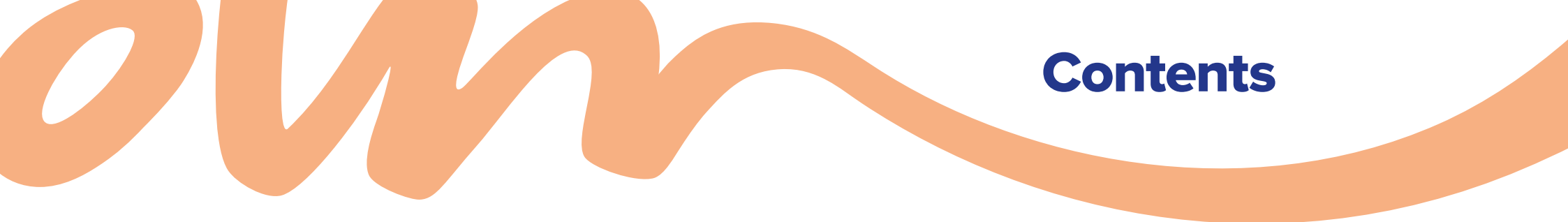




*Chisholm*

# Campus Master Plan



# Contents



<b>Project summary</b>	<b>3</b>
Aims and objectives of the Campus Master Plan – Stage 1	3
Executive summary	4
Discipline growth matrix	6
Services and amenities matrix	8
Course and campus profiles and design priorities	10
Summary matrix	18
Remaining issues and key recommended actions	20
<b>Strategic insights</b>	<b>21</b>
Future educational statement for TAFE delivery	22
Demographic and Demand Analysis	24
Key insights: Teaching and Learning	25
Key insights: Executive Group	26
<i>Skills for Victoria's Growing Economy</i>	27
<b>Campus proposals</b>	<b>28</b>
Berwick campus	29
Cranbourne campus	37
Dandenong campus	49
Frankston campus	55



Chisholm would like to acknowledge Hayball for its role in assisting with the Chisholm Campus Master Plan

# Aims and objectives of the Campus Master Plan – Stage 1

In recent years, Chisholm has invested significantly in new facilities and the upgrading of existing buildings, groundworks and landscaping across its campus footprint. As part of the strategic planning process and building on previous campus planning work undertaken by Hayball, a key objective for Chisholm is to develop an holistic overarching plan or framework. This will envision future growth or consolidation infrastructure activities of its Dandenong, Cranbourne, Berwick and Frankston campuses – referred to as the Campus Master Plan – Stage 1 (CMP).

## Terms of reference

The Chisholm Executive team and the Education Leadership Group, through stakeholder engagement sessions, have provided the current and future aspirations for each site.

An outline of the priority projects highlights the major activities being undertaken along with the propositional opportunities for optimal land use, strategic alignment and industry connections.

The completion of Chisholm's 2021–2024 Strategic Plan is imminent at the time of writing, setting out the ambition and values of the organisation. This Master Plan underpins the establishment of the eight strategic pillars outlined in the plan. The *Skills for Victoria's Growing Economy Review*, released in early 2021, provides a series of recommendations to strengthen the sector through collaboration with other providers.

The organisation now seeks a high-level study defining a sustainable approach towards the development of Chisholm's four largest campuses, informed by broad educational and commercial policy settings and strategic directions. This report aims to present and synthesise the latest campus master planning work being undertaken.

The outcomes of this work will form the basis and influence the scope of a Stage 2 study, with the intent to review the regional campuses at Bass Coast and the Mornington Peninsula.

Course and campus profiles have been prepared as strategic guidelines for the development of each campus and to augment a sustainable financial pathway for Chisholm's property assets. Previous Master Plans were prepared by Hayball in 2017 and 2018 for Berwick, Cranbourne and Dandenong campuses. These plans have been reviewed against current growth and priority project knowledge to update the Design Priorities and current Master Plans. Design priorities refers to the

on-site activity known and priority projects proposed. The CMP refers to the new building and campus arrangements for each campus which includes design priorities but provides a greater long-term vision for utilisation of the campus.

# Executive summary

Chisholm is committed to providing consistent and high-quality education through inviting and inspiring campus experiences. This Campus Master Plan has been developed in consultation with the Chisholm Executive, the Victorian Department of Education and Training and representatives from education delivery and professional employee areas.

## 1. Current state assessment

To form the foundation for decisions on the CMP, each facility on campus has been assessed holistically against a range of criteria, from the condition of the buildings to its fitness for purpose, in an educational sense. A current state assessment rating is then provided taking into account the value of the building to the overall contribution to the campus, with reinforcement of the Master Plans as the ultimate outcome.

## 2. Project Matrix

A Project Matrix has been established summarising and prioritising current and future campus development projects, as identified in this report. This document will enable development priorities to be reviewed and updated periodically. Projects have been advised and reviewed by Chisholm. Projects captured reflect those known at the time of issue of this report and may be subject to change.

## 3. Campus capacities for growth

Following guidance from Biruu's Demographic and Demand Analysis growth review, CMPs take into account the following:

- > an understanding of planning guidance and Chisholm's relative footprints and densities
- > options as to how densely the campus is developed (dependent on building height)
- > cross-check the current proposal against previous Master Plans
- > propositional new development to reflect yield for future demand against the current state
- > future development opportunities proportional to current enrolments, industry engagement and growth sectors (i.e. further strategic overlay required as growth would be impacted by departmental requirements)
- > testing of site capacity despite current projections
- > supporting amenities such as car parking facilities and remote delivery hubs.

The information, analysis, insights and recommendations presented in this report are drawn from a broad and diverse range of government policy, strategic planning and workstreams supported by quantitative and qualitative assessments and analysis completed as part of the project, including but not limited to:

## 4. Pedestrian and traffic movement

Master Plan design principles established in Hayball's previous plans reinforce the need for considered development to pedestrianise the centre of each campus. Benefits delivered through the separation of vehicular movement and pedestrian pathways include:

- > increased safety of users
- > enhanced enjoyment and utilisation of external spaces
- > loading and servicing occurring with minimal interruption to campus activities.

## 5. Course and campus profile

This section provides guidelines to Chisholm to establish what goes where and why. While this CMP does not capture executive direction in this respect, it reflects the key documents and education drivers that can be used to inform development opportunities and strengths. The intention of the profile is to assist with future planning of key projects as funding streams are realised.

## 6. Design priorities

This section captures influencing factors on the campus that inform the campus development recommendations and concurrent or known projects.

The resulting CMPs provided here underpin the organisation's 2021–2024 Strategic Plan and will support Chisholm to leverage and protect its existing key strengths, deliver its current and future Strategic Plans, respond to government jobs policy and the *Skills for Victoria's Growing Economy* review, and contribute to its long-term financial sustainability.

Throughout the extensive planning, assessment and analysis undertaken to develop this document, Frankston and Dandenong have been broadly categorised as targeted for consolidation, maximising their location and main road frontage while freeing up space for commercial and industry partnerships. Berwick and Cranbourne are noted for expansion potential, meeting the growing needs of Melbourne's south east.

The CMPs reflect increased capacity test fits for Berwick and Cranbourne campuses, where the highest local government area (LGA) growth is forecast.

# Executive summary cont.



The CMP sets out a plan of priority to achieve these results, through implementation of the following key strategies:

## 1. Focus expansion to defend Chisholm's position across the south east region:

- > Berwick and Cranbourne are optimally positioned to leverage Casey LGA's forecasted significant population growth, although Cranbourne's education offering and infrastructure will require restructuring to enable this
- > Frankston's focus should remain on implementing its campus consolidation and funded projects, and leveraging them to enhance connections with local industry and community
- > pursue a similar consolidation strategy at Dandenong that focuses on leveraging and growing its education outputs including through enhanced connections with local industry and community.

## 2. Promulgate Chisholm's existing strengths/specialisations in health, trades and education

e.g. capitalising on each campus' immediate adjacency to an existing or proposed health precinct.

## 3. Prioritise the design and delivery of a consistent, inviting and inspiring user and visitor campus experience across all campuses

e.g. improving accessibility, visibility, public realm, campus landscaping and circulation.

## 4. Continue adoption of blended/balanced remote and campus delivery models

e.g. provision of remote learning delivery suites proximate to employee areas and student hubs, providing video editing, recording and codelivery functions.

## 5. Concentrate/consolidate course delivery, wherever feasible/possible

e.g. space and travel efficiency for teachers and students, particularly in the key areas of trades and health.

## 6. Design campuses and campus buildings that drive/necessitate high utilisation

e.g. consolidation of general learning space requirements currently distributed across campus, which have reduced demands with remote delivery, to concentrate in more centrally bookable high-value environments.

## 7. Establish new/alternate pathways and structures for funding projects and/or realising land value

allied to government-funded development.

## 8. Prioritise efficient land use

recognising there is ample capacity and potential to develop and consolidate the existing campuses to meet the forecast growth e.g. by optimising usage and density of well-located buildings.

## 9. Pursue enhanced connections and spacesharing with partners

- partnership has driven a successful development at Berwick in health and could continue to be a key off-campus growth opportunity (e.g. sports-based partnerships in Dandenong or Cranbourne).

## 10. Further explore providing for the needs of growth opportunities identified by teaching and learning leadership,











- including:
- > allied health (e.g. sterilisation, pathology, physio, etc.)
  - > residential aged care (e.g. new training requirements resulting from the Royal Commission)
  - > provision of dedicated 'industry partnership' and/or 'learning for work' space, including adaptable 'future proofed' technical space to meet changing demands (e.g. advanced manufacturing, virtual reality [VR], artificial intelligence [AI]).

**In undertaking to implement these strategies, and in taking further steps to realise the optimal value contained in its property assets, Chisholm can implement a compelling plan for the development of its Dandenong, Cranbourne, Berwick and Frankston campuses into the future.**

# Discipline growth matrix

Following the consultation process, we have sought here to graphically represent the key influences on each of the disciplines at Chisholm. The table identifies opportunities for discipline growth and, in turn, suggests a weighting for development at each campus.

Key					
↑↑	Significant growth above population	↑	Potential opportunity	REVIEW	Consider strengths
↑	Above population growth	STEADY	Equal to population growth	N/A	Not offered on campus
↓	Declining relative to population growth	CONSOLIDATE	Strengthen on another campus		

			Berwick	Cranbourne	Dandenong	Frankston
	<b>Art and design</b>	Not well supported by government policy. Financial challenges in providing courses for this sector. New facilities being constructed in stage 2, Frankston.	N/A	N/A	N/A	STEADY
	<b>Business and finance</b>	Remote delivery opportunities strong. Requires limited spatial resources so can be accommodated at multiple locations simultaneously where facilities are available.	↑	N/A	↑	↑↑
	<b>Employment preparation and foundation</b>	Pathways is a core value of Chisholm and could increase on all campuses.	↑	↑↑	↑	↑
	<b>Health</b>	Health is a key success story for Chisholm and could increase on all campuses. Nursing, allied health and aged care. Identified by government as a key sector for growth.	↑	↑	↑	↑
	<b>Hospitality and events</b>	Increase in demand should be commensurate to population growth. Chisholm to determine if this is a strength.	N/A	N/A	STEADY	STEADY
	<b>Sport, fitness and massage</b>	Partnership opportunities for Chisholm proximate to campus. Chisholm could consider arrangements off-campus within sporting venues and professional teams. No on-site development proposed.	STEADY	↑↑	↑	STEADY
	<b>Automotive</b>	Opportunity for consolidation at Dandenong. Potential for alignment with environmental change to electric cars and industry partnerships.	N/A	N/A	↑	CONSOLIDATE
	<b>Community services</b>	Strong opportunities on all campuses for growth. Aligns with Chisholm values for allied health. Government support being provided to the sector.	↑	↑	↑	↑
	<b>Engineering</b>	Including advanced manufacturing identified by government as a key sector for future investment (one course at Berwick). Focus effort at Dandenong. Historically known for manufacturing.	CONSOLIDATE	N/A	↑	STEADY
	<b>Higher education</b>	Potential to widen the pathway through association with partners and building on existing sector relationships (e.g. health and allied health)	↑	↑	↑	↑↑

Key	
	Significant growth above population
	Above population growth
	Declining relative to population growth
	Potential opportunity
<b>STEADY</b>	Equal to population growth
<b>CONSOLIDATE</b>	Strengthen on another campus
<b>REVIEW</b>	Consider strengths
<b>N/A</b>	Not offered on campus

			Berwick	Cranbourne	Dandenong	Frankston
	<b>IT and cybersecurity</b>	Identified by government as a key sector for future investment. Interest by big data in new Frankston stage 2 building.				
	<b>VET delivered to secondary students</b>	Chisholm to consider extension of existing partnerships to other campuses. Strong growth sector. Education is Chisholm's third highest offering.				
	<b>Workplace safety</b>	Trades is a core value of Chisholm. Costly to set up and maintain. Recommend to consolidate Cranbourne courses. Focus growth at Berwick and Frankston.	<b>CONSOLIDATE</b>	<b>CONSOLIDATE</b>		<b>CONSOLIDATE</b>
	<b>Building trades</b>	Aligned to trades core value and opportunity for growth on all campuses. Strong financial potential. Often run off-campus on location of site. Consider Dandenong building B as new hub.		<b>CONSOLIDATE</b>		
	<b>Education – early childhood</b>	Education is a core value of Chisholm. High growth sector. Chisholm is biggest provider of early childhood education in Victoria. Dandenong is biggest opportunity should funding become available. 29 new centres in south east planned.		<b>CONSOLIDATE</b>		
	<b>Hair, beauty and make-up</b>	Increase in demand should be commensurate to population growth. Chisholm to determine if this is a strength.	<b>STEADY</b>	<b>N/A</b>	<b>STEADY</b>	<b>STEADY</b>
	<b>Horticulture and conservation</b>	Localised to Cranbourne campus; not best use of current campus and should be re-envisioned. Partnerships could create better value for investment.	<b>N/A</b>	<b>REVIEW</b>	<b>N/A</b>	<b>N/A</b>
	<b>Short courses</b>	Increase in demand should be commensurate to population growth. Chisholm to determine which short courses are a strength.				
	<b>Years 11 and 12/ VCE and VCAL</b>	Pathways is important to Chisholm and could increase on all campuses. Strong growth sector. Education is Chisholm's third highest offering.				

# Services and amenities matrix

Beyond education related considerations, the project has identified a range of services and amenities that would enhance the campus experience for students, employees, community and other visitors.

	Berwick	Cranbourne	Dandenong	Frankston
<p><b>Childcare</b> could be provided for <b>student</b> and <b>employee</b> utilisation, community access, training and placement opportunities. Financial partnership potential. People will travel to facilities.</p>	✓		✓	✓
<p>Most campus environments would benefit from improved <b>campus landscapes</b>. Provision could be supported by horticulture department at Cranbourne. Potential for outdoor teaching facilities.</p>	✓		✓	✓
<p><b>Remote delivery studios</b> – all campus locations including regional and CBD would benefit from support facilities for recording and streaming courses. <b>Students</b> for flipped learning opportunities and delivery of coursework. <b>Employees</b> noted limitations in technical equipment and service connection at home as a challenge for remote teaching. Further benefit of reduction in travel time with locally available facilities connected to the Chisholm network. Opportunity for adaptation of existing spaces and inclusion in future development briefs.</p> <p>Recording/presentation/audiovisual and computers</p>	✓	✓	✓	✓
<p>A range of <b>food</b> offerings is desired on all sites. Consideration to short course <b>students</b> coming in during or after work. Also to <b>employees</b> and <b>students</b> spending larger amounts of the day on campus or between campuses.</p>	✓	✓	✓ (Entertainment only)	✓ (Entertainment only)
<p><b>Recreation, sports</b> and <b>entertainment</b> have been noted as important in creating social engagement and activating the campus.</p>	✓	✓	✓	✓
<p><b>Car parking</b> facilities are required for both <b>students</b> and <b>employees</b> on campus. Availability should service those attending campus for the full day and short courses. Vacancy of spots during the evenings, weekends and outside of semester present opportunity for sharable facilities with neighbouring properties and the community at every campus.</p>	✓	✓	✓	✓



viisholm

# Course and campus profile

## Berwick campus

### Strategic vision

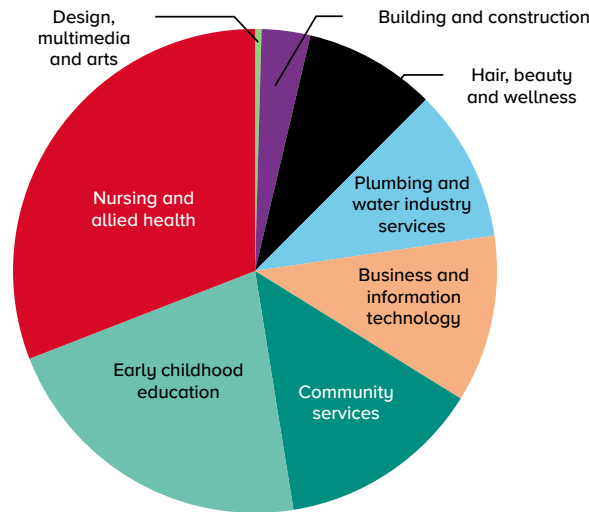
## Grow and connect

- > Strong campus identity – gateway to the south east
- > Significant growth drivers and increased capacity
- > Strategically positioned for health and other partnerships

- > Potential Higher Education growth
- > Target strategic and education-aligned commercial land use opportunities on surplus land (similar to Frankston)

### Strengths + opportunities

<b>Population</b>	Strong growth in Casey and Cardinia catchment Ageing population/new migrants/high birth rate Multicultural demographic Resident cohort of labourers and tradies
<b>Disciplines</b>	<b>Health/Trades/Education/Pathways</b>
<b>Key influences</b>	Neighbouring health facilities and early childhood education – training and placement Construction trades growth
<b>Commercial</b>	Long-term leasing potential Allied health – strategic/training-related opportunities to precinct (i.e. placement) Car parking – sharable facilities



Berwick campus has significant land available to support development for growth and/or long-term leasehold or divestment opportunities.

Enrolment in trades has been rapidly increasing across the LGA. New facilities on this campus proximate to the existing Buildings K and G would consolidate the offering available and relieve pressure on Frankston campus.

#### Increase

- Pathways
- Foundation College
- Senior and Technical College
- Business and IT
- Trades (*consolidate*)
- Early childhood education

#### Decrease

-

#### Campus experience

Requires a campus heart with support facilities for students and employees such as remote delivery studios, food offerings and outdoor amenities. Challenges with traffic external to the site posing issues with congestion. Car parking necessary for development opportunities. Early childhood education facilities could support off-campus demand at neighbouring health precinct.

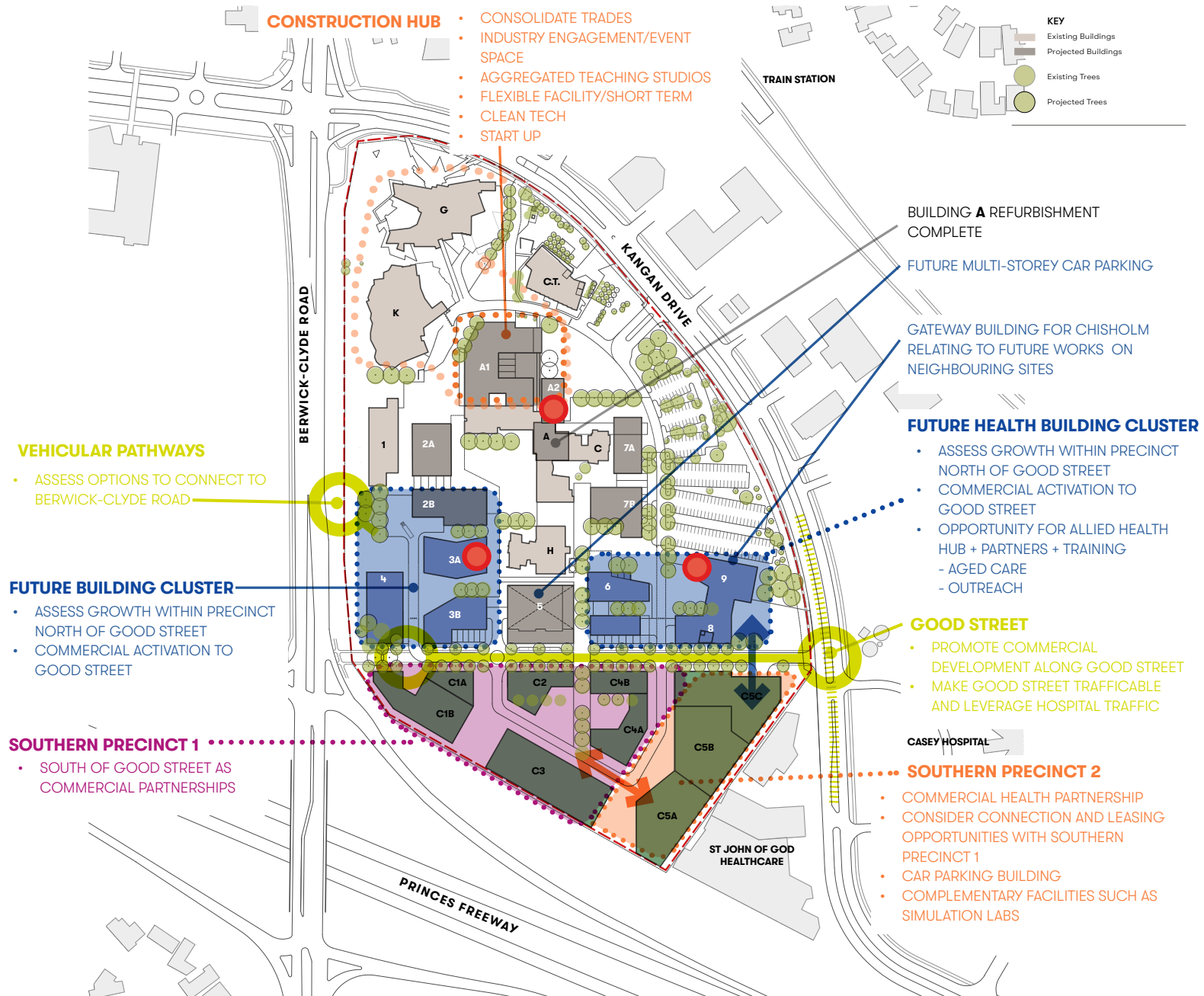
Projected growth	EFTSL*	Area
2019	3707	20,249m <sup>2</sup>
2026	4427	23,475m <sup>2</sup>
2031	5132	26,996m <sup>2</sup>

Due to COVID EFTSL from 2020 has been omitted and growth projected from 2019 numbers. Projected growth of LGA is 3% (Birru Demographic and Demand Analysis Report 2020)

Source Strata (Enr Student Class Stats Enquiry, final 2018 to 2020). \*Equivalent of Full Time Study Load (SCH/540) Central data for EFTSL was noted as incomplete for higher education.

# Design priorities

- Known projects
- Remote delivery studios



# Cranbourne campus

## Strategic vision

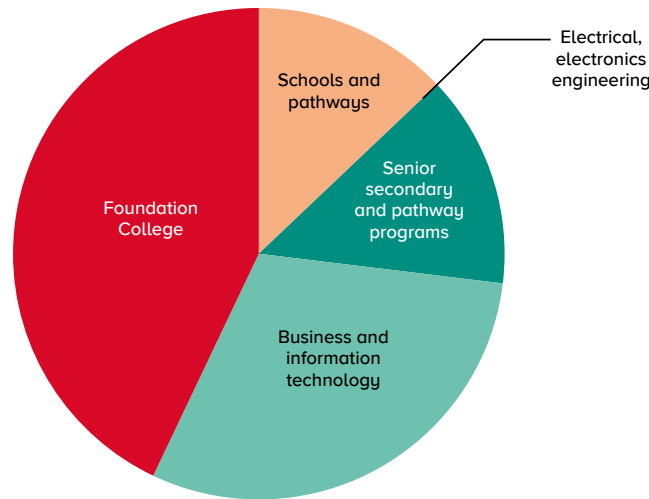
# Restructure or hold?

- > Weaker current campus identity
- > Paradoxically strategically well positioned for south east growth
- > Strong visibility potential of development along major roads

- > Progress east parcel solutions/partnering
- > Allied health and social care potential

## Strengths + opportunities

<b>Population</b>	<p>Strong growth in Casey and Cardinia catchments</p> <p>Ageing population/new migrants/high birth rate</p> <p>Multicultural demographic</p> <p>Resident cohort of labourers and tradespeople</p>
<b>Disciplines</b>	<p><b>Health/Education/Pathways</b></p> <p>Health Hub: nursing/allied health/aged care</p> <p>Consolidate trades at other campuses/early childhood education/sports and recreation (off campus)</p>
<b>Key influences</b>	<p>Neighbouring health and sporting facilities</p> <p>Early childhood education – training and placement</p>
<b>Commercial</b>	<p>Long-term leasing potential</p> <p>Allied health – strategic/training-related opportunities to precinct (i.e. placement)</p> <p>Car parking – sharable facilities</p>



Because Cranbourne campus has been advised to be the overflow campus for Chisholm, the equivalent full time study load (EFTSL) data assessment for growth analysis is not reflective of the recommendations for the CMP. Recommendations are based on knowledge of the site, strategic opportunities and adjacencies.

### Increase

- Pathways
- Health/allied health
- Early childhood education
- Sports (*partnerships on location/off-campus*)

### Decrease

- Trades (*consolidate*)

Due to COVID EFTSL from 2020 has been omitted and growth projected from 2019 numbers. Projected growth of LGA is 3% (Birru Demographic and Demand Analysis Report 2020) Source Strata (Enr Student Class Stats Enquiry, final 2018 to 2020), \*Equivalent of Full Time Study Load (SCH/540) Central data for EFTSL was noted as incomplete for higher education.

Projected growth	EFTSL*	Area
2019	852	8,893m <sup>2</sup>
2026	1017	10,619m <sup>2</sup>
2031	1180	12,212m <sup>2</sup>

### Campus experience

Significant landscape feature wetland could be enhanced to complement a new campus heart. Provide support facilities for students and employees such as remote delivery studios, food offerings and recreational amenities. Major changes to roadways pending. Early childhood education facilities could support off-campus requirement at neighbouring health precinct.

# Design priorities

- Known projects
- Remote delivery studios

## PEDESTRIAN MOVEMENT

- PRIORITISE PEDESTRIAN CIRCULATION AND CONNECT CAMPUS FROM NORTH TO SOUTH
- OPPORTUNITY TO CONNECT MAIN CAMPUS TO EAST PARCEL ACROSS THE WATER EASEMENT

## PRECINCT 1 – WEST CLUSTER

- CONSIDER **HEALTH, SPORTS AND FOUNDATION** STUDIES
- CONSIDER CONSOLIDATION OF **TRADES** AT OTHER CAMPUSES AS TRADIES WILL TRAVEL AND HAVE OWN VEHICLES
- IDENTIFY OPPORTUNITY FOR ACTIVATION OF CAMPUS – GARDEN SETTING/UNIQUE LANDSCAPES – DRAW STUDENTS TO A CAMPUS
- CONSIDER MULTI-STOREY TO ENHANCE STREET PRESENCE
- INTERNALISE FOCUS OF NEW BUILDINGS TO CREATE CAMPUS HEART

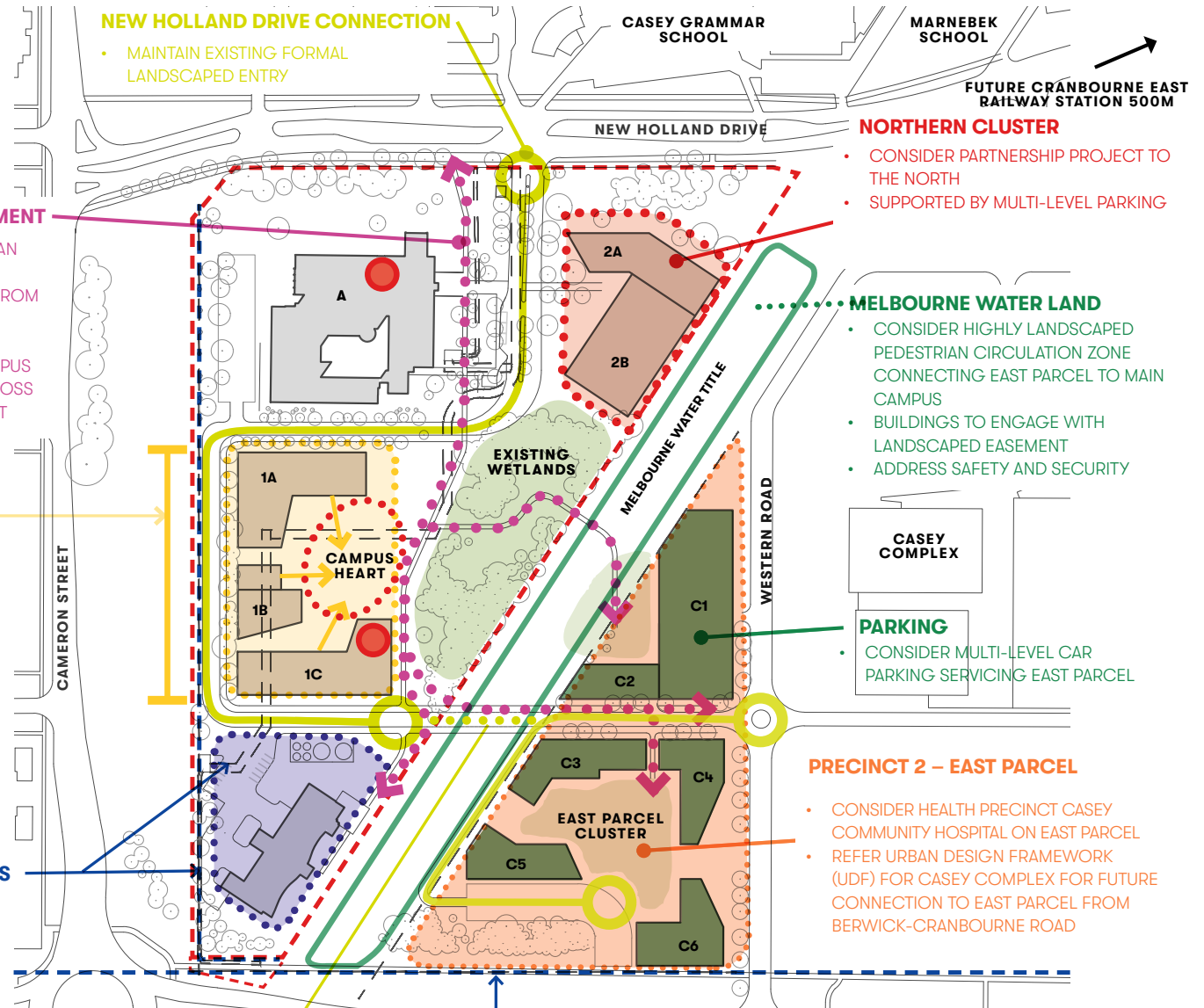
## EXISTING EASEMENTS

## OPTIONAL TITLE CROSSING

- SUBJECT TO LAND OWNER APPROVAL/NEGOTIATION
- SITES FUNCTION AUTONOMOUSLY IF REQUIRED

## PUBLIC ACQUISITION OVERLAY

BERWICK-CRANBOURNE ROAD UPGRADES ON SOUTHERN TITLE BOUNDARY  
CASEY PUBLIC ACQUISITION ORDER PAO01 TO BE SURVEYED TO CONFIRM EXTENT



## NEW HOLLAND DRIVE CONNECTION

- MAINTAIN EXISTING FORMAL LANDSCAPED ENTRY

CASEY GRAMMAR SCHOOL

MARNEBEK SCHOOL

FUTURE CRANBOURNE EAST RAILWAY STATION 500M

## NORTHERN CLUSTER

- CONSIDER PARTNERSHIP PROJECT TO THE NORTH
- SUPPORTED BY MULTI-LEVEL PARKING

## MELBOURNE WATER LAND

- CONSIDER HIGHLY LANDSCAPED PEDESTRIAN CIRCULATION ZONE CONNECTING EAST PARCEL TO MAIN CAMPUS
- BUILDINGS TO ENGAGE WITH LANDSCAPED EASEMENT
- ADDRESS SAFETY AND SECURITY

## PARKING

- CONSIDER MULTI-LEVEL CAR PARKING SERVICING EAST PARCEL

## PRECINCT 2 – EAST PARCEL

- CONSIDER HEALTH PRECINCT CASEY COMMUNITY HOSPITAL ON EAST PARCEL
- REFER URBAN DESIGN FRAMEWORK (UDF) FOR CASEY COMPLEX FOR FUTURE CONNECTION TO EAST PARCEL FROM BERWICK-CRANBOURNE ROAD

BERWICK-CRANBOURNE ROAD

# Course and campus profile

## Dandenong campus

### Strategic vision

# Consolidate and enhance

- > Anchor campus
- > Steadier growth prospects
- > Health and local government partnering opportunities

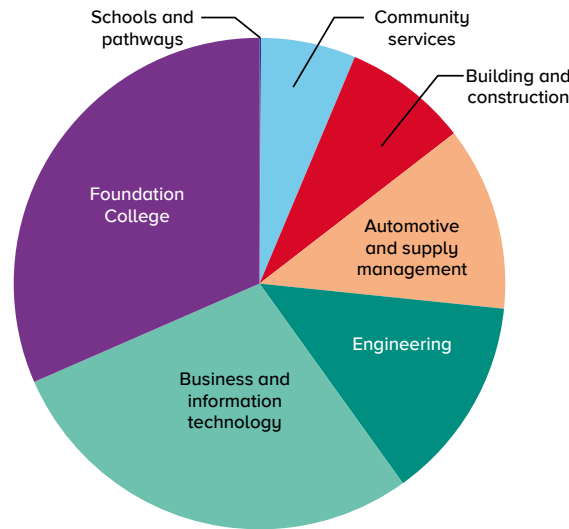
- > Culturally connected and internal student focus
- > Cohort could be serviced by greater community services

### Strengths + opportunities

<b>Population</b>	Slower growth in population within catchment New migrants/multicultural demographic
<b>Disciplines</b>	<b>Trades/Health/Education/Pathways</b>
<b>Key influences</b>	Neighbouring health facilities Potential to reinforce trades facilities focused on manufacturing Under-utilised buildings on campus
<b>Commercial</b>	Long-term leasing potential to west of campus Allied health complementary service offering (i.e. placement opportunities) Car parking – sharable with health precinct

### Campus experience

Recent and current refurbishment to centre of campus has increased amenity to employees and students. This could be further extended to include remote delivery studios, enhanced food offerings and entertainment facilities. Campus is favoured by female new migrants who prefer on-campus learning as part of their socialisation into the community. Early childhood education facilities could support student cohort and off-campus requirement at neighbouring health precinct.



Projected growth	EFTSL*	Area
2019	4987	41,012m <sup>2</sup>
2026	5954	48,970m <sup>2</sup>
2031	6903	56,316m <sup>2</sup>

Dandenong has had steady growth in enrolment of around 2.5 to 3 per cent, yet forecast growth is lower than LGA population and proximate to the other three campuses.

Enrolment in trades has been rapidly increasing across the LGA. Under-utilised facilities in Building R could assist to consolidate the offering available in work safety and relieve pressure on Frankston campus.

Opportunities to add branded community services and health related presence in Dandenong CBD and nearby sporting facilities.

### Increase

- Pathways
- Trades (*consolidate*)
- Health/allied health
- Sports (*potential for off campus*)
- Dandenong CBD pop-up
- Early childhood education

### Decrease

-

Due to COVID EFTSL from 2020 has been omitted and growth projected from 2019 numbers. Projected growth of LGA is 3% (Birru Demographic and Demand Analysis Report 2020)

Source Strata (Enr Student Class Stats Enquiry, final 2018 to 2020), \*Equivalent of Full Time Study Load (SCH/540) Central data for EFTSL was noted as incomplete for higher education.

# Design priorities

## PRECINCT 2

- REVIEW LONG-TERM OPTIONS FOR FIRST AND BEST USE – LONG-TERM LEASE AND/OR DIVESTMENT
- ASSESS AREA REQUIRED ON CAMPUS TO ENABLE FURTHER PARTNERSHIP OPPORTUNITIES
  - ALLIED HEALTH POTENTIAL PARTNERSHIP
  - EDUCATION AND PATHWAYS COULD BE STRENGTHENED HERE
  - ASSOCIATED SPORTS HUB FACILITIES

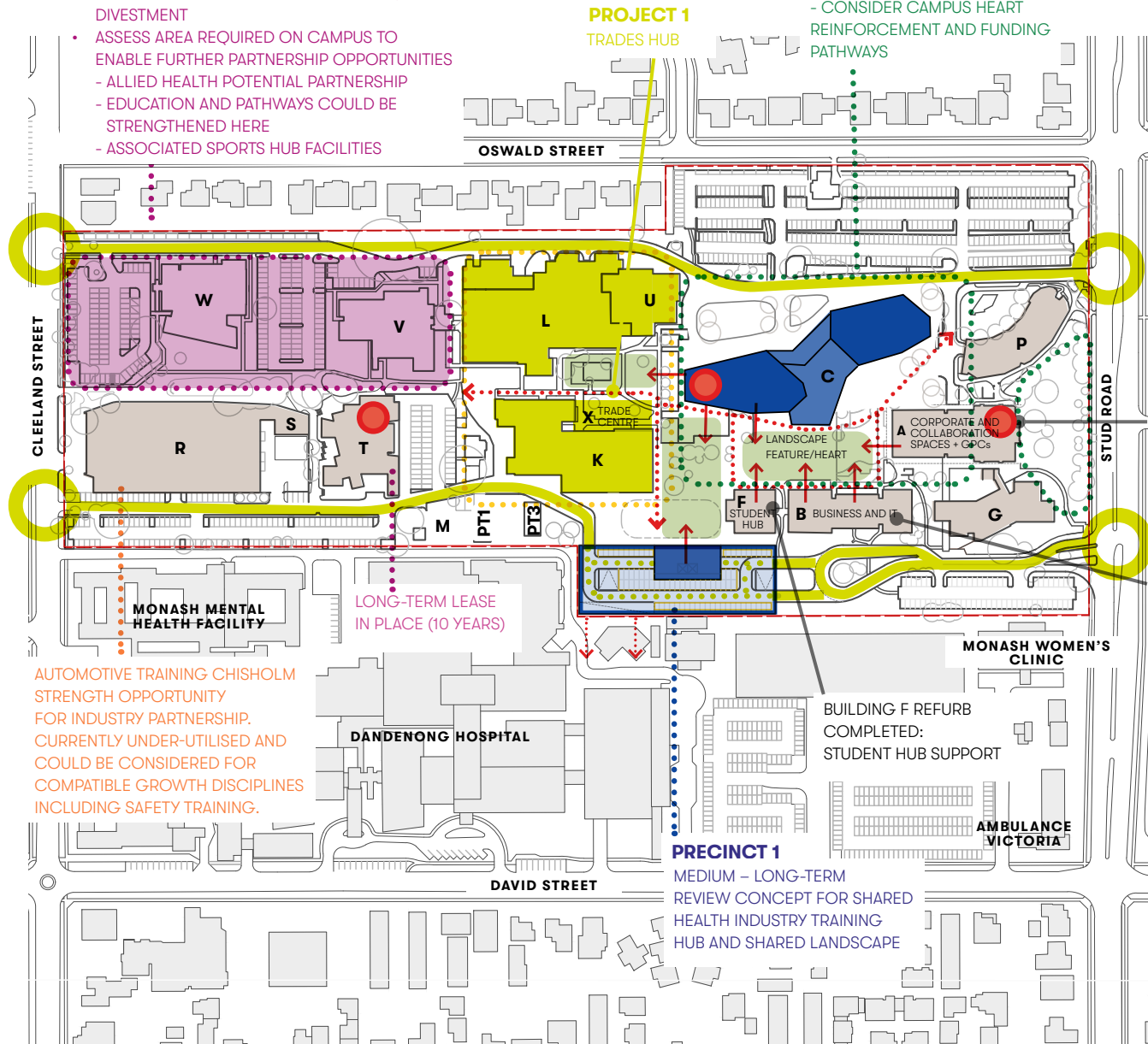
## PRECINCT 3

- ANCHOR BUILDING C
- CONSIDER CAMPUS HEART REINFORCEMENT AND FUNDING PATHWAYS

## OFF CAMPUS

- OPPORTUNITY FOR CHISHOLM PRESENCE IN SPORTING FACILITIES BEING DEVELOPED IN AREA
- TRAINING PATHWAYS
- VISIBILITY WITHIN THE BROADER COMMUNITY THROUGH ACTIVE ASSOCIATION IN THE FACILITIES

- Known projects
- Remote delivery studios



- MAXIMISE STUD ROAD OPPORTUNITIES
- SIGNAGE AT ENTRY

- BUILDING A REFURB:
  - LEVEL 3 - PARTIAL
  - LEVEL 2 - COMPLETE
  - LEVEL 1 - FURTHER WORKS REQUIRED

- BUILDING B REFURB COMPLETED: BUSINESS AND IT

## OFF CAMPUS

- CBD PRESENCE IN DANDENONG
- EAL/COMMUNITY SERVICES WELL CONNECTED AS BETTER PUBLIC TRANSPORT OPTIONS
- OPPORTUNITY FOR COUNCIL LAND SWAP TO BE INVESTIGATED

AUTOMOTIVE TRAINING CHISHOLM STRENGTH OPPORTUNITY FOR INDUSTRY PARTNERSHIP. CURRENTLY UNDER-UTILISED AND COULD BE CONSIDERED FOR COMPATIBLE GROWTH DISCIPLINES INCLUDING SAFETY TRAINING.

LONG-TERM LEASE IN PLACE (10 YEARS)

BUILDING F REFURB COMPLETED: STUDENT HUB SUPPORT

## PRECINCT 1

- MEDIUM - LONG-TERM REVIEW CONCEPT FOR SHARED HEALTH INDUSTRY TRAINING HUB AND SHARED LANDSCAPE

# Course and campus profile

## Frankston campus

### Strategic vision

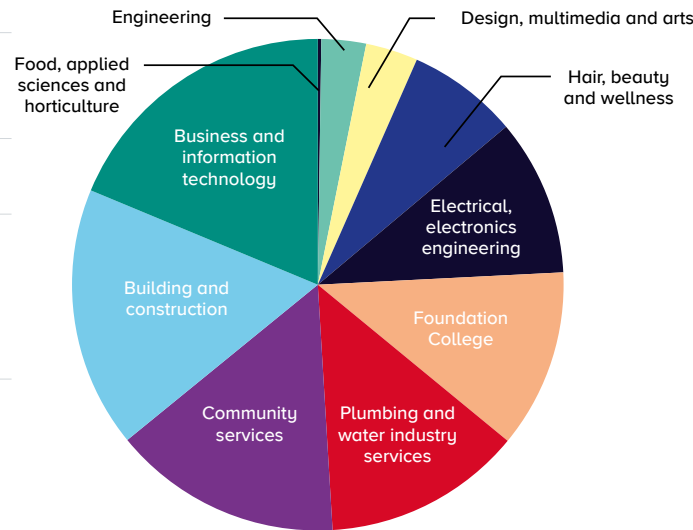
# Implement and connect

- > Well-positioned anchor campus in well-connected CBD fringe location
- > Stage 2 state government funded project in progress
- > Target strategic and education-aligned commercial land use opportunities on surplus land

- > Ageing population in the Mornington Peninsula/Frankston gateway to this cohort
- > Potential growth in Higher Education – nursing, psychology, business and IT

### Strengths + opportunities

<b>Population</b>	Slower relative growth in population New migrants/multicultural demographic
<b>Disciplines</b>	<b>Trades/Health/Education/Pathways</b>
<b>Key influences</b>	Close to new Frankston Hospital New facilities under construction Continuing strong demand in building and construction trades
<b>Commercial</b>	Long-term leasing potential to north of campus Allied health complementary service offerings (i.e. placement opportunities) Car parking – sharable facilities to with train station



2019 saw the completion of Building A and Building B refurbishment, enabling significant increase to enrolments. Stage 2A is currently in design for an additional three to four storey facility. Growth in enrolments will likely exceed the forecasted 3 per cent, with new buildings often attracting students.

Opportunities to add branded community services and health related presence such as a pop-up in Frankston CBD.

#### Increase

- Pathways
- Health/allied health
- Trades (*consolidate*)
- Early childhood education
- Business and IT (*cybersecurity and big data – industry interest in partnering in stage 2 facilities*)

#### Decrease

-

Due to COVID EFTSL from 2020 has been omitted and growth projected from 2019 numbers. Projected growth of LGA is 3% (Biru Demographic and Demand Analysis Report 2020)

Source Strata (Enr Student Class Stats Enquiry, final 2018 to 2020), \*Equivalent of Full Time Study Load (SCH/540) Central data for EFTSL was noted as incomplete for higher education.

Projected growth	EFTSL*	Area
2019	4933	14,010m <sup>2</sup>
2026	5891	16,728m <sup>2</sup>
2031	6829	19,238m <sup>2</sup>

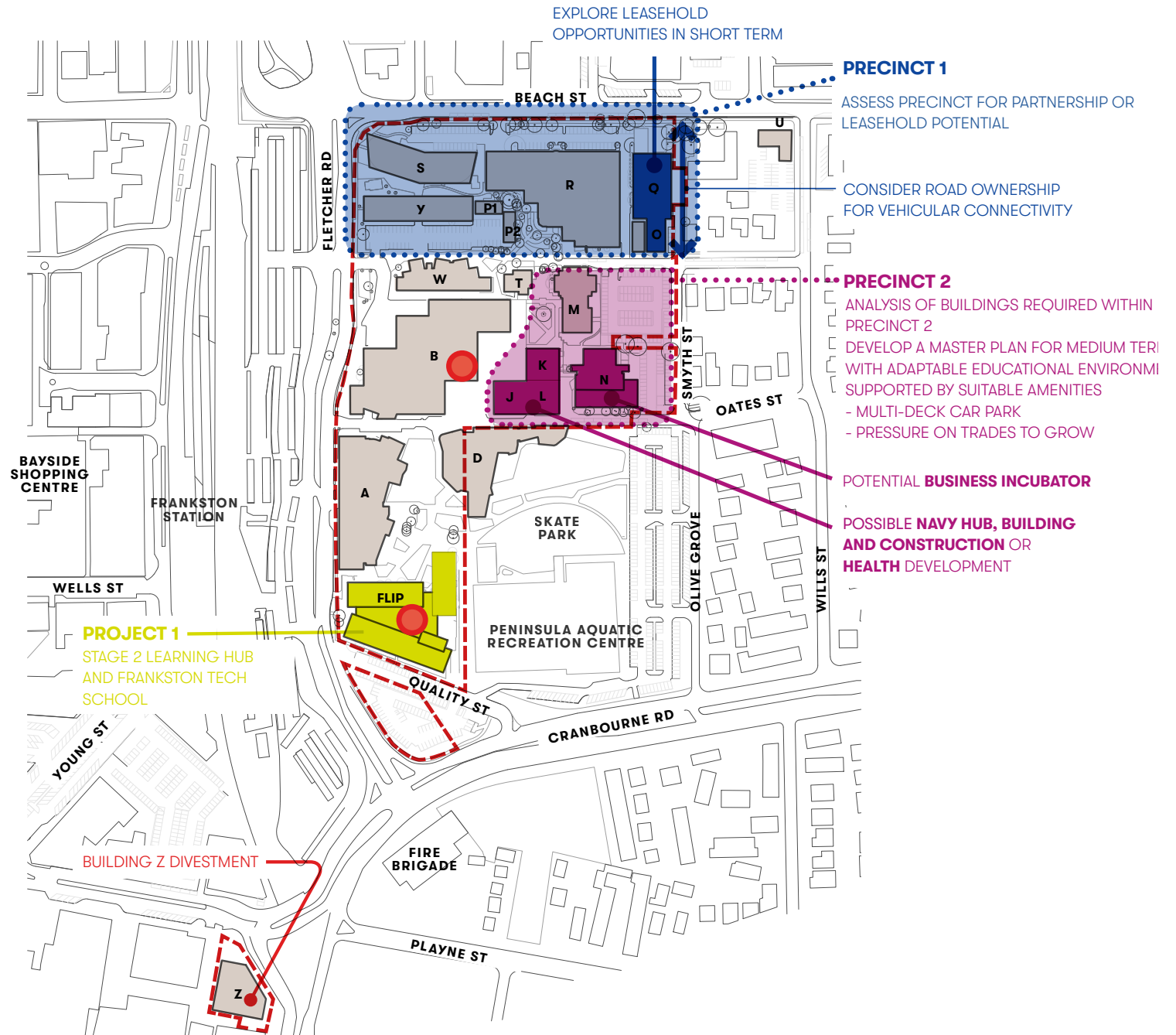
#### Campus experience

The Master Plan strategy is well developed. Next steps at Frankston should include a focus on the overall campus experience, including improved landscape, increased student and employee amenity, and an increased informal learning provision. Stage 2A should include remote delivery studios, and could include enhanced food offerings, recreational and entertainment facilities. Early childhood education and facilities on site could support the student and employee cohorts and benefit from off-campus demand at CBD and the new hospital.



# Design priorities

- Known projects
- Remote delivery studios

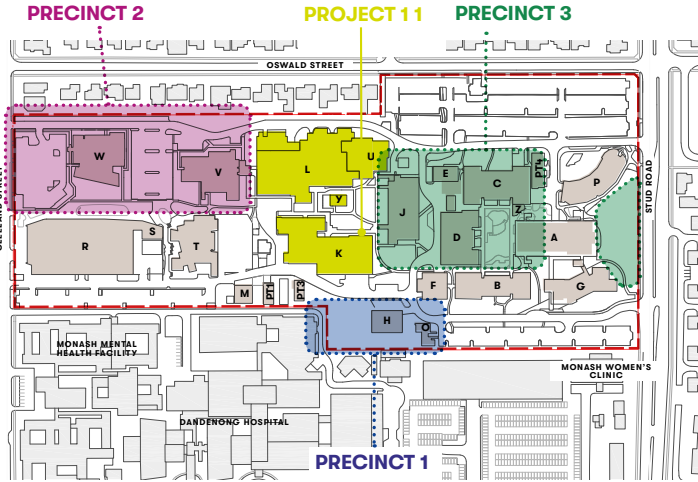


# Summary matrix

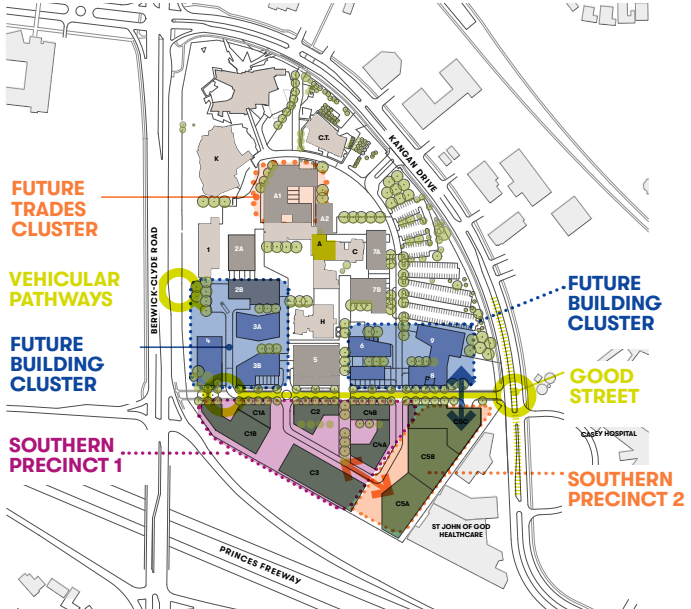
The purpose of this document is to map the current, agreed and potential activities that relate to the CMPs. To be read in conjunction with the project matrix key plans on the following page.

	Dandenong	Frankston	Berwick	Cranbourne	Other
<b>Current projects underway</b>	<p>Trade Centre Revitalisation Building K, L, U</p> <p>Campus entry landscapes and branding</p> <p>Building A Refurbishment: Level 3 – Partially complete Level 2 – Complete Level 1 – Further works required</p> <p>Building R utilisation review</p>	<p>Stage 2 project to replace Building C and E</p>	<p>Review access for Berwick/Clyde Road connections to Good Street</p> <p>Potential commercial health partnership projects with neighbouring health precinct: - St. John of God Hospital - Casey Hospital - other</p>	<p>Consideration of divestment/ long term lease of Precinct 2 (east parcel)</p>	
<b>Short to medium term up to 5 years</b>	<p>Precinct 3 – Middle campus Anchor building C and activation connecting Trades Hub to establish landscaped campus heart</p> <p>Library access and wayfinding upgrade</p> <p>Precinct 1 – Shared Health and Training Hub concept study</p> <p>Precinct 2 – Western end of site framework study for highest and best use</p> <p>Precinct 2 – Concept Master Plans</p>	<p>Building Q short-term leasehold Building Z divestment</p> <p>Review redevelopment options for Building J, K, L, N to vacate Precinct 1</p> <p>Multi-deck car park – review and incorporate feasibility</p> <p>Precinct 1 – north sites – Framework Study for highest and best uses</p> <p>Precinct 1 – north sites – Concept Master Plans</p>	<p>Develop Campus Master Plan for progressive growth north of Good Street</p> <p>Develop multi-storey car parking strategy to support Master Plan</p> <p>Southern precinct – develop partnering and long-term leasehold opportunities including road network and servicing strategy</p>	<p>Develop concepts for better utilisation of the sites for core Chisholm service delivery in Precinct 1</p> <p>Precinct 2 – Consider joint health precinct with Casey Community Hospital on east parcel</p> <p>Consideration of whole of site provisions to align with Chisholm’s Education Plan and forecast demand</p>	<p>Develop traffic, parking and site infrastructure strategies for the campuses to underpin the Master Plan and assess risks</p> <p>Consideration of longer-term leasehold, partnering, or divestment strategies that may assist development of priority projects on all campuses in line with Chisholm strategic goals and government policy</p>
<b>Long term 5 years plus</b>	<p>Precinct 1 – Implementation</p> <p>Precinct 2 – Implementation</p>	<p>Precinct 1 – Implementation</p>	<p>Southern precinct – Implementation</p>	<p>Whole of campus strategy – Implementation</p>	

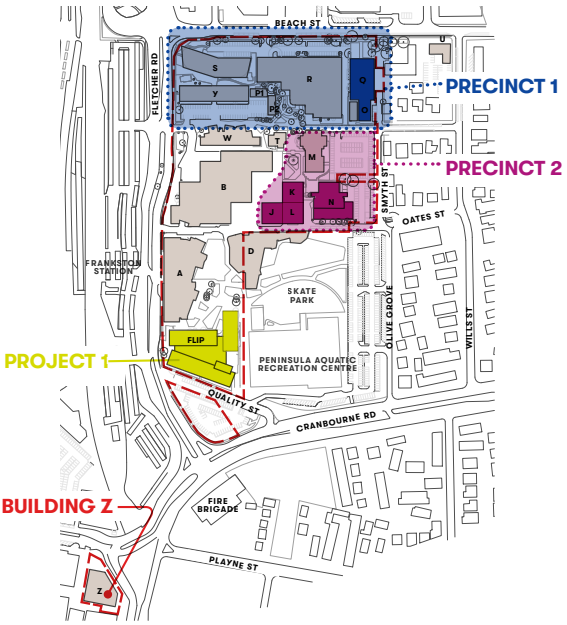
# Project matrix key plans



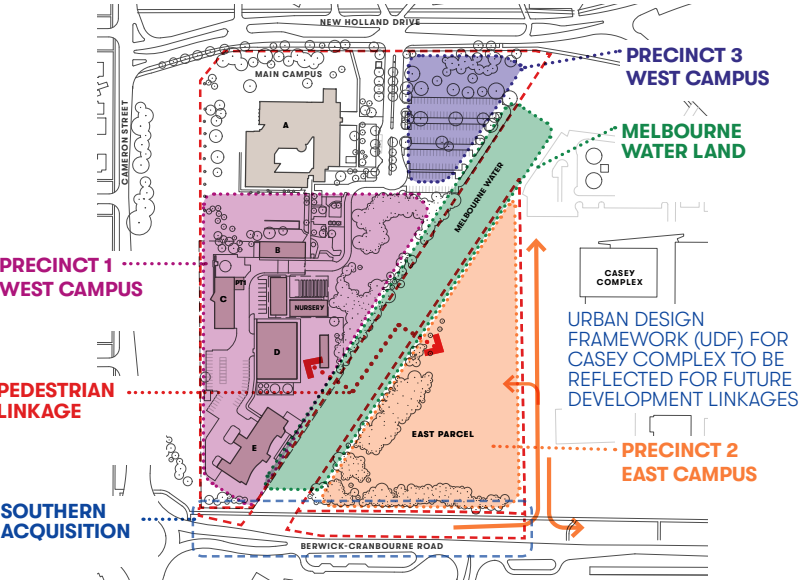
Dandenong Campus



Berwick Campus



Frankston Campus



Cranbourne Campus

# Remaining issues and key recommended actions

## Campus specialisation and space allocation

Following detailed consultation with Teaching and Learning employees, Associate Directors and area delivery leads, a high-level summary of key influences on the campuses' future growth has been captured, providing significant indicators for future campus action plans.

This has allowed conceptual design priorities plans to be developed, supported by all the background material including current state assessment documents, demand and demographic analysis and Chisholm strategic document reviews.

Several remaining actions would assist Chisholm to provide a robust foundation for future campus plans:

- > Current accommodation data is under review with Archibus. The upgrade is recommended to include clarity of space categorisation and relevant area, in a consistent framework that allies fully with the teaching disciplines. This would allow a more complete understanding of space occupancy and utilisation, and result in the ability to map relative growth per discipline at the different campuses.
- > The impact on the campuses of remote learning is now partly understood. Space allocated to general learning is considered to be potentially 'replaceable' by remote learning concepts. However, general learning space is not allocated as centrally bookable at Chisholm and is dispersed in specialist facilities to be proximate to teaching activities. A significant change to teaching models would be required to render space more available.
- > So a key question remains as to the % impact (floorspace required) of digital learning on-campus facilities.
- > The Centres of Excellence model needs a real definition for Chisholm (as against the hub concept, where, generally, dedicated specialist spaces are supported by flexible spaces on other campuses). Duplication of disciplines is currently prevalent, although the evidence shows that students are undertaking significant travel across the catchment, and would travel to locations where the disciplines are more concentrated. Discipline heads supported a more focused provision in some areas. Chisholm should assess whether they should move toward more specialised facilities on particular campuses, considering the operational issues at play.

## Education and commercial training strategy – impacts on CMP

Progress has been made with Teaching and Learning employees to define key campus opportunities. Several questions remain:

- > As outlined in the 2021–2024 Strategic Plan, before Chisholm moves to a model of Centres of Excellence it requires consistency across the campuses in student and employee experiences.
- > The final report of the *Skills for Victoria's Growing Economy – Driving collaboration and innovation in post-secondary education and training* was released on 3 February 2021. Chisholm needs to decide how it intends to position itself in respect of this – potentially responding to the greater specialisation suggested by the Executive Directors Group.
- > Contracts with industry are relatively short term – and yet industry potentially requires customised property solutions to attract these training contracts. How can Chisholm address adaptability and reconfigurability in its future campuses?

## Revenue diversification via land value realisation + partnership

Consideration has been promoted by Chisholm and Victorian Department of Education and Training of strategic partnerships or leaseholds that can support the financial sustainability of the organisation. Divestments were previously discussed as a potential revenue stream for Chisholm but have less surety that the organisation could retain funds gained.

Chisholm has demonstrated, through its asset strategy for stages 1 and 2 at Frankston that development of a denser, more compact campus is achievable and benefits the integrity and connectedness of the campus.

Answering these points should enable identification of surplus campus land, as well as potential land uses that are either complementary or aligned strategically with the campus – or otherwise the highest and best alternate use.

## Key recommended actions by Chisholm

1. Resolve/approve the design priorities, course and campus profiles and project matrix provided, including identifying:
  - a. project opportunities that best align with objectives of the 2021–2024 Strategic Plan
  - b. surplus buildings and/or land parcels.
2. Assess potential funding options/pathways available to implement priority projects identified (e.g. business case, leasing or divesting and partnership).
3. Establish (as part of or separate to the Commercial Plan) a framework for establishing the property-related requirements of any future relationships formed with local and regional industry and commercial partners to ensure:
  - a. alignment with Chisholm's 2021–2024 Strategic Plan and Campus Master Plans
  - b. any such requirements can be delivered feasibly and sustainably.
4. Use the above (approved) documents and processes, together with tailored valuation and deal structuring methodologies that comply with the appropriate government policies/regulations, to realise optimal value (financial and non-financial) from surplus land identified (e.g. via divestment, lease and partnership).
5. Regularly review and refresh design priorities, course and campus profiles and project matrix (in accordance with material sector/funding events, changes).

# Strategic insights



# Future educational statement for TAFE delivery

The following statement was prepared to promote discussion of the challenges and opportunities facing vocational education to support Chisholm's intentions for the CMP.

## 'At Chisholm, we transform lives through relevant and responsive high-quality education and training.'

(2021–2024 Strategic Plan)

### Introduction

Responding to dynamic changes in the industry, technology and societal shifts, the provision and delivery of VET training is undergoing transformational change. Increasing competition and demand from industry has placed pressure on the pace and mode of delivery and skills provision. Specialist private training providers are entering new, previously underserved, sectors with more efficient training delivery and lower unit costs in some courses. Recent COVID-19 impacts have accelerated many areas of transition (critically the need to deliver effective remote learning through multiple platforms) challenging employees, students and existing organisational digital technologies.

The resultant intensification of digital delivery offers a significant opportunity to rapidly advance transformational change, towards a future-focused hybrid, virtual and physical campus model, re-engineered for a digital world.

This new planning model must be agile and responsive, optimising efficient and effective delivery to meet the demands of student aspirations and expectations for more flexible approaches to learning, based around a thriving campus culture.

The statement addresses Chisholm's recent key documents as follows:

### Emerging space typologies/ blended learning vision/cloud campus concepts

Developments in teaching and learning practices and fundamental shifts in education technologies are changing and shaping the way education is delivered. As an example, the *Educause Horizon Report 2020: Teaching and Learning Edition* foreshadows emerging digital technologies including Adaptive Learning Technologies; AI/ Machine Learning Education Applications; Analytics for Student Success; Elevation of Instructional Design, Learning Engineering, and UX Design in Pedagogy; Open Educational Resources; and XR (AR/VR/MR/ Haptic) Technologies.

In response, new spatial concepts are required to facilitate the learning vision.

**Virtual space concept** – Virtual space will support the 'cloud based' digital campus and must be factored into campus design as it sits beside the physical space provision. Consideration of area provision, utilisation and timetabling of virtual space should be determined.

**Agile space concept** – The future of digital education delivery suggests increasing VR modalities will reduce the demand for single occupancy specialist spaces within VET programs and a new typology of adaptable spaces will service learning. These new, agile spaces are likely to include: 'maker spaces'; 'collaborative learning spaces'; simulation zones; innovation hubs/showcase environments; 'smart classrooms'; and 'co-working and entrepreneurship hubs'.

- > Chisholm Strategic Plan 2021-2024 (Draft)
- > Vision\_Education Plan 2022
- > Student Experience Plan V9 2019

**Specialist consultant collaborations** – The collaborative engagement of specialist consultants can enrich and inform campus briefing and planning to ensure the Master Plan delivers Chisholm's aspiration for contemporary educational and digital learning. Hayball has worked extensively with specialist consultants on numerous tertiary projects, most particularly:

- > Dr Kenn Fisher (Habitus Research) – Andragogy + Heutagogy/TAFE Learning Specialist
- > Mr Brad Davies (Vector Consulting) – Digital Learning and Infrastructure Delivery Specialist.

**Design principles concept** – Informing an emerging brief of space typologies, the development of 'design space principles' would include concepts of the nature of agile space, capable of future change response, and a shift towards inter-disciplinary models rather than traditional 'silo' configurations. Additionally, concepts of engagement with industry and community would support the new learning model delivery and enhance campus activation and student life while supporting employee engagement and research platforms.

**Future-proofing concept** – Principles of adaptability and agility of space will inform the future of space provision for learning, virtual and physical. Space planning considerations should incorporate adaptability to facilitate unknown future space variations including expansion and contraction, functional change, and serviceability. Parameters for space typology can be captured within design principles for each space typology. A construction methodology that embraces sustainable modular design principles will offer optimal flexibility for future change demand.

- > Chisholm Institute Commercial Plan 2019
- > People Plan 2019–2021.

**Change management concept** – A landscape of adaptable and agile learning should be underpinned by platforms of supportive change management for employees and students. Sustainable shell and core building typologies can facilitate this adaptive model and provide an opportunity for ongoing prototyping of new learning environments within the campus. Spatial prototyping can be rapidly implemented at low cost within existing and new buildings to inform, consult and test learning ideology prior to the commitment of larger capital investment.

Increasingly, campuses will need to adapt to these very different circumstances, demands and drivers. They will need to transform into more porous, innovative, connected, collaborative, partnered and responsive physical and virtual campus models.

# Future educational statement for TAFE delivery cont.

They will see new and emerging spatial concepts to match these 'cloud' concepts. These are likely to include the spaces described in the agile space concept (the 'maker spaces'; 'collaborative learning spaces'; 'simulation zones'; 'innovation hubs/showcase environments'; 'smart classrooms'; and 'co-working and entrepreneurship hubs').

## Strategic Chisholm alignment

*Chisholm ... 'will be agile, responsive and relevant to the needs of students, employers and industry.'*

*Strive to be the benchmark institution on the application of blended learning approaches that merge social connectedness, learning for work, enterprise skills and digital capabilities*

*(Vision \_ Education Plan 2022)*

Moodle platform; VR assessment tools; Video conferencing solutions; Evaluation framework (Education Plan 2022)

## Investment in human capital/ responding to student demand/ retaining valued employees

Trends in demand from both industry and TAFE students are demonstrating a desire for hybrid learning modalities and a key focus on experience, where individual student learning allows greater flexibility around how, when and where learning happens. In a post-COVID-19 world, virtual capability will be a key differentiator of campus choice, along with course availability and physical campus environs. Student satisfaction will increasingly rely on the ability to deliver integrated, immersive learning solutions, tangible and virtual, which are responsive and accessible 24/7.

Independent learning facilities that activate the campus should be tailored for each location determined by factors of broader precinct offering, community opportunity, industry engagement demand and student need. The creation of a 'sticky campus' will depend on achieving a dynamic blend of learning and social opportunity at ground plane interfaces for a specific location.

Employees will be required to navigate and facilitate the new learning landscape. Chisholm's plan to encourage effective collaboration, inclusive workplace culture and innovation and offer good professional development will support valued employees and ensure retention and growth.

## Strategic Chisholm alignment

*Social Connectedness\_ Student life model; Student services hubs model; Innovative library services; peer to peer platforms (Education Plan 2022)*

*Implementation of the Action Plan\_ staff retention strategy (People Plan 2019-2021)*

Student life program \_connectedness + belonging\_ Differentiate the unique Chisholm experience (Student Experience Plan V9 13/3/2019)

## Industry demand/community connection

Industry demand for education delivery is seeing TAFE institutes and other training organisations pressured to provide skills training more directly into the workplace and to educate a skilled workforce, within compressed time frames with higher levels of job-ready proficiency. The development of more intimate and collaborative working relationships with industry offer opportunities to provide a highly porous campus/workplace platform, both physically and virtually.

Training providers that remain agile and responsive to meet demand through the provision of innovative and adaptable space typologies and digital platforms will demonstrate leadership within the industry and be well positioned to respond to future and changing demand.

## Strategic Chisholm alignment

*Partner Engagement Strategy (Chisholm Commercial Plan 26/8/2019)*

Blended learning delivery \_ Industry-led; workforce supported (Education Plan 2022)

## Developing a new model/impacts on Master Plan benchmarking and business case development

Integral to the development of a successful and enduring Master Plan is the establishment of a robust but transparent vision and framework, underpinning the education planning, design principles, strategic infrastructure, and digital armature.

The CMP model is propositional and influenced by a series of interrelated factors. Historical student enrolment figures and area benchmarking data have been analysed to support future directions, and benchmarking factors have been applied to Concept Master Plans. Regular review of the framework will maintain the relevance and health of the CMP.

Influencing considerations include:

- > detailed Education Plan for online learning/blended learning model and digital plan requirements
- > learning model within hybrid space typologies/21st-century learning space typologies/utilisation modelling
- > campus specific demand for simulated learning/adaptable model for delivery
- > campus specific industry and community engagement models
- > student life provision for informal/independent learning, connecting, belonging and socialisation.

Importantly for the business case, the capital works program should consider both the physical and digital campus development within the implementation strategy as a balanced design solution.

# Demographic and demand analysis

## Key insights from the Biruu report

The CMP commenced with a demographic and demand analysis, which informed Chisholm's strategic decisions on the future of each campus.

The analysis examined Chisholm's market from three perspectives;

- the geographic origins of students enrolled at each of Chisholm's four main campuses,
- the demographic and other characteristics of each campus' catchment
- the competitive context of Chisholm's geographic markets.

Insights from these three perspectives allowed evidence-based recommendations to underpin the strategic direction presented in the CMP.

The catchments of each of Chisholm's four main campuses largely overlap, primarily embracing the six LGAs of Casey, Cardinia, Greater Dandenong, Frankston and Mornington Peninsula and to a lesser extent Kingston. This catchment represents 83 per cent of enrolments and over one million people, making Chisholm the most accessible TAFE to around 20 per cent of Melbourne's population.

## Chisholm's catchments

The analysis found Chisholm is well located for success. Its catchment market is so populous that Chisholm alone is unlikely to ever saturate (over-supply) the market. It is an economically active area – all LGAs in the primary catchment (except Greater Dandenong) are moderately advantaged socio-economically (although pockets of disadvantage exist) and not highly affected by unemployment. Across the catchment a higher proportion of post-secondary students attend TAFE than the Victorian average – the most popular occupation in Casey, Cardinia, and Frankston (second in Dandenong) is Technicians and Trades Workers. A higher proportion will be the first in their family to attend education beyond secondary school, suggesting Chisholm's accessibility for first-generation post-secondary students is an important attribute to maintain in this market.

Students from every LGA attend every campus, to the extent that Chisholm could be said to have one primary catchment which varies in proportion only between campuses. Within this larger catchment, students will travel past one Chisholm campus to attend another, suggesting Chisholm's courses are not optimally located from its students' perspectives.

## Key insights for Chisholm's future

- > Chisholm's catchment market is good for vocational education and training (VET) relative to Victoria as a whole (noting Greater Dandenong offers the fewest opportunities).
- > Growth in demand (at a higher rate than other sectors) for health-related qualifications will be seen in every LGA in Chisholm's catchment. Chisholm should maintain its strong focus on training for the health and human services sector.
- > Four out of every five additional young people in Chisholm's catchment will be in Casey and Cardinia, and three out of every five will be in Casey alone. These LGAs are where Chisholm's capacity expansion should be concentrated.
- > Chisholm has plenty of competition to the west of its catchment but it almost 'owns' its catchment's east and south east, which embraces Casey and Cardinia. If Chisholm cemented its local dominance, competitors would have more trouble entering this growth market.
- > If the activities on the Dandenong campus were located instead at Berwick or Cranbourne campuses they would be closer to students on average, reinforcing local dominance. These courses would also be less challenged by competition to the west.
- > Expansion of Cranbourne campus would bring services closer to students and defend this growth territory against entry by new competition.

---

The CMP's demographic and demand analysis was prepared in parallel with the 2021–2024 Strategic Plan. The findings of the analysis support the direction of its recommendations.



# Key insights: Teaching and Learning

## Summary of discussions with the Education Leadership Team, Associate Directors and Delivery Area Managers

### Consultation insights, challenges and opportunities

Workshops with both the Associate Directors for Education Leadership and their Delivery Area Managers provided real insights into the current strategies and objectives for teaching and learning at Chisholm, including their thoughts on the key strengths and opportunities at each campus.

### Experience during COVID-19

- > Reduced travel time was enjoyed by students and employees alike.
- > Inability for face to face engagement made learning more challenging for some. This was both socially and educationally. Many new migrants attend Chisholm and rely on social connectedness as part of their experience.
- > Access to equipment and suitable internet facilities posed issues for students and employees alike.
- > Engagement with online course content varied between cohorts. Younger students responded better to short video presentations than assigned tasks.

### Industry relationships

- > Spaces for engagement with the industry needs to be adaptable. Typical arrangements are short term (around four to five years). To avoid redundancy after any contracted period, space needs to be re-purposed.
- > Showcase and exhibition spaces would enable the increased interface between students and job opportunities.
- > Job placement is a limiting factor in the ability to offer more courses.

### Growth potential on campus

- > Significant underlying population-driven growth in Berwick, Cranbourne, and Frankston.
- > Each campus could support increased offerings through the Foundation College.
- > Consolidation of trades would assist in alleviating staffing challenges servicing all campuses.
- > Chisholm is the largest TAFE provider of early childhood education in the south east, with 29 new childcare centres proposed in the area.
- > New early childhood services could be provided to service all campuses for greater amenity to employees and students with children. Also increased placement potential and financial opportunity for leasing arrangements.
- > All campuses are well placed to provide allied health alignments to neighbouring amenities.

### Moon shot: what would you see changed that could reform each campus?

- > Greater application of VR technology but not replacing face to face. Potential to reduce physical equipment requirements would reduce maintenance, spatial requirements and redundancy of items no longer current to industry needs.
- > Outdoor classrooms would enhance the teaching and on-campus experience.
- > Better transportation solutions – car parking availability. Better on-site amenities to enable greater flexibility around travel at peak times onto very busy roads. Inter-campus bus shuttles.
- > Dedicated first aid spaces for training and industry placement.

### Key insights

1. Blended delivery – lessons from Business and IT are that teaching space can be consolidated through blended delivery.
2. Remote delivery suites required at all campuses – learning hub/sound booths/ editing requirements – proximate to employee spaces but connected and visible to students for student utilisation. Create spaces that allow easy interaction between groups on different campuses to interact.
3. Allied health is seen as an opportunity – proximity of health precincts to each campus. Placement potential with identified partners. Services in high demand in the catchments. Established long-term relationships will limit proximate partnerships at the Dandenong campus.
4. Sporting partnership opportunities at Cranbourne and Dandenong could offer Chisholm visibility and placements. Further course development would be off site with professional teams, existing facilities or through leasing arrangements.
5. VR – using effectively in trade – not replacing face to face but assisting in reducing the size of workshops and cost of machinery.
6. Divestment is not seen as a likely near-term option in relation to current policy and the focus should be on on-site leasing opportunities for partners, linked to training agreements.
7. 70 per cent of all students go on to start their own business. How can Chisholm support this enterprise through 'start up' centres? What would these look like?

# Key insights: Executive Group

## Summary of discussions with the Education Leadership Team, Associate Directors and Delivery Area Managers

### Vision document and key propositions

- > Rapid change during COVID-19 to deliver remotely – an opportunity for transformational change to a future-focused hybrid virtual and physical campus model that is re-engineered for a digital world
- > Competition from registered training organisations (RTOs), demand from industry, and emerging technologies are driving change
- > Agility and responsiveness – how to achieve in the context of government funding model
- > Emerging space typologies and cloud campus concepts were outlined:
  - virtual space concept which supports a digital campus and impacts area provision, utilisation and timetabling
  - agile space model with increasing VR and reduction in demand for single occupancy specialist space, replaced by:
    - > maker space
    - > collaborative learning zones
    - > 'smart' classrooms
    - > entrepreneurship hubs
  - design principles model which may include a shift to interdisciplinary models in lieu of silo models, and concepts of engagement with industry and community
  - future-proofing principles for new facilities that include the ability to adapt to changing course demand – expansion and contraction, and functional change
  - with greater flexibility afforded by the blended learning model, student satisfaction relies on the delivery of an integrated immersive learning model, both tangible and virtual, accessible 24/7
  - Chisholm's plan to encourage an inclusive workplace culture will support valued employees and support retention and growth.

### Consultation insights, challenges and opportunities

#### Common threads

1. Placing students and their needs central to Chisholm's vision, including the quality of the on-campus experience and promoting connectedness
2. Employee retention and attraction is important to the continued growth of Chisholm as an organisation of choice
3. Remote delivery capacity has become critical during COVID-19 and into the future – better targeted on-campus working environments for students and employee delivery will increase quality and capacity
4. Contracts with industry can be relatively short term and Chisholm facilities need to be more adaptable to meet future needs – to respond to industry and enrolment variability
5. Strong potential exists for deeper partnerships with health and hospitals. Organisations have shown a preparedness to contribute to costs
6. Campus 'hearts' supported
7. Course viability review should be a key consideration in deciding the curriculum and services offered
8. Priorities for state and local government specifically as they relate to Chisholm could be identified to ensure business cases are well aligned
9. A key focus of Chisholm could be positioning for Manufacturing 4.0 – advanced manufacturing capability and identification of key partners with whom Chisholm could contract
10. Strategies for further engagement with the community
11. Broad education offering will be a key part of Chisholm into the future (2021–2024 Strategic Plan)
12. Key pillars of health, trades (incl. manufacturing), education (training sector) and pathways are confirmed (2021–2024 Strategic Plan)
13. In principle agreement that Dandenong and Frankston are suitable for consolidation and Berwick and Cranbourne should be growth campuses.

### Challenges identified

1. Competing with agile RTOs that can cherry-pick targeted profitable courses.
2. Officer campus opportunity – unclear how this aligns with strategic goals – further assessment required.
3. A key observation from the consultation was that the employee cohort travels from the city outwards which may impact locational preference and recruiting/retention, and contrasts with the data findings regarding students, who largely travel inwards.
4. Definition required to the priority for the development of the four campuses.
  - a. Dandenong has the flattest growth potential but is seen as an important anchor campus, a key to cultural connectedness and most relevant for international students. Various new projects are funded at this campus
  - b. Frankston has seen significant investment and more is planned, although data shows growth is less strong than the south east campuses.
  - c. Demographic research indicates that Berwick is at the gateway to a significant growth precinct.
  - d. Cranbourne is low profile in the minds of the Executive team and yet is very well located to anticipate growth. Cranbourne would require committed investment to gain a critical mass and to represent the key identified opportunities and strengths from the 2021–2024 Strategic Plan; health, trades, education and pathways.

# Skills for Victoria's Growing Economy

## **The Skills for Victoria's Growing Economy Review prepared by the Honourable Jenny Macklin, was completed in February 2021, during the master planning process. The CMP responds to the new policy context the Review creates.**

The Review's recommendations signal a significant shift in Victorian Government policy on the operation of its TAFE portfolio. Policy over the last decade has encouraged TAFE providers to compete in the VET market individually, placing them on an almost equal footing with private providers.

The Review acknowledges (page 28) that over the past decade the behaviour of some private providers has challenged the quality, integrity, reputation and confidence of the system. It proposes more flexibility, noting (page 39) that with half of its current graduates unable to find suitable work VET should move from providing narrow and specific qualifications towards providing more transferable skills that prepare learners for a constantly changing economy. It notes (page 31) that the skills system works as an opportunity escalator, enabling the working class and middle class to lift their economic and social position, and that the system must now be reformed to ensure the escalator works for all Victorians.

The Review's centrepiece recommendation is a shift towards a more collaborative TAFE system, in which a new government agency (FutureSkills Victoria) will collaborate with TAFE providers to determine which skills each should focus on. FutureSkills Victoria will produce an annual Victorian Skills Plan that sets out Victoria's skills needs, and in a collaborative process will allocate responsibilities amongst the TAFE providers.

The CMP has regard to this policy direction, consistent with Chisholm's 2021–2024 Strategic Plan.

The CMP positions Chisholm to assert its role as the dominant VET provider in its south east Melbourne catchment (primarily the six LGAs of Casey, Cardinia, Greater Dandenong, Frankston, Mornington Peninsula and Kingston). When FutureSkills Victoria is in a position to consider which TAFE should be supported to expand training in this geographic area, Chisholm will be well placed for growth.

Secondly, the CMP acknowledges the need for flexibility in qualifications and training delivery models flagged by the Review. The focus of future campus facilities will be on flexible, adaptable spaces which also enable the production of digital training content to complement in-person delivery models.

Thirdly, the CMP supports Chisholm's ability to assert to FutureSkills Victoria its core strengths in health, trades and education, consistent with its 2021–2024 Strategic Plan.

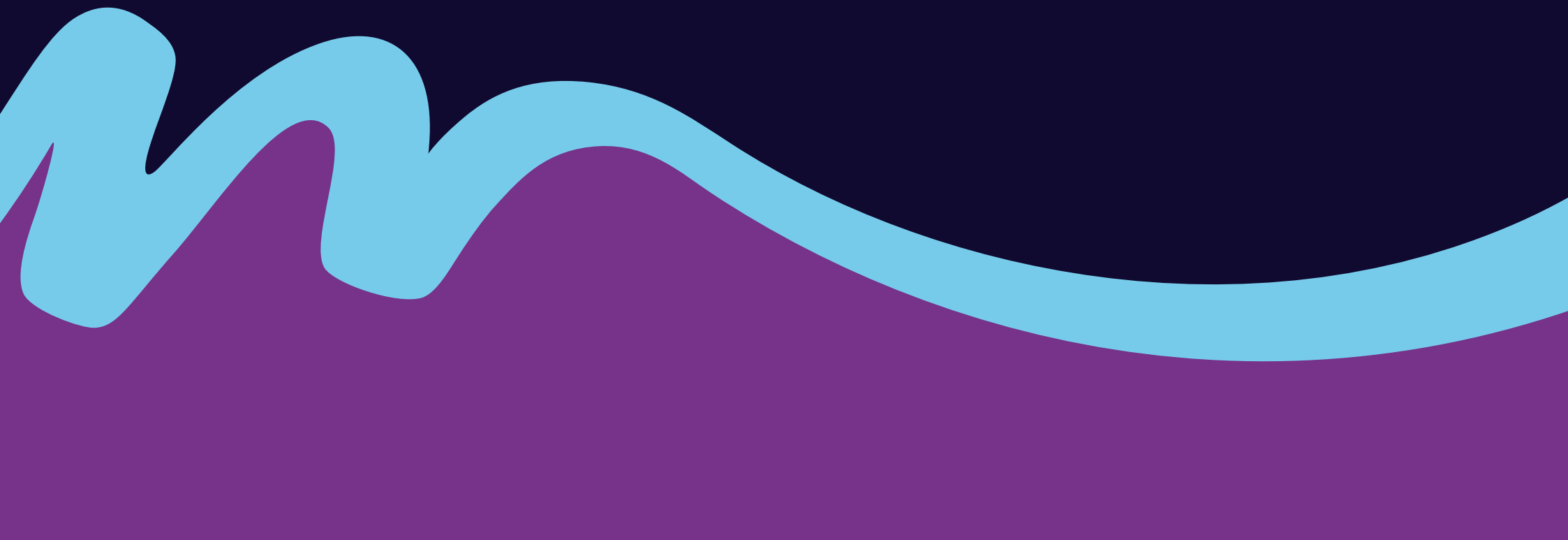
## **Immediate reforms**

- > FutureSkills Victoria: institutional base for more collaborative skills to deliver training requirements.
- > FutureSkills Insights: Build evidence and database to support planning and decision making.
- > Develop an annual Victorian Skills Plan ahead of each year.
- > Better understand costs, subsidies, prices etc. for fairer government funding VET model.
- > Establish Future Skills Labs: Clean Economy, Care Economy, Digital Economy.
- > Expand Skills and Job Centres support.
- > Develop and share curriculum and improve professional learning for VET and adult, community and further education (ACFE) teachers.

Reference – *Skills for Victoria's Growing Economy Review*, page 10

# Campus proposals

Berwick campus



# Current state assessment

## Berwick campus

Located on a key site on the Princes Freeway, and at the gateway to a significant residential growth precinct in Melbourne's south east, the Berwick campus has significant capacity for growth and development.

### Campus location and context

- > Good site identity to Berwick Clyde Road and Freeway off-ramps – effectively a gateway site to the Officer/Pakenham Urban Growth Precinct.
- > Good public transport links and potential for parking development.
- > Commercial health partnerships. Adjacencies to St John of God and Casey Hospitals are favourable for partnering.
- > The neighbouring Federation University with its higher education capacity could offer partnering/sharing potential.
- > Significant challenges with traffic congestion around the campus.

### Key observations from the current state assessment

- > There is significant potential for campus growth and development.
- > Buildings are generally of a moderate age or newer and are in good condition.
- > The newer buildings on the site are highly relevant to the curriculum.
- > The older buildings in the centre of the site will ultimately be of too low a scale and density and a clear strategy for growth should address this.
- > Buildings are not well connected and in some cases, building servicing pathways conflict with the enjoyment of the site by students – buildings face out while service courtyards face in.
- > Common, connected landscapes and places to spend time outside on campus are lacking.
- > Commercial development south of Good Street could offer financial opportunities for Chisholm.

### Take outs from Biruu data review

- > Predicted areas of growth in the precinct relative to other campuses support the expansion of this campus, particularly in relation to construction-related trades and health.
- > If the activities on the Dandenong campus were alternatively located in Berwick or Cranbourne, they would be closer to students on average, and less challenged by competition to the west.

### Key findings for review by Chisholm

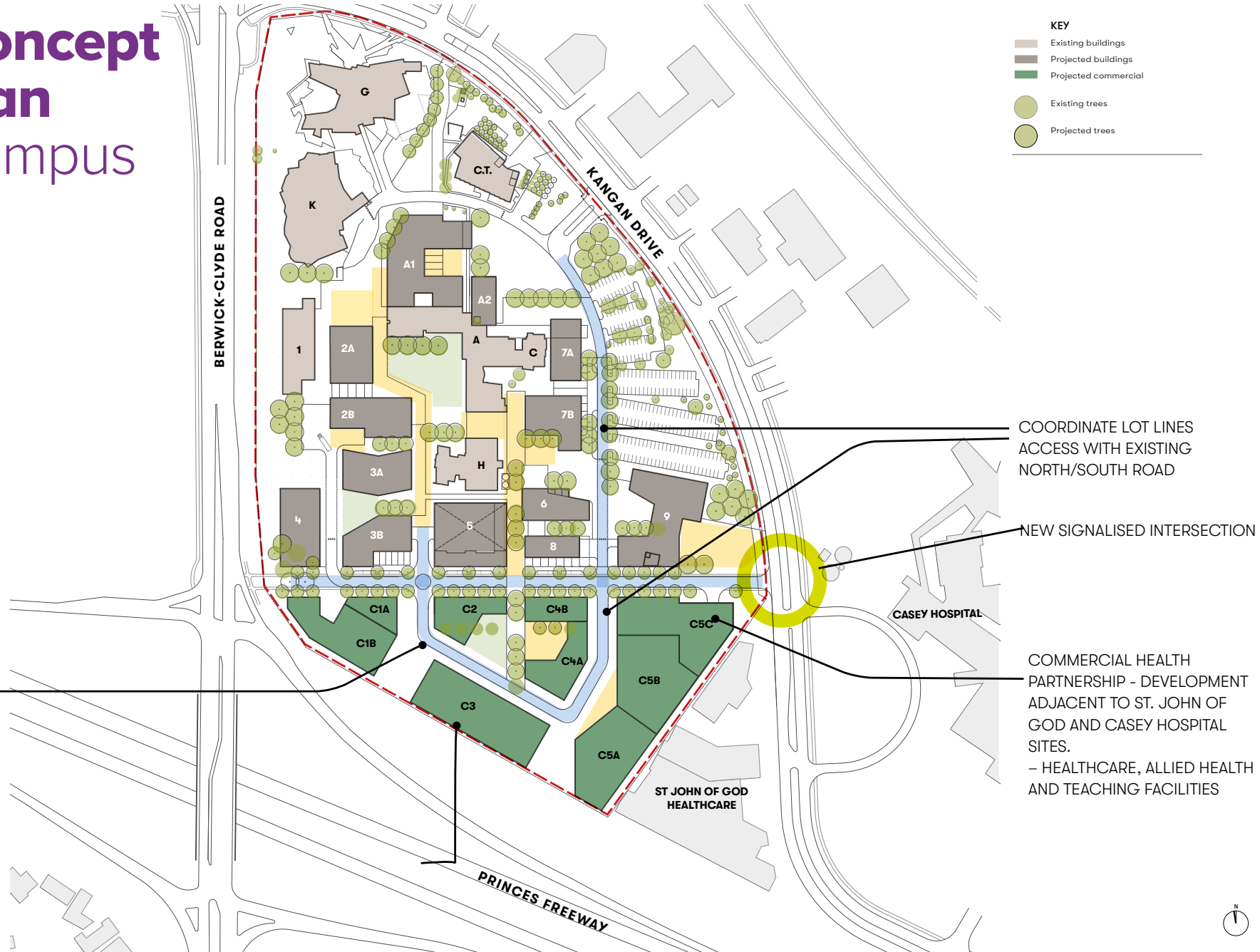
- > The site can be developed for significantly higher densities and future buildings could consider building at a vertical scale in the order of four storeys or more.
- > Chisholm could consider partnering with Federation University for shared use of specialist higher education spaces to strengthen pathways. Growth in higher education also includes collaboration and building on existing community mental health and nursing provision and high-quality health facilities.
- > The south west corner of the site offers significant visibility and identity and would be attractive to partners.
- > Significant commercial health partnership opportunities. Relationships with neighbouring health precincts could be reinforced on site by addressing facilities in proximity to the south east sites.
- > Master planning could jointly consider the needs of partners and address parking strategies in an integrated and complementary way.
- > Commercial development south of Good Street could offer financial opportunities for Chisholm.
- > Further work is required in conjunction with VicRoads, Victorian Government and related parties to develop traffic solutions to better facilitate access to the campus.

# Current state assessment Berwick campus



# Overall Concept Master Plan

## Berwick campus



# Site yield studies Berwick campus

- LOW - 1-3 STOREY
- MED - 4-6 STOREYS
- HIGH - 7-8 STOREYS

BUILDING NAME	BUILDING TYPE	NO. OF STOREYS	AREA PER FLOOR (m <sup>2</sup> )	TOTAL AREA (m <sup>2</sup> )
A1	Educational	1	2370	2,370
A2	Educational	1	510	510
2A	Educational	2	1040	2,080
2B	Educational	3	1250	3,750
3A	Educational	3	1170	3,510
3B	Educational	4	1100	4,400
4	Educational	4	1330	5,320
5	Multi-level carpark	5	1980	9,900
6	Educational	4	830	3,320
7A	Educational	4	800	3,200
7B	Educational	4	1100	4,400
8	Educational	5	500	2,500
9	Educational	7	2220	15,540
<b>Subtotal</b>				<b>60,800</b>
C1A	Commercial	4	600	2,400
C1B	Commercial	5	1770	8,850
C2	Commercial	5	935	4,675
C3	Multi-level carpark	7	2790	19,530
C4A	Commercial	6	1070	6,420
C4B	Commercial	5	650	3,250
C5A	Commercial	7	2145	15,015
C5B	Commercial	8	2425	19,400
C5C	Commercial	8	2320	18,560
<b>Subtotal</b>				<b>98,100</b>
<b>Total Area</b>				<b>158,900</b>

These studies are undertaken to provide Chisholm information on the maximum viable potential for the sites, rather than specifically to meet site-specific objectives.



## Area Analysis

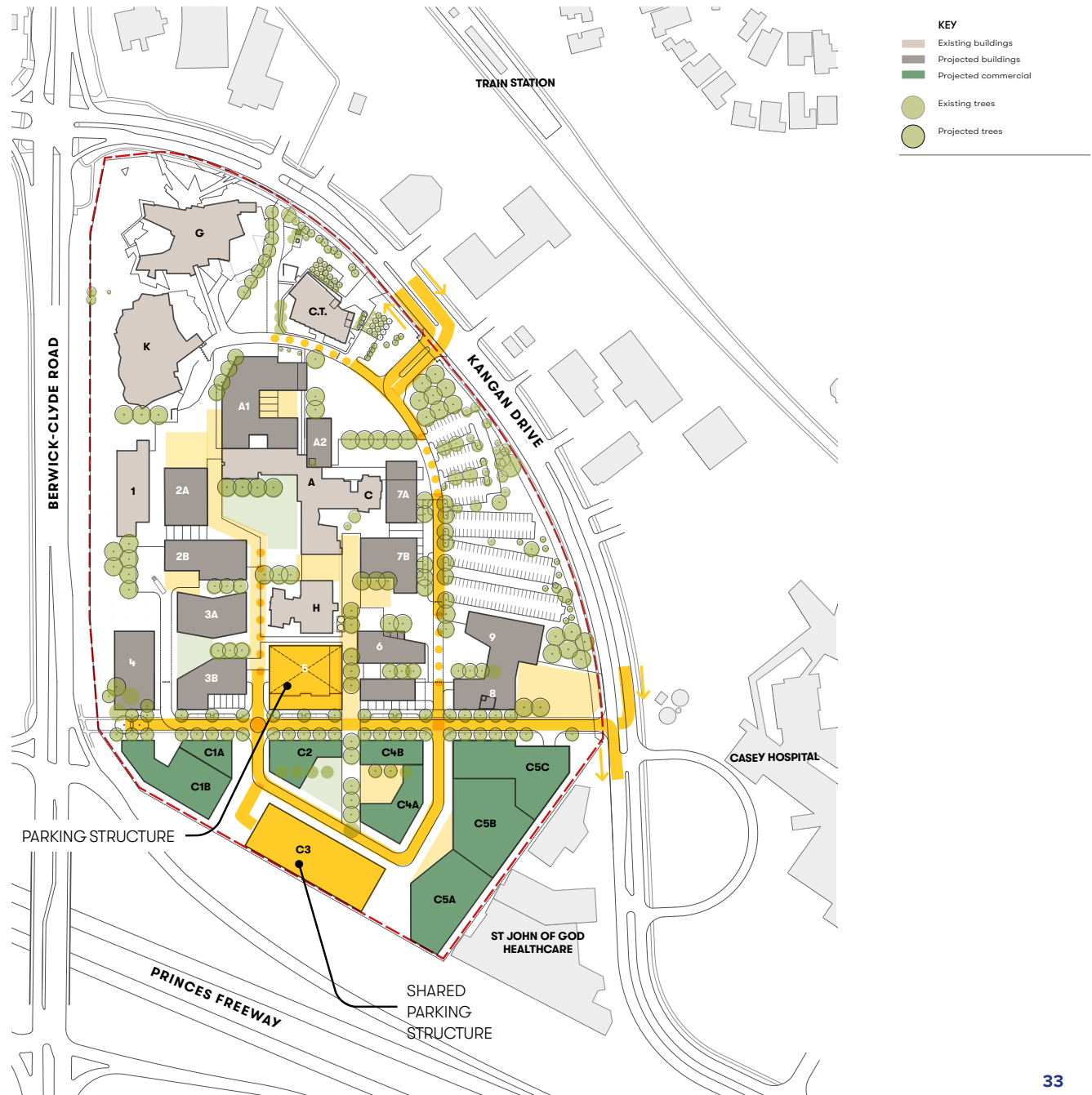
- The main campus, north of Good Street yields the potential for up to **60,800m<sup>2</sup>** of building development.
- The site development shown here supports the forecasted growth of the area and the yield generated by the previously proposed Master Plan.
- Approximately **98,100m<sup>2</sup>** of commercial development is possible when considering a maximised site, south of Good Street.
- The development of Buildings C5A, C5B and C5C were not proposed in the previous Master Plan development for the Berwick campus.
- These buildings offer opportunity for a commercial health partnership. Connection potential with neighbouring St John of God and Casey Hospitals.
- Commercial developments south of Good Street are subject to planning and traffic input.
- The total site yields the potential for up to **158,900m<sup>2</sup>** of building development, based on the building scale and site footprints shown.
- To best develop the site based on these yields, priority projects should be identified and consideration given to future partnership potential and the creation and maintenance of strong precincts.



# Pedestrian and traffic option 01

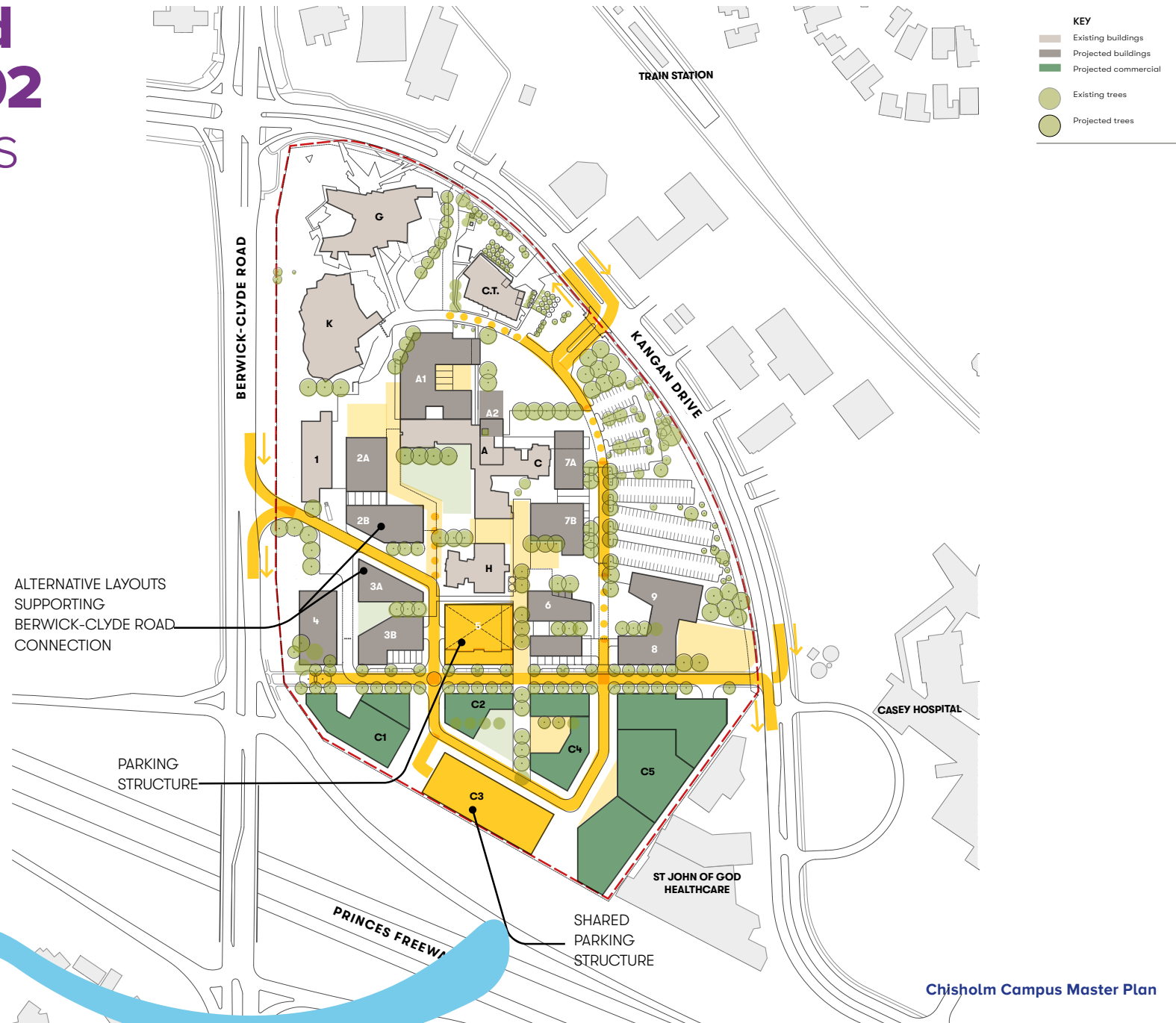
## Berwick campus

Circulation pathways with no connection to Berwick-Clyde Road



# Pedestrian and traffic option 02 Berwick campus

Circulation pathways with connection  
to Berwick-Clyde Road



# Priority projects Berwick campus

 Proposed mid-stage development buildings



ANCHOR BUILDING TO SUPPORT NORTHERN PRECINCT - CONSOLIDATION OPPORTUNITY FOR TRADES PRECINCT TO THE NORTH OF THE CAMPUS. SHARABLE FACILITIES CAN BE LOCATED IN THE INTERFACE OF BOTH BUILDING A AND A1 FOR DUAL ACCESS, ENCOURAGING A BROADER RANGE OF UTILISATION ACROSS DEPARTMENTS.

ANCHOR BUILDING

PRIORITY HEALTH-ORIENTED PROJECTS LINKING TO CAMPUS + PROVIDING 'GATEWAY' BUILDINGS TO KANGAN DRIVE

# Campus proposals

Cranbourne campus



# Current state assessment

## Cranbourne campus

The 9.5 ha Cranbourne campus lies within the City of Casey, one of Victoria's most rapidly expanding local government regions, with the catchment for the precinct being the Cities of Casey and Cardinia.

The modest scale and identity of this site belie its key position geographically. There are significant opportunities and constraints for this site.

### Campus location and context

- > Berwick-Cranbourne and Cameron (Narre Warren) Roads are significant arteries that will ultimately be duplicated.
- > The significant setbacks to road frontages on the west and south for future road widenings and the setback of Building A contribute to a current 'recessive' campus identity.
- > The neighbouring Casey Complex, library and Balla Balla Community Centre are significant community services hubs.
- > The campus is located some distance from the current Cranbourne rail station north west of campus and the timing of the Cranbourne line extension is unknown. The likely new station is closer to Casey Fields, which will not significantly improve access distance.
- > Adjacencies to Casey Grammar School and Cranbourne Secondary College offer potential to emphasise collaborative partnerships.

### Key observations from the current state assessment

The east and west of the site are bifurcated by a Melbourne Water easement which cannot be built over. Opportunities for soft landscape development should be considered as there is evidence of this elsewhere on the easement.

The site development is fundamentally limited by a narrowing of the available site between Building A and the wetland.

There are significant vehicle and pedestrian conflicts on the site at present.

The large roundabout on Berwick-Cranbourne and Narre Warren Roads limits accessibility to the site from the south. The campus could benefit from a new mid-block access point from the west that allows better accessibility and fewer conflicts to servicing the site and parking.

Access off Berwick-Cranbourne Road into east parcel has been previously reviewed and is not favoured by VicRoads. Shared access with the Casey Complex development is the recommended direction. Traffic consultant, planning and council review required to progress outcome.

Buildings A and E at each end of the site are the key buildings of value and are in reasonable condition.

### Take outs from Biruu data review

- > Expansion of Cranbourne campus would bring services closer to students and defend the growth territory against entry by new competition.

### Client comments on campus status

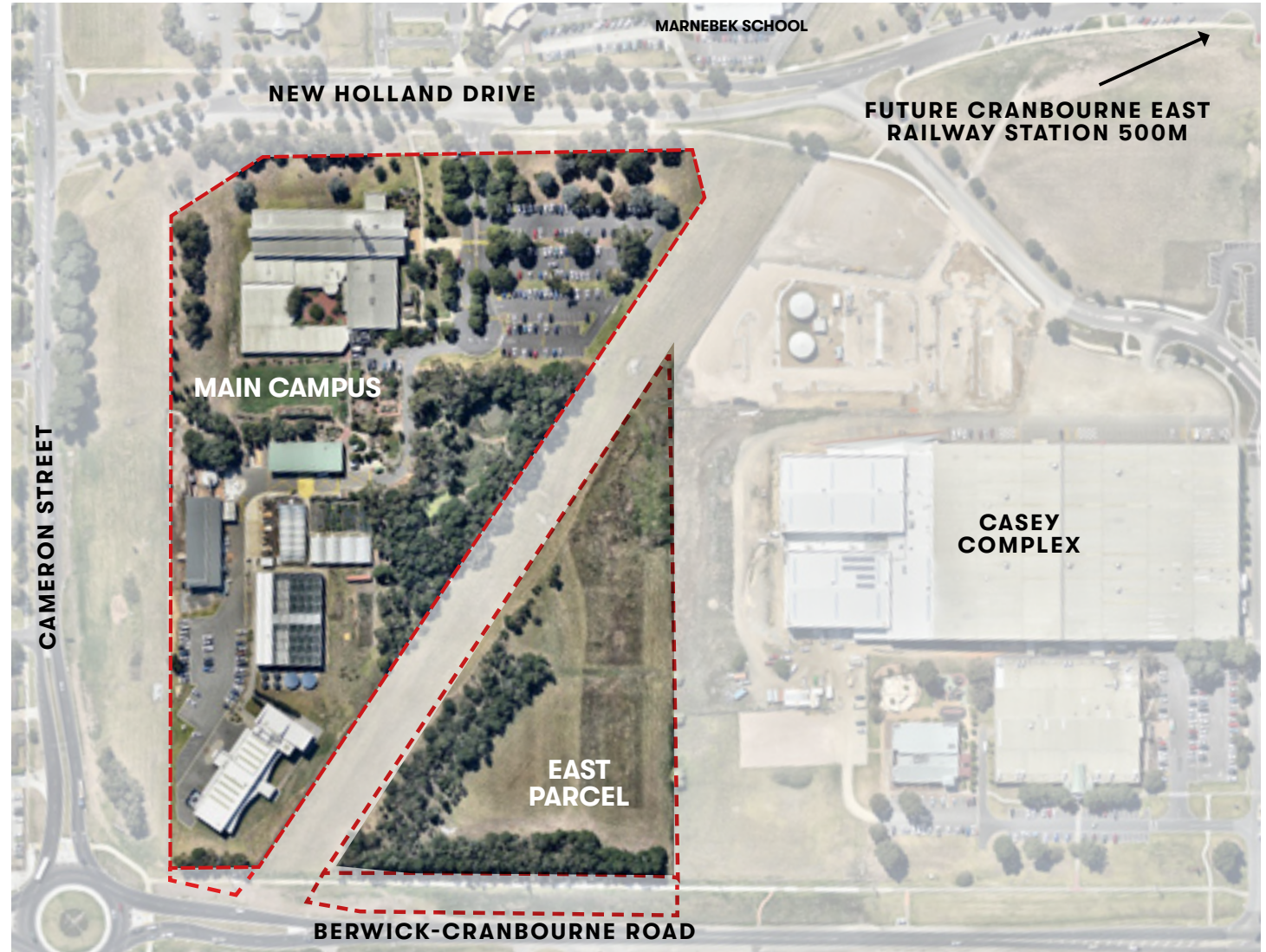
- > The east parcel at Cranbourne is an ongoing discussion with a number of parties. As noted in the Master Plan, currently it is not required for Chisholm use and would be part of a commercial strategy.
- > Consolidation of trades to other campuses would assist with teaching and learning delivery challenges. As tradies have vehicles this change of location still be accessible to those attending the courses. This would release the building to strengthen the determined campus focus.

### Key findings for review by Chisholm

- > The site is strategically well positioned but significantly constrained in its current layout.
- > The campus could be significantly developed to reflect its placement in the growing catchment and the likely demand but would require a commitment to significantly adapt the campus for growth, given current constraints.
- > While retaining Building A, consideration should be given to addressing the site from the west and south of the west precinct with a new access road, removing or amending the wetlands and central buildings.
- > Consolidation of trades to Berwick and Dandenong would enable Building E to be re-purposed and aligned with further campus development areas of focus.
- > A significant building site opportunity exists on the north east corner of the site, subject to a consolidated campus parking strategy being developed.
- > The east parcel could be utilised for key facilities with Casey in sports and allied health education, offering partnering opportunities. It could also include pathways through to higher education.
- > Casey Council Urban Design Framework has been developed, connecting to this land parcel.
- > The dividing land title could be enhanced as a connective soft landscape by agreement with Melbourne Water.
- > Chisholm should consider discussion with Melbourne Water for roadway access across the land with appropriate legal agreements.

# Current state assessment Cranbourne campus

Aerial plan

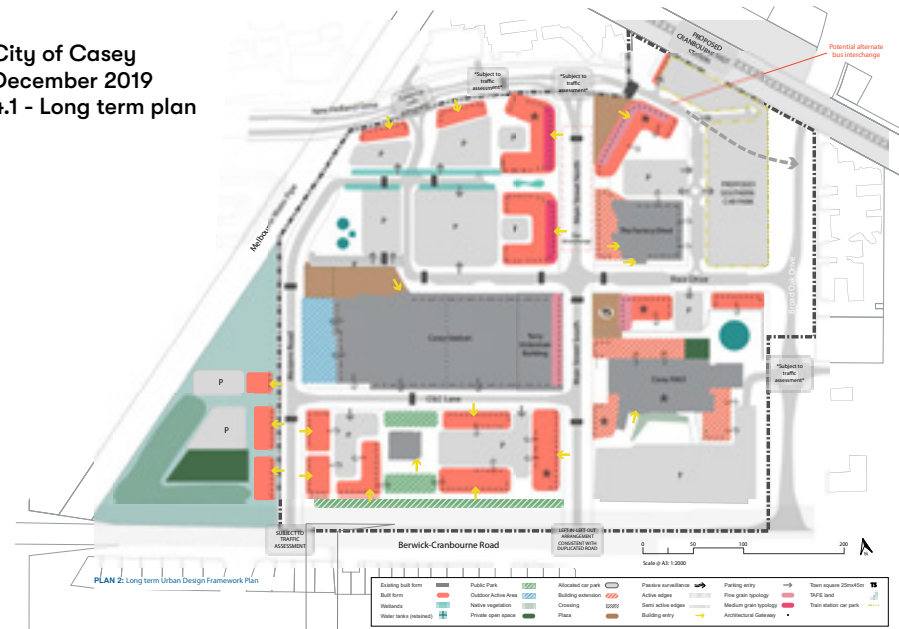


BERWICK-CRANBOURNE ROAD  
UPGRADES ON SOUTHERN TITLE  
BOUNDARY  
CASEY PUBLIC ACQUISITION  
ORDER PA001 TO BE SURVEYED  
TO CONFIRM EXTENT



# Neighbouring site reference scheme and development alignment to Chisholm Cranbourne campus

City of Casey  
December 2019  
4.1 - Long term plan



## City of Casey Land Sale - Community Hospital

The Victorian Health and Human Services Building Authority (VHSBA) approached Council in early 2019 to identify a potential location for a new Cranbourne Community Hospital as part of the State Government's commitment to build ten new community hospitals close to major growth areas in Victoria.

The proposed site currently being considered for the hospital has been identified within the Casey Complex at 65 Berwick-Cranbourne Road, Cranbourne East (refer to the plan below).

This site currently accommodates the Balla Balla Community Centre and overflow parking for the Casey Stadium, and is near other facilities including the Administration Building and Casey RACE. Council is working in collaboration with tenants, including Balla Balla Community Centre, on its proposed relocation to alternative accommodation, should the land sale proceed.

The proposed Community hospital will be managed by Monash Health and services will include early intervention, primary and community care, as well as a focus on paediatric care, chronic disease management programs, and day hospital services. These proposed services will provide the surrounding community access to health services closer to home, without travelling to major hospitals for treatment.

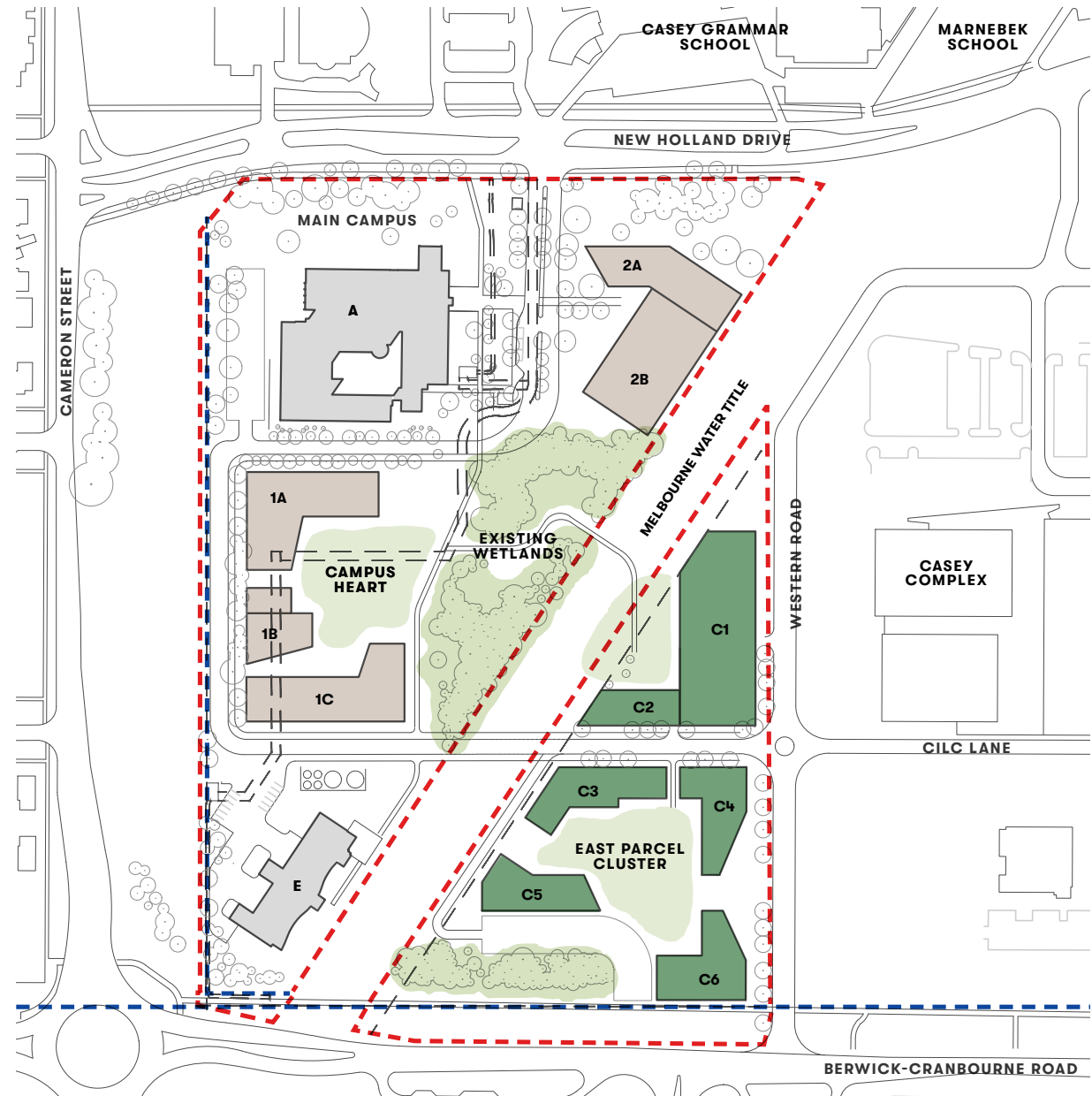
If the proposed land sale was to go ahead, the proceeds from the sale of land for the development of the Hospital would enable Council to provide community facilities for the current and future population of Cranbourne.

City of Casey – Casey Conversations website May 2021



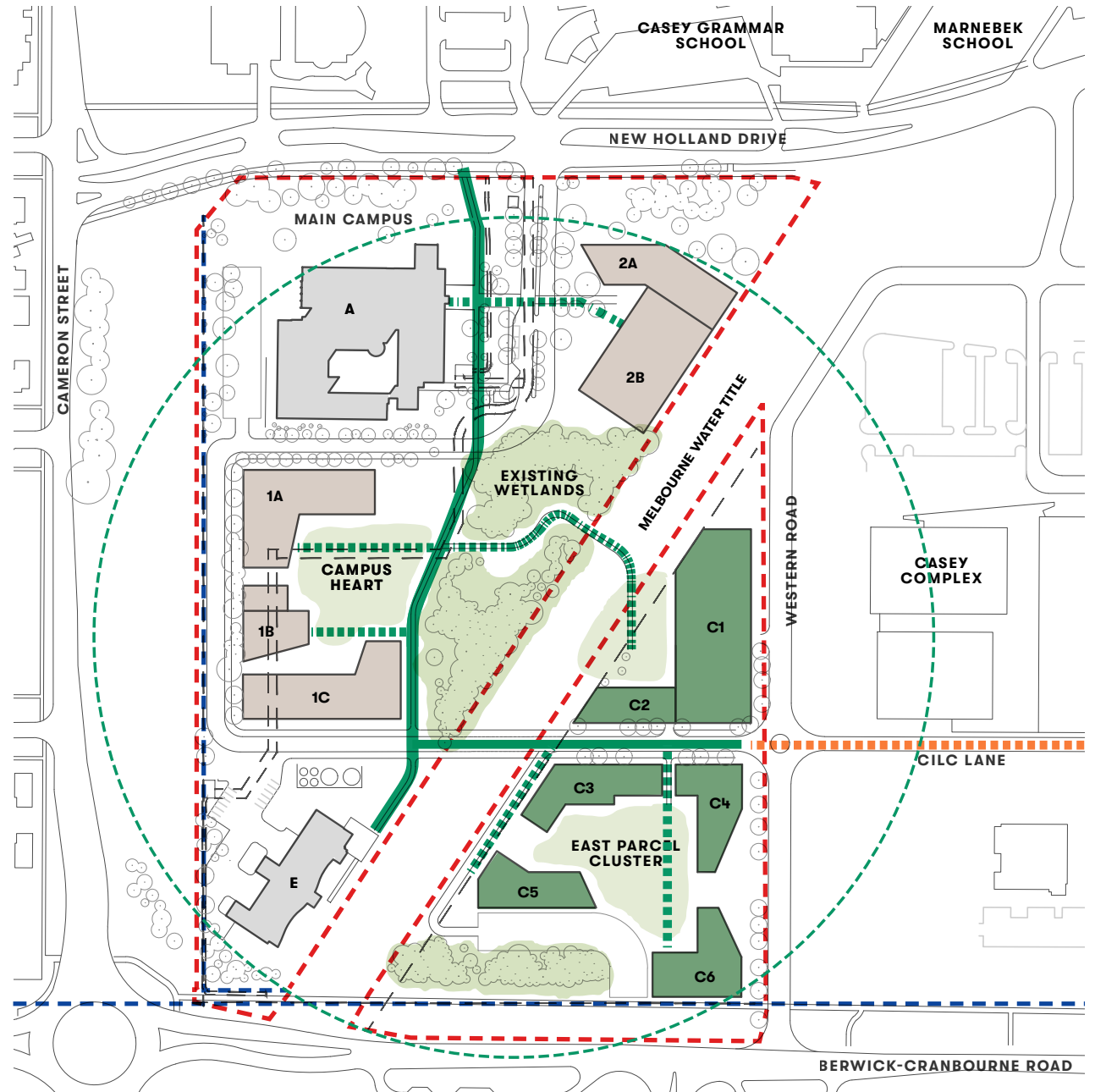
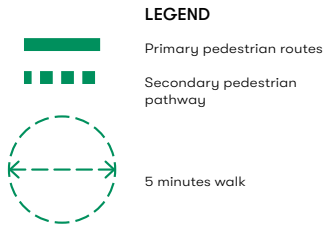
# Option 01 Overall Concept Master Plan

## Cranbourne campus





# Option 01 Overall pedestrian networks Cranbourne campus

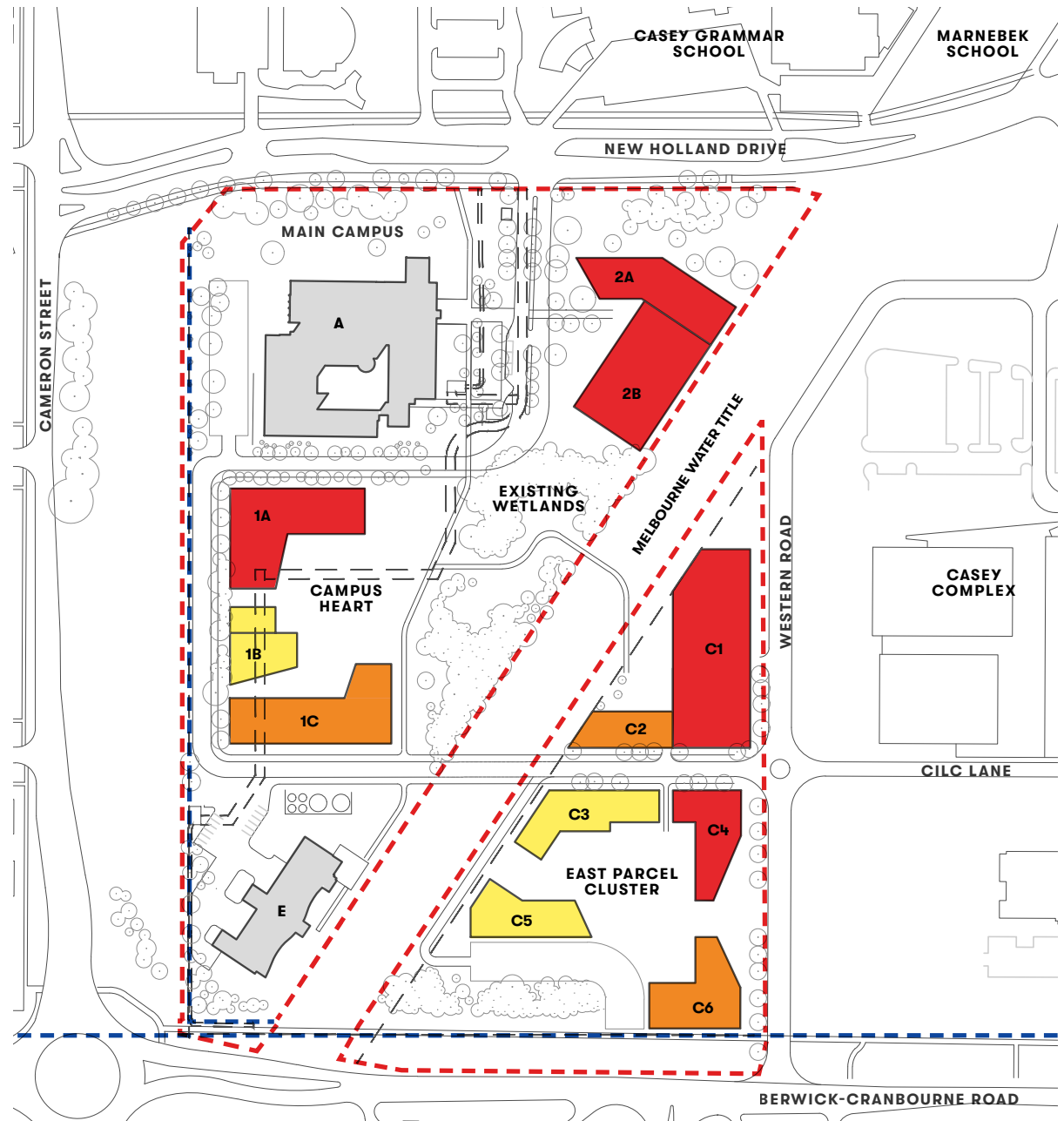


# Option 01 Site yield study Cranbourne campus

BUILDING NAME	BUILDING TYPE	NO. OF STOREYS	AREA PER FLOOR (m <sup>2</sup> )	TOTAL AREA (m <sup>2</sup> )
1A	Educational	3	1700	5,100
1B	Educational	1	1550	1,550
1C	Educational	2	1700	3,400
2A	Educational	3	1200	3,600
2B	Multi-level carpark	3	2000	6,000
Subtotal				19,650
C1	Multi-level carpark	3	2850	8,550
C2	Commercial	2	650	1,300
C3	Commercial	1	1000	1,000
C4	Commercial	3	950	2,850
C5	Commercial	1	900	900
C6	Commercial	2	1100	2,200
Subtotal				16,800
Total Area				36,450

These studies are undertaken to provide Chisholm information on the maximum viable potential for the sites, rather than to meet site-specific objectives.

- The main campus, west of the Melbourne Water title, yields the potential for up to 19,650m<sup>2</sup> of building development.
- The site development shown here supports the forecasted growth of the area and the yield generated by the previously proposed Master Plan.
- Approximately 16,800m<sup>2</sup> of commercial development is possible to the east parcel, which was not included in the proposal for the previous Master Plan at the Cranbourne campus.
- Commercial developments on the east parcel of the site are subject to traffic and planning input.
- Total site yield is approximately 36,450m<sup>2</sup> based on the building scale and site footprints shown, with the objective of maximising site development. The yield for this option is based on retaining the existing wetlands and southern vegetation.
- To best develop the site based on these yields, priority projects should be identified and consideration given to future partnerships with Casey Sports Precinct.



# Option 02

## Design strategy

## Design priorities

### Cranbourne campus

**TRAIN STATION ACCESS**  
CONNECTION TO EXISTING TRAIN STATION NW COULD BE PROGRESSED IN CONJUNCTION WITH CITY OF CASEY:  
- CYCLEWAY DEVELOPMENT  
- RENTABLE BICYCLES  
- SHUTTLE BUS  
FUTURE TRAIN STATION CONNECTION TO NE APPROX. 500M.

**WEST ROAD CONNECTION**  
• LEFT IN, LEFT OUT  
• UNLIKELY DUE TO EXISTING NEW HOLLAND INTERSECTION TO THE NORTH

**WESTERN BUILT FORM**  
• CONSIDER MULTI-STOREY TO ENHANCE STREET PRESENCE

**EXISTING EASEMENTS**

**CONSOLIDATE TRADES**  
• RELOCATE TRADES TO BERWICK  
• REFURBISH BUILDING E

**NEW HOLLAND DRIVE CONNECTION**

- MAINTAIN EXISTING FORMAL LANDSCAPED ENTRY

**PEDESTRIAN MOVEMENT**

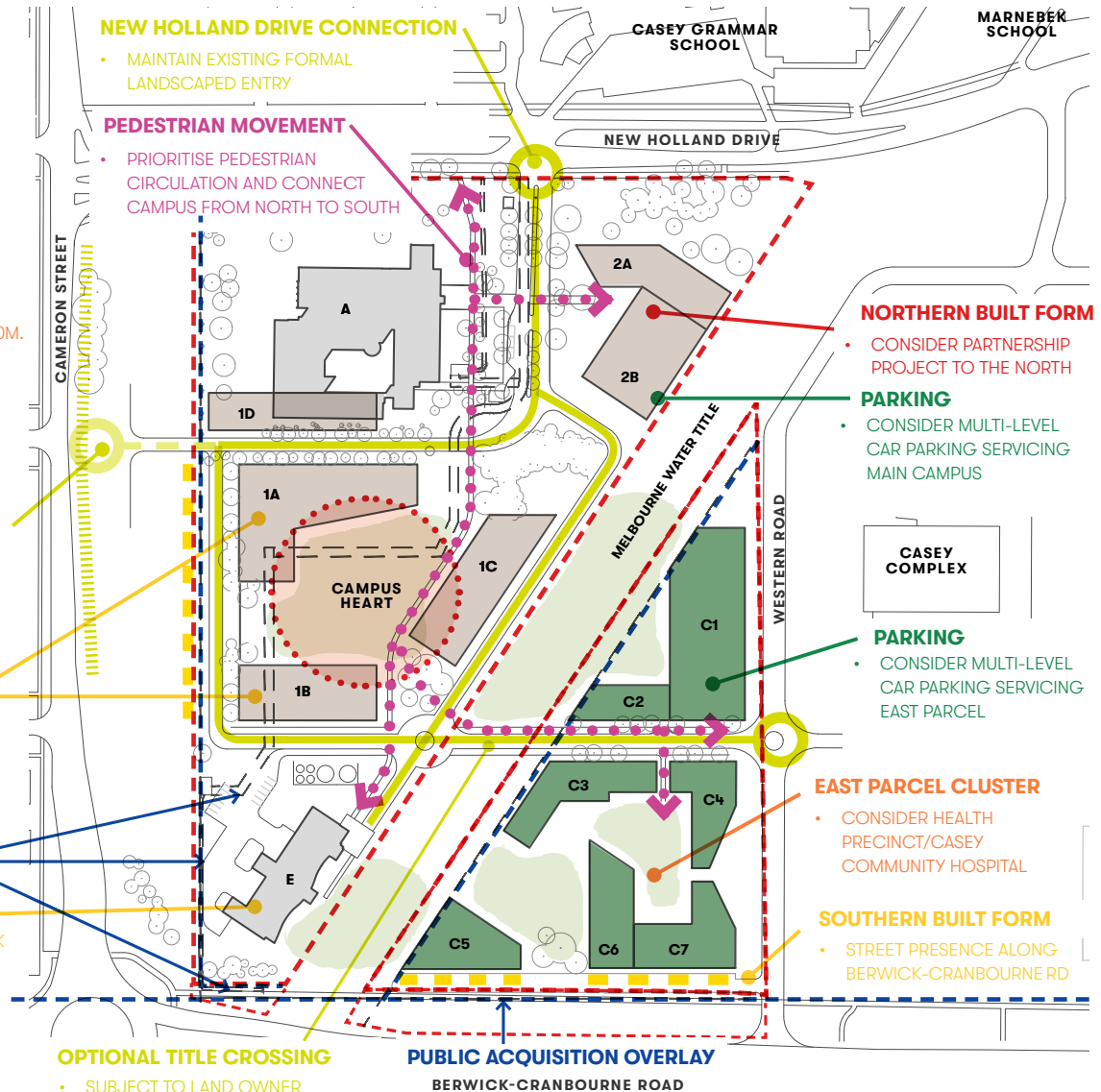
- PRIORITISE PEDESTRIAN CIRCULATION AND CONNECT CAMPUS FROM NORTH TO SOUTH

**OPTIONAL TITLE CROSSING**

- SUBJECT TO LAND OWNER APPROVAL/NEGOTIATION
- SITES FUNCTION AUTONOMOUSLY IF REQUIRED

**PUBLIC ACQUISITION OVERLAY**

BERWICK-CRANBOURNE ROAD



**NORTHERN BUILT FORM**

- CONSIDER PARTNERSHIP PROJECT TO THE NORTH

**PARKING**

- CONSIDER MULTI-LEVEL CAR PARKING SERVICING MAIN CAMPUS

**CASEY COMPLEX**

**PARKING**

- CONSIDER MULTI-LEVEL CAR PARKING SERVICING EAST PARCEL

**EAST PARCEL CLUSTER**

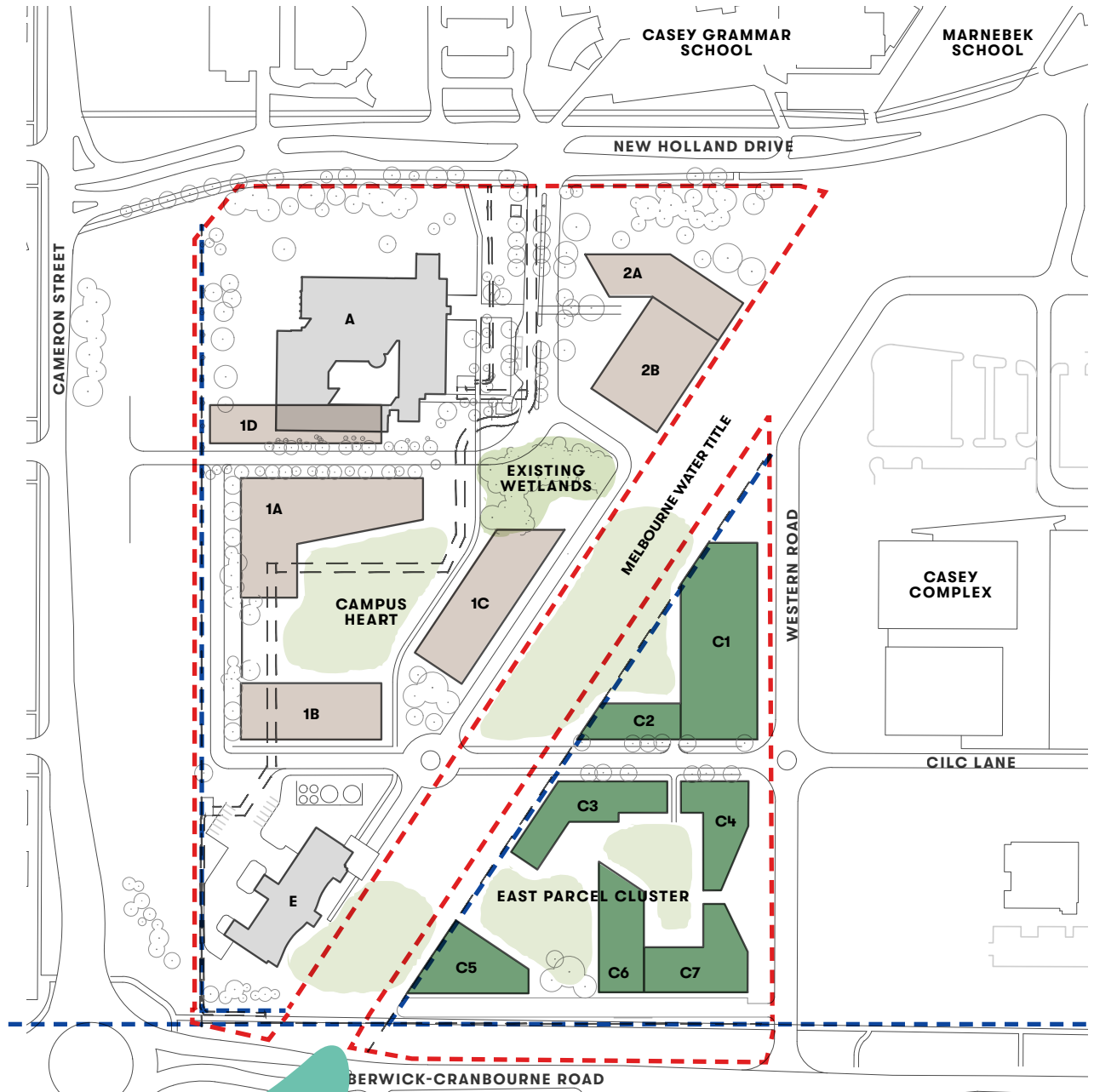
- CONSIDER HEALTH PRECINCT/CASEY COMMUNITY HOSPITAL

**SOUTHERN BUILT FORM**

- STREET PRESENCE ALONG BERWICK-CRANBOURNE RD

# Option 02 Overall Concept Master Plan

## Cranbourne campus



# Option 02 Pedestrian networks Cranbourne campus

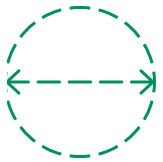
## LEGEND



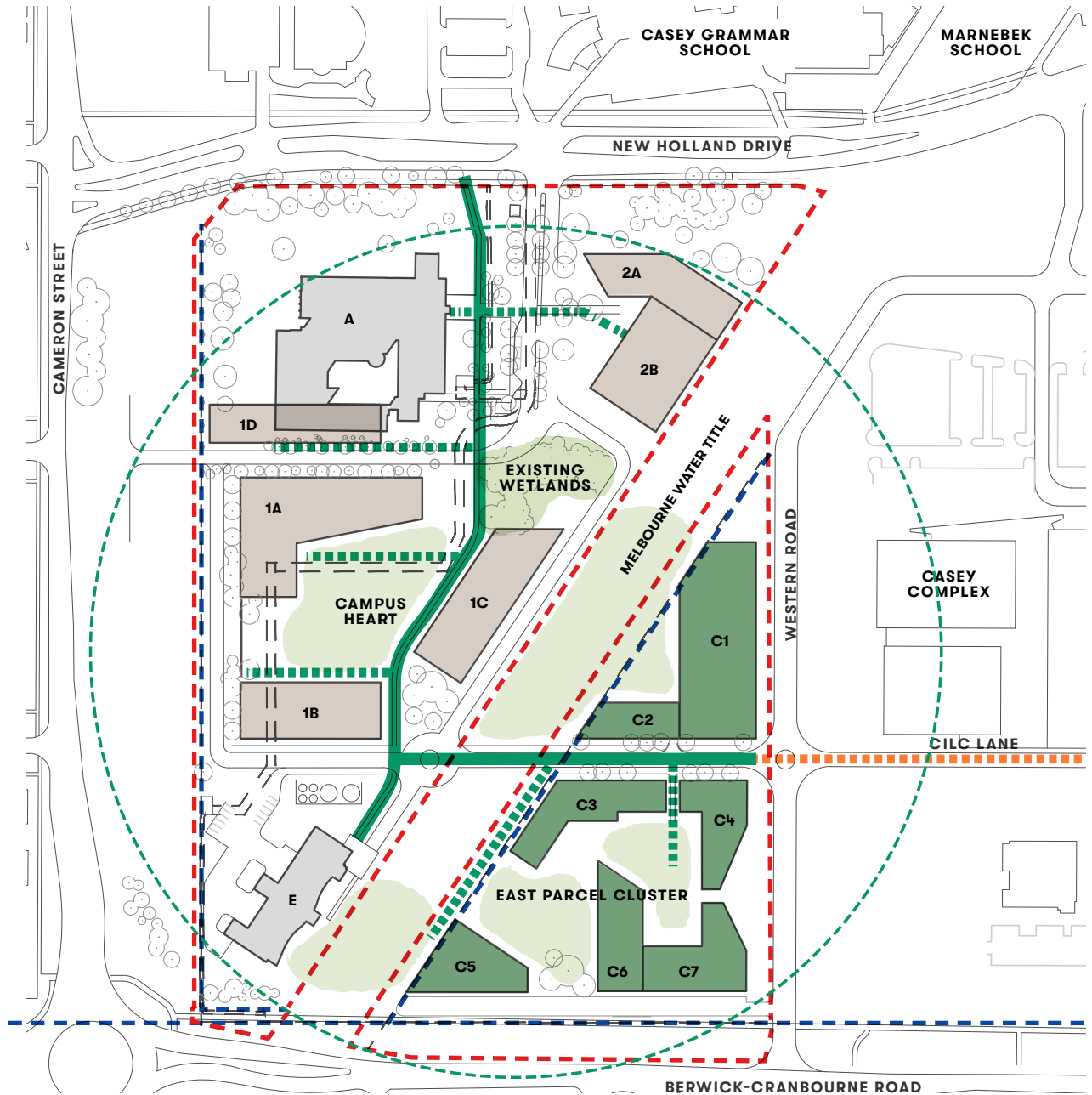
Primary pedestrian routes



Secondary pedestrian pathway



5 minutes walk

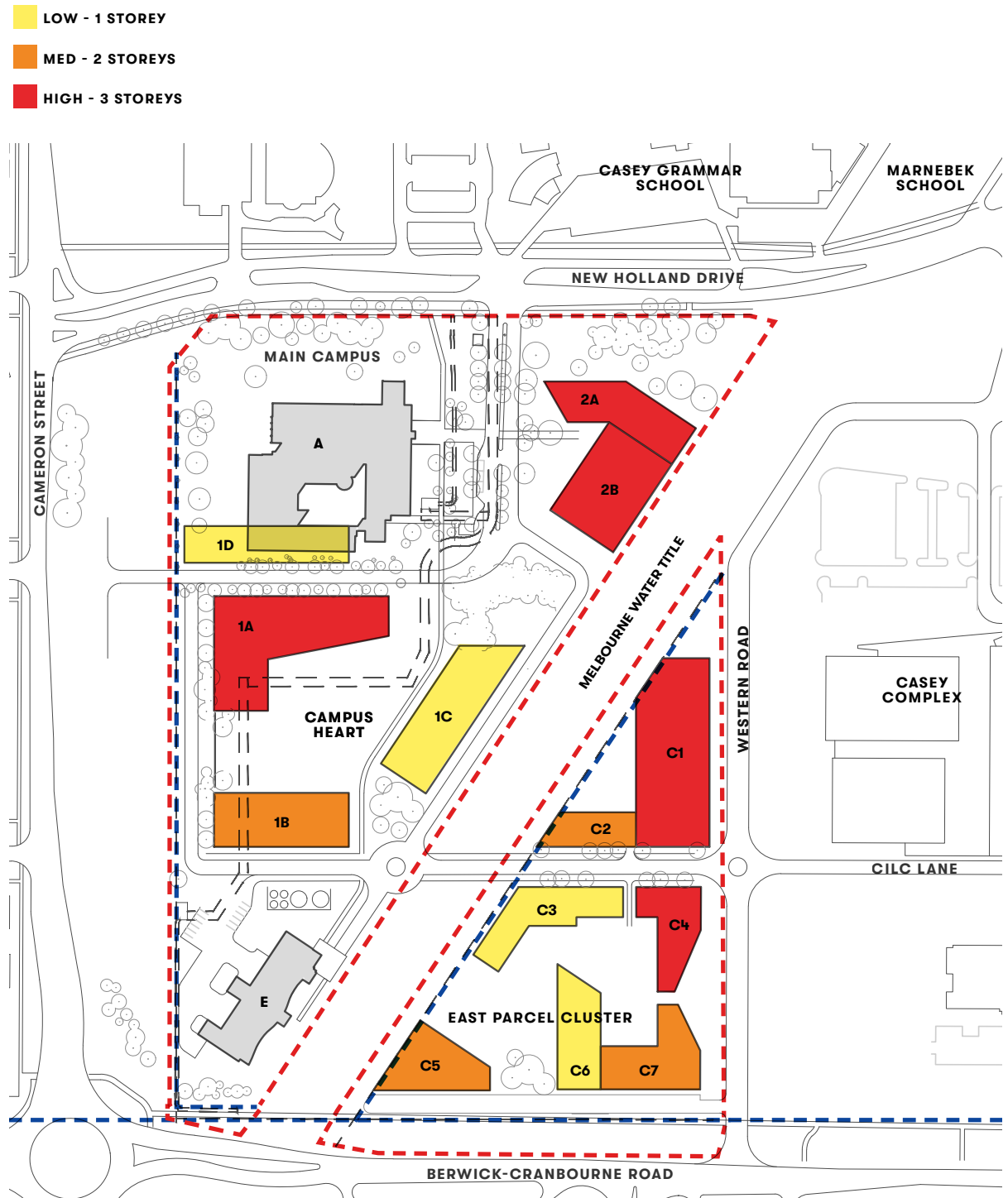


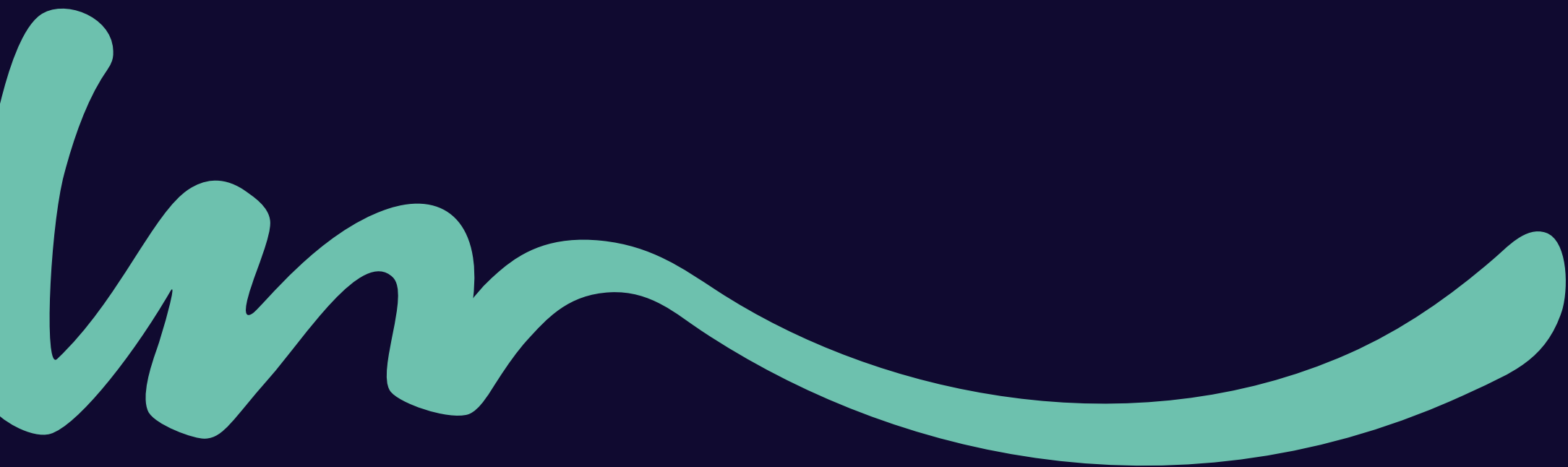
# Option 02 Site yield study Cranbourne campus

BUILDING NAME	BUILDING TYPE	NO. OF STOREYS	AREA PER FLOOR (m2)	TOTAL AREA (m2)
1A	Educational	3	2650	7,950
1B	Educational	2	1550	3,100
1C	Educational	1	1850	1,850
1D	Educational	1	1300	1,300
2A	Educational	3	1200	3,600
2B	Multi-level carpark	3	2000	6,000
Subtotal				23,800
C1	Multi-level carpark	3	2850	8,550
C2	Commercial	2	650	1,300
C3	Commercial	1	1200	1,200
C4	Commercial	3	950	2,850
C5	Commercial	2	1050	2,100
C6	Commercial	1	650	650
C7	Commercial	2	1200	2,400
Subtotal				19,050
Total Area				42,850

These studies are undertaken to provide Chisholm information on the maximum viable potential for the sites, rather than to meet site-specific objectives.

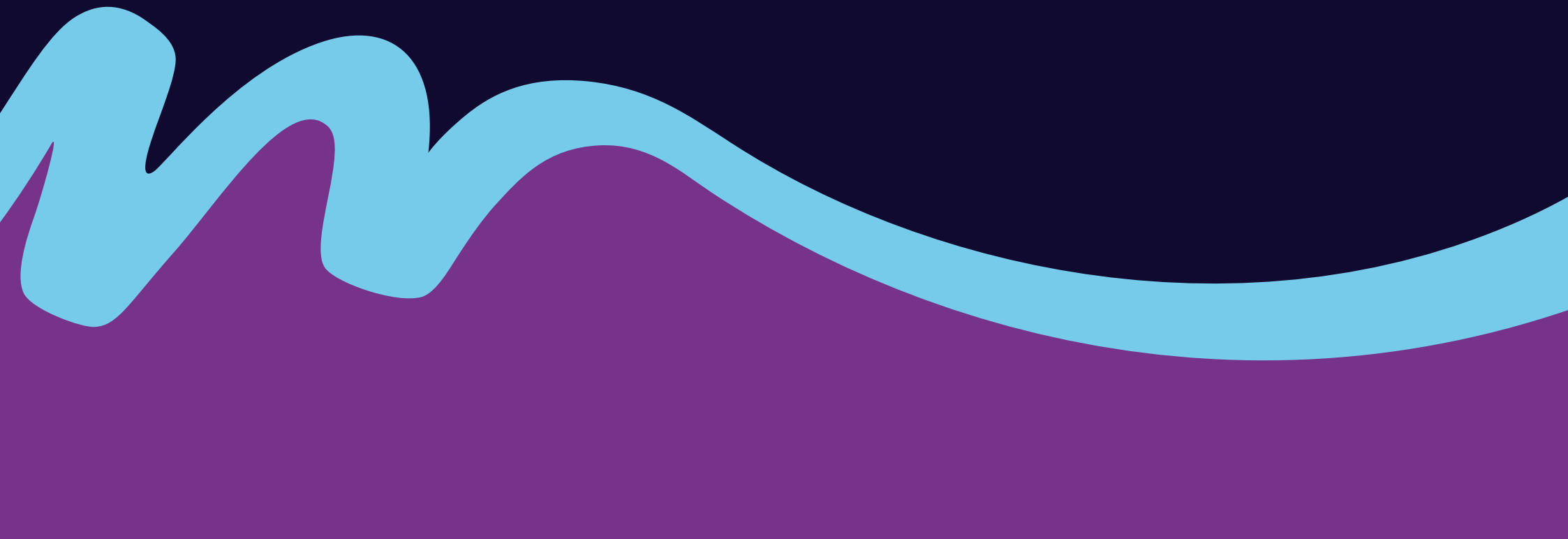
- The main campus, west of the Melbourne Water title, yields the potential for up to 23,800m<sup>2</sup> of building development.
- The site development shown here supports the forecasted growth of the area and the yield generated by the previously proposed Master Plan.
- The east parcel yields approximately 19,050m<sup>2</sup> of commercial development - this was not included in the proposal for the previous Master Plan at the Cranbourne campus.
- Commercial developments on the east parcel of the site are subject to traffic and planning input.
- The total site yield is approximately 42,850m<sup>2</sup> based on the building scale and site footprints shown, with the objective of maximising site development.
- The yield for this option is based on the removal of the existing wetlands and southern vegetation. Development on these areas of the site are single and double storey.
- To best develop the site based on these yields, priority projects should be identified and consideration given to future partnerships with Casey Sports Precinct.





# Campus proposals

Dandenong campus





# Current state assessment

## Dandenong campus

Located on Stud Road and Cleeland Street a kilometre or so to the north of Dandenong CBD, the campus is highly visible from busy Stud Road. While it houses the key administrative functions for Chisholm and is a densely built site, many of its buildings and services are well-aged. The Victorian Department of Education and Training recognises the strategic LGA location of the campus and its contribution as part of the greater community. Multiple projects are currently in planning, underway or recently refurbished to the central and eastern areas of the campus.

### Campus location and context

- > Part of the greater Dandenong LGA and an important part of the community.
- > Located on Stud Road – address and identity good to east.
- > Isolated from CBD precinct and major public transport links.
- > Adjacencies to Dandenong Hospital and Monash Health favourable for partnering.
- > Trades Centre for Chisholm.
- > Chisholm Online managed from this campus.

### Key observations from the current state assessment

- > Buildings in the centre and east of the site are generally in an aged condition that requires a lot of work to bring up to compliance or to convert for future educational uses.
- > Two facilities R and T in the west are the most recent buildings in good condition. Building R is an automotive building that presents an opportunity for Chisholm. Building T is a Trade Training Centre with a long-term lease currently in place.
- > Vehicle circulation and access tend to dominate many of the walking routes within the campus.
- > Facilities are siloed.
- > The levels on the site break it into three distinct parcels from east to west. There are known flooding issues.
- > The landscape character of the site is not favourable in terms of creating places for students and employees to linger on campus.
- > The library is inaccessible from the ground level of the campus and could be better connected to key landscapes and social spaces.
- > There are height limits on the site relating to helicopter flight paths.
- > Major level changes moving across the site needs to be addressed for greater accessibility.
- > Utilisation of Building R could be improved and used to establish a base on campus in work safety.

### Take outs from Biruu data review

- > Flatter growth in the precinct relative to other areas that question the need for growing facilities at Dandenong; on this basis suggesting the focus could be consolidation.
- > The major construction-related trades are not located closest to the catchment where construction growth is occurring over the next 30 years.
- > There is the potential to focus the offering at Dandenong to universal growth areas of English as an alternative language (EAL), health, allied health and aged care.

### Key findings for review by Chisholm

- > This analysis indicates that the future of the site for Chisholm should be considered before further investment.
- > Campus location within the greater Dandenong LGA has value to the communities it serves and is politically important to retain.
- > Chisholm should consider part divestment to fund other opportunities.
- > Chisholm could consider a Dandenong CBD building or leasehold that provides focused capability in non-trade based learning.
- > Assuming Chisholm maintains a presence on this site in the long term, the eastern address is the most favourable and the west of the site could be developed. A 'first and best use' study would identify the value and potential for other uses and underpin a commercial strategy.
- > Relationships with Dandenong Hospital and Monash Health as key neighbours could be developed in an equivalent partnering approach to that of Berwick in respect of health and allied health.

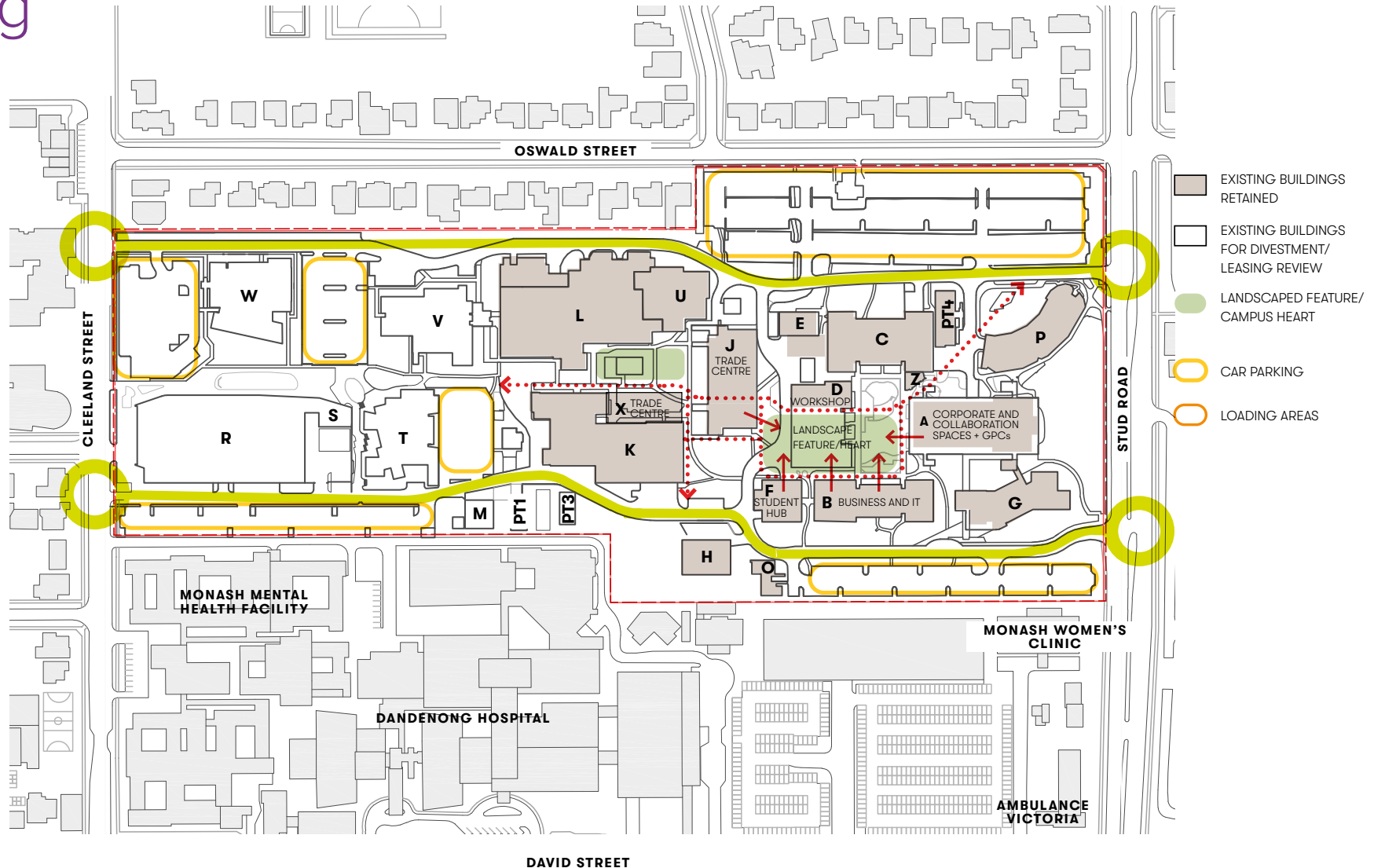
# Current state assessment Dandenong campus

Aerial map



# Option 01 Design strategy Dandenong campus

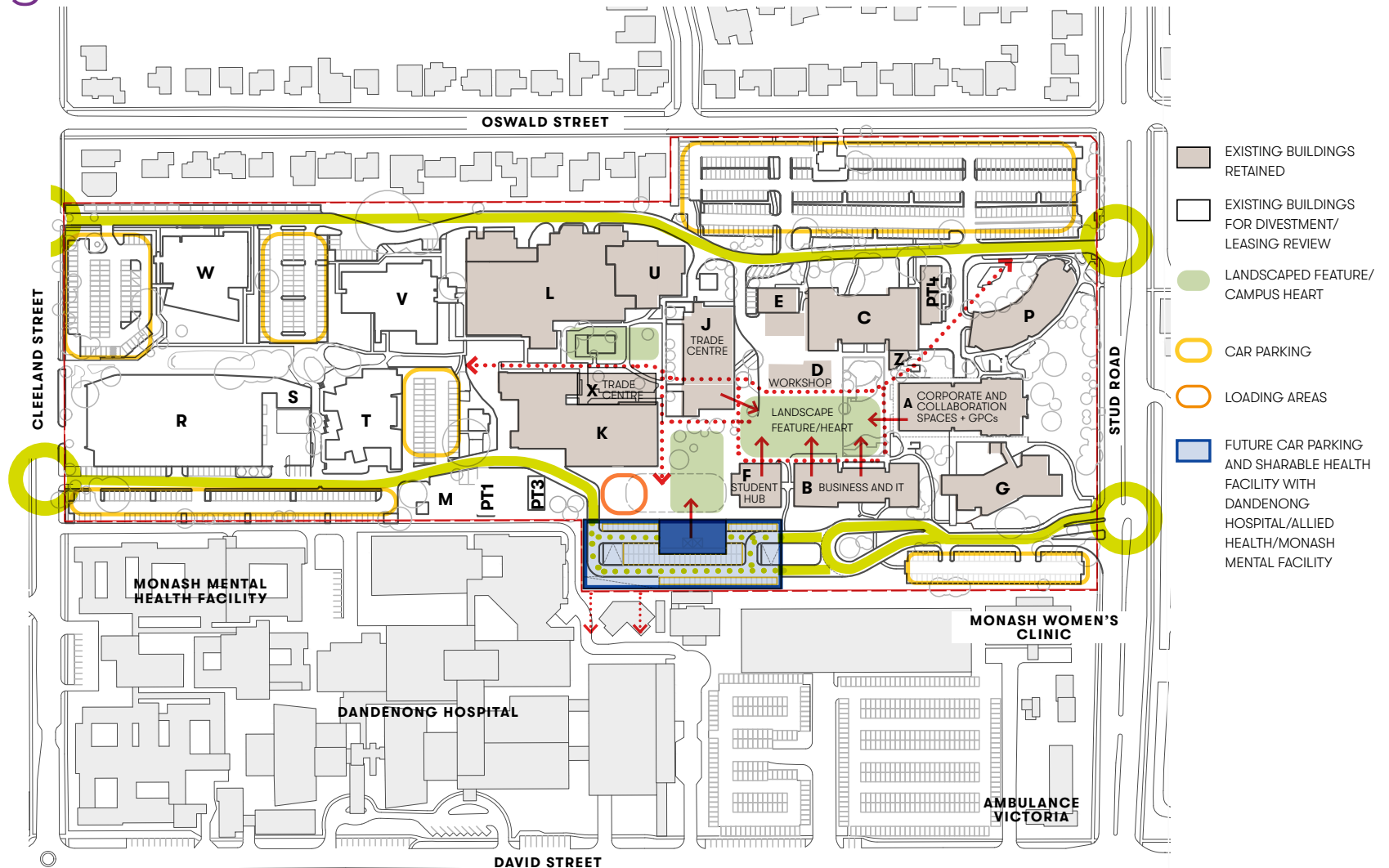
Current projects  
+  
Landscape/  
campus heart



# Option 02 Design strategy Dandenong campus

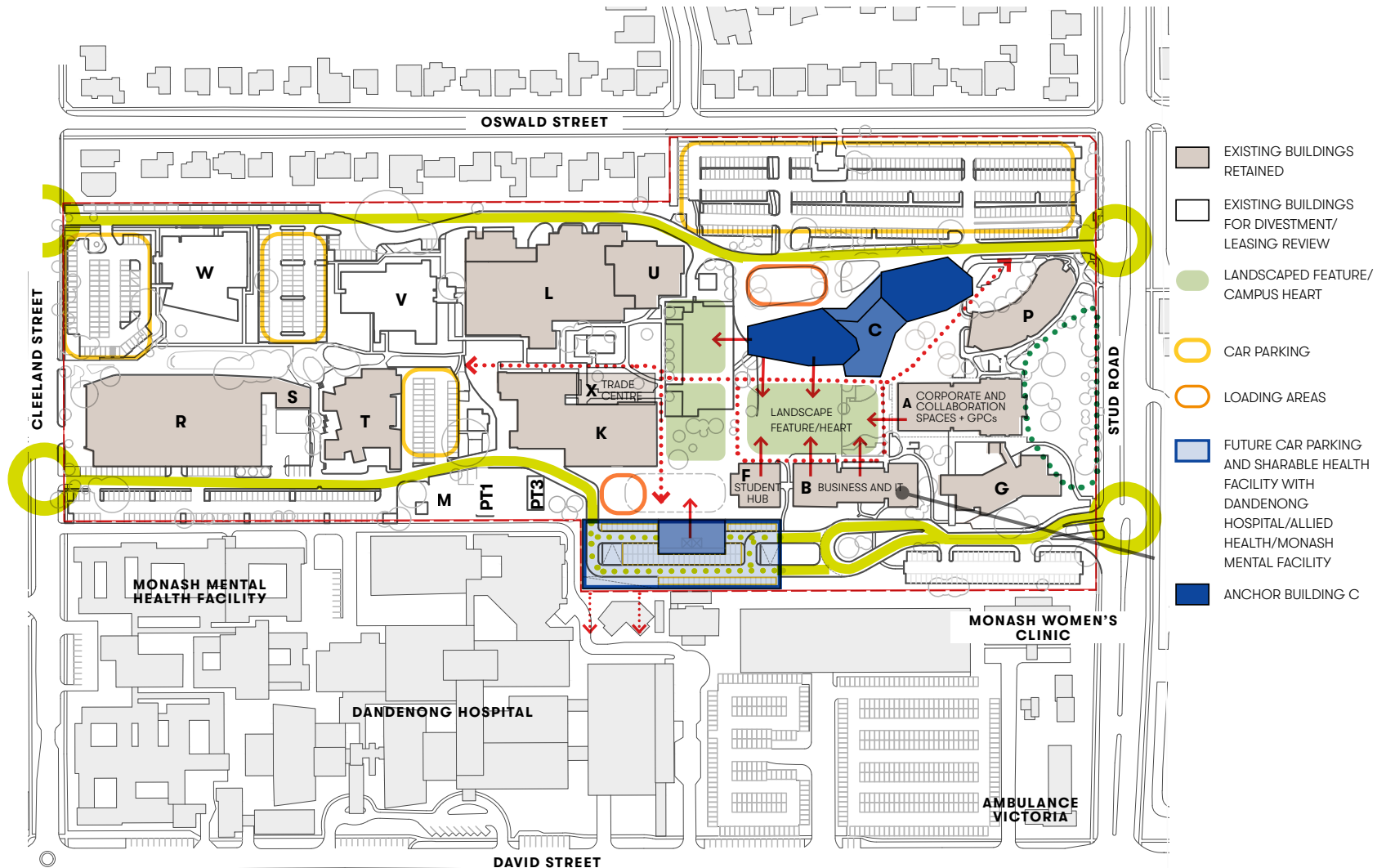
Aerial plan

Current projects  
+  
Landscape/  
campus heart  
+  
Sharable health  
facility/car park



# Option 03 Design strategy Dandenong campus

- Current projects
- + Landscape/campus heart
- + Sharable health facility/car park
- + Anchor Building C



# Campus proposals

Frankston campus



# Current state assessment

## Frankston campus

The Frankston campus is Chisholm's southernmost campus. Recent building developments on site have significantly addressed building stock and the educational framework on the site.

### Campus location and context

- > The campus is ideally located to public transport linkages and well located in respect of Frankston CBD, with pedestrian connectivity that could be improved. Despite its location, the site feels isolated from the CBD connections.
- > The campus is not inviting for the retention of employees and students on site. Landscaping and amenities to encourage use beyond teaching could be exploited.
- > The parking facility to the south of Building C provides an unresolved southern address to the campus. The new building for stage 2 (FLIP) will assist in addressing this issue.
- > Perimeter council parking is an issue for patrons at the train station and on campus for employees and students.
- > Strong new buildings create high visibility along Fletcher Road.
- > The campus is seemingly well integrated with the aquatic centre and skate park.

### Key observations from the current state assessment

- > The buildings in the northernmost portion of the site are of modest long-term value or fitness for purpose and the land represents a discrete parcel that can be developed for allied uses, supporting the activation of the Chisholm campus.
- > The campus would benefit from a northern destination landscape that links from the southern central landscape at Building D, through Building B. There is high anticipated demand for quality external space that retains students on campus.
- > The new Stage 2 building yet to be named (previously C and E) provides a much-needed campus address to the south of the site and invests the site with further impetus in teaching and learning.
- > Building Z is currently of relatively low grade and could be slated for divestment.
- > Car parking is a major issue for employees and students and future development should address this.
- > Recognised as an Anchor Campus by the Victorian Department of Education and Training.

### Take outs from Biruu data review

- > Students will travel across the catchment for the right course. However, the market in Kingston is not being fully exploited by Chisholm's Frankston campus.
- > Mornington Peninsula will see significant growth in health and aged care demand.
- > Gateway campus to tourism on Mornington Peninsula.
- > Proximity to Kingston to be considered.

### Key findings for review by Chisholm

- > The campus is quite isolated though proximate to Frankston. Could a recently improved station and link to Chisholm be exploited to promote an off-campus Chisholm 'front door' within the commercial precinct?
- > While the campus development plans to date have correctly identified the opportunity to consolidate the northern campus sites, a clear vision and framework for the development of the site would benefit advocacy and definition of commercial or partnering opportunities.
- > There is an opportunity to develop a multi-level car park on the site that addresses Smyth Street and is faced with learning facilities addressing the inner campus. The JLL Report provides two potential locations for this development. A business case would be required to investigate the viability of the proposal.
- > Building Z is well placed for divestment.
- > Could opportunities be taken to improve connections with Frankston Hospital, as potential partners, given the predicted growth in allied health?
- > Opportunity to leverage high class facilities to grow comprehensive higher education offering for Frankston and Mornington Peninsula.
- > Opportunities for offsite pop-up or stand alone facility to maximise visibility and connections in the business district.

# Current state assessment Frankston campus

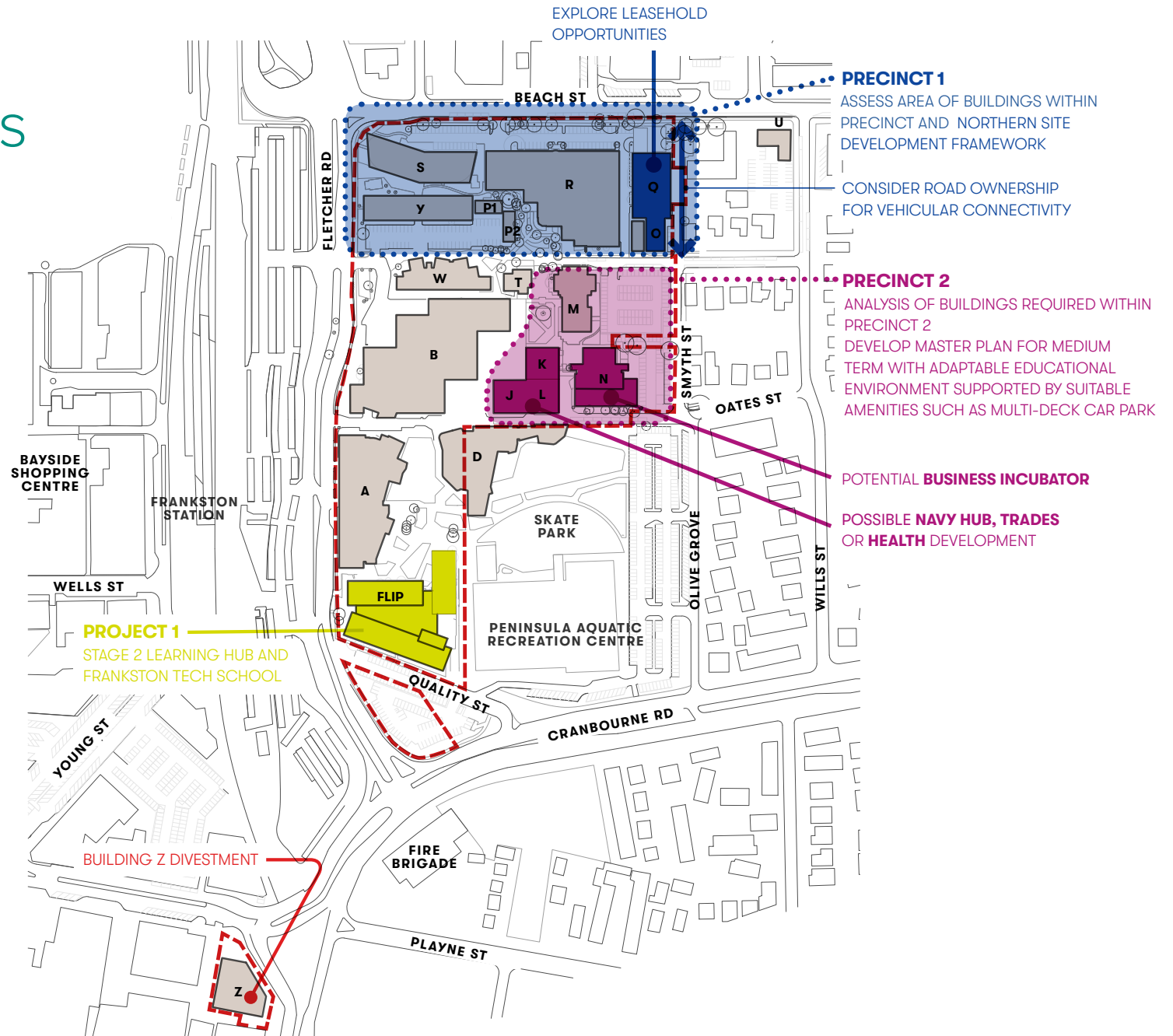
Aerial map





# Design priorities Frankston campus

 Known projects



Chisholm

