

1.1

Anchor your project in strategic direction

The role of the 'Statement of Strategic Intent' is to provide your school with a concise record of why you are undertaking your project and establish a shared point of reference or record for your project team - written before design begins, in two pages or less.

How to use this worksheet

1. **Complete it early** - Before committing to design, ideally alongside the business case.
2. **Involve the right people** - Work through the questions with your principal, business manager, and project sponsor or steering group, not one person alone.
3. **Keep answers short and specific** - Use bullet points or a sentence or two per question. Avoid aspirational language - write what is true for this project.
4. **Keep it on hand** - Refer to it when scope, budget, or design decisions are being tested during delivery.
5. **Revisit if things change** - If the project's scope or rationale shifts significantly, update the statement so it stays a reliable point of reference of the project intent.

1.1 Statement of Strategic Intent - Worksheet

Date completed: 14 August 2026

Prepared by: Principal & Business Manager

Last reviewed: Update if scope or rationale changes materially

**Pre-filled
example**
for a new
performing
arts centre

Key questions

Example Response

Why is this project being undertaken?	Our existing hall no longer supports contemporary performing arts, assembly, or examination needs. Enrolment growth and an expanded co-curricular music and drama program have outstripped the current facility's capacity and technical capability.
What problem or opportunity does the project respond to?	The current hall seats 250 students against a school population of 950, forcing whole-school assemblies to run in three shifts. It also lacks acoustic treatment, backstage space, and accessible staging.
How does the project connect to:	Your school's strategic plan
	Directly delivers Strategic Priority 3: Broadening Creative and Co-Curricular Opportunity (2025-2029 Strategic Plan).
	Your school's master plan
	Identified in the 2024 Master Plan as the Stage 2 priority project, co-located with the library to form a shared arts and learning precinct.
	Your school's sustainability strategy
	Will target a 6-Star Green Star equivalent outcome and all-electric services, consistent with the school's 2030 net zero commitment.
	Timing and sequencing within the broader capital programme
	Confirmed as the Stage 2 priority following the library upgrade (Stage 1, completed 2024). Proceeding now does not compromise the Stage 3 boarding precinct works planned for 2028.

1.1 Statement of Strategic Intent - Worksheet

Key questions	Example Response
Do we have the organisational capacity and governance to deliver this project well, right now?	Not yet fully. The business manager is already carrying two other capital projects. A dedicated project lead will need to be appointed before this moves to design - the steering group has flagged this as a condition of proceeding, not a reason to delay indefinitely.
What alternative ways of meeting this need have been considered, and why were they ruled out?	Refurbishing the existing hall was costed and would not resolve seating capacity or backstage and acoustic limitations. Hiring external venues was trialled for two years but proved costly and disconnected from school culture.
Why has this approach been chosen?	A new-build performing arts centre, sized for the whole school and purpose-designed for music, drama, and assembly use, offers the best long-term value and directly supports the strategic priority for co-curricular growth.
What does success look like:	Educationally
	Every student has access to a fit-for-purpose performance space that supports the performing arts curriculum and co-curricular program.
	Operationally
	Whole-school assemblies run in a single sitting - the space is bookable for exams, events, and community hire.
	Financially
	Delivered within the approved capital budget of \$8.5M.
What are the risks to process, and how will they be managed?	Key risks are cost escalation and disruption to the co-located library during construction. These will be managed through staged procurement, early contractor engagement, and an agreed temporary library relocation plan.

1.1 Statement of Strategic Intent - Worksheet

Date completed: _____

Prepared by: _____

Last reviewed: _____

Key questions

Example Response

Why is this project being undertaken?	
What problem or opportunity does the project respond to?	
How does the project connect to:	Your school's strategic plan
	Your school's master plan
	Your school's sustainability strategy
	Timing and sequencing within the broader capital programme

1.1 Statement of Strategic Intent - Worksheet

Key questions	Example Response
Do we have the organisational capacity and governance to deliver this project well, right now?	
What alternative ways of meeting this need have been considered, and why were they ruled out?	
Why has this approach been chosen?	
What does success look like:	Educationally
	Operationally
	Financially
What are the risks to process, and how will they be managed?	

1.4

Define what design quality means for your school

This worksheet helps your school explore what design quality means for your project:

- How well it needs to work (Function)
- How well it needs to be built (Quality)
- What it should give back to its users, community and place (Contribution)

The design quality template supports your team before your brief is finalised.

How to use this worksheet

It is often easier to think visually before writing formal responses. The Function / Quality / Contribution diagram provides a worksheet to jot ideas straight into each circle, using the overlaps to capture where their thinking touches more than one dimension.

- 1. Complete it early** - Before finalising your project brief, so quality expectations inform the brief.
- 2. Involve the right people** - Work through it with your leadership team first and any other key project stakeholders, and share, advance and refine with your professional design team once appointed.
- 3. Keep answers short and specific** - A few sentences per theme is enough. Avoid aspirational language - Write what is true and specific to this project.
- 4. Keep it on hand** - Refer to it when reviewing design proposals, and especially when quality is at risk of being traded away for cost or programme concerns to help negotiate priorities.
- 5. Revisit if things change** - If your educational vision or project scope shifts, update so it stays a reliable point of reference through design and delivery.

1.4 Design Quality - Worksheet Prompts

Date completed:

Prepared by:

Last reviewed:

Design Quality	Conversation starters - Consider the following prompts to help start the process:
Function - How well it works <i>What does the project need to ensure it works well for the people who use it?</i>	• What does the project need to ensure works well for the people who use it? • What teaching and learning activities must this building support — now and as our educational programme evolves? • What spaces do we need, at what scale, and how should they relate to each other? • Who uses this building, when and how — and what does that mean for the layout and adjacencies? • How does our pedagogical approach shape the kinds of spaces we need? • What flexibility do we need as teaching practices and curriculum change across the mid to long-term?
Quality - How well it's built <i>How do we ensure the project is built well?</i>	• What level of acoustic performance do we need to support effective learning and staff wellbeing? • What thermal comfort and ventilation standards do we need for the Queensland climate? • What materials and systems will perform durably in our context and be practical to maintain? • How do we want this building to perform environmentally? • What safety and accessibility requirements must we meet — and where do we want to go beyond the minimum?
Contribution - What it achieves for its users <i>What does the project give back to its users, community and place?</i>	• What experience do we want students, staff and visitors to have when they enter and move through this building? • What sense of identity, belonging and community should it create? • How should it express our school's values, culture and connection to place and Country? • What will make this building feel like it genuinely belongs to our school and our place?

1.4 Design Quality - Worksheet Example

Date completed: 14 August 2026

Prepared by: Principal & Business Manager

Last reviewed: Update if educational vision or scope changes materially

Pre-filled example
for a new performing arts centre

Design Quality	Example Response
Function - How well it works What does the project need to ensure it works well for the people who use it?	- Supports whole-school assemblies (950), formal exams, and a growing ensemble-based music and drama program - Raked auditorium with fly tower, seating 950 - Two music rehearsal rooms + a drama studio, combinable into a larger space if enrolment grows - Backstage kept separate from public circulation - Building operates independently after hours for community hire
Quality - How well it's built How do we ensure the project is built well?	- Acoustic isolation between rehearsal rooms - Performance-grade acoustics in the auditorium, not just speech clarity - Full air conditioning — extended evening use in Queensland's climate - Durable, low-maintenance finishes in circulation and backstage areas - 6-Star Green Star equivalent outcome, all-electric services - Accessible egress extends to the stage itself, not just the auditorium floor
Contribution - What it achieves for its users What does the project give back to its users, community and place?	- Foyer feels like an occasion for performance nights, doubles as everyday assembly space - Opens onto the existing quadrangle rather than turning its back on campus - Every student performs in the space at least once — arts as core to school life - Connection to Country not yet resolved — engagement with local Traditional Owner group needed before brief is finalised

1.4 Design Quality - Worksheet

Date completed: _____

Prepared by: _____

Last reviewed: _____

Design Quality	Response
Function - How well it works <i>What does the project need to ensure it works well for the people who use it?</i>	
Quality - How well it's built <i>How do we ensure the project is built well?</i>	
Contribution - What it achieves for its users <i>What does the project give back to its users, community and place?</i>	

1.5

Develop a brief that works

This worksheet helps you collect and collate key content for your project brief - your school's most important project document.

Work through each requirement with your project team and key stakeholders. Record responses as short notes, split into Needs (the non-negotiables the project cannot succeed without) and Wants (the aspirational qualities that can flex if budget tightens).

If a quality matters to your school, it belongs in the brief. If it is not named, it will not be protected.

How to use this worksheet

- 1. Complete it early** - Before your first design team meeting, so the brief shapes the design rather than following it.
- 2. Split needs from wants** - Be explicit about what is non-negotiable and what is aspirational — this gives your design team room to innovate within real constraints.
- 3. Connect it to your Design Quality Worksheet** - your Function, Quality and Contribution notes from Section 1.4 belong in the rows below as specific, measurable requirements.
- 4. Share it widely** - Distribute to the whole project team, including the builder, not just the architect.
- 5. Revisit at every design stage** - Ask, 'are we still building what the brief asked for?' and document any change and why.

1.5 Project Brief Builder - Worksheet

Date completed: 14 August 2026

Prepared by: Principal & Business Manager

Last reviewed: Update at each design stage

Pre-filled example
for a new performing arts centre

Requirements	Needs — the non-negotiables	Wants — the aspirational
Design quality		
<i>Function</i>	- Raked auditorium seating 950 - Backstage separated from public circulation - Independent after-hours access for community hire	- Drama studio combinable with rehearsal rooms for larger ensemble work - Flexible auditorium reconfiguration for assembly / exam / performance without specialist labour
<i>Quality</i>	- Acoustic isolation between rehearsal rooms - Full air conditioning - Accessible egress to the stage, not just the auditorium floor	- 6-Star Green Star equivalent outcome - Premium finishes in the foyer beyond durability minimums
<i>Contribution</i>	Every student has the opportunity to perform in the space	- Foyer opens onto the quadrangle and feels like an occasion - Design elements reflecting connection to Country, developed with the local Traditional Owner group
Operational <i>How will the building be managed, cleaned and maintained?</i>	- Cleaning contract extended to cover the new wing within existing budget - Bookable through the school's existing venue management system	Dedicated technical officer role to manage AV and staging equipment
Budget and programme <i>What is the budget, and when is the building needed?</i>	- Delivered within the approved \$8.5M capital budget - Practical completion before Term 1, 2028 to align with co-curricular growth	Staged handover allowing partial use from mid-2027
Document any known constraints <i>Site limitations, planning requirements, heritage considerations</i>	- Site falls within the heritage overlay affecting the adjacent original hall - Existing library remains operational and accessible throughout construction - Council height overlay limits the fly tower to current hall roofline + 2m	

1.5 Project Brief Builder - Worksheet

Date completed: _____

Prepared by: _____

Last reviewed: _____

Requirements	Needs — the non-negotiables	Wants — the aspirational
Design quality		
<i>Function</i>		
<i>Quality</i>		
<i>Contribution</i>		
Operational <i>How will the building be managed, cleaned and maintained?</i>		
Budget and programme <i>What is the budget, and when is the building needed?</i>		
Document any known constraints <i>Site limitations, planning requirements, heritage considerations</i>		

1.7

Understand that governance structures vary

The role of this worksheet is to support your school to understand who holds authority for your project and at what thresholds decisions must escalate - agreed before the project begins so there is no confusion later about who decides what.

Good governance does not require complex structures. It requires clarity, agreed before the project begins and documented so that everyone knows where they stand.

How to use this worksheet

1. **Complete it early** - Before the project begins, so there is no confusion later about who decides what.
2. **Involve the right people** - Agree it with your Principal, Business Manager and Board (or relevant subcommittee) together, not unilaterally.
3. **Name people and numbers** - 'the Business Manager' is clearer than 'school leadership'. A dollar figure is clearer than 'a significant cost.'
4. **Keep it on hand** - Refer to it whenever a decision, variation or delay needs approval, so authority isn't improvised in the moment.
5. **Revisit at each project stage** - Re-confirm or update it as the project moves from Definition through Design, Delivery and Evaluation.

1.7 Project Governance Guide - Worksheet

Date completed: 14 August 2026

Prepared by: Principal & Business Manager

Design champion (if named): Head of Creative Arts

Pre-filled example
for a new performing arts centre

Key questions	Your response	Agreed	Reviewed
Who is the project sponsor, the person with day-to-day authority and accountability on behalf of the school? <i>Typically, this is the Principal or Business Manager</i>	<i>Business Manager (Jane Whitfield), with the Principal as escalation point for strategic decisions.</i>	<i>01 Aug 2026</i>	<i>Due Term 4 2026</i>
Who is authorised to approve design changes - and at what level of significance?	<i>- Business Manager approves changes under \$50,000 with no scope impact</i> <i>- Principal approves up to \$150,000 or changes affecting educational function</i> <i>- Board approves above that or anything affecting strategic intent.</i>	<i>01 Aug 2026</i>	<i>Due Term 4 2026</i>
What cost thresholds trigger Board review and approval?	<i>Any single variation over \$150,000</i>	<i>01 Aug 2026</i>	<i>Due Term 4 2026</i>
What time milestone variations trigger Board review and approval?	<i>Any delay to practical completion beyond 6 weeks against the approved programme, given the Term 1, 2028 target.</i>	<i>01 Aug 2026</i>	<i>Due Term 4 2026</i>
How will the project team communicate with the school - how often, in what format, through whom?	<i>- Fortnightly written progress report from the project manager to the Business Manager</i> <i>- Monthly steering group meeting</i> <i>- Formal Board update each term.</i>	<i>01 Aug 2026</i>	<i>Due Term 4 2026</i>
How will issues be escalated when they cannot be resolved at the project team level?	<i>Project manager to Business Manager within 48 hours</i>	<i>01 Aug 2026</i>	<i>Due Term 4 2026</i>
What is the process for approving variations - and who has authority to approve them?	<i>Variations are logged by the project manager, assessed against the approved brief and budget by the Business Manager</i>	<i>01 Aug 2026</i>	<i>Due Term 4 2026</i>

1.7 Project Governance Guide - Worksheet

Date completed: _____

Prepared by: _____

Design champion (if named): _____

Key questions	Your response	Agreed	Reviewed
Who is the project sponsor, the person with day-to-day authority and accountability on behalf of the school? <i>Typically, this is the Principal or Business Manager</i>			
Who is authorised to approve design changes - and at what level of significance?			
What cost thresholds trigger Board review and approval?			
What time milestone variations trigger Board review and approval?			
How will the project team communicate with the school - how often, in what format, through whom?			
How will issues be escalated when they cannot be resolved at the project team level?			
What is the process for approving variations - and who has authority to approve them?			

1.9

Share what you already know about your site before design begins

The 'Site Information Register' provides your school with a worksheet on which to collate and record the information you already have about your site, campus and buildings, relevant to your project, to hand to your design team as a starting point.

How to use this worksheet

- 1. Start early** -Begin collating information at project definition, before a design team is appointed.
- 2. Talk to the people who hold the knowledge** -Your facilities manager, cleaners, care taker and grounds keepers often know things no drawing does. Sit down with them directly rather than relying on written records alone.
- 3. Record 'need to source' as a status, not a gap to hide** -Acknowledgement of gaps in information is useful to your design team.
- 4. Ask for help if you need it** -If your school doesn't hold information in-house, or wants a more thorough picture, QIS BGA provides funding to support a Site Potentials and Constraints Assessment.
- 5. Hand it over at the first meeting** -Give the information to your design team alongside your brief and design quality worksheet.

1.9 Site Information Register - Worksheet

Date completed: 01 August 2026

Prepared by: Business Manager, with facilities manager and groundskeeper

Last reviewed: update before design team appointment

Pre-filled example
for a new performing arts centre

Useful information to share with your design team	Source and format	Status	Notes/ Other useful information
Existing drawings, reports & asset registers However incomplete or out of date	- Business manager - Facilities manager - Archived consultant reports	Need to source	As-built drawings for the 1998 hall extension are missing. Requesting original structural report from council's building file.
Known site conditions - Drainage patterns - Services locations - Contamination history - Heritage overlays - Asbestos registers	- Facilities manager - Council records - Prior environmental or heritage reports	Have it	Asbestos register current (2024). No heritage overlay on this precinct. Stormwater map is 15 years old and doesn't show recent drainage works near the hall.
Maintenance history & recurring issues What gets fixed repeatedly, and why	- Facilities manager - Maintenance logs	Have it	Acoustic ceiling tiles in the existing hall have failed twice in 10 years — moisture ingress from an undocumented roof issue. Full repair log held by facilities manager.
Day to day patterns of use Notable patterns of use across the campus- daily, weekly and annually, including events that affect access and traffic.	- Facilities manager - Groundskeeper - Events / calendar coordinator	Have it	Peak pedestrian traffic at drop-off (8:00-8:30am) crosses the proposed building footprint. Whole-school assemblies currently run in three shifts.
Planning & development history - Existing Master Plan - Conditions from previous approvals that have not yet been discharged - Covenants, easements, overlays	- Business manager - Council planning records	Need to source	Original 1998 DA conditions not on file. Requesting from council — may affect setback assumptions for the new build.
Other – Add your own For example: - Community commitments -what's been promised and not yet delivered - Construction-in-a-live-school logistics, contractor access, noise/ dust-sensitive times, holidays vs term-time - Anything your facilities manager or groundskeeper flags as important that doesn't fit above	- Principal - Business manager - Board minutes	Have it	2022 community consultation promised retention of the memorial garden adjoining the existing hall — not yet addressed in project scope.

1.9 Site Information Register - Worksheet

Date completed:

Prepared by:

Last reviewed:

Useful information to share with your design team	Source and format	Status	Notes/ Other useful information
Existing drawings, reports & asset registers • However incomplete or out of date			
Known site conditions • Drainage patterns • Services locations • Contamination history • Heritage overlays • Asbestos registers			
Maintenance history & recurring issues • What gets fixed repeatedly, and why			
Day to day patterns of use • Notable patterns of use across the campus- daily, weekly and annually, including events that affect access and traffic.			
Planning & development history • Existing Master Plan • Conditions from previous approvals that have not yet been discharged • Covenants, easements, overlays			
Other – Add your own For example: • Community commitments -what's been promised and not yet delivered • Construction-in-a-live-school logistics, contractor access, noise/ dust-sensitive times, holidays vs term-time • Anything your facilities manager or groundskeeper flags as important that doesn't fit above			