

PORTSIDE CHRISTIAN COLLEGE MASTER PLAN

DESIGN CONSULTANCY PROPOSAL

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AT DESIGNINC
WE FOCUS ON
CREATING QUALITY
ENVIRONMENTS
THAT RECONCILE
NATURAL, SOCIAL,
URBAN & ECONOMIC
IMPERATIVES



Introduction

DesignInc in Brief

Project Context

Project Challenges & Understanding

Master Planning Methodology

Project Team

Service Proposal

Education Experience

Additional Capability

THE BEST LEARNING ENVIRONMENTS ARE THOSE THAT INSPIRE & ENGAGE

Thank you for the opportunity to submit this proposal to demonstrate our experience, proposed methodology, team and fee for the Portside Christian College Master Plan.

DesignInc offers you a highly experienced team, who are passionate about education projects and have the necessary expertise to deliver this important Master Plan project.

Our ability to deliver integrated Architectural and Interior Design solutions will be essential to the success of your project. This success will be driven by working closely with you and your user groups throughout all phases of the project.

The large diversity of our Master Plan and education projects and the experience of our people puts us in a unique position.

We can tailor a design solution for you that is highly responsive and flexible. We also bring to your project the strength of our experience in Environmentally Sustainable Design (ESD) solutions and numerous lessons learned from our previous projects.

The education sector is undergoing a significant evolutionary change. At issue are the generational changes being brought by technology, changing government priorities and funding strategies, as well as increasing competition for both staff and students. Expectations of course content and delivery are shifting from pre-programmed didactic teaching to enquiry based learning. Parents and students now expect their school to be globally connected.

DesignInc understands these challenges, and will work with the team at Portside Christian College to develop a master plan which is appropriate and aspirational.

We work extensively in the education sector and have experience delivering the full range of progressive facilities needed for lifelong learning, from early learning centres through to tertiary education buildings and specialist vocational training facilities.

DesignInc in Brief ///

DesignInc is a leading architecture firm with offices in Adelaide, Sydney, Melbourne and Perth. We specialise in social infrastructure projects and have significant experience in the education sector.

We champion an integrated approach and we seek to provide innovative, flexible and highly functional design solutions.

The DesignInc approach focuses on achieving collaborative, creative and resilient design solutions:

- _ We will listen and consult, but we will question and challenge;
- _ We will inform and inspire, but we will be pragmatic and realistic; and
- _ We will engage and lead, but not dictate.

In addition to our reputation for the design and delivery of outstanding education buildings, we have expertise in the following sectors:

- _ Research
- _ Health
- _ Sport & Leisure
- _ Transport
- _ Multi-Unit Residential
- _ Defence
- _ Commercial Building
- _ Corporate Fit-Outs

We believe our experience outside of education, with exposure to projects that inform and inspire, is an important part of why we are leaders in this sector.

Across Australia the practice employs approximately 180 highly skilled and dedicated architects, interior designers and urban designers. The Adelaide practice draws on the experience of our current team of 36, comprising of 24 Architectural, 8 Interior Design and 4 Administration staff.

DesignInc undertakes projects for national and international clients. Our projects are expertly coordinated, cost controlled and time managed, meeting our vision to provide the best solutions whilst maintaining a close relationship with our clients.

The resources, expertise and intellectual property of our group are readily available for any project, regardless of size, complexity or location.

Project Context ///

Portside Christian College has provided a site tour to key members of the DesignInc team.

COMMUNITY CONTEXT, STAKEHOLDERS & PARTICIPANTS

Portside Christian College is a co-educational, interdenominational college that caters for students from three years of age in the Early Learning Centre right through to Year 12. It was established in 1976 as a ministry of Portlife Church, South Australia. The school currently has a strong focus on learning however current site facilities need rationalising to enable the school to deliver contemporary educational methodologies whilst portraying core school values to the community.

CHRISTIAN IDENTITY

Portside Christian College is particularly interested in developing a continued 'point of difference' for parents and how it is seen in a community context. There is a need to create a Christian learning facility that nurtures education, values sustainability and offers a safe and inclusive environment for its students, teachers and community.

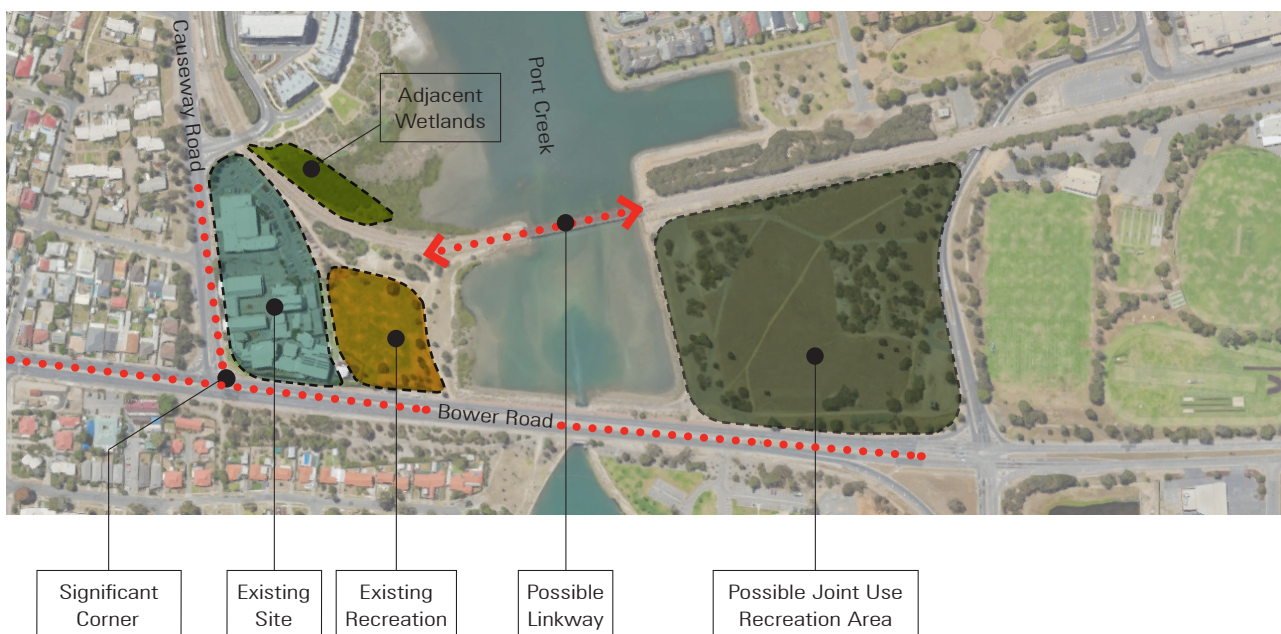
CONTEXTUAL ISSUES

The school is situated on the corner of Bower and Causeway Roads. This busy intersection presents challenges for both access, security and safety.

One of the big positives of the site location is the prominent corner address which - with careful design consideration offers excellent marketing possibilities. The sites linkage to local community coupled with a proposed bridged link across the Tam O'shanter Creek to adjacent council reserves offer recreational possibilities for the school.

The current level of school facilities gives the school a reasonable asset base to start with. With rationalisation and considered master planning the site will be an extremely capable educational facility. The current site is compact but if master planned efficiently restricted sites can have educational advantages. The school needs to have compelling facilities, progressive education pedagogies and portray strong school values to the community to achieve sustained and a competitive advantage. Rationalization and master planning of the current school facilities will ensure this occurs into the future.

PORTSIDE
CHRISTIAN COLLEGE



PEDAGOGY & LEARNING ENVIRONMENT

- _ A core principle of contemporary education is the implementation of enquiry based learning. In turn these skills that enable students to become lifelong learners.
- _ The need to view the entire physical campus as an integrated learning environment, comprising both indoor and outdoor spaces which are itself integrated into a wider natural and built environment are essential.
- _ Development of learning areas that facilitate contemporary teaching and learning pedagogies. This includes the capacity to support multiple, parallel learning activity in classes which will comprise combinations of small sized group and individual activity simultaneously.
- _ Development of classrooms offering flexibility of teaching and learning styles. Classrooms which facilitate active learning, allowing students to move freely within their education setting as required.
- _ Colourful, open, light, bright, flexible spaces and furniture with display areas, storage capability, multi-media resources, breakout spaces, meeting areas, sitting areas as well as quiet and active spaces.

PRECINCT PLANNING

- _ Optimal location of, and relationships between, age / class groups; taking into account management of student movement to and from classes.
- _ Location of key specialist facilities so that they offer efficient access for students.
- _ Exploration of possible utility easements is critical to consolidation of key school assets.

ALL YEAR LEVEL SCHOOLING

- _ Requires an approach to teaching and learning that can foster the growing independence of all learner's individual interests and personal goals from early to year seven learners.
- _ Emphasis on experiential learning and 'guided inquiry' shape current pedagogical trends and innovations in education.
- _ Environments which promote creativity, engagement and critical thinking are imperative.

STUDENT RECREATION

- _ Opportunities internally and externally to enable student recreation.
- _ Possibility to create external meeting places and decks for learning and recreational purpose, recognising critical concerns for student safety and outdoor learning.
- _ Creating an inclusive environment, including DDA access for students, staff & visitors.
- _ Ease of transition between indoor and outdoor learning settings.

MOVEMENT & CIRCULATION

- _ Creating a sense of 'arrival' at the school.
- _ Managing vehicular and pedestrian movement, parking, buses, bicycles, drop off zones etc.
- _ Creation of a 'public realm' within the school & issues regarding security, separation, access.
- _ Consideration that rationalised, renewed and or new facilities may be used by the broader school community outside of normal school hours for financial benefit of the school.
- _ Optimisation of informal spaces, including key circulation pathways. Using all spaces for more than one purpose.

TECHNOLOGY

- _ Educational technology is not restricted to high technology. It is integrated into the classroom and student life. Technology includes numerous types of media that deliver text, audio, images, animation, and streaming video into the learning process. It should not be seen as an add-on, or specific subject.
- _ Technology can be used in or out of the classroom. It can be self-paced, asynchronous learning or may be instructor-led, synchronous learning. The process can be individual and linear or group based and collaborative.
- _ Considering technological requirements at the early stages of planning ensures that maximum benefit can be obtained from the investment.
- _ Providing technology in teaching and learning spaces is instrumental to facilitating student's active participation in their own learning in modern educational facilities. Technology changes constantly. Technology within the school shall be as future proof, flexible and interactive as it can be.

SUSTAINABILITY

- _ Integrate learning areas with surrounding natural setting, Creek Area and adjacent Council Reserves.
- _ Need to create light, comfortable classrooms where student learning activity is not diminished by exposure to external glare and heat gain.
- _ Thermal comfort of students & opportunities to create sheltered external areas for social, recreational & learning purposes.
- _ Opportunities to incorporate school operational functions (e.g. energy, water consumption) into student learning program.



Master Planning Methodology ///

1

PROJECT INITIATION

The first stage of the master planning process is to gain a baseline knowledge of the school, its facilities, curriculum and people.

- _ Detailed client briefing to understand further key school objectives and school values
- _ Site Familiarisation for the Consultant team
- _ Review the Existing Buildings and Site Constraints & Opportunities
- _ Assemble a team of representatives from the school with an interest in developing a master plan
- _ Briefing with the school and their representatives
- _ Complete a SWOT Analysis of the existing buildings and facilities within the School and surrounding area
- _ **Strengths** advantages that your school has over other schools
- _ **Weaknesses** areas that could be holding the school back from achieving goals
- _ **Opportunities** how can we make the school a better place
- _ **Threats** potential issues that we might come up against
- _ Consider the number of student enrolments and if this is increasing

The intent here is to understand where the school is now, and where you want to go into the future.

2

PRECINCT DIAGRAMS

Based on the information gained in Stage 1, the design team are then in a position to explore new solutions to existing problems and address the schools future needs. We will do this by providing a number of different options which create individual precincts within the school.

The precincts consider criteria such as:

- _ Education pedagogy / delivery
- _ School values / identity
- _ Pedestrian flows through the site
- _ Traffic movement relative to pick up/drop off zones
- _ School safety
- _ Grouping together similar activities
- _ Identify solutions that work within the site constraints
- _ Investigate joint use of Council Reserve use for recreational School activities
- _ Ensure any future development yields a coherent and logical flow between facilities and a connectedness between key spaces
- _ Minimise the visual and operational impacts on the surrounding residential neighbourhood
- _ Investigate the enhancement of outdoor recreation spaces; both active and passive

Stage 2 is a good opportunity for the key representatives from the school to provide feedback on these ideas prior to their refinement into a preferred precinct plan.

3

CONCEPT DEVELOPMENT

This next stage will include a more detailed analysis of the individual areas within the various precincts of the school. We will give consideration to opportunities to expand or re-purpose existing buildings, and detail how proposed new buildings would be established within the site. The concepts developed will be flexible enough to cope with the changing needs of the school throughout the years.

In particular, we understand that the school requires the following items to be considered:

- _ Rationalise current School functionality of all buildings
- _ Explore use of oval land area
- _ Explore use of Council Reserve area as joint use recreation space
- _ Rationalise facilities use and year level functions
- _ Encapsulate school vision and Christian identity
- _ Foster progressive, contemporary educational pedagogies
- _ Deliver a caring / inclusive community setting
- _ Improve street front presence
- _ Rationalise site access and security

THE DESIGNINC APPROACH FOCUSES ON ACHIEVING COLLABORATIVE, CREATIVE & RESILIENT DESIGN SOLUTIONS

4

THE FINAL MASTER PLAN

The final stage of this process is the completed Master Plan which should serve the school for the next 10 to 20 years. The completed document should also address the following matters:

- _ Vision and objectives of the school
- _ Planning constraints to be addressed
- _ Educational outcomes being sought
- _ Nature of activities to be undertaken on the site
- _ The extent of activities including hours of operation, visitor activities and staff movements
- _ The extent of activities and hours of use outside the normal operating hours by the school and by persons and/or groups not directly related to the school (ovals, gym, meeting rooms etc.)
- _ Current and projected staff and student numbers
- _ Extensive examination of the current utilisation rate of the site, whether there is a need for School expansion and if so where that expansion can take place



Project Team ///



Project Director
Bachelor of Architecture

RICHARD STAFFORD

Richard has more than 24+ years experience as a consulting Architect and is the Managing Director of DesignInc's Adelaide office. After running his own award-winning practice for 12 years, Richard joined DesignInc in 2008. He is a National Director who primarily works out of our Adelaide and Perth offices and has delivered a broad range of projects throughout Australia.

His strengths lie in leading diverse project teams from master planning through the detailed design phases – ensuring all stakeholder requirements are comprehensively captured, understood and realised in the final design solution

His areas of expertise are client consultation and brief formulation, Master Planning, Concept Design, Design Development and Project Coordination.

- _ St Martins Lutheran School, Master Plan
- _ Holy Family Catholic School, Administration Facility
- _ Lauriston Girls School, New ELC Upgrade
- _ Lauriston Girls School, Sports & Recreation Precinct
- _ Lauriston Girls School, Junior School Upgrade
- _ Northam Senior High School, Performing Arts Centre
- _ St Peter's College, Middle School Feasibility Study
- _ Faith Lutheran College, Music Centre
- _ Lauriston Girls School, Master Plan
- _ St Martins Lutheran School, Library & Learning Areas
- _ Lauriston Girls School, Montrose House Redevelopment
- _ Walford Anglican School for Girls, Indoor Sports Centre
- _ Holy Family Catholic School, Multipurpose Hall
- _ Walford Anglican School for Girls, Junior School Upgrade
- _ Lincoln College, Master Plan



Senior Project Leader
Bachelor of Architecture & Interior Design

CRAIG TONKIN

As Senior Project Leader in Architecture & Interior Design with over 20 years' experience Craig ensures the client is always the priority by striving to deliver a strong yet feasible design concept. Being of both disciplines Craig has the ability to advance the design for his clients holistically, maximizing design and marketing outcomes.

Craig's strengths are his ability to listen and quickly capture the client's objectives. He then works hard to achieve a strong project outcome that exceeds client's expectation.

Having extensive educational experience Craig has worked on numerous schools in South Australia since 2001. He has led educational projects that range in size from kindergartens, primary schools to leading South Australian High School Projects.

Craig has previously lead the following projects which include extensive new buildings, refurbishment works and site planning study:

- _ New Adelaide CBD High School
- _ Kapunda High School, Master Plan (Studio 9)
- _ Kapunda HS, New Science Centre (Studio 9)
- _ Glenunga IHS, Master Plan (Studio 9)
- _ Glenunga IHS, New Major Works Project (Studio 9)
- _ Woodville High School, Master Plan (Studio 9)
- _ Woodville High School, New Major Works Project (Studio 9)
- _ Victor Harbor R-7 School (Studio 9)
- _ Craigmore South Primary School, Library (Studio 9)
- _ Eden Hills Primary School, New Learning Areas (Studio 9)
- _ Margaret Ives Child Care Centre, Refurbishment (Studio 9)
- _ Hackney Kindergarten Upgrade & Additions (Studio 9)

Project Team ///



Senior Interior Designer
Bachelor of Interior Architecture

BETH HEWETT

Beth has over 6 years experience in the industry and joined DesignInc as Senior Interior Designer in 2014. Beth was part of the interior team on the Adelaide Oval Redevelopment in association with Cox Architecture and Hames Sharley. She spent over 2 years in the project office and on site. Throughout the project Beth gained experience in Revit whilst assisting with the production of a fully co-ordinated 3D model. From the complexity and variety of areas in the Adelaide Oval, she gained knowledge in hospitality, commercial and sporting sectors.

Prior to her time on the Adelaide Oval Redevelopment, Beth worked on a number of education facilities. Her involvement in these projects ranged from design development through to completion and included documenting in AutoCAD and the selection and procurement of loose furniture.

In Beth's prior place of work she was personally involved in the following projects:

- _ Adelaide North Special School New Campus for R-12
- _ St Johns Grammar School, Centre for Creativity
New Library, Art Room, Computer Lab & Gallery
- _ Kings Baptist Grammar School, Headley
Beare Library Refit & Extension



Graduate Architecture
Bachelor of Architecture

NATALIE DI SISTO

Natalie graduated from her Architectural degree in 2015.

While undergoing her degree, Natalie worked for a local firm as their in-house graphics and marketing manager.

Prior to commencing her role at DesignInc, Natalie worked with Allard Architects in Amsterdam delivering their 3D visualization. Natalie joined DesignInc in 2016 DesignInc where she has gained experience working in Health, Education and Master Planning Sectors.

Natalie's recently delivered hi-end graphics, renders and animations for the new Adelaide CBD High School in Adelaide; works that were recently released to the South Australian media.

Her work on St Martin's Lutheran School and the CBD High School in Revit and Lumion have provided valuable experience and an understanding of the variety and complexities involved in the education sector and working with multiple stake holders.

Natalie has been involved in the following projects:

- _ St Martins Lutheran School, – Master Plan
- _ Western Community Hospital, Master Plan
- _ Richmond Road Marketing Package
- _ Tintara Winery Cellar Door Relocation
- _ Adelaide CBD High School

Service Proposal ///

CONSULTANTS

In order to fully realise the opportunities and understand the constraints on the site, we believe a wider consultant team will need to be involved in the Master Plan. Suggested consultants are as follows:

Surveyor

To conduct a features and levels study of this site. This will inform changes in levels, ramps stairs and level changes between buildings.

Traffic Consultant

If changes to the pick-up and drop off zones or parking areas are proposed, the traffic consultant can review the efficiency and movement strategy, and provided advice if there are any Council impacts that should be considered.

Building Services Engineer

Site infrastructure such as power, water and communications all have finite capacity. It is very useful to understand these constraints before embarking on a replanning exercise for the site.

Cost Consultant

At the conclusion of the Master Planning process, the School may want to understand the capital cost implications of the Master Plan. It is normal practice for the Master Plan to be rolled out in a staged manner, as needs change and funding becomes available over time.

DesignInc can seek competitive fees for the required subconsultants should the School deem these services required as part of the Master Plan.

PROPOSAL

In our experience, the Master Planning process is often the beginning of a long term relationship with a school. It may lead to significant architectural projects as components of the Master Plan are implemented. As such, we have made significant concessions in our fee proposal.

INCLUSIONS

The proposed fees include the following:

- _ All travel within the metropolitan area
- _ Printing of drawings for client, postage and telephone calls
- _ Detailed Master Planning Drawings.

EXCLUSIONS

The proposed fee does not include the following:

- _ The above fee excludes the payment of any statutory fees, CITB levy or payments associated with any other authority, consultant or body not specifically outlined in this proposal.
- _ Detailed Building Designs and Plans.
- _ Major changes in the scope of work.
- _ Additional options requiring re-design or re-documentation.
- _ Consultant not specifically outlined in this proposal.
- _ Council and Planning Authority Negotiations regarding this property or shared use agreements of adjacent sites.
- _ Negotiations with utility providers regarding relocation of easements and utilities.

DISPURSEMENTS

- _ Courier expenses, specialist artwork, non metropolitan travel, Artist impressions, fly throughs, photographic or colour reproduction as required, or requested by the client beyond that nominated within the scope of the Architect's Fee Budget, will be charged at cost, or a separate quote will be provided.

Discipline	STAGE 1 PROJECT INITIATION	STAGE 2 PRECINCT DIAGRAMS	STAGE 3 CONCEPT DEVELOPMENT	STAGE 4 THE FINAL MASTER PLAN	SUB TOTAL EX GST
DesignInc Master Plan	\$7,950	\$5,950	\$9,750	\$7,950	\$31,600
DISCOUNT (40%)					
TOTAL EXCL. GST	\$4,770	\$3,570	\$5,850	\$4,770	\$18,960

Education Experience ///

DesignInc has worked extensively in the education sector, in both public and private systems, and we have experience delivering the full range of facilities needed for lifelong learning, from early learning centres through to tertiary education facilities. Our skills in this sector include:

- _ Master Planning
- _ Early Learning Centres
- _ Sports Facilities
- _ Music Centres
- _ Libraries
- _ Laboratories
- _ Technology Centres
- _ General Learning Areas
- _ Trade & Vocational Training Centres
- _ Student Residential Accommodation

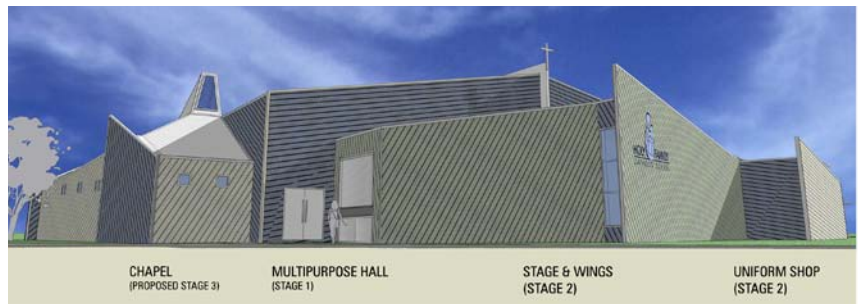
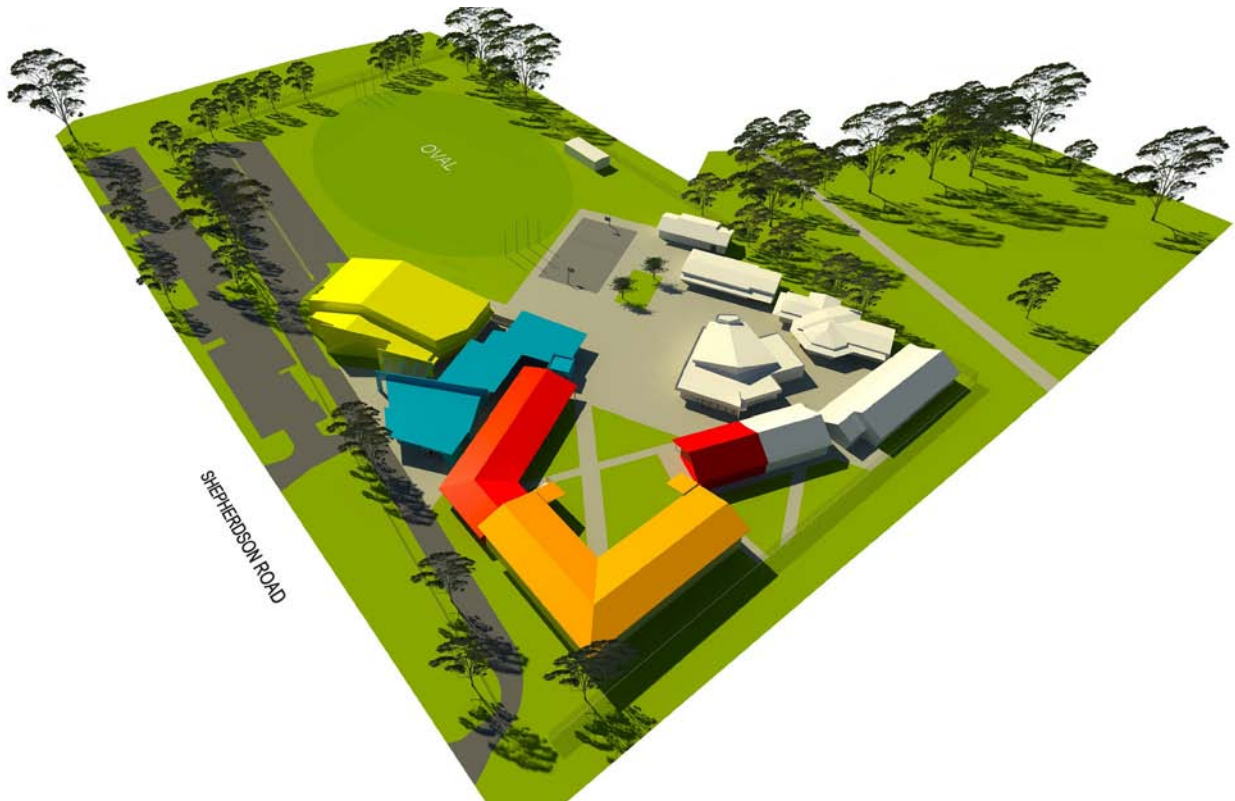
We are pleased to offer the following list of long term educational clients as referees. Over the last eight years DesignInc has undertaken master planning exercises for each of these schools and implemented staged building programs. A summary of our involvement can be found on the following pages.

Glenunga International High School
Wendy Johnson – Principal
08 8379 5629 / 042 700 2824

St Martins Lutheran School
Dianne Eckermann, Principal
08 8725 1430 / 0414 553 610

Lauriston Girls School
Mark Costello, Property Manager
03 9864 7555 / 0411 461 091

DESIGNINC HAS
DELIVERED A
DIVERSE ARRAY
OF PROJECTS IN
THE EDUCATION
SECTOR



HOLY FAMILY CATHOLIC SCHOOL MASTER PLAN

_ Parafield Gardens SA
_ Holy Family Catholic School
_ 2012

Holy Family Catholic School first sought DesignInc's expertise in 2004 and, since then, a successful, collaborative relationship has been enjoyed by both parties. DesignInc has worked closely with the School on its ever-evolving Master Plan, with a vision to gradually replace existing temporary structures with permanent, low-cost buildings – giving the School a sense of identity and street presence. Stage one of DesignInc's work with the School involved the construction of a multipurpose hall. The hall proved such a success, being now used by the local community. Stage two saw the hall's facilities enhanced even further. Stage three was then completed with 14 classrooms built over two levels. These new classrooms were delivered in a quality fashion with full amenities and a leader's room and

represented excellent value for money.

Stage four is currently under construction with an additional six classrooms being built. In many cases, these projects were delivered prior to the completion deadlines set and all have been managed around the school calendar with limited budgets meaning innovative solutions were needed every step of the way. This success has helped to foster a very positive relationship with the client and DesignInc is already looking forward to a number of exciting new projects with the School which will help to enhance and develop the overall Master Plan even further.



ST MARTINS LUTHERAN SCHOOL MASTER PLAN

- _ Mount Gambier SA
- _ St Martins Lutheran School
- _ 2015

DesignInc have been working with St Martins as they plan for the expected growth in student numbers over the coming decade. The growth will generally occur within the middle and senior schools with the final school population being in the order of 800 students.

The Master Planning process commenced with a SWOT analysis being undertaken on the existing facilities. Buildings that are likely to reach the end of their 'life expectancy' were identified as were buildings that could be adapted in the future to fulfil the needs of contemporary learning pedagogies.

In order to 'create space' for the expanding middle and senior school, initial minor additions will be required to consolidate the junior school at the north of the site. Following on from this a series of stages have been developed which allows for a steady increase in general learning and specialist areas without interfering with the ongoing operations of the school.

The final piece of the Master Plan will be the demolition of the original 1980's buildings and the construction of new administration, staff and support facilities which will create a new 'front door' to the school.



LAURISTON GIRLS SCHOOL MASTER PLAN

_ Armadale VIC
_ Lauriston Girls School
_ 2015

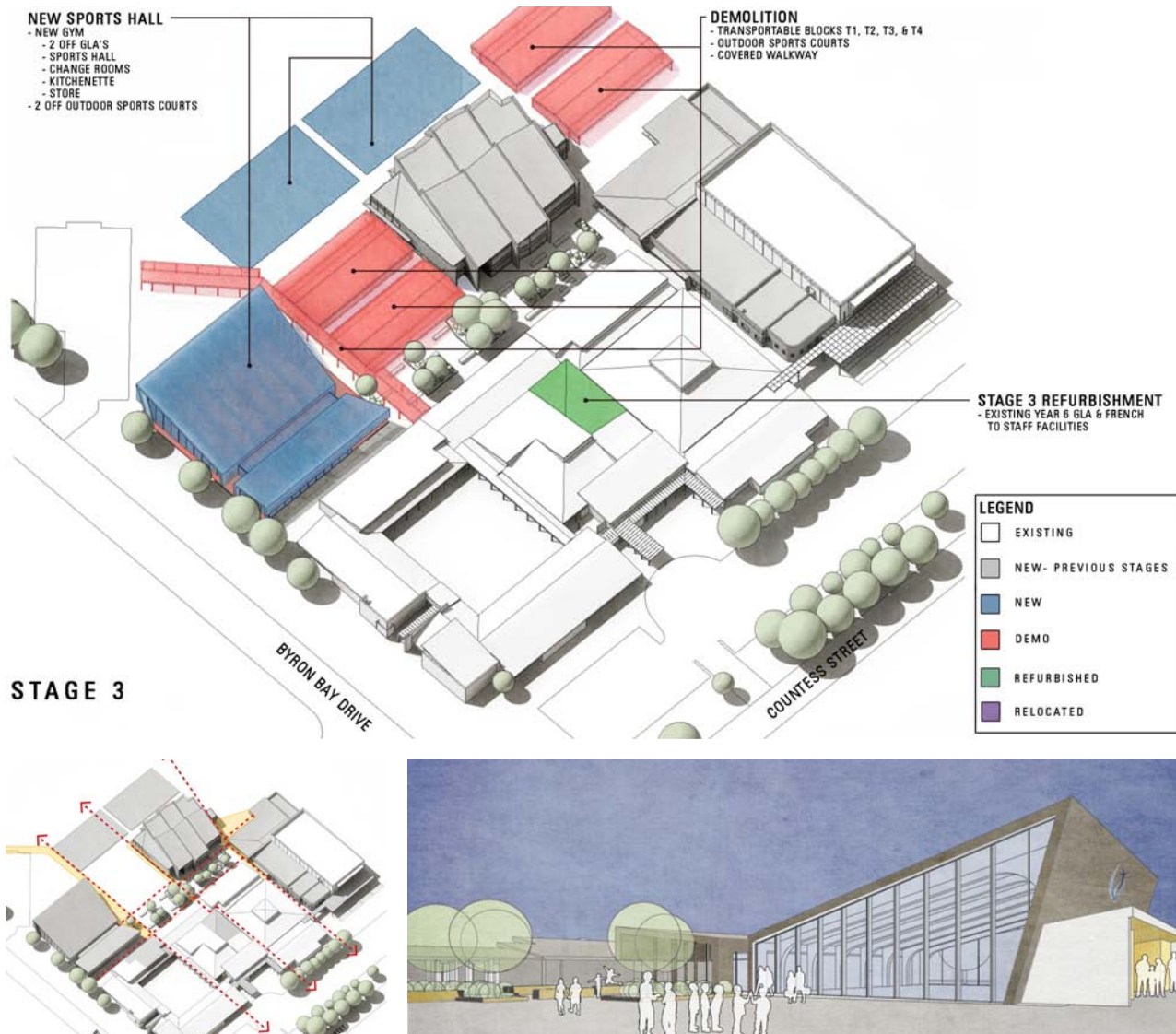
Following on from the previous successful completion of renovations and additions to a heritage building at Lauriston Girl's School, DesignInc were engaged to develop a new Master Plan to address the longer term goals of the School.

The Master Plan addresses the School's existing and future facilities needs. It also develops pedestrian circulation across the site, whilst preserving the 'botanical ambience' of the existing campus.

Developed in close collaboration with the School, the Master Plan will yield a coherent and logical flow between

facilities, a connectedness between key spaces whilst minimising the visual and operational impacts on the surrounding residential neighbourhood.

New facilities incorporated into the proposed Master Plan include a co-educational Early Learning Centre for babies to four year old kindergarten based on Reggio Emilia principles, a consolidated Junior School and a new sports and recreation precinct within the campus.



BETHANY CHRISTIAN SCHOOL MASTER PLAN

Paralowie SA
Bethany Christian School
2014

DesignInc led a strategic review of the existing building assets culminating in the establishment of a staged Master Plan for the future development of the school. The Master Plan can be adapted and evolved as the schools requirements change in the future.

The Master Plan complements the well-established nature of the site and the existing domestic scale buildings by the staged removal of transportable classrooms and their replacement with permanent, modern learning areas and specialist spaces.

Stage 1 included the extension of the existing Performing Arts centre with a modern library space supporting flexible learning and providing a fun, comfortable environment for the children.

The new multi-function space with kitchen facilities, stage, and audio

visual system, facilitates use by the school and the wider school and church communities.

Stage 2 incorporates the removal of the transportable classrooms to make space for a new 2 storey learning building. The building will promote flexible learning and consolidate staff facilities whilst providing the school an opportunity to explore a modern, dynamic architectural form.

Stage 3 and 4 include a new Sports Precinct and a Specialist Learning Precinct, rounding out the facilities the school can offer. Again, these facilities will support the students and the wider community.

Throughout all these Stages there has been a focus on providing quality outdoor play space and improved circulation throughout the site.

Education Experience ///



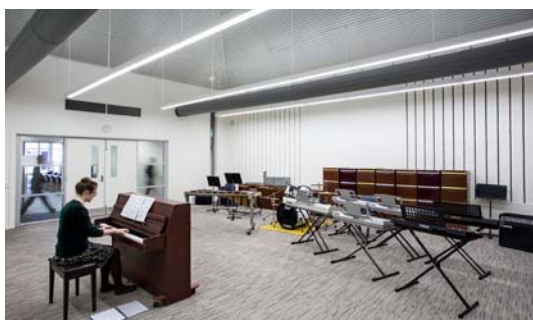
Project	CBD HIGH SCHOOL	WINDSOR GARDENS MUSIC CENTRE
Location	Adelaide SA	Windsor Gardens SA
Client	DPTI	DPTI
Project Value	\$85M	\$4.1M
Status	Design Development	Complete 2015
Description	<p>DesignInc in partnership with Cox Architects is engaged to design and deliver the New CBD High School for DECD on Frome Road. This secondary school for 1,000 students will have a STEM focus and will feature flexible learning areas to enable an integrated curriculum approach. This school of 13,000 sqm is South Australia's first vertical school, and will incorporate the adaptive reuse of the existing Reid building as well as a large internal atrium with an ETFE roof. The project will feature a number of sustainability initiatives to achieve a 5 Star Green Star as built rating.</p>	<p>DesignInc was engaged to design a building to accommodate the new music and performance facilities for Windsor Gardens Vocational College. Seating up to 100 people, including three general learning areas, and featuring an industry-standard recording studio with specialised equipment, the facility provides students with the opportunity to record and produce their own performances. The music program is proving a popular choice with students and can expand career pathways in the audio visual and multimedia space.</p>

Education Experience ///



Project	HFCS ADMINISTRATION BUILDING	BETHANY LIBRARY & MULTIPURPOSE HALL
Location	Parafield Gardens SA	Paralowie SA
Client	Holy Family Catholic School	Bethany Christian School
Project Value	\$2.5M	\$2.3M
Status	Complete 2014	Complete 2014
Description	<p>It's been a 10 year development program for the Holy Family Catholic School at Parafield Gardens and DesignInc has assisted the school along the journey.</p> <p>The most recent completed project is the long-awaited Administration and Staff Centre. The building acts as the new 'front door' to the school. The design of the facility allows for a variety of interfaces to occur in discreet spaces: parents and public with the school, students with teachers, and teaching staff with administrative staff.</p> <p>The central focus of the building is the shared staff common room, which encourages interaction and dialogue between staff. This area has a strong connection to the outside.</p> <p>Activity Based working is a workplace strategy that provides people with a choice of settings for a variety of workplace activities, rather than forcing individuals to undertake all their work at one setting.</p> <p>The implementation of this strategy at Holy Family resulted in a staff area that is largely open plan with areas for small meetings or team based activities. This area is highly accessible by students, and interaction is encouraged.</p>	<p>DesignInc was engaged by Bethany Christian School to design and deliver a new library and multipurpose hall. The school required a functional and engaging library space that could accommodate multiple classes and incorporate individual learning spaces. It wanted the facility to become a 'hub' for the school and the broader community.</p> <p>By connecting the new build to the existing Performing Arts Centre and introducing the multipurpose hall, the project created a bridge between school and community use.</p> <p>The hall meets a number of school and community group needs, hosting junior school assemblies, school performances, staff professional development activities, out of hours school care and church youth group. The flexibility of the design ensures each of these needs can be effectively met.</p> <p>Colour and scale were used with care and purpose throughout the new facility to emphasize different learning areas and create an inviting and stimulating environment for students.</p> <p>Natural light and visual connection were also a priority. The two library zones are separated by a glazed operable wall which enables passive visual supervision between zones when the doors are closed.</p>

Education Experience ///



Project	FAITH MUSIC CENTRE	ST MARTIN'S LIBRARY
Location	Tanunda SA	Mount Gambier SA
Client	Faith Lutheran School	St Martin's Lutheran College
Project Value		\$2.5M
Status	Complete 2012	Complete 2012
Description	<p>DesignInc has a long term relationship with Faith Lutheran School in the Barossa Valley. We have provided Architectural and Interior Design services for all stages of the school's development since its inception in 1985.</p> <p>The latest exciting project at Faith is a substantial expansion of their Music Centre. The facility features a number of individual and group rehearsal rooms, additional learning areas and improved staff and storage facilities.</p> <p>While Faith is set in extensive grounds, the striking aspect of the schools Master Plan is its compact footprint. The efficient layout reduces travel times between faculties and also ensured site infrastructure costs were minimised. All facilities are gathered either side of a north-south pedestrian avenue. Links between buildings allowing 'under-cover' circulation during inclement weather. The school includes a full complement of typical high school facilities, with a unique feature being an 800 seat theatre and wine making education centre.</p>	<p>DesignInc was engaged by St Martin's College to create a new library which would become a central hub for the entire Reception to Year 12 school community.</p> <p>Prior to commencing the Design phase, a review of the school's Master Plan was undertaken by DesignInc to ensure the facility was located in the most appropriate location.</p> <p>The site selected presented both challenges and opportunities as it straddled sloping ground between the Junior Primary and Middle School precincts.</p> <p>DesignInc's split-level design solution created the library, ICT and community rooms on the upper level, with views out to the school oval. The lower level created a space for future general learning areas.</p> <p>The central position of the building in the campus, directly adjacent to the main school carpark, also provided the opportunity to incorporate a large verandah area – thereby providing much needed shelter for the children 'drop off' zone.</p> <p>The building's external materials were selected by DesignInc to match the existing school buildings, namely a robust brick dado with local Mount Gambier limestone walling.</p> <p>At \$2,300 per sqm this project has delivered the College an outstanding facility and extremely good value for money.</p>

Education Experience ///



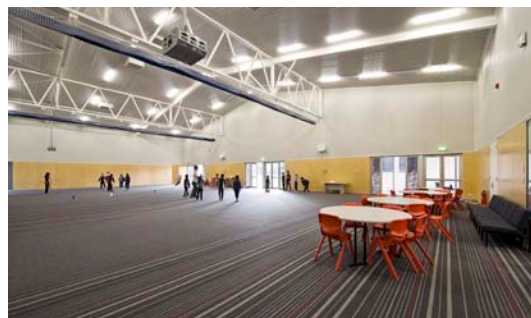
Project	ADELAIDE HILLS TRADE TRAINING CENTRES	AREA SCHOOLS TRADE TRAINING CENTRES
Location	Heathfield / Birdwood / Mt Barker / Oakbank SA	Booleroo & Orroroo SA
Client	DPTI / DECD	DPTI / DECD
Project Value	\$4M	\$2M
Contract Period	Complete 2012	Complete 2012
Description	<p>DesignInc Adelaide was engaged to design and deliver a group of eight facilities as part of the Adelaide Hills Trade Training Centres.</p> <p>The facilities were designed, documented and built concurrently and are spread across four major secondary schools in the Adelaide Hills:</p> <p>Birdwood High School was provided with a state-of-the-art V.E.T. kitchen and, as Birdwood is home to the National Motor Museum, an automotive workshop including car hoists and spray booth was also built.</p> <p>Oakbank Area School was delivered a renovated lab-skills classroom as well as a new shed for rural operations which, among other things, is used to teach the process of wine production – an important skill in this key wine region.</p> <p>Mt Barker High School received an extension to their woodwork area and a new electro-technology classroom.</p> <p>Heathfield High School was delivered a large new building workshop, where students learn advanced manufacturing and general construction skills. The upgrade to their facilities included the installation of a cutting edge CIM machine (computer-integrated manufacturing), enabling students to design an object on the computer and have it manufactured within the classroom while they watch.</p> <p>As a result this initiative, the four schools have started to work more closely together and it has enabled students to travel to their fellow schools to undertake classes suited to their career path.</p>	<p>DesignInc were engaged by DPTI and Department of Education and Child Development Services (DECDS) for this regional area school projects in South Australia.</p> <p>The projects incorporated three Trade Training Centres spread across two schools, Booleroo Centre District School and Orroroo Area School.</p> <p>The Vocational Training Booleroo Centre includes Building & Construction wet trades such as concreting and in Agriculture/Rural Operations including shearing. While the Orroroo Trade Training Centre delivers training in commercial cookery.</p> <p>With the current South Australian and National Skill Shortages in these Vocation Trade Training Centres, such facilities are aiming to fill these gaps.</p> <p>This government program will facilitate access to vocational education and training for senior secondary school students to give them a broader range of study options and improve Year 12 retention rates while enhancing student vocational pathways into their preferred career opportunities.</p>

Education Experience ///



Project	HIGHBURY LIBRARY	LAURISTON GIRLS JUNIOR SCHOOL
Location	Highbury SA	Armdale VIC
Client	St Peter's College	Lauriston Girls School
Project Value	\$2.2M	\$2.5M
Contract Period	Complete 2011	Complete 2010
Description	<p>The original ELC in St Peter's was located in the heritage listed Palm House Building. Due to demand there was a requirement to extend and refurbish the existing building. The new building extension has been carefully designed in order to seamlessly connect with the existing building, but maintain the integrity and dominance of this heritage building.</p> <p>One main consideration was to maintain an existing significant tree located nearby.</p> <p>The building extension and deck wraps around this tree and is carefully built above the roots and under the canopy providing a naturally shaded outdoor play area.</p> <p>The design of the new extension has incorporated elements of the Reggio Emelio design principals with home rooms opening out into an internal piazza and outdoor covered play areas.</p> <p>The space is naturally illuminated and there are framed views and display shelves incorporated into the architecture. There is a large play area, including sand pits, shades and a vegetable garden irrigated with recycled roof water.</p>	<p>DesignInc has undertaken a strategic review of the Lauriston Girls School's existing building assets culminating in the establishment of a new master plan for the school.</p> <p>Renovation and additions of a heritage building provided significantly enhanced Junior School learning facilities, the project involved significant structural repair including roof and electrical improvements.</p> <p>The project was located in a busy, occupied part of the school, so matters relating to builder access, asbestos removal, noise and dust had to be expertly coordinated.</p>

Education Experience ///



Project	WALFORD INDOOR SPORTS CENTRE	HFCS MULTIPURPOSE HALL
Location	Unley SA	Parafield Gardens SA
Client	Walford Anglican School for Girls	Holy Family Catholic School
Project Value	\$5.5M	\$2.5M
Contract Period	Complete 2010	Complete 2009
Description	<p>Walford has a Junior School of 220 girls and Senior School of 500 girls including 70 boarders. The Junior and Senior sections are separated by Commercial Road and both have very limited space with only a remote playing field. As a consequence there has been a pressing need for a double court multipurpose indoor sport centre, to be located on the only space available on the old tennis courts south of the Junior School buildings.</p> <p>The brief called for two A-grade basketball/netball courts with timber floors 7.5m vertical clearance, fully air conditioned with a galley overlooking one court seating 200. In addition, there was a need for a large weights room and movement room, change rooms, staff offices, a foyer and store rooms.</p> <p>The resulting built form has the transparent movement and weight rooms overhanging the other smaller rooms on the Unley Road frontage in a soft curvilinear form and the gallery overhanging a covered drop off on the southern side, thus breaking down the scale of the larger double court volume.</p> <p>The large internal space has an electronically controlled dividing screen, large sliding doors on the north side and blackout capabilities. It can be used for large gatherings, volleyball, badminton, basketball, netball, junior and gymnastics. Most of the solid wall and ceiling are sound absorptive and the central 3m deep structural boa truss acts as a lightings gallery for special events.</p>	<p>Holy Family is a low fee Catholic primary school with 830 students largely housed in relocatable classrooms on a confused site surrounding a disfunctional multipurpose Parish Centre.</p> <p>Our task was to provide a new multipurpose hall, administration, library and several specialist learning areas, whilst creating a new and vibrant image for the school.</p> <p>In order to minimise space consumption we chose to develop a low cost building, to be built in 3 stages, accommodating all of the requirements and enabling the old Multipurpose Parish Centre to be converted into new library facilities.</p>

Education Experience ///



Project

ST THOMAS LIBRARY

ST PETER'S JUNIOR SCHOOL

Location

Goodwood SA

Hackney SA

Client

St Thomas Catholic Primary School

St Peter's College

Project Value

\$3M

\$12M

Status

Complete 2009

Complete 2009

Description

A BER grant enabled St Thomas Catholic Primary School to engage DesignInc to deliver a new, purpose-built library and multipurpose hall. The \$3 million project was successfully completed in 2009.

One of the challenges of the project was the lack of available space at the 300 student school. As a result, two classes were required to move from the school's transportable classrooms into the old library space and these buildings were then removed to provide land for the new development.

DesignInc proposed constructing the new 240sqm library adjacent to an existing two storey building and over the new multipurpose hall, enabling the space to be serviced by a shared foyer, lift and toilets.

The library is a highly flexible, attractive, open plan area with a dedicated work space and western balcony. Clad predominantly in horizontal corrugated white colourbond decking the building is very fresh and modern, while still keeping with the surrounds.

While incorporating shared facilities, one of the advantages to both the library and multipurpose hall is they can be used after hours by sporting and special-interest groups without users gaining access to the remainder of the school.

The new St. Peter's Junior School building includes a new 'entry statement' and a sky-lit social hub for the whole school, opening onto the oval, overlooked by the information centre and directly connected to the learning areas and specialist spaces.

A classic modern building is connected by sky-lit galleries to the red brick, heritage listed Palm Place cottages, and renovated 1970's Bickersteth building.

Large underground water tanks, solar collectors, significant day lighting and natural ventilation are being incorporated to help achieve awards in the 2010 Urban Design Awards for Norwood, Payneham, St Peters at Norwood Heritage Award; Commercial Award; and Brian Polomka Design Award.

Education Experience ///



Project	GEELONG GRAMMAR WELLBEING CENTRE	GEELONG GRAMMAR EDUCATION CENTRE
Location	Corio VIC	Toorak VIC
Client	Geelong Grammar School	Geelong Grammar
Project Value	\$14M	\$11M
Contract Period	Complete 2008	Complete 2008
Description	<p>The Wellbeing Centre at Geelong Grammar is designed to provide facilities for a large range of indoor sports. The design of the building is modelled around a concept of personalised health and fitness rather than competition.</p> <p>In addition to providing for ball games, water sports, movement, exercise and weights, the Wellbeing Centre also accommodates the school health care centre, health promotion and a la carte health food and drink cafeteria. The building is clean, articulate, ecologically smart and contextual.</p> <p>ESD Features:</p> <ul style="list-style-type: none">— The building has a minimum footprint with minimum surface area, a large percentage of which is highly reflective.— The western facade windows are protected by rotating blades.— The courts are naturally vented and night purged.— All rainwater is collected and recycled.— A back flush recycling system is included.— The pool hall is heated with air recycled from heated pool.	<p>The new Multi Purpose Primary School building for Geelong Grammar is designed to enable and encourage a multi faceted, spontaneous process of learning, from open space general learning areas to music, art and science specialist areas. Including a basement staff carpark, a 28m x 18m multipurpose hall with a 28m x 8m stage and outdoor undercover play areas this project provides the most advanced primary education facilities available.</p> <p>The philosophy driving the design of this building is to create forms and spaces that respond to children's needs both functionally and aesthetically. Through the use of a variety of integrated orthogonal forms in a range of colours, transparency, textures and materials, the overall scale of the building has been broken down to "student proportions" both inside and out. It is a 'mini city', providing inner city students with an appreciation of the best of multi level urbanism.</p>

Education Experience ///



Project	WALFORD STUDENT RESIDENCE	ST PETER'S INDOOR SPORTS CENTRE
Location	Unley SA	Hakney SA
Client	Walford Anglican School for Girls	St Peter's College
Project Value	\$8M	\$10M
Contract Period	Complete 2007	Complete 2003
Description	<p>The two storey student residence built over a semi-basement carpark. The building consists of 60 single and double apartments, first aid, recreation room, managers flat, music centre, al fresco canteen and gardens.</p> <p>In order to provide softness, interest and a youthful yet relatively classical presentation, a two tone finished curvilinear glass reinforced concrete wall with blue glazing and white trim "weaves it's way" through the warm grey painted rendered masonry structure with white trim and clear glass windows. This softening of the otherwise long, rational structure provides interesting spaces internally and modelling externally.</p>	<p>DesignInc Adelaide won a design competition for this project which occupies a prominent site in St. Peter's College extensive grounds. It is a 'state of the art' facility of 4,500 sm including a double sports gym, indoor swimming pools, change rooms, theory rooms, weights training, multi purpose hall, kitchen, administration & storage.</p> <p>Features a masted roof structure, central mall, precast concrete panel walls & sprung timber floors.</p> <p>ESD Features:</p> <ul style="list-style-type: none"> _ Low embodied energy construction _ Natural ventilation and lighting to the sports hall and natural skylighting to foyer and pool hall _ Recycling of all roof water to aquifer _ Heat exchangers take roof heat from pool to heat the air _ Designed for 50 years, with minimum maintenance

Education Experience ///



Project	ST DOMINIC'S INDOOR ACTIVITY HALL	ST PAULS INDOOR SPORTS CENTRE
Location	North Adelaide SA	Gilles Plains SA
Client	St Dominic's Priory College	St Pauls College
Project Value	\$1.9M	\$2.5M
Contract Period	Complete 2000	Complete 1999
Description	<p>Set adjacent to a single storey neighbour and the College primary school with a large three storey heritage College building nearby, this structure has been sensitively integrated into its context with minimal impact.</p> <p>The building involved the sharing of a stage and kitchen between the indoor sport centre and a refurbished auditorium with seating for 400.</p> <p>Features include sound isolation to the exterior and between auditoria, controlled air, orchestra pit and a grand colonnade connecting the Senior and Junior Schools.</p>	<p>Central to this project is a 36m x 24m space fully equipped for basketball, tennis, volleyball, badminton, gymnasium, school assembly and amateur theatre accompanied by a large multipurpose foyer, storage, theory and weights room.</p> <p>Provides great iconic visual power to a relatively dull red brick school environment. A very economical structural design to cope with the exceptionally volatile soil conditions.</p>

Education Experience ///



Project	ST PETER'S EARLY LEARNING CENTRE	JOHN PAUL EARLY LEARNING CENTRE
Location	Hackney SA	Daisy Hill QLD
Client	St Peter's College	John Paul College
Project Value	\$2.2M	\$1.5M
Contract Period	Complete 2011	Complete 2003
Description	<p>The original ELC in St Peter's was located in the heritage listed Palm House Building. Due to demand there was a requirement to extend and refurbish the existing building. The new building extension has been carefully designed in order to seamlessly connect with the existing building, but maintain the integrity and dominance of this heritage building.</p> <p>One main consideration was to maintain an existing significant tree located nearby.</p> <p>The building extension and deck wraps around this tree and is carefully built above the roots and under the canopy providing a naturally shaded outdoor play area.</p> <p>The design of the new extension has incorporated elements of the Reggio Emelio design principals with home rooms opening out into an internal piazza and outdoor covered play areas.</p> <p>The space is naturally illuminated and there are framed views and display shelves incorporated into the architecture. There is a large play area, including sand pits, shades and a vegetable garden irrigated with recycled roof water.</p>	<p>The kindergarten design is based on Reggio Emilio educational principles. With two activity spaces including mezzanines, several amenities and a large undercover outdoor deck and play area accessed through large sliding F.H. glass doors.</p> <p>Facing north-south it is designed to be naturally ventilated with large weather protecting overhangs.</p> <p>The kindergarten has the capacity for 40 students per session and runs two sessions per day.</p>

Education Experience ///



Project

CHRISTIAN BROTHERS COLLEGE URBAN SPORTS CENTRE

ST PETER'S SCIENCE, TECHNOLOGY & ART CENTRE

Location

Adelaide SA

Hackney SA

Client

Christian Brothers College

St Peter's College

Project Value

\$4.6M

\$10M

Contract Period

Complete 1998

Complete 1998

Description

Christian Brothers' College, established since 1878, CBC, an all boys senior school of 700 students has until now been confined to 1 hectare in the centre of the City of Adelaide with limited use of the parklands for recreation and sport. We were engaged to provide a unique urban elevated recreation/sportsfield adjacent to the College with undercover carpark, swim centre, library, amphitheatre and observatory.

A 16m span over a city street to an all weather artificial grass surface is used for a great variety of sports. Partial economic sustainability is achieved through renting the carpark, health centre and sportsfield.

St Peter's College sort to provide students with the most advanced Science Technology and Art facilities in the nation as part of the first stage of a ten year revitalisation project managed by Bovis Lend Lease.

The new Senior Science Technology and Art Centre is contextual, long lasting, ecologically sustainable, ergonomically advanced and cross curriculum in design.

DIVERSITY OF EXPERIENCE

It is worth noting that DesignInc's experience in Master Planning is sought after in many market sectors unrelated to education. The team proposed for the Master Plan have recently been involved in the diverse array of projects listed below.

This variety is important. It provides our team with a depth and breadth of 'real world' experience that can be transferred and adapted to the advantage of your project.

GLENUNGA COMMUNITY HUB & MASTER PLAN

Working with 180SLS and Jensen Planning, DesignInc developed a Master Plan for the Glenunga Community Hub to include a new central facility and a significant upgrade to the passive recreation provisions throughout the site.



WALKERVILLE OVAL MASTER PLAN

DesignInc developed the Walkerville Oval Master Plan by exploring possible ways to amalgamate a variety of existing sports and recreation clubs into consolidated facilities.



BAROSSA VALLEY ESTATE REDEVELOPMENT

DesignInc originally developed a Master Plan for the 9,500 tonne winery in 1999. In 2013 we were approached by BVE's new owners to develop an updated Master Plan.



TINTARA WINERY REDEVELOPMENT

This redevelopment involved the creation of an executive tasting suite, public interpretive centre, an updated commercial kitchen, new office building and relocation of the Cellar Door across a 5.4 Hectare site within a collection of Local Heritage listed buildings.



CAMPBELL BARRACKS REDEVELOPMENT

DesignInc have led the Master Planning of this significant redevelopment for the Australian Army's elite SAS Regiment base. The project scope comprises thirteen diverse Work Elements.



THANK YOU

WE WOULD WELCOME
THE OPPORTUNITY TO
WORK WITH YOU
ON YOUR NEXT
PROJECT

