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HERITAGE

DARA
SCHOOL

DARA MASTER PLAN

PREPARED FOR DARA SCHOOL, MORPHETVILLE
NOVEMBER 2020



The Dara School Master Plan project was undertaken for Dara School by Grieve Gillett Andersen. Many people have generously provided valuable input into the understanding of the place, goals and ethos of the school community, and the development of the Master Plan. This includes the school board members, the teaching and administrative team, the parents and families, and of course the school students themselves.

Preparation, Review and Authorisation

DOCUMENT #	REVISION #	DATE	PREPARED BY	APPROVED BY
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APPENDICES

A_ CONSULTATION REPORT



CURRENT DARA SCHOOL BUILDING (COBHAM HALL)

1_ INTRODUCTION

Grieve Gillett Andersen (GGA) has been engaged to undertake a master plan for Dara School. The aim of the master plan is to create a strong framework and a pathway to guide the future development of the school's facilities, and to ensure that ongoing decisions and investment consistently reflect the shared vision of all its stakeholders.

Dara School is a vibrant new community specialising in the education of gifted students. Opening in 2017 with 14 students, the school's vision was to fill a void in the mainstream educational system that did not meet the specific needs of gifted children. The school is small but steadily continues to grow, and as of 2020 comprises around 40 students and 10 staff. Now located in the renovated Cobham Hall in Morphettville, the Dara community is excited and ambitious for the future, with big plans to maximise the use of the current site and to explore potential options for other sites. As the only school for gifted education in Australia it is a trailblazer and an exemplar - an inspiration for others to follow.

The brief for this project is to:

- Undertake stakeholder consultation and engagement through site visits and workshops to identify current issues, constraints and key drivers for the development of the site.
- Undertake an assessment of the existing site and the usage of internal and external spaces, and to identify opportunities for development.
- Undertake an assessment of the social and cultural values of the school community to generate a thorough understanding of the Dara ethos.
- Identify key design principles and create a design narrative that reflects the Dara ethos.
- Prepare a master plan for the future development of Dara School, taking into consideration the aspirations and requirements of stakeholders, the site opportunities and constraints, and the opportunities for staged development of proposed works.

Next Steps:

- GGA understands that Dara School will be continuing to develop their Strategic Plan, and to identify ongoing options for funding.
- A Landscape Master Plan is proposed to tie in with the overall master plan. This will explore and develop concepts for the external areas as a continuation of the internal learning environment, and to enable the school to prioritise and target small projects as funding becomes available.
- A Feasibility Study and subsequent Concept Design, including costing, is proposed to further develop the individual building projects highlighted in the master plan

2_ CONSULTATION AND ENGAGEMENT

GGA facilitated three consultation sessions focussing on students, staff and board members. In addition, Dara also consulted directly with parents to gain their input. These sessions aimed to generate an understanding of what is special about Dara School, its goals and aspirations, as well as practical first-hand knowledge of how the school building and grounds currently function and their potential for the future. Refer to Appendices for a copy of the Consultation Report.

What is special about Dara?

- Not like other schools - we do it differently!
- Tailoring an approach for gifted students that is missing in the mainstream, focusing on ability rather than age
- An exemplar school, a trail-blazer
- Specialists in the learning process (not a particular subject)
- The school creates a hidden framework that supports individual ownership of the learning pathway
- Social as well as academic - a supportive community to connect students, staff, parents, academia
- A sanctuary, with acceptance of each individual as they are.



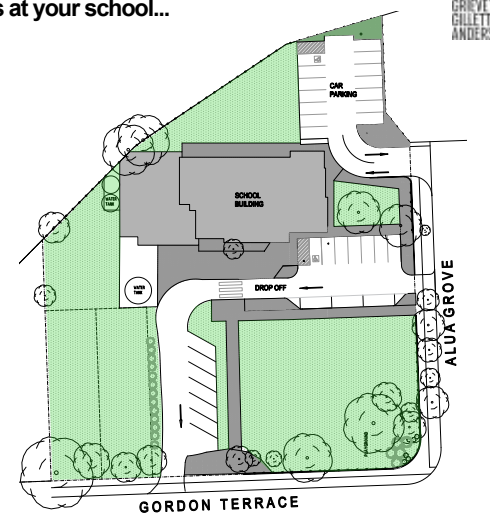
Mapping existing spaces at your school... OUTSIDE

What **DO** you like about the Outdoor Spaces?

Boys Girls
Spaces that you like - why?

What **DON'T** you like about the Outdoor Spaces?

Boys Girls
Spaces that you don't like - why?



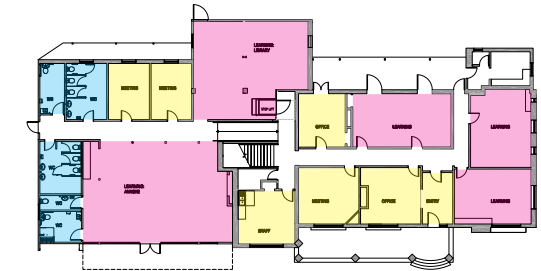
Mapping existing spaces at your school... INSIDE

What **DO** you like about the Indoor Spaces?

Boys Girls
Spaces that you like - why?

What **DON'T** you like about the Indoor Spaces?

Boys Girls
Spaces that you don't like - why?



What would you like to see at your school? OUTSIDE

Select **two** images that best represent what you would like to see...

Boys Girls



Nature / Sand Play



Hard Surface Sports



Imaginative Play



Structured Games



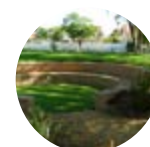
Seating



Hangout



Outdoor Learning



Performance Space



Challenge



Music Play



Swinging / Sliding



Bouncing



Colour



Kitchen Garden



Retreats / Secret Spots



Student Artwork

What would you like to see at your school? INSIDE

Select **two** images that best represent what you would like to see...

Boys Girls



Large Group Gathering



Small Groups



Relaxed



Quiet Nooks



Small Group Learning



Private Learning



Breakout



Performance



Inside / Outside



Mixed Use / STEM



Creative Making



Noisy Activities



Playful



Sensory



Colours / Shapes



Interactive

3_ VISION



The Story of Dara

Where we came from

In late 2013, a group of people passionate about Gifted Education started to meet and focus on establishing a specialist school dedicated to the education of gifted students.

They recognised that the current education system did not meet the needs of gifted children and this led to many challenges in their socio-emotional development, including children feeling isolated, under achieving to due boredom, frustration, depression and low self esteem.

The concepts and ideas that emerged at that time formed the philosophical basis of Dara School and, four years later, in 2017 the doors finally opened to our first group of gifted students.

Students are mostly from Adelaide however some of our parents have moved from NSW, WA and Victoria to enrol their child at Dara. Dara is the only school for gifted education in Australia and our Principal has been assisting interested parties interstate who are also seeking to create gifted schools.

Dara is now in its fourth year and for the first three years it was co-located in two class rooms at Ascot Park Primary School.

On 4th September 2019, Marion Council approved to change the use of Cobham Hall, in Morphettville, so that Dara could use the site as a school. A great deal of work has been done to the derelict site and we were delighted to recently move in.

Our students will start at Cobham Hall from Term 2, 2020.



Our hope for the Future

Dara is revolutionising the way people teach, understand and design learning for gifted children.

This is our vision.

It means that we not only want to improve gifted education for our students but we want everyone to understand what it is to be gifted (there are many myths and misunderstandings about this group of children) and we want everyone to be able to meet their needs.

The vision of Dara School is to grow but to continue to be a small school. We aim to assist gifted students across Adelaide, South Australia and Australia by sharing our knowledge and experience.

Statistically, out of 160,000 students in South Australia there are potentially 16,000 gifted students and no one school could ever hope to engage with them all. Instead, our aim is to continue to learn about educating gifted children and share this with the community to ensure the needs of all of these children are understood and hopefully met.

"Dara is revolutionising the way people teach, understand and design learning for gifted children."

STEPS TO ACHIEVE THE VISION

1 - 5 years

- Purchase Cobham Hall building and site including associated blocks of land
- Consolidate the current site
- Improve landscaping and play areas
- Provide facilities to take current students through SACE
- Start providing specialist facilities eg. science, art, library
- Review provision of additional programs eg. Reception and OSCH

5 - 10 years

- Maximise the capacity of the current site
- Continue to improve provision of specialist facilities and additional programs
- Possible purchase of a second site to achieve East / West or North / South campuses
- Making connections with academia, industry, other inspiring mentors

10 - 20+ years

- National and international influencers
- A brand name for gifted education

4_ SITE ANALYSIS

In 2020 Dara School moved into their new home, the refurbished heritage building Cobham Hall on Gordon Terrace, in Morphetville. The staff and students have been settling into the site, gradually inhabiting the spaces and making them their own.

A number of themes arose in the consultation sessions that directly inform and influence the analysis and further understanding of the existing site. These include:

- Making connections with other facilities, institutions and educators
- Possible future expansion to other campuses (north/south or east/west campuses)
- Achieving capacity of the school on this site
- Resolving the site ownership (removing risk)
- Addressing areas that cannot be fully used yet (existing upper level, bare unlandscaped areas)
- Providing outdoor learning opportunities, and more variety in outdoor spaces and play equipment
- Accommodating younger and older students' different needs while maintaining flow and connection between ages
- Providing individual privacy and ownership while maintaining the flexible use of spaces by multiple groups
- Comfort levels of existing indoor spaces, including temperature and noise levels
- Evolving character of existing spaces, with a relaxed, comfortable, casual, eclectic approach to spaces and furniture that supports the learning aims

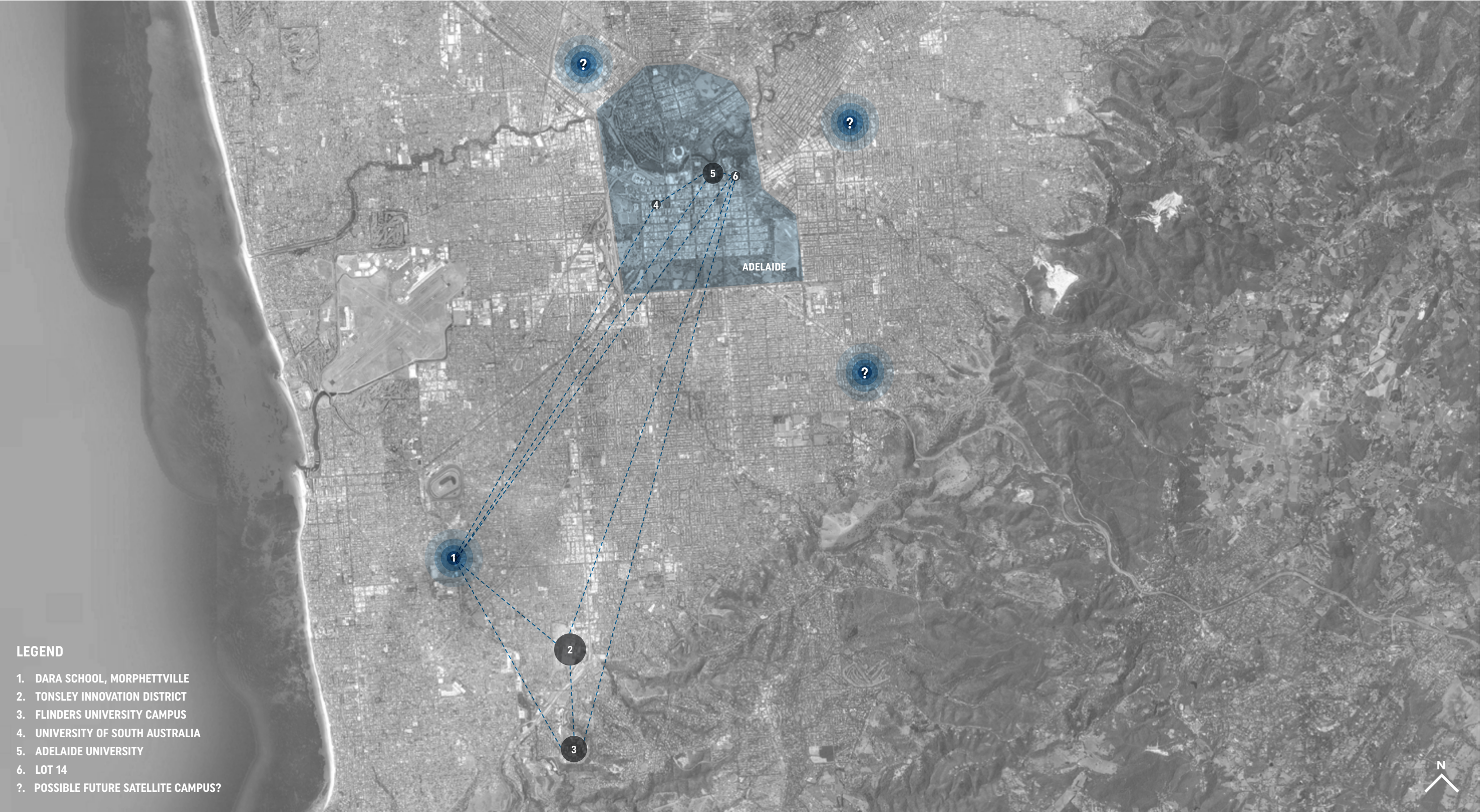
Alongside the information gathered in consultation sessions, we have analysed the site in its wider context, its relationship to the nearby surrounding area, and the existing site conditions. The assessment also includes a review of existing strengths and weaknesses, as well as key opportunities to enhance and develop in the future.



DARA SCHOOL SITE AS OF THE BEGINNING OF 2019

4_ SITE ANALYSIS_WIDER PERSPECTIVE

EDUCATION NETWORK



4_ SITE ANALYSIS_LOCAL CONTEXT ANALYSIS

EXISTING SURROUNDINGS



VIEWS

1. Key view into site of heritage building (Cobham Hall)



2. View of new development along street










3. View of new development along street



4. View from across the river

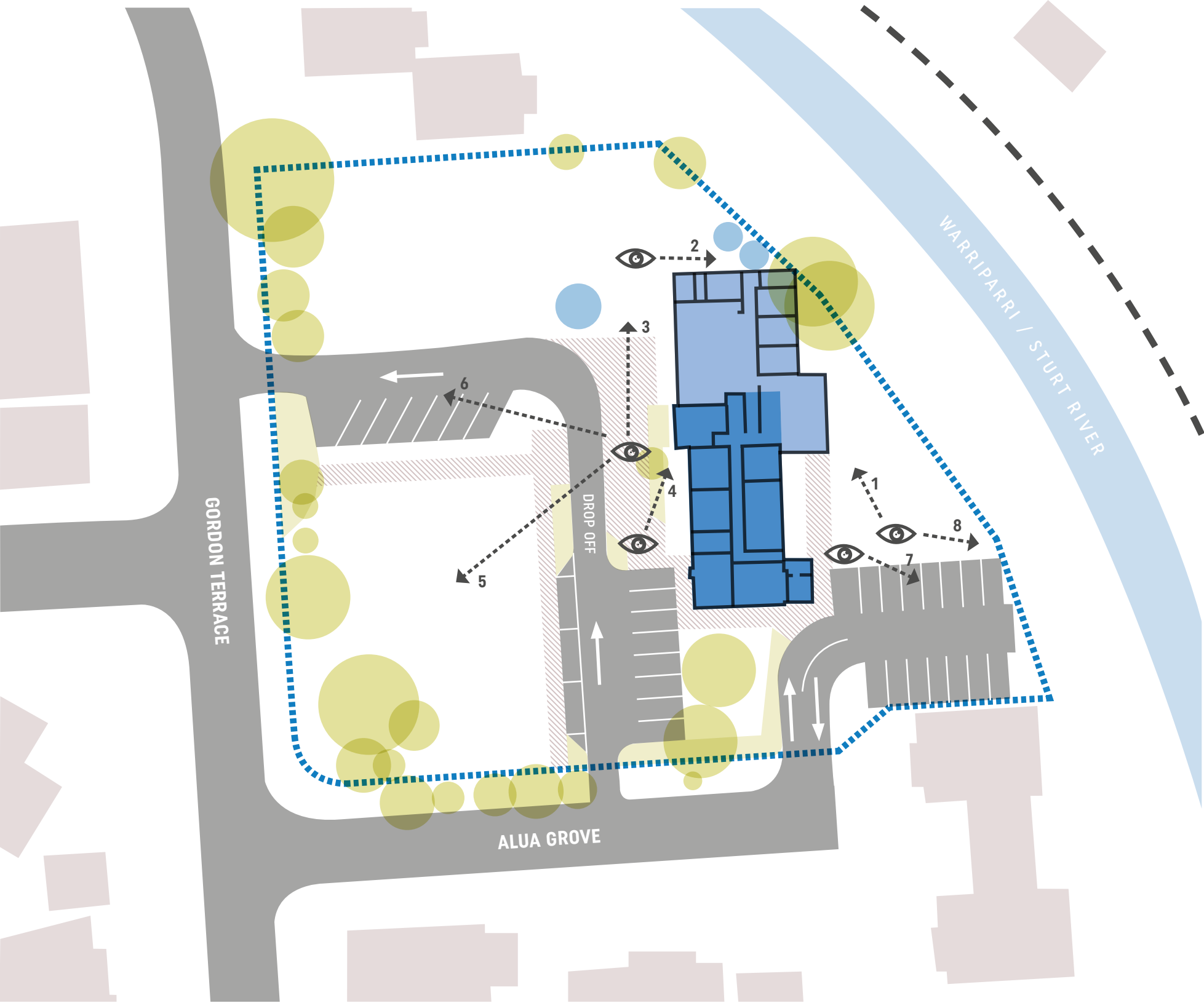


LEGEND

-  Dara School Site
-  Current School Building (Cobham Hall)
-  Green Space / Reserve
-  Possible Options for Future Land Acquisition , particularly northern site
-  Residential Zone (Mostly Single Storey Dwellings)
-  Pedestrian / Bike Path
-  Possible Connections to Existing Green Spaces

4_ SITE ANALYSIS_EXISTING SITE

EXISTING SITE CONDITIONS



VIEWS

The eastern and northern side of the Cobham Hall building



The front of the Cobham Hall building



Western car parking and landscape



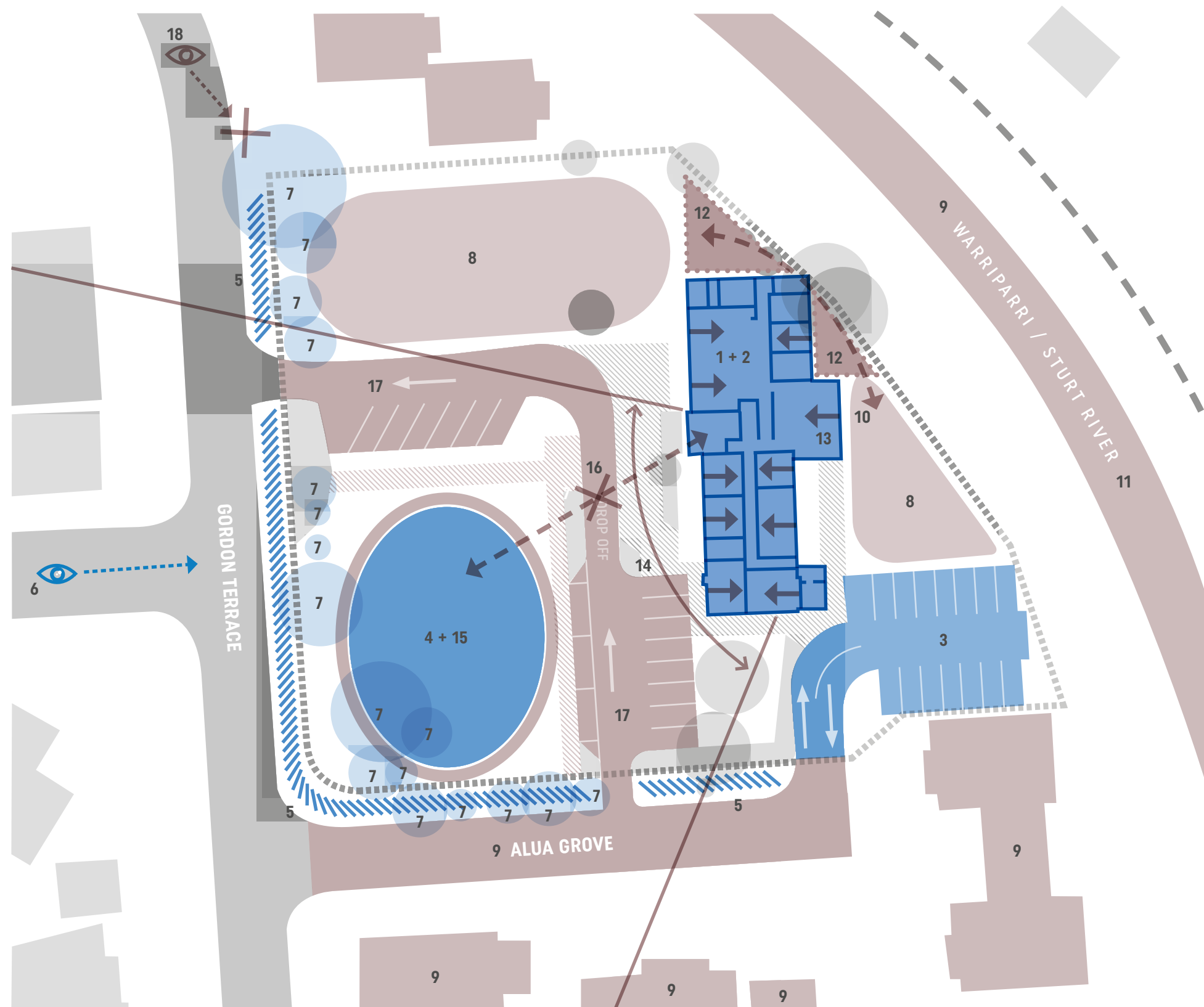
Eastern car park and landscape



LEGEND

- Dara School Site Boundary
- Current School Building (Cobham Hall)
- Current School Building (Annexe)
- Garden Bed
- Paving
- Private Residence
- Existing Tree
- Water Tank

4_ SITE ANALYSIS_STRENGTHS & WEAKNESSES



STRENGTHS



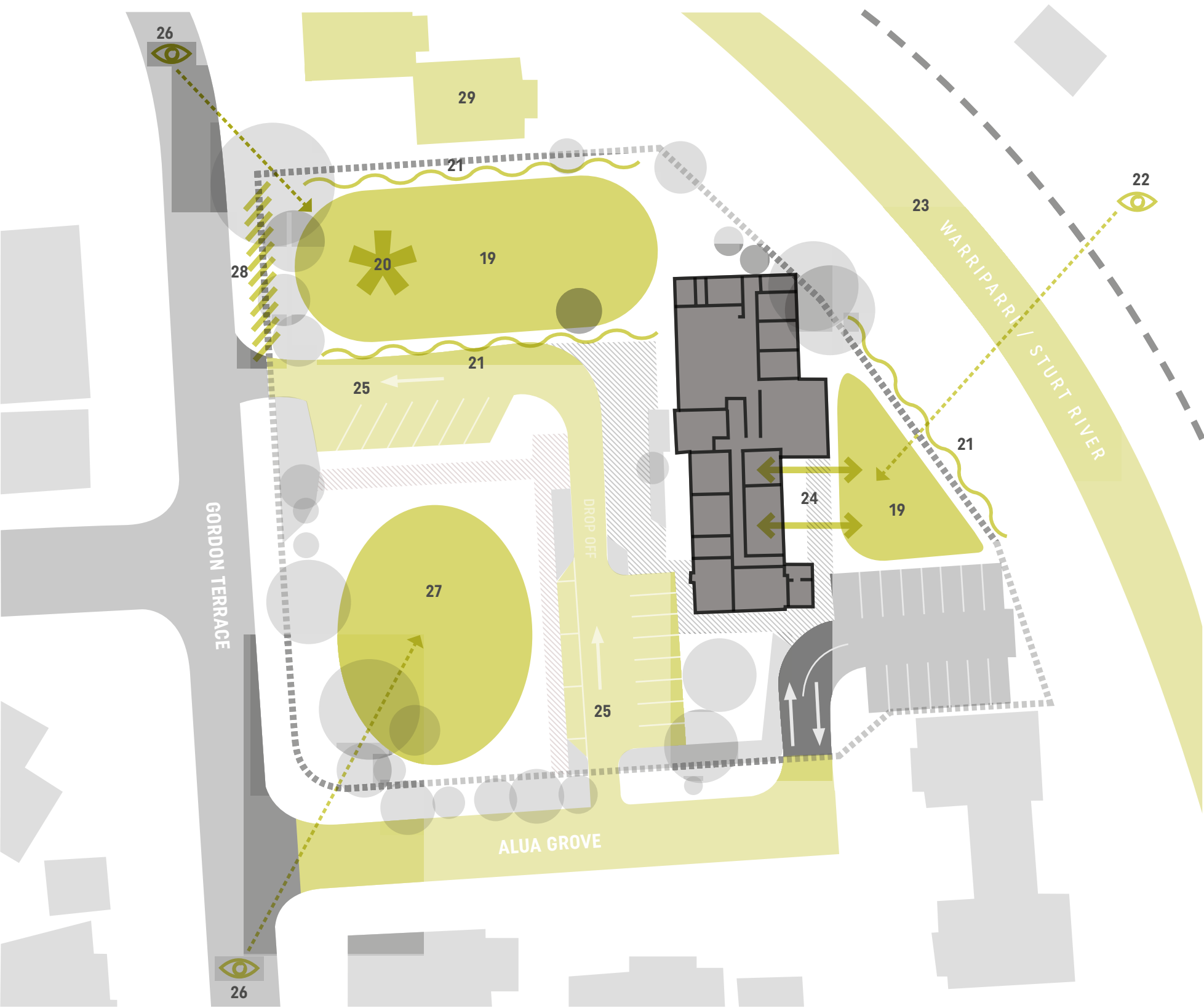
1. Variety of room sizes and types for flexible learning. The residential character has the added bonus of feeling comfortable and 'homely'
2. Attractive heritage building has strong street presence and distinctive character
3. Staff car park is limited to the edge/rear of site - non intrusive
4. Big central play area with good access
5. Attractive perimeter and street presence
6. Great visibility into site on key axis
7. Established trees provide shade and amenity

WEAKNESSES



8. Patches of bare undeveloped land - unattractive
9. Land locked site - further expansion constrained by river and roads
10. No access behind existing building
11. River looks like a drainage channel
12. Awkward corners
13. Internally focussed existing building with limited external connections
14. Large area to remain clear to preserve heritage view corridor
15. Lack of diversity/variety in play provision
16. Connection between indoor learning and play is severed by driveway
17. Hard surfaced areas feel 'borrowed' from cars, don't feel like they belong to students - lack of ownership
18. Heritage building set far back from road, therefore minimal long range visibility

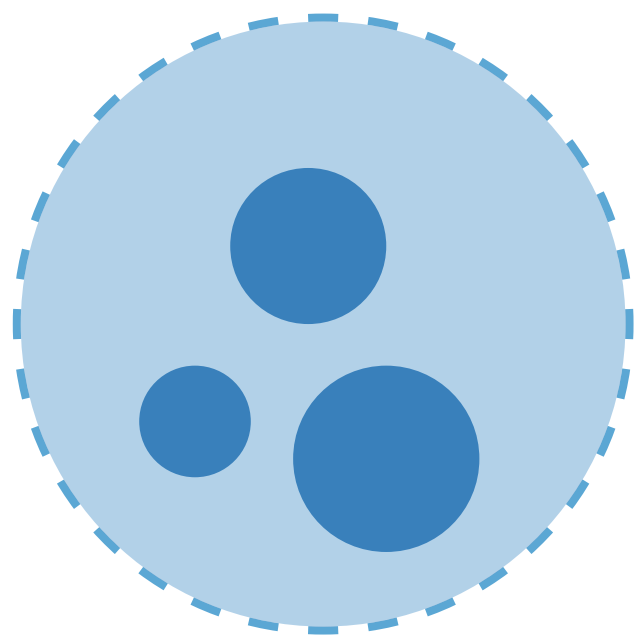
4_ SITE ANALYSIS OPPORTUNITIES



OPPORTUNITIES

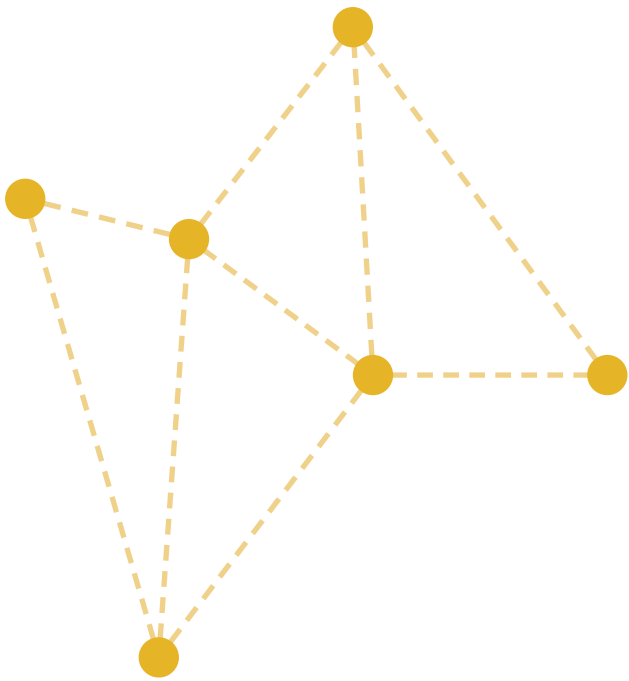
- 19. Opportunity for development
- 20. Opportunity for 'landmark'
- 21. Visible façades provide opportunity for identity
- 22. Long range view into site across river
- 23. Engagement with river/nature whether it be views or a physical connection
- 24. Opportunity for outdoor connection
- 25. If driveway can't be removed, reverse ownership of the hard surfaced areas so the cars 'borrow' the space from the students - not the other way round
- 26. Long range view into site
- 27. Add more variety to play spaces
- 28. Permeable street edge- engagement, interface, connection
- 29. Possible future land acquisition to the northern site

5_ DESIGN PRINCIPLES_EDUCATIONAL



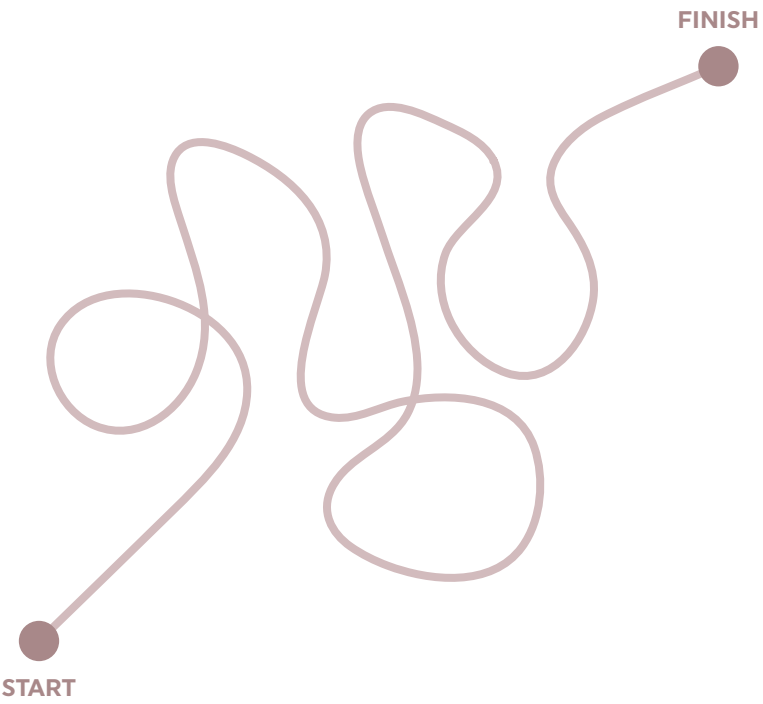
SANCTUARY

As soon as students and their families cross the threshold of the site perimeter, it feels like a sanctuary. Here they are safe, accepted and supported.



CONNECTIONS

Connections are made between the school and the educational community, between staff, students, and parents. Supportive links form between subjects, age groups and ability levels.



FLOW

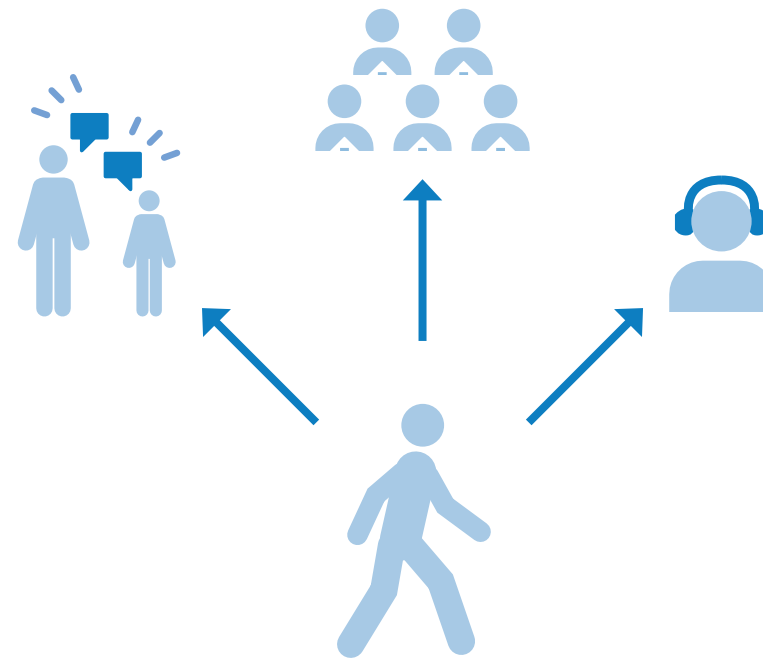
Learning is a non-linear and iterative process - here there is a continuous and joyful sense of flow along the educational journey.

5_ DESIGN PRINCIPLES_PHYSICAL BUILT ENVIRONMENT



IDENTITY 'BEACON'

Dara is an exemplar school and a beacon for gifted education. As experts in the learning process the school can share knowledge with the educational community and the world.



VARIETY & CHOICE

Each student follows their own self-directed learning pathway, within a supportive framework. Spaces support individuals and groups to learn in the way best suited to them.



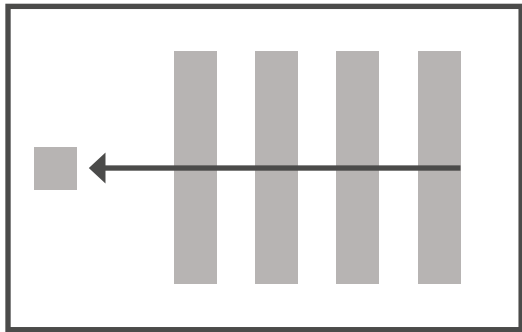
INSIDE/OUTSIDE CONNECTION

The whole campus is a learning opportunity. Connected spaces allow educational activities to flow seamlessly from inside to outside.

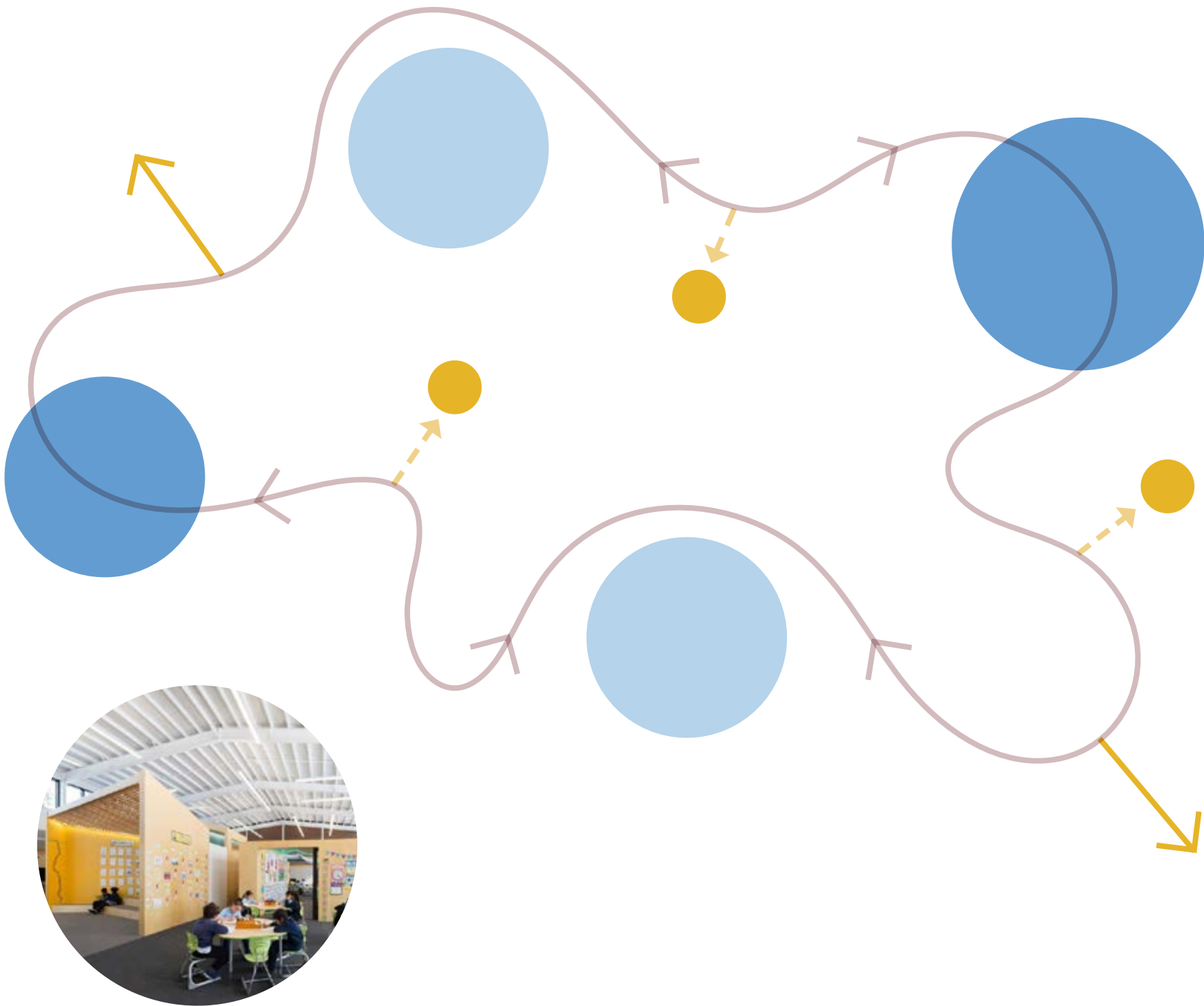
6_ DESIGN STRATEGY_MUSEUM/NON-LINEAR/DISCOVERY LEARNING

"NOT LIKE OTHER SCHOOLS"

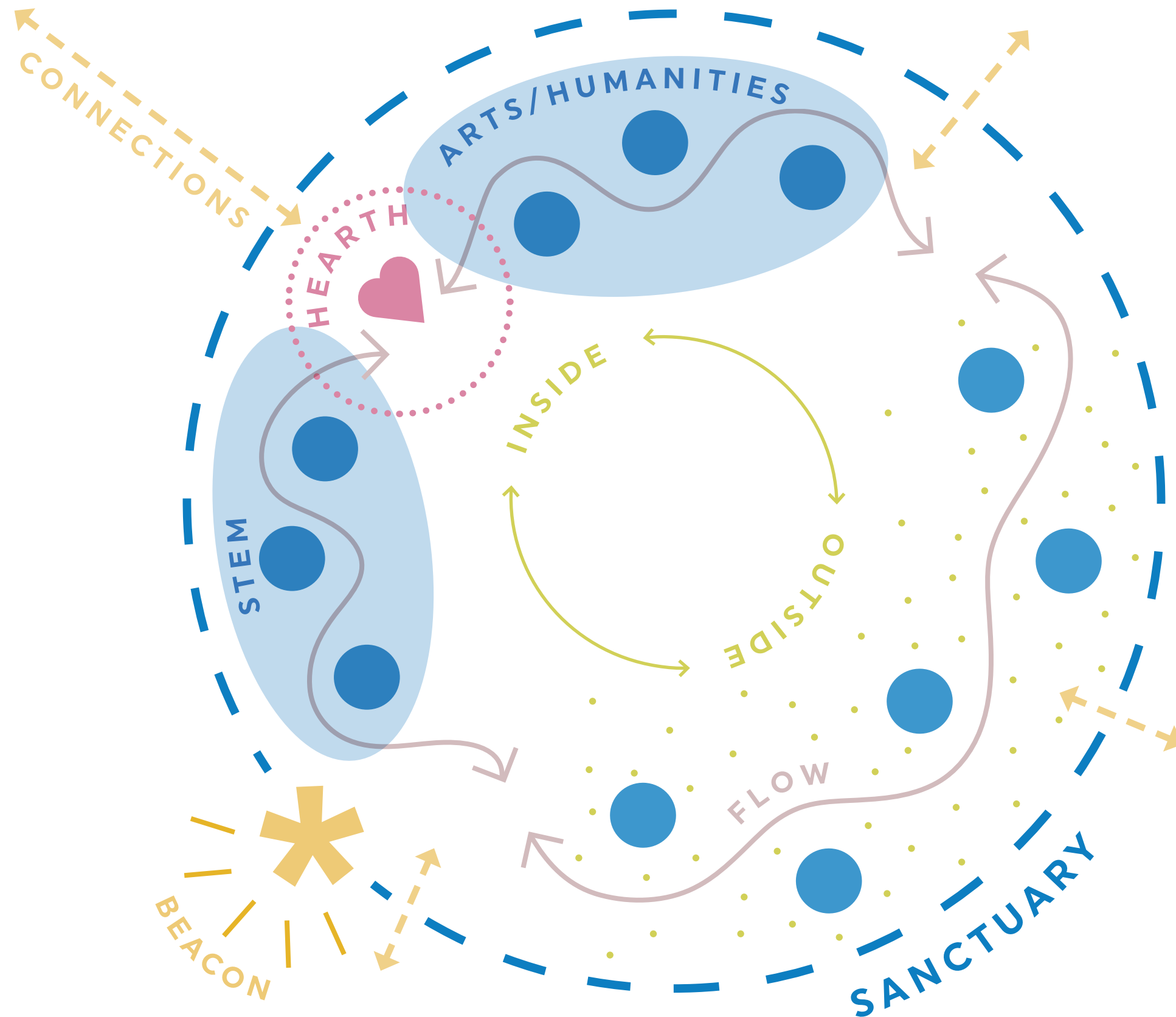
Traditional Classroom Typology



"WE DO IT DIFFERENTLY!"



7_ DESIGN CONCEPT_PUSHING THE BOUNDARIES



8_ RETURN BRIEF_FACILITIES

Facilities and Areas

The required areas shown here were determined through the consultation sessions. They represent equivalent area requirements, but do not have to be arranged as individual rooms, as a more fluid building typology is more responsive to the school's ethos. The areas are based on the following assumptions:

- Current site capacity is 100 students + staff. Aim is to increase this site capacity and to become a full R-12 site.
- While the school does not operate in year levels, to calculate capacity the equivalent year/class size must be determined. Maximum year/class size is understood to be 15-17 students.
- Years R-12 x 15-17 students per year = total max 221 students on this site.
- Areas have been taken from the National Construction Code table D1.13 (eg. GLA: 2m²/person, SLA: 4m²/person, Hall: 1m²/person, Staff: 10m²/person.) These can be adjusted if required to suit actual school requirements as projects progress.

Additional Functions

Other physical requirements include:

- Rooms able to be used for music tuition, and
- Connection into the existing upper level for a second egress.

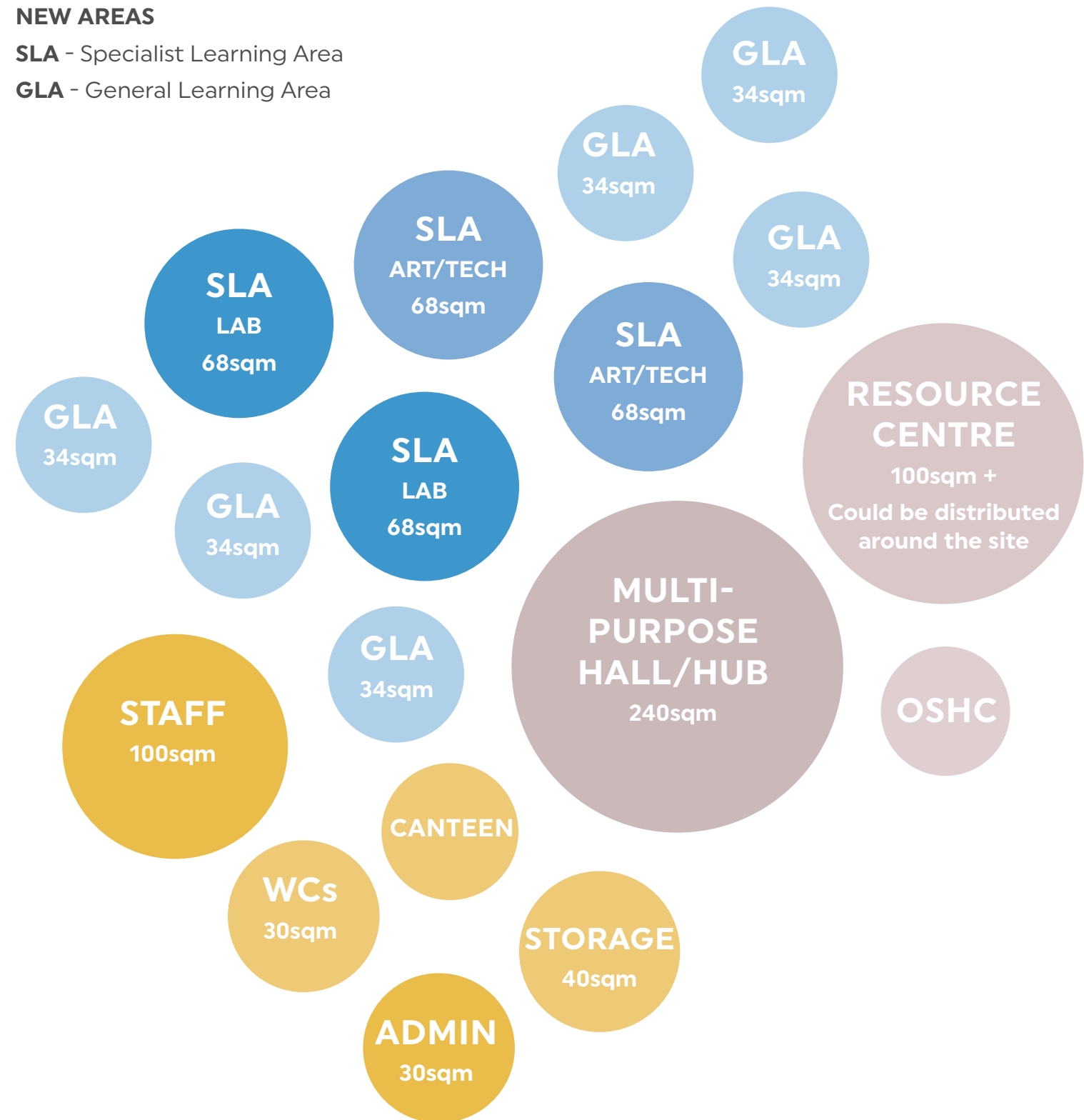
Outdoor spaces are also important, both for play and as learning areas. Functions that could be explored further for inclusion into a landscape design include:

- A kitchen garden and productive plants
- Nature play, sand / water / loose-parts play
- Equipment for climbing / swinging / sliding / bouncing, providing progressive levels of challenge
- Integrated outdoor seating for learning, eating, socialising
- Design to create a comfortable micro-climate, including planting and shade trees
- Student bag storage / lockers

NEW AREAS

SLA - Specialist Learning Area

GLA - General Learning Area



8_RETURN BRIEF_FACILITIES

Typologies / Characteristics

The required facilities can be developed as a variety of spaces with a range of qualities and characteristics. The following types of spaces were raised during consultation and agreed to be desirable for both indoor and outdoor areas:

- Flexible, adaptable and diverse
- Spaces of various sizes for individuals, small / large groups
- Spaces that support different learning modes and choice
- Sensory, quiet nooks / retreats / secret spots / privacy
- Supportive of a social community
- Interactive and engaging
- Comfortable and relaxed, with a mix of furniture types
- Connection and visibility between outside / inside



9_ DESIGN METHODOLOGY DESIGN STRATEGY PRECEDENTS

GGA CHILDREN'S MUSEUM COMPETITION ENTRY - UNBUILT

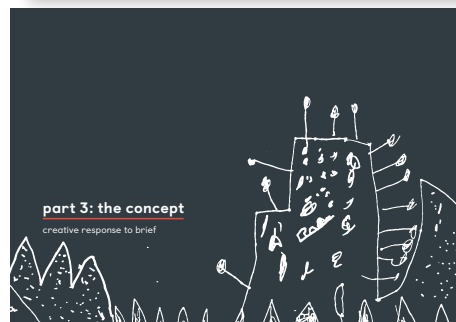
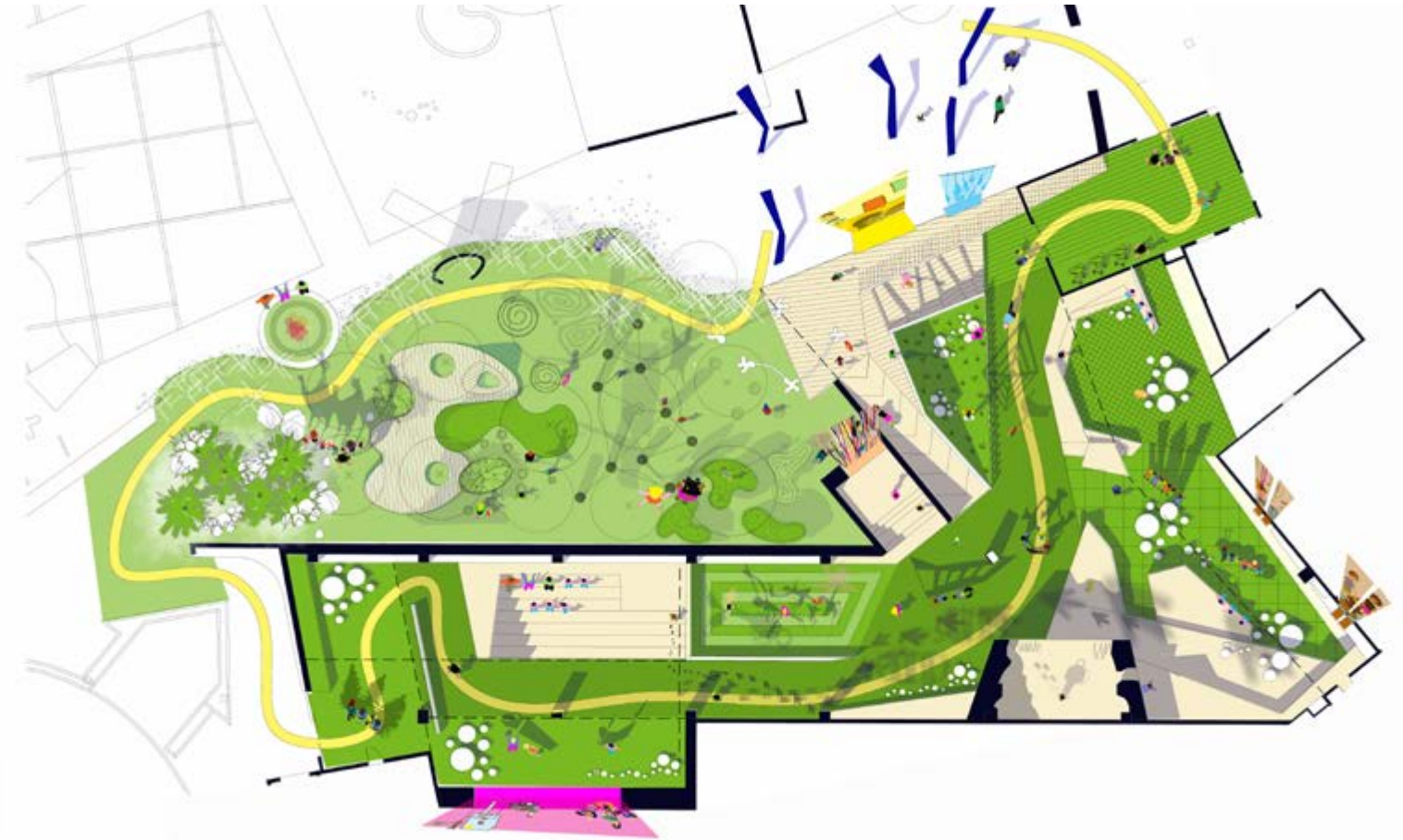
Grieve Gillett Andersen in association with Exhibition Studios, Mulloway Studio, Taylor Cullity Lethlean and play-wright Nicki Bloom were shortlisted in a three-stage open design competition to design a new Discovery Centre for the National Museum of Australia, Canberra.

The project includes a new Discovery Centre and Exploratory Gardens located within the Museum and the Garden of Australian Dreams. It includes 3 internal spaces with a total of 800m2 and an external space of approximately 300m2. The Discovery Centre creates an intergenerational space for families and children aged 0-12-years. It provides a gathering space for school groups, community, young adults, adult education and general visitors connecting content and activities to the Museum's three collecting areas exploring major themes of land, place and country.

Working within a multidisciplinary team, we approached the project deliberately from the perspective of a child. Through the fictional story of "One, Two – Jump," commissioned for the project, a narrative centred around journey of arrival and departure is intertwined with experiences that connects playful and imaginary activities with real tangible collections from the museum.

The project aims to create spaces that spark curiosity by engaging minds, bodies and hearts in the stories through authentic and fun experiences. It allows us the opportunity to see things through a child's lenses, and to have the pleasure of being a child.

The Discovery Centre reflects the teaching methodology of Dara School in the way spaces engage people and support and encourage interactive learning. It also proposes a methodology for educational flow through both indoor and outdoor spaces.



9_ DESIGN METHODOLOGY DESIGN STRATEGY PRECEDENTS

MUSEUMLAB FOR THE CHILDREN'S MUSEUM OF PITTSBURGH

MuseumLab was completed by US firm Konig Eizenberg Architecture in 2019 and is described by the architects as "a testing ground for teen learning". Housed in a formerly abandoned historic library, the MuseumLab was developed by the Children's Museum of Pittsburgh. The project includes space for youth to experiment with art and technology, a charter middle school and incubator space for non-profits in the education sector.

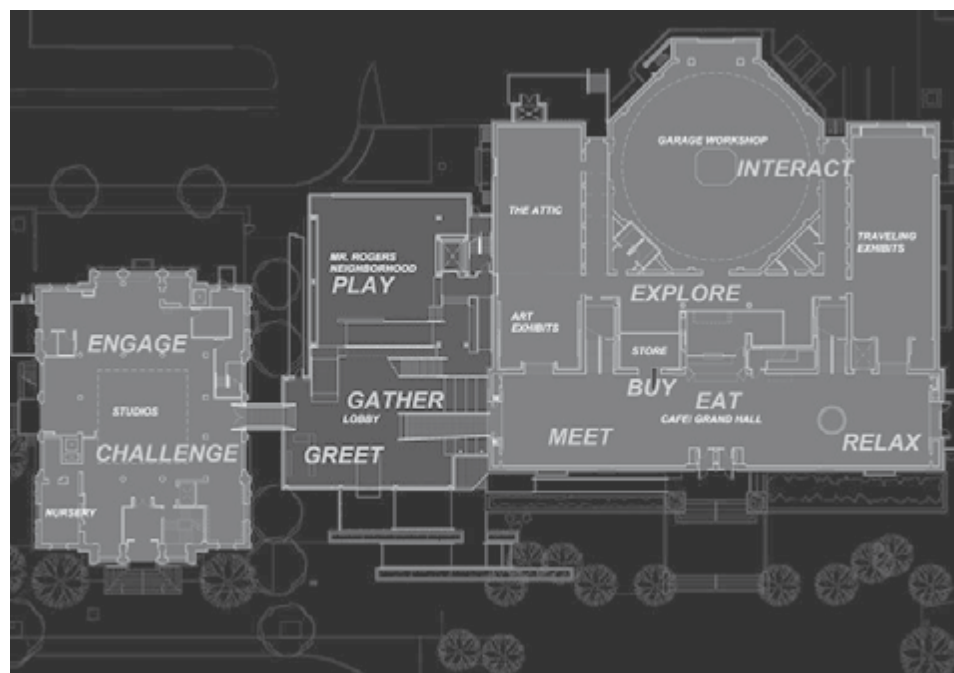
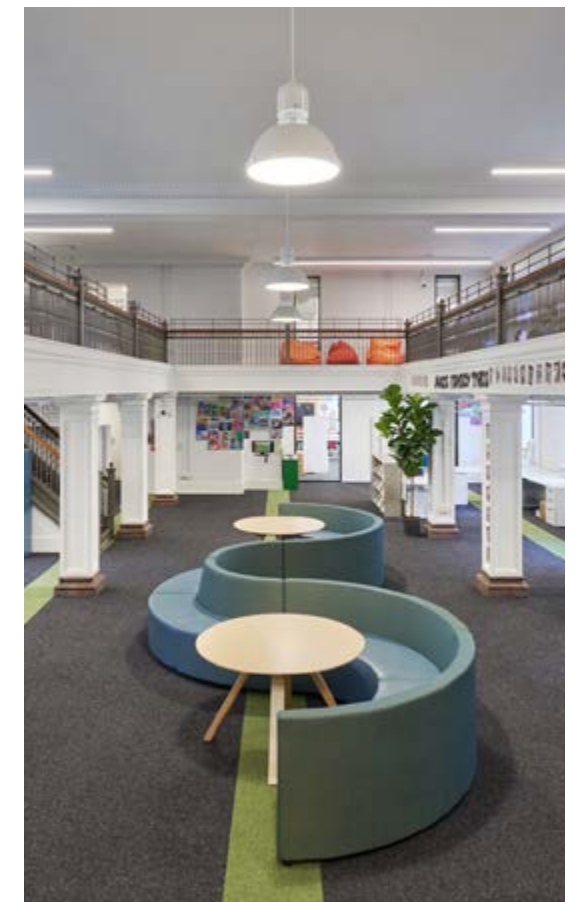
A key strategy in the design was to strip back the 'destructive' alterations that had been made to the building in the past to reveal the historic bones of the building, thus creating a 'beautiful ruin'. The result is a building fabric that promotes ideas of investigation and discovery while also celebrating the heritage of the place.

Another strategy was to introduce natural daylight which was achieved by reinstating windows, creating a 2nd floor skylit gathering space (including a winter garden) and installing a structural glass floor that allows the 2nd floor light to filter through to the floor below.

The design and construction process was very much collaborative and involved constant communication between the architects, the museum and the contractor to ensure the discoveries of the building fabric could be best revealed or hidden in context to how the spaces would be used.

The Manchester Academic Charter School also established a research practice partnership with MuseumLab which fostered an exchange of ideas between the informal world of museum learning and the formal world of classroom education.

MuseumLab reflects the investigative learning approach of Dara School, and also uses a combination of flexible, loose fit building design and more bespoke fit-outs to support a flexible learning style.



9_ DESIGN METHODOLOGY_PROJECT PRECEDENTS

TEL AVIV ELEMENTARY SCHOOL

Local Israeli designer Sarit Shani Hay designed the interiors of two floors of a six-storey public school in Tel Aviv that caters to children with disabilities and learning difficulties. The project was designed to encourage “joyful experiential learning”. The project was nicknamed by Hay as “The First Inclusive School” with the aim of celebrating the diversity of the student body, encouraging interaction and different types of learning.

The larger school building was built by L2 Tsionov Vikton Architects who worked in collaboration with Inlcu Foundation, an Israeli non-profit that promotes personalised education and differentiation teaching methods.

Of the two floors Hay said, “This designed space inspires kids to be engaged in multiple ways while enhancing the feeling of belonging and empathy”. The pale timber joinery and built-ins provide activity stations as well as seating, cabinetry, desks and nooks, providing options for learning and relaxing as a group or individually. Some areas are fixed and some are mobile which increases flexibility even further. The colour palette and warm materials were also used to avoid emotional overload.

Different aspects of the design were developed in collaboration with a team of teachers and experts in disabilities.

This project reflects Dara School's philosophy of experiential learning and showcases how a flexible and customised environment can support this aim.



9_ DESIGN METHODOLOGY_PROJECT PRECEDENTS

HAKUSUI NURSERY SCHOOL

Designed by Tokyo studio Yamazaki Kentaro Design Workshop on a naturally sloping site, this nursery school project directly responds to its context and thereby creates a direct connection with its surrounding environment. The resulting building resembles a "large set of stairs" presenting opportunities for connected, yet separate learning areas.

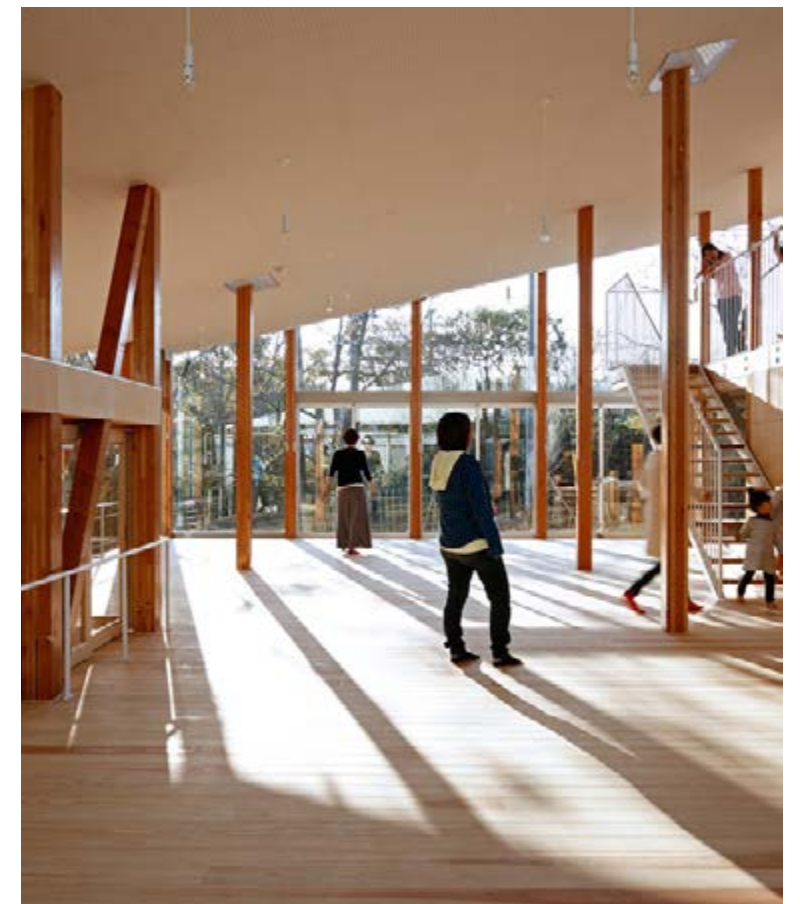
The large open space of the school flows over a series of seven wooden platforms separated by balustrades as opposed to walls. Each level has small enclosed wooden rooms to the side providing class room spaces, while the rest of the level is dedicated to open play area. This blurs the lines between play and learning space.

According to the architects, the interesting layout allows the nursery school to act as a "large house" where children of different ages can interact with each other across the large open space.

The interior is largely timber finish with large expanses of glazing creating a warm and comfortable environment with ample natural light. This also enhances visual connection through the building.

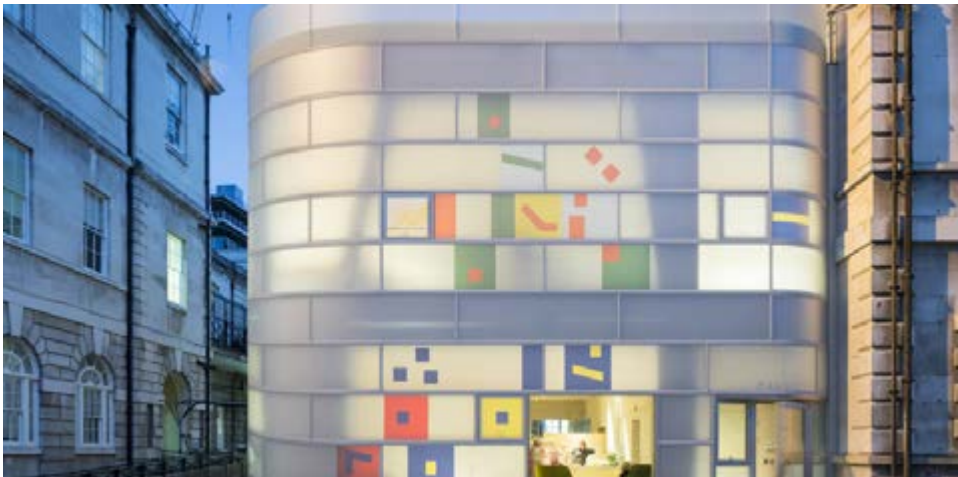
At the top of the "large set of stairs" is a roof terrace and at the bottom is an open pond and deck that not only provides water play but also collects water for the building's sprinkler system. This provides direct connection with the outside environment while also allowing easily access from inside play to outside play.

This school reflects the Dara desire for flow and connection between spaces, subjects, and people of varied age groups. It is also a building that encourages engagement and interaction.



9_ DESIGN METHODOLOGY_FEATURE ELEMENT PRECEDENTS

DIGITAL PROGRAMMABLE FAÇADES



9_ DESIGN METHODOLOGY_FEATURE ELEMENT PRECEDENTS

KINETIC FAÇADES



INTERACTIVE CLADDING



HEARTHES & FIRE PLACES



9_ DESIGN METHODOLOGY_FEATURE ELEMENT PRECEDENTS

PHYSICAL INTERACTIVE LEARNING



MOBILE 'PLUG AND PLAY'

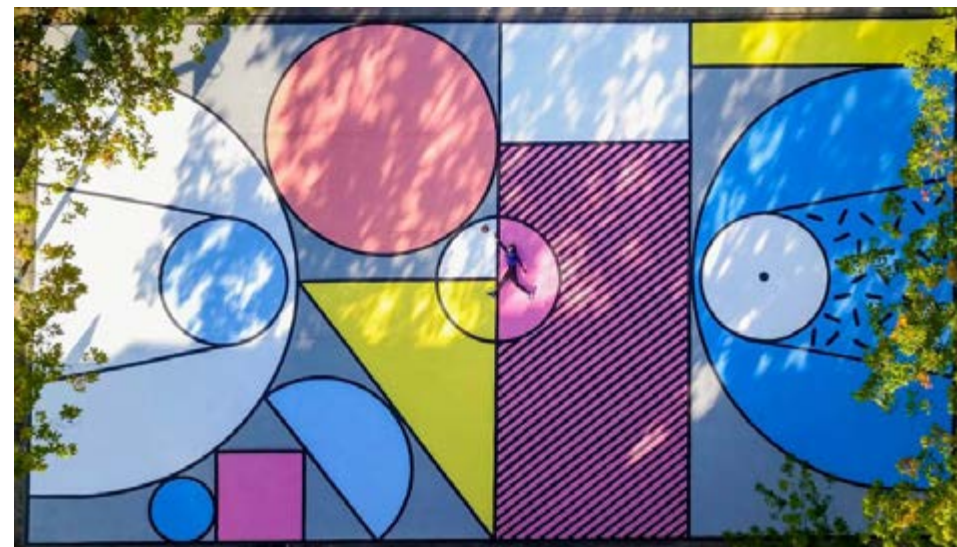


9_ DESIGN METHODOLOGY_FEATURE ELEMENT PRECEDENTS

SLIDE TO OUTDOOR PLAY

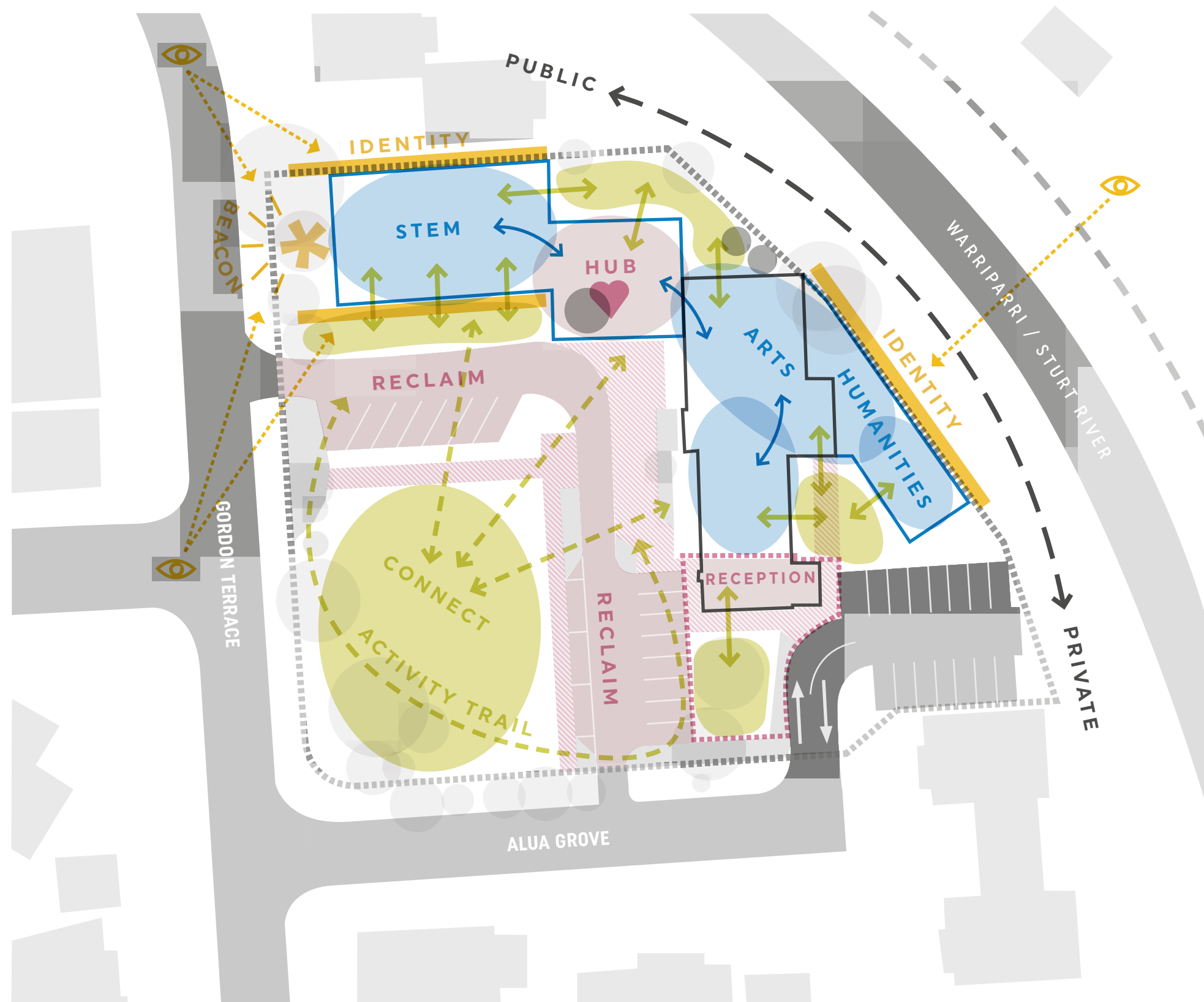


PAINTED TARMAC



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10_ MASTER PLAN_THE BIG PICTURE



The design principles, strategy and concept - along with precedent explorations - have now been contextually applied to the current Dara School site to form 'The Big Picture' master plan.

The big picture master plan diagram outlines the overall goal of the School in terms of redevelopment to be carried out on the site.

10_ MASTER PLAN_STAGING: HOW WE GET THERE

The rationale for staging packages of work is to identify priorities and to provide a road map for achieving the 'big picture master plan' that is manageable and realistic for the School.

It also allows short term projects to be implemented without needing extensive long term funding commitments in place. Some future stage items build on previous stages and rely on their completion. Others can occur as independent projects. As this master plan is a high level document, the staging described in the following diagrams should be considered indicative.

As an initial part of this master plan we recommend a detailed feasibility study be undertaken for the entirety of the new works and refurbishment works to ensure a coherent approach to achieving the 'big picture master plan'.

This feasibility study should incorporate initial sketch designs that will ensure technical issues such as heritage, car parking, DDA access and vertical circulation are addressed appropriately.

As part of this recommended study a landscape consultant should be engaged to undertake a whole of site landscape master plan to integrate with the building works for a considered site wide approach. The landscape master plan should also take into consideration the staging of building works outlined adjacent. This is particularly important as many of the short term items identified here are landscape items.

Like the building works, the landscape master plan can then be broken down further into stages that correspond with the 'Short Term Quick Wins', 'Medium Term' and 'Long Term' aspirations explored on the following pages.

We also understand that the feasibility study could reveal other opportunities and priorities that could impact the preliminary staging outlined in this document. Therefore, the staging should be reviewed upon completion of the study.

Note that timeframes are shown here to provide an indicative guideline but are dependent on many factors such as when funding becomes available.

FEASIBILITY STUDY / CONCEPT DESIGN

- To be undertaken as the first step in implementing the master plan
- Engage landscape consultant for whole of site landscape master plan
- Engage architects to undertake feasibility and concept design for all building works in the 'big picture master plan'
- Engage other consultants as required
- Review and amend master plan staging in light of findings

SHORT TERM & 'QUICK WINS': 1-3 YEARS

The first priority is the purchase of the Cobham Hall building and site to create certainty for the school's development moving forwards.

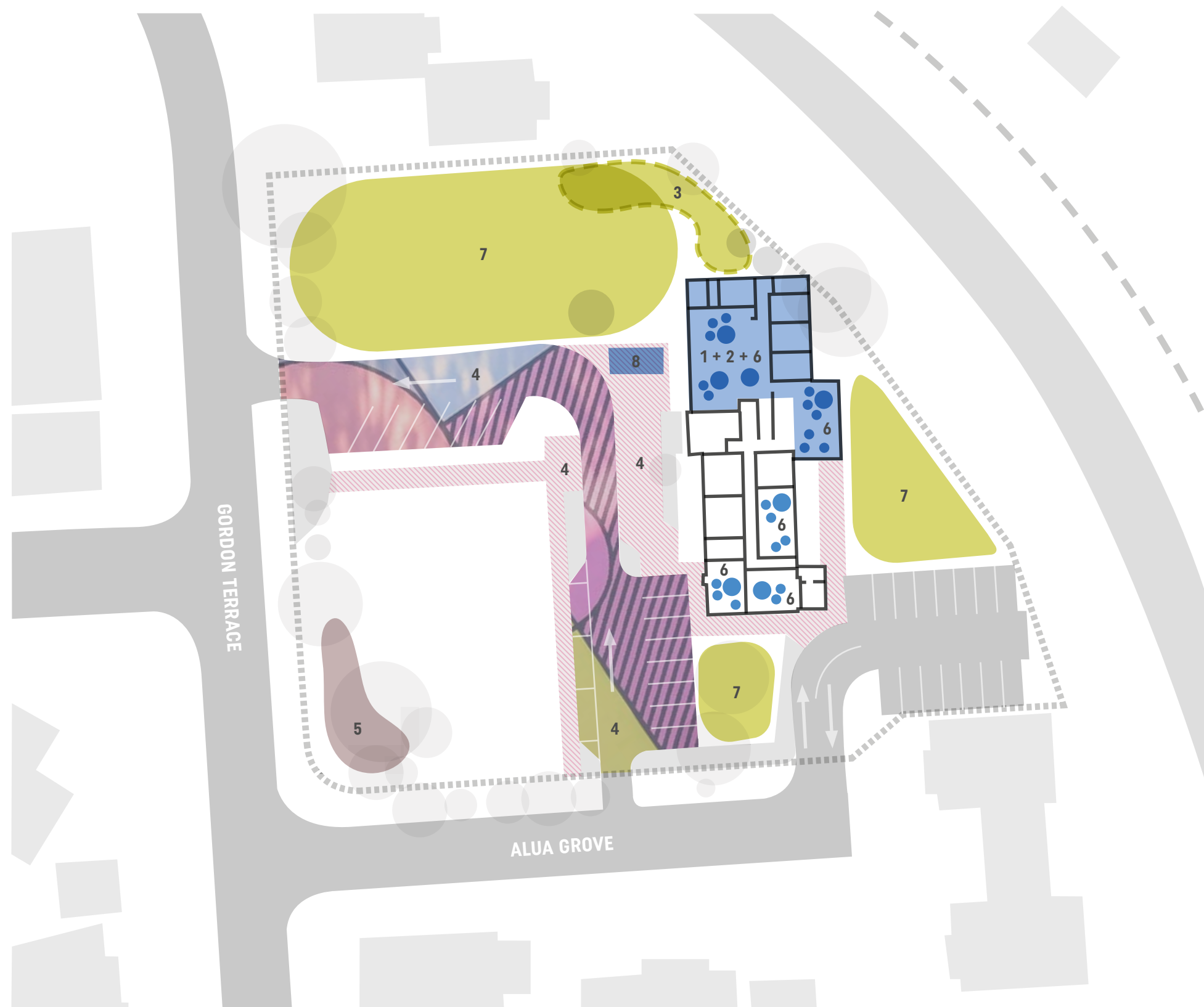
1. Acoustic treatment to Annexe
2. Climate control to Annexe
3. Develop a veggie patch - consider collaboration with an organisation such as the Stephanie Alexander Kitchen Garden Foundation
4. Reclaim car parking and drop off driveway through tarmac graphics or similar - consider commissioning visual artist to work in collaboration with students
5. Play equipment to large open play area/oval
6. Trial bespoke furniture in existing learning areas - consider collaborating with a local organisation such as the Jam Factory to test children's furniture designs
7. Grass to current barren areas
8. Temporary canteen option exploration in conjunction with mobile or local businesses/eateries

MEDIUM TERM: 3-5 YEARS

9. New STEM building to provide:
 - 9.1. Labs and other specialist learning areas
 - 9.2. Identity 'beacon' that improves presentation to Gordon Terrace and provides branding for the School
10. New Hub building to provide:
 - 10.1. A 'heart' to the School and a main student entry point
 - 10.2. Large central gathering space to house the whole of school population
 - 10.3. Connection between the new STEM and existing heritage building
11. Outdoor learning areas adjacent the new buildings
12. Vertical circulation strategy
13. Establish OSHC

LONG TERM: 5-10 YEARS

14. Arts and Humanities refurbishment and extension to existing building to provide:
 - 14.1. Additional specialised learning areas
 - 14.2. Amenities for increased growth of School population
15. Outdoor learning area adjacent new extension
16. Vertical circulation strategy
17. Establish Reception 'precinct' on the site utilising the existing building fabric including:
 - 17.1. Adjacent outdoor play area
18. Final landscaping works to tie whole of site together
19. Explore feasibility of using basement and cellar areas in existing building



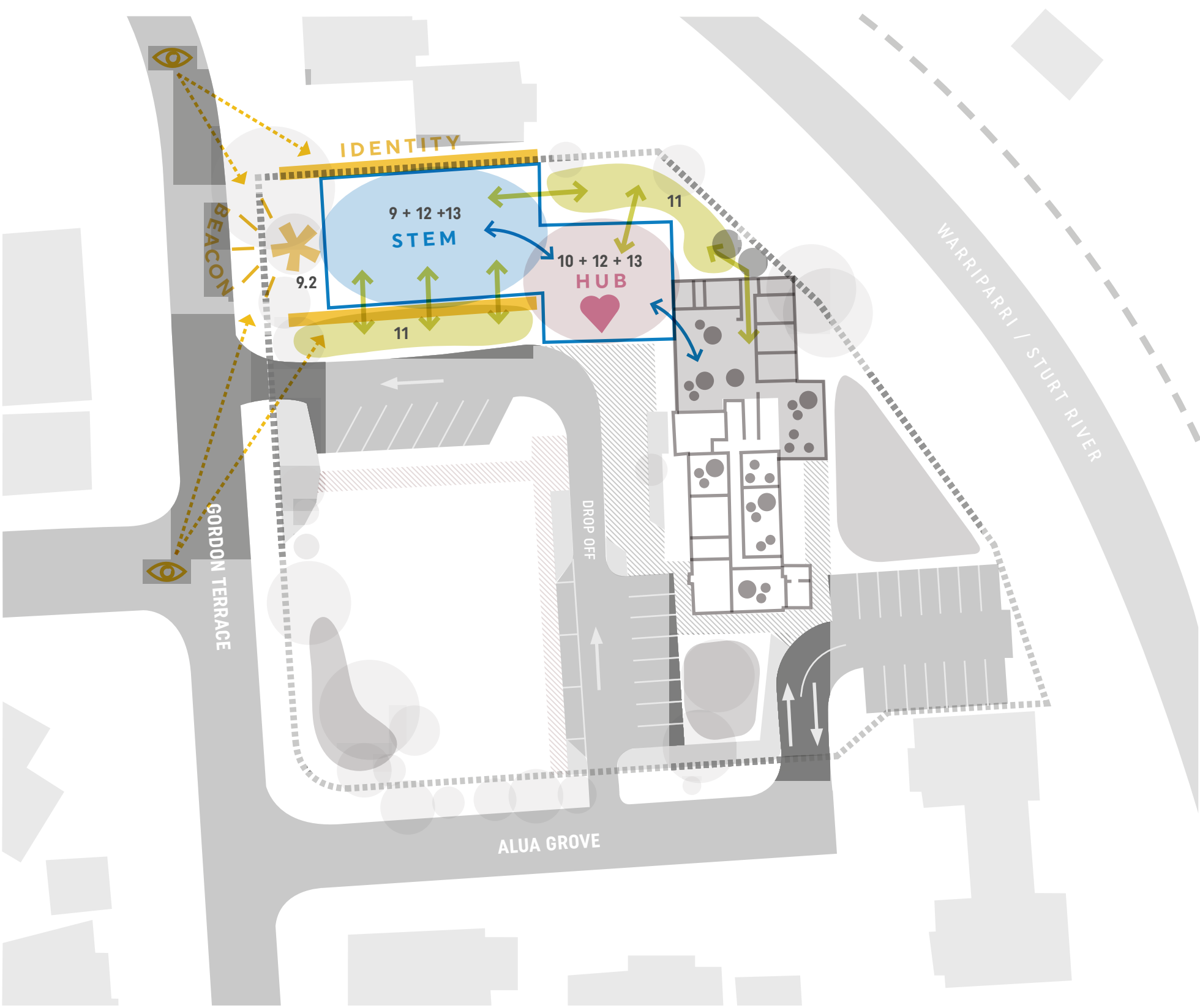
The first priority for the school is the purchase of the Cobham Hall building and site, including the subdivided blocks of land to the north of the site. This would remove any risk of the subdivided blocks being sold and creates certainty for the school's future, enabling the rest of the master plan to progress.

The short term goals, otherwise known as 'quick wins' are works that can be undertaken immediately without having a major impact on overall operations of the School. Some items in the list below will contribute to the 'big picture master plan' (permanent) while others will provide amenity 'right now' but will be superseded as later stages of the master plan are implemented (temporary).

1. Acoustic treatment to Annexe
2. Climate control to Annexe
3. Develop a veggie patch - consider collaboration with an organisation such as the Stephanie Alexander Kitchen Garden Foundation
4. Reclaim car parking and drop off driveway through tarmac graphics or similar - consider commissioning visual artist to work in collaboration with students
5. Play equipment to large open play area/oval
6. Trial bespoke furniture in existing learning areas - consider collaborating with a local organisation such as the Jam Factory to test children's furniture designs

7. Grass to current barren areas
8. Temporary canteen option exploration in conjunction with mobile or local businesses/eateries

10_ MASTER PLAN_STAGING: MEDIUM TERM



MEDIUM TERM: 3-5 YEARS

The medium term strategies look to undertake more significant building work on the school site while starting to integrate the new buildings into the surrounding landscape. This stage will also look at addressing the connections between old and new.

- 9. New STEM building to provide:
 - 9.1. Labs and other specialist learning areas
 - 9.2. Identity 'beacon' that improves presentation to Gordon Terrace and provides branding for the School
- 10. New Hub building to provide:
 - 10.1. A 'heart' to the School and a main student entry point
 - 10.2. Large central gathering space to house the whole of school population
 - 10.3. Connection between the new STEM and existing heritage building
- 11. Outdoor learning areas adjacent the new buildings
- 12. Vertical circulation strategy
- 13. Establish OSHC

10_ MASTER PLAN_STAGING: LONG TERM



LONG TERM: 5-10 YEARS

Long terms strategies are the final steps in achieving the 'big picture master plan' and look to undertake the final portion of building works and landscaping integration.

- 14. Arts and Humanities refurbishment and extension to existing building to provide:
 - 14.1. Additional specialised learning areas
 - 14.2. Amenities for increased growth of School population
- 15. Outdoor learning area adjacent new extension
- 16. Vertical circulation strategy
- 17. Establish Reception 'precinct' on the site utilising the existing building fabric including:
 - 17.1. Adjacent outdoor play area
- 18. Final landscaping works to tie whole of site together

Extra to be considered as part of works in note 14 above:

- 19. Explore feasibility of using basement and cellar areas in existing building

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