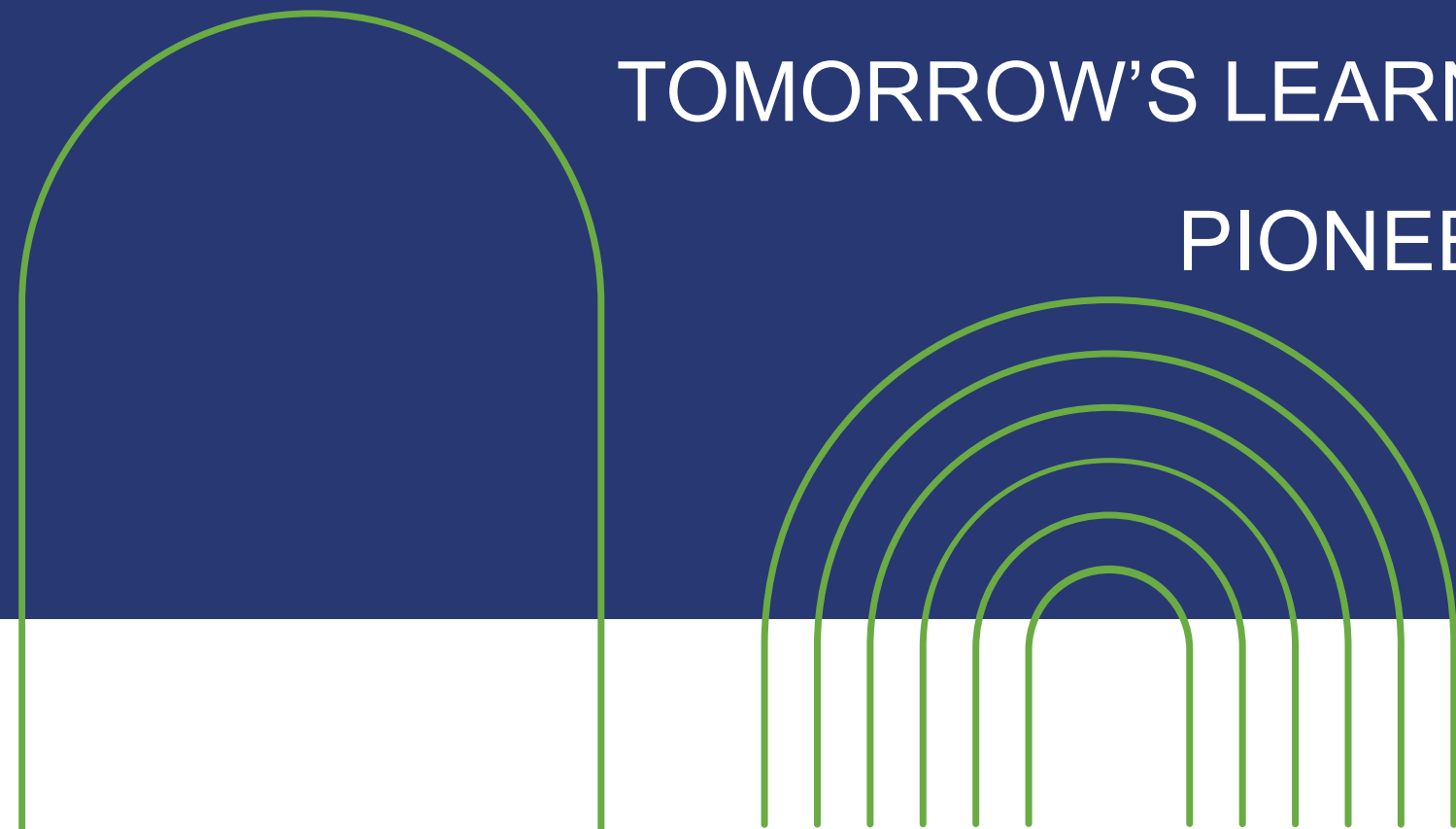


LEARNING ENVIRONMENTS QUEENSLAND CHAPTER 2026 PECHA KUCHA

TOMORROW'S LEARNING ENVIRONMENTS :
PIONEERING SUSTAINABILITY



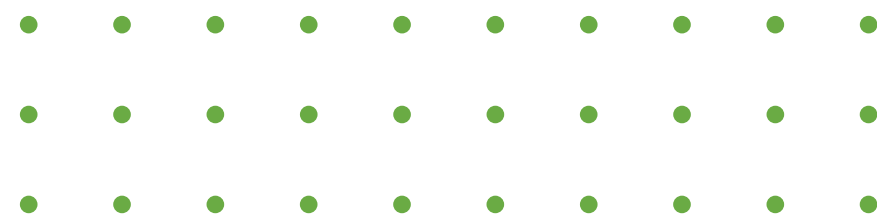


WELCOME





- 01. CATHRYN CHATBURN - URBANENQUIRY**
- 02. EMILY LOW – HARRINGTON & LOW CONSULTING**
- 03. DOMINIKA RICHARDS - DIECKE RICHARDS**
- 04. BRENDAN HOGAN - INTERFACE**
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- 08. BEN VIELLE - M3ARCHITECTURE**
- 09. LAUREN TULL - BALMORAL SHS**

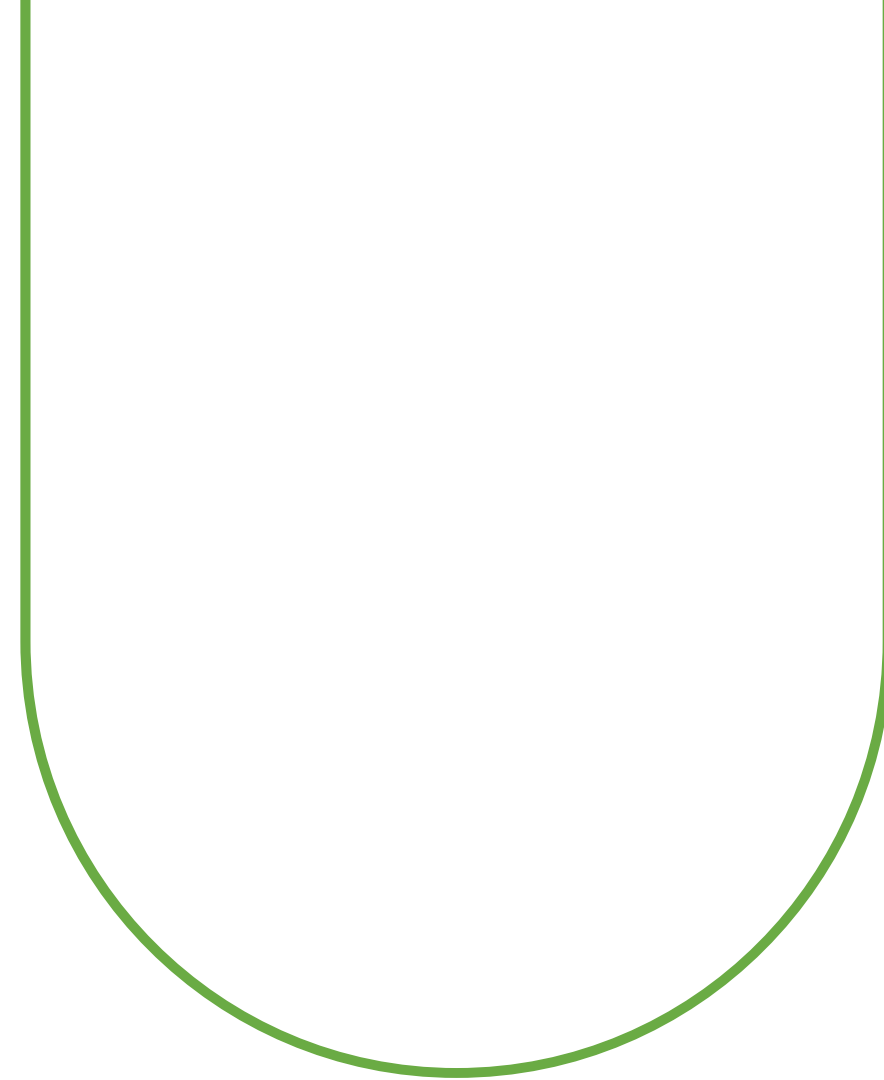


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01.

CATHRYN CHATBURN

URBANENQUIRY

Fail to Plan ... Plan to Fail



Fail to plan.....plan to fail

Bridging the gap between ambition and outcome

APRIL 2026



A shared ambition

We all want spaces that support learning, wellbeing, and long-term value - for our communities.

The value is understood

'Perhaps the most influential settings in a child's development are the places where they learn – schools, outdoor spaces and places of informal learning. Creating healthy and vibrant learning environments can have both physical and psychological benefits and can also function as sources of learning themselves – architecture as pedagogy about living sustainably within our environment.'

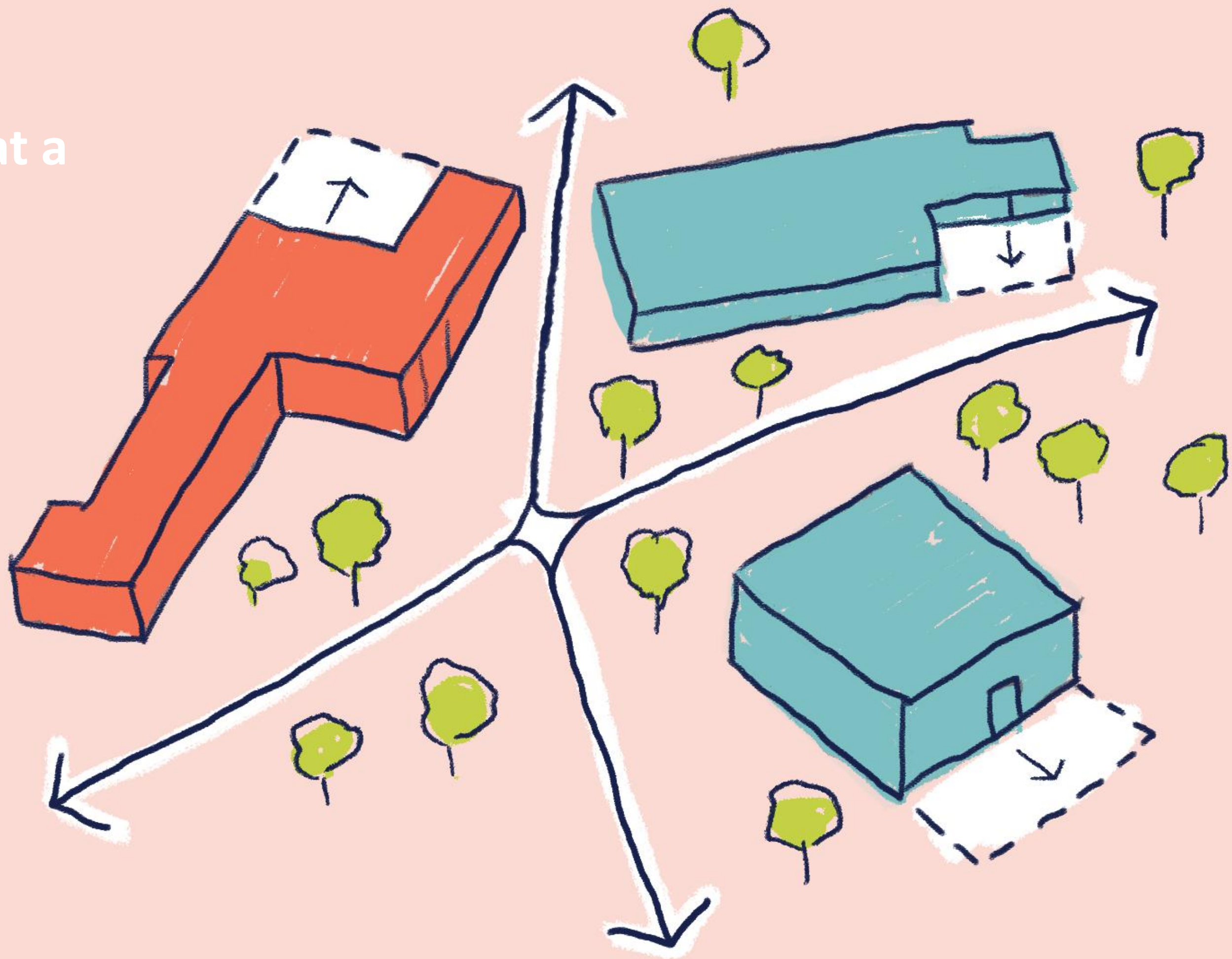
Professor Laura Lee

An integrated design strategy for South Australia: building the future

Source: Good Design and Education, Office of the Victorian Government Architect



Sustainability at a system scale



Fragmented and reactive

Without a plan these elements are considered in isolation – rather than as a connected system.

External spaces



Buildings



Movement



Activities



Infrastructure



Lost in translation



Knowledge gap

The issue is not a lack of intent..... But a lack of shared understanding of value and process

The issues

Wide variety in the level of understanding of the benefit (for the money invested) provided to the school once a master plan is produced.



The opportunities

Support increased capability, consistency, and quality in the development and delivery of master plans for schools, their students, and staff

No minimum standard defining what a master plan should include.



Enhance the economic and social value of the process and project outcomes. Acknowledging both are inter-related.

Limited guidance on an appropriate process for the development of a master plan.



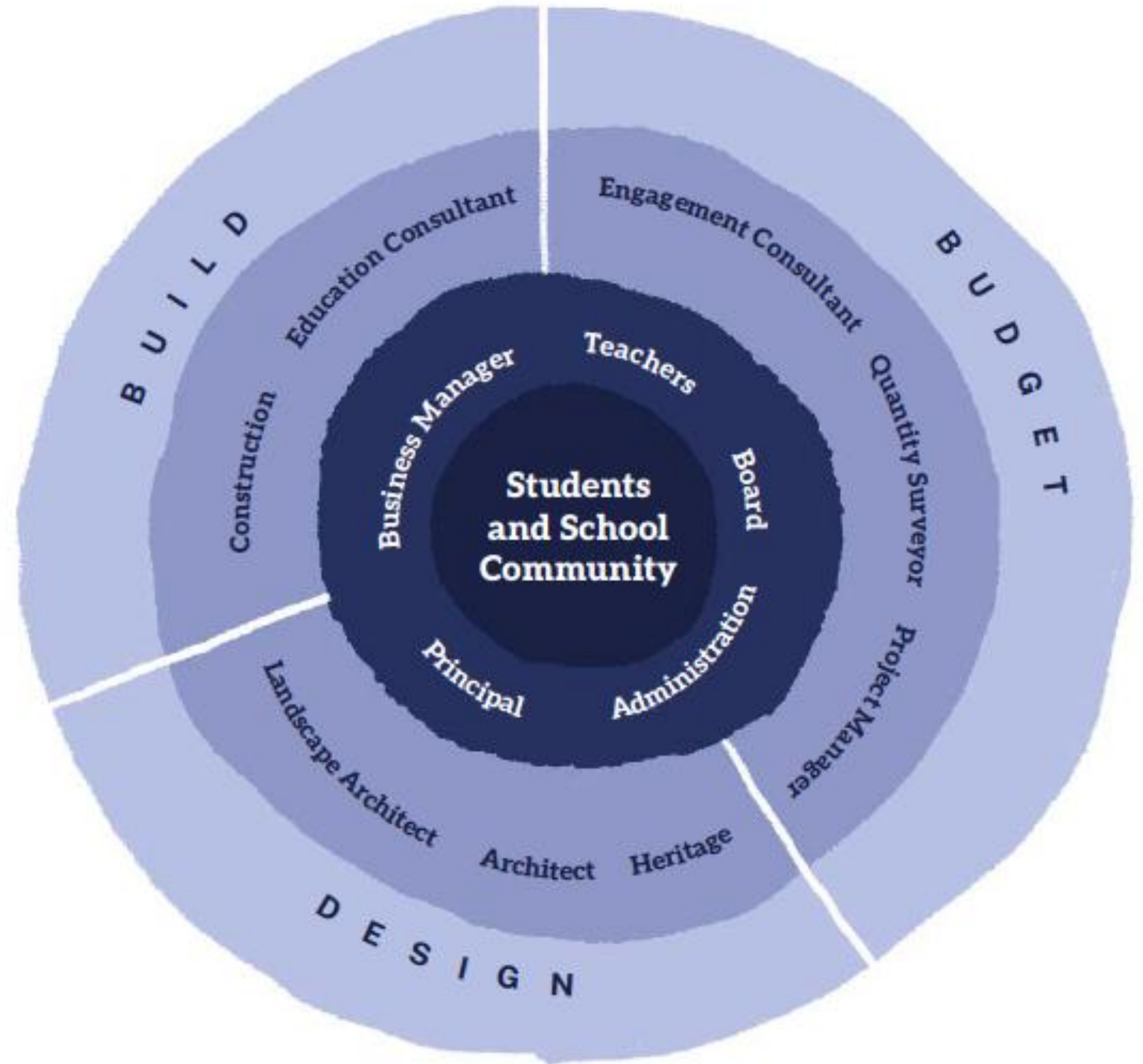
Define a standard framework for School Master Plans, including the process for their development that would be suitable for all schools.

Elevate design literacy



Support active participation

Positioning the school priorities at the heart of decision-making.



Project Team

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

Navigate complexity

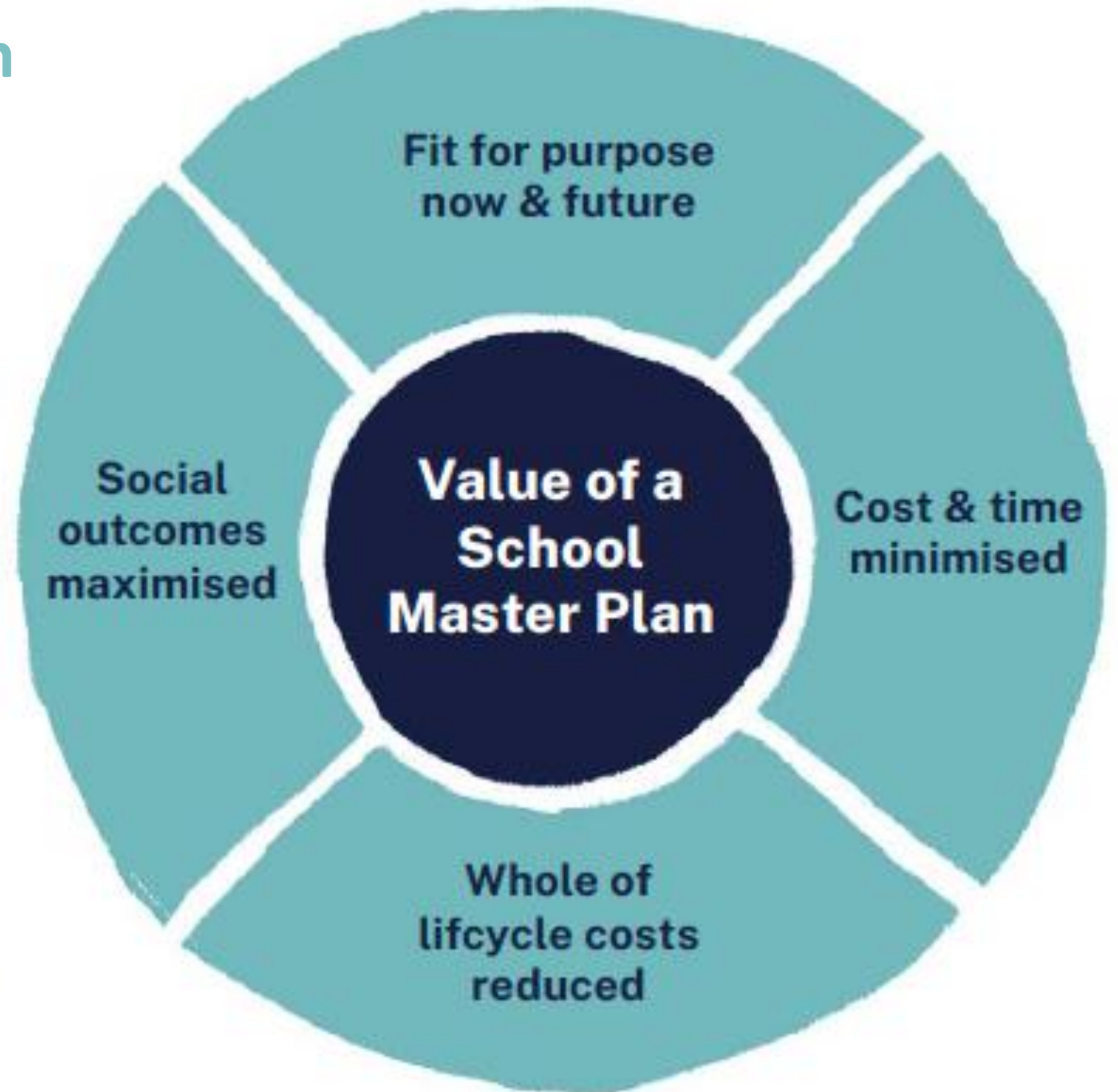


What is good master plan?

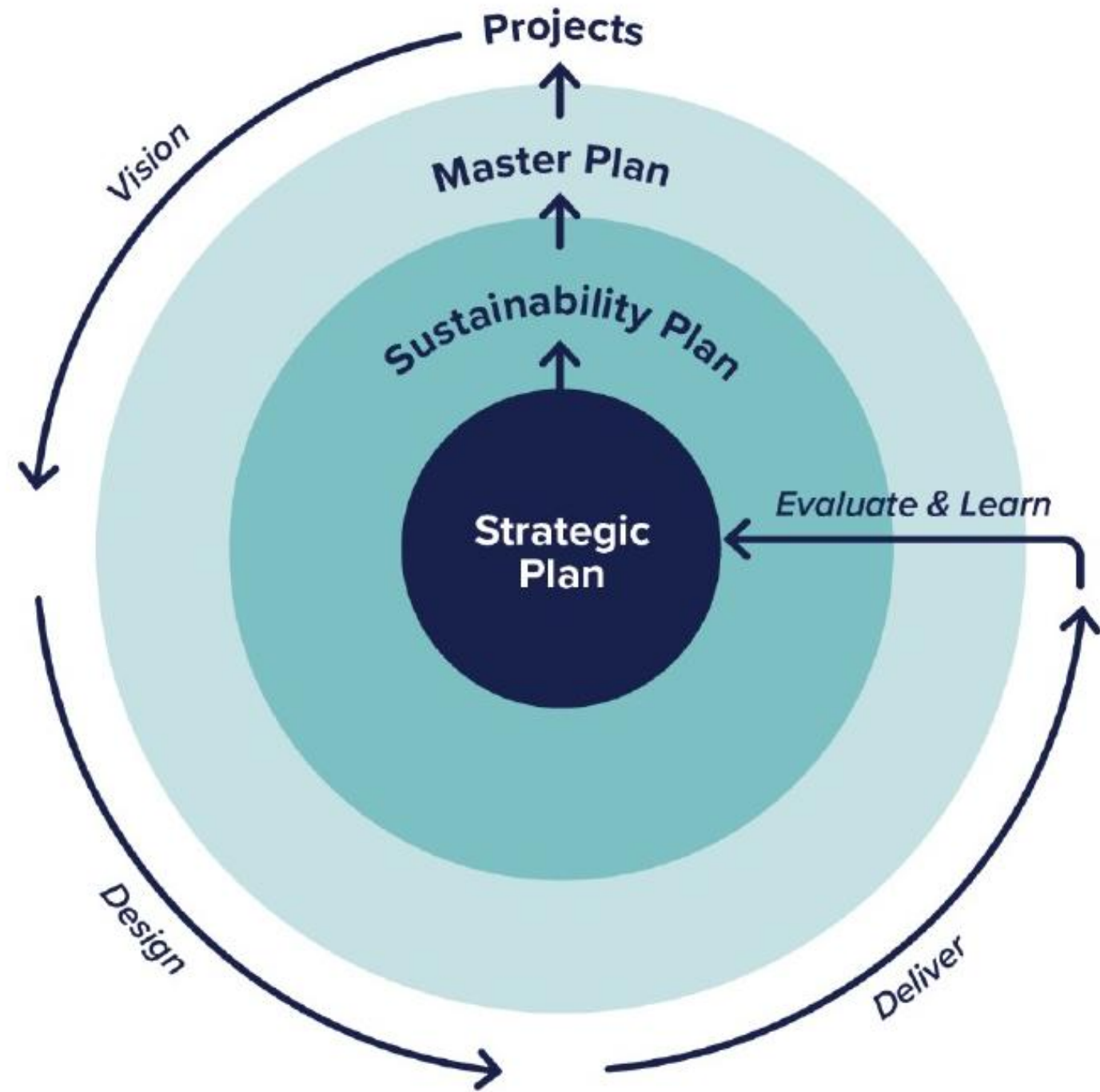


The value of a good master plan

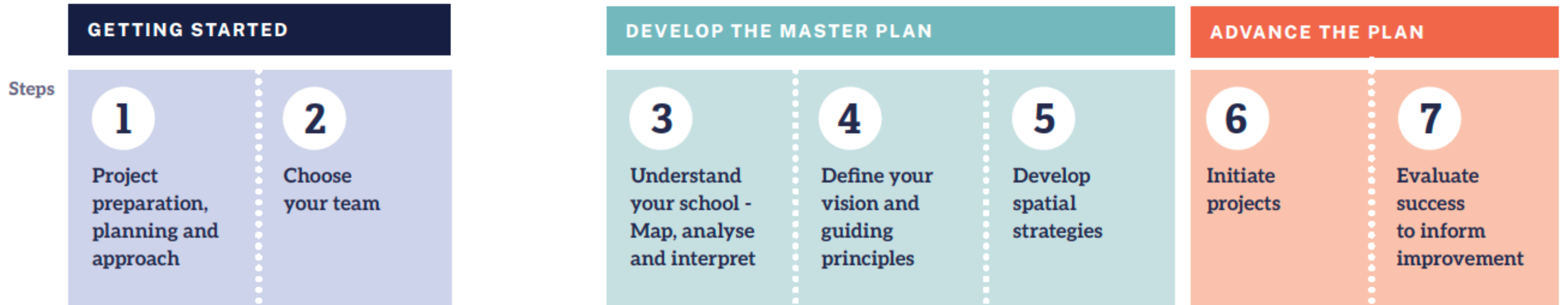
Aligns priorities, influence and process.



Priorities and process



A shared journey



Shared exploration of ambition





Celebrate the unique qualities of the school and its place



Make space for trees, plants and nature



Encourage curiosity and enquiry



Promote play for all ages



Foster a sense of belonging and connection



Support individuality



Work with climate to create comfort



Use established facilities and available space wisely

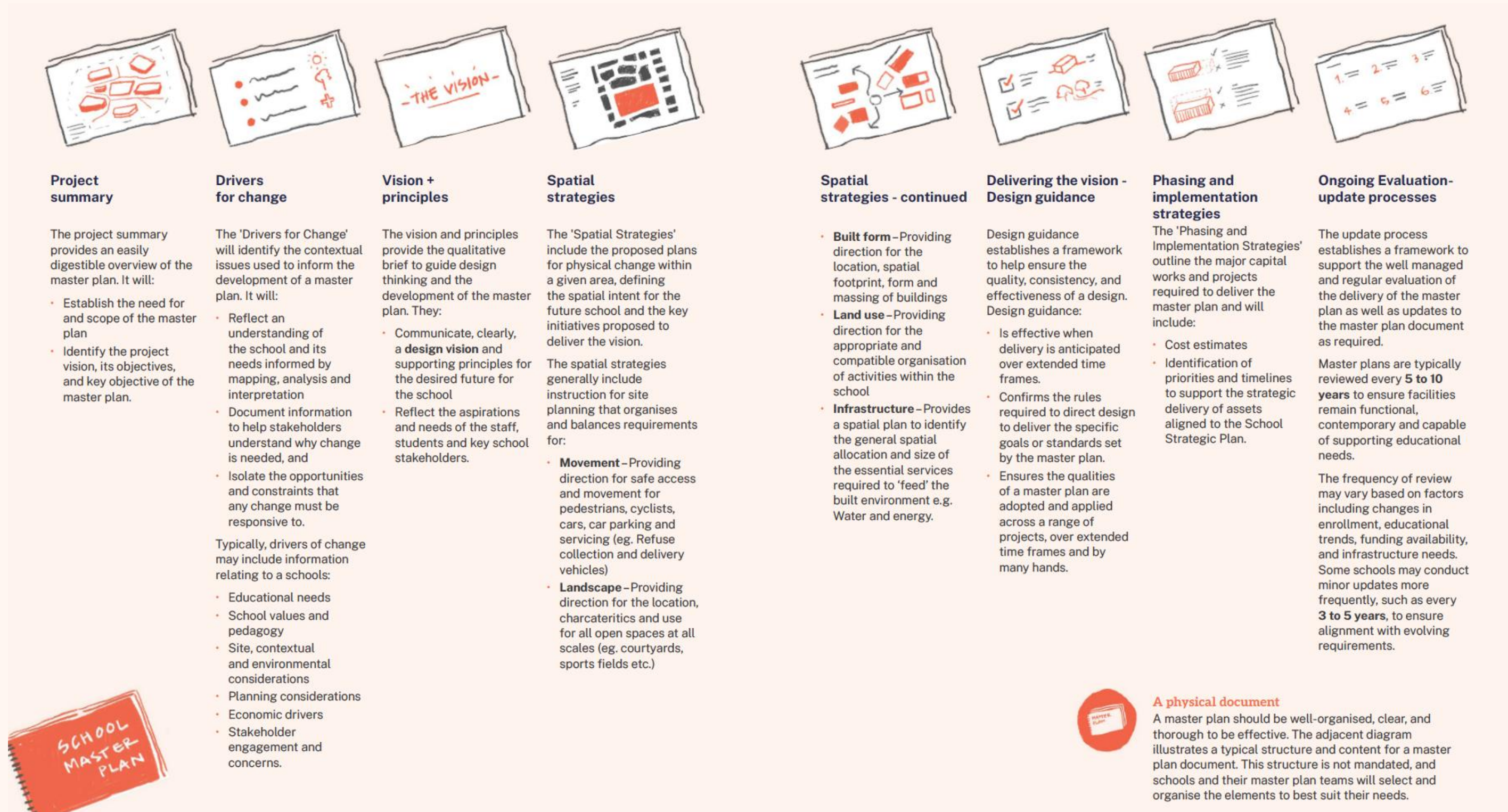


Build in flexibility and adaptability



Make it your own

A dynamic resource to guide decision-making



If we change how
decisions are
made.....we change
what gets built.

