of non-renewable resources such as minerals and fossil fuels in ways that minimize depletion and cause no serious environmental damage.*

6. Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach.

- a. *Take action to avoid the possibility of serious or irreversible environmental harm even when scientific knowledge is incomplete or inconclusive.*
- b. *Place the burden of proof on those who argue that a proposed activity will not cause significant harm, and make the responsible parties liable for environmental harm.*
- c. *Ensure that decision making addresses the cumulative, long-term, indirect, long distance, and global consequences of human activities.*
- d. *Prevent pollution of any part of the environment and allow no build-up of radioactive, toxic, or other hazardous substances.*
- e. *Avoid military activities damaging to the environment.*

7. Adopt patterns of production, consumption, and reproduction that safeguard Earth's regenerative capacities, human rights, and community well-being.

- a. *Reduce, reuse, and recycle the materials used in production and consumption systems, and ensure that residual waste can be assimilated by ecological systems.*
- b. *Act with restraint and efficiency when using energy, and rely increasingly on renewable energy sources such as solar and wind.*
- c. *Promote the development, adoption, and equitable transfer of environmentally sound technologies.*
- d. *Internalize the full environmental and social costs of goods and services in the selling price, and enable consumers to identify products that meet the highest social and environmental standards.*

- e. *Ensure universal access to health care that fosters reproductive health and responsible reproduction.*
- f. *Adopt lifestyles that emphasize the quality of life and material sufficiency in a finite world.*

8. Advance the study of ecological sustainability and promote the open exchange and wide application of the knowledge acquired.

- a. *Support international scientific and technical cooperation on sustainability, with special attention to the needs of developing nations.*
- b. *Recognize and preserve the traditional knowledge and spiritual wisdom in all cultures that contribute to environmental protection and human well-being.*
- c. *Ensure that information of vital importance to human health and environmental protection, including genetic information, remains available in the public domain.*

III. SOCIAL AND ECONOMIC JUSTICE

9. Eradicate poverty as an ethical, social, and environmental imperative.

- a. *Guarantee the right to potable water, clean air, food security, uncontaminated soil, shelter, and safe sanitation, allocating the national and international resources required.*
- b. *Empower every human being with the education and resources to secure a sustainable livelihood, and provide social security and safety nets for those who are unable to support themselves.*
- c. *Recognize the ignored, protect the vulnerable, serve those who suffer, and enable them to develop their capacities and to pursue their aspirations.*

10. Ensure that economic activities and institutions at all levels promote human development in an equitable and sustainable manner.

- a. *Promote the equitable distribution of wealth within nations and among nations.*
- b. *Enhance the intellectual, financial, technical, and social resources of developing nations, and relieve them of onerous international debt.*
- c. *Ensure that all trade supports sustainable resource use, environmental protection, and progressive labor standards.*
- d. *Require multinational corporations and international financial organizations to act transparently in the public good, and hold them accountable for the consequences of their activities.*

11. Affirm gender equality and equity as prerequisites to sustainable development and ensure universal access to education, health care, and economic opportunity.

- a. *Secure the human rights of women and girls and end all violence against them.*
- b. *Promote the active participation of women in all aspects of economic, political, civil, social, and cultural life as full and equal partners, decision makers, leaders, and beneficiaries.*
- c. *Strengthen families and ensure the safety and loving nurture of all family members.*

12. Uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health, and spiritual well-being, with special attention to the rights of indigenous peoples and minorities.

- a. *Eliminate discrimination in all its forms, such as that based on race, color, sex, sexual orientation, religion, language, and national, ethnic or social origin.*
- b. *Affirm the right of indigenous peoples to their spirituality, knowledge, lands and resources and to their related practice of sustainable livelihoods.*
- c. *Honor and support the young people of our communities, enabling them to fulfill their essential role in creating sustainable societies.*
- d. *Protect and restore outstanding places of cultural and spiritual significance.*

IV. DEMOCRACY, NONVIOLENCE, AND PEACE

13. Strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision making, and access to justice.

- a. *Uphold the right of everyone to receive clear and timely information on environmental matters and all development plans and activities which are likely to affect them or in which they have an interest.*
- b. *Support local, regional and global civil society, and promote the meaningful participation of all interested individuals and organizations in decision making.*
- c. *Protect the rights to freedom of opinion, expression, peaceful assembly, association, and dissent.*
- d. *Institute effective and efficient access to administrative and independent judicial procedures, including remedies and redress for environmental harm and the threat of such harm.*
- e. *Eliminate corruption in all public and private institutions.*
- f. *Strengthen local communities, enabling them to care for their environments, and assign environmental responsibilities to the levels of government where they can be carried out most effectively.*

14. Integrate into formal education and life-long learning the knowledge, values, and skills needed for a sustainable way of life.

- a. *Provide all, especially children and youth, with educational opportunities that empower them to contribute actively to sustainable development.*
- b. *Promote the contribution of the arts and humanities as well as the sciences in sustainability education.*
- c. *Enhance the role of the mass media in raising awareness of ecological and social challenges.*
- d. *Recognize the importance of moral and spiritual education for sustainable living.*

15. Treat all living beings with respect and consideration.

- a. *Prevent cruelty to animals kept in human societies and protect them from suffering.*
- b. *Protect wild animals from methods of hunting, trapping, and fishing that cause extreme, prolonged, or avoidable suffering.*
- c. *Avoid or eliminate to the full extent possible the taking or destruction of non-targeted species.*

16. Promote a culture of tolerance, nonviolence, and peace.

- a. *Encourage and support mutual understanding, solidarity, and cooperation among all peoples and within and among nations.*
- b. *Implement comprehensive strategies to prevent violent conflict and use collaborative problem solving to manage and resolve environmental conflicts and other disputes.*
- c. *Demilitarize national security systems to the level of a non-provocative defense posture, and convert military resources to peaceful purposes, including ecological restoration.*
- d. *Eliminate nuclear, biological, and toxic weapons and other weapons of mass destruction.*
- e. *Ensure that the use of orbital and outer space supports environmental protection and peace.*
- f. *Recognize that peace is the wholeness created by right relationships with oneself, other persons, other cultures, other life, Earth, and the larger whole of which all are a part.*

THE WAY FORWARD

As never before in history, common destiny beckons us to seek a new beginning. Such renewal is the promise of these Earth Charter principles. To fulfill this promise, we must commit ourselves to adopt and promote the values and objectives of the Charter.

This requires a change of mind and heart. It requires a new sense of global interdependence and universal responsibility. We must imaginatively develop and apply the vision of a sustainable way of life locally, nationally, regionally, and globally. Our cultural diversity is a precious heritage and different cultures will find their own distinctive ways to realize the vision. We must deepen and expand the global dialogue that generated the Earth Charter, for we have much to learn from the ongoing collaborative search for truth and wisdom.

Life often involves tensions between important values. This can mean difficult choices. However, we must find ways to harmonize diversity with unity, the exercise of freedom with the common good, short-term objectives with long-term goals. Every individual, family, organization, and community has a vital role to play. The arts, sciences, religions, educational institutions, media, businesses, nongovernmental organizations, and governments are all called to offer creative leadership. The partnership of government, civil society, and business is essential for effective governance.

In order to build a sustainable global community, the nations of the world must renew their commitment to the United Nations, fulfill their obligations under existing international agreements, and support the implementation of Earth Charter principles with an international legally binding instrument on environment and development.

Let ours be a time remembered for the awakening of a new reverence for life, the firm resolve to achieve sustainability, the quickening of the struggle for justice and peace, and the joyful celebration of life.