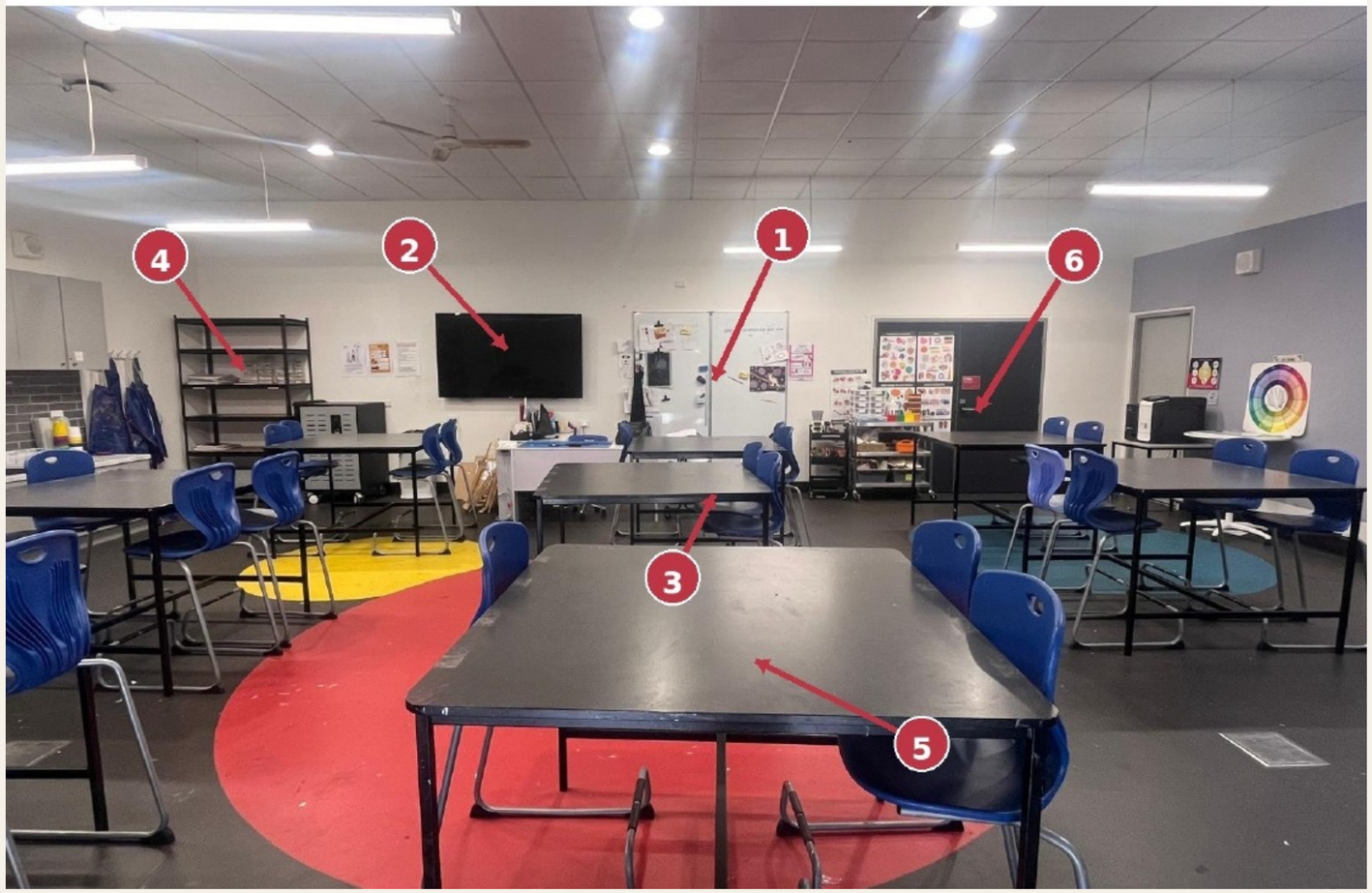
Photographic issue audit

Current conditions, curriculum pressure and the case for a coordinated specialist-room redesign.



A room that has evolved

The room has evolved through accumulated furniture, carts, shelving and temporary fixes rather than a coordinated specialist Art Room design.

How to read this section

Photographs and numbered findings are retained from the earlier audit. The typography and page layouts have been rebuilt to match this proposal. Photographs record visible conditions; reported concerns require facilities review.

Evidence record

Observed and reported conditions / October 2026 / Internal facilities discussion. Original source files remain preserved.

Current planning basis

Earlier programme figures are archival. Use the confirmed programme and storage brief on proposal page 17. This audit is not a formal compliance determination.

Zone 1 / Entrance and back wall

Current condition / Photo 1 / Numbered photo markers correspond to the findings.



Issues identified

1. Reported VCE works and journals are stored in open plastic tubs that can be accessed by students.

2. Folios and journals are stacked on top of the unit rather than protected in a dedicated retrieval system.

3. Open trays and tubs provide no controlled-access separation for VCE work.

4. Multiple classes share this back-wall storage, increasing the risk of handling, mixing or moving work.

5. The room has no purpose-built secure VCE journal and work-in-progress storage in this zone.

Key observations

The problem is not simply a lack of storage; it is a lack of secure, clearly separated and retrievable storage for high-value student work. VCE journals and smaller works should be separated from Years 7-10 materials, with controlled access and a staff override. Resettable digital-lock lockers or lockable cohort bays are worth testing for long-term efficiency.

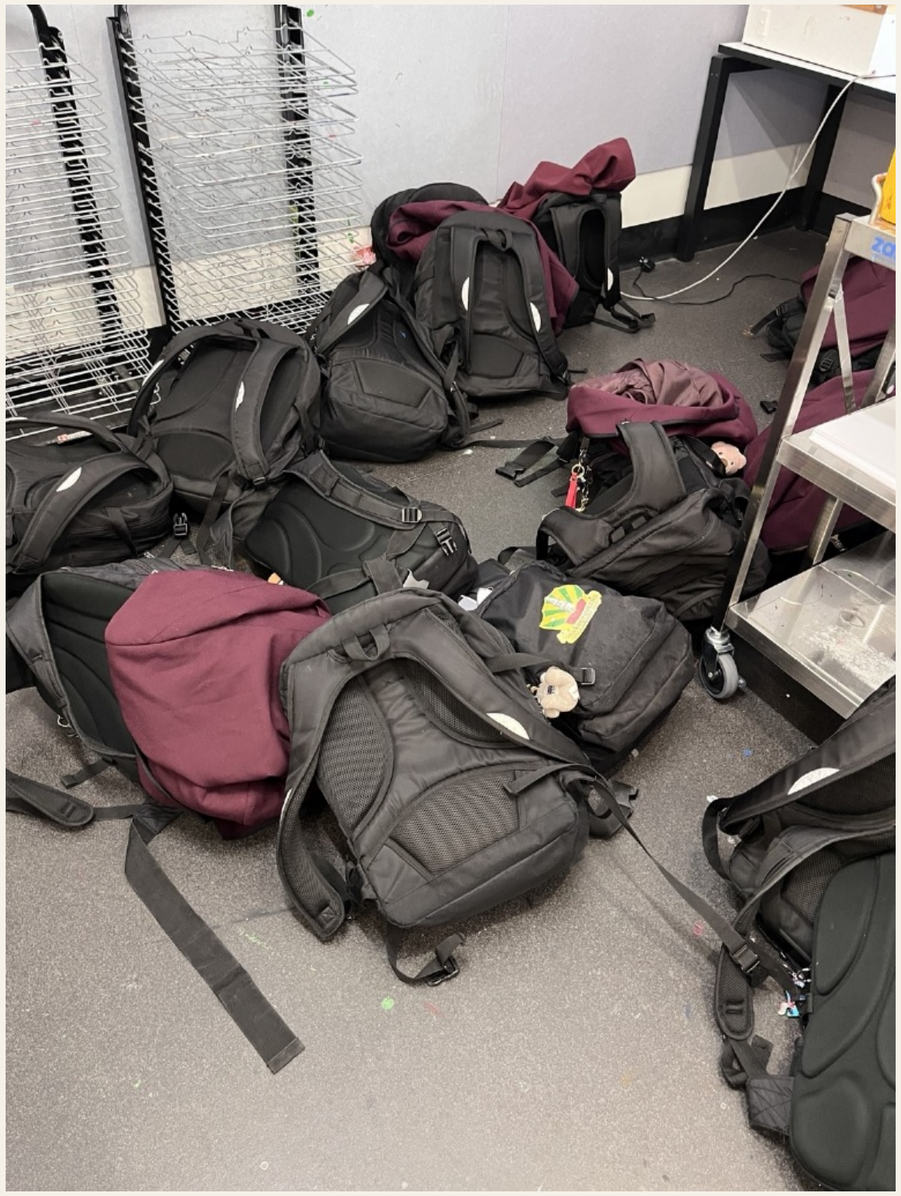
Proposed response

Create named, controlled-access VCE journal and work-in-progress storage. Separate senior work from junior classroom materials. Introduce a simple retrieval and return system with staff override. Review the entrance wall as one coordinated storage zone rather than adding more tubs.

Reference note: WorkSafe storage and uncluttered-access principles; VCAA authentication, handling, storage and conservation. VCAA does not prescribe a particular lock type.

Entrance circulation / Bag storage

Current condition / Bags, jackets and personal belongings on the floor.



Observed condition

Students currently place school bags, jackets and personal belongings on the Art Room floor because there is no dedicated bag-storage area. During larger classes, particularly later in the day, this creates significant clutter around circulation and working areas.

Impact

Bags reduce usable floor space, obstruct movement between tables and specialist zones, create avoidable trip hazards, and make supervision and clean-up more difficult. They can also interfere with drying racks, trolleys and access to equipment.

Proposed response

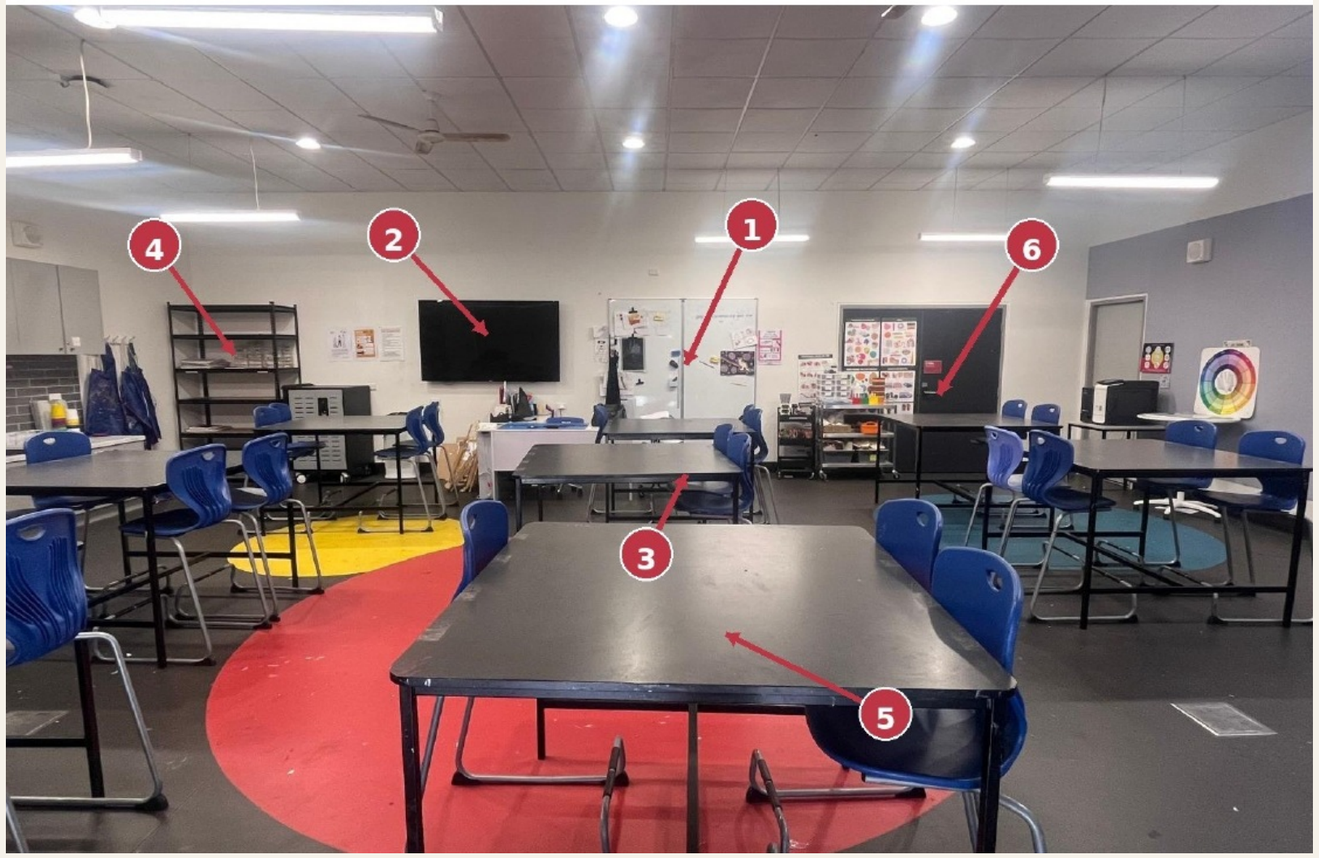
Provide dedicated open cubby storage at the entrance so students store bags immediately on entering the room. This keeps circulation routes clear, supports safer movement and reinforces the Art Room as a food-free specialist workspace.

Entrance cubbies are a functional and safety requirement, not simply additional storage.

Reference note: Clear circulation and slip/trip prevention; dedicated storage should prevent personal belongings from obstructing movement and specialist work areas.

Zone 2 / Front teaching and teacher area

Current condition / Photo 9 / Numbered photo markers correspond to the findings.



Issues identified

1. The existing whiteboard is too small for sustained Visual Arts drawing, annotation and exemplars.

2. The TV is offset from the main whiteboard, so the screen and writing surface do not operate as one coherent teaching wall.

3. There is no dedicated demonstration bench with a visualiser for live drawing, painting or material demonstrations.

4. Open shelving, carts and temporary furniture occupy valuable space close to the teaching zone.

5. Table placement leaves some students facing sideways or away from the TV, reducing clear sightlines during demonstrations.

6. The front wall is visually fragmented, weakening whole-class instruction and contributing to furniture being repositioned around the screen.

Key observations

Visual Arts is demonstration-led: every student needs an unobstructed view of the teacher, projected image, visualiser and writing surface. The current fixed TV position creates oblique viewing angles, particularly near the main store room. The main store beside the teaching wall is an advantage if resources and joinery are integrated coherently.

Proposed response

Remove the fixed wall-mounted TV and install a centred ceiling-mounted projector. Create one long, coherent whiteboard and presentation wall. Add an adjustable-height demonstration table and visualiser. Remove carts and temporary shelving from the teaching sightline. Test the projected image and sightline from every student seat.

Reference note: Victorian school-sector line-of-sight and effective-delivery principles; VCAA materials refer to instructed and modelled techniques, critique and display-screen access.

Zone 3 / Wet area and sink wall

Current condition / Photos 12 and 20 / Numbered photo markers correspond to the findings.



Issues identified

1. Paper and card sit directly below the sink / wet bench, exposing them to moisture and spills.

2. Paper is mixed, folded and unorganised, making retrieval and stocktaking difficult.

3. A leak or overflow could damage the dry materials stored beneath the sink.

4. Outward-opening cabinet doors project into the narrow working zone.

5. There is no proper A2 flat storage to keep large sheets flat, clean and protected.

6. The sink and benchtop are heavily stained from repeated wet-process use and are difficult to maintain as a clean specialist work surface.

Key observations

Dry paper storage should be separated from plumbing and wet-process risk wherever practicable. A2 and other large paper need dedicated horizontal flat-file drawers; A3/A4 can use shallower labelled trays. The wet wall should remain the hydraulic anchor for sinks and clean-up; stained surfaces also require durable, non-porous, easy-clean finishes.

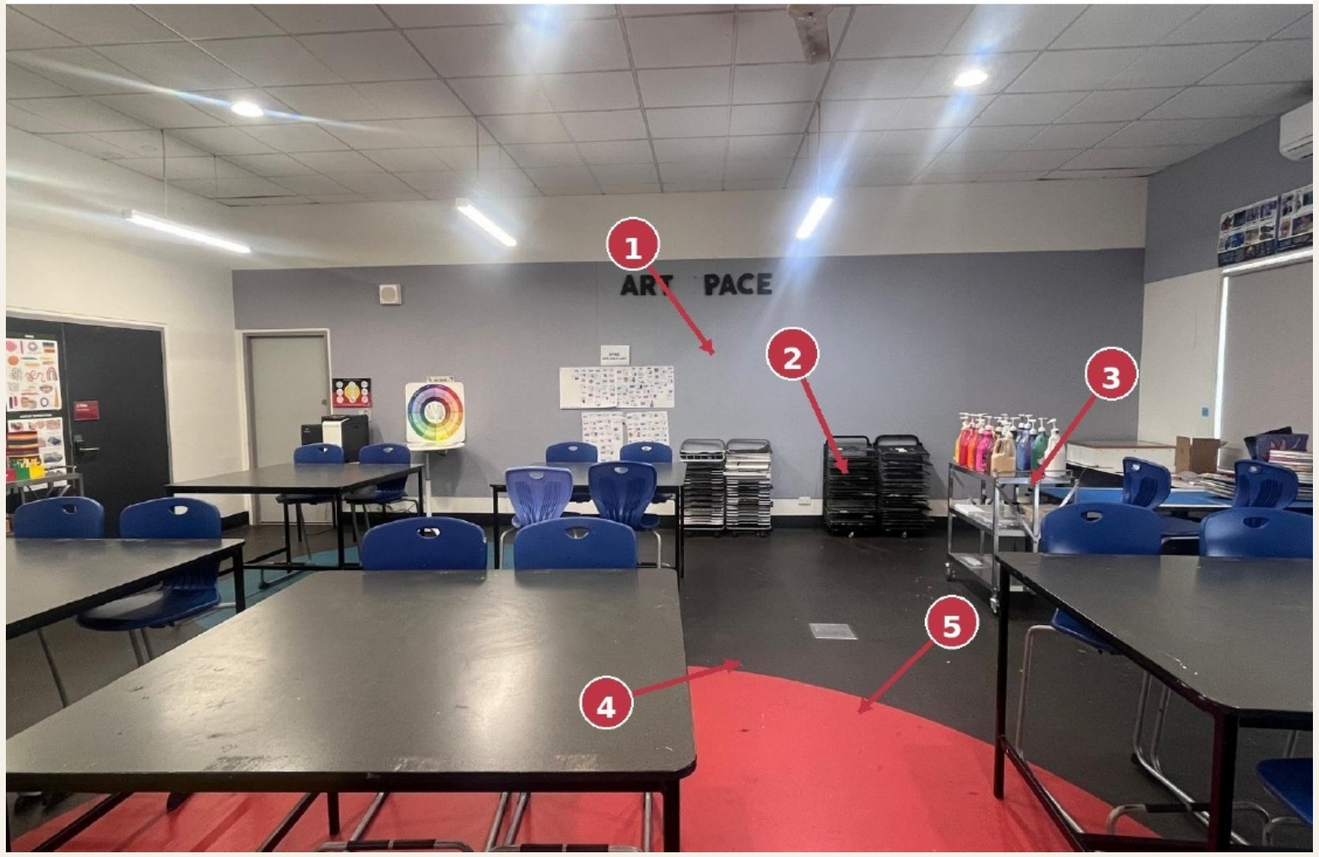
Proposed response

Move all dry paper and card away from plumbing. Install A2 flat-file drawers and labelled A3/A4 trays in a clean zone. Renew stained sink / benchtop finishes and use pull-out or sliding storage where feasible. Review the second sink, reported to be primary-school height and too low for secondary students.

Reference note: WorkSafe spill control, housekeeping and suitable storage; VCE Art Making and Exhibiting includes material safety, conservation and care of artworks.

Zone 4 / Grey display and materials wall

Current condition / Photo 10 / Numbered photo markers correspond to the findings.



Issues identified

1. A large proportion of the grey wall is under-used despite limited floor area elsewhere in the room.

2. Drying racks are stored against the wall rather than integrated into a wall-based drying system.

3. Paints rely on a mobile trolley instead of an integrated, lockable materials-access system.

4. Student tables encroach on the wall zone, reducing the ability to use it for storage, drying or display.

5. Dark flooring shows accumulated marks and can make small dropped items harder to identify quickly.

Key observations

This wall is one of the strongest opportunities in the room because its vertical capacity is currently doing very little work. It could combine secure materials storage, paper storage, drying, magnetic display, technical equipment and pull-out gallery panels. Where circulation is tight, sliding, tambour or roller-shutter storage is preferable to outward-opening doors.

Proposed response

Combine the grey wall with exhibition, critique and magnetic display functions. Integrate wall-based drying and secure material storage. Use sliding, tambour or roller-shutter fronts to protect circulation. Locate technical equipment and power provision deliberately rather than through temporary tables and trolleys.

Reference note: WorkSafe storage, clear walkway and housekeeping principles; VCAA support materials address exhibition furniture, presentation, art handling, storage and conservation.

Zone 5 / Central student work area

Current condition / Photo 39 / Numbered photo markers correspond to the findings.



Issues identified

1. Cantilever / sled-base chairs allow rocking and movement during practical work.

2. Mixed chair types and heights reduce consistency and stability across the studio.

3. Bulky tables occupy a large floor footprint and leave very narrow “wriggle” spaces between workstations.

4. Tight circulation makes it harder for students and staff to move safely while carrying artwork, tools, water or materials.

5. Furniture is partly arranged around the side- positioned TV, further compressing the usable floor plan and creating uneven sightlines.

6. Chair frames and table legs project into already narrow movement paths, increasing the likelihood of bumps, spills and disrupted circulation.

Key observations

The central floor has good potential; the key limitation is the size and arrangement of the furniture rather than the overall room area. Several broken or damaged chairs are reported, reducing the reliable seating available as class numbers grow. The existing tables are extremely heavy and difficult to reposition for individual, collaborative, critique or large-scale practical work.

Proposed response

Replace heavy tables with durable mobile tables on lockable castors. Use stable four-legged chairs and remove damaged seating from service. Test straight, U-shaped, collaborative and exhibition layouts before procurement. Preserve clear movement paths and sightlines while accommodating growing class numbers.

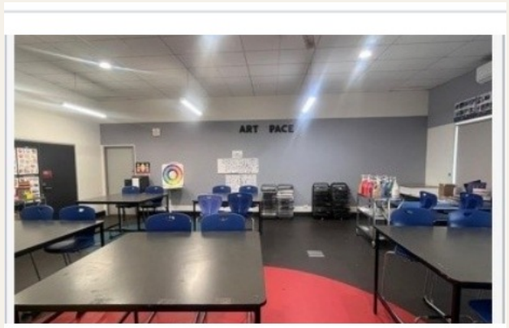
Reference note: WorkSafe slip/trip and passageway principles; VCAA practical production, supervision, critique and movement between studio processes.

Whole-room issue / Furniture accumulation

Temporary additions have progressively fragmented storage, circulation and specialist work areas.



Temporary carts and shelving fragment the teaching zone.



Drying racks and mobile storage compensate for missing built-in functions.



Mixed open shelving stores unrelated materials without a clear taxonomy.

Observed condition

Over time, different shelves, trolleys, racks, tables and storage units have been added to meet growing material, equipment and student- storage needs. These additions solve immediate problems but were not planned as one coordinated specialist Art Room system.

Impact on the room

The accumulation of unrelated furniture creates a visually cluttered and fragmented classroom. It reduces usable floor space, interrupts circulation, makes supervision more difficult and often requires materials or student work to be moved repeatedly to reach other items.

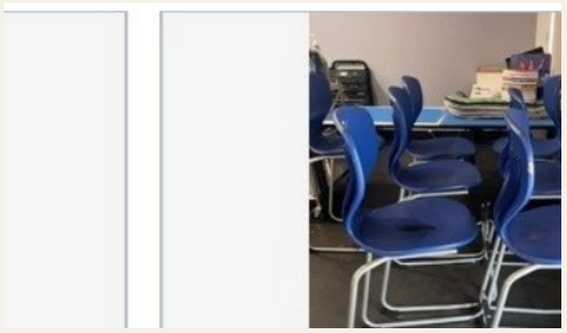
Why redesign is required

The issue is no longer simply “more storage”. The room needs a coordinated storage and furniture strategy in which each wall and functional zone has a clear purpose. Integrated, purpose-built storage should replace further temporary additions.

Reference note: This is an audit-wide pattern visible across the teaching wall, grey wall, central floor and both storage areas.

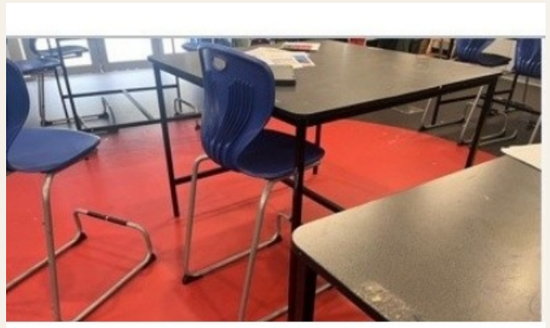
Capacity, condition and adaptability

Reported conditions and photographic context; current programme figures are governed by the confirmed brief.



Seating condition

Mixed seating is visible; several broken or damaged chairs are reported, reducing reliable stock.

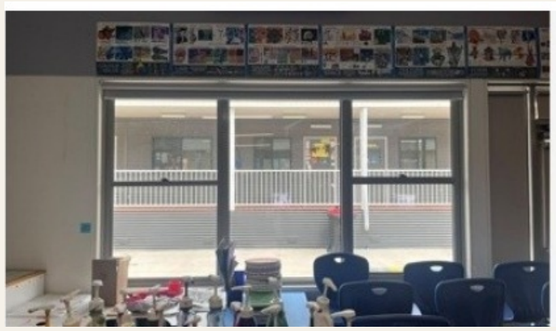


Heavy tables

Existing tables are difficult to reposition for different learning modes.

Original reported programme

Approximately eight classes at each of Years 7-9; approximately 26 students in practical groups; Years 7-VCE programme range. These earlier figures are retained as the audit record and are superseded by the confirmed brief on page 17.



Window condition

Damaged or broken windows are reported; the image provides window-wall context.



VCE storage

No dedicated controlled-access provision currently supports VCE Units 1-4.

Why this matters

Damaged furniture and fixtures reduce reliability in a high-use practical classroom. Heavy fixed furniture limits individual, group, critique and large-scale working arrangements. Growing enrolment increases pressure on seating, surfaces, drying, storage, sinks and circulation. VCE work requires secure, identifiable storage for journals, work in progress, finished work, boards and three-dimensional outcomes.

The current condition is the cumulative result of a room adapting incrementally to increased student numbers, expanding curriculum requirements and growing material needs. Further temporary additions are unlikely to resolve the underlying problem.

Reference note: Program figures and damaged-chair/window conditions are reported by the Art teacher; project-specific verification should form part of the facilities review.

Zone 6 / Main storeroom

Current condition / Photos 24 and 29 / Numbered photo markers correspond to the findings.



Issues identified

1. Unrelated materials share open industrial shelving.
2. Bulky stock is stored high, reducing safe access and stock visibility.
3. Paper, folios and boards are stacked or leaning instead of using flat or vertical storage.
4. Boxes and loose items at floor level restrict access and cleaning.
5. Open shelving does not secure specialist, expensive or VCE materials.
6. Senior / VCE resources are not clearly separated from general classroom stock.
7. There is no dedicated lighting; the narrow aisle and shelving are too dark for safe retrieval and accurate stock checking.

Key observations

The store has capacity, but inadequate lighting and a weak storage taxonomy severely limit visibility and safe retrieval. Storage should separate paper, journals, 2D work, 3D work, paint, tools, cameras, VCE specialist materials and bulk consumables. Frequently used student materials should be accessible in the classroom so the teacher does not repeatedly enter the store during lessons.

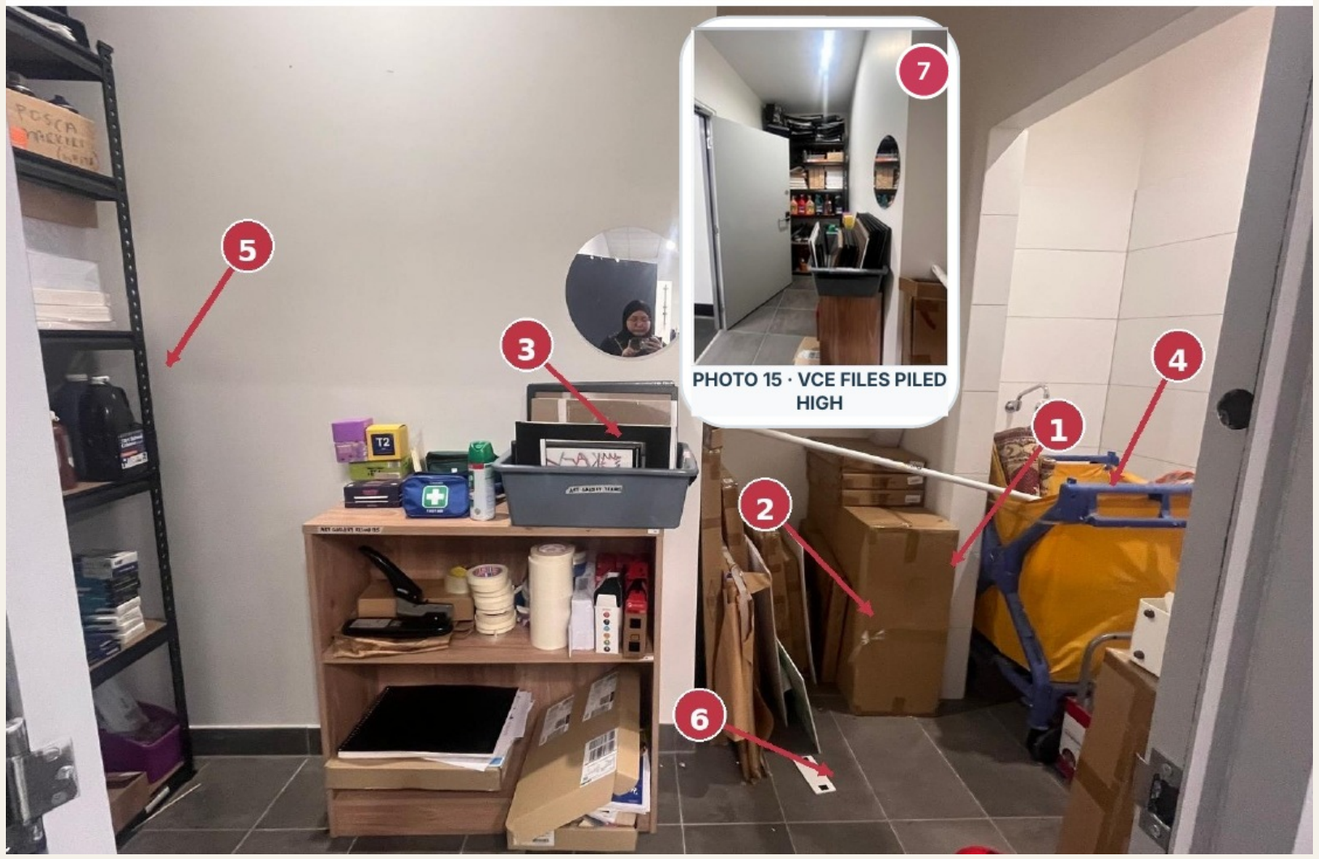
Proposed response

Create a visible storage taxonomy with labelled flat, vertical, 3D and bulk-consumable zones. Provide secure VCE, specialist-equipment and higher-value storage. Move routine student materials into supervised classroom-access zones. Install fit-for-purpose lighting and test whether opening the store frontage can create integrated visible storage, subject to structural and fire review.

Reference note: WorkSafe designated storage, adequate racks, clear passageways and SDS-guided hazardous-substance storage; VCAA authentication, handling, storage and conservation.

Zone 7 / Small store and utility area

Current condition / Photos 35 and 15 / Numbered photo markers correspond to the findings.



Issues identified

1. Boxes and stored items narrow the passage through this small support space.
2. Large frames and boards lean without a secure rack.
3. Artworks and equipment sit in open tubs where they can be moved or damaged.
4. Cleaner / utility functions and Art storage share the same limited area.
5. Mixed Art materials rely on ad hoc shelving rather than a dedicated system.
6. The door and circulation geometry leave little usable workspace.
7. VCE files and folios are piled at high level without secure, controlled-access storage, creating a falling-object and handling risk.

Key observations

This area should not automatically become student-access storage simply because it is available. Odour and ventilation concerns have been reported because of the adjoining primary toilet area; suitability for paper, journals or VCE work should be assessed first. VCE files stacked at high level are unsafe to retrieve and not secure; environmental issues must also be resolved before the room is used for sensitive work or assessment.

Proposed response

Clear the passage and separate cleaner / utility functions from Art storage. Install purpose-built visible storage for reserve and unused materials. Provide secure vertical storage for frames and boards, and relocate VCE files to locked, labelled storage at a safe retrieval height. Resolve ventilation and servicing concerns before using the room for sensitive work or assessment.

Reference note: WorkSafe clear-passage and safe-storage principles; sensitive VCE work should be secured and stored in conditions that support handling, care and continuity.

Summary of findings

What the photographs show collectively.

The room is a high-use practical space that has evolved through accumulated furniture, carts, shelving and temporary fixes rather than a coordinated specialist Art Room design. The audit identifies direct curriculum, assessment, circulation, condition and facilities reasons to test a coordinated redesign.

01 / Secure VCE storage

Controlled-access journals, work in progress, finished work and specialist resources.

02 / Clear circulation

Entrance cubbies, unobstructed movement paths and fewer floor-level obstructions.

03 / Flexible furniture

Mobile tables, stable seating and layouts that adapt to different modes of learning.

04 / Integrated storage

Purpose-built wall systems instead of continued ad hoc shelves, carts and trolleys.

05 / Wet and dry separation

Keep paper and sensitive work away from sinks, leaks and wet-process risk.

06 / Capacity for growth

Plan for Years 7-VCE, increasing class numbers, drying, sinks and assessment needs.

A coordinated specialist-room redesign is now required. The aim is not simply to replace old furniture, but to move from accumulated temporary solutions to one safe, adaptable and curriculum-aligned Art Room system.

Reference framework

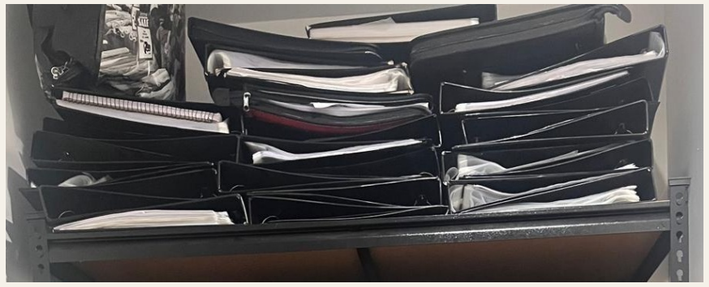
Victorian Department of Education BQSH (sector benchmark for this independent school); Department Art Room Safety Inspection resources; WorkSafe Victoria education, slips/trips, SDS and hazardous-substance guidance; VCAA Art Making and Exhibiting 2023-2027 support materials and 2026 school-based assessment information.

Department standards and checklists are not represented as binding requirements for an independent school. The school and qualified advisers should confirm project-specific legal, building and OHS applicability.

Small store / Overflowing files and mixed stock

Left-hand shelving on entry / Additional evidence recorded 15 October 2026.





Detail of the high-level folio/file pile. Crop of the original photograph; no objects have been altered.

1 / High-level overflow

Zip folios/files are stacked above the top shelf, with uneven support and no individual retrieval positions.

2 / Mixed storage

Paper, bottled paint, marker stock and assorted small tools share open shelves. Small items are held in mixed boxes and containers.

3 / Unclear allocation

The photographed arrangement does not show a consistent labelled collect-and-return position for each tool set or reserve category.

Design response

Relocate files to reachable, individually supported slots or flat shelves. Give tools labelled removable trays; secure cutters/blades in a fitted drawer. Separate liquid stock using load-rated shelves and spill trays. Use upper storage only for light reserves.

The photograph does not establish shelf load ratings, the contents of each folio or whether a regulatory breach has occurred. Its filename carries 14 September 2026; the capture date is not independently verified.

Audit record: earlier photographs and findings retained in a consistent layout. Current programme capacity and design decisions are governed by the consolidated proposal.