



UNISC SUNSHINE COAST CAMPUS

Masterplan Report



Document Register

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Key Terms

Indigenous - refers to Aboriginal and Torres Strait Islander peoples and is applied in situations for brevity



The background of the page is a photograph of a natural landscape. In the foreground, there are green bushes with small pink flowers. In the middle ground, there are taller, thin trees with green foliage. In the background, there are more trees and a cloudy sky. The overall scene is a natural, outdoor setting.

ACKNOWLEDGMENT OF COUNTRY

The University of the Sunshine Coast acknowledges the Traditional Custodians of the unceded land on which we work, learn and live: the Kabi Kabi (Gubbi Gubbi) First Nations People of the Sunshine Coast.

The University also acknowledges and is grateful to the Traditional Custodians, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands, waterways and sky across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

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Place Quality Audit

Latstudios



EXECUTIVE SUMMARY

The UniSC Sunshine Coast Campus Masterplan 2023 is an advancement of the 2012 Masterplan, which will guide our Sunshine Coast campus development over the next five to 20 years while reflecting our University's commitment to excellence, innovation and adaptability.

The higher education landscape has experienced unprecedented change since the 2012 Masterplan was created. We're in a rapidly evolving landscape, where advancements in technology, changing student demographics, and global disruptions have redefined the expectations and demands placed upon universities. This Masterplan responds to these challenges by embracing technological, community and industry engagement opportunities, while consciously retaining and enhancing the sustainability principles and ethos on which this campus was founded, while continuing to offer an authentic student experience.

This Sunshine Coast Campus Masterplan has been carefully developed through extensive expert, stakeholder and community consultation. It provides a future-focussed strategic framework for development at the Sunshine Coast campus, which will be guided by fundamental cultural values. Our goal is to enhance the role of UniSC's Sunshine Coast campus as a highly connected hub that is an important asset to the community, and which promotes the campus as a desired destination for learning, research and recreation.

As you explore this document further, understand that Masterplans are intended to be living documents, improved and revised to meet evolving needs over time, but important to create shared understanding and visioning. With this goal, we welcome feedback which can be folded into a future update or added into more detailed subsequent plans.

Professor Helen Bartlett
Vice-Chancellor and President

COUNTRY CENTRED CAMPUS

ACKNOWLEDGING KABI KABI (GUBBI GUBBI) COUNTRY

Our vision for the campus is to create a transformative educational institution that empowers Kabi Kabi (Gubbi Gubbi) people to reclaim, revitalise, and celebrate the complex and sophisticated cultural knowledge systems connected to the campus and the broader cultural landscape.

Through authentic collaborations, embedding Kabi Kabi (Gubbi Gubbi) perspectives within the masterplan will provide unique opportunities for students and staff to engage with, connect to, and develop a deeper understanding and appreciation of Aboriginal culture, experiences, and worldviews. We strive to foster an inclusive and supportive learning environment that recognises the unique strengths, values, and aspirations of Aboriginal and Torres Strait Islander people.

Through culturally responsive education, research, community engagement and design we aim to create a masterplan that supports a future where Aboriginal and Torres Strait Islander people recognised for their leadership, innovation, and catalysts for positive change here on Kabi Kabi (Gubbi Gubbi) Country and beyond.

Grounded in the cultural pillars of Country, Law, Spirit and Ceremony the Kabi Kabi (Gubbi Gubbi) Vision Statement outlines the intent for how community and culture can be embedded within the masterplan, ensuring agency and opportunity for Aboriginal and Torres Strait Islander people for years to come.

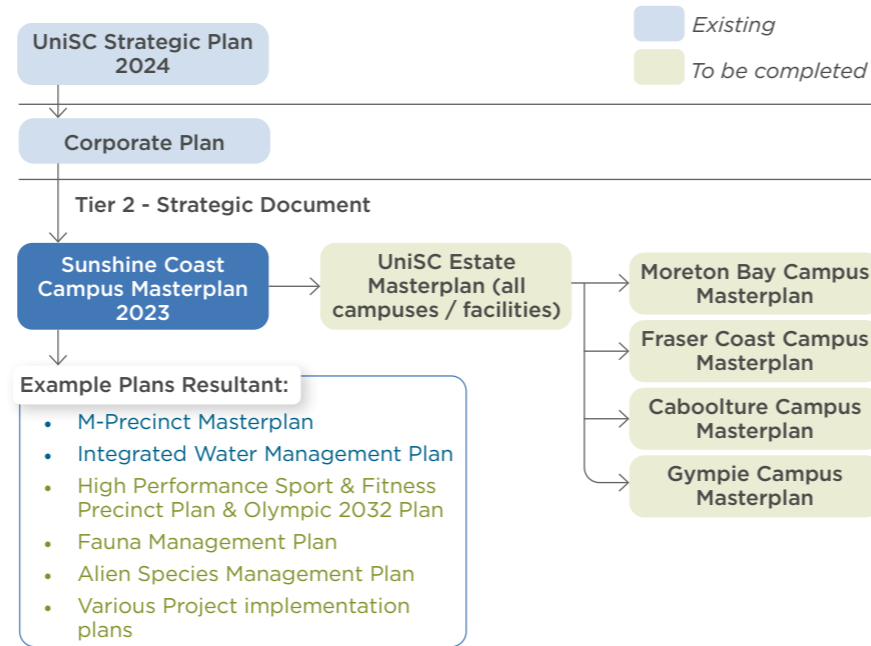


01

UNIVERSITY CONTEXT

Document Context

As a Tier 2 Strategic Document, this body of work provides guidance and clarity of vision on how we develop our Sunshine Coast Campus over the next 20 years with particular focus on the first 5. A data rich background of technical work and extensive consultation process, help ensure all proposed growth and revitalisation are in keeping with our ethics and make high value contributions to Campus and community life. Several more detailed plans will follow on from this Document, including Implementation Plans for proposed projects and plans for key precincts or management areas.



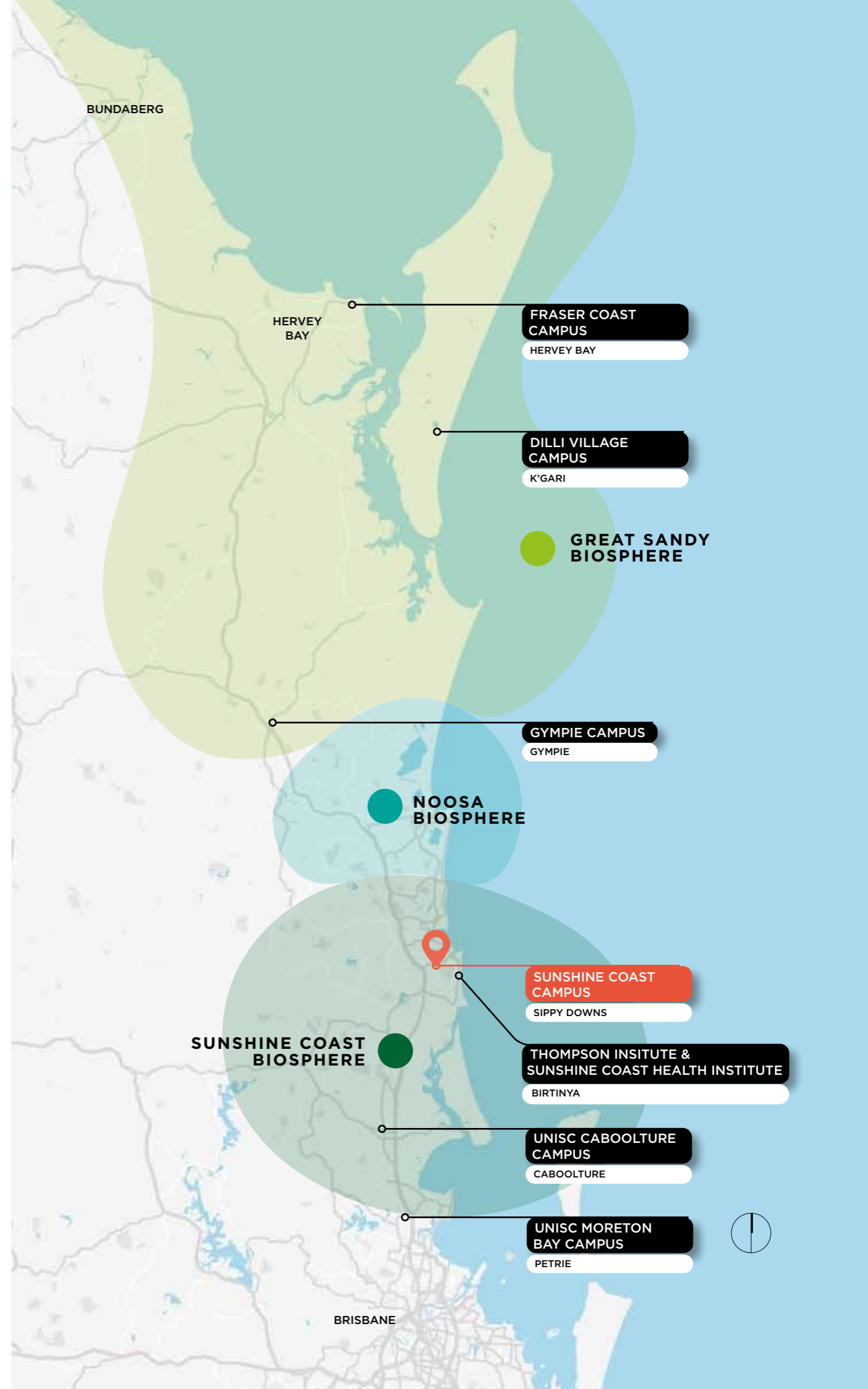
External Interdependencies

Our university does not operate in isolation, and we rely greatly on our many partners and government agencies to provide advice, funding and essential services that enhance our offering to our students, staff and the community.

There are many interdependencies with our Key Partner Agencies to be acknowledged in order to successfully implement some of the proposals contained in the Masterplan, or who have projects and initiatives that will impact us. Many have been engaged as part of this process and will be re-engaged as we move into further detailed planning or implementation of initiatives.

Undoubtedly more Key Partner Agencies will be identified as we progress but examples to date include:

Agency	Relevant Role and/or Specific Projects & Initiatives
Kabi Kabi (Gubbi Gubbi)	Cultural proposals, including spaces, interpretive trails, art, events, commercial opportunities and major projects
Sunshine Coast Council	<ul style="list-style-type: none"> Land use planning Road, Pedestrian & Active Transport Infrastructure Community Development & Engagement Events Economic Development
Transport and Main Roads QLD	<ul style="list-style-type: none"> Heavy Rail Planning & Transit Connections Major Road Upgrades Active Transport linkages
TransLink	<ul style="list-style-type: none"> Public transport connections to campus Transit centre operations
Queensland Parks and Wildlife Service	<ul style="list-style-type: none"> Land manager for surrounding environment; Fauna & flora management and research support
Environment and Science QLD	Environmental Protection Act and how it affects land management and developments in order to maintain and improve environment quality
Sport and Recreation QLD	<ul style="list-style-type: none"> Programming of major high performance sports events Support for our QAS partnerships Funding partner for major sports facilities Community sport and recreation initiatives
Federal Government	Key Support and funding partner via grants, research programs, and student placement support



UNIVERSITY CONTEXT

Engagement beyond campus boundaries

CONNECTION
Connect into the SCC pedestrian and cycle bridge connection across the highway to Buderim

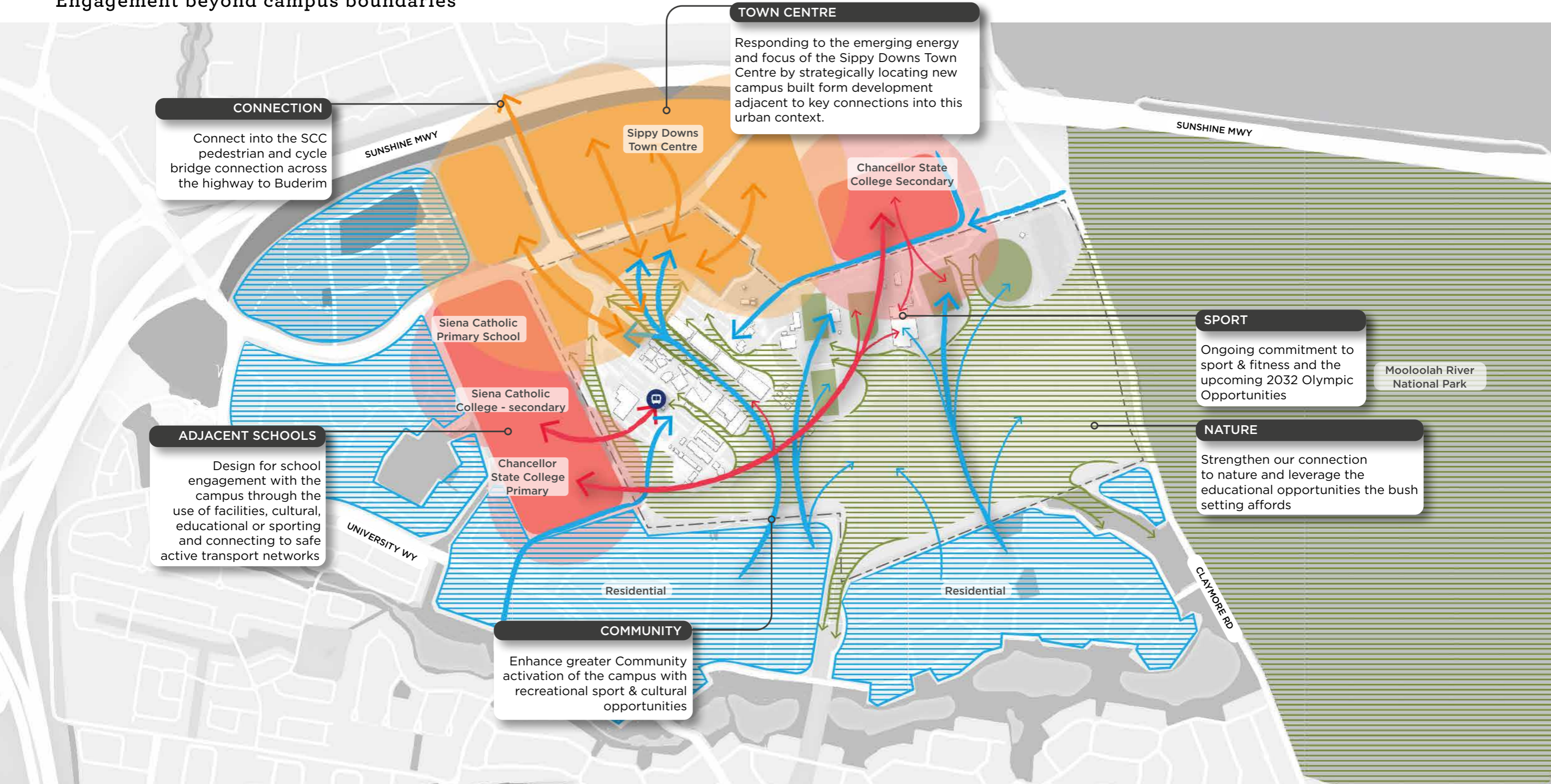
TOWN CENTRE
Responding to the emerging energy and focus of the Sippy Downs Town Centre by strategically locating new campus built form development adjacent to key connections into this urban context.

ADJACENT SCHOOLS
Design for school engagement with the campus through the use of facilities, cultural, educational or sporting and connecting to safe active transport networks

COMMUNITY
Enhance greater Community activation of the campus with recreational sport & cultural opportunities

SPORT
Ongoing commitment to sport & fitness and the upcoming 2032 Olympic Opportunities

NATURE
Strengthen our connection to nature and leverage the educational opportunities the bush setting affords





02

MASTERPLAN PRINCIPLES

LESSONS OF COUNTRY

Traditional knowledges, future ways of being

The diverse and rich traditional lands of the Kabi Kabi (Gubbi Gubbi) Traditional Custodians on which the University of the Sunshine coast rests have been interwoven with the cultural practices of its people. Caring, maintaining, growing, and learning from Country all formed the cornerstone of community values prior to settlement.

These values however are carried on and maintained through the Traditional Custodians of the lands, waters, and skies through the understanding and acknowledgment that Country holds all knowledge, is the greatest teacher, and holds all the answers in how to live and breath.

The location of the UniSC forms a critical junction between mountain and forest Country, the salt water Country. A place layered with cultural value and stories beyond time immemorial and symbolically forms the perfect location to identify a junction in what a university, educational hub, represents in this day and age.

Country holds all knowledge, tells us all we need to know. Country is the original university, all that is needed is to listen.

An opportunity exists to acknowledge the deep knowledges embedded within Country, within its Traditional Custodians by redefining what a campus is, an acknowledgment that these lands have always and will ever continue to be places of learning, knowledge sharing, and science.



CULTURAL ACTIVATION

Country, Culture, Community

To learn from Country, to embed cultural values, it becomes critical to realign our understanding of Country. The lands, waters, skies, that exists in a dynamic and complex relationship cannot be seen as separate entities, but a singular living being. In order to listen and learn from Country, we must formulate strategies that acknowledge and respect its sovereignty, agency, and identity through not only its ecological systems but the cultures and traditions of the peoples that have always and will continue to care for it.

By viewing Country as a sovereign entity, a teacher of the next generation and all those to follow, it becomes possible to understand key markers by which to support Country an culture through the lens of the human rights. Using the basic rights outlined in documents such as the UN Declaration on the Rights of Indigenous Peoples, 3 key pillars can be extracted that support the health and well being of Country and its peoples.

To learn from Country, we hear and see Country. It must have the agency to take shape as it needs and support the on-going cultural practices that have sustained it. These benchmarks can be defined by 3 core pillars of an empowered Country are:

Identity

To learn from Country we must be able to see it, identify it, understand it within the campus. Cultural markers as defined by the Kabi Kabi (Gubbi Gubbi) Traditional Custodians, broader axial relationships to Country, and cultural placemaking all become tools to reveal and define the identity of Country.

Voice

Through the identification and interaction with Country as the holder of knowledge, it is able to gain Voice in its exchange of knowledge. Through collaborative efforts with the Kabi Kabi (Gubbi Gubbi) Traditional Custodians and a re-structuring of educational paradigms, Country becomes empowered to pass on knowledge and wisdom

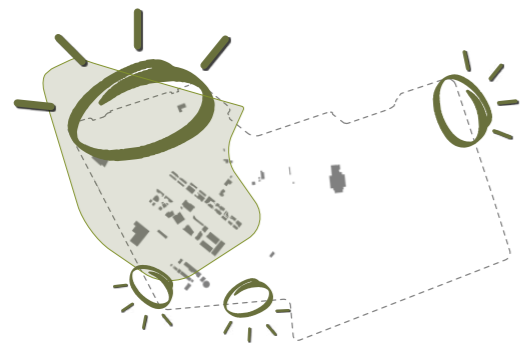
Agency

Through voice and a defined identity Country becomes the key identifier in the University of the modern age, spaces that support cultural learnings, traditional knowledges, and cultural practices breath agency through Country into the heart of the campus, supporting the values of what is needed to Care for Country, culture, and community.



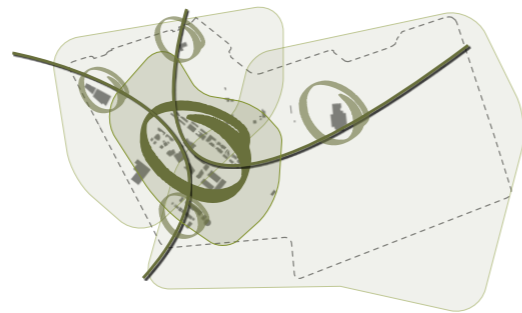
UNISC STRATEGIC PLAN

UniSC's vision is to become Australia's Premier Regional University, with the mission to enrich our regions, connecting with our communities and creating opportunities for all.



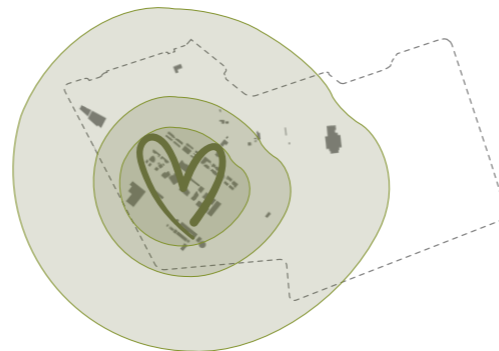
ARRIVAL AND CAMPUS IDENTITY

- Redefine the 'front door' and accentuate the arrival experience
- Show case our unique bush campus and strong commitment to zero carbon
- Connecting people from Sippy Downs Drive into the heart of the campus
- Retaining connectivity and greenspace for the Eastern Grey Kangaroo
- Maintaining key sightlines to broader Country



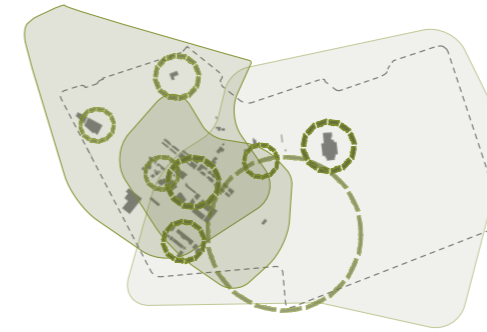
A CONNECTED CAMPUS

- Linking the campus with the surrounding community & country
- Providing shade and amenity for key campus links
- Creation of a hierarchy of pedestrian & active transport routes to improve safety and assist with wayfinding
- Promoting low carbon & active transport
- Maintaining and improving campus wildlife corridors



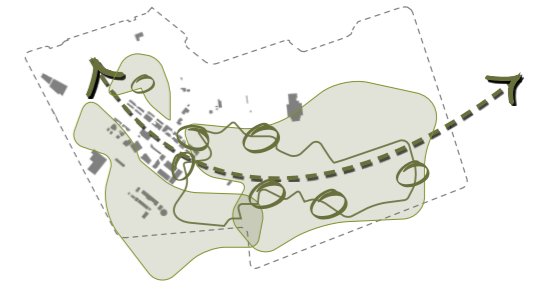
A CAMPUS HEART

- Gather lines of influence, connecting the edges of the campus to the heart
- Activation of ground level building edges, promoting circular economy initiatives
- Creating a well-lit and vibrant night-time environment
- Cultural placemaking and activation
- Knowledge sharing and collaborations



LAYERED ACTIVATION

- Provide a diverse range of experiences both day and night for students, alumni and the community
- Opportunities for F&B, art and culture, academic hubs etc
- Providing opportunities for a diverse range of zero carbon initiatives
- Embedding cultural knowledge and practices throughout the campus (e.g. nature trails)



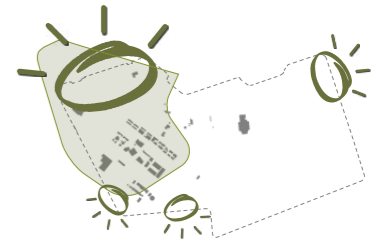
LEARNING FROM COUNTRY

- Embedding the campus experience in the cultural and natural heritage of the place
- Expansion of the successful Buranga Centre for large cultural gatherings
- Outdoor learning spaces that support education, collaboration & traditional cultural teachings
- Fostering traditional land management practices to improve local habitat & education

DESIGNING WITH AND CARING FOR COUNTRY

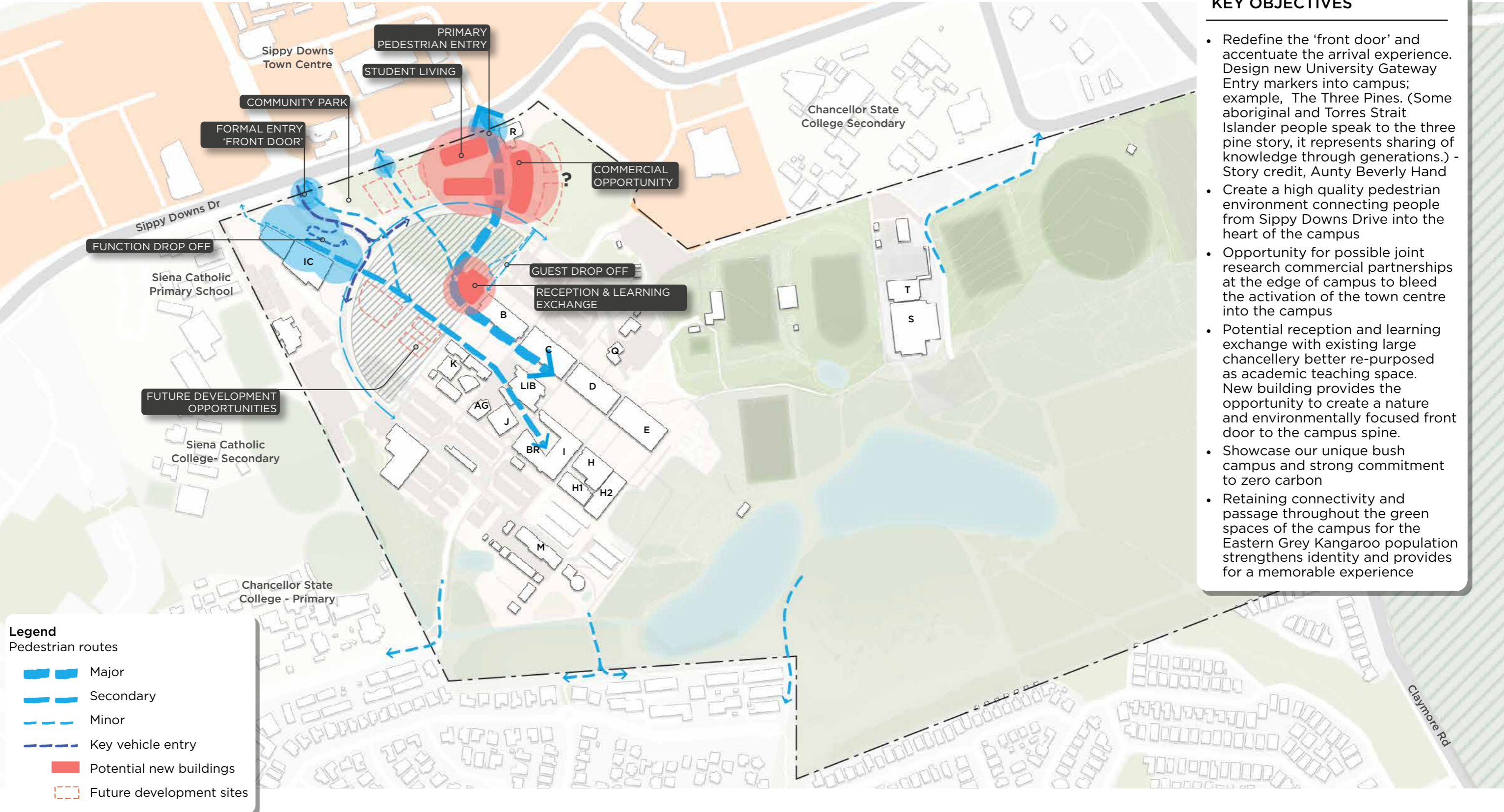
Identity, voice and agency are fundamental pillars for future growth and cultural development on the campus. Each building on the acknowledgement, care, and empowerment of Country, Culture, and Community. Aligning with UniSC's Sustainability Operating Policy, recognising the interconnected nature of environmental, socio-cultural and economic systems.

ARRIVAL AND CAMPUS IDENTITY



KEY OBJECTIVES

- Redefine the 'front door' and accentuate the arrival experience. Design new University Gateway Entry markers into campus; example, The Three Pines. (Some aboriginal and Torres Strait Islander people speak to the three pine story, it represents sharing of knowledge through generations.) - Story credit, Aunty Beverly Hand
- Create a high quality pedestrian environment connecting people from Sippy Downs Drive into the heart of the campus
- Opportunity for possible joint research commercial partnerships at the edge of campus to bleed the activation of the town centre into the campus
- Potential reception and learning exchange with existing large chancellery better re-purposed as academic teaching space. New building provides the opportunity to create a nature and environmentally focused front door to the campus spine.
- Showcase our unique bush campus and strong commitment to zero carbon
- Retaining connectivity and passage throughout the green spaces of the campus for the Eastern Grey Kangaroo population strengthens identity and provides for a memorable experience

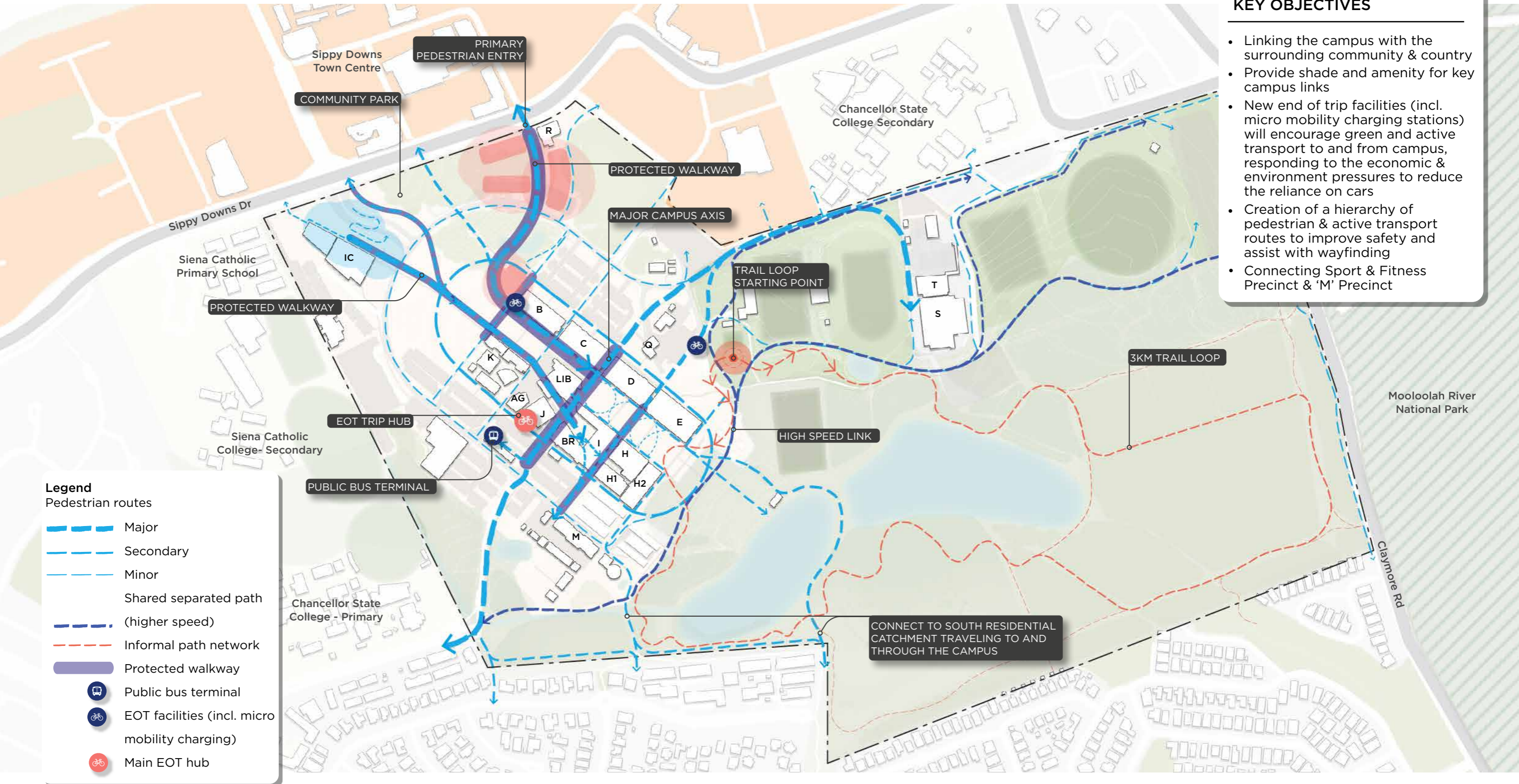
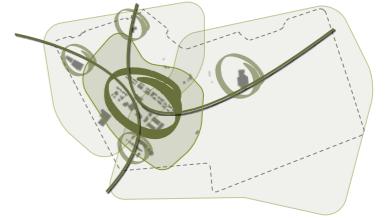


Legend

Pedestrian routes

- Major (Solid blue line)
- Secondary (Dashed blue line)
- Minor (Dotted blue line)
- Key vehicle entry (Dashed black line)
- Potential new buildings (Red fill)
- Future development sites (Red dashed outline)

A CONNECTED CAMPUS



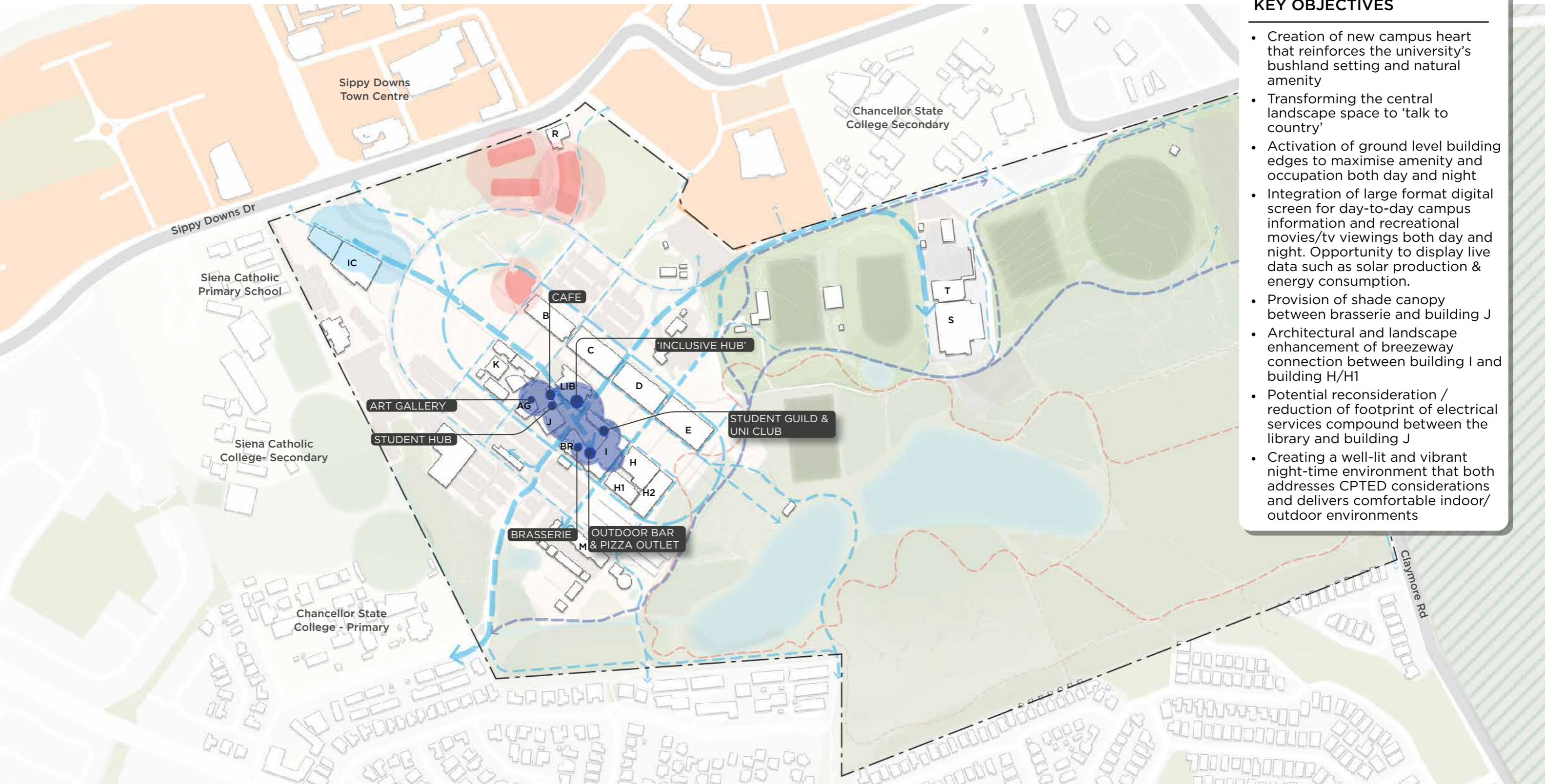
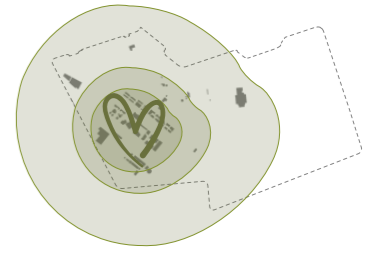
- ### KEY OBJECTIVES
- Linking the campus with the surrounding community & country
 - Provide shade and amenity for key campus links
 - New end of trip facilities (incl. micro mobility charging stations) will encourage green and active transport to and from campus, responding to the economic & environment pressures to reduce the reliance on cars
 - Creation of a hierarchy of pedestrian & active transport routes to improve safety and assist with wayfinding
 - Connecting Sport & Fitness Precinct & 'M' Precinct

Legend

Pedestrian routes

- Major (thick blue dashed line)
- Secondary (medium blue dashed line)
- Minor (thin blue dashed line)
- Shared separated path (blue dashed line with white border)
- (higher speed) (blue dashed line with white border)
- Informal path network (red dashed line)
- Protected walkway (thick purple solid line)
- Public bus terminal (blue bus icon)
- EOT facilities (incl. micro mobility charging) (blue bicycle icon)
- Main EOT hub (red bicycle icon)

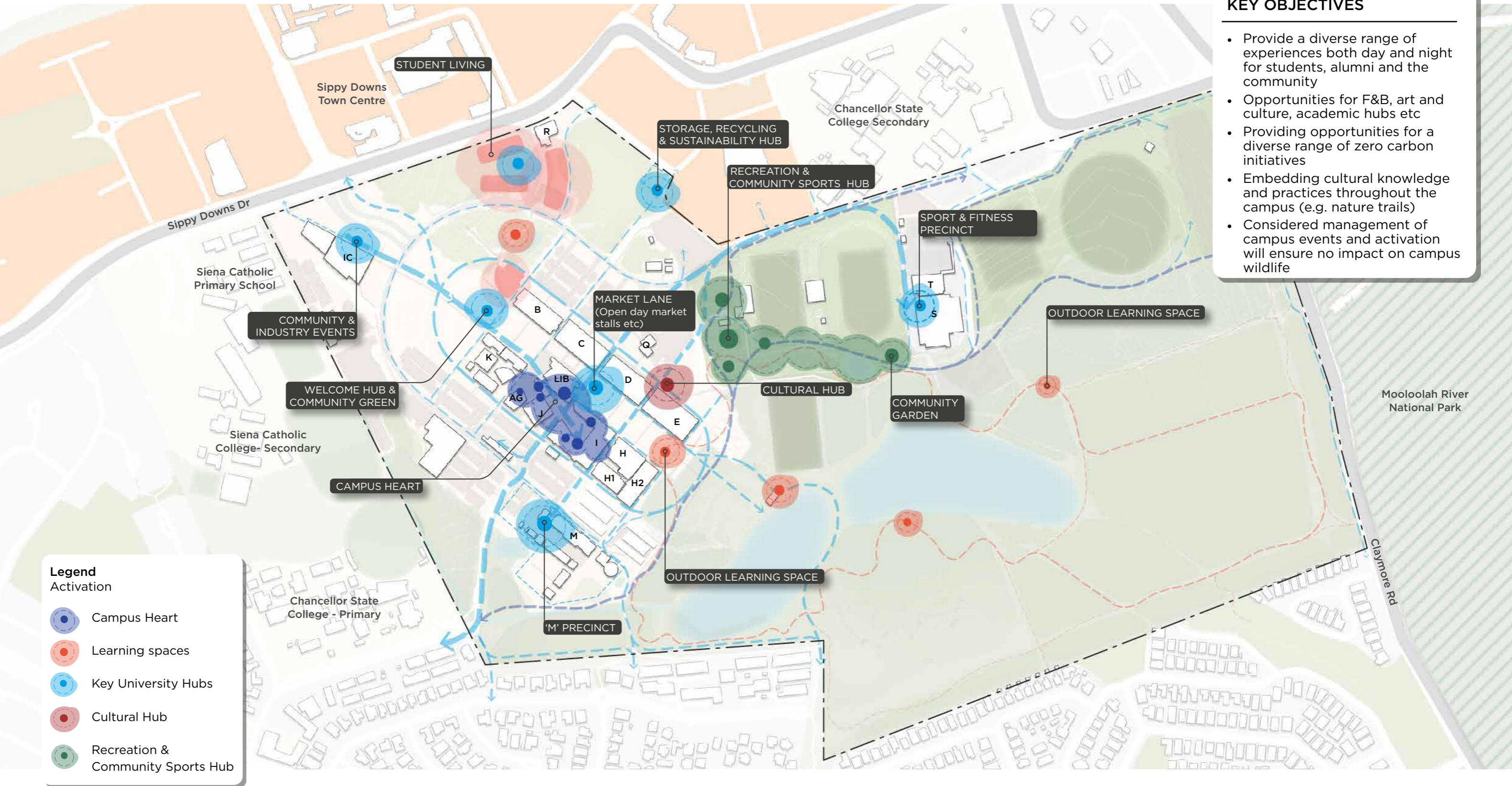
A CAMPUS HEART



KEY OBJECTIVES

- Creation of new campus heart that reinforces the university's bushland setting and natural amenity
- Transforming the central landscape space to 'talk to country'
- Activation of ground level building edges to maximise amenity and occupation both day and night
- Integration of large format digital screen for day-to-day campus information and recreational movies/tv viewings both day and night. Opportunity to display live data such as solar production & energy consumption.
- Provision of shade canopy between brasserie and building J
- Architectural and landscape enhancement of breezeway connection between building I and building H/H1
- Potential reconsideration / reduction of footprint of electrical services compound between the library and building J
- Creating a well-lit and vibrant night-time environment that both addresses CPTED considerations and delivers comfortable indoor/outdoor environments

LAYERED ACTIVATION



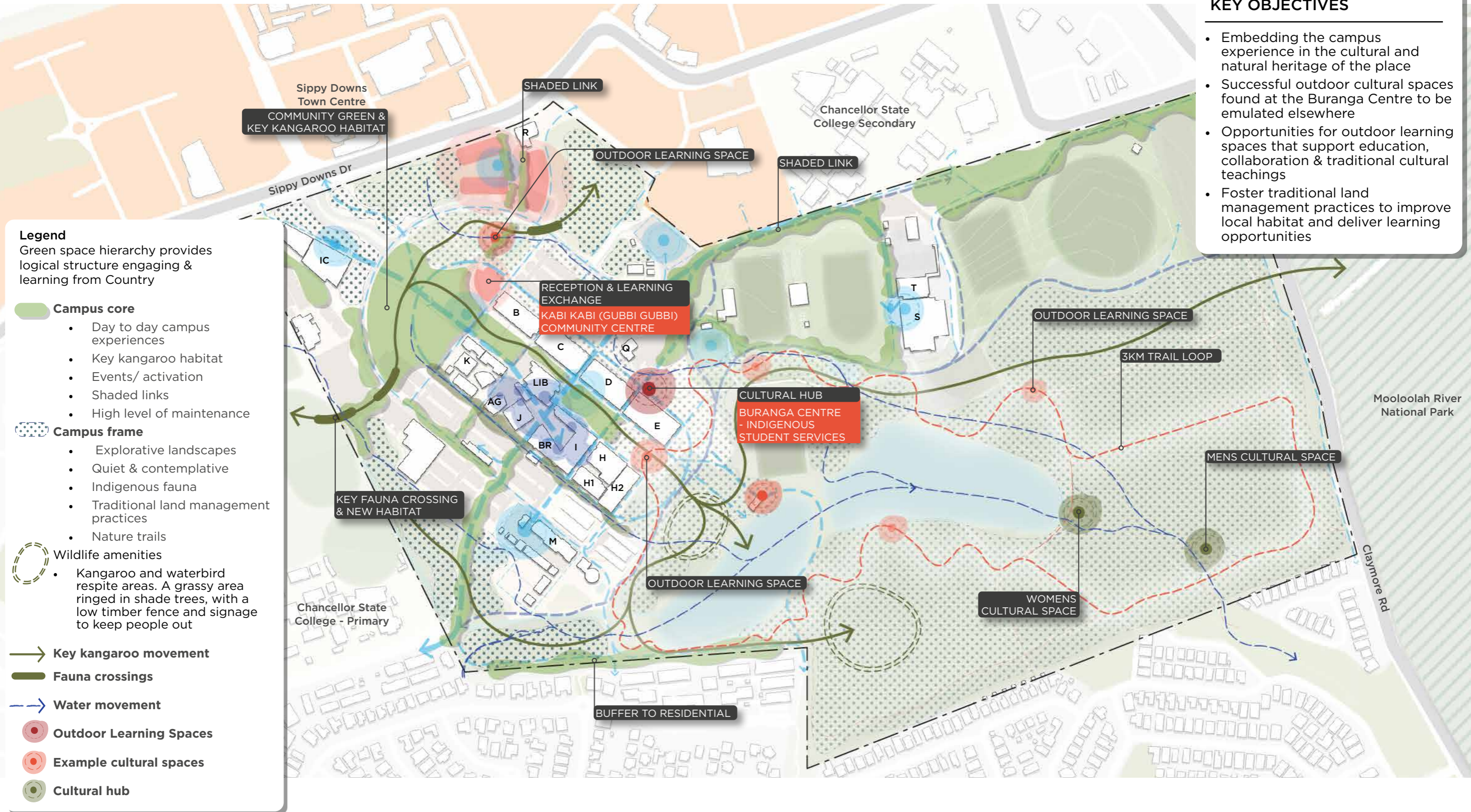
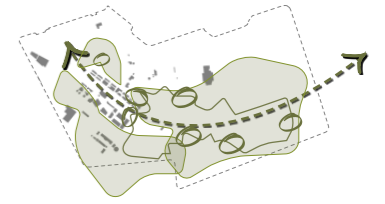
KEY OBJECTIVES

- Provide a diverse range of experiences both day and night for students, alumni and the community
- Opportunities for F&B, art and culture, academic hubs etc
- Providing opportunities for a diverse range of zero carbon initiatives
- Embedding cultural knowledge and practices throughout the campus (e.g. nature trails)
- Considered management of campus events and activation will ensure no impact on campus wildlife

Legend

- Activation
- Campus Heart
 - Learning spaces
 - Key University Hubs
 - Cultural Hub
 - Recreation & Community Sports Hub

LEARNING FROM COUNTRY



KEY OBJECTIVES

- Embedding the campus experience in the cultural and natural heritage of the place
- Successful outdoor cultural spaces found at the Buranga Centre to be emulated elsewhere
- Opportunities for outdoor learning spaces that support education, collaboration & traditional cultural teachings
- Foster traditional land management practices to improve local habitat and deliver learning opportunities

Legend

Green space hierarchy provides logical structure engaging & learning from Country

Campus core

- Day to day campus experiences
- Key kangaroo habitat
- Events/ activation
- Shaded links
- High level of maintenance

Campus frame

- Explorative landscapes
- Quiet & contemplative
- Indigenous fauna
- Traditional land management practices
- Nature trails

Wildlife amenities

- Kangaroo and waterbird respite areas. A grassy area ringed in shade trees, with a low timber fence and signage to keep people out

→ Key kangaroo movement

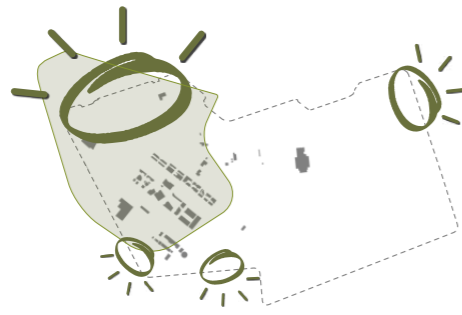
→ Fauna crossings

→ Water movement

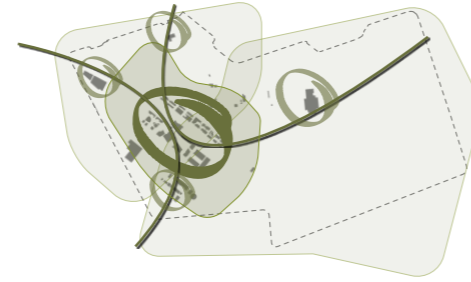
● Outdoor Learning Spaces

● Example cultural spaces

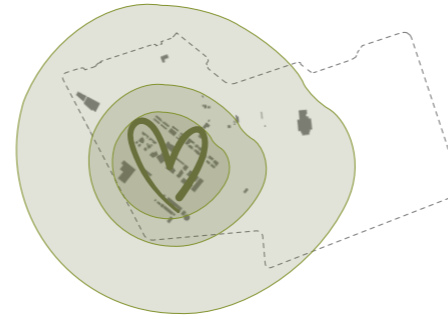
● Cultural hub



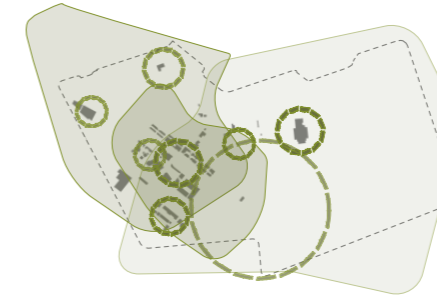
ARRIVAL AND CAMPUS IDENTITY



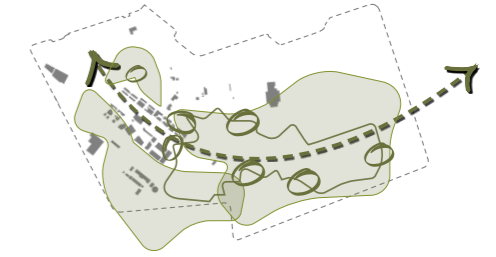
A CONNECTED CAMPUS



A CAMPUS HEART



LAYERED ACTIVATION



LEARNING FROM COUNTRY



Active Transport	Create a well shaded, memorable pedestrian & cycle link from Sippy Downs Drive	A connected path network which creates a safe campus core for pedestrian movements, with a faster direct loop to the periphery of campus for cyclists & pedestrians	Cater for the high volumes of cross-campus movements with a new protected walkway through the campus heart	Design paths to encourage walking, lingering and meeting through the use of shade structures, seating and by reinforcing arrival at key destinations	Path network to provide convenient, safe connections to cultural spaces, hubs and outdoor learning spaces
Integrated Water Management	Waterways on campus provides a unique environment	Opportunities for improved access to watercourses through accessible, shaded pathways and rest areas	Creating opportunities within the central spine (and existing drainage lines) for multi-purpose living infrastructure	Promotion of the campus as a learning space for education purposes	Improving engagement with Traditional Custodians representatives to inform water management on campus
Ecology	Retaining connectivity and passage throughout the green spaces of the campus for the Eastern Grey Kangaroo population strengthens identity and provides for a memorable experience	Maintaining and improving campus wildlife corridors to the broader wildlife movement networks	Creation of a new campus heart that reinforces the university's bushland setting and natural amenity	Options for students, alumni, visitors and the community to explore the campus via education trails, a bird hide, and boardwalks that highlight the diverse campus ecology	Fostering traditional land management practices, such as fire management regimes to improve on local habitat
Wayfinding & Signage	Redefine the 'front door' and accentuate the arrival experience	Provide regular wayfinding signage along major connection pathways to confirm the journey.	Gather lines of influence, connecting the edges of the campus to the heart	Increase awareness of events and programming across campus through dynamic wayfinding signage and lighting	Embedding cultural knowledge and practices throughout the campus. (e.g. signed nature trail)
Accessibility	Provide a high quality and accessible pedestrian path from Sippy Downs Drive into the campus heart	Ensure compliant access-ways between buildings and the accessible carparking spaces	Connect people to the campus heart	Design paths to encourage walking, lingering and meeting through the use of shade structures, seating and by reinforcing arrival at key destinations	Provide safe and compliant connections to key cultural and outdoor learning spaces
Climate Resilience	A campus identity that provides shade and shelter and resilience to climate impacts	A campus that provides safe access for staff, students and emergency services during extreme climate events	A campus heart that provides refuge during heatwaves, heavy rainfall and extreme climate events	A campus that provides a diverse response to climate impacts	A campus that leverages indigenous knowledge in building climate resilience
Circular	A campus that embeds circular principles into everyday operation	A campus that leverages partnerships with local business and community for circular design and waste management opportunities	A campus heart that promotes circularity for users for the space and in visual design elements	A campus that provides a diversity of circular economy initiatives	A campus that respects country by building circularity into its resource use
Zero Carbon	A campus that recognises the UniSC strategic commitments to zero carbon	A campus network that promotes low carbon transport	A campus heart that celebrates zero carbon with low upfront and operational carbon buildings and public realm	A campus that provides a diversity of zero carbon initiatives	A campus that learns from and incorporates indigenous land management practices to provide lower carbon solutions
Diverse, Safe & Inclusive	A campus that champions diversity, safety and inclusivity	A campus environment that enables safe accessibility for all mobilities and identities	A campus heart that makes everyone from all identities and backgrounds feel welcome	Activation recognises the diversity of campus life and people	A campus that includes and celebrates indigenous culture
Healthy	A campus identity that promotes mental and physical health	A campus network that promotes active transport	A campus heart that fosters good mental and physical wellbeing	A campus that provides a diversity of health and wellbeing options	A campus that fosters good mental and physical health for indigenous students
Connected to Nature	A campus identity that celebrates the waterways and ecosystems of the area	A campus network that connects nature into its design	A campus heart that brings nature back in	A campus the interweaves nature into the campus layout	A campus that supports education, collaboration, and traditional cultural teachings connected to nature



04

MASTERPLAN



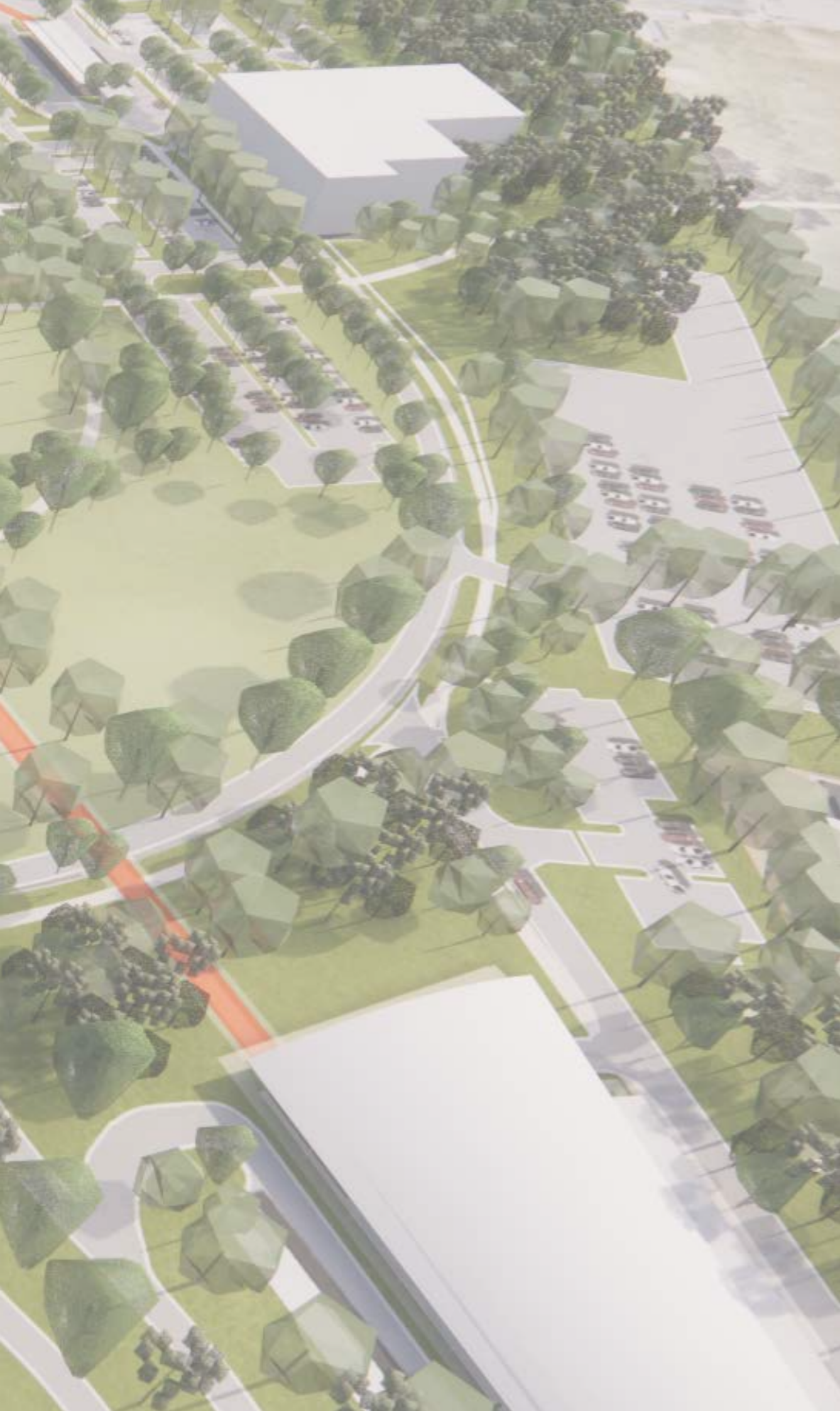


illustrative renders



illustrative renders

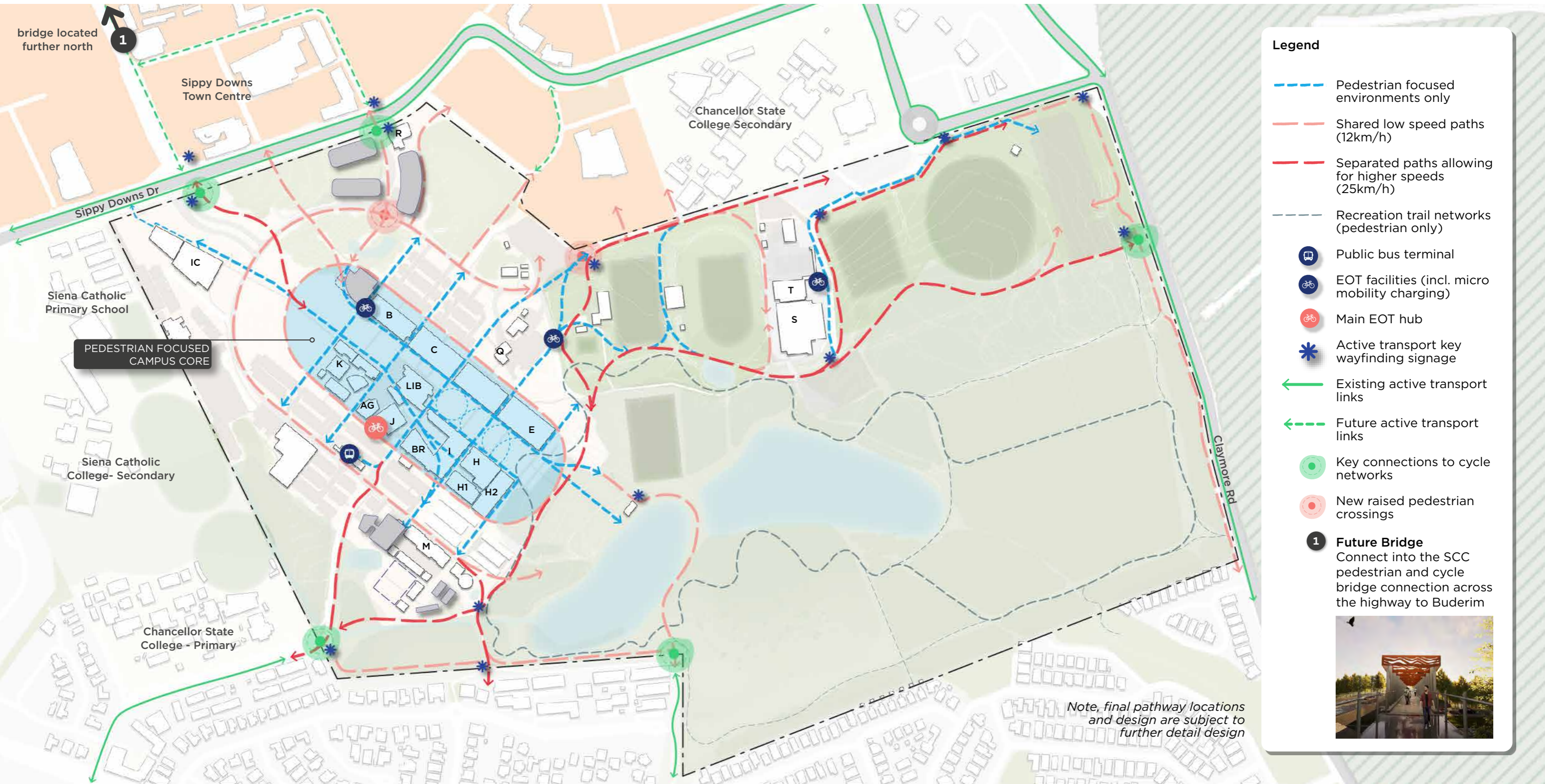




05

**DEVELOPED
MASTERPLAN
CONCEPTS**

ACTIVE TRANSPORT



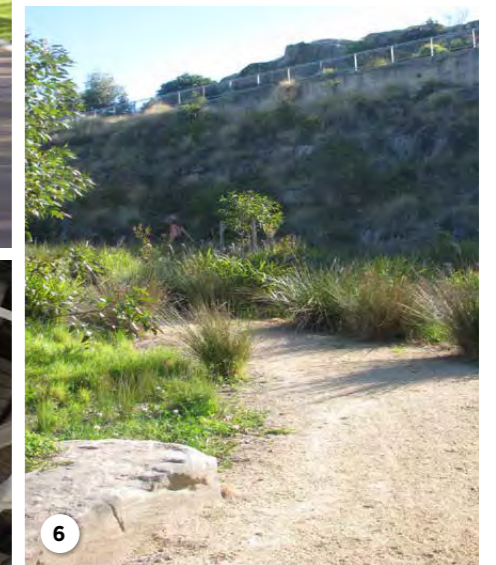
Legend

- - - Pedestrian focused environments only
- - - Shared low speed paths (12km/h)
- Separated paths allowing for higher speeds (25km/h)
- - - Recreation trail networks (pedestrian only)
- Public bus terminal
- EOT facilities (incl. micro mobility charging)
- Main EOT hub
- Active transport key wayfinding signage
- ← Existing active transport links
- - - Future active transport links
- Key connections to cycle networks
- New raised pedestrian crossings
- 1** **Future Bridge**
Connect into the SCC pedestrian and cycle bridge connection across the highway to Buderim

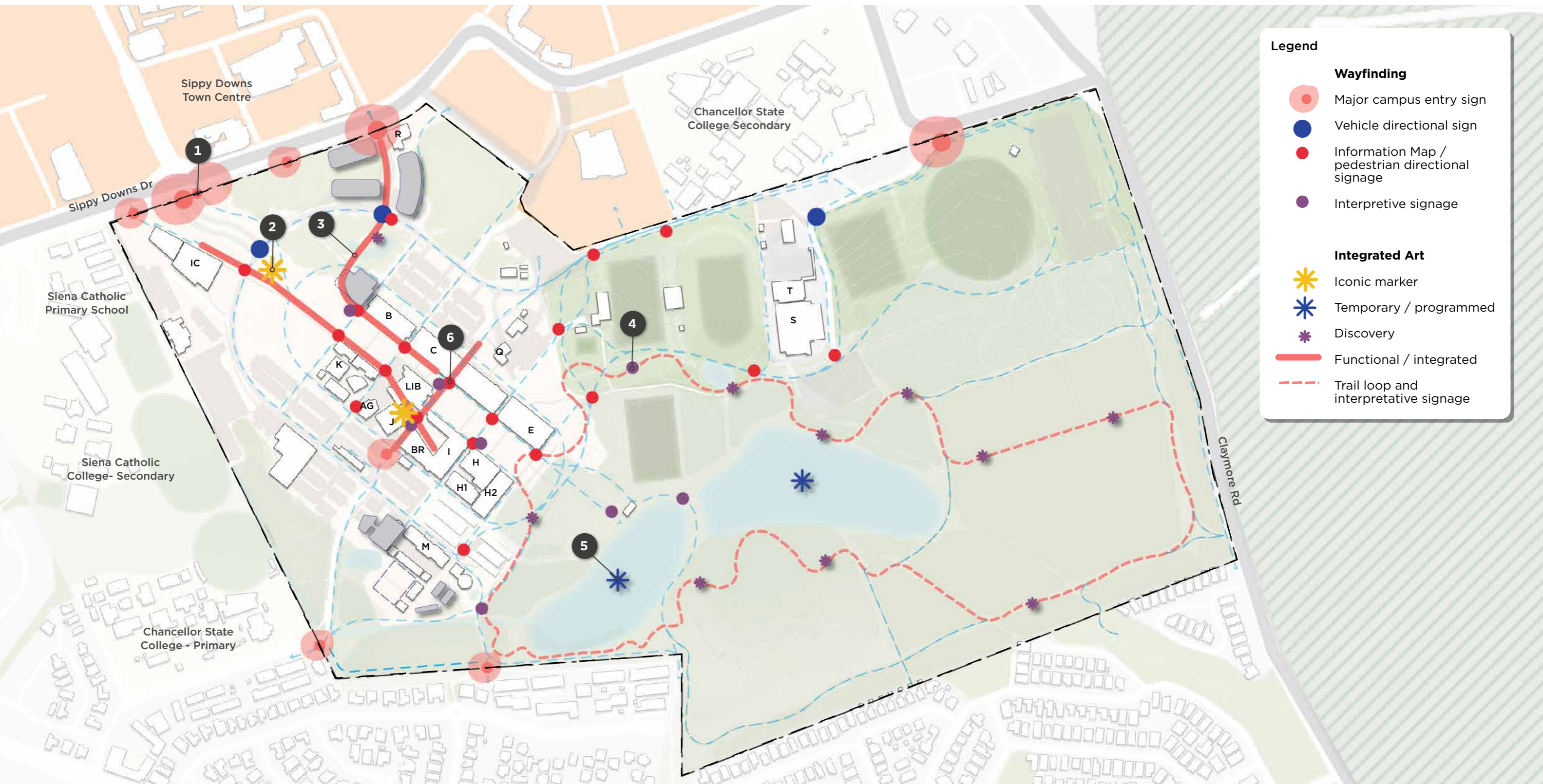


CHARACTER IMAGERY

- 1 Pedestrian focused environments
- 2 Shared low speed paths (12km/h)
- 3 Separated paths allowing for higher speeds (25km/h)
- 4 Main end of trip hub (incl. bike storage, showers, toilets and changing rooms)
- 5 Weather protected End of trip facilities (incl. micro mobility charging stations)
- 6 Recreation trail networks (pedestrian only)
- 7 Raised pedestrian crossings



WAYFINDING & INTEGRATED ART



Legend

Wayfinding

- Major campus entry sign
- Vehicle directional sign
- Information Map / pedestrian directional signage
- Interpretive signage

Integrated Art

- ✦ Iconic marker
- ✦ Temporary / programmed
- ✦ Discovery
- Functional / integrated
- - - Trail loop and interpretative signage

CHARACTER IMAGERY

- 1 Entry statement sign
- 2 Iconic entry marker in the landscape
 - Design new University Gateway Entry markers into campus; example, *The Three Pines*. (Some aboriginal and Torres Strait Islander people speak to the three pine story, it represents sharing of knowledge through generations.) - Story credit, Auntie Beverly Hand
- 3 Protected walkway
 - Opportunities for integrated art covered walkways
- 4 Interpretive signage
- 5 Temporary / programmed art installations
- 6 Wayfinding signage



James Cook University - COX Architecture



James Cook University - Wilson Architects



Judy Watson, Bara, Sydney



Floating Land Art Exhibition



Floyd Elzinga

FUTURE BUILT FORM

Legend

Built form framework

Potential new building:

- Consolidate & strengthen entries
- Amplify and engage with the town centre
- Future development in these areas to retain existing habitat where possible

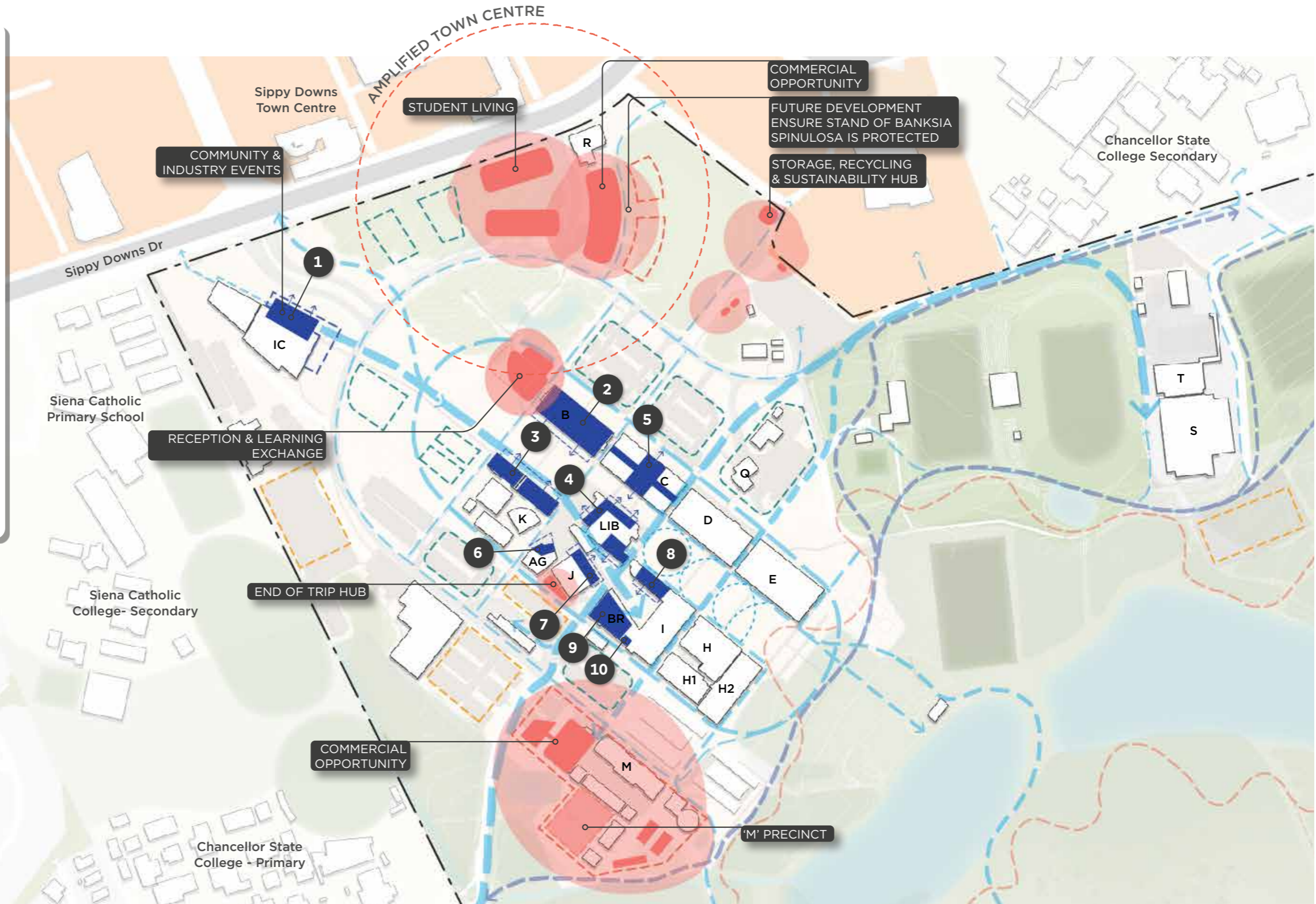
Opportunities for refurbishment of existing built form:

- Maximise functionality
- Activate the campus core

Potential new building & structured carparking over existing carparks:

- Strategy is to develop in already cleared areas in order to protect existing habitat

Potential areas suited for solar expansion & EV charging



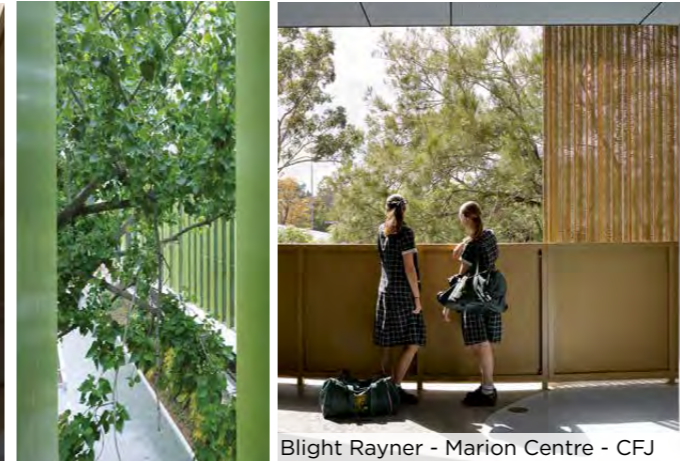
REFURBISHMENT OPPORTUNITIES

- 1 **BUILDING IC**
Convert internal offices into large event space that opens out. New awning for outdoor gatherings
- 2 **BUILDING B**
Full height glazing system to spine elevation. Removal of first floor meeting pods and creation of courtyard lounges
- 3 **BUILDING K**
Building indoor/outdoor contemporary learning spaces in addition to full height glazing system to spine elevation.
- 4 **LIBRARY**
Future alteration and opening up of the library at ground floor
- 5 **BUILDING C**
Opening up presentation of internal ground level uses fronting the spine
- 6 **ART GALLERY**
New outdoor events space integrated with existing gallery
- 7 **BUILDING J**
Activation of ground level building edges to maximise amenity and occupation day and night
- 8 **BUILDING I**
Integration of proposed future relocation of Student Guild to ground level of building I
- 9 **Brasserie refurbishment**
- 10 **Outdoor bar and pizza outlet connected to existing brasserie**

BUILT FORM CHARACTER IMAGERY



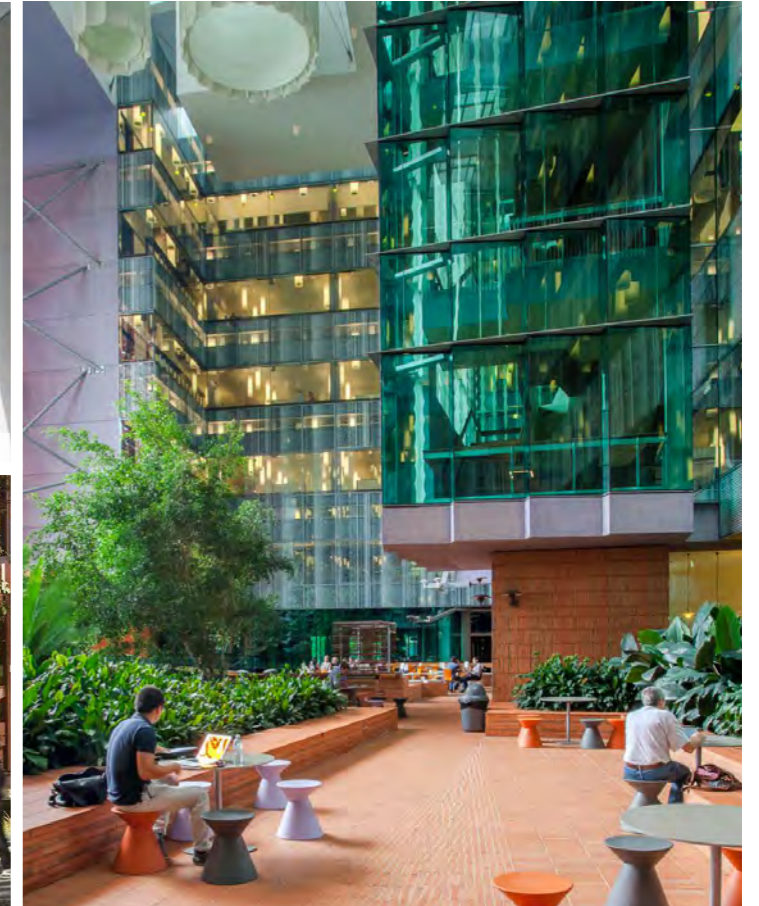
Blight Rayner - Marion Centre - CFJ



Blight Rayner - Marion Centre - CFJ



Hassell / Richard Kirk - UQ Advanced Engineering Building - PB



Partners Hill / Wilson Architects - TRI



M3 Architecture - UQ Elkhorn Building - CFJ



Hassell - UQ Central Courtyard - SB



Hassell / Richard Kirk - UQ AEB





INTEGRATED WATER MANAGEMENT

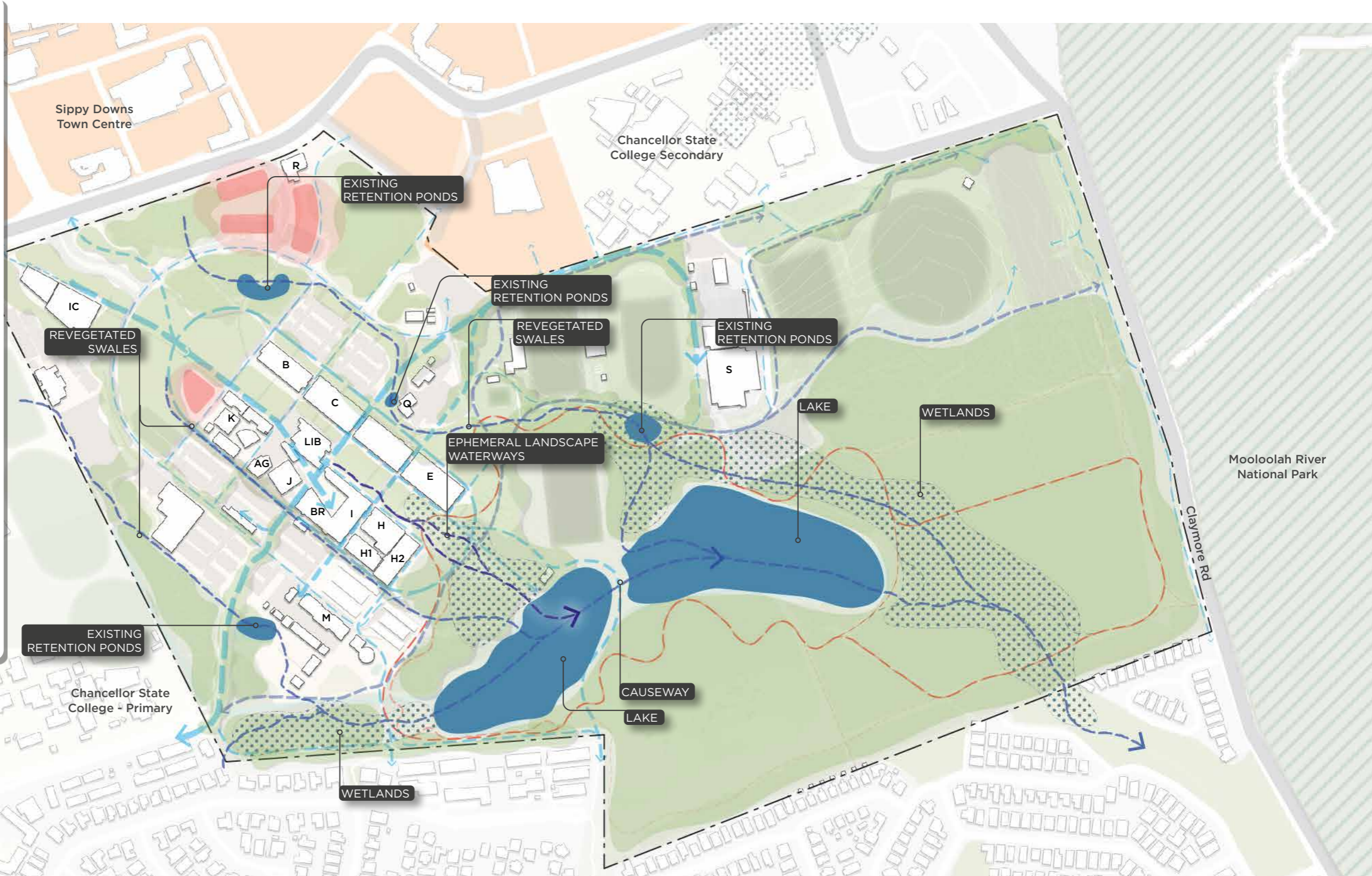
The existing campus lakes provide water supply for re-use on the campus (swimming pools, water battery and irrigation). Maintaining quantity and quality of water entering these lakes is of critical consideration.

It is anticipated that the water quality in the lakes could be improved through additional landscaping / green infrastructure within the central spine.

For further detail refer the UniSC Integrated Water Management Plan (2023)

Legend

-  **Existing water bodies / retention ponds:**
 - Riparian vegetation to the edge of existing water bodies
-  **Existing swales**
 - Re-vegetation along drainage lines & swales to filter surface water and improve water quality
-  **Proposed swales**
-  **Wetlands:**
 - Opportunities to introduce traditional land management practices



EPHEMERAL LANDSCAPE CHARACTER IMAGERY



ECOLOGY



1

Key habitat for the Eastern Grey Kangaroo

The north-western section of the campus between the Innovation Centre and Building R provides good habitat for the local Eastern Grey Kangaroo population, frogs, arboreal marsupials, and birds. Maintaining and improving upon this habitat should be explored for future biodiversity enhancement.

This area also houses artificial nest boxes where there is some well-established vegetation and habitat for arboreal species. Animals likely to use these nest boxes include but are not limited to, possums, sugar gliders, rainbow lorikeets, cockatoos, and kookaburras.

Any proposed development, such as student accommodation, may require the relocation of the artificial nest boxes, as well as a Species Management Program (SMP) for tampering with an animal breeding place in Queensland under the Nature Conservation (Animals) Regulation 2020. Section 335 of the Nature Conservation (Animals) Regulation 2020 prescribes that a person must not tamper with an animal breeding place unless, amongst other matters, the tampering (including removal of the breeding place but not the animal) is part of an approved SMP for animals of the same species. An entity must apply in writing to the Department of Environment and Science for the approval of an SMP.

2

Wallum heathland / compensatory habitat

The south-eastern portion of the campus is the wallum heathland compensatory habitat. This habitat is home to various rare and endangered species, which are protected under both Queensland and Commonwealth legislation and would require a significant impact assessment for any major development activities. The area is low lying and subject to flooding, a fact which makes it suboptimal to build on but which conversely enhances ecological value.

Current and future residents of Brightwater and surrounding areas also enjoy the visual amenity of being next to large tracts of protected coastal heathland, together with the existing natural bushland to the south and the adjacent Mooloolah River, and the area provides a valuable buffer between residential areas and university activities.

This habitat is an initiative and long-standing commitment by the University, with the area having potential only for low-impact cultural, educational, and research activities but not for significant built form activities. It is not recommended for development to occur in this area beyond minor enabling works for these proposed activities.

3

Green campus spine (high level of maintenance) and Key habitat for Eastern Grey Kangaroo

Green spaces through the campus 'spine' and along the wings are the main connectivity passage for fauna and the population of Eastern Grey Kangaroos on campus. Connectivity involves the movement from shelter habitat to their water source (lakes) and feed source (open grass areas) to outside of the campus.

If development was to occur in these areas, the likely risk involved would be fragmentation and removal of habitat and isolation of this species, leading to stress, inbreeding, and relocation. In extreme situations, habitat removal and fragmentation can be a linking cause to embryonic diapause, myopathy, and die out.

Enhancing the amenity for both the Kangaroos and the Waterbirds between the south end of the academic buildings and the lakes is proposed with a 'respite area' of trees and grass with a low timber fence and signage to deter people from entering. Across the lake, within the Wallum heathland, development of a grass and tree grove is also proposed to improve the usability of the area for the kangaroos.

4

Campus lakes

The campus lakes should be considered as disturbance avoidance areas as they are crucial habitat and water sources for the majority of fauna and flora on campus.

Any disturbance to these areas should be avoided unless for a good reason and any development should seriously consider/consult ecology and water into its design. For example, a bridge across the lakes will not be beneficial to the biodiversity at the lake but a bird hide on the edge of the lake may be better placed (limiting disturbance to habitat). Expansion of the lake may be possible but consideration into increasing surface area in regards to future climate change scenarios should be considered. Rehabilitating aquatic flora around the lakes would be beneficial for water quality and the bird and aquatic populations around the lake.

Sustainability Operating Policy

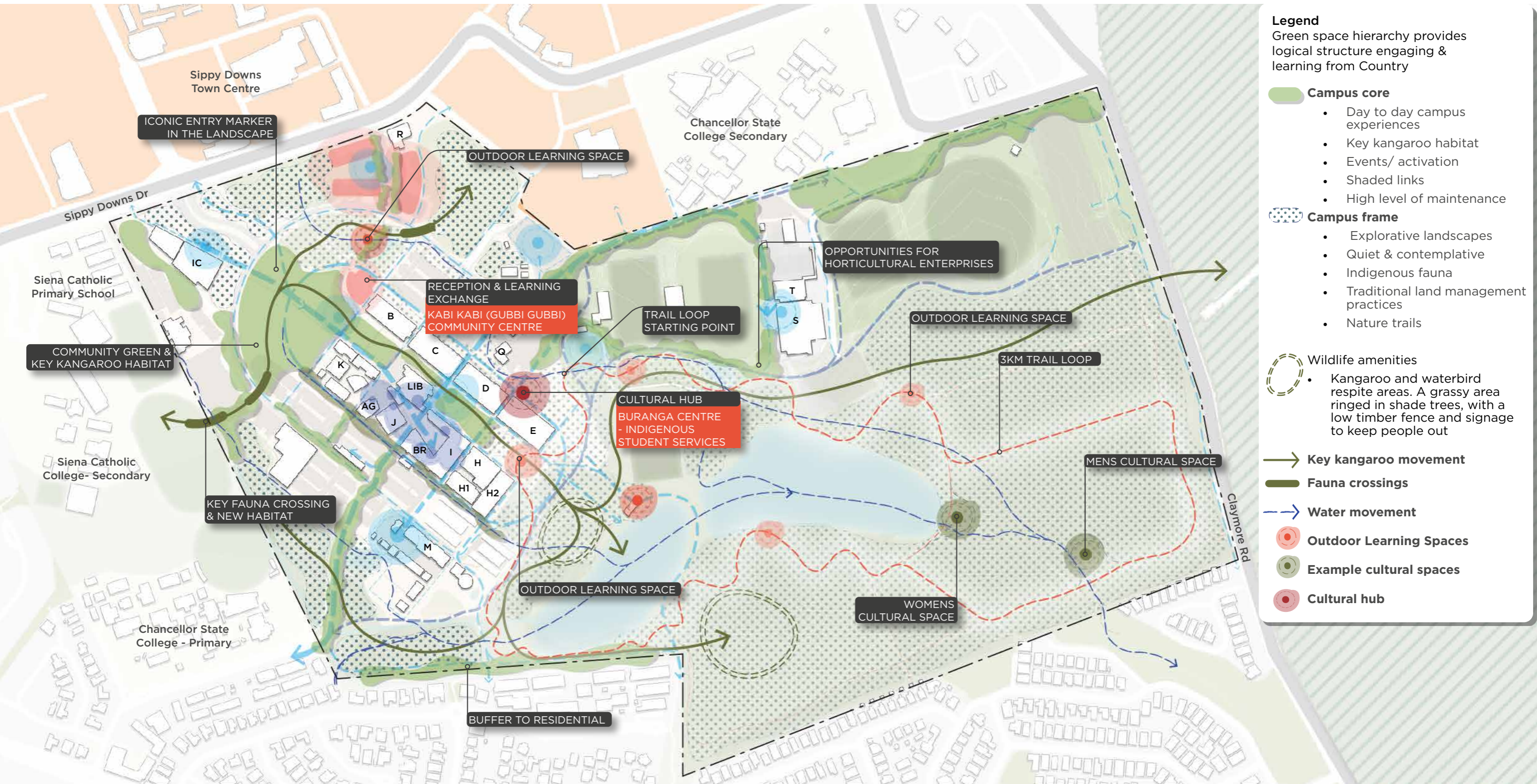
Sustainability means ensuring inter- and intra-generational equity and justice. It means living within natural constraints and recognising the interconnected nature of environmental, socio-cultural and economic systems. Sustainability seeks to support resilient communities by reducing or eliminating negative environmental impacts due to human activities, protecting human rights for the most vulnerable and working towards global sustainable development initiatives such as the United Nations' Sustainable Development Goals.

Domestic animals

UniSC maintains the position of not allowing domestic animals on campus, with the exception of fully trained service animals, due to being a nature reserve and home to a significant Kangaroo Mob. We work with the dog free campus as a positive thing, giving community members who are not comfortable with dogs an opportunity to enjoy the use of grounds.



KEY CULTURAL SPACES



1 Iconic entry marker in the landscape

- Redefine the 'front door' and accentuate the arrival experience. Design a new University Gateway Entry markers into campus; example, The Three Pines. (Some aboriginal and Torres Strait Islander people speak to the three pine story, it represents sharing of knowledge through generations.) - Story credit, Aunty Beverly Hand

2 3km Trail Loop

- Embedding cultural knowledge and practices through a guided trail loop, showcasing native flora, fauna and bushtucker (example; potential arboretum)
- Modest interventions include; gravel trail, native species and durable interpretive signage
- Opportunity for story telling and cultural tourism events in partnership with the Traditional Custodians (or similar) so as to expand the opportunities beyond just the campus

3 Opportunities for dedicated Men's & Women's cultural space

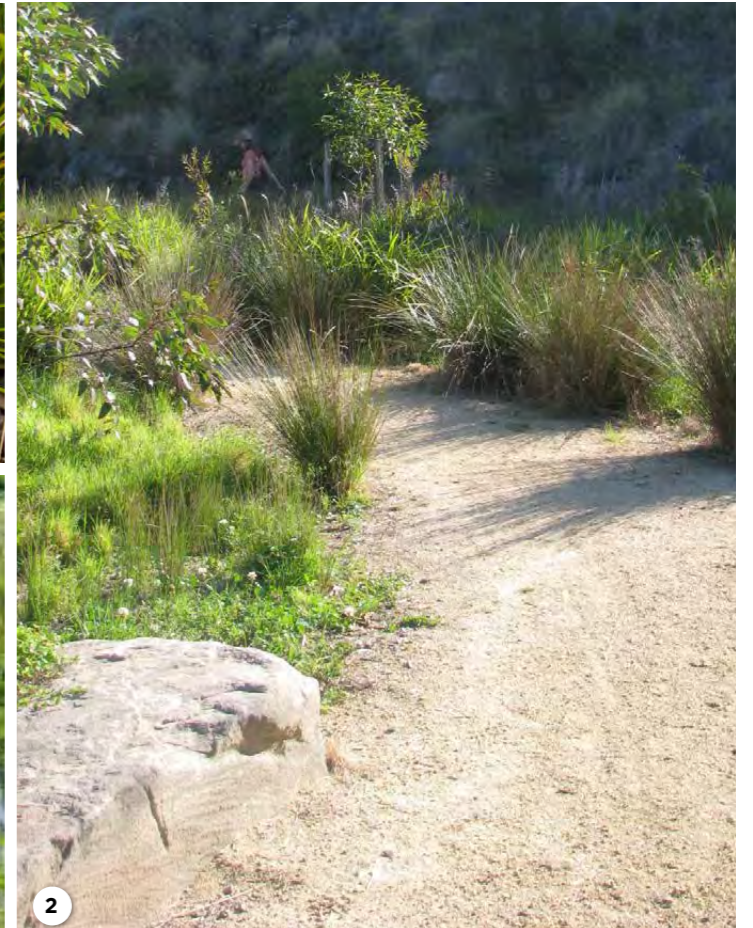
- Opportunities for dedicated cultural spaces, as educational tools for men and women. A maintenance plan will be developed with the Traditional Custodians for the ongoing care of these cultural spaces
- The spaces would consist of gravel trail and clearing with natural seating elements such as a stone. Clear signage at the entry to signal culturally sensitive spaces

4 Outdoor learning spaces

- Opportunities for outdoor learning spaces that support education, collaboration & traditional cultural teachings
- Opportunities for commercial horticultural enterprises

Ongoing Aboriginal and Torres Strait Islander Engagement Strategy

Refer Appendix for the Aboriginal and Torres Strait Islander Engagement Strategy



Judy Watson, Bara, Sydney



Curtin University, Yarning Circle



RECREATION & COMMUNITY SPORTS HUB



CHARACTER IMAGERY

- 1 Play
- 2 Open 'kick about' space
- 3 Multipurpose courts
- 4 Learn to ride pump track
- 5 Moving feast / horticultural enterprise opportunities
- 6 Shaded link
- 7 Adult fitness zone



3



4



1



2



1



1



5



6



4



7



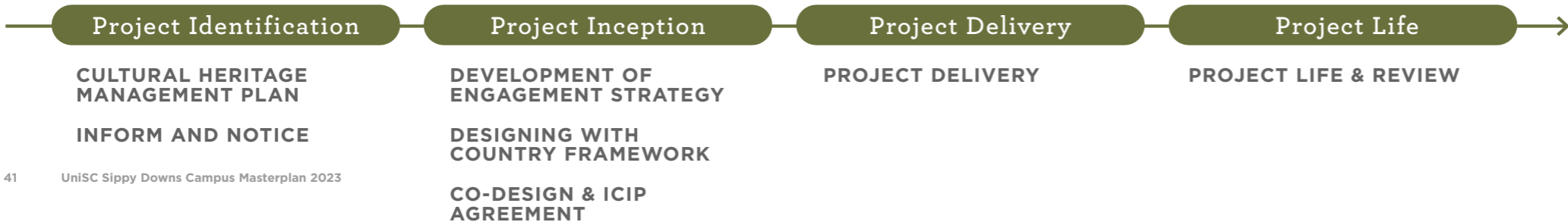
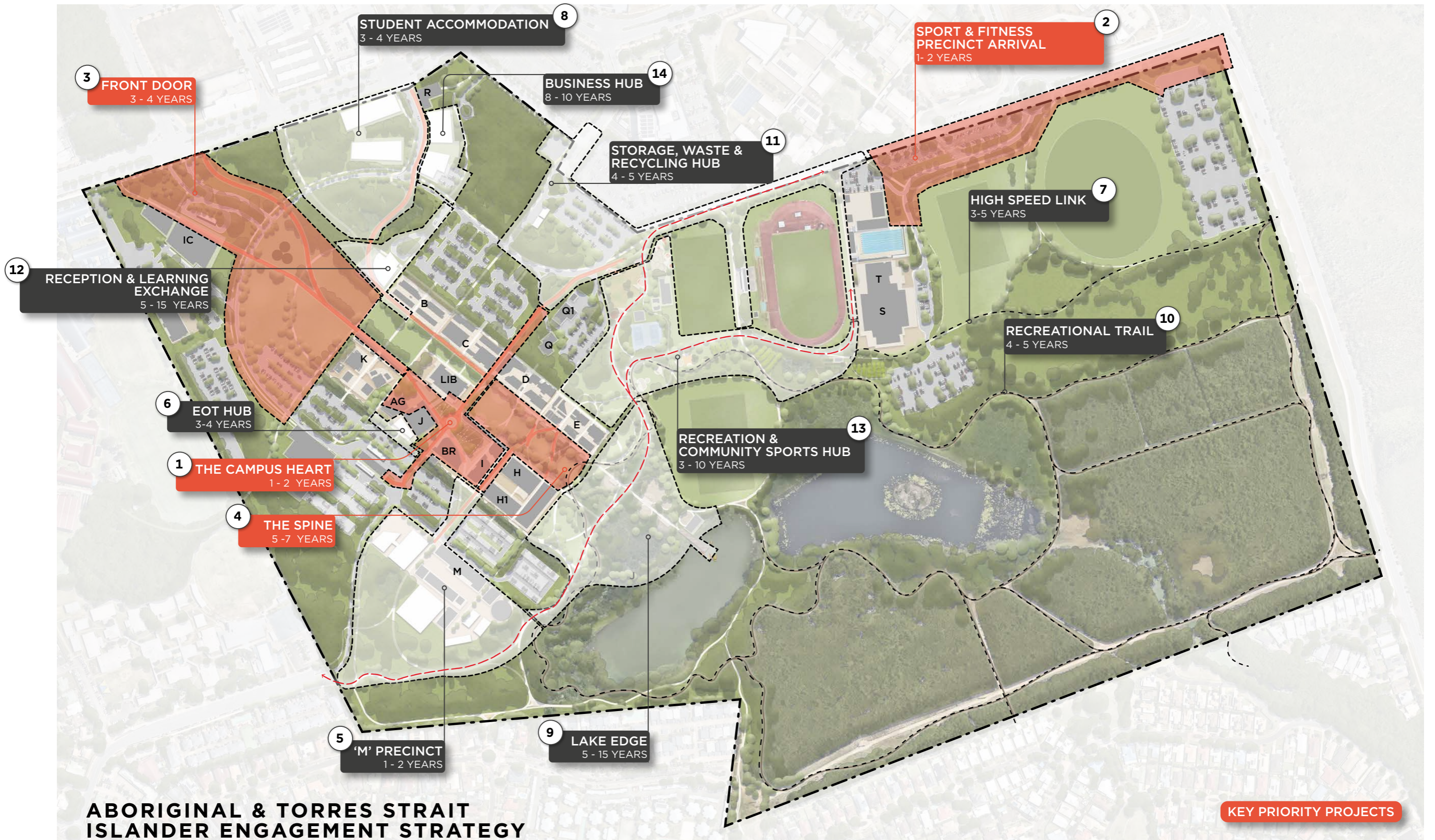
5

CHARACTER IMAGERY



06

MASTERPLAN STAGING



KEY PROJECT SCOPING

CAMPUS HEART

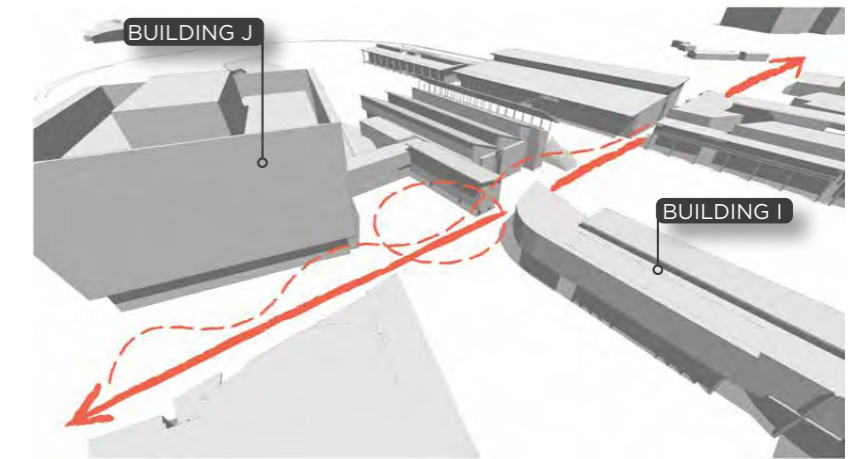
1-2 years



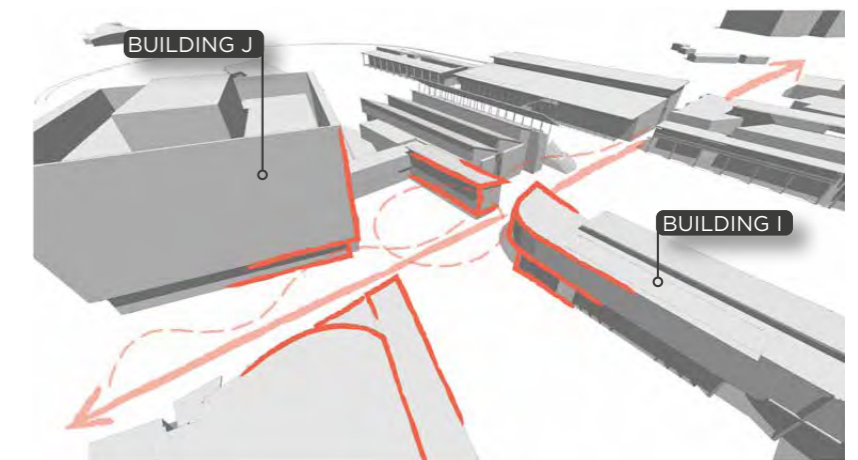
KEY OBJECTIVES

- Creation of new campus heart that reinforces the university's bushland setting and natural amenity
- Transforming the central landscape space to 'talk to country'
- Activation of ground level building edges to maximise amenity and occupation both day and night
- Integration of large format digital screen for day-to-day campus information and recreational movies/tv viewings both day and night. Opportunity to display live data such as solar production & energy consumption.
- Provision of shade canopy between brasserie and building J
- Architectural and landscape enhancement of breezeway connection between building I and building H/H1
- Potential reconsideration / reduction of footprint of electrical services compound between the library and building J
- Creating a well-lit and vibrant night-time environment that both addresses CPTED considerations and delivers comfortable indoor/outdoor environments

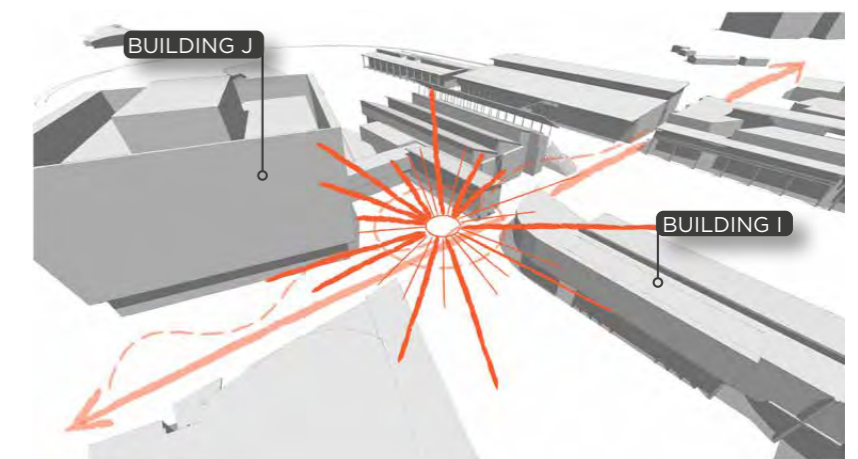
CONCEPTUAL ELEMENTS



Provision of shade and protection from the elements

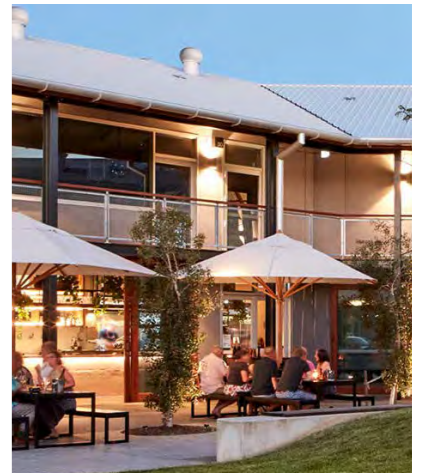


Connect the campus and respond to the surroundings



Create a new highly activated campus heart

Note that projects contained within the masterplan will be delivered based on priority and funding availability, and delivery milestones are a guide



KEY PROJECT SCOPING

FRONT DOOR

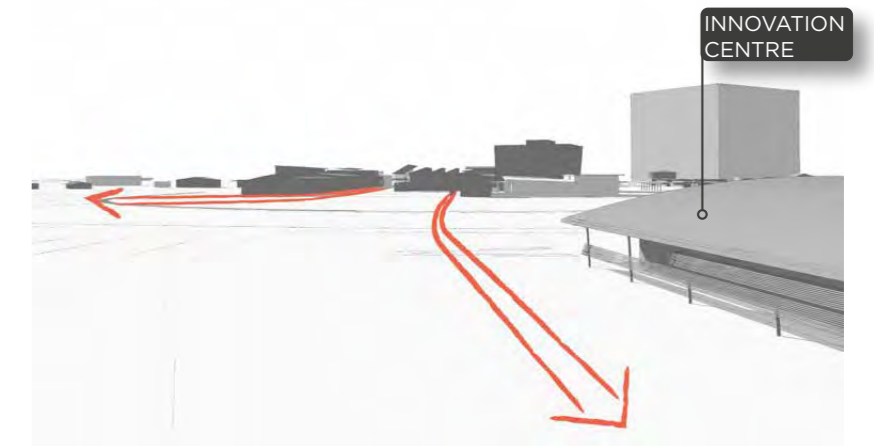
3-4 years



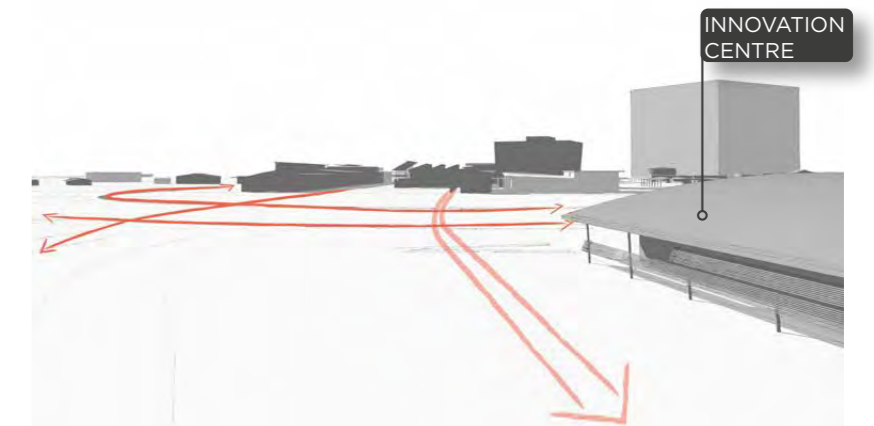
KEY OBJECTIVES

- Redefine the 'front door' and accentuate the arrival experience. Design new University Gateway Entry markers into campus; example, three pines. (Aboriginal and Torres Strait Islander people speak to the three pine story, it represents sharing of knowledge through generations.)
- Create a high quality and protected pedestrian environment connecting people from Sippy Downs Drive into the heart of the campus
- Provide a protected walkway connecting the Town Centre with the campus
- Creation of a hierarchy of pedestrian & active transport routes to improve safety and assist with wayfinding
- Develop a new drop off at the Innovation Centre

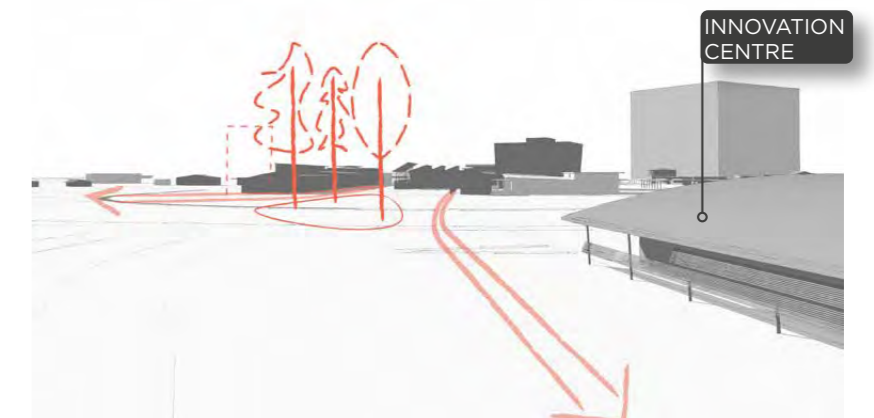
CONCEPTUAL ELEMENTS



Provision of shade and protection from the elements

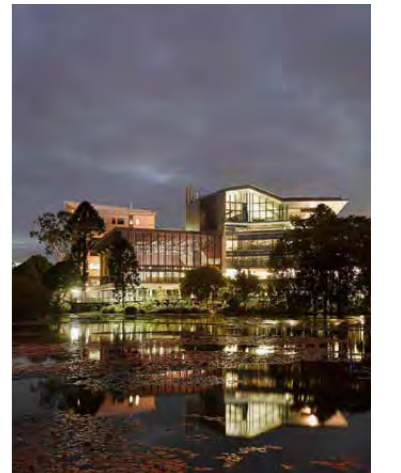
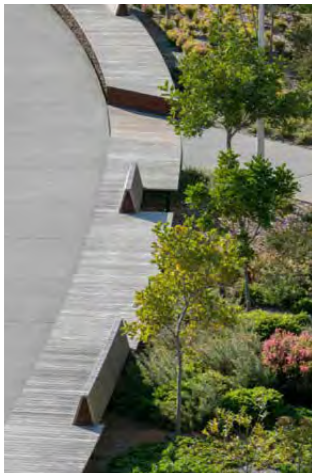


Connect the campus and respond to the surroundings



Create a new highly activated front door

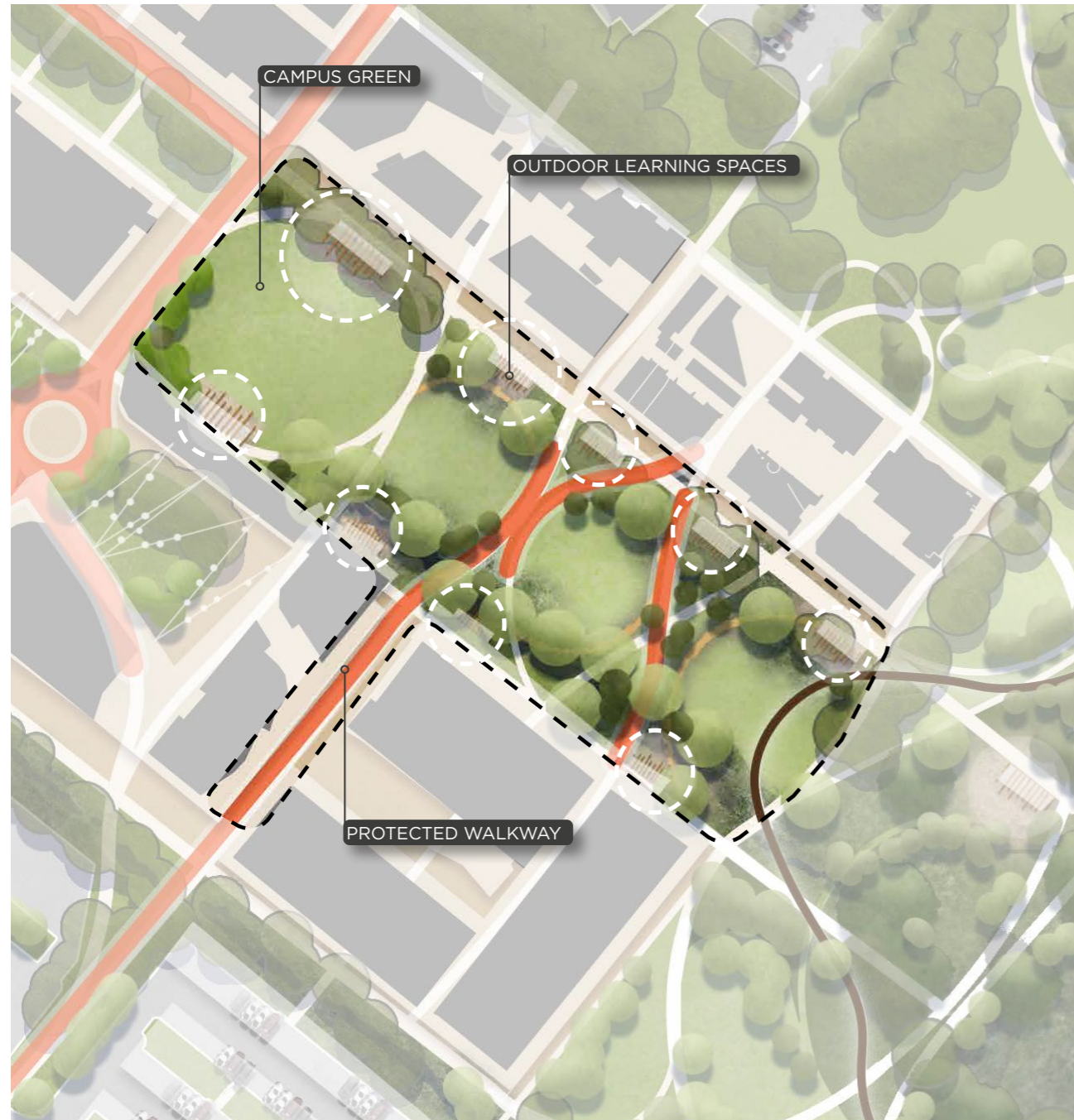
Note that projects contained within the masterplan will be delivered based on priority and funding availability, and delivery milestones are a guide



KEY PROJECT SCOPING

THE SPINE

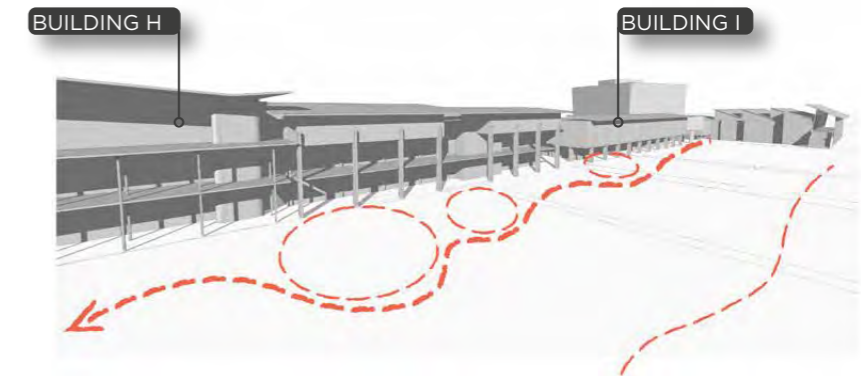
5-7 years



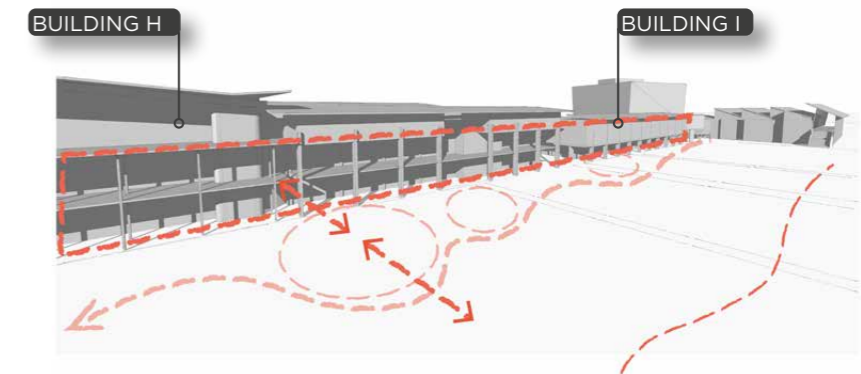
KEY OBJECTIVES

- Opportunities for outdoor learning spaces that support education, collaboration & traditional cultural teachings
- Provide a diverse range of experiences both day and night for students, alumni and the community
- Embedding the campus experience in the cultural and natural heritage of the place
- Successful outdoor spaces found at the Buranga Centre to be emulated elsewhere
- Linking the campus with the surrounding community & country
- Provide shade and amenity for key campus links
- Provision for charging stations and high speed wifi in order to create successful outdoor learning spaces

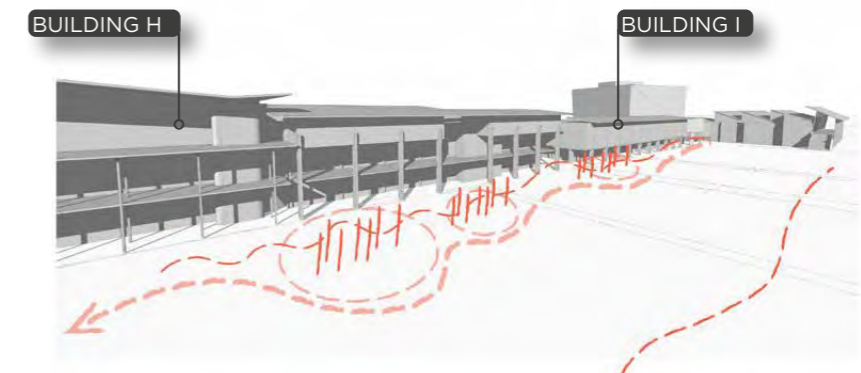
CONCEPTUAL ELEMENTS



Provision of shade and protection from the elements

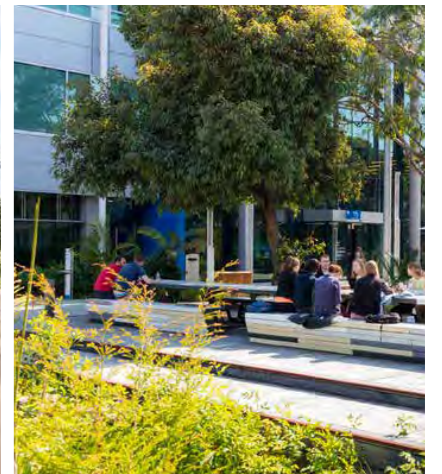
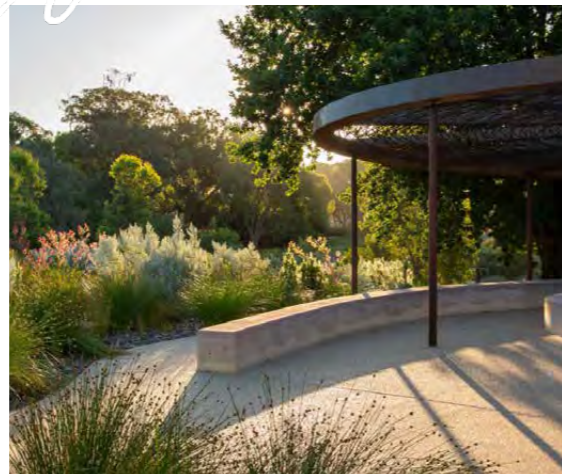
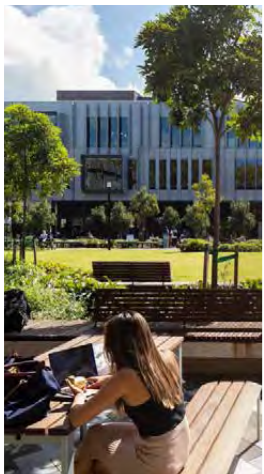


Connect the campus and respond to the surroundings



Create a new highly activated central spine

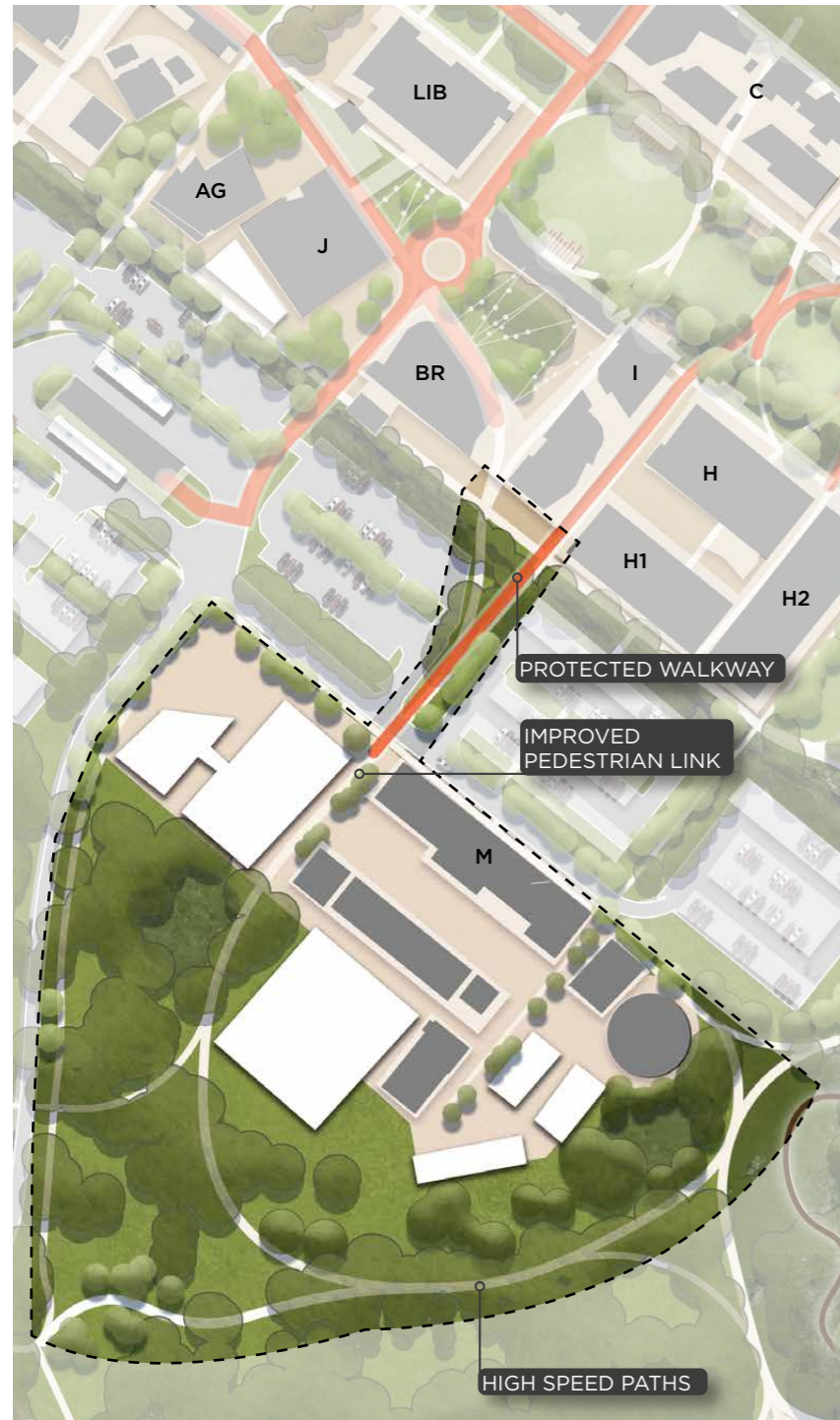
Note that projects contained within the masterplan will be delivered based on priority and funding availability, and delivery milestones are a guide



KEY PROJECT SCOPING

M PRECINCT

1-2 years



KEY OBJECTIVES

- Rationalise user groups & provide facilities supportive of science, engineering & technology research
- Provide a landmark building on the northern corner of the precinct
- Develop multi-disciplinary, shared-use research and teaching spaces
- Provide a new dedicated pedestrian entrance
- Provision of protected walkway connecting M Precinct to the campus heart
- Connecting the M precinct with the natural surrounds, providing opportunity for outdoor learning & teaching spaces
- Transforming the landscape to showcase the universities connection to country

SPORT & FITNESS PRECINCT ARRIVAL

1-2 years



PROJECT SCOPE:

- The sports precinct entrance needs to be clearly identified through a major entry statement, including UniSC brand, entry name, address, indigenous place names and welcome messages integrated with a landscape treatment
- The entry statement should also provide opportunities to promote uniSC values, initiatives, activities and upcoming events
- Provision of shaded links connecting Claymore Rd and Carpark 15 to the campus core and Sport & Fitness Precinct
- Possible opportunity to feature high performance sport alumni to celebrate their success

Note: A Sport & Fitness Precinct Plan taking the 2032 Olympic games into consideration will be undertaken as a follow on from this Masterplan process

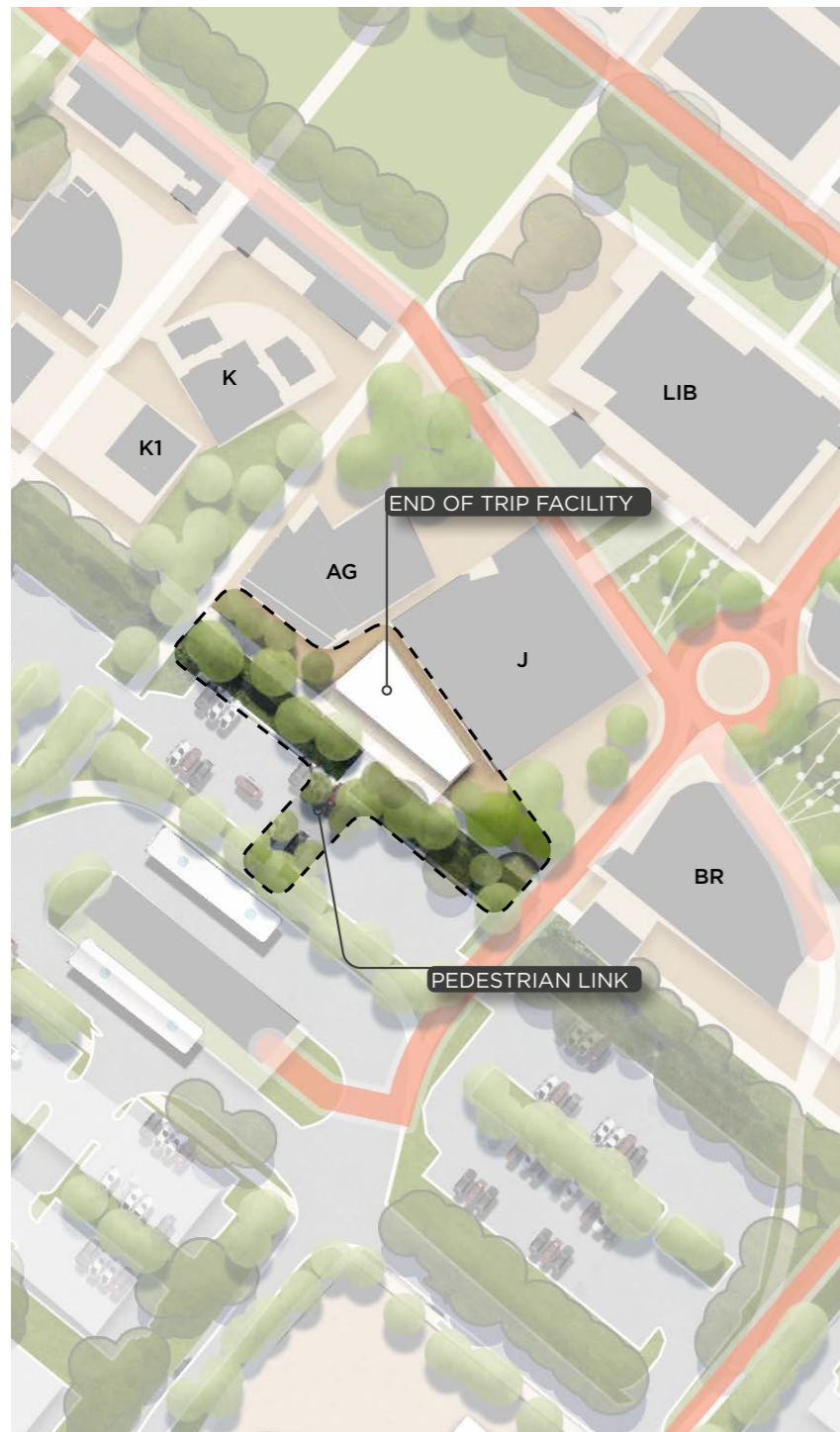
Note that projects contained within the masterplan will be delivered based on priority and funding availability, and delivery milestones are a guide.

KEY PROJECT SCOPING

Note that projects contained within the masterplan will be delivered based on priority and funding availability, and delivery milestones are a guide.

END OF TRIP FACILITY

3-4 years



KEY OBJECTIVES

- Provision for a new end of trip facility catering the university and community. To include; bike storage, bike repair, showers and toilets.
- Provide a new dedicated pedestrian entrance connecting EOT facility to carpark and protected link
- Transforming the landscape to showcase the universities connection to country

STUDENT ACCOMMODATION

3-4 years



KEY OBJECTIVES

- Deliver a landmark student housing building that is aligned with the Uni's development criteria
- Provision of protected walkway connecting Sippy Downs Dr with the campus core
- Identify the entry as the main pedestrian entry into the campus. Signage to include UniSC brand, entry name, address, indigenous place names and welcome messages integrated with a landscape treatment. Transforming the landscape to showcase the universities connection to country

KEY PROJECT SCOPING

Note that projects contained within the masterplan will be delivered based on priority and funding availability, and delivery milestones are a guide.

HIGH SPEED LINK

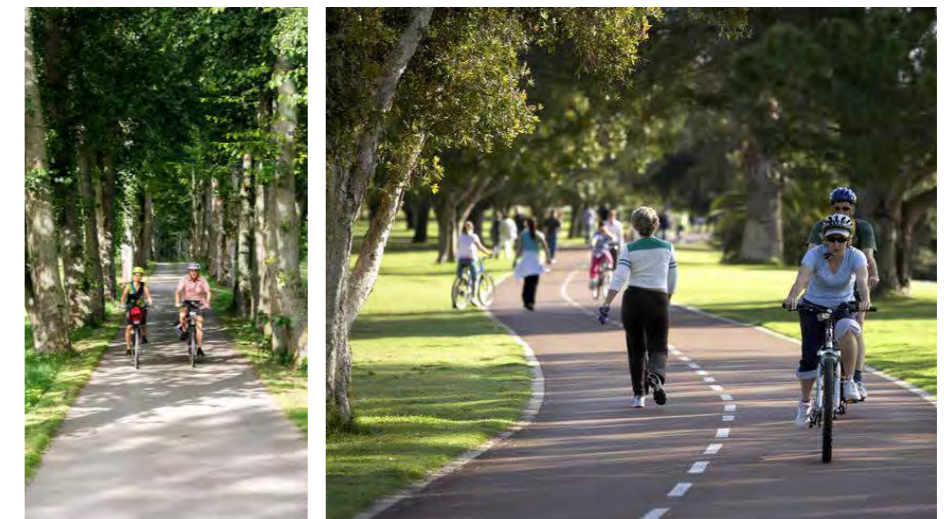
3-5 years



Note, final pathway locations and design are subject to further detail design

KEY OBJECTIVES

- A connected path network which creates a safe campus core for pedestrian movements, with a faster direct loop to the periphery of campus for cyclists & pedestrians.
- Separated path allowing for higher speeds (25km/h)
- Highly shaded link providing a safe and comfortable connection for both cyclists and pedestrians
- Provide regular wayfinding signage along the link. Signage to include walking/cycling times & distances



KEY PROJECT SCOPING

Note that projects contained within the masterplan will be delivered based on priority and funding availability, and delivery milestones are a guide.

LAKE EDGE

5-15 years



KEY OBJECTIVES

- Transforming the connection from the spine to the lakes edge to talk to country & create a new educational landscape
- Provision of outdoor learning spaces embedded within the landscape and connected through a series of paths
- A new jetty providing recreational opportunities
- Upgrade the existing lake shelter to provide more amenity for outdoor learning and weekend recreation
- Creating opportunities for a wetland system, filtering overland flow before reaching to lake. Opportunities to improve habitat for native flora and fauna.
- Fostering traditional land management practices

RECEPTION & LEARNING EXCHANGE

5-15 years



KEY OBJECTIVES

- Potential reception and learning exchange with existing large chancellery better re-purposed as academic teaching space. New building provides the opportunity to create a nature and environmentally focused front door to the campus spine.
- Create a high quality pedestrian environment connecting people from Sippy Downs Drive into the heart of the campus
- Opportunity to provide space for Kabi Kabi (Gubbi Gubbi) community
- Opportunity for UniSC Alumni use of facilities (alongside staff, student & community etc) to provide collaborative work spaces, meeting rooms & boardrooms

KEY PROJECT SCOPING

STORAGE, RECYCLING & SUSTAINABILITY HUB

4-5 years



RECREATIONAL TRAIL

4-5 years



KEY OBJECTIVES

Storage facility:

- Brief to be confirmed by University
- Provision of shaded & protected links connecting the corner of the site with the campus core

Recreational trail:

- Opportunities for outdoor learning spaces that support education, collaboration & traditional cultural teachings
- Embedding cultural knowledge and practices through a guided trail loop, showcasing native flora, fauna and bush tucker.
- Modest interventions include; gravel trail, native species and durable interpretive signage
- Opportunity for storytelling and cultural tourism events in partnership with Kabi Kabi (Gubbi Gubbi) Traditional Custodians so as to expand the opportunities beyond just the campus

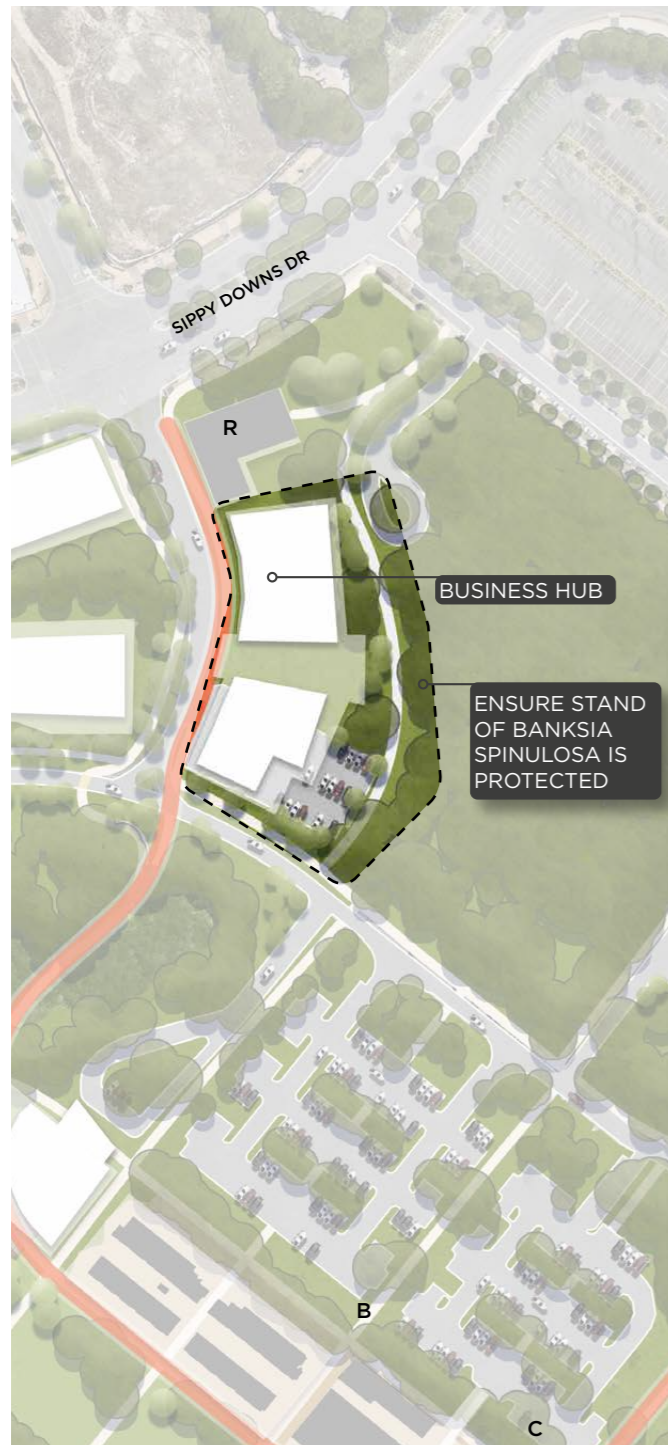
Cultural spaces:

- Opportunities for dedicated cultural spaces for men and women. A maintenance plan will be developed with the Traditional Custodians for the ongoing care of these cultural spaces
- The spaces would consist of gravel trail and clearing with natural seating elements such as a stone.
- Clear signage at the entry to signal culturally sensitive spaces
- Fostering traditional land management practices, such as fire management regimes, to improve on local habitat

KEY PROJECT SCOPING

BUSINESS HUB

8-10 years



RECREATION & COMMUNITY SPORTS HUB

3-10 years



KEY OBJECTIVES

Business Hub:

- Brief to be confirmed by University

Recreation & community sports hub:

- To be incrementally developed with Sunshine Coast Council to create opportunities for University, school and community members to engage in casual recreation and fitness on the campus.
- The university club building to be managed and lightly renovated to become the central amenities block, with proposed bike hub and cycleway access to compliment
- A kids zone close to carparking, which may incorporate facilities such as a junior BMX pump track, Learn to ride facility and a small kids playground (fenced and covered.) With adjacent covered seating opportunities, wifi and power access to provide studying parents with amenities to learn and collaborate while children can be active
- An adult movement and fitness zone, centred on the recreational trail head which will be designed for 3 & 5 km loops, wellness/movement/play amenities, a covered static outdoor gym on softfall, anchor points for slacklines and a possible basketball half court as example of how this area might develop
- Aside from the general Health and Wellness benefits, this development helps improve campus user engagement in the zone between the Academic Core and the Sport & Fitness Precinct, assisting to draw the two together



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