

W B a

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Philosophy

Our capability is demonstrated in this document. If the University is to see this once-in-a-lifetime project meet its aspirations, and fulfill its potential, we are mindful that it will not be as a result of technical capability alone. It will be as a result of a sound understanding of the nature of the project, combined with a successful engagement between the architects and the other contributors, most importantly the client and building users. Our role in this process will be to provide design leadership, which we differentiate from design authority and authorship, both of which can also have their place.

To allow you to judge the potential for this engagement with us, we want to talk about the culture and values of our practice, as they have a direct relationship to our design and project approach.

We are a traditional studio doing non-traditional work. The firm has always resisted specialisation, preferring to keep the challenges fresh and diverse; and we have also always employed graduates of architecture degrees.

Our projects are documented and administered by qualified designers.

We undertake a process of engaging with specifics, identifying the intrinsic qualities of a site, place and brief that will give new architecture enduring relevance and adaptability. We know from experience that the best way to do this is to be in place, literally - to see for ourselves - to speak with people, ask questions and listen carefully to what is said.

An architecture, building and planning school is an operational device, not a showpiece.

The value of the 'Bilbao effect' has been greatly overrated. Our view of this project is that should it provoke international interest and acclaim, it should not be for flamboyant expression, but for its capacity to augment teaching in exciting ways.

The cornerstone of the design must be the creation of a facility and a place of relevance to the people who use it. This will mean creating an exciting apparatus for learning.

Working from a position of values

We hold a series of values as the starting point of our design process. They are not immutable laws, and the list is not definitive, as each project is a new evolution driven by our clients and place. We offer the following points for your consideration.

- Listen first, draw second
- Be iterative in design, and interactive with our client
- Always consider the urban implications of our buildings
- Prioritise the effect of our architecture on the people who might encounter it – as opposed to the visual impression it might make in publication
- Hold design itself as a valuable contribution to the public good
- Care for the consequences of our work, its longevity in the public realm as a continuing influence on those who come after us; endow the design with qualities that will endure
- Work with the significance of heritage – and not just the remnant fabric
- Respect what has gone before, but also be discerning and confident
- Continue a tradition of hand-drawing & model building
- Always look to social sustainability; how can the building contribute to its society and community?
- Understand and value the people who will occupy our buildings and how they will use our buildings
- Always pursue environmental sustainability
- Reduce adverse impacts on the environment
- Foster work methods that will create healthy, comfortable, equitable places. Understand fundamentals and yet think beyond orthodoxy & convention
- Considered and textured use of materials – question the assumed value of the pristine
- Innovate when and where appropriate to achieve other goals
- Work from a research base, conducting applied research for a new understanding of the relationship between the financial, environmental and social aspects of the built environment, with a focus on removing barriers.
- Draw, review, repeat as necessary – don't be precious, engage with both resistance and support
- Explore design ideas that can be carried down into fine detail

People

WBA PEOPLE: THE CORE TEAM

WBa draws from a deep pool of talent, and a project of this significance will be subject to contributions from across the studio. For the purpose of this submission we have chosen to nominate four key people who will each bring particular skills to the project.



PETER WILLIAMS



JOHN CLARK



MARCUS BAUMGART



KERRY WILMOT

PROJECT DESIGN DIRECTOR

Qualifications & Affiliations

- Bachelor of Architecture, (Fellowship Diploma) FRMIT 1971
- Registered Architect, Victoria 1972
- Fellow, Royal Australian Institute of Architects
- Chairperson, Board of the Victorian Tapestry Workshop, 2008-2009
- Appointed Member, Heritage Council of Victoria June 2002
- President, AACA 1994-1998
- Director, Architecture International Series 1983

Managing Director of WBa, and the design mentor for the studio, Peter Williams has practiced for 30 years since registration. Under his guidance, WBa has been acknowledged by numerous design awards at both National and State levels. The firm received International recognition in the Stockholm Partnerships for Sustainable Cities program.

Peter's interest in stimulating design debate within the profession led to a founding involvement with the Architecture International Series and the RAIA Monograph publications, and his ongoing work in establishing the WBa Research indicates his commitment to the evolution of the profession.

Peter provides design leadership and 'hands-on' design involvement in WBa's projects, and is currently doing this within the Gungahlin College Team. He works closely with clients and fellow staff to ensure delivery of considered, responsible, and appropriate design solutions.

PROJECT DIRECTOR

Qualifications & Affiliations

- Bachelor of Architectural Studies 1984 (Adel)
- Bachelor of Architecture (Honours) 1988 (Adel)
- Registered Architect
- Associate Royal Australian Institute of Architects
- Member RAIA Large Practice Forum committee
- Board member Genazzano FCJ College

John Clark joined the firm in 1991 and brings strong leadership to the practice based on significant project experience including key lead architect roles on several of our award winning projects recognised with the Victorian Architecture Medal and the Joseph Reed Award for Urban Design.

John has contributed to the development of new strategic objectives for the firm and coupled with his understanding of project inception and the industry in general has led to significant additions to the project portfolio and professional capabilities of the practice.

As the Director in charge of the new Centre for Theology and Ministry/Joint Theological Library at Ormond College, John was responsible for the strategic carriage of the project from inception to completion. Over the course of the past 18 months John has worked closely with the Transport Accident Commission (TAC) in the facilitation of their relocation to Geelong. In this role John has led a multi disciplinary consultant team in delivering this government initiative within a very tight time line.

PROJECT DESIGN

Qualifications & Affiliations

- Bachelor of Architecture (Hons) RMIT
- Bachelor of Applied Science in Environmental Design (University of Canberra)
- Member of Australian Journalists Association (Alliance)
- Member of Reporters Sans Frontière

Marcus has 11 years post-graduate experience in architectural and urban design, and has practiced at Williams Boag Architects for 8 of those years.

Marcus has experience working in partnership with schools, universities, private developers, Councils, State Government agencies and departments, non-profit housing and other non-government organisations and private clients. Relevant projects undertaken by Marcus at Williams Boag include concept work for the Shire of Yarra Ranges Museum, numerous Urban Design reviews, and the provision of expert testimony to the VCAT Tribunal on design strategies in relation to urban criteria.

Marcus has extensive experience with architectural design across a wide range of project types, and understands how architects and other designers respond to challenges and constraints. He was the senior designer on the team that delivered the multiple award-winning Inkerman Oasis Sustainable Housing Development, located in St Kilda.

In addition to his design career, Marcus is also a University design teacher, a lecturer, a speaker and a writer who contributes to Australian design publications including Architecture Australia and Artichoke Magazine.

SUSTAINABILITY DESIGN

Qualifications & Affiliations

- Bachelor of Architecture University of Melbourne 1983
- Green Star Accredited Professional, Green Building Council of Australia

Kerry Wilmot has extensive experience as a senior project architect, in particular with the delivery of sustainable office buildings and projects with high-level sustainable design objectives.

Kerry has a passion for creating sustainable and liveable built environments. She has developed a thorough understanding of the requirements of sustainable design in a practical context. She was responsible for the management of the WBa design process for a 75,000 m2 office development in Hangzhou, China that was intended to be Chinese best practice for environmentally sustainable development and also assisted City of Port Phillip prepare an Environmental Management Plan for their new offices at St. Kilda Town Hall that were renovated and extended by WBa.

Kerry seeks to maximise a building's efficiency and reduce its environmental impacts within the constraints of conventional development processes. At WBa, her skills complement the sustainable design credentials of the practice. Kerry is a member of the WBa Research team contributing practical industry understanding in a sustainability context.

Kerry's current responsibilities include ESD consultancies for a large innovative aged care facility in outer Melbourne and the new Gungahlin College buildings in Canberra.

WBA RESEARCH: GENUINE INNOVATION IN REAL PROJECTS

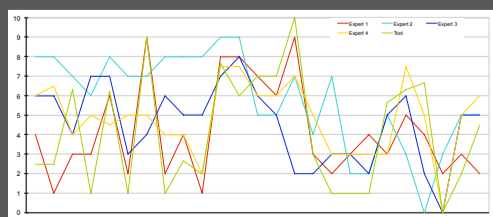
Williams Boag has established a dedicated research and development department known as WBa Research. The role of this department is to advance the design studio's capability to deliver project value by including the latest design thinking for the most advanced and sustainable outcomes possible, in a real project context. WBa Research is a bona fide research

department with Commonwealth recognition, and has been the recipient of Australian Research Council Linkage Grants for research into sustainability and the built environment. One of these grants led to the development of the Sustainable Innovation Feasibility Tool, known by its acronym as 'SIFT'. This is a web-based tool that is nearing commercialisation.

WBa Research supports the design and master planning process with dedicated research resources, strong collaborative links with research institutions and long-term academic partnerships with academics from the University of Melbourne, Deakin University and Bond University. WBa Research is in discussion with researchers at the University of South Australia, in order to establish a framework for future joint-research projects with the UniSA.

WBa

research












ADVANCED SUSTAINABILITY CONSULTING

Selected recent projects

REFEREE:

We are pleased to nominate the following individuals as our initial referees for this project. We will be pleased to provide additional referees upon request.

- Reverend Alistair Macrae, Executive Director, Centre for Theology and Ministry. + 61 3 5559 4800
- Mr John Enterkin, Special Projects Coordinator, City of Port Phillip. + 61 3 9209 6754

									
PROJECT SIZE	MELBOURNE GPO	BOX HILL SECONDARY COLLEGE	TRANSPORT ACCIDENT COMMISSION (TAC)	CENTRE OF THEOLOGY AND MINISTRY AND DALTON MCCAUGHEY LIBRARY	VICTORIAN COLLEGE OF THE ARTS SECONDARY SCHOOL (VCASS)	OASIS HOUSING REDEVELOPMENT STAGE 1	GUNGAHLIN SECONDARY COLLEGE CANBERRA	MONASH SCIENCE CENTRE	CITY OF PORT PHILLIP ACCOMMODATION
WHAT IS IT?	Major city project	Refurb - 1482sqm Gym - 2328sqm New buildings at a secondary college	Major state government institutional relocation to a regional city	Major Uniting Church of Australia expansion or chartered grounds within the university precinct	Unique inner city purpose built educational building accommodating 400 students	Urban infill project of 1.23 Hectares 236 dwellings	6.9 hectares open sloping site housing significant public institutional building	This 1500sqm building is a stand alone addition to Monash universities Clayton campus	Major inner city municipal building
PROJECT TYPE	Adaptive reuse & Commercial	Education	Institutional & Commercial	Educational	Educational	Medium density residential & adaptive reuse	Educational with shared community facilities including, theatre, library and town park	Educational	Institutional and Public Building
HERITAGE	The GPO is of national heritage significance	The campus includes an original building dating from the 1930s	Former wool store site, raising interpretation opportunities	Major heritage context issues requiring sensitivity and a confident design response	VCASS is located on an Industrial site at the edge of the Melbourne city precinct. The site has no heritage component.	Presence on the site of a 1940's industrial structure with heritage significance, "the Destructor", an incinerator which was adapted for housing	This project is the first step in the consolidation of the town centre. Like all new Canberra suburbs it is characterised by a notable lack of urban cultural heritage.	This project is located in a sensitive setting adjacent to student residences. The site has no heritage component.	The site has significant heritage fabric. The story of the site figured predominantly in the evolution of the design, this story included many explicit heritage elements.
BUDGET	\$24 million	\$7 million	\$17.5 million	\$12 million	\$20 million	Stage 1 \$46 million	\$65 million	\$4 million	\$20 million
TIMING	1999 - 2004	2005 - 2009	2006 - 2009	2003 - 2007	2004 - 2009	1996 - 2004	2008 - 2011	1996 - 2003	2003 - 2008
MERIT	RAIA The Commercial Architecture Award 2005	Sustainability Victoria \$100,000 grant to pay for thermal chimneys	Winner Sustainable Interiors Award, Dulux Interior Design Awards 2009	RAIA Heritage Award 2008	Benchmark facility for a creative curriculum state school on a uniquely built up site (project still underway)	Recipient of national, state and international sustainability and design awards, including the 2000 UN World Environment Day Award	This project is still underway	National and state awards for sustainability	2009 Architectural Excellence in the South East Award for Outstanding Building Conservation 2008 RAIA Public Architecture Award: Alterations & Additions
URBAN COMPONENT	The GPO falls on a major urban locus, and performs a civic function as a landmark and as a piece of urban infrastructure	Contributes to the streetscape in a generous fashion	The TAC carefully combines secure private spaces with publicly accessible areas that are connected to a pedestrian thoroughfare	First major intervention within the chartered College properties on the northern edge of the University of Melbourne	This building will utilise a previously disregarded major site in south Melbourne for a uniquely urban school	This project was a major urban renewal project in the heart of St Kilda, and reinstated historic pedestrian paths that had been closed off for decades	Transformation of large broad acre site in Canberra's urban fringe to create a new town centre	This building forms a landmark at the northern entry to the campus, and it is read as an object in the round	This is a significant urban intervention on a major corner site with substantial public spaces, and a highly visible interface with the adjacent vehicle routes.
PROJECT INNOVATION	Securing planning permits in light of extreme heritage sensitivity, and the inclusion of features that solved structural challenges with the original building	Innovative cooling system incorporating a thermal labyrinth, spray nozzles on gym roof using sprinkler system on roof to cool water then passing air over water tanks and using air to cool the classrooms	The TAC headquarters provides an unusual mix of 'soft' or non-core facilities for staff in the understanding that productivity is driven by informal as well as formal interactions between staff	This project includes environmental systems, and also provided a template for a design approach that responded to nearby historic structures with confidence	Specialist services for acoustic and air quality control have been designed in response to the extreme environmental conditions of the site, as it is adjacent to a major road and yet has sound and vibration sensitivity activities within	Energy saving, water management and grey water recycling, a unique natural cross-flow ventilation system that worked despite the double-loaded corridor planning, passive solar design and high thermal mass	This project is a comprehensive response to the new pedagogy, with 'chalk and talk' teaching transformed into studio-based learning. The project also creates large, connected open-plan spaces incorporating passive sustainability systems	This was a pilot project. It included active and passive systems including an innovative heated timber floor, geothermal heat exchange with a nearby lake, stack effect ventilation and night purging to minimise heat loads in summer	Integration of new structures and environmental systems in a complex heritage building in an aesthetically cohesive manner
RELEVANCE	This project demonstrates our capacity to manage 'big' issues with success - building consensus for a client, for potential users and for the community	This project demonstrates our capacity to flexibly interpret alternative pedagogical methods	The TAC interior created a workplace for a 'many-headed' client, with a complex organisational structure and profile, and many stakeholders. It was of State importance for the organisational relocation to be successful and smooth, and it is now the template for relocation	This is a model project for the creation of a bold yet respectful building of quality in a heritage setting. It is also relevant because it demonstrates our ability to work confidently in the University of Melbourne precinct, on a highly significant and constrained site	VCASS is an unprecedented facility for secondary school education in Victoria. The school is very urban, in a way that Australian State Schools seldom have to be	This project was at the time an internationally recognised prototype for sustainable urban housing that is highly marketable and commercially viable. It demonstrated definitively that sustainable features were not just a capital encumbrance for the developer	Once complete, this project will be a model sustainable facility bridging secondary and tertiary educational sectors. It will be the most pedagogically advanced college in the ACT school system	This was a very early exemplar of an explicitly sustainable approach being integrated into a real project	Design of a major institutional building providing a diverse program of spaces for a complex client with many disparate, and occasionally contradictory, needs
CONSULTATION	Securing planning permits required extensive consultation with a broad range of stakeholders, in a charged atmosphere	The needs of staff, students, and administrators were determined through consultation and potential community facility patrons were also consulted	Re-locating a major state government institution requires a sensitivity to the needs of staff who may be uncertain about their new location. We managed this successfully	Complex client including consultation with the Centre Board, the University Board and heritage authorities	This project had an extremely lengthy approvals process impacted on by the political context due to its significance	Extensive community consultation and broad engagements with multiple levels of government	Community user group and multiple ACT government stakeholders have been consulted in an ongoing structured manner to deliver this architects-in-association project	In this project we managed a complex user and university client, and the staff and centre Director were all widely consulted to contribute to the design	Complex client, extensive user group and community consultation throughout the design process

Evaluation criteria

Academic environment

While educational theories and ideologies have shifted over the last forty years of practice, one thing that hasn't changed is our desire to create environments that instruct and demonstrate through their intrinsic characteristics. This is built pedagogy.

Learning takes many forms, and variety is as important as flexibility. Open and integrated learning environments fuel cross-fertilisation of knowledge and insight, and a building that demonstrates its own performance and operation teaches in powerful and memorable ways.

We believe that this objective is finding new expression in the more frequent inclusion of sustainable systems and features, but it has its roots in the simple notion of architecture and its contribution to the public realm.

The common thread through all of our recent education projects is the pursuit of an immersive learning experience, through the creation of spaces that encourage studio-focused learning. This method of learning, long understood in design schools, is now having a wider impact in other teaching environments.

The Harvard Business School MBA programme is now conducted on the principles of the 'Case Method', which closely resembles the studio teaching model. Studio-style learning, utilising a variety of readily available and interconnected room types and spaces, is now also emerging in our primary and secondary school projects.

GUNG AHLIN COLLEGE [YEAR 11 & 12], ACT

Space for multi-modal learning

Gungahlin College is designed around a broad-spectrum of learning modes, from 'chalk and talk' to self-directed learning, via every possible variation in-between.

The design concept is driven by the need to provide a spatial analogue to the teaching method. The plan is characterised by variation – small and larger spaces, open-plan and closeable spaces – and the integration of technical facilities as part of the learning studios.

CITY OF PORT PHILLIP ACCOMMODATION, ST KILDA TOWN HALL

This project provides the means for the City of St. Kilda to centrally locate its staff and create efficient working modules thereby optimising delivery of its local government services. The large spaces of the original building have further been reinstated as large meeting rooms, and the facility includes a range of work spaces for many different kinds of works in keeping with the diverse culture of this municipality.

MONASH SCIENCE CENTRE, MONASH UNIVERSITY CLAYTON CAMPUS

Demonstrating sustainable education

Monash Science Centre is a legible building. It is designed to provide the hands-on experience of science, combined with the experience of meeting and working with real scientists, for primary school aged children.

We designed the building around the visual expression of its sustainable systems. These include thermal stack effect ventilation, natural ventilation, night purging of heat loads and the creation of high thermal mass in strategic locations. The building also included a geothermal heat exchange with a nearby lake for temperature control, and provided an innovative heated timber floor in the main exhibition space.



Quality of light in the foyer at CTM



The Chapel at CTM; a 'spiritual studio'

Built pedagogy

Transparency, and the flexibility of teaching afforded by variation, characterise the approach to our educational projects. Recent education projects include the aforementioned Gungahlin College, but also such diverse projects as the Centre for Theology and Ministry and Dalton McCaughey Library at the University of Melbourne, and various projects for the VCA Secondary School, Ballarat and Clarendon College, Altona P-9 School and Box Hill High School.

CENTRE FOR THEOLOGY AND MINISTRY & DALTON MCCAUGHEY LIBRARY, UNIVERSITY OF MELBOURNE

Interpreting academic culture

The CTM project (as it is known) demonstrates our ability to meet a complex brief built around a highly specific academic culture. The CTM culture is strongly linked to philosophy, spirituality and theology, and the spaces of the building reflect this richness while supporting the ecumenical nature of the Centre itself. The Dalton McCaughey Library is an institution established and jointly held by the Jesuits and the Uniting Church, and postulants, ordained and lay-people all study within the Library and the Centre.

The challenge with the CTM/Library project was to interpret such a rich academic culture, and also to translate and integrate this culture with the practical spatial requirements of such a diverse group. These needs fall on a spectrum ranging from individual study spaces through to group work, traditional lectures, tutorial sessions and indeed shared or individual spiritual reflection and contemplation.



The face of the public institution at City of Port Phillip

GUNG AHLIN COLLEGE [YEAR 11 & 12], ACT

Integration, variety, flexibility

The learning spaces at Gungahlin College eschew the traditional isolation of teaching functions – for example, the creation of separate science wings – in order to provide an integrated and highly visible exchange between technical and academic teaching functions.

Spatial needs of teachers, as guides and mentors

The tertiary mode of learning is largely self-directed, and the ACT college system is built around this method of learning. The College system is an effective 'bridge' between the secondary and tertiary academic worlds, and the cultural experience is much more like University, with a self-directed curriculum, a flexible timetable and teachers regarded as colleagues and known by their given names.

Individuals who teach in this manner require different and more integrated accommodation than that found in a typical high school, as their interaction with and accessibility for students is different.

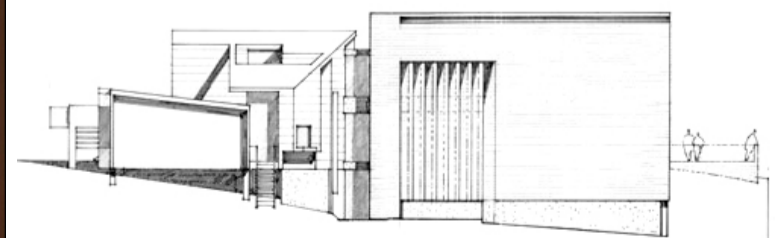
The key word is integration, resulting in a building that places all occupants – students, teachers, administrators – in a shared learning space.

Urban connections

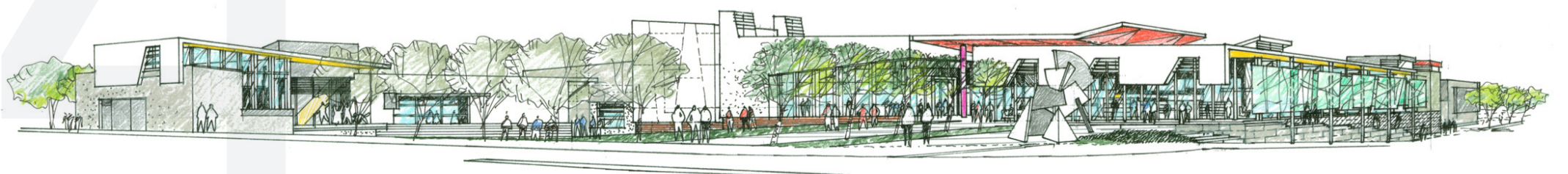
The integration of the student's learning spaces with the community functions of the library and the town square allows community involvement in the life of the institution. This is an issue of particular importance in the ACT, where the built environment in new town centres does not reflect the slow modification and accrual of social value that occurs over many decades of occupation.



Demonstration sustainability at Monash Science Centre



Hand drawing of Monash Science Centre facade



Built pedagogy and expressed sustainability; Gungahlin College, ACT

Evaluation criteria

The design studio

We have seen many shifts in educational theory in the last forty years of practice. There is now an emphasis on self-directed learning, and on student-focused (as opposed to teacher-focused) learning theories and methodologies. Interestingly enough, for anyone who has attended architecture school, the new methods begin to resemble the studio teaching method more and more. In fact a number of leading educational theorists even refer to the spaces they described as 'studios'.

We have also found that the desire for flexibility that is driven by these studio-style teaching methods is now finding form in the creation of a variety of interconnected spaces. Previously, the idea of the 'flexible space' was held in high regard, characterised by table shuffling and operable walls. In practice, the acoustic requirements often meant that the operable walls were too heavy to move quickly or easily, and although the delay or trouble moving them might be objectively slight, this would still discourage their use.

A different approach, which requires more flexible room allocation practices across an institution, is to create spaces that offer variety. Stated simply, if designed correctly, it is easier to move quickly to an adjacent space with a different design and purpose than to shift walls and desks in a given space.

CENTRE FOR THEOLOGY & MINISTRY

The quintessential space at the Centre is the Chapel, which is a non-liturgical and serene space. The Chapel operates like an ecumenical 'spiritual studio' where people of any belief can feel equally comfortable spending time in silence or in the performance of dance and song.

BALLARAT & CLARENDON COLLEGE YEAR 5, 6 AND 7 CENTRE

Ballarat & Clarendon College is emblematic of a shift we have seen in educational facility design, in that their needs are very clearly articulated, as defined by their pedagogical approach. The interesting thing from our point of view as the College's Architects is that the leadership of the College define their needs in terms of aspirations for the student's and the teacher's experience – and not in the language of arcane educational theory.

Our New Classrooms Module was a small project that encapsulated this bigger trend in total. The project provided BCC with three connected teaching spaces that flowed round an 'observation hub'. This project, while modest in scale, also positioned the creation of new classrooms as an augmentation of the urban experience of the College, channeling flows of students who regularly move between points on the campus at the ring of the bell. The connection between the interior teaching spaces and the external spaces is direct and explicit.

BOX HILL HIGH SCHOOL SATERN PROJECT

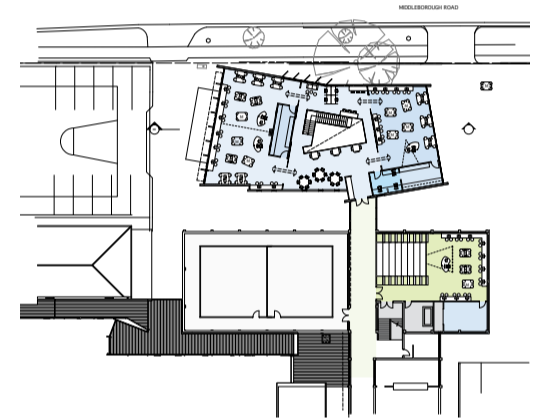
This project involves the creation of a new pedagogy science centre at Box Hill High School, to be created as a result of a special funding grant as a joint institutional facility in partnership with 2 universities and 7 schools. The SATERN project takes science teaching into the realm of studio-based learning, integrating the pedagogical method defining the special laboratory facility design with that used elsewhere in the school. In this manner the traditionally-taught field of science moves from 'chalk and talk', and is redefined in line with immersive case teaching methods.

The living building

The expression of sustainable systems is a potentially distinctive expressive element of a building. **The Monash Science Centre building, Gungahlin College and the Oasis Sustainable Housing Development** all utilised the visual expression of sustainable systems. However, the aesthetics of sustainability has now evolved and matured to the point where the didactic display of isolated sustainability features alone, and without a social context, rings somewhat hollow.

We are interested in exploring, with the University, an expressive language that does more than merely display its own functionality. We are interested in an architecture that has interactive elements and mechanisms that allow students to adjust and monitor environmental factors in real time. Building material stress indicators or materials that fade or mature, expand and contract appreciably could further augment the sensory and educational experience of the building.

The demonstrative dimension of built fabric need not be limited to the performance of technical systems or materials. Joseph Reed's former Bank of New South Wales façade may be incorporated in a ceremonial or circulation space, made accessible as the subject of students learning the value of measured drawings. Revealing the rear of the façade, and the method of knitting together of the stones in construction, could also be edifying for students and practitioners alike.



The SATERN project plan



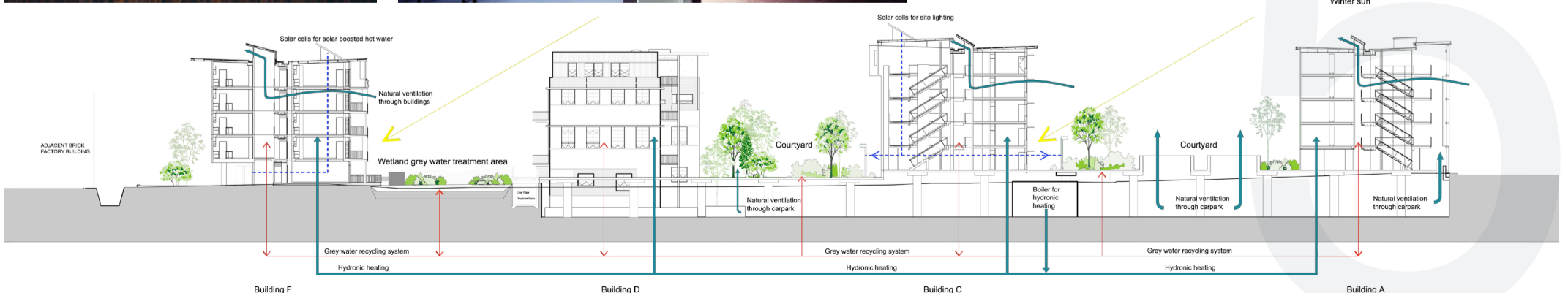
The grey water recycling wetland at Inkerman Oasis Sustainable Housing development



Teaching without boundaries; linking interior with exterior at Ballarat and Clarendon college



Generous expressive roofs provides sun-shading and solar control at the Inkerman Oasis site



The innovative cross-flow ventilation system in the apartments was achieved without compromising fire and smoke spread prevention. The semi basement carpark is also naturally ventilated at the Inkerman Oasis site

Evaluation criteria

Capability & process

CAPABILITY AND PROCESS

The 'skeleton' of the project will be the reporting & communication structure, and the consultation plan.

The reporting and management of the project will be established to provide adequate control and oversight to the client, at the same time enabling those charged with its delivery to have sufficient information to form and propose solutions. While they might seem obvious, at the inception of the project we will seek to establish consensus on:

- What will definitely happen as a result of the project, and when (the core project or scope)
- What might possibly happen and how (possible optional services our outcomes)
- What will happen later, after other prerequisites are met (dependencies & sequencing)
- What will not happen as a result of the current project (things outside the scope)

We will be pleased to provide a detailed methodology at the next stage of the process, once we have better understood your needs. We offer the following summary as evidence of our priorities in the project. These stages may occur in a slightly different order, and would be iterative as required.

Stage A - Inception, base record & analysis of existing condition, including heritage analysis & integration with University of Melbourne Parkville Campus Masterplan 2008

Stage B - Consultation and engagement to establish brief, organisational structure, relationships & any transition requirements. This will also establish the social dimension of the project as an addition to the Parkville Campus.

Stage C - Situation and spatial analysis (site & internal planning concepts)

Stage D - Base architectural concepts & assumptions, including proposed sustainability concepts, subsequently refined in dialogue with users, client, other stakeholders & technical contributors

Stage E - Schematic design (translation of concepts into architectural form)

Stage F - Review, adjust, re-present and repeat as necessary

Stage G - Develop design further into detail

[Stage F - repeats: as required]

Stage H - Construction documentation

Stage I - process of selecting procurement team and method (tendering, novation, etc.)

Stage J - Design management during construction (contract administration or other form of involvement, depending on chosen procurement method)

Stage K - Post-construction services including POE (Post-occupancy evaluation) and as-built drawings, follow-up services as required

Systems

WBA's management system enables the company to practice its design methodology with competence and confidence. The company views the key issues of time, cost, and quality as essential to project delivery.

Time Management

At the beginning of all projects, key dates are identified for all aspects of the work and a resource requirement analysis is completed to ensure all dates can be met. Copies of the program are circulated to all members of the Project Team.

Cost Control

In the design planning phase, WBA will brief the Cost Planner on the project's specific aspirations and direction. This will assist to establish a detailed elemental Cost Plan against the project budget. The designs will be reviewed at regular intervals against the Cost Plan and design decisions tested by cost benefit and life cycle analysis to deliver the project within budget.

Quality Systems

WBA has formalised an internal quality system that governs all of the practice work procedures. This system is being expanded and readied for future third party certification.

Responsiveness

The WBA team is responsive and sensitive to all stakeholders' needs in the building delivery process. The company's design commitment and technical abilities allow it to make decisions quickly and effectively from concept stage right through construction.

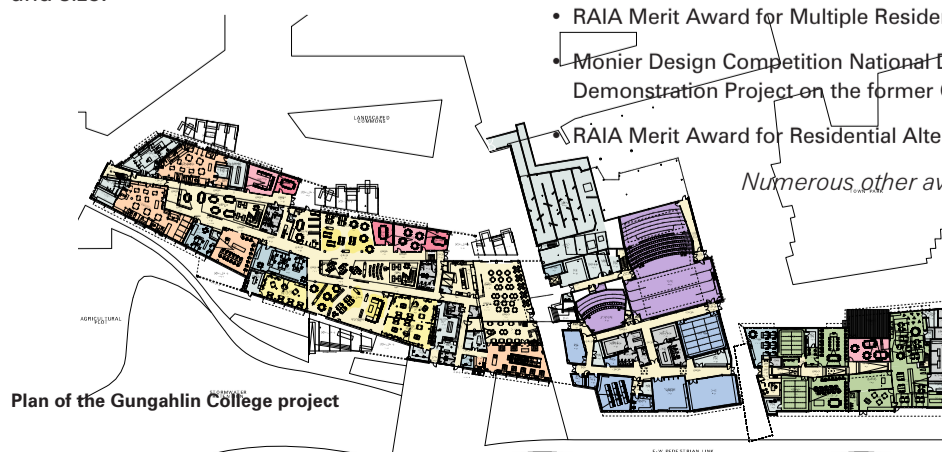
Size

WILLIAMS BOAG Pty Ltd Architects consists of 45 studio staff and 5 administrative staff. It has a proven project delivery capacity as evidenced by the range and size of built works. Mobilising a team quickly and effectively has been consistently demonstrated by WBA.

Delivery

The anchor of the WBA project delivery capacity is its recruitment policy, as the company exclusively appoints architects rather than draftspersons. This ensures that every aspect of project delivery is conducted by individuals with design skill, architectural qualifications and varying degrees of architectural experience.

Each project is managed, directed, and coordinated by an Associate or senior project architect in close consultation with a Director. The project delivery team is comprised of individual architects who have proven experience in projects of comparable content and size.



Merit

Williams Boag has more than thirty-five years of peer recognition and awards, and the studio's work has figured in publication and exhibitions on many occasions. We have consistently won awards in nearly every year since founding in 1975, and Peter Williams has established a reputation as a widely respected advocate for contemporary design, heritage and the profession of architecture itself.

Williams Boag is a trusted advisor to many government institutions and private individuals. John A. Clark advises many municipalities on urban and design issues, and has sat as a design review panel member for several Councils. Marcus Baumgart also provides design advisory services as well as practicing as a designer himself. He is a published design and art critic who regularly contributes to the Journal of the Design Institute of Australia, and he has also taught design in architecture schools for nearly a decade.

Kerryn Wilmot has distinguished herself as an anchor of the WBA Research activities and was one of the people responsible for the deliver of the Sustainable Innovation Feasibility Tool. This was developed by WBA on the strength of an Commonwealth ARC Linkage Grant.

Other members of the studio are variously in the process of planning study travel in Scandinavia, applying for a Churchill Fellowship, conducting architectural workshops and a host of other activities that contribute to the firm's merit overall.

A SELECTED LIST OF AWARDS RECEIVED BY WILLIAMS BOAG IS SHOWN BELOW.

- Dulux Interior Design Awards 2009 Winner Sustainable Interiors Award, TAC Geelong Headquarters
- Architectural Excellence in the South East Award for Outstanding Building Conservation, St Kilda Town Hall 2009
- RAI A Heritage Award - Centre for Theology and Ministry and Dalton McCaughey Library, University of Melbourne 2008
- RAI A Public Architecture Award: Alterations & Additions - Port Phillip Accommodation Project, St Kilda Town Hall 2008
- Architectural Excellence in the South East Award for Best Commercial Building 2007 Montalto Vineyard & Olive Grove, Shoreham.
- MBA Excellence in Construction Award for Commercial Buildings \$10M-\$20M 2007 Dalton McCaughey Library and Centre for Theology, Parkville.
- RAI A The Special Jury Award 2005 Oasis Stage 1.
- RAI A The Commercial Architecture Award 2005 Melbourne GPO Redevelopment.
- RAI A (Victorian Chapter) Harold Desbrowe-Anne Residential Architecture Award 2005. Oasis Stage 1.
- Exemplar Status and National Jury Commendation in the 'Towards Sustainable Communities Award' for the Oasis Housing Development, St Kilda.
- RAI A National Commendation for Sustainable Architecture Monash Science Centre, Monash University 2003.
- Stockholm Partnership for Sustainable Cities Oasis Housing Development, St Kilda 2002.
- RAI A Presidents Award Architecture International Series July 2002
- RAI A Commendation Award for Commercial Architecture (New) Montalto Vineyard and Olive Grove, Shoreham July 2002.
- RAI A Commendation Award for Institutional Architecture Alterations and Additions to McClelland Gallery Langwarrin June 2000.
- United Nations Association of Australia World Environment Day Award 2000.
- Local Government Best Specific Environmental Initiative award The Depot housing project, St Kilda June 2000.
- Urban Development Institute of Australia Excellence Award Former St Kilda Uniting Church Site, St Kilda. December 1999.
- RAI A Joseph Reed Award for Urban Design Former St Kilda Uniting Church Site, St Kilda May 1999.
- City of Melbourne Building and Planning Awards - Merit Award, Multiple Dwellings Category Tyne Street Redevelopment Project, Carlton November 1994.
- RAI A Walter Burley Griffin Award for Urban Design Tyne Street Redevelopment Project, Carlton July 1994.
- RAI A Victorian Architecture Medal Tyne Street Redevelopment Project, Carlton. July 1994
- RAI A Merit Award for Multiple Residential Tyne Street Redevelopment Project, Carlton. November 1993
- Monier Design Competition National Design Competition for Design of a Medium Density Demonstration Project on the former Olympic Village site in Heidelberg, Victoria. July 1993
- RAI A Merit Award for Residential Alterations & Extensions King House, Rye. July 1990

Numerous other awards were received prior to 1990 on an annual basis.