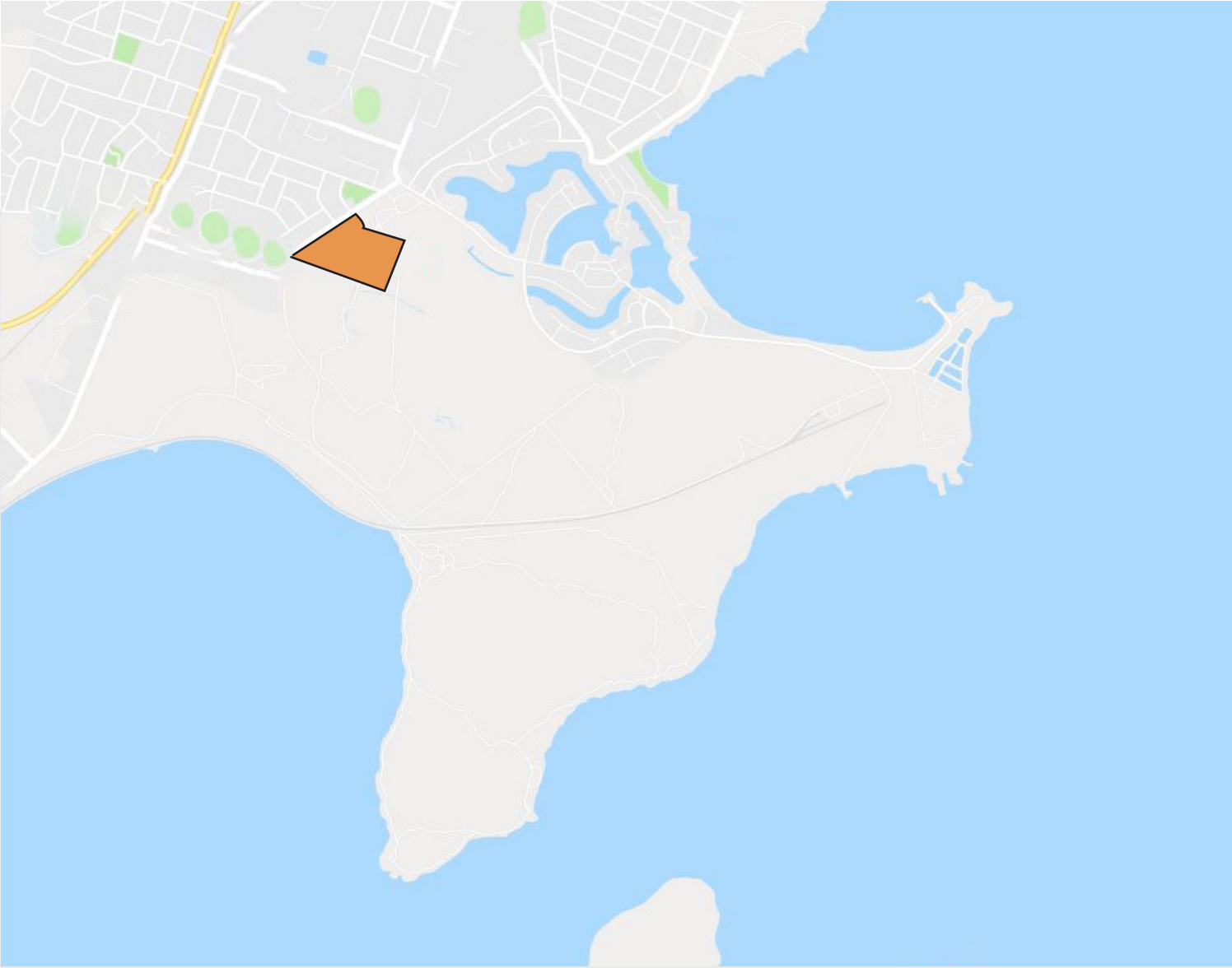


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BUILT DESIGN
architects

NAVIGATOR COLLEGE MASTER PLAN 2019



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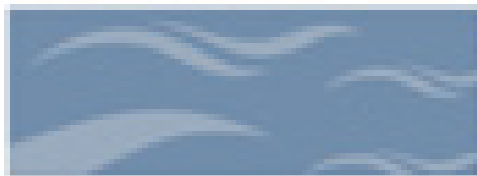
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INSPIRE
FLOURISH
CARE

Navigator College is a co-educational Christian school of the Lutheran Church of Australia located on the southern tip of Eyre Peninsula in the rural city of Port Lincoln, South Australia offering education to students in years ELC to 12.

The junior, middle and senior schools are all co-located on the one campus. The Junior School caters for Reception to Year 5 students, the Middle School Years 6 to 9 and the Senior School Years 10-12.

The original school site is some 40100 sqm and in keeping with the original masterplan the buildings maintain a generally north south aspect either side of a central spine. In 2015 the adjacent land of 15666 sqm fronting Stamford Terrace was purchased. This block, known as the bush block, is undeveloped but serves the school with both current and future possibilities for expansion.

We believe that educational outcomes can be influenced by an environment where students can experience a range of learning styles in various different settings. As no student is the same as another, a varied learning environment is important to help identify in what setting the best educational outcomes can be achieved. Further, the wellbeing of the student beyond learning is as important, so areas of rest, relaxation and play activity is also of vital importance.

This Masterplan Report reviews the current facilities and makes recommendations for change aligned to the Furr Directions Action Plan of the school including the development of new infrastructure and/or extension of existing that will encourage up to date learning practices and increase and maintain enrolments into the future.

Prepared by:

Architects

Built Design

Tim Geue
Darren Noble
Andrew Bradey

Thankyou to all members of the school who have made contributions towards the development of this document.

In 2019, the school will look back on 10 years of rapid growth. Infrastructure spending has generally been on an as needs basis with the school still needing to establish full facilities as part of their ongoing Strategic Plan - Future Directions Action Plan.



Excerpts from the College website:



... serving the people of Eyre Peninsula.

INSPIRE FLOURISH CARE

Striving to be a Christian community where individuals are **inspired** as learners, **flourish** as people and **care** for the world around them.

Navigator College therefore aims to be a place where young people:

- feel a sense of belonging to an inclusive and compassionate Christian community.
- develop a love of learning and are encouraged to find and follow their passions.
- are immersed in a culture of innovation.
- are encouraged to examine and express their spirituality in a safe, caring environment.
- develop an awareness of and take active responsibility for the world around them.
- are encouraged to develop a heart for others.
- are taught to value and preserve our diverse heritage.

... directions for life

As part of the school's philosophy, the planning and physical environment of the school plays a role in enhancing the learning and seeking of knowledge.

“**A Place of Learning**

At Navigator, we strive to create an environment where we have passion to explore, discover and analyse our world so that we might live in and serve our community as lifelong learners.....”

- *All people are learners”*
- The physical environment must welcome and encourage the learning for all - student, educator, staff and visitor.**

“**Beliefs about Learners**

Navigator’s curriculum and policies support the beliefs about student learners.....”

All learners have the ability to learn and learn best when:

- *They can work independently and collaboratively;*
- Spaces must be provided that are varied and flexible to allow changing possibilities in learning styles. The fashion of open space may not suit every form of learning so flexibility of spaces and possibility of future alteration to these spaces need to be considered**
- *Learners need to learn how to learn and think;*
- The built environment can help to stimulate those thoughts, display ideas, challenge concepts or provide quiet neutral spaces for research or contemplation**

“**Beliefs about Learning**

It is believed that learning takes place best when it is connected to what is genuinely a component of the world around the student.....

- *Learning goes beyond the academic: it includes the spiritual, physical, emotional and social and has a transforming role;*
 - *Learning occurs in context and is driven by curiosity, need and inquiry;”*
- Curiosity that can be shared around a table with your peers. A need developed by inquiry and research, but also by exposure to different situations including different spaces and methods of achieving similar goals**

EXISTING AND PROJECTED ENROLMENTS

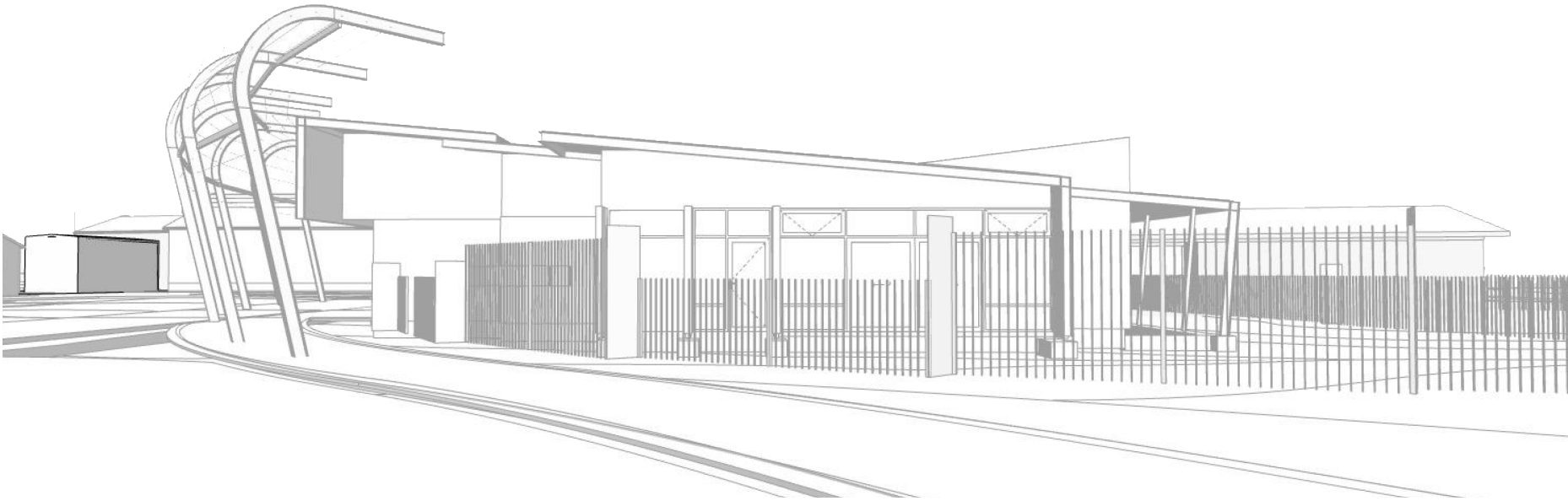
A Early Learning

The following table sets out existing and projected enrolments to 2020 in the Early Learning Centre. As figures vary from term to term the figures shown are the yearly averages

Year	2016	2017	2018	Actual 2019 current	Projected 2020	2021	2022	2023	2024
Early Learning									
Sub-total	21	26	28	24	23	23	23	23	23

Since 2016 Early Learning enrolments peak at around 30 children, but capacity would be 44 at any one time divided into 2 sessions of 22 children. Demand sees it unlikely that the 44 could be achieved in the projected years. Mid-year intake with children passing from ELC to Reception lowers the yearly average.

Given the space available and moderate price the marketing of a larger nature splay space could well encourage enrolments.





B Reception to Year 12

The following table sets out existing and projected enrolments to 2020

Year	2016	2017	2018	Actual 2019 current	Projected 2020	2021	2022	2023	2024
Junior School									
Rec	39	40	35	39	40	40	40	40	40
1	37	41	37	35	39	40	40	40	40
2	39	39	42	37	35	43	40	40	40
3	46	41	40	42	37	30	43	40	40
4	37	49	45	40	42	31	30	43	40
5	40	39	44	45	40	47	31	30	43
Sub-total	238	249	243	238	233	231	224	233	243
Middle School									
6	33	37	44	46	45	39	47	31	30
7	24	35	40	44	46	42	39	47	31
8	44	26	35	40	44	45	42	39	47
9	42	39	28	35	40	42	45	42	39
Sub- total	143	137	147	165	175	168	173	159	147
Senior School									
10	28	42	45	30	35	36	42	45	42
11	23	23	36	47	30	37	36	42	45
12	35	23.3	20.9	36	47	28	37	36	42
Subtotal	86	88.3	101.9	113	112	101	115	123	129
TOTAL	467	474.3	491.9	516	520	500	512	515	519

The total population of the school in the projected years maintains enrolments between 510 and 520 students. The realisable capacity of the school is around 620 assuming an average class size of 24 per class (48 per year). Projected enrolments in the junior school using 24 as an ideal junior school class size means a goal to increase enrolments by 8 persons in each year.

By maximising enrolments in the Early Learning Centre and concentrating on the transition between the ELC and Reception would ensure the viability of the school in the longer term.

This opens a discussion about the position of the ELC in relation to Reception classrooms.

Given there are two other R-12 schools in Port Lincoln, the projected totals are more realistic of what the community can support. Nevertheless, the goal must be to improve enrolments throughout the school by providing a broad curriculum and the best possible environment for learning.

What is the capacity of the community to support the school?

Year 7 to High School Update

📅 October 28, 2018 👤 Paul Luke 💬 [Leave a comment](#)



Recently, the government has confirmed that year 7 public school students will be taught in high school from term 1, 2022.

The move will align South Australia's public schools with the national curriculum taught in high schools making it easier to deliver subjects and improve outcomes for students.

Access to dedicated facilities and resources and exposure to different teaching styles will also give each year 7 student opportunities for deeper learning, greater peer interactions, and greater independence and

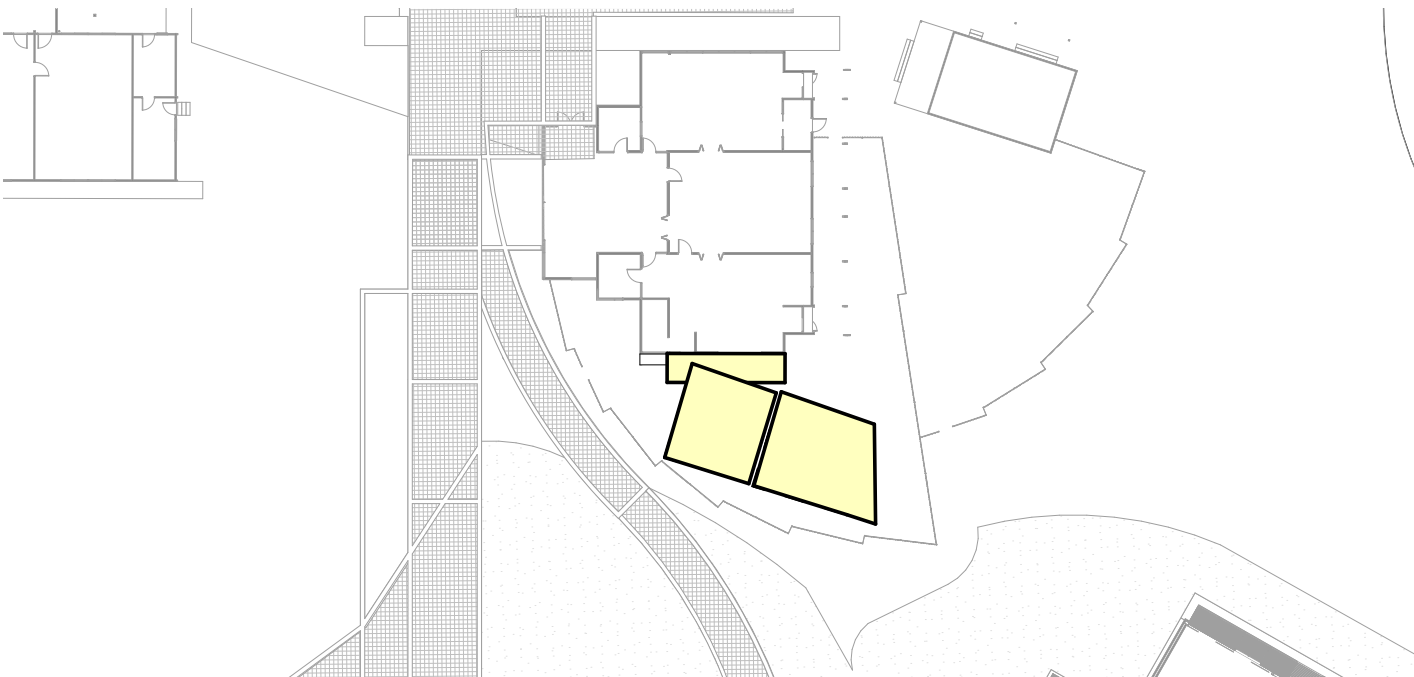
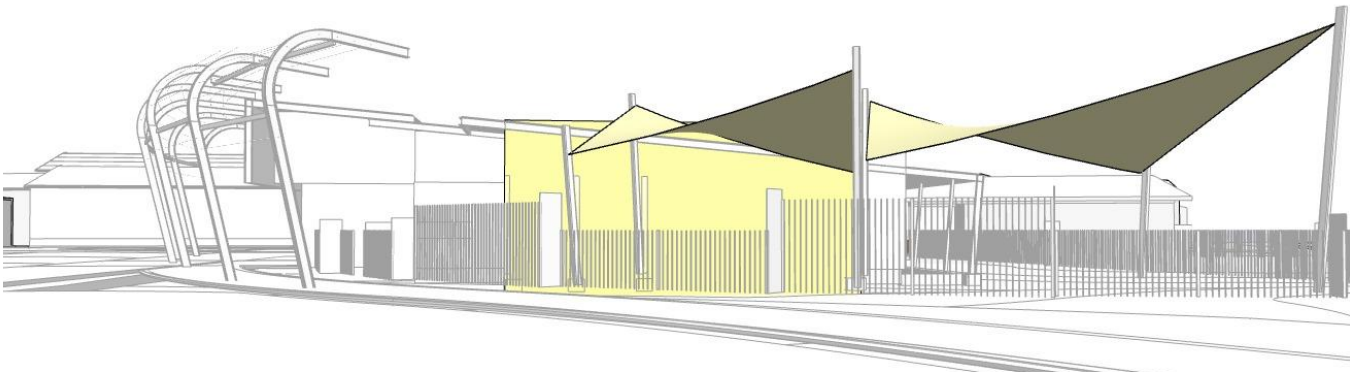
C State Year 7 transition to middle school 2022

While the school already has years 6 and 7 in middle school, how will the State government's decision to move year 7 to high school in 2022 affect Navigator College.

If Navigator wants to encourage a build up of enrolments in middle school, will the fact that middle school begins in year 6 be detrimental in marketing a transition from another primary school.

The emphasis towards 2022 perhaps should be an influx of students into a vibrant middle school program in Year 7?

If a decision was made to move Year 6 out of middle school this will affect the planning of future infrastructure projects



EARLY LEARNING CENTRE

The Early Learning Centre was opened in 2016 after the completion of the Trade Skills Centre. The verandah was semi enclosed in 2017 to provide for addition capacity.

Condition:

- Very good
- Shade to play areas
- Although complying with required areas a larger playspace is desired
- Increased nature play
- Too flat

Immediate Need

- Shade to play areas
 - Timeline – completion 2019
 - Cost - \$20-25,000

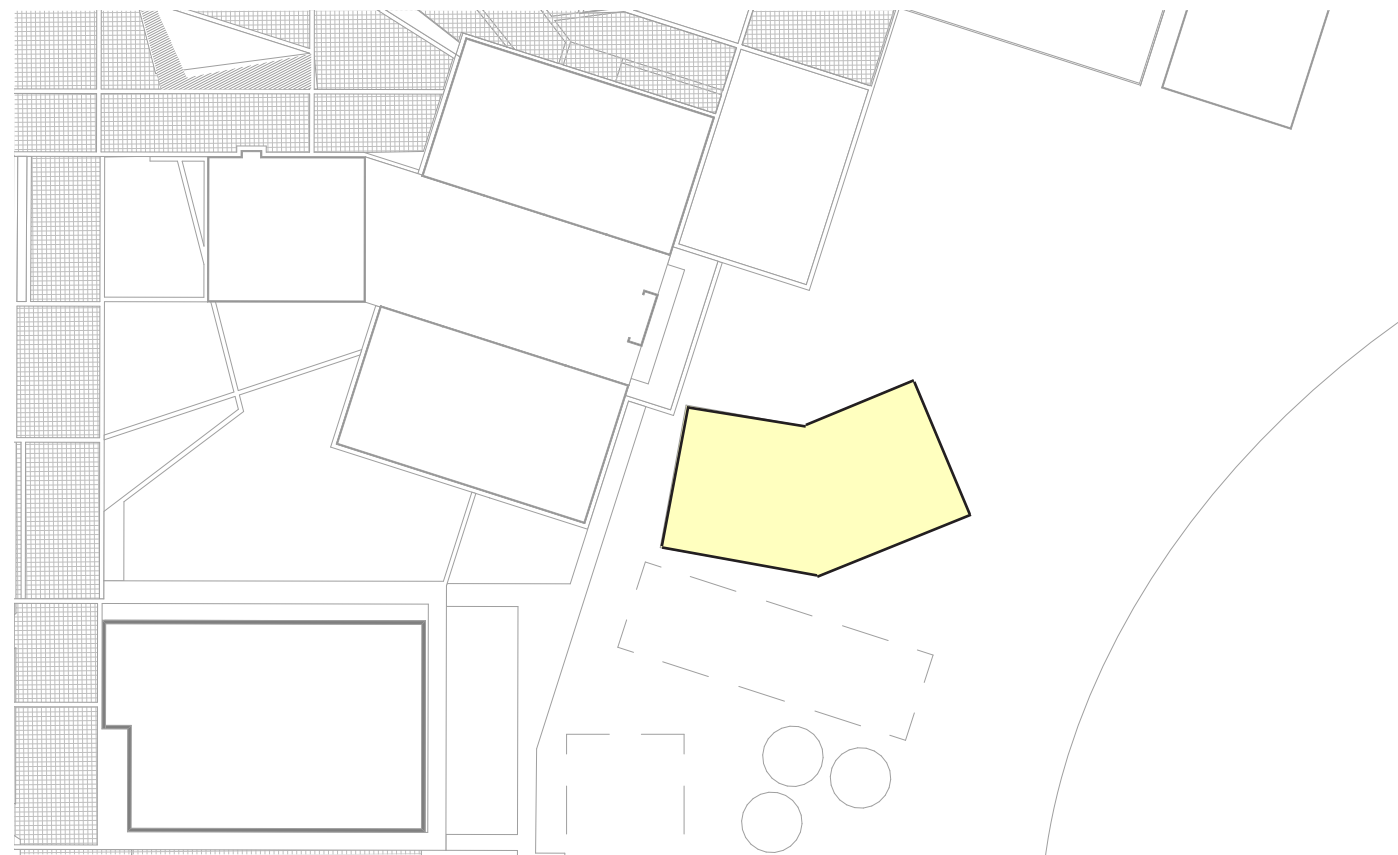
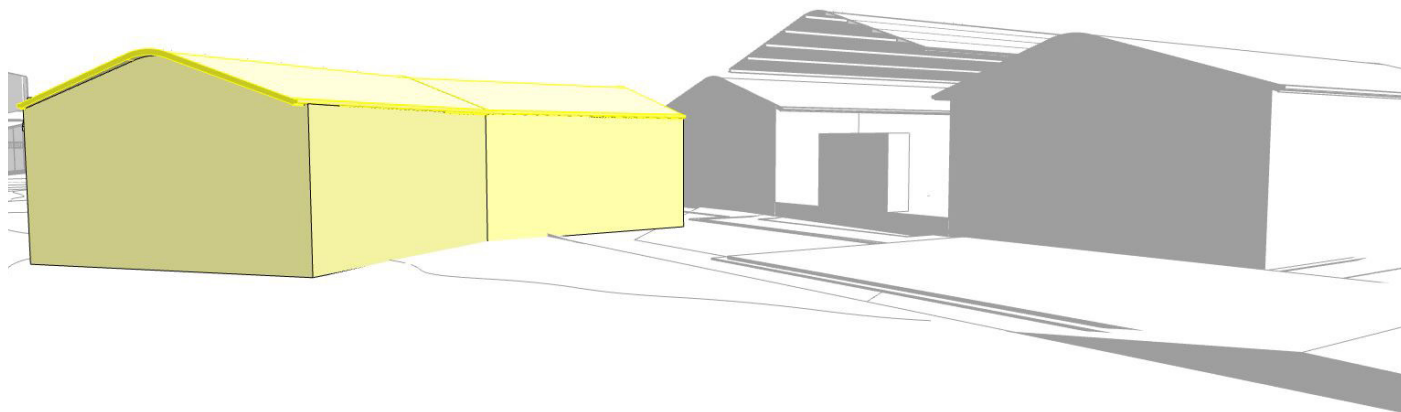
Future Proposals

- Increase play space to the east and develop a formal nature play area
- Adjacent stormwater catchment and swale can be designed to emulate a creek bed
- Levels are undulating and in this can be emphasized in the design
 - Timeline – completion 2020
 - Cost - \$60-80,000
- Enlarge ELC indoor space by moving southern sliding doors south
- Reinstate enclosed verandah to open space
 - Timeline – 5 years
 - Cost - \$90-120,000

Alternative Proposal

- Relocate ELC to Performing Arts Centre
- Advantages to moving
 - Places the ELC into the Junior School Area
 - Perception that ELC is therefore part of the school transitioning
 - Easier interaction with Reception students in a possible shared space
- Advantages to staying
 - Current position is part of vocational learning centre
 - Position is prominent to the main entrance of the school and close to administration
 - Already established and known
 - Away from public roads
 - Larger areas available for expansion

Not recommended in the short term as advantages to staying outweigh those to move. Possible future alternative if the Trade Skills Centre is repurposed after government contract complete.



JUNIOR SCHOOL (ELC-5)

The existing junior school comprise the oldest buildings on the site being the first to be established as the new school commenced. The junior school demonstrates some of the overlap currently encountered in the whole school to provide appropriate spaces for the provision of a wide curriculum. The original build consisted of the Administration Centre, now Performing Arts and Clusters 1 and 2 with Cluster 3 being opened in 2010.

1. Learning Clusters 1 (current Reception/Year1) and 2 (current years 2 and 3)

Learning Clusters 1 and 2 are all high-quality transportable buildings containing 2 pairs of 2 classrooms connected by a covered outdoor learning space. Cluster 1 outdoor space was semi enclosed and was used as the main assembly area prior to the opening of Mangiri in 2018. Cluster 2 contains the Art Room (which was the original Science Room), currently serving the whole school.

Condition:

- Very good

Issues:

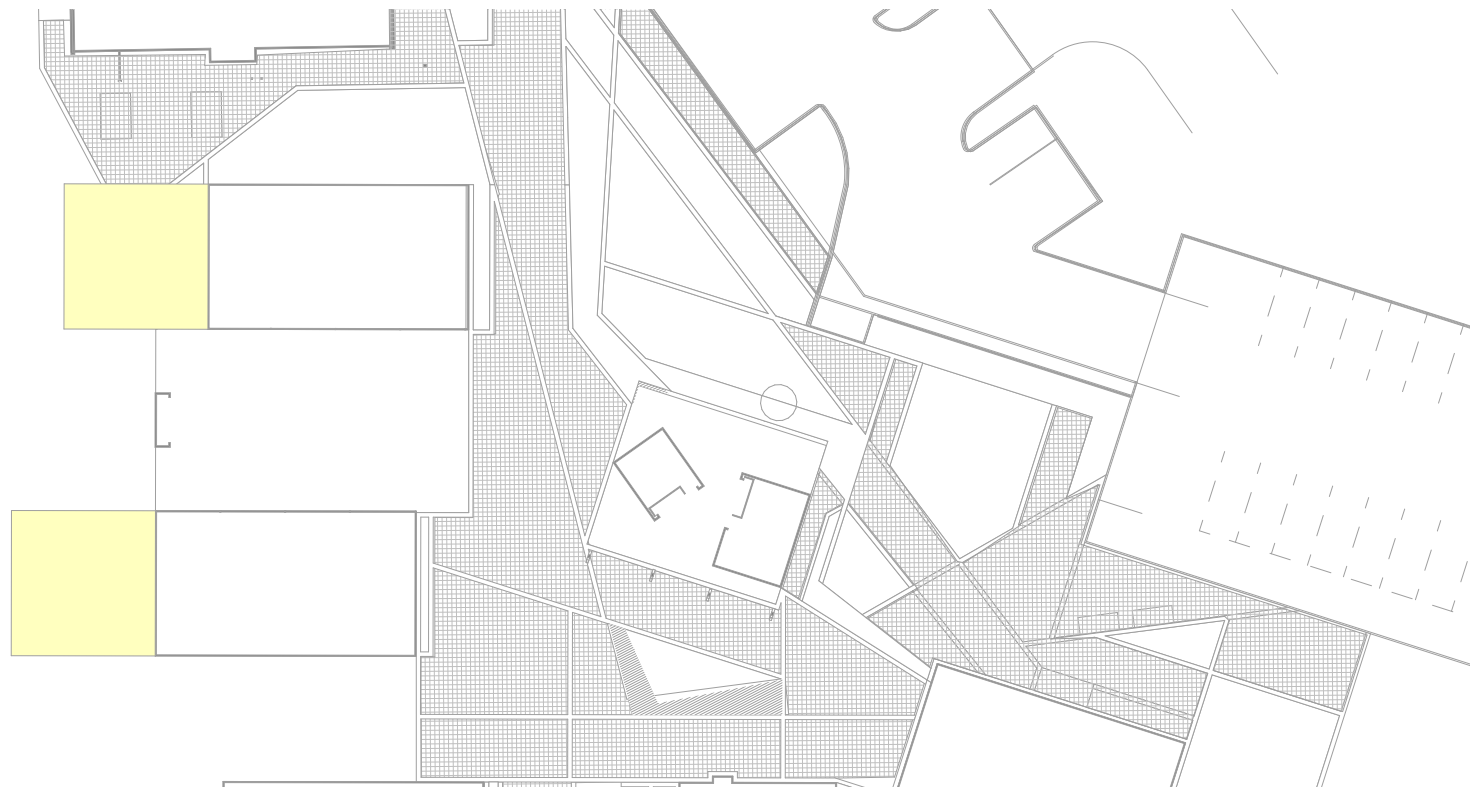
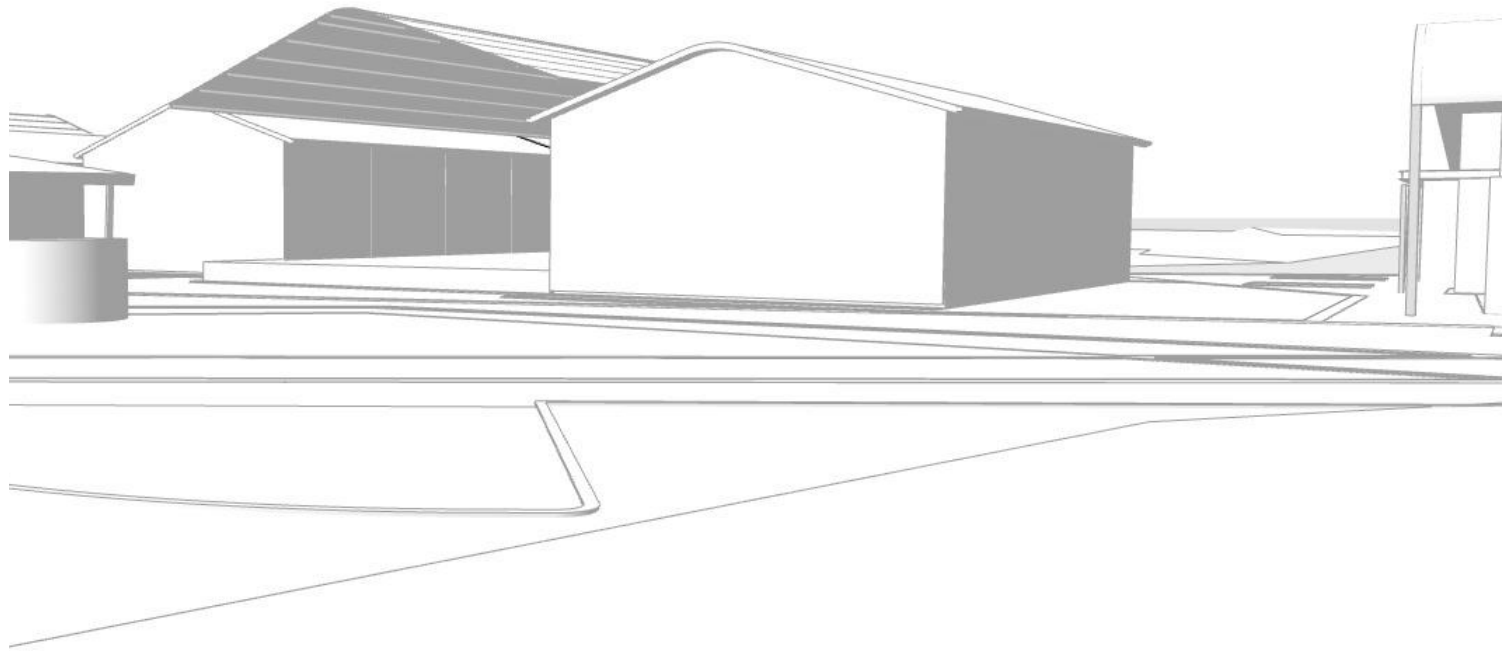
- At capacity with double stream
- No indoor breakout spaces
- Outdoor covered spaces need wind protection for winter
- Art space is the only art room for the whole school creating both a need for additional space becoming critical and a crossover between junior and middle/senior schools

Immediate Need

- Providing art space in the senior school is a priority for the proper timetabling of senior Art and Art Design. This will relieve pressure on the Junior school art space but also provide options for a review of the use of this space. Options:
 - Continued Art
 - Specialist Learning
 - Japanese relocation
 - Refer to Senior School Stage 2 for costing parameters

Future Proposals

- Providing art space in the senior school is a priority for the proper timetabling of senior Art and Art Design. This will relieve pressure on the Junior school art space but also provide options for a review of the use of this space. Options:
 - Continued Art
 - Specialist Learning
 - Japanese relocation
- Fully enclosing the outdoor covered areas is not easy to achieve in the current context of the verandah as construction is complicated with possible ongoing water issues, aesthetics are compromised while covered outdoor space is reduced
- Possible creation of semi enclosed/enclosed “pods” within the cover areas
 - Timeline – dependent on School direction/extent
 - Cost – \$75-100,000
- An addition of one general learning area (GLA) to Cluster 1 would provide a transition space to reception for students starting their school via the mid-year intake
 - Timeline – dependent on School direction/extent
 - Cost – \$120-150,000



If a triple stream was offered, there is capacity for a pair of GLAs to each of Learning Clusters 1 and 2

- This would also allow the development of purpose-built breakout spaces combined with outdoor covered learning/playspace as a larger “revisit” project for Junior school
 - Timeline – dependent on School direction
 - Cost - \$550-700,000

2. Learning Cluster 3 (current years 4 and 5)

Learning Cluster 3, built in 2009 includes a dedicated Science Lab which allowed the Cluster 2 space to become the current Art space. Again, the science lab is the only space in the whole school. The cluster was built on site rather than being made up of transportable buildings. Other than some compromise regards acoustics the cluster is otherwise similar to Clusters 1 and 2.

Condition:

- Similar to Clusters 1 and 2 - Very good

Issues:

- No indoor breakout spaces
- Science space is the only lab space for the whole school

Immediate Need

- Providing science labs for the senior school is a priority for the proper timetabling of Physics, Chemistry and Biology. This will relieve pressure on the single lab which can become a dedicated junior school science space
 - Refer to Senior School Stage 2 for costing parameters

Future Proposals

- As with Clusters 1 and 2 fully enclosing the outdoor covered areas is not easy to achieve in the current context of the verandah
- Possible extension to the Science Space for an Aquaculture Discovery Centre consisting of both indoor and outdoor spaces
 - Timeline – dependent on School direction
 - Cost - \$200-250,000

3. Amenities

The amenities block, a building removed from the Clusters, adequately serves the needs of the school.

Condition:

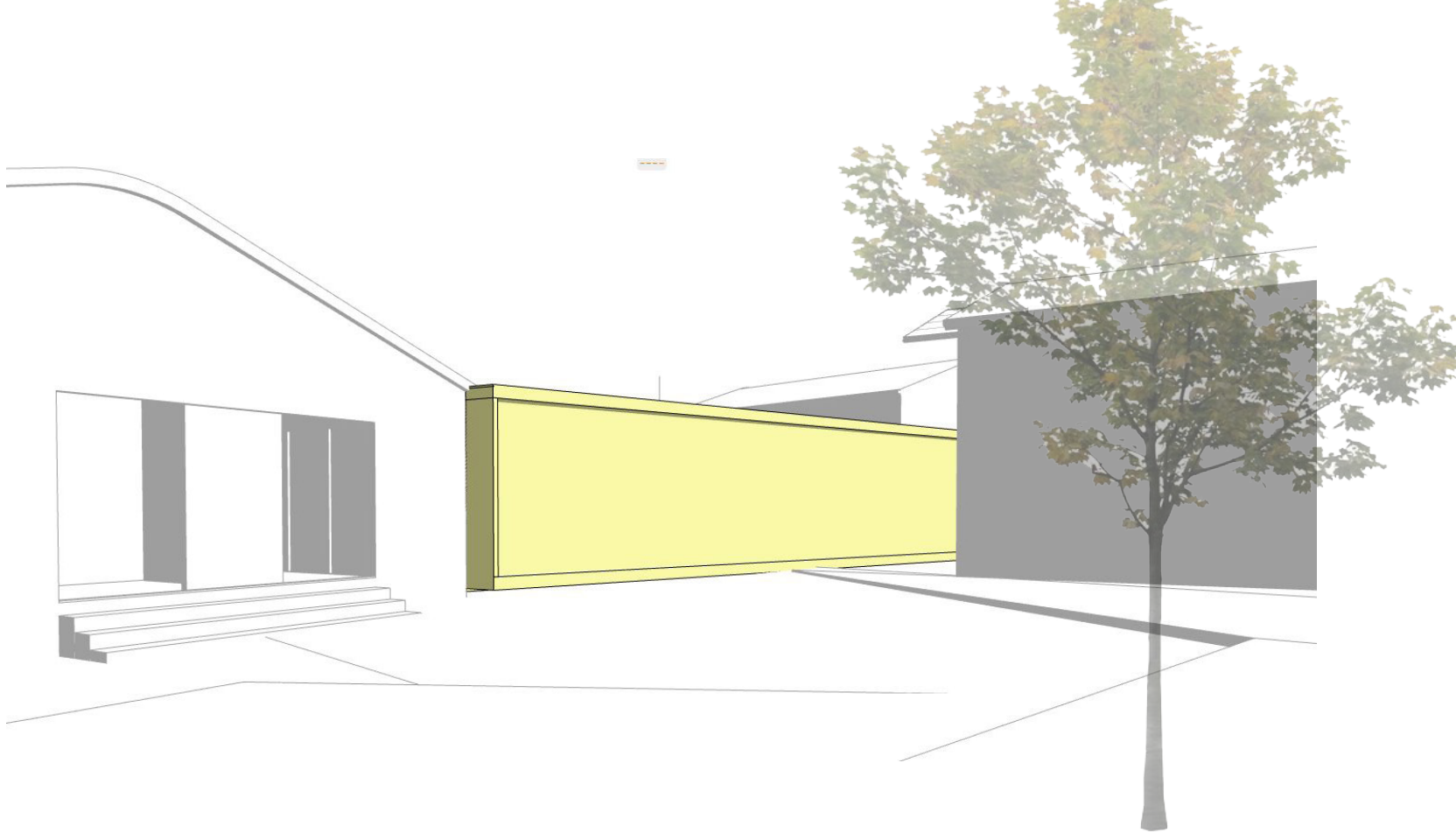
- Very good

Issues:

- None foreseeable

4. Grounds

Refer to separate Site, Outdoor Learning and Landscaping Section.



MIDDLE SCHOOL (Years 6-9)

A Existing Facilities

The existing middle school, often referred to as Cluster 4, comprise buildings built progressively as needed. These buildings have been constructed on site to a budget. Cluster 4A, B and C were first occupied in 2012, 2013 and 2015 respectively with the shade covered central outdoor space replaced in 2018 with a covered Independent Learning Area.

1. General Learning Areas

Clusters 4A, B and C GLAs are all modelled on the same unit. Cluster B has also had GLAs divided to allow for multiple smaller class subjects.

Condition:

- Good

Issues:

- Acoustically noisy practice spaces
- Minimal natural light
- Traditional basic classrooms without individual interest or variety
- Independent Learning Area still a covered deck not conditioned or airtight

2. Independent Learning Areas

The completion of the Independent Learning covered space has enhanced the learning potential immensely and provides sheltered breakout space.

Condition:

- Good naturally well-lit space

Issues:

- Not insulated
- Some glare issues
- Still a covered deck not conditioned or airtight
- Some potential for leaking in inclement weather

3. Amenities

Male and Female toilets are provided here together with a disabled toilet. These are minimal spaces, the toilets being accessed via open washroom spaces.

Condition:

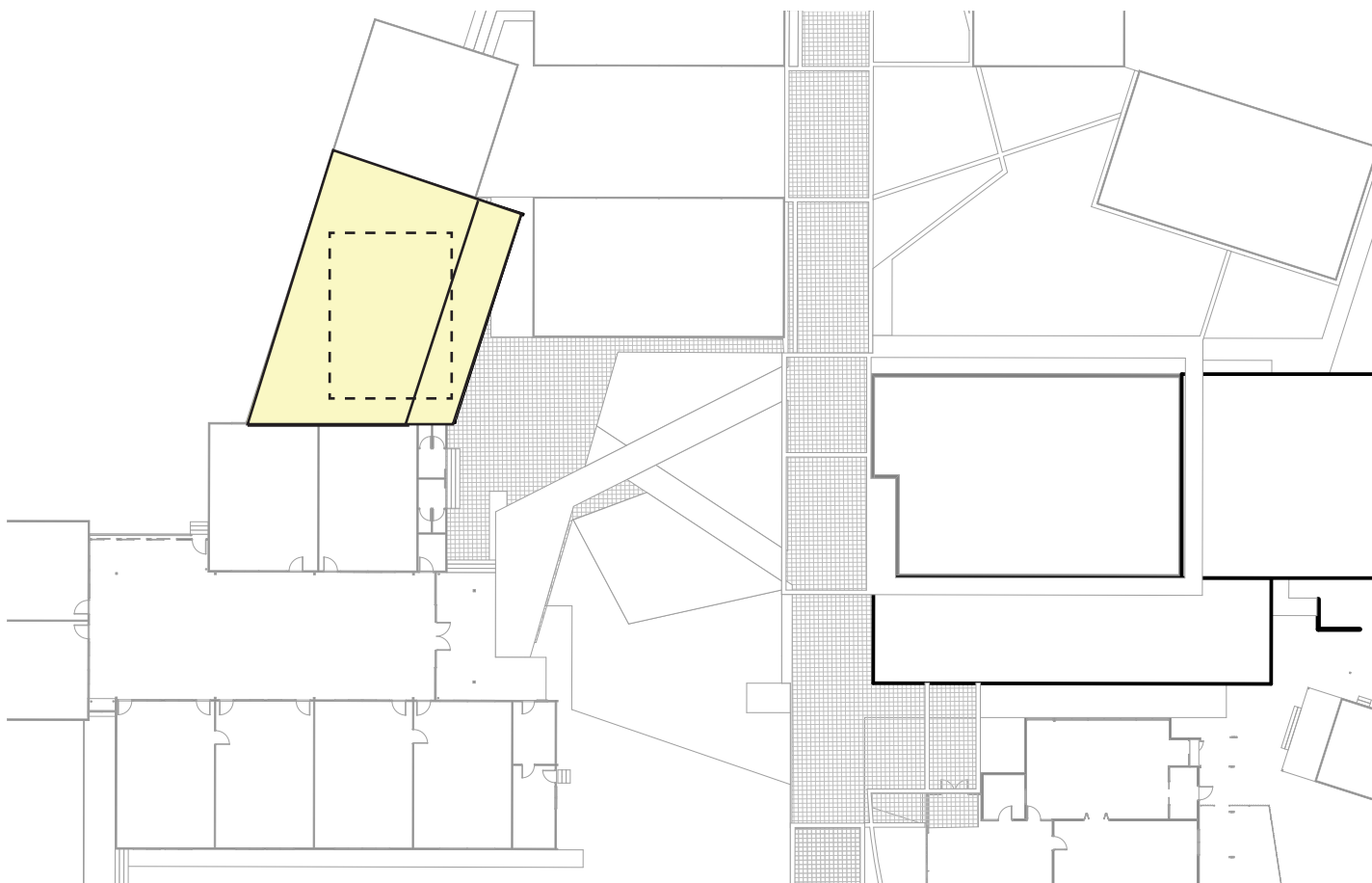
- Good

Issues:

- Easily damaged wall materials
- Not accessible via covered ways

4. Science and Art

The middle school shares the single science lab and art space located in the junior school clusters. The provision of laboratory space in the future senior school will be shared with Middle School





B New Facilities

Under construction and due for completion in April 2019 is the Prototyping Lab. This is a maker space for the middle school primarily but with also for shared use with senior school. Although, again based on a budget construction platform, it has been designed with some characteristics that allow for multipurpose use and extension in the future as part of a larger technology hub. The Lab will be multi-disciplinary allowing media, 3D printing and prototyping workshop space to encourage creative thought to be realised over all subject areas.

Condition:

- under construction/new
 - current budget - \$240,000

Issues:

- although connected via a boardwalk to middle school the walkway will not be covered

C Future Directions

1. State Year 7 2022 Implications

As year 7s transition to middle school under the changes proposed by the current state government, many schools will be undertaking new construction to cater for the intake into the secondary system.

It has been considered a “fashionable” trend in recent years to provide new and exciting senior school spaces however the trend is now shifting (somewhat out of need) to the middle school area meaning in the medium term 2022 onwards there is likely to be new vibrant learning areas for years 7 and 8 at least in both the public and private systems.

This will place pressure on Navigator College where the current facilities will appear substandard

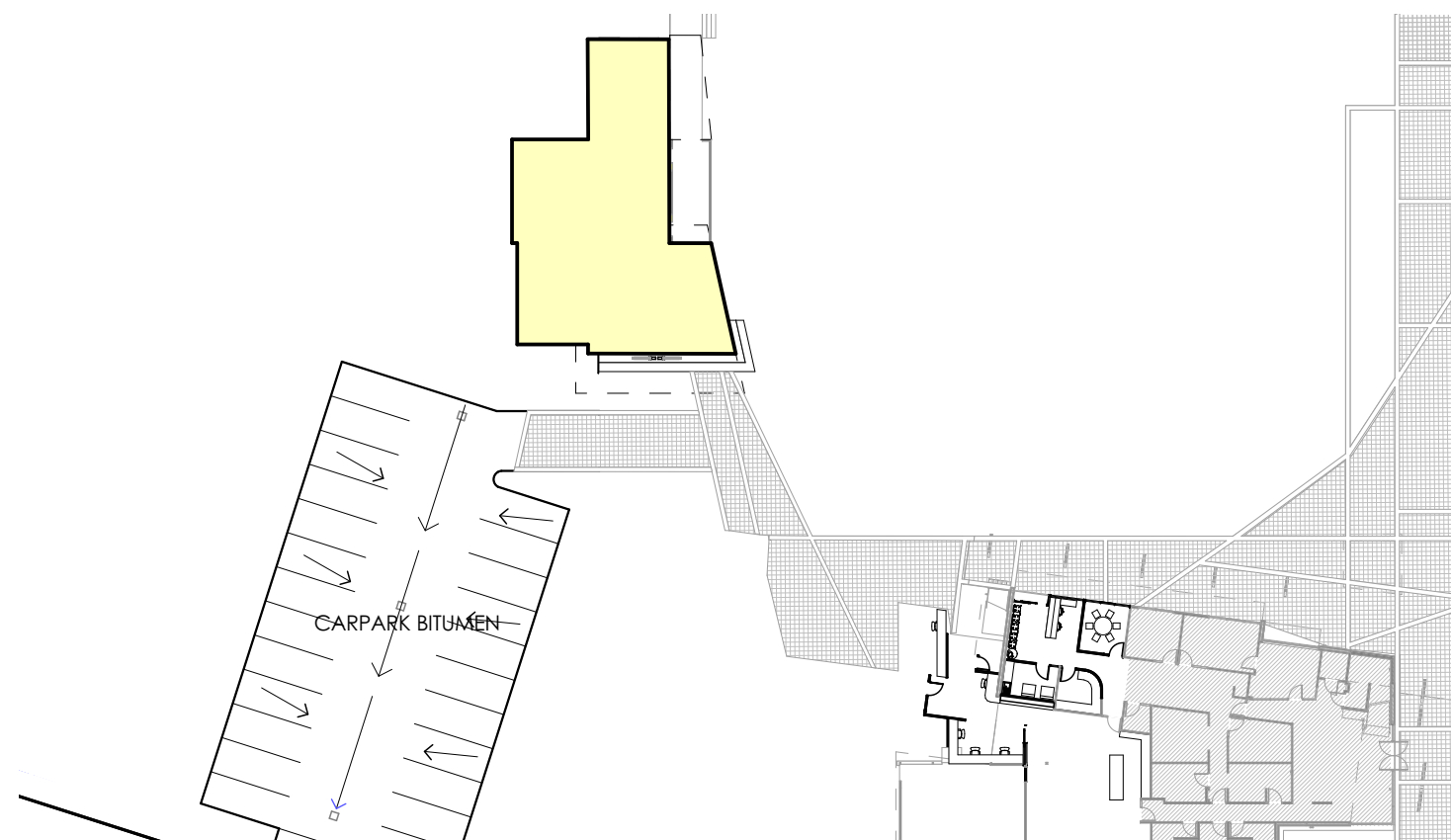
Whether or not the school decides on the position of year 6 in relation to junior or middle school and although Navigator College has other demands for continued improvement, consideration for the redevelopment of the whole of middle school as a major project should be considered within the next 5 years.

At a minimum a detailed staging and feasibility plan for the redevelopment of middle school facilities.

2. Science

Briefly discussed in Junior School Learning Cluster 3 and moving the current uniform shop, space is available for a connection between the existing science lab and middle school. A possible use of this space would be an Aquaculture Discovery Centre. As mentioned above a close examination of a middle school redevelopment should be undertaken to establish space and position requirements.

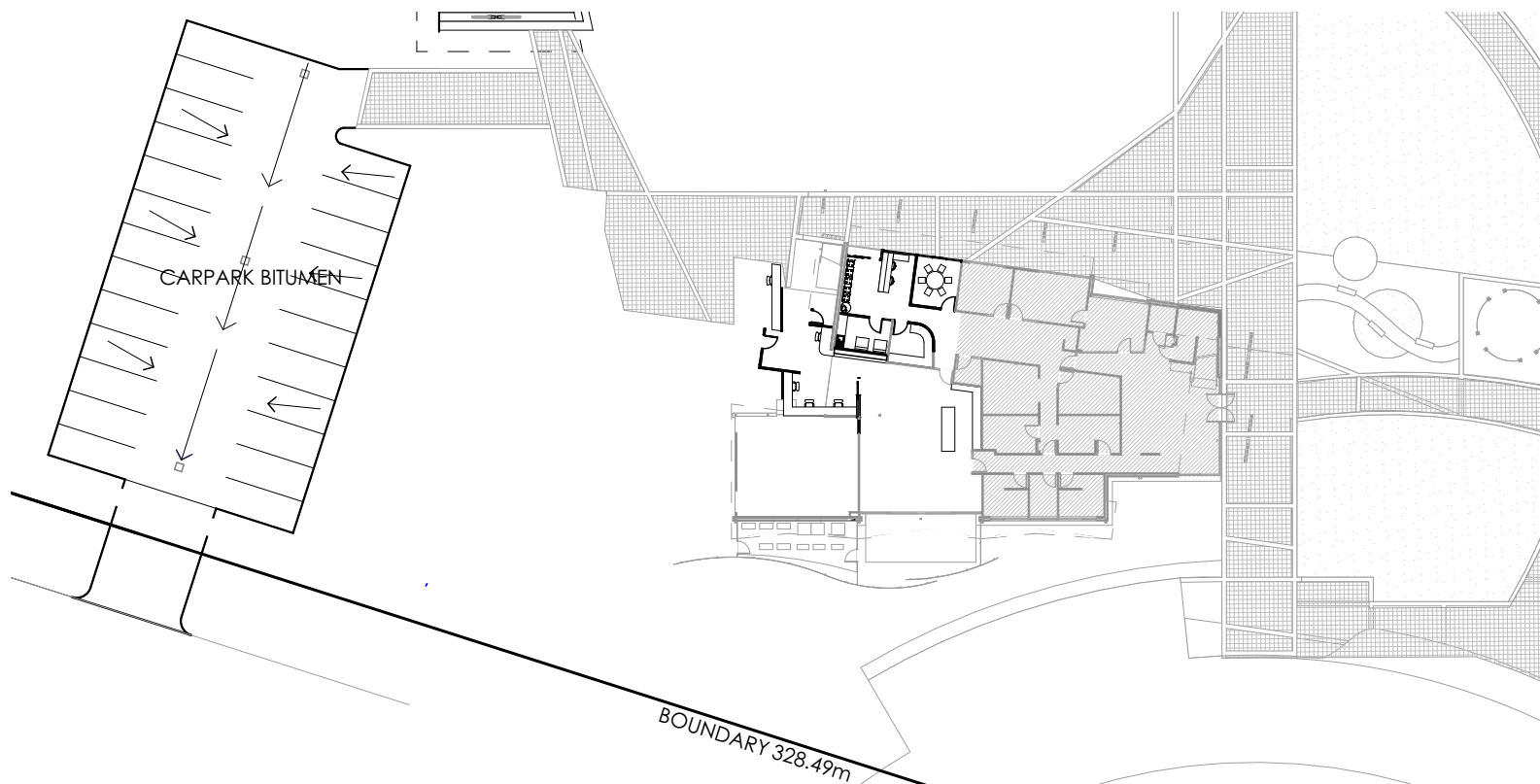
Dependent on 1. above and where year 7 sits, 2 GLAs in middle school could revert to science hubs



3. Other Projects

Smaller projects to enhance the current infrastructure are always welcome as change and improvement by students, staff and parents. These could include:

- Solid floors to independent learning area (ILA)
- Sliding doors between GLAs and ILA
- Conditioning of ILA space
- Pods or group study furniture to ILA
- Covered way to Prototyping Lab
- Outdoor Cartesian Plane
- Outdoor covered areas
- Improvement to staff areas



SENIOR SCHOOL (Years 10-12)

A Existing Facilities

The senior school facilities occupy the first floor of the combined administration and senior School Stage 1 building opened in 2014. The 2013-14 build also contained student amenities and staff room facilities as well as a small drama space (equivalent of 1 standard GLA). The building was the first 2 storey building on site and shifted the main entrance from Stamford Terrace to Windsor Avenue including entrance roadway and parking areas.

1. General Learning Areas

The Senior school Stage 1 consists of 5 GLAs, 3 which have operable walls to divide into smaller teaching spaces. With all doors closed stage 1 has 8 teaching spaces. 2 of the 5 GLAs have an operable dividing wall which can be opened to provide a larger assembly space. These two GLAs also have large sliding doors opening to the Independent learning Areas= of the central circulation corridor.

2. Independent Learning Area

The central circulation corridor forms an independent learning space accessible from each GLA.

3. Other Spaces

Staff Preparation space and Head of Senior School offices are adjacent the senior school on the same floor. The senior school is serviced via 2 staircases and an accessible lift.

4. Condition

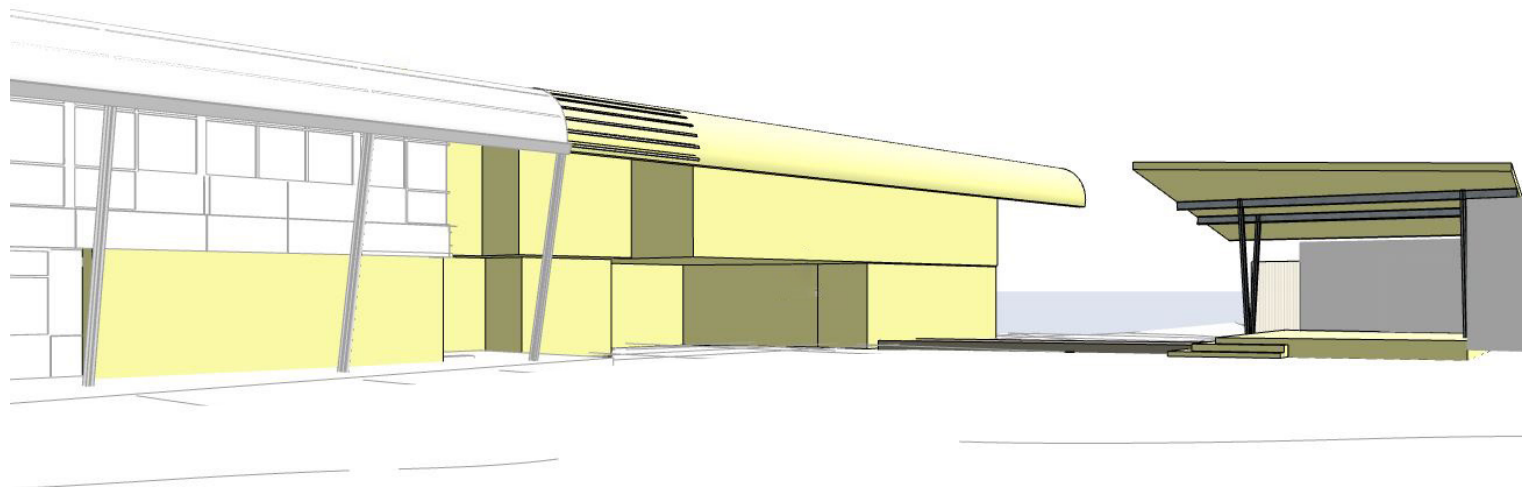
The condition of all these spaces are excellent.

5. Issues and Need:

The main issue with senior school is that it is incomplete:

- No science lab areas
- No art or art design areas
- No other resource spaces
- Shortage of GLA space
- Amenities are inadequate
- There is little external undercover area
- Wider and more practical breakout spaces
- Private small group meeting rooms
- More casual gathering areas for study and recreation
- Additional staff preparation and study spaces

As previously mentioned (refer Junior School) there is only one science and art space for the whole school. As the middle and senior years grow there is difficulty fitting the requirements of the curriculum in without additional spaces.



B Future Directions

1. Senior School Stage 2

The proposal to complete Stage 2 of the Senior School in 2020 addresses all the issues as listed above. Overall this will provide senior school with the capacity for the foreseeable future (10years +).

Although providing enough general learning space, the Stage 2 proposal does not specifically address other key subject areas such as Maths, English, Language and History. These can be provided within the senior school as specialist areas with additional fitouts of existing spaces progressively.

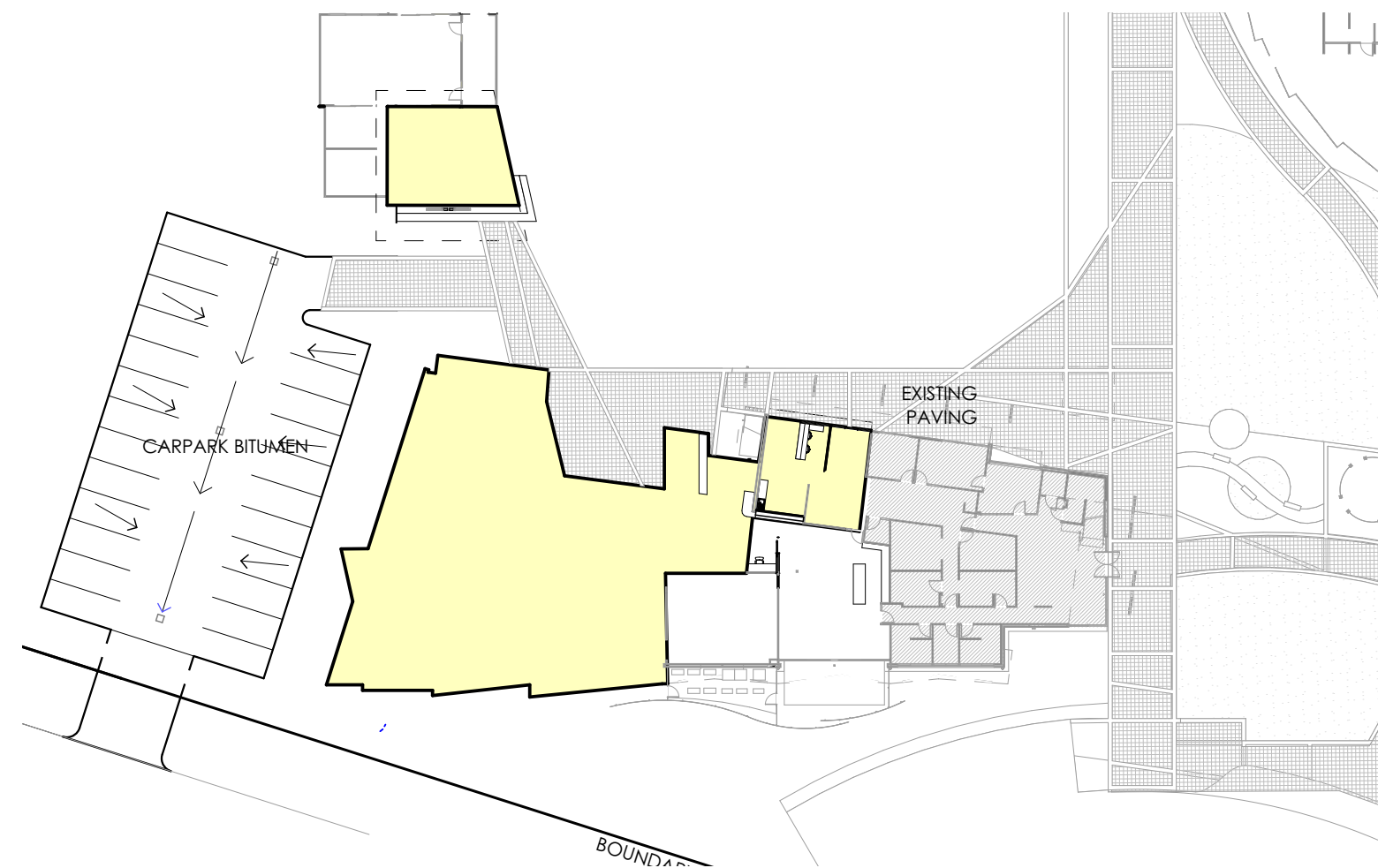
- Timeline - 2021
- Cost - \$3.5 million

2. Prototyping Laboratory

The new prototyping laboratory, currently under construction, will form a shared space between middle and senior school. The labs position connects middle and senior school. The building is flexible in construction meaning further alteration and adjustment to suit future needs is relatively straightforward.

In light of this and as this is a new concept in providing design and experimentation in a maker space environment across all subject areas, the use, function and operation of this building technology should be reviewed every year.

- Further proposals under senior School Stage 2 is to create a deck stage and verandah/sound shell providing sheltered outdoor space and the potential as a performance space to the quadrangle.
 - Timeline - with Senior School Stage 2 2020
 - Cost - \$100,000



OTHER EXISTING BUILDINGS

1. Administration

The administration centre of the school was relocated to the new Windsor Avenue main entrance with the Senior School Stage 1 in 2014. It serves the needs of the school and provides a modern entrance to the school.

Condition:

- Excellent

Issues:

- Student Services office is too small to accommodate students at times
- Only 1 meeting room provided
- Toilets serve senior school so there are no dedicated staff toilets
- No cleaner's room

Immediate Need

- Larger student services hub
- Addition small meeting room
- Cleaners Room
 - Timeline - all part of Proposed Senior School Stage 2 works

2. Staff Room

The staff room was also incorporated into the relocation of administration in 2014. The space provides kitchen, casual dining and outdoor areas.

Condition:

- Excellent

Issues:

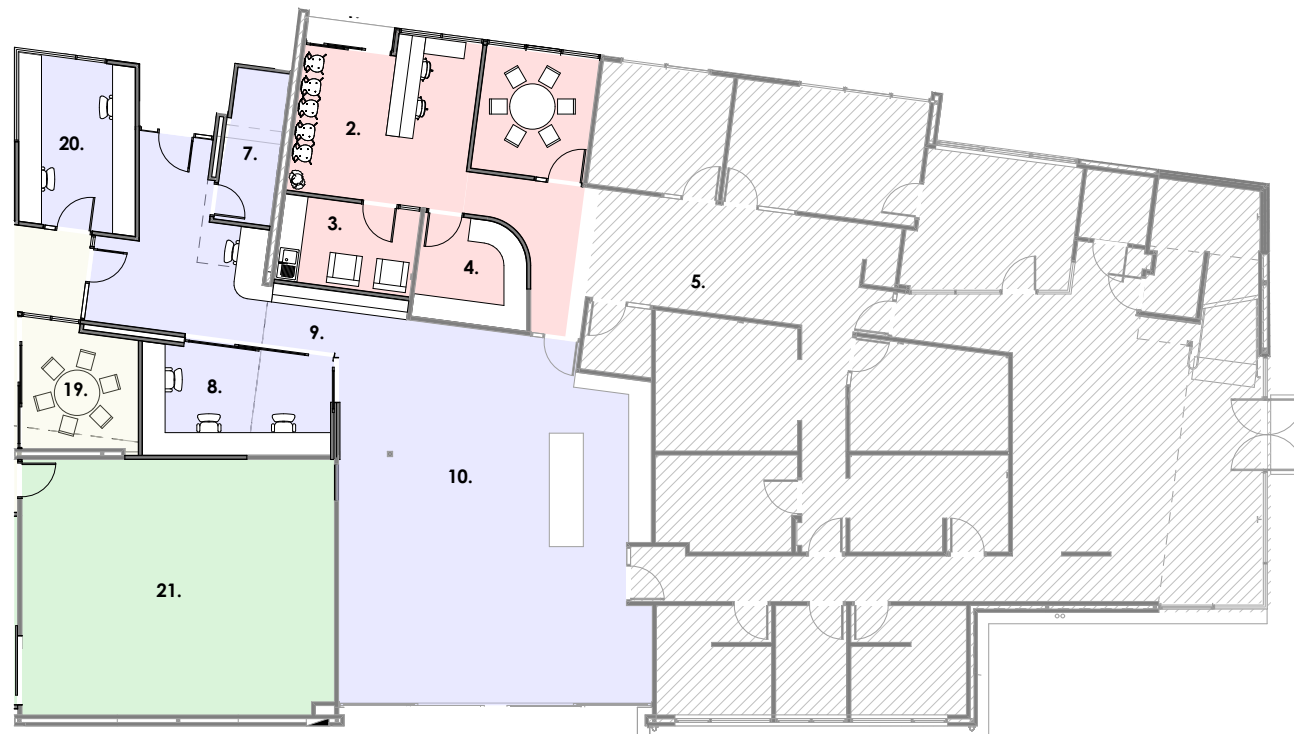
- As staff numbers increase with a growing school the space is tighter
- Entrance passes through administration creating disruption
- No staff study/small meeting space

Immediate Need

- New staff entrance
- Staff study/small meeting space
 - Timeline - Part of Proposed Senior School Stage 2 works

Future Proposals

- Potential to expand staff in the future when Drama moves from current space
 - Timeline – dependent on School direction





3. Drama Room

The drama room was established in Stage 1 of Senior school by the enclosure of a covered outdoor undercroft space. The room is equivalent to a single GLA.

Condition:

- Excellent

Issues:

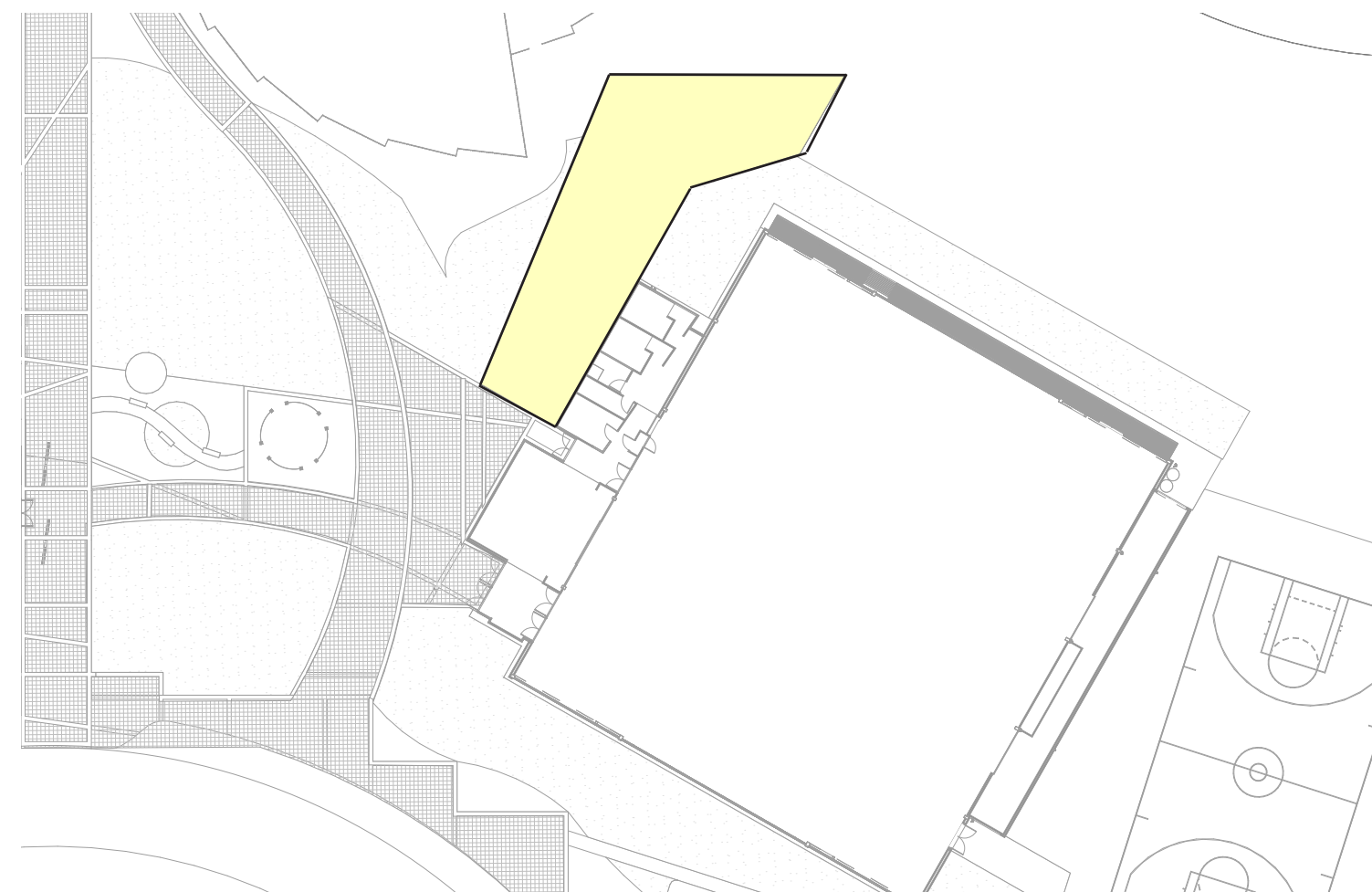
- Small, basic space
- No storage
- Although a dedicated space the size is limited and limiting to what can be produced
- No audience space

Immediate Need

- Storage
 - Timeline - Part of Proposed Senior School Stage 2 works

Future Proposals

- Move drama to future new performing arts centre
- This is a long-term future project beyond the scope of this document



4. Mangiri – Health and Wellbeing Centre Stage 1

The Health and Wellbeing Centre was opened in 2018 and provides the school with a double court gymnasium and indoor assembly space. The centre also provides a PE GLA, teacher prep room and toilets. The GLA can double as an enlarged foyer space for functions.

Facilities:

- Double basketball I and/or netball courts
- Single north south competition court with international compliance
- 3 off volleyball courts
- 6 off badminton courts
- Retractable stage
- Dual screen audio visual installation
- GLA with Interactive smart touch screen TV (first unit installed in the school)

Condition:

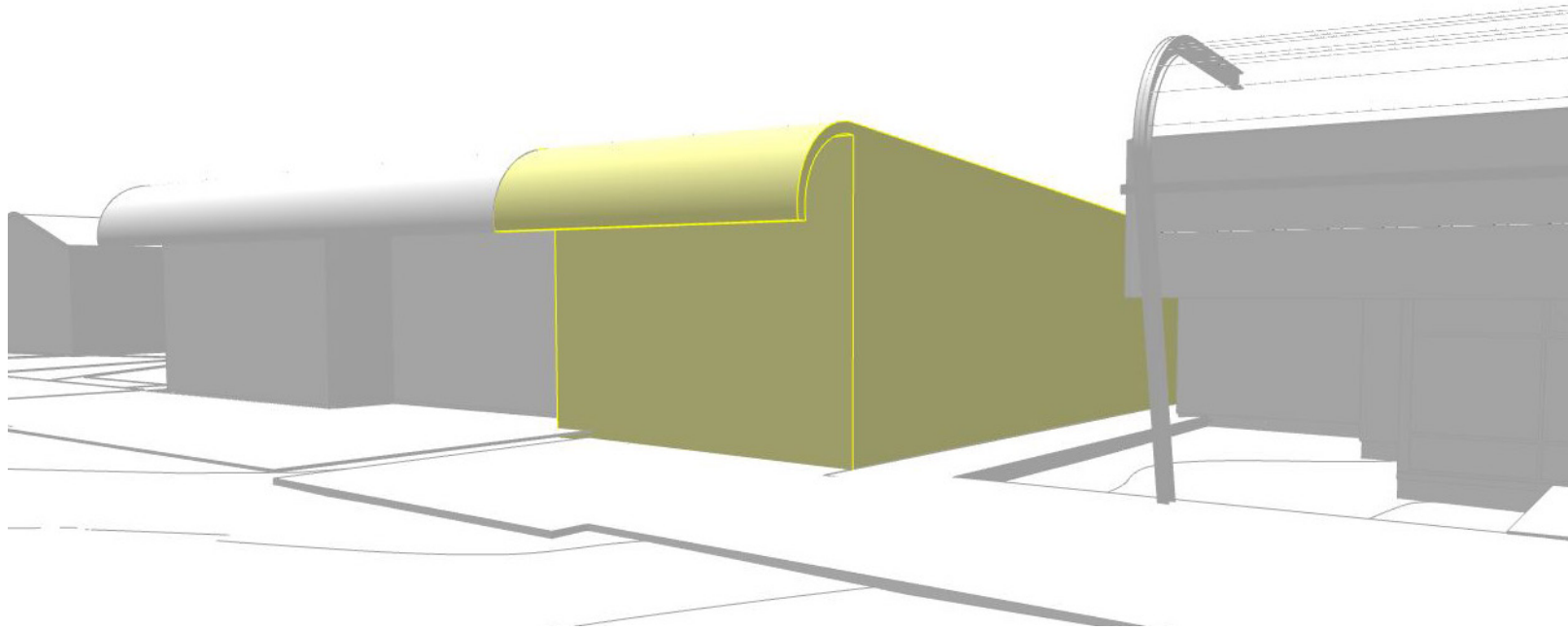
- Excellent

Issues:

- No changerooms
- No workout gym space
- No tiered seating

Future Proposals

- Mangiri Stage 2 incorporating change room facilities, canteen, café and catering facilities, weights room and workout space
 - Timeline - 2025 but subject to need
 - Cost - \$1.5 million



5. Trade Skills Centre

Opened in 2015 the Trade Skills Centre incorporates training facilities for vocational training in allied health and childcare. These two facilities share a food training room and GLA. The Childcare component also serves as the Early learning Centre for the school providing purposeful “real life” training experience. The food preparation area and GLA is also used for Food Tech theory and practicals. Two small teacher prep rooms are incorporated

Condition:

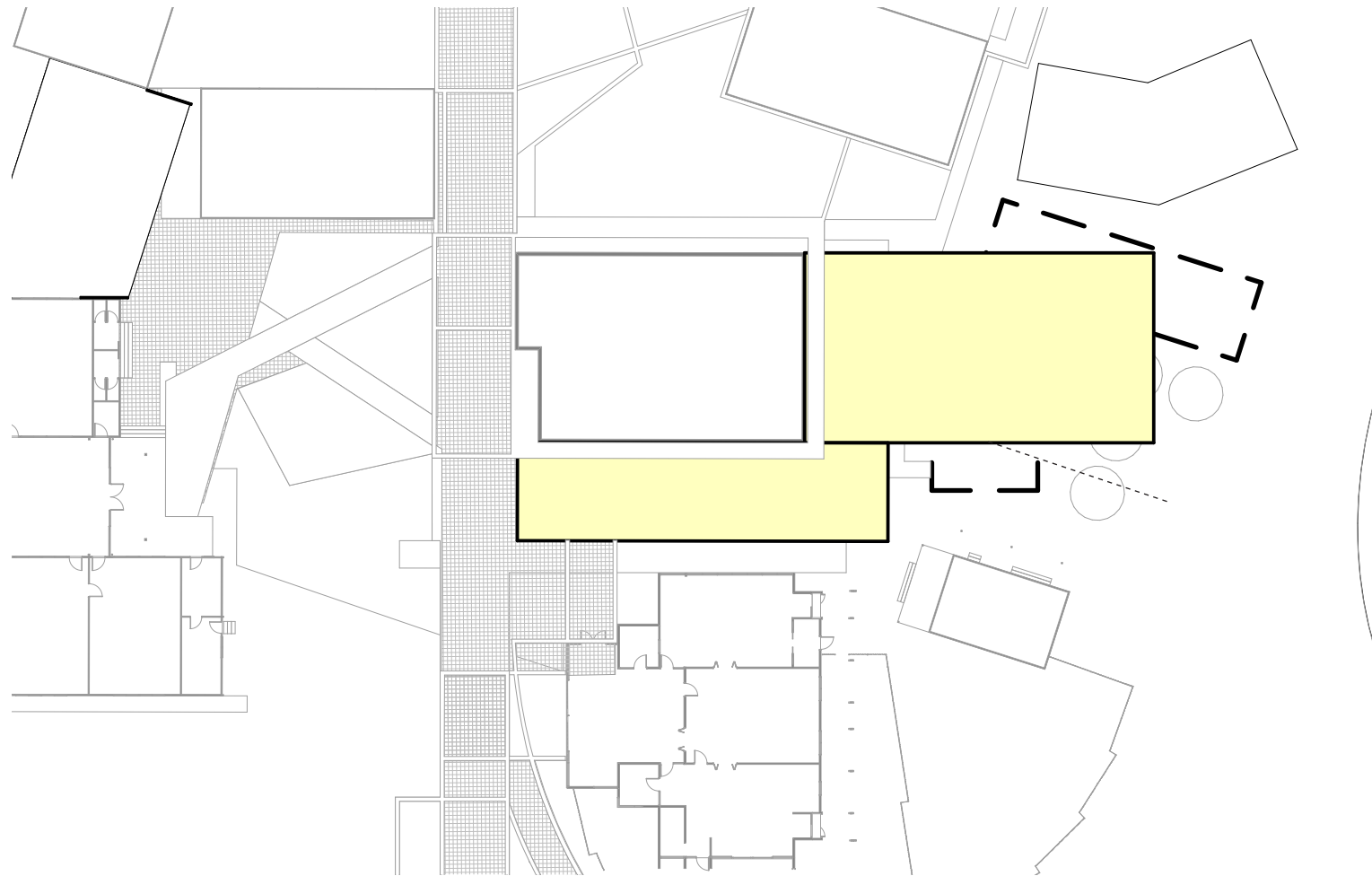
- Excellent

Issues:

- Early Learning Centre has been discussed in Section 5

Future Proposals

- Refer Section 5
- Allied health has limited uptake meaning the dedicated room is under utilised
- Consider expanding vocational possibilities in this room



6. Resource Centre

The Resource Centre was opened in 2010 under the federal government Building Education Revolution Program (BER). At the time this centre provided a library area, computer suite and assembly area as well as associated librarian staff offices.

Currently the computer suite houses leaning support and senior school study, while the library has expanded into the assembly space providing small, varied study areas. The area is also used for out of school hours care activities.

Condition:

- Excellent

Issues:

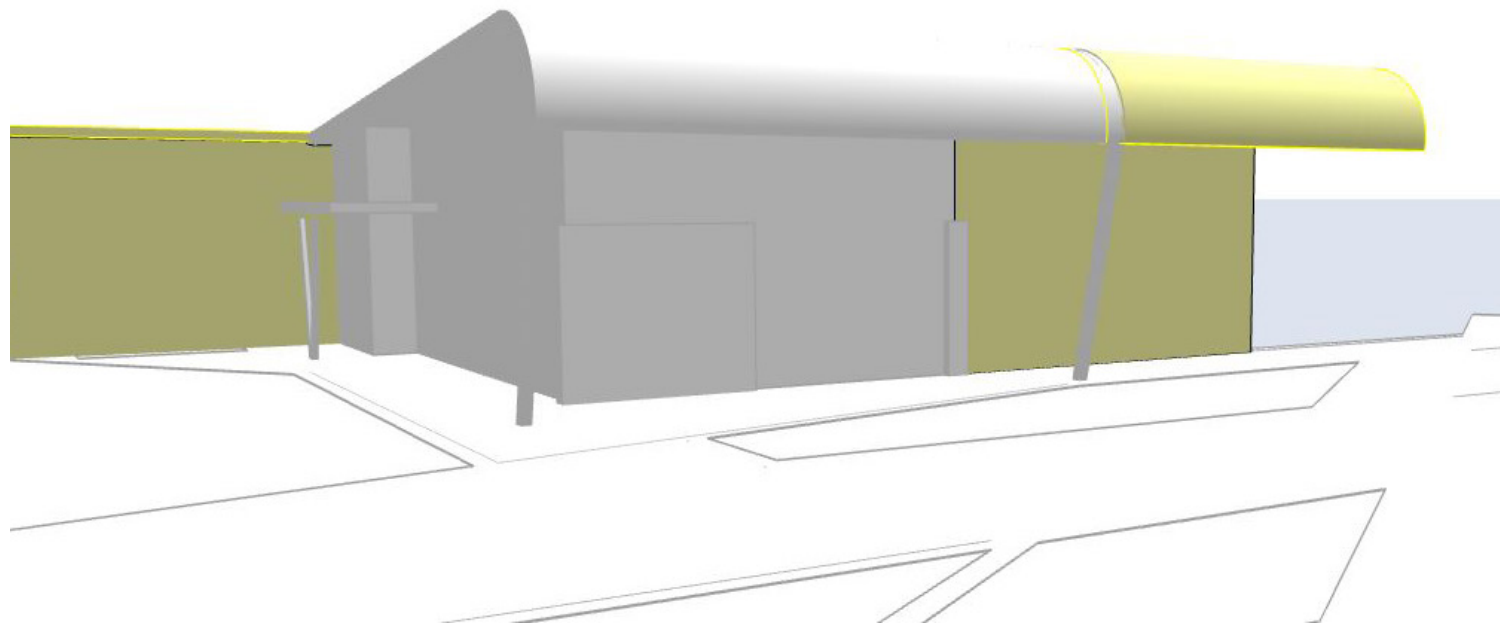
- Acoustics within learning support
- No IT support within the Resource space

Future Short Term

- Treating the acoustic issues mentioned plus providing an IT hub as part of the Resource Centre may best be undertaken as a single small project
 - Timeline - 2021
 - Cost - \$60-80,000

Future Major Project

- The space between the Trade Skills Centre and the Resource Centre will allow the expansion of the existing footprint 30% larger.
- There are a cluster of temporary buildings behind the current Resource Centre (Canteen, Japanese Room, Temporary GLAs – refer Section 7
- As discussed in the need for Senior School Stage 2 (refer Section 5) the project specifically targets science and art
- Together with a deeper study of “What is a Resource Centre?” there is a desire to redevelop the Resource Centre into a Language Centre including English, Languages Other Than English (LOTE), Learning Support together with an IT hub, contemporary study spaces and meeting rooms with required staff areas
 - Timeline - 2023
 - Cost - \$2.5 - 2.75 million



7. Performing Arts Centre

Originally the Administration Centre and staff room for the new school, this was converted into music practice, recording and teaching spaces in 2013. The Performing Arts Centre supports the whole school so although in the primary area is used by all years

Condition:

- Very good

Issues:

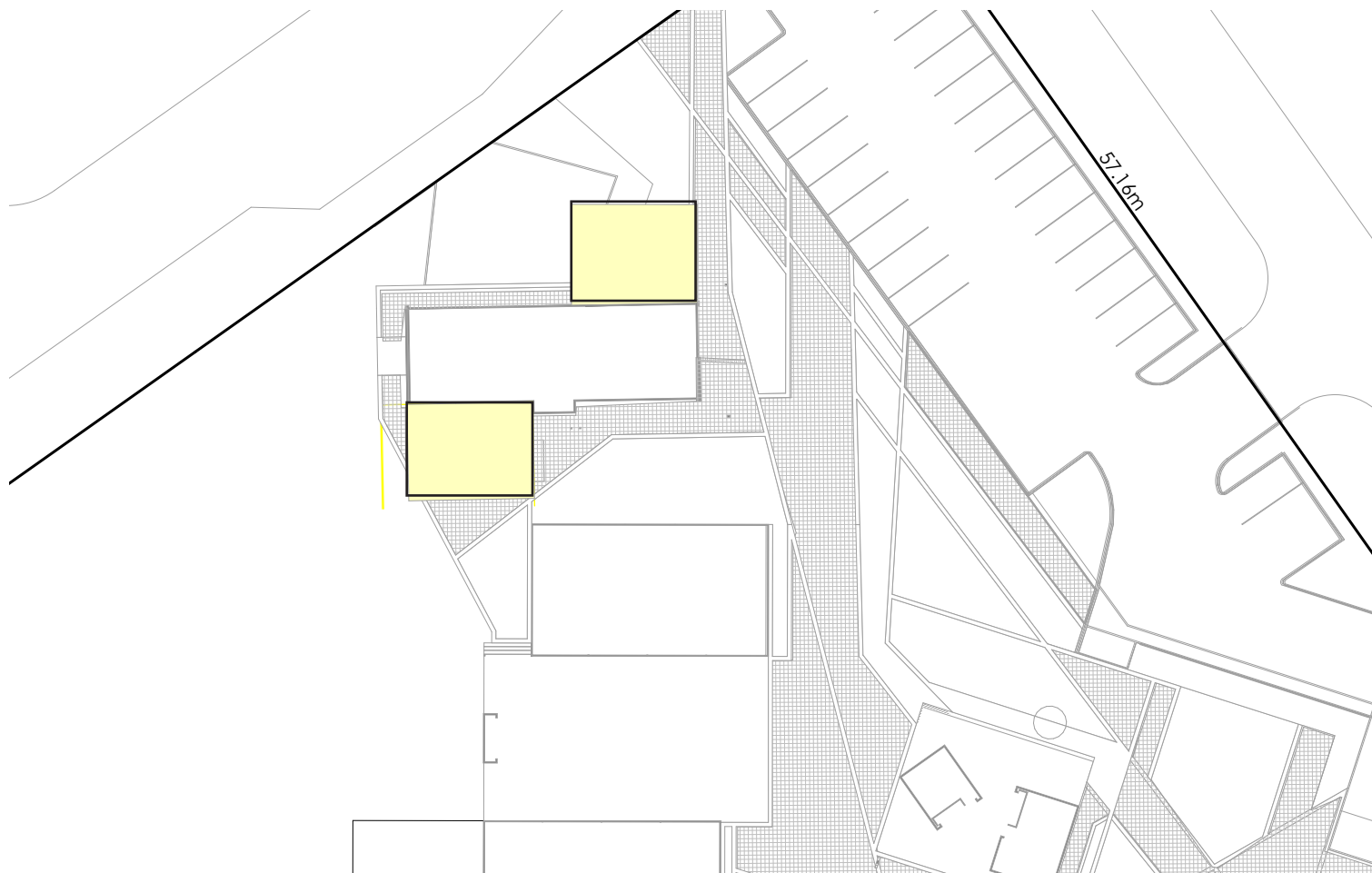
- Lack of space
- Acoustically noisy practice spaces
- Not central to the school even though used by all years

Future Short Term

- Extend existing teaching space into larger group performance practice room
- Acoustically treat space and provide refurbishment to provide facility as a small performance space
- or
- Extend music practice areas and provide varying room sized acoustically isolated practice rooms
 - Timeline – completion 2020
 - Cost - \$250-275,000

Future Major Project

- The development of the bushblock and major projects associated with this is discussed in Section 9
 - Timeline – beyond 2024



TEMPORARY BUILDINGS

There are a number of structures noted as temporary buildings on site. These are buildings erected quickly on site to provide quick fixes to space at a minimal budget. The middle school is a similar structure but has more “life” as it has been upgraded and extended. These buildings may remain but are not intended nor designed to be long lasting. Their place in the master plan is to provide space until a better alternative can be provided

1. Maintenance and Tech Shed

The maintenance shed is a traditional steel clad, steel frame shed structure. Part of the shed was fitted with various woodworking equipment as a temporary Tech Centre to allow small building projects or business startups to be constructed.

Condition:

- Good condition

Issues:

- Lack of space for maintenance
- Unsealed forecourt
- Tech Centre away from Middle School and other subject areas
- Not used to potential, but not designed to be used effectively either

Immediate Need

- New Prototyping Lab will allow a maker space close to subject areas

Future Proposal Alternatives

- The Prototyping Lab is the first Stage in a proposed future Design and Technology Centre long term future planning (see Beyond the Plan)
- Tech shed reverts to larger maintenance area
- Timeline will depend on other project priorities
 - Cost - minimal

2. Uniform Shop

The uniform shop should be relocated or outsourced to an external entity.

Condition:

- Good, but basic

Issues:

- Central to the school
- Away from administration
- Small
- No change facility

Future Proposal

- Move or relocate
- Depends on projects in its place
 - Timeline - anytime based on need
 - As fully transportable building can be moved or sold
 - If maintaining service on site, could be moved to current Drama Room area if/when drama vacated

3. Canteen

The canteen and changerooms were completed in 2015 so are relatively young and currently serve the needs of the school. Of the temporary buildings this is in the best condition and in keeping with the contemporary nature of the permanent school buildings

Condition:

- Very good

Issues:

- Small canteen
- No disabled access
- Service access difficult
- Very basic change rooms (no toilets or showers)

Future Proposal

- Health and Wellbeing Centre Stage 2 would include upgraded facilities
- Existing building, although built on site could be sold or relocated as Maintenance office
 - Timeline - Dependent on Health and Wellbeing Centre Stage 2

A Site

The original site of the school was denuded of any vegetation in the process of filling and compaction, raising the levels for the school's development. Although this has provided firm and stable building platforms, it has not aided landscaping. This together with the harsh salt laden environment restricts the growth rate of all landscaping. Hence, site preparation for landscaping is important.

1. Bush Block

The bush block (the site to the west of the current site bordering Stamford Terrace) was purchased in 2015.

This is an undeveloped block with remnant low scrub land. Although minor encroachments have been made onto this site, any major development of this site will require an Environmental Audit.

The undeveloped value of the site from an education point of view should not be underestimated. It is a space that has already been developed with trails and conversation/meeting areas for the junior school and has become a valued part of junior school nature play.

Although the site offers better exposure to Stamford Terrace and opportunities to complete the masterplan of the college, care should be taken to attempt to retain a portion of the original scrub block. Wholesale clearing and filling is not recommended.

Future development across this site is beyond the 5 year term of this masterplan, but continues the vision of previous plans by providing theatre, worship, music and design tech in a performing arts hub, now refined to retain more of the bush block itself.

2. Sports facilities

The open sports facilities are concentrated to the north east corner of the site. The oval remains as the central sports playspace of the school. The single netball court to the north side of the school was augmented with an additional 2 outdoor courts established with the Health and Wellbeing Centre in 2018. Cricket nets to the edge of the oval were completed in early 2019.

Issues:

- Drainage of the oval

Immediate Need

- Provide a full underground drainage system to keep the oval safe for use year round

3. Landscaping

General landscaping continues to improve around the school. The use of recycled water is of limited use due to high salt content. Lawns while water intensive are relatively easy to maintain and compliment the buildings while lowering ambient summer temperatures. This reduces the need to use airconditioners in the classroom environment and encourages the positive habit of opening windows for ventilation.

Care to include and maintain a landscaping element with each new development is to be encouraged.

B Access

1. Accessibility

The site being virtually flat is fully accessible for persons with a disability. Care must be taken in the construction of any lightweight buildings on site to maintain accessibility via ramp access where applicable and to multi-level buildings via lifts. The same philosophy should extend to access to landscaped areas including the bushblock. Changes in level are to be encouraged but complying ramping between levels must be provided.

2. Carparking

Carparking must continue to be included in major projects. The recently completed Health and Wellbeing Centre did not provide any additional sealed carparking space. Although not providing an educational outcome, sealed carparking areas reduce dust in the dry months and mud in winter, both contributing to additional maintenance for buildings on site as well as increasing safety risks for motorists and pedestrians including students.

Future carparking on the bush block should be planned carefully to maintain some natural bush.

C Wayfinding

1. Main Entrance

The main entrance was relocated to the southern end of the school with the development of the new Administration and Senior School Stage 1 in 2014. Unfortunately the development of Windsor Avenue and the marina have not kept up with the growth of the school. Windsor Avenue will be a main thoroughfare to the marina in the future, but is now somewhat isolated as a no through road. The bush block does not help expose the front of the school to the public.

Issues:

- Road condition
- Exposure of the School

Immediate Need

- The need for better exposure resulted in signage being established in 2018 at the junction of Windsor Avenue and Stamford Terrace
- Currently being developed is a series of lead-in banners along the Windsor Avenue boundary
 - Timeline - 2019
 - Cost - \$20,000

Future Proposal Alternatives

- Further development is envisaged both on the corner of the site and along Windsor Avenue
- The development of the Senior School Stage 2 will also provide better exposure of the buildings approaching down Windsor Avenue

2. Stamford Terrace Entrance

The original main entrance on Stamford Terrace provides direct access to the junior school. The unmade road immediately north of the site is also used as a carpark area.

Future Proposal Alternatives

- The additions to the Performing Arts Centre proposed for 2020 will alter how the Stamford Terrace entrance presents itself to the streetscape
- A review of the landscaping in and around the Performing Arts Centre should be incorporated into the Performing Arts Project

3. General Wayfinding

To those who know the college, it is relatively easy to find the entrance and other areas. The north south boulevard is a dominant part of the current school.

- As the school grows and as areas are rearranged it will become harder to navigate the college
- Most areas are protected in their immediate facility from the wet weather but travelling between groups of buildings are not covered. Furthermore, the wind is very prevalent especially in the winter months.

Future Proposal Alternatives

- Consideration should be given to wayfinding totems to guide visitors within the site.
- The north south corridor would be greatly enhanced with a covered walkway. This together with screening of the western side would also help with wind mitigation

PROJECT SUMMARY AND TIMELINE

Below is a list of projects referred to in this document including timeline suggestions and cost indications:

MAJOR PROJECTS	MINOR PROJECTS	Cost	TIMELINE
			to completion
	Prototyping lab	\$240,000.00	2019
	Windsor Ave Wayfinding	\$20,000.00	2019
	ELC Sails	\$30,000.00	2019
	Relocation of Container Rms	\$5,000.00	2019
	ELC Nature Play	\$70,000.00	2020
	Performing Arts Additions	\$260,000.00	2020
Senior School Stage 2 and Student Carpark		\$3,500,000.00	2021
	Resource Centre IT Hub and Learning Support	\$70,000.00	2021
	Outdoor performing space	\$100,000.00	2021
	Outdoor Cartesian Plane	\$15,000.00	2021
		Review Master Plan	2021
Middle School Redevelopment Stage 1*		\$3,500,000.00	2023
	ELC addition	\$110,000.00	2024
		New Master Plan	2024
Language Centre*		\$2,500,000.00	2025
Health and Wellbeing Centre Stage 2		\$1,500,000.00	2027

* Projects can be reversed depending on perceived need in master plan review

OTHER PROJECTS		Identified possible dependent on need	NO PRIORITY NO TIMELINE
Clusters 1, 2 and 3		Redevelopment of Covered Spaces	\$75,000 x 3
Cluster 1		One additional GLA	\$130,000.00
Cluster 2A		Two additional GLAs	\$550,000.00
Cluster 3/Science		Aquaculture Centre	\$200,000.00
Middle School		Solid floors to independent learning area (ILA)	
		Sliding doors between GLAs and ILA	
		Conditioning of ILA space	
		Pods or group study	
		Covered Way to Prototyping Lab	
Senior School		Completion of furnishings to Senior School 2	
BEYOND 2024			
Middle School or Language Centre		Refer above	
Health and Wellbeing Centre Stage 2			
Bushblock Environmental Audit and Remediation		Before projects below can proceed	All uncosted
Worship Space/Chapel			
Music Centre			
Design and Technology Centre			
Performing Arts Centre			

A review of the masterplan is recommended during 2021 at the completion of the Senior School Stage 2, This is also relevant with the move of Year 7 to the secondary school system in 2022. This review will determine which of the next 2 major projects should proceed first. The schedule in Section 9 shows the Middle School Redevelopment preceding the Language Centre, but a need for the Language Centre may take priority.

The development of buildings over the bush block has been identified on all masterplans to date but is beyond the scope of this 5 year masterplan. Any of the developments on the bush block rely also on the redevelopment of the bush block itself.

1. Bush Block Repatriation

Although the Middle School and the Prototyping Lab already have minor encroachments over the bush block, any major developments of the bush block must be pre-empted by an Environmental Audit of the area involving testing and analysing of soil samples for any contamination.

On the other hand, the bush block is seen to be a precious asset in its natural state and appreciated by students and the local indigenous community.

In any proposal to develop in the future a separate study should be undertaken to determine a balance of development and the retaining of the natural integrity of the site.

2. Performing Arts and Worship Hub

With the development of the Health and Wellbeing Centre the college has also found a need within the Port Lincoln community for these facilities – they are hired out to various clubs on a regular basis.

The establishment of a performing arts centre would both meet the needs of the college and support the arts within the general community providing a modern performing arts theatre. Allied to this theatre (whether ideally pre-empting the theatre building would be a new Music Centre and a new Design and Technology Centre. Both these disciplines can be linked to the operation of the main theatre.

Although the theatre would become the assembly and worship space for the whole college, a smaller dedicated worship space could be provided for use by smaller groups (split years or home groups) and the local Lutheran congregation. All up the buildings could maintain the general orientation towards north but create a second set of linked pathways and quadrangles that could meld into the existing bush block.

Additional carparking will have to be addressed along with any development.

In any feasibility to develop in the future a separate study should be undertaken to determine a balance of development and the retaining of the natural integrity of the site.

LEGEND

- EXISTING BUILDINGS
- MAINTENANCE
- TEMPORARY BUILDINGS
- POSSIBLE FUTURE DEVELOPMENT
- PROPOSED BUILDINGS 2019
- PROPOSED LANDSCAPING UPGRADE
- PROPOSED BUILDINGS for 2020
- SCHOOL IDENTITY 2019
- FUTURE CARPARK
- EXISTING TO BE RENOVATED 2020

