



MOUNT BARKER WALDORF SCHOOL MASTERPLAN 2017

14 New Playgroup Stage 2	7 Teachers Prep/Community Room	14 Gymnasium	21 High School Room 1 & 2	28 Wetlands
18 Temporary Playgroup Stage 1	8 Class 1 & 2	15 Food Education & Kitchen	22 High School Room 3 & 4	29 Carving Deck and Courtyard
2 Kindergarten 1	9 Class 3	16 Industrial Arts & Craft	23 Student Amenities	30 STEAM 3
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5 Soft Craft	12 Student Amenities	19 STEAM 2	26 Old Playgroup Building	33 Outdoor Learning
6 Admin/Staff Room	13 Living Arts & Canteen	20 Library/Common Room	27 Innovation Resource Centre STEAM 1	34 Bush Kindergarten

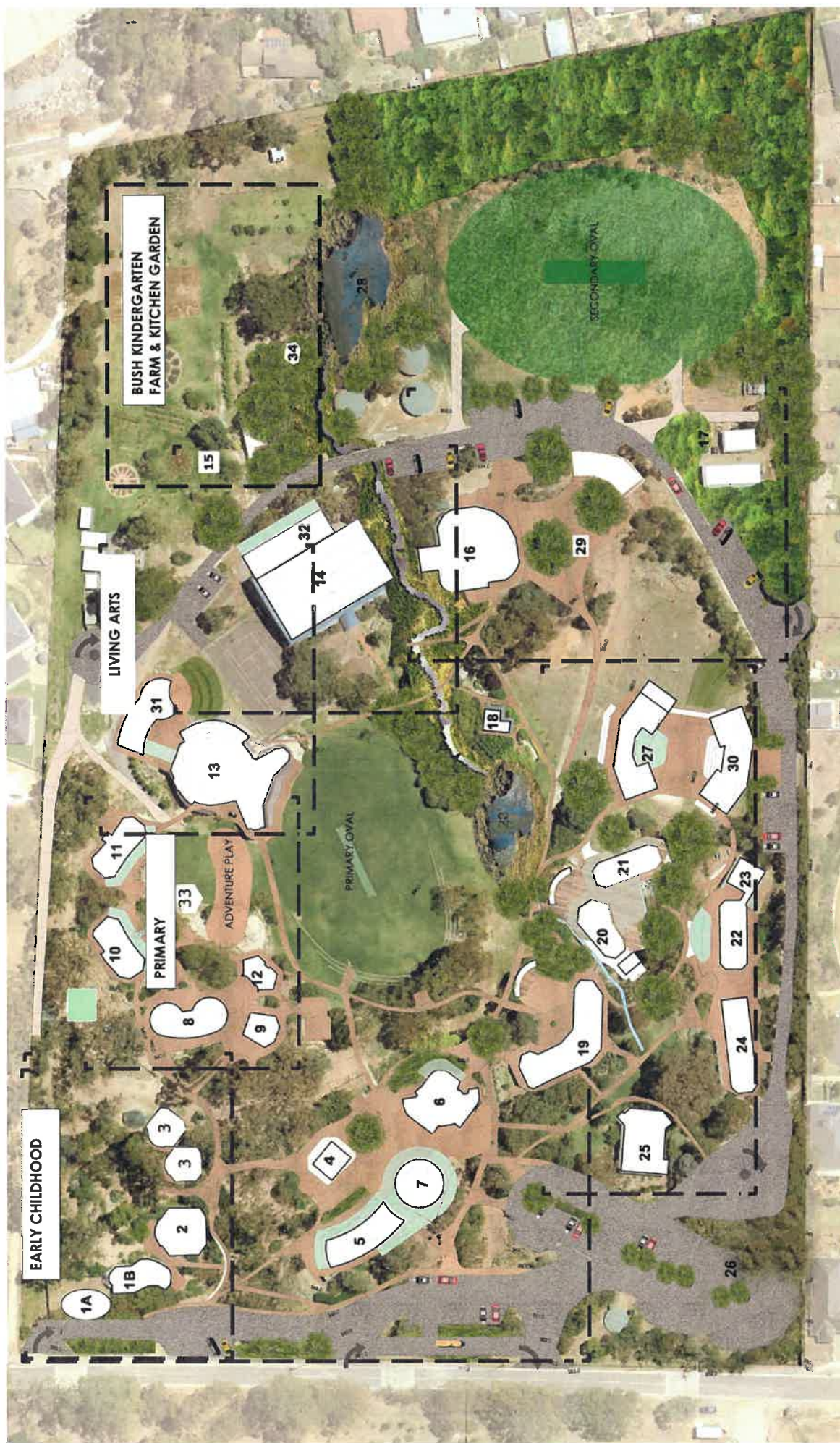




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This Master Plan was developed to fulfill Goal 5c of the Strategic Plan 2014-19.

Strategic Plan Goal 5a:

"Develop an asset inventory, maintenance priority list and future development 'master plan' that addresses workplace safety and child safety standards as well as Steiner principles and aesthetics."

Comments: Master planning process begun - support from Board sub-committee - major focus for 2017

Master Planning Committee

Executive Summary & Recommendations

The preparation of this Master Plan for the Mt Barker Waldorf School was initiated by the Parent School Partnership Group in June 2016. With the support of the School Board a group of dedicated school community members including parents and teachers then established a Master Planning Committee. This committee sourced a funding grant from the Association of Independent Schools Association and contracted Baxter Jacobson Architects to develop a Master Plan in consultation with the school community. The Master Planning Committee endorses this plan as it is presented by Baxter Jacobson Architects and recommends that the School Board accept the plan as it is intended to be used. That is, a living document that will guide the development of the school into the future.

Recommendations for the School Board:

1. That the Board accepts the Master Plan as the vision for future developments within the school.
2. A summary document of the Master Plan, (eg to include pages 2 & 5), is prepared for community circulation, made available at the front office and displayed on the school website.
3. The summary of the Master Plan is presented to the school community, displayed and celebrated at the 2017 Spring Fair.
4. That the Board review the priorities and create a long term schedule of future activity based on the plan.
5. Projects that are low cost, high impact and provide opportunity for involvement of the school community be identified by the School Board and Master Planning Committee.
6. Project committees be established by the School Board to implement, the above eg. Landscape (Nature Pockets and Trails), Adventure Playground, Outdoor Pavilion etc.
7. A traffic and civil engineer be engaged to review the parking and driveway options to ensure the school meets its legal obligation to comply with The Traffic Management Act.
8. A Landscape Architect be engaged to develop a landscape palette of species and materials, and holistically plan the school landscape, in conjunction with a landscape project committee.
9. An Asset Management (building maintenance) plan be developed and implemented, for the long term management of school assets and as a requirement for funding/grant applications.
10. This 'Living' Master Plan be reviewed by the Board annually.

1. INTRODUCTION

BJA have been commissioned to prepare a Master Plan for the school to consider not only future buildings but also ways to simplify and revitalise the landscape spaces, plantings and circulating paths. (See Appendix A. Brief) Concurrently we assisted the school in preparing an application for a low interest loan from SAFA which is to be used to build 2 new kindergarten buildings and an Innovative Learning Centre for the high school that would replace the current science facilities.

We have engaged individual subject teachers, early learning, primary and high school faculty groups, Master Planning Committee and the school board. A whole of community presentation took place on 18 June and was subsequently uploaded onto the school web site for further review and comments. A further dialogue on specific precincts such as early learning also took place and final comments were received on 28th July for incorporation in this document.

Our approach has been as follows

- Assess which buildings have limited life expectancy due to being run down or not fit for purpose
- Assess what buildings will be needed to complete the school as a single stream Steiner school
- Consider the planning options should the school decide to double stream primary and or high school.
- Review the labyrinth of paths and gardens with future development in mind
- Map out paths that meet disabled access requirements and standards
- Rationalise movement patterns & "signage" preferably by placement of buildings and landscaping rather than actual signs
- Identify steps that will restrict or close critical options for the school

The integrated Master Plan can then be used to

- Identify and prepare suitable stages of building facility construction
- Apply for grants and donations/ fundraising for specific projects
- Provide confidence for parents and students in the future of their school
- Ensure that building renovation or landscape work is not wasted on
 - facilities that may be rebuilt in a few years
 - facilities that will not attract new enrolments for the school
- Brief and engage a landscape architect to develop more detailed precinct plans
- Brief and engage a traffic engineer

How to use this Master Plan document

This document should be reviewed on an ongoing basis but the impact on the whole needs to be carefully considered. When a particular building project is planned, a detailed brief would be developed based on the Master Plan schedule, the site area available and the intentions of the building in relation to outside courtyards, linkages, views etc.

We recommend BJA be involved in any reviews so as to maintain the overall integrity of the plan.

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2 WHAT THE COMMUNITY VALUES ABOUT THE SCHOOL

Mission Statement

Mt Barker Waldorf School has as its primary aim the provision of a unique education based on Rudolf Steiner's philosophy of pedagogy. We consider that the tasks of the education can be best accomplished in a community that:

- fosters healthy development in each individual child.
- awakens social awareness and a respect for humanity
- helps students to develop the skills and values they need to fulfil their unique destiny and find their place in the world.

Our Vision

At Mt Barker Waldorf School, we aim to:

- provide an education of the highest quality so that our students become balanced adult individuals, having developed clarity of thinking, sensitivity of feeling and strength of will
- inspire within the students a love of learning, a morality which strives for goodness, an appreciation of beauty and a pursuit of truth
- inspire in our students a sense of wonder at and a healthy, positive connection to the world, arising from a knowledge of and responsibility toward themselves and each other
- provide our students with values which will enable them to find meaning and purpose in their life
- provide our students with the knowledge, skills and means to work competently in the world
- inspire a sense of the spiritual dimension of life as well as a healthy respect for the physical dimension

From the consultation engagement, the following key values about the MBWS were confirmed:

- A sense of intimacy between child, parent and teacher
- The school offers the sanctuary of nature within the urban sprawl of Mount Barker, keeping the deep connection with nature
- Parent involvement and family connections
- The kindergarten sanctuary
- The opportunity for the child to explore nature inside the classroom and the organic play spaces
- Relationships within the school
- Working together and collaborating
- All views are valued
- Inclusivity
- Provision of a Steiner Education for the 21st Century
- Facilities should reflect architectural aesthetics that support a Steiner education



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BUILDINGS WITH AN ORGANIC FORM LANGUAGE



KAMAROI RUDOLF STEINER SCHOOL - TWO STOREY BUILDINGS MAINTAINING INTIMACY

3. HOW THE SCHOOLS VALUES CAN BE ENHANCED

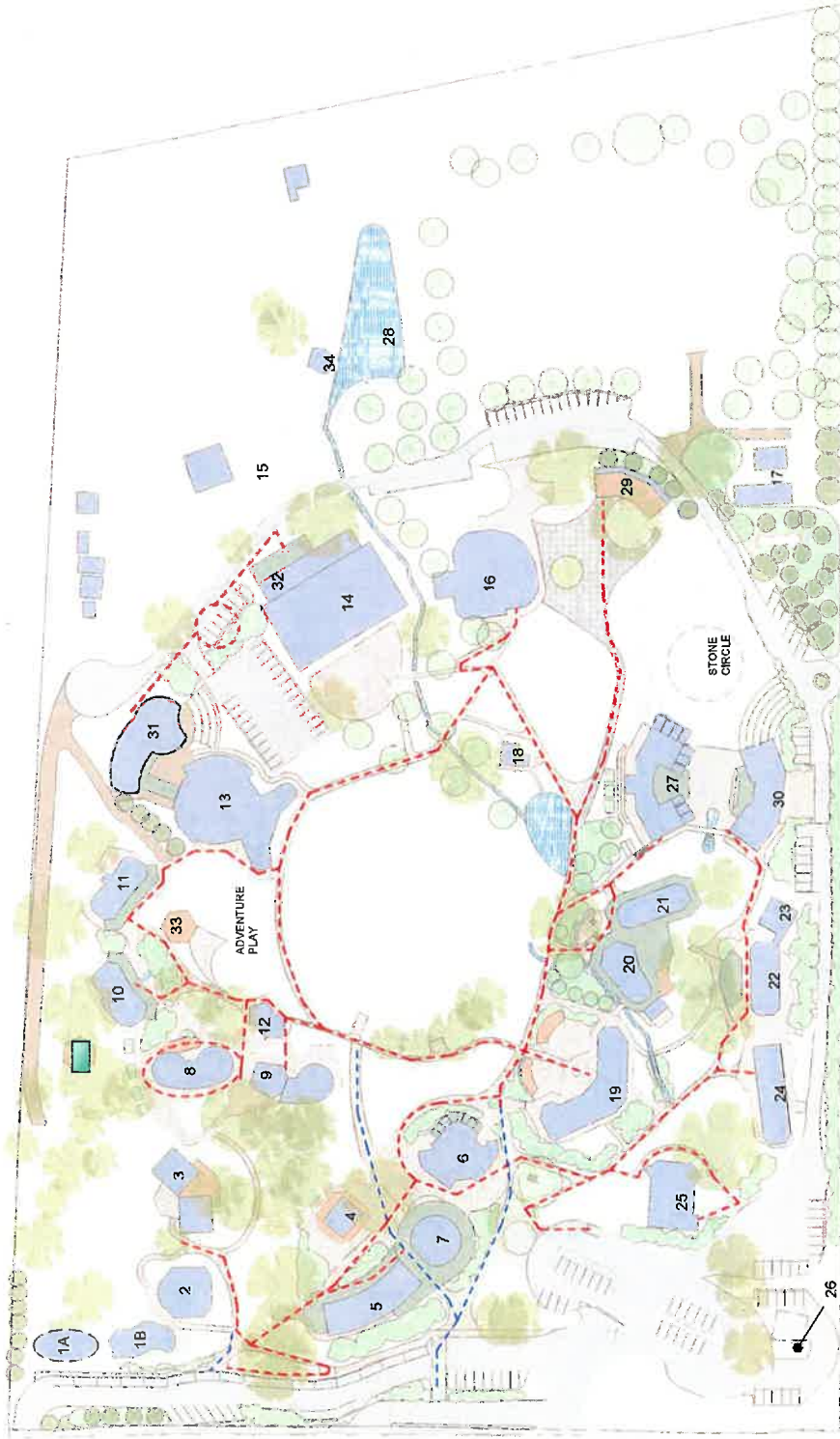
This section summarises the feedback provided by the school community and notes how the master plan and building program can enhance these values and needs

BIG PICTURE – values

Feedback	Planning response
Intimacy, inclusivity, parent involvement, community, collaboration	- Small scaled buildings - Places to meet and greet - Parents room, library, workshop space - Student common room for HS - Consider craft workshops & apprenticeships - Maintain through High school
Curriculum & child development Deep Nature Connection, Sanctuary, Stillness, Beauty	- Retain and protect original trees - Provide new bush pockets and boundary woodlots - Balance between play and landscape spaces - Manage & upgrade existing gardens - Small scaled buildings within the landscape - Improve & activate water courses, Flowforms - Establish Environmental Science module - Further develop the Bush Kindy environment - Enhance farm, gardening, food production - Design sustainable, interactive buildings - Design buildings with organic form language

SINGLE OR DOUBLE STREAM - consider

Only if it doesn't lose intimacy. Provide more curriculum diversity Larger student cohort and dynamic social structure Feeder primary schools would support HS	- Buildings need to maintain small scale and connected with nature - Outdoor interactive playspaces eg Adventure playground. - Strengthen nature based curriculum subjects - Provide VET opportunities - Additional students provide better usage of buildings and cash flow for new.
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--- ACCESSIBLE PATHS
LESS THAN 1:20 GRADE

--- MAJOR PATHS



NATURE TRAIL



EXAMPLE OF INTEGRATED ACCESS PATH



BUS SHELTER

4. IMPROVEMENTS REQUESTED - LANDSCAPE PEOPLE AND CARS

The need for extensive landscape improvements emerged from the consultation process. See Appendix A

Feedback	Planning response	Priority
Drop off pick up and parking generally Currently unsafe and unorganised	- Provide disabled parking & access paths - Separate parent, teacher/staff & student parking - Reorganise the 3 entry exit points - Link the Kindy to main parking areas - Provide parallel parking for safe egress onto a footpath - Wet weather shelter near bus pick up - Provide parking near LAC for events and improved leasing opportunities	H
The entry experience and streetscape is poor	- Reorganise the 3 entry exit points - Signage - Seal the most used roads adjoining street - New front fence, school sign - Strengthen path from parking to office, particularly to direct visitors	H
Bus shelter	- For inclement weather - Provides entry focus	H
Paths around school are not clear or well connected	Provide hierarchy of paths from car park leading to the office and school generally	M
Soccer field/oval	Complete oval so it can be used and rented out	M
Primary adventure play space	- Inspired by Trinity Gardens Primary School - Watercourse	M
Covered outdoor play	Provide covered outdoor learning/play space	L
Bush Kindy, Farm and Kitchen Garden facilities	- Shelter for wet weather play of outdoor class - Improved toilet for Bush Kindy - Larger but rustic garden shed - Designated educational kitchen for student use - Better integration with food production activities	M
Open air carving pavilion	Covered pavilion that opens to a courtyard-behind Industrial arts building for carving etc	L
Amphitheatre/ outdoor stage	Could be integrated in STEM project or Music practice	M
Seats and Benches	Create places for people	M



L1

STREET SCAPE
PLANTING



L2

PLANTING/
SCREENING



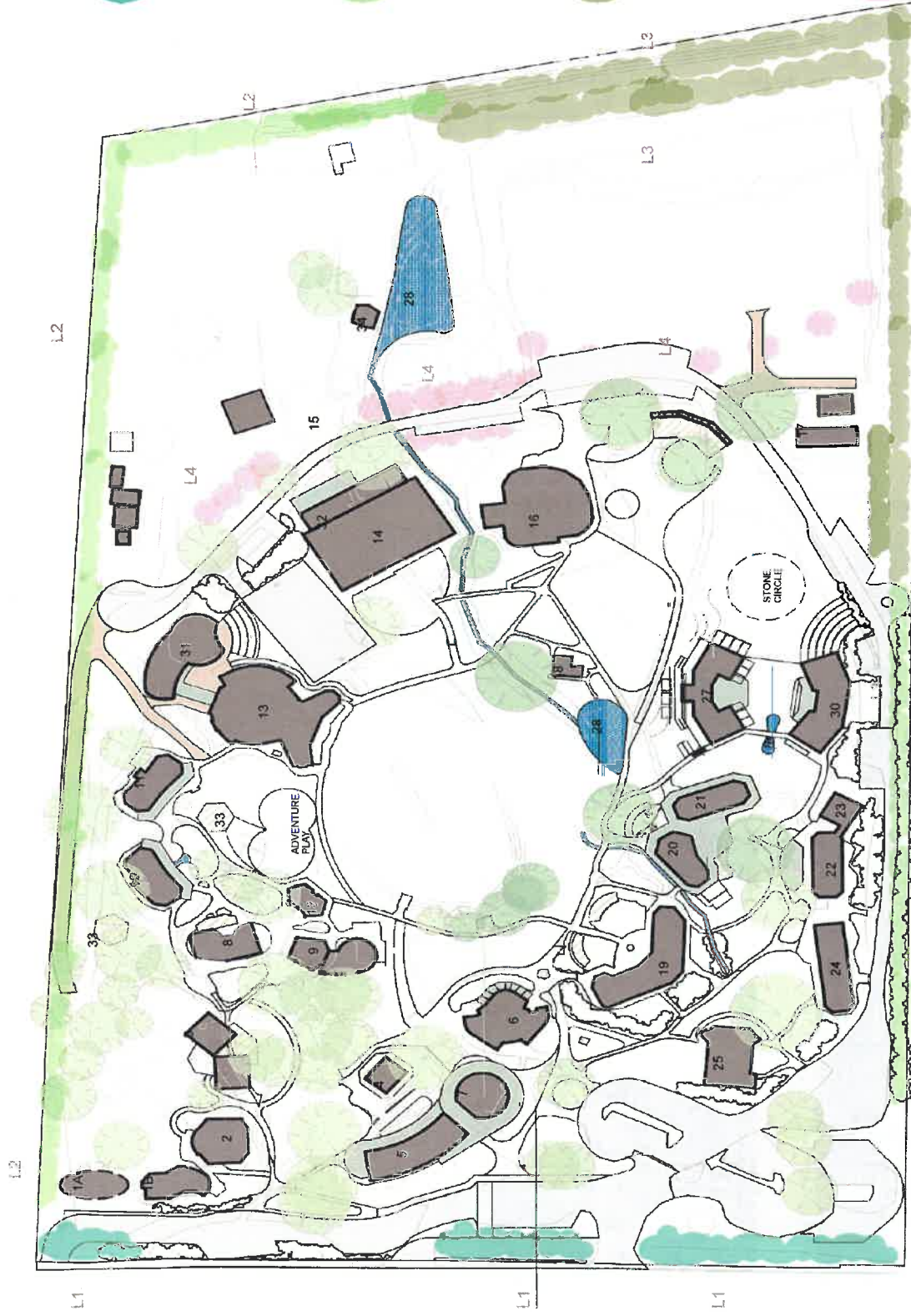
L3

WOODLAND FOR
FUTURE
HARVESTING



L4

FEATURE TREES/
FRUIT



PROPOSED BOUNDARY TREATMENT



5. NATURE POCKETS AND TRAILS

The school was originally surrounded by farmland and remnant pockets of bush and isolated river gums. Residential subdivisions now surround the school. We recommend the following strategies to reinstate the connection to nature.

1. Establish boundary planting with a mix of tall eucalypts and mixed vegetation to visually shield the neighbours
2. Provide wildlife corridors, habitats and food sources, particularly for birdlife of varying sizes
3. Monitor and protect remnant river gums and provide suitable vegetation around drip zones to prevent compaction
4. Establish street frontage planting to screen the road without obstructing visibility of the school and provide a pleasing wash of colour and texture. Species to provide shade but not be branch droppers!
5. Re-establish internal pockets of low height native gardens with occasional feature trees
6. Reduce planting directly adjoining buildings to minimise fuel loads and fire risk but also to make the gesture of buildings visible and an active participant in the conversation between people, spaces and buildings
7. Re-establish creek/ storm water courses and provide small wetlands and dams to support bird life, frog and insect habitat, storm water infiltration etc. This can continue to the existing creek to the north
8. Establish a nature walk around the oval by adding a suitable mix of species that encourage fauna
9. Identify areas suitable for bio-dynamic farm/class vegetable gardens and orchards etc.

We recommend an arborist/ landscape architect be engaged to provide a plant species list for these types and to assess the health of the remnant river gums and any measures needed to protect them.

Play spaces and oval

The plan proposes:

1. Re-orientate the central oval and pitch to an east-west direction to provide a more generous curtilage to the LAC. It would primarily be used for primary classes
2. Extend the primary adventure playground between the toilets (12) and LAC (13) and insert a learning pavilion in the remaining courtyard for outdoor leaning and wet weather play
3. Establish an oval for high school students for more organised games: athletics, soccer etc. The existing size is close to suit a 90 x 45m field and with sides requires 96 x 57m minimum area. See Appendix E
4. Move the high school oval to the north marginally to allow for additional 90° parking either side of the adjoining access road
5. Relocate or remove the cricket pitch
6. Provide vehicle access to the ball court for overflow parking when not in use
7. Improve courtyard spaces adjoining buildings and open up walls of the buildings. See high school precincts
8. Improve the Outdoor interactive play spaces.
9. Provide more intense courtyards of different scale for dynamic high school social interactive simulating an urban space



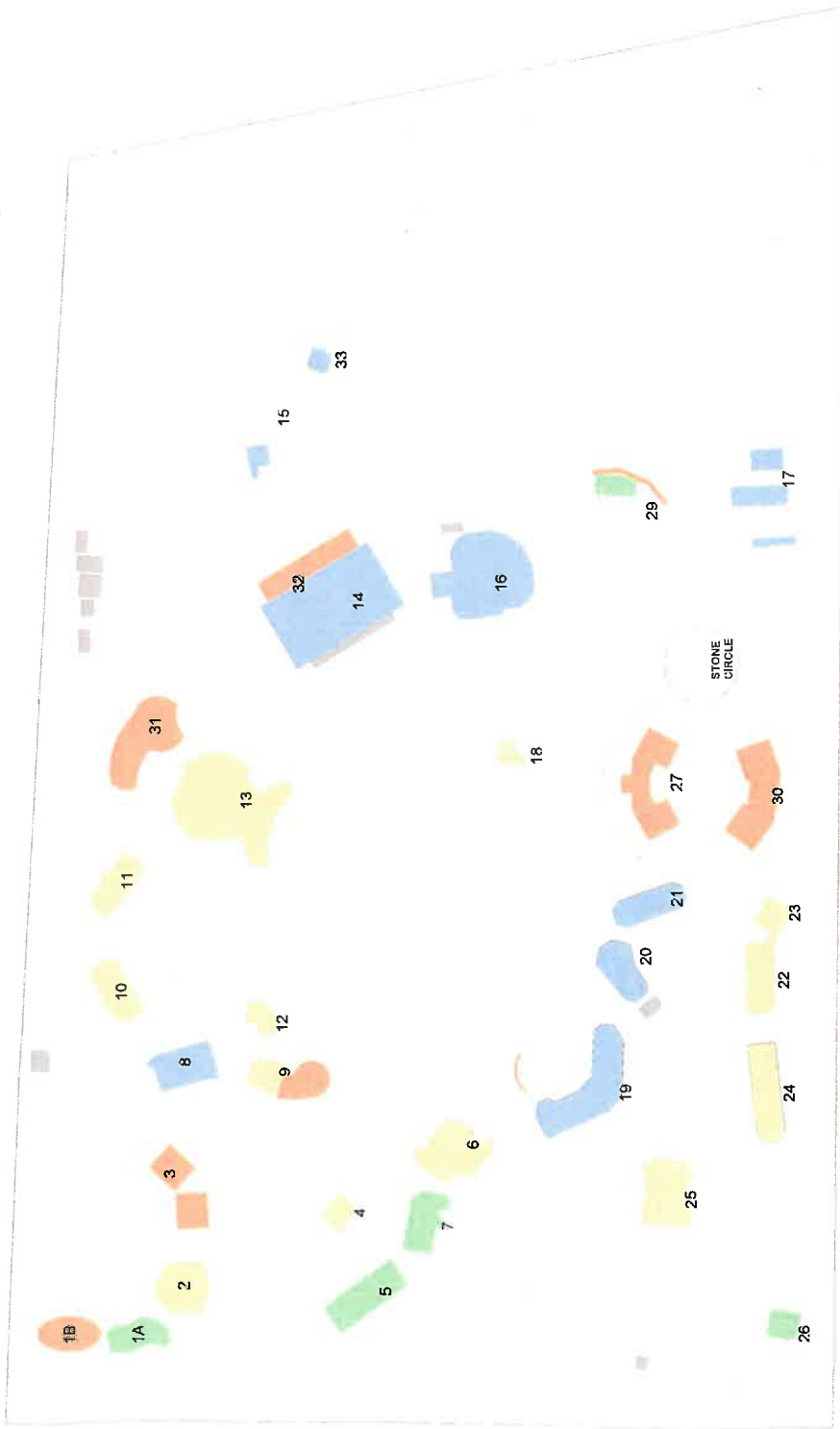
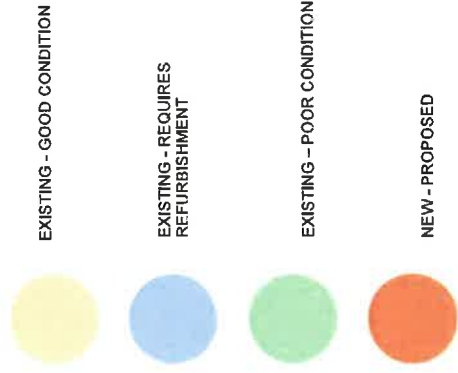
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6. IMPROVEMENTS NEEDED - NEW BUILDINGS or ADAPTING EXISTING

The need for building improvements or additions emerged from the consultation process. See Appendix A

Feedback	Planning response	Priority
Science and Technology rooms, dark and antiquated	- New facilities proposed as part of STEM grant 2017. Environmental emphasis. - Recycle the existing science buildings	H
Earth Sciences Centre	- Part of STEM grant building - Part of the farm	M
New Kindergarten rooms (Grant application)	Decommission Banksia Rose Kindergarten and provide total of 3 rooms	H
Pre-School & Early Years hub Health practitioners and education	- Relocate early childhood to Banksia - A new pre-school could be built within early childhood precinct, then Banksia-Rose demolished. - Policy decision by school	L
Library upgrade	- Provide new primary library near parent pick up - Provide new High School library that encourages loitering and adjoins IT facility, etc	H
IT room	- Mastering IT - Connection with library and research - Sound recording and film editing etc - Graphic design/ industrial design - Digital photography	H

Fabric crafts	- Needs a space for - Soft crafts for primary school - Fabric dying weaving - Sewing, costumes, drama	L
Photography	Old B/W processing & printing	M
Primary music facilities	Too small and building not fit for purpose	M
High school music facilities	- Using primary facilities - Recording studio need - Room for school orchestra - Practice rooms - Consider locating behind LAC for complementary overflow usage	M
Gym toilets & change room	Needed to make full use of the gym	H
High school common room	Needed for social dynamics	H
German language classroom	An atmospheric room similar to Japanese room	L
High school toilets	Change doors, generally upgrade and or provide new	H
Garden workshop	- For gardening classes - Herb and plant drying - Fermenting foods - Seed germination - Expand to include food processing and environmental science	M
Educational kitchen Vs canteen	Student cooking facilities are not available when canteen in LAC is active	M



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CONDITION ASSESSMENT

7. BUILDING CONDITION REPORT

Individual building conditions are tabled in Appendix D and building uses are tabled in the following pages.

The school has a range of building types from different ages:

- Relocated weatherboard classrooms, in varying states of repair. They are often raised off the ground and not accessible to wheelchairs nor are the steps compliant with regard to handrails and tactile indicators etc
- Mud brick and timber buildings designed by teachers and built by parent builders
- Timber framed kindergarten buildings
- The Space; a mud brick and steel framed (industrial arts building) designed by BJA in 1987 and since "adapted"
- Rammed earth and timber on concrete slab, primary and high classrooms
- Timber framed eurythmy building- Movement space
- Brick and timber administration building
- Steel frame and sheet metal clad gym
- Living Arts Hall - masonry and timber

Many of the older buildings have reached the end of their life as they require

- constant maintenance at a cost
- do not have wheelchair accessible door thresholds or circulation
- are badly insulated and lack natural light
- have room sizes that are not fit for purpose (e.g. Music)
- do not reflect Steiner's architectural aesthetic or support Waldorf pedagogy

BJA have not specified a time frame for demolition and consideration needs to be given to when the replacement facilities are needed and the options for interim accommodation.

The main buildings for refurbish/renovate are:

1. the existing music room, staff and parents room block (not fit for purpose, not accessible, high maintenance, bad street appearance)
2. the Banksia Rose kindergarten (replaced by new playgroup)
3. the farm teaching room (rustic but limiting)
4. the storage shed (ceramic store) at back of Industrial Arts building
5. at least one of the shipping container /stores (unsightly)
6. class 1 & 2 building - for replacement
7. the current play group portable (to provide more parking)

It is recommended that the school develops a ten year maintenance plan to

1. prioritise repairs
2. properly maintain buildings to avoid further deterioration
3. allow a budget plan to be prepared for the works
4. direct and efficiently use the time and resources of school maintenance staff
5. avoid spending money on buildings that are due to be demolished soon
6. enhance school community, staff and student satisfaction and pride

A maintenance plan is usually a requirement of the Block Grant Authority.



4. THE HUB - RECENTLY RENOVATED



7. PARENTS AND STAFF - DEMOLISH AND BUILD NEW



6. ADMINISTRATION BUILDING - NO CHANGE



5. PRIMARY MUSIC - DEMOLISH AND BUILD NEW

Ref	Building & Current Usage	Edg Area	Proposed Usage	New Area	Comment
1A			New Playgroup	70	when 18 is demolished
1B	Bankata Rose Kindergarten		Bankata Rose		
2	Nightingale Kindergarten	90	Playgroup		Use as playgroup 2018. Demolish in long term
4	Hub Staff Meeting Remedial	90	Nightingale Kindergarten 1		maintain usage
5	Primary Music orchestra room storage practice rooms staff room		New Kindergartens 2 x playrooms & kitchens toilets and laundry staff / meeting room etc Total new	180 20 20 220	construction 2018
6	Administration / Staff Admin Staff rooms copy room sick bay staff / visitor WCs Staff room reception		Hub Staff Meeting Remedial		recently renovated
7	Primary Parents/staff parents room staff room / remedial store		Primary Support facilities Soft Crafts home base Remedial 5 rooms School shop Parent room Meeting, interview room Total new	20 90 45 45 16 216	Renovate or repurpose in the interim until new facilities built at 31 behind LAC parent use also Run by parents
7	Primary Parents/staff parents room staff room / remedial store		Administration / Staff Admin Staff rooms copy room sick bay staff / visitor WCs Staff room reception		No Change
7	Primary Parents/staff parents room staff room / remedial store		Primary Library Upper level book shelves staff room and maintenance store student work area study verandahs Total area	90 20 15 40 165	same level as 5.
7	Primary Parents/staff parents room staff room / remedial store		Administration / staff Lower level offices and or staff rooms	60	excavate to level of Administration
8	Class 1.2 Classroom 1 Classroom 2		New building Classroom 1 Classroom 2 store	75 75 20 170	Demolish when possible



11. PRIMARY CLASS 6, 7 - NO CHANGE



13. LIVING ARTS CENTRE - NO CHANGE



14. GYMNASIUM - EXTEND



16 INDUSTRIAL ARTS CRAFTS - MINOR RENOVATION



17. MAINTENANCE YARD - tidy



18. JAPANESE LANGUAGE - NO CHANGE

Ref	Building & Current Usage	Edg Area	Proposed Usage	New Area	Comment
9	Class 3 Classroom	65	Class 3 Classroom		no change
10	Class 4,5 Classroom 4 Classroom 5 store	65 65	Class 4,5 Classroom 4 Classroom 5 store		no change
11	Class 6,7 Classroom 6 Classroom 7 store		Class 6,7 Classroom 6 Classroom 7 store		no change Drainage problems and need for larger outdoor area
12	Toilets and Sports Store		Toilets and Sports Store		no change
13	Living Arts Centre		Living Arts Centre		no change LAC needs a proper sound system and light switch at top of stairs not just on stage.
14	Gymnasium		Gymnasium		dual use of proposed music facilities behind
32	Gymnasium sports Hall		Gymnasium sports Hall		no change
15	Farm Classroom		Farm Classroom		above new change rooms
	class and store		classroom, work area storage toilet for bush kindly Total area	90 30 6 126	Could be renovated to include cooking facilities for garden to table programme
16	Industrial Arts Crafts		Industrial Arts Crafts		Needs minor renovation
17	Maintenance Yard		Maintenance Yard		relocate soft craft
18	Japanese language		Japanese language		Policy needed re storage & recycling Repaint and screen with planning Relocate to below bldg 29 To park maintenance vehicles
	cultural classroom		cultural classroom		no change



22. CLASS 10, 11 - NO CHANGE



20. LIBRARY - OUTDOOR SHELTER



25. EURYTHMY - NO CHANGE



25. EURYTHMY - NO CHANGE

Ref	Building & Current Usage	Exis Area	Proposed Usage	New Area	Comment
19	Science STEAM 2 Chemistry lab Physics tiered lecture Fabric work storage staff prep		Fabric costume weaving room Art lecture room Training and printing Storage Photo darkrooms Outdoor fabric pavilion Outdoor painting pavilion		To be refurbished and increased in size
20	Library Book area store and staff Toilets		Toilets		black and white photography wet area, wind protection and wet area, wind protection and
21	Classrooms Class 8 Class 9		Classrooms High school Staff room German language		to the rear
22	Classrooms Class 10 Class 11		Classrooms General Purpose classroom Home base for Class 9 General Purpose classroom Home base for Class 10		no change
23	Toilets, Change rooms toilets change rooms		Toilets, Change rooms toilets check need for these		assuming single stream
24	Visual Arts/Year 12 Room (with project work)		Classrooms		assuming single stream
	Art room 1		General purpose classroom Home base class 8		general storage?
	Art room 2		General purpose classroom Home base class 9		Needs to be refurbished with larger verandah and display space for student work
25	Eurythmy performance space entry/ prep room store		Eurythmy performance space entry/ prep room store		assuming single stream
26	Playgroup Playroom		Farm use or Caretaker optional		no change needed
27	Innovation Resource Centre Lower Lvl (IRC) STEAM 1				relocatable building Available for rebadging 2019
					Construction 2018
			Environmental discovery lab IT space Maker space & collaborative work area store/display staff prep	106 60 110 50 24	
			Total Area	350	

Ref	Building & Current Usage	Ext'd Area	Proposed Usage	New Area	Comment
27			High School Library Resource Centre Upper level Library book space If research space seminar learning areas, lounge storage staff room Total Area	120 90 90 40 50 300	If school only single streams this can be moved to location 29
28			Wetlands upper and lower wetlands		
29			Canoeing Deck and Courtyard Semi covered outdoor pavilion above Storage area (camping) below Total	60 60 120	
30	Stream 3		Arts and Technology High School General Learning areas Flexible Learning Spaces High school performing arts practice Student lounge staff prep Total Toilets under amphitheatre Science dark space under amphitheatre	180 90 60 30 360 30 40	for Class 11, 12 single stream or double stream 360m2 if double stream
31			Music Practice / Performance Choir/Orchestra performance space 7 small Music practice rooms 2 medium Music practice rooms 1 larger Music practice rooms Library Instrument store Recording room staffroom Hall prop store Total	90 53 20 12 8 30 20 12 30 30 275	
32			Gym change rooms/toilets -		see above (14)
33			Primary Pavilion shelter	80	for wet weather play and outdoor learning

8. PARKING AND DRIVEWAYS

The school parking and parent set down and pick up is poor in the following respects:

- Inadequate parking
- Inadequate set down spaces
- Poor construction with respect to grades, kerbing, drainage, surface finish, pedestrian safety, signage and sizes of lanes and spaces
- Three entry exits off Sims Road
- No accessible parking space that leads to compliant paths or ramps for accessing the school

The problems are exacerbated by the following:

- Compared with other schools, there is a culture where it is OK for parents to park and stay
- Bad separation of school bus, parents set down and staff parking
- Use of buses is minimal and only from one catchment

There is also inadequate parking near the Living Arts Centre or Gym and this is a problem when used afterwards as it is not always desirable to walk through the school, especially in the wet.

ALTERNATIVE ENTRY POINTS

ALTERNATE ENTRY POINTS

We have reviewed the option of providing new access drives off either Douglas Drive in the NE corner, Holstein Close on the east boundary (both through the residential estate), or Heiot Court and the creek path way to the rear boundary.

Council may allow an emergency or service access through Douglas drive but not a general school access drop off road as it would drag vehicles through a residential estate that is designed for low traffic volume. Residents would also object. Heriot Court is already being used but obviously is limited in capacity.

So, in principle the schools parking and access issues need to be resolved internally.

The situation can be ameliorated by improvements to the physical layout and to the operations.

OPERATIONAL CHANGES

We recommend the following operational changes be implemented:

- Additional and the remaining expenditure, managers do not implement.
- Additional bus catchment routes
- School mini buses for selected catchments
- Identify and improve bike paths to school including via Sims Rd and the rear of the school
- Carpooling by parents
- Staged start of school or early childhood
- Encouraging/policing parents to drop off/ pick up in 5 minute zones without leaving the car
- Requiring staff to park further within the school, rather than the Sims Rd parking/ set down area

PHYSICAL CHANGES

The following driveway change would improve the situation, however whilst presented as an option in the Master Plan it may not be adopted.

- Relocate the new kindergartens of the rear of the school and provide parking in the vicinity. This has the advantage that it relocates parents who need to park as they accompany their child to the kindy. This can be implemented with or without a loop road.

The following physical changes can be adopted:

- Provide more formal parking within the school site, some of which can be designated for teachers and also becomes available for LAC events. See plan.
- Provide a dedicated bus set down/pickup layby off Sims Rd. See plan.
 - This would include a bus waiting shelter
 - Preclude buses exiting west along Sims Rd due to turning circle constraints
- Relocate the Kindergarten entry drive further west to provide a greater length of parallel set down parking by linking it through to the main entry drive.
 - The current entry may not have formal council approval as it still has a kerb crossing
 - It would necessitate removal of some middle aged trees
- Widen the access drive to be 2 lanes wide so vehicles can pass and also to facilitate parking at 90° off this road.
 - Locate 90° parking where possible on the Sims Rd side and locate parallel drop off parking on the school side for safety reasons
- Change entry exits as follows
 - All vehicles enter at new Kindergarten entry for streamlined traffic flow
 - Bus only entry in the current middle entry
 - All vehicles and buses exit from the eastern entry exit point.

6. Pedestrian access

- Provide a pedestrian safe path on the school side of the parallel parking
- Provide generous stairs at Kindergarten path entry point and also primary school in line with the administration (current location)
- Provide at least 1 disabled access space close to admin. with accessible paths
- Provide speed humps and internal pedestrian crossings for safety
- Provide wheel chair and pram accessible ramp to kindergarten entry

7. Front of House Parking

- Increase 90° parking off the set down road by formalising the dimensions and building retaining walls to suit
- Relocate the playgroup building and extend loop road with parking off
- Formalise the dimensions of parking along the loop road parking
- Seal and line mark the turning circle with 90° parking in the area adjoining Eurythmy building. This area should be suitable for the camp bus to wait

8. Lighting

The parking areas should be provided with lighting to Australian standards for safety

9. Internal Parking

- Increase 90° parking off the set down road by formalising the dimensions and building
 - Generally provide additional parking, either parallel or 90° or 45° off the internal access road
- Where parking is not parallel, widen the road to 6 metres as required for accessing the parking spaces. These sections can then be used as passing bays if the road is to be two ways
- Provide an access ramp to the basketball court to provide occasional parking for the LAC
- Provide 90° parking either side of the road adjoining the lower oval. This may reduce the oval width marginally or shift it to the north if a full size oval is desired.
- Provide roundabouts at strategic locations along this road to slow traffic and minimise through traffic. eg
 - adjoining Eurythmy
 - immediately after the new High school buildings before the road descends
 - behind the LAC

10. Overflow oval Parking

- Provide access road to overflow event parking on the oval



PARKING STRATEGY

DESIGN APPROACH

- It is generally more efficient to allow the front of house parking to follow contours to minimise high retaining walls and avoid steep grades
- It is preferable to avoid large parking areas
- Design in screen planting, particularly along Sims Rd
- Design a cohesive signage system of lettering, colours etc.
- Provide bollards to prevent excessive use of access roads that should be used only occasionally for servicing and emergencies

NEXT STEPS

- We recommend a traffic and civil engineer be engaged to review these options. They will
- Undertake a school traffic survey
 - Establish the maximum demand for parking at any one time for staff, parents, students, visitors
 - Discuss entry/ exit options with council and bus layby
 - Provide a design layout with compliant levels, grade transitions, widths etc.
 - Design a surface stormwater system. We recommend SW be led to the proposed wetlands system so pollutants can be filtered through reed beds etc.
 - Provide cost advice and staging options

STAGING

The operational changes can be implemented with minimal cost and delay.

Physical changes that will lead to immediate improvements are:

- Bus layby, waiting area and bus entry exit
- Access ramp to basketball court
- Kindergarten entry and road with parking
- Upgrade the existing bus set down road and parking
- Formalise and seal the turning circle adjoining eurythmy
- Revise layout and seal the loop road including relocating the playgroup building and extending
- Provide additional non-sealed internal parking spaces and roundabouts

PARKING SCHEDULE

Ref	Location	Existing angled	Existing parallel	New angled	New parallel	Comment
1	Kindergarten entry	5	5	7	14	
2	Bus parking	7	2	10	6	
3	Loop road west	6	5	6	5	
4	Loop road east	11	0	23	0	Relocate playgroup
5	Eurythmy turning circle	16		16		
6	New High school	4		6		
TOTAL SET DOWN		61 EXISTING		93 NEW		
7	Opposite Stone Circle	0		7		
8	Oval road	0		32		
9	Opposite wetlands	3	0	0	6	
10	Cricket nets	0		6		
11	Basketball court	0		21		Event parking
TOTAL WITHIN SCHOOL		3 EXISTING		72 NEW		
COMBINED TOTAL		64 EXISTING		165 NEW		
12	West boundary Primary	0		8		Only with a loop road
13	West boundary Kindy	0		10		Only with a loop road

SUMMARY

TOTAL PARENT SETDOWN PICK UP EXISTING: 57

TOTAL PARENT SETDOWN PICK UP PROPOSED: 87 (increase of 30)

OVERALL TOTAL PARKING EXISTING: 64

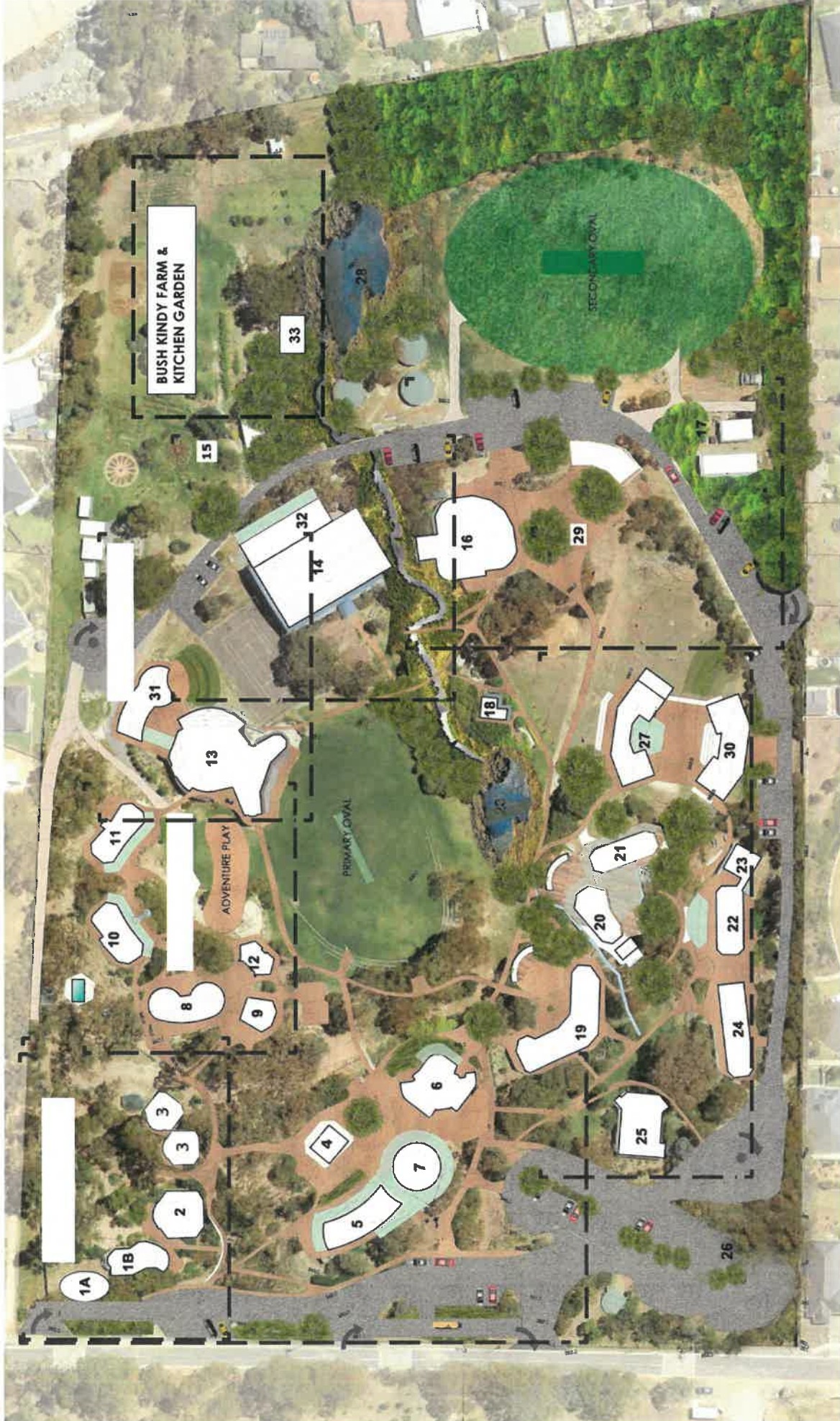
OVERALL TOTAL PARKING PROPOSED: 165 (increase of 101 excluding west boundary parking options)

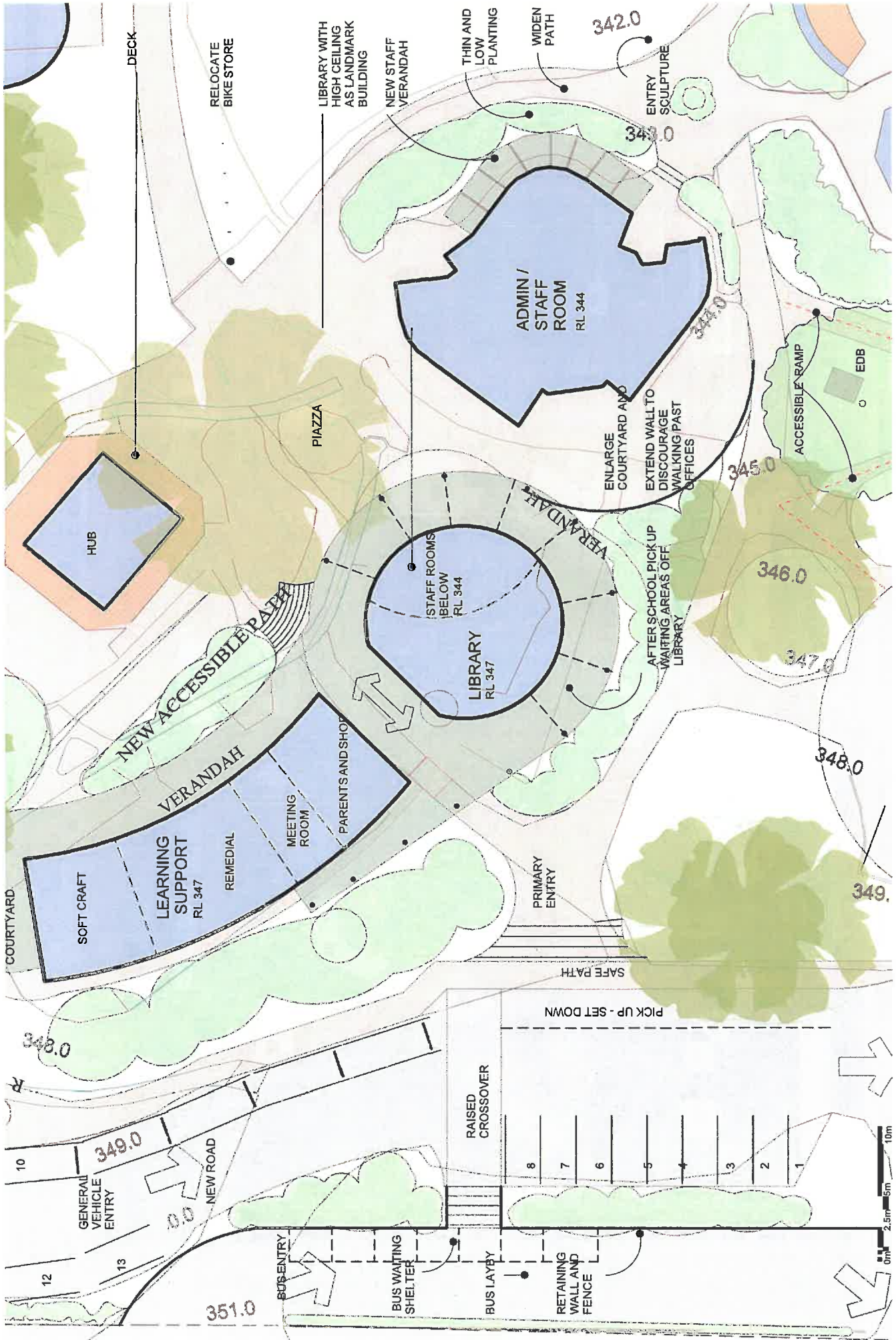
Note: these parking numbers are estimates based on the survey and field counts but may vary as parking bays are not line marked.



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|--------------------------------|--------------------------------|-----------------------------|---------------------------------------|--------------------------------|
| 1A New Playgroup Stage 2 | 7 Teachers Prep/Community Room | 14 Gymnasium | 21 High School Room 1 & 2 | 28 Wellands |
| 1B Temporary Playgroup Stage 1 | 8 Class 1 & 2 | 15 Food Education & Kitchen | 22 High School Room 3 & 4 | 29 Canoeing Deck and Courtyard |
| 2 Kindergarten 1 | 9 Class 3 | 16 Industrial Arts & Craft | 23 Student Amenities | 30 STEAM 3 |
| 3 Kindergarten 2 & 3 | 10 Class 4&5 | 17 Maintenance | 24 Art Rooms and High School Room 5 | 31 Music Practice/Performance |
| 4 Student Support Hub | 11 Class 6&7 | 18 Japanese Language | 25 Early Years Room | 32 Changing Rooms/Tokens |
| 5 Soft Craft | 12 Student Amenities | 19 STEAM 2 | 26 Old Playgroup Building | 33 Outdoor Learning |
| 6 Admin/Staff Room | 13 Living Arts & Canteen | 20 Library/Common Room | 27 Innovation Resource Centre STEAM 1 | 34 Bush Kindergarten |







ADMINISTRATION AND ENTRY PRECINCT

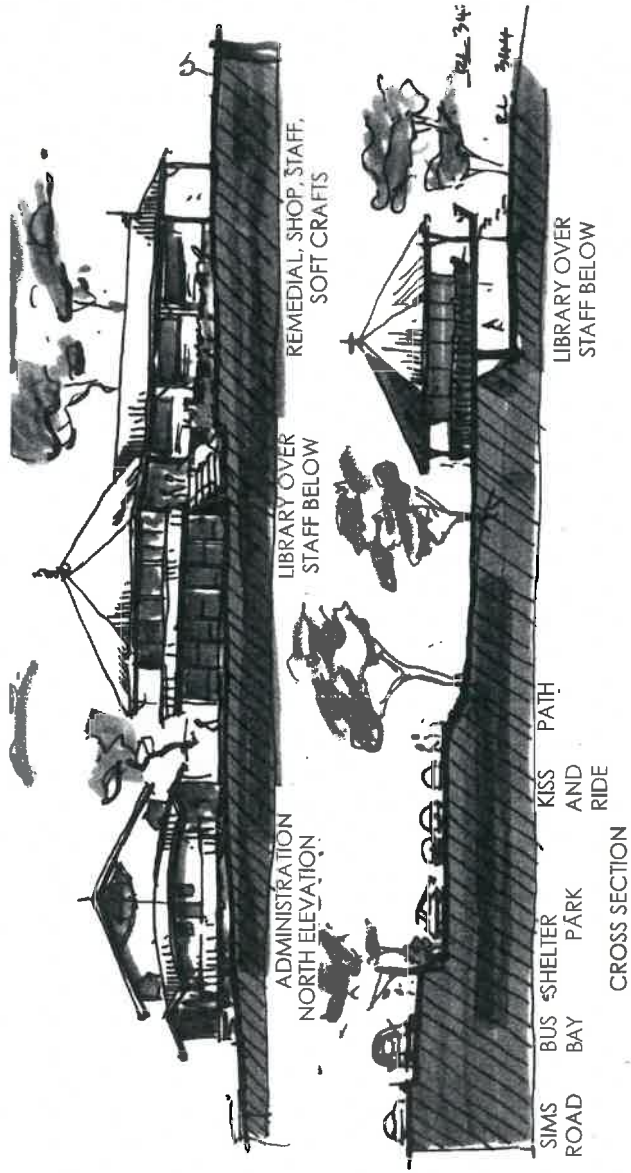
The school entry needs organising, strengthening and renewing. The entry should become obvious by the paths and building location and scale. The existing old weatherboard buildings are not accessible and are at the end of their life.

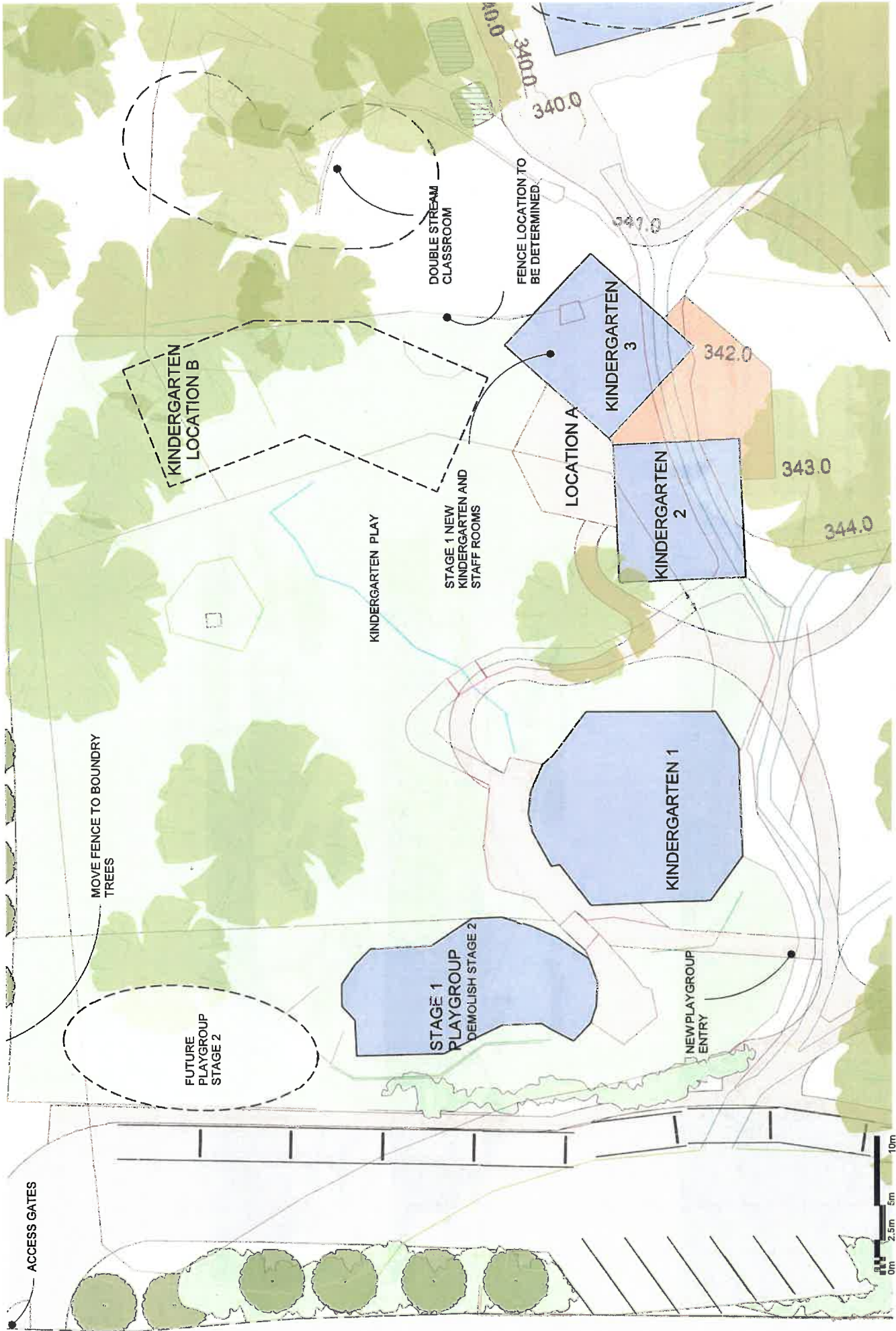
A new building to house the primary school support facilities is proposed.

A new primary school library will present as a pivotal building and act as a parent and student hub, particularly after school. A new path from the parking/bus area leads to a passage between the library and primary support buildings and down steps before fanning out to the primary school and administration building.

Below the library and at the same level as the administration building, new staff rooms and or administration rooms can be provided with some excavation.

The bus layby is relocated directly off Sims Rd and includes a bus shelter. The kiss and drop off zone can then extend along the drive.





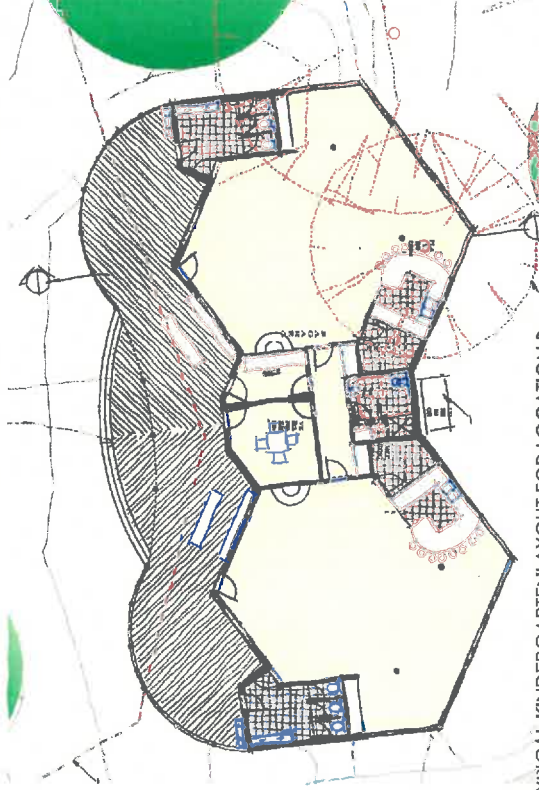
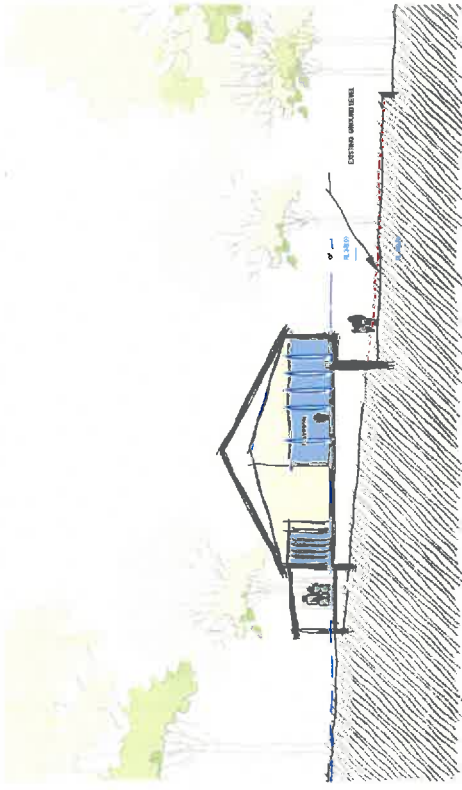
EARLY CHILDHOOD PRECINCT

Three options for locating the new double kindergarten building have been canvassed and the preferred option shown maximises the play spaces and will allow morning sun to penetrate the rooms. There is a 2 metre level change across the selected site so careful integration on the site is needed.

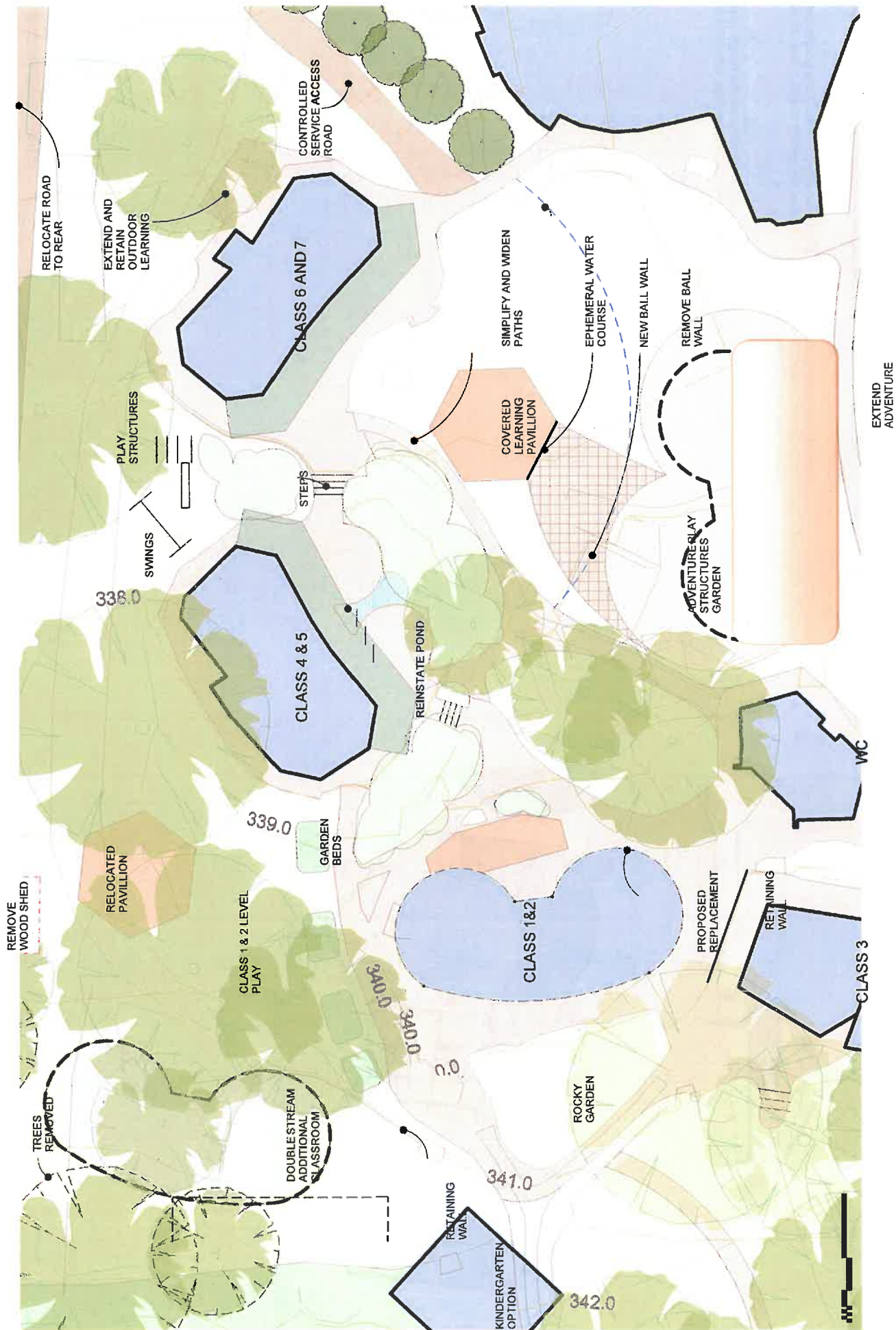
The fence to the west of the site can be moved closer to the boundary to increase play area.

Banksia Rose building can be used for playgroup once K2 and 3 are constructed but in the long term would be demolished for a new playgroup building that could include parent support and education rooms.

The entry to the drop off zone is moved further south to increase the length of parking. A disabled access ramp is needed from the set down path to the kindy entry. See accessible paths of travel plan.



TYPICAL KINDERGARTEN LAYOUT FOR LOCATION B



PRIMARY SCHOOL PRECINCT

This precinct is centred on the relatively new class 4,5 and class 6,7 classrooms.

The space to the west is underutilised, use for gardens, play structures and outdoor learning can be developed.

There is no covered outdoor learning space so a new pavilion in the centre is proposed. It would have sinks etc. for craft usage.

The adventure playground extends between the courtyard and the larger oval.

If the school double streams the primary school, a new twin classroom would need to take the place of the adventure playground, which in turn would move closer to class 4-7.

Accessible pathways need to be improved to serve the existing classrooms.



FLOWFORM WATER CASCADE



ADVENTURE PLAY





OPEN CLASSROOM



REJUVENATED WATER COURSE



OUTDOOR LEARNING WORKSHOPS

HIGH SCHOOL ARTS PRECINCT

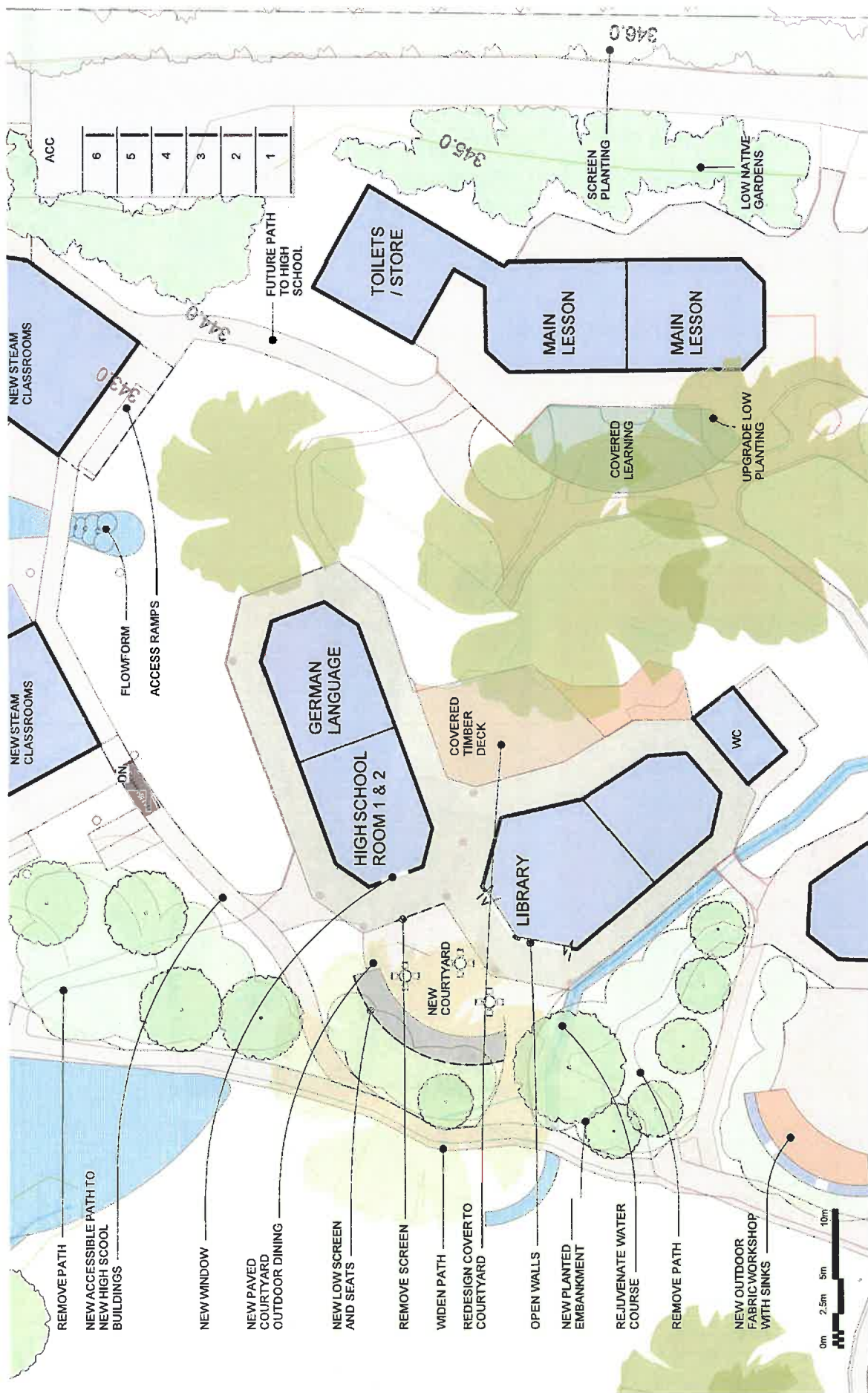
The Science building is converted into a Visual Arts Precinct.

Walls are opened up, courtyards extended at back and front with larger courtyards and outdoor undercover workshop areas constructed to also act as a wind break.

Simplify and the unify the landscape spaces

Provide an accessible parking space and paths to the administration and eurythmy building

Improve plant selection and redesign the creek / stormwater profile.



HIGH SCHOOL - MIDDLE

The library facility is relocated to the primary and high school locations to allow a larger space, age appropriateness and a more contemporary design. This frees up the old library for use as a high school student common room.

To the rear of the library a school canteen is proposed so as to free up the kitchen in the LAC for student cooking classes. The canteen can use the common room for dining space in inclement weather, and spill out into the new courtyard to the north.

The classroom to the north can be used for staff preparation and is in a location that will aid supervision. This use should be reviewed as the brief for the new general purpose high school building near the road is developed.

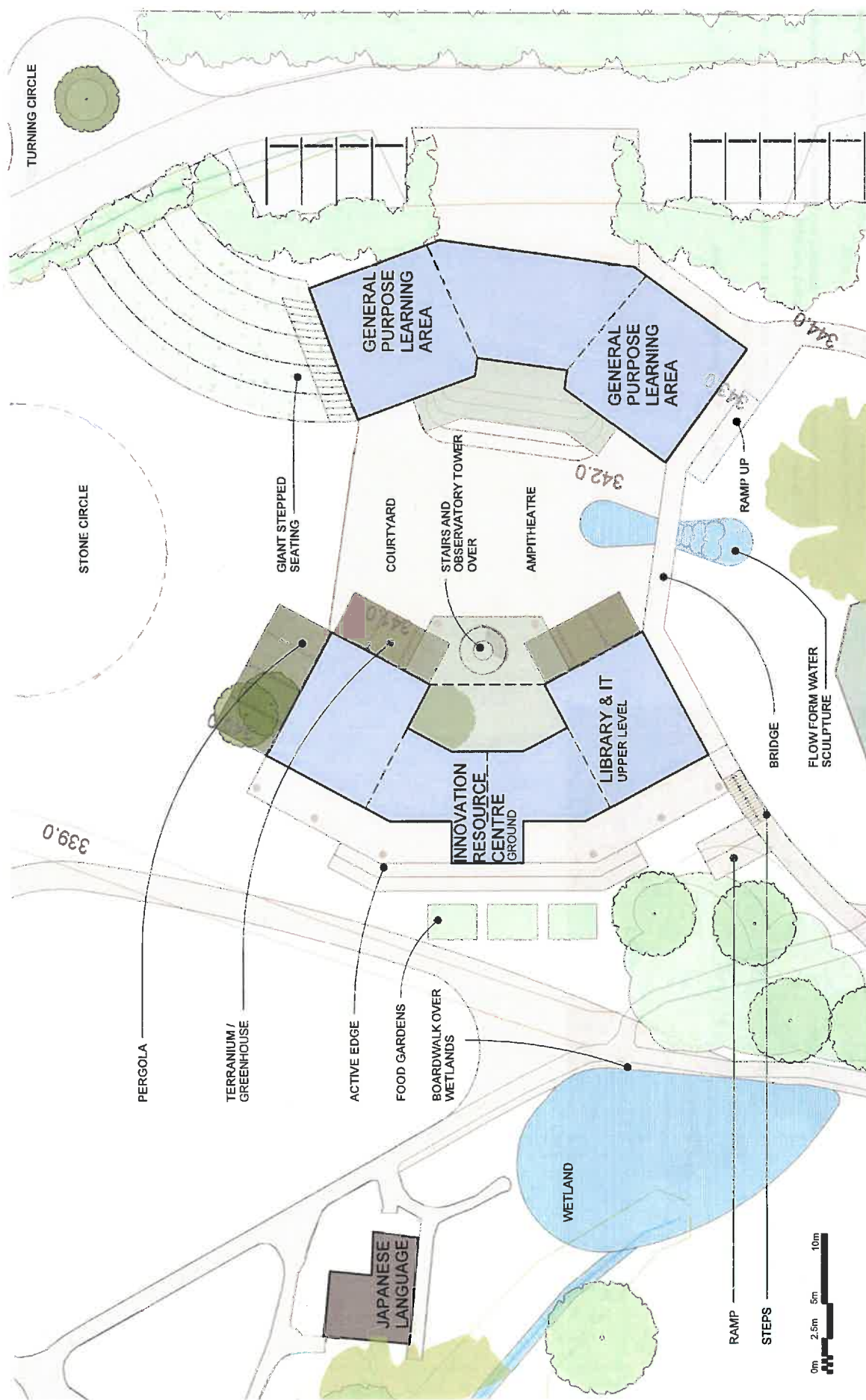
The roof structure behind the library creates a covered area for high school activities but would be removed or improved in the medium term.

Access paths on the oval side of these buildings need to be reduced, widened and located to allow disabled access.

The creek watercourse needs rejuvenating.



A WELL DESIGNED WATER COURSE AND PATH



NEW HIGH SCHOOL PRECINCT

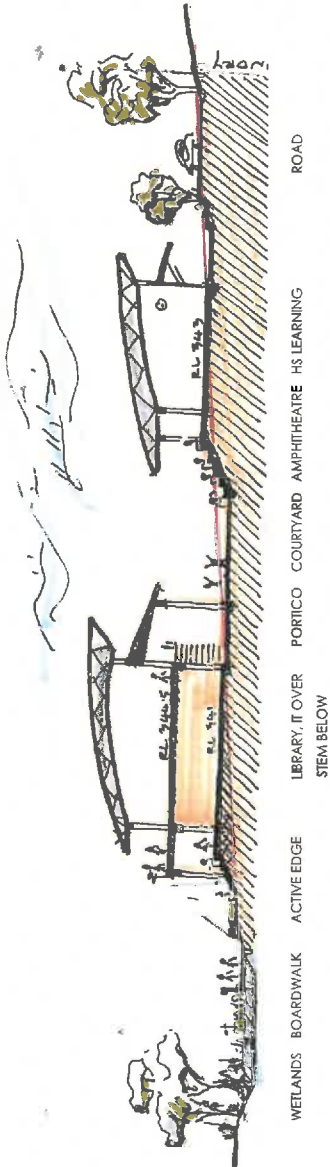
New single and two storey buildings create a dynamic precinct and courtyard between that is urban in scale, dynamic and age appropriate for older students. At the same time, they maintain the scale and connection to landscape that is valued in the existing school. The building planning references the pattern of a village of detached buildings that enclose courtyard spaces.

It is a place that encourages students to stay outside lesson time and is a transition to higher education learning.

The edges of the buildings are active and can include greenhouses, amphitheatre, aquatic systems, terrariums etc.

The creek bed is converted to a welland with a board walk to bring nature back into the school. It can be combined with reed beds to filter pollutants in stormwater from the parking areas.

Paths and ramps are placed to provide disabled access routes.



STAGING OPTIONS

OPTION A

STAGE 1

Build STEM facility with a concrete slab roof.

Excavate courtyard

STAGE 2 & 3

Library IT resource above STEM

HS Learning behind.

- Minimal construction disturbance



OPTION B

STAGE 1

Build and complete STEM facility on the high ground.

STAGE 2 & 3

HS Learning below and Library IT resource above.

- More construction disturbance and STEM is remote





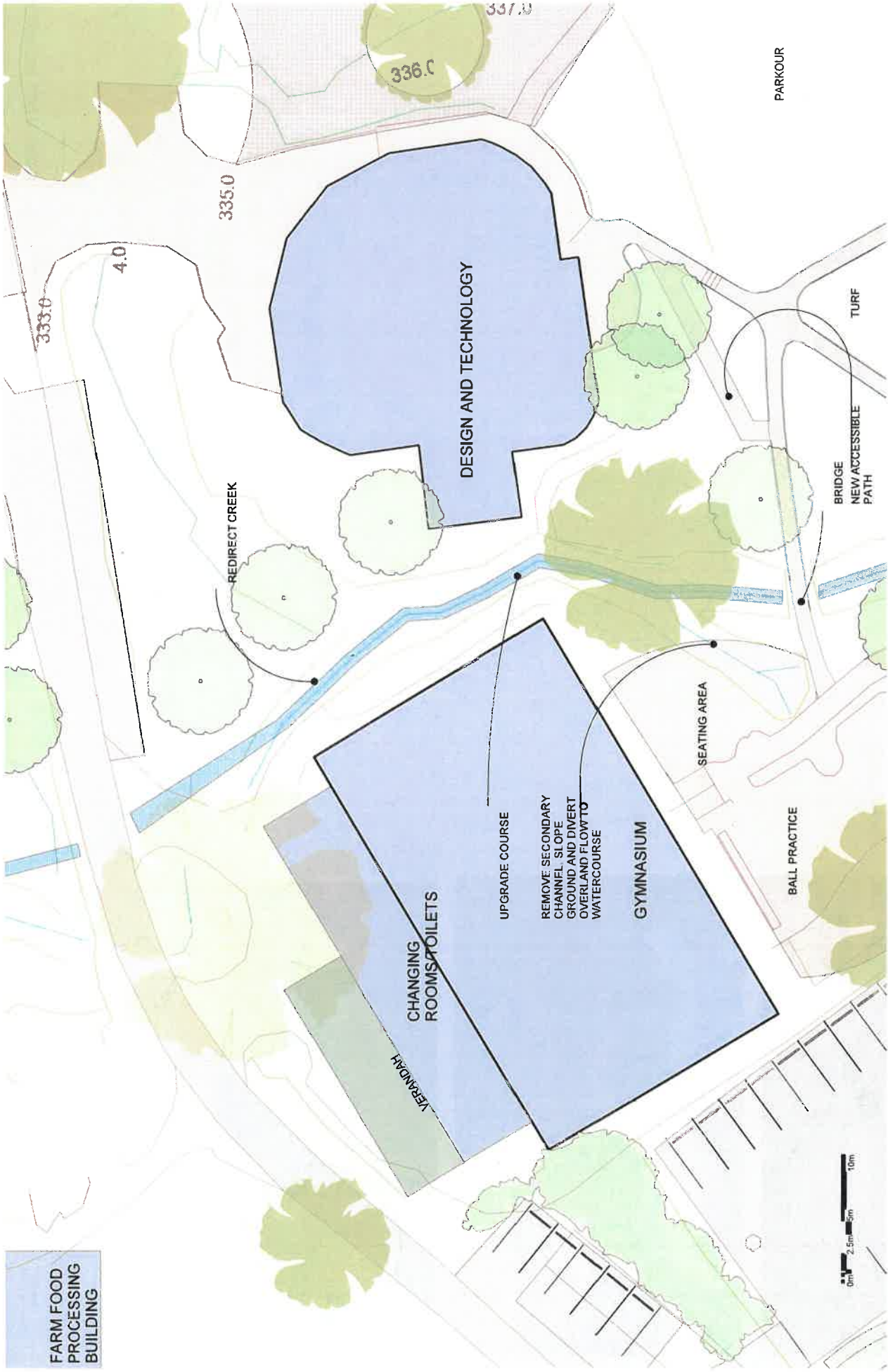
SHED TO BE DEMOLISHED FOR CARVING AREA

MAINTENANCE PRECINCT AND OUTDOOR CARVING

The maintenance area needs a review of its footprint, storage needs and vegetative screening. Access to the oval for overflow parking is off the side road to the maintenance area.

The area behind the Space has great potential as an outdoor sculpture precinct under the river gums. The old storage shed is demolished and replaced by a covered platform that faces the carving courtyard under the trees.

Storage below for camping gear is accessed off the road and allows one of the containers to be removed.



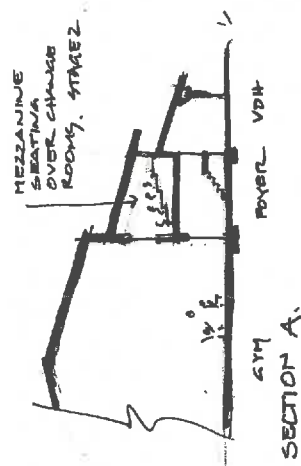
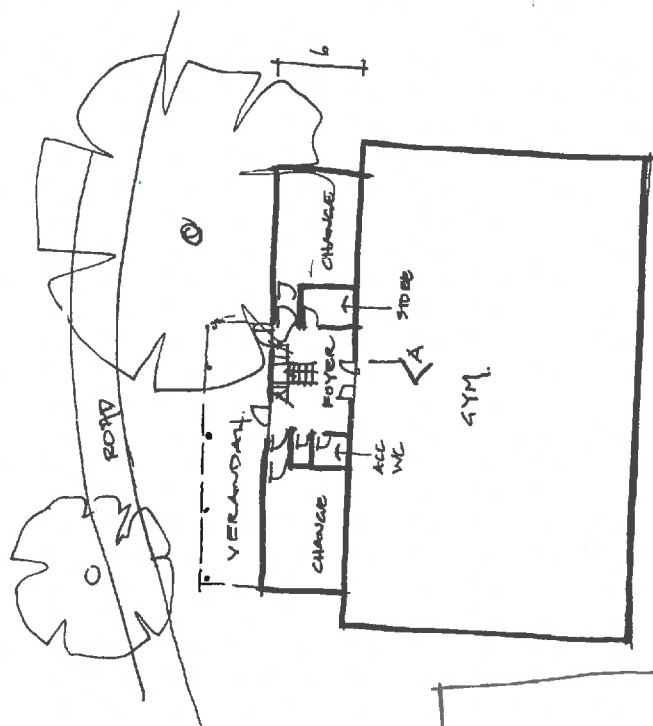
GYMNASIUM & FARM

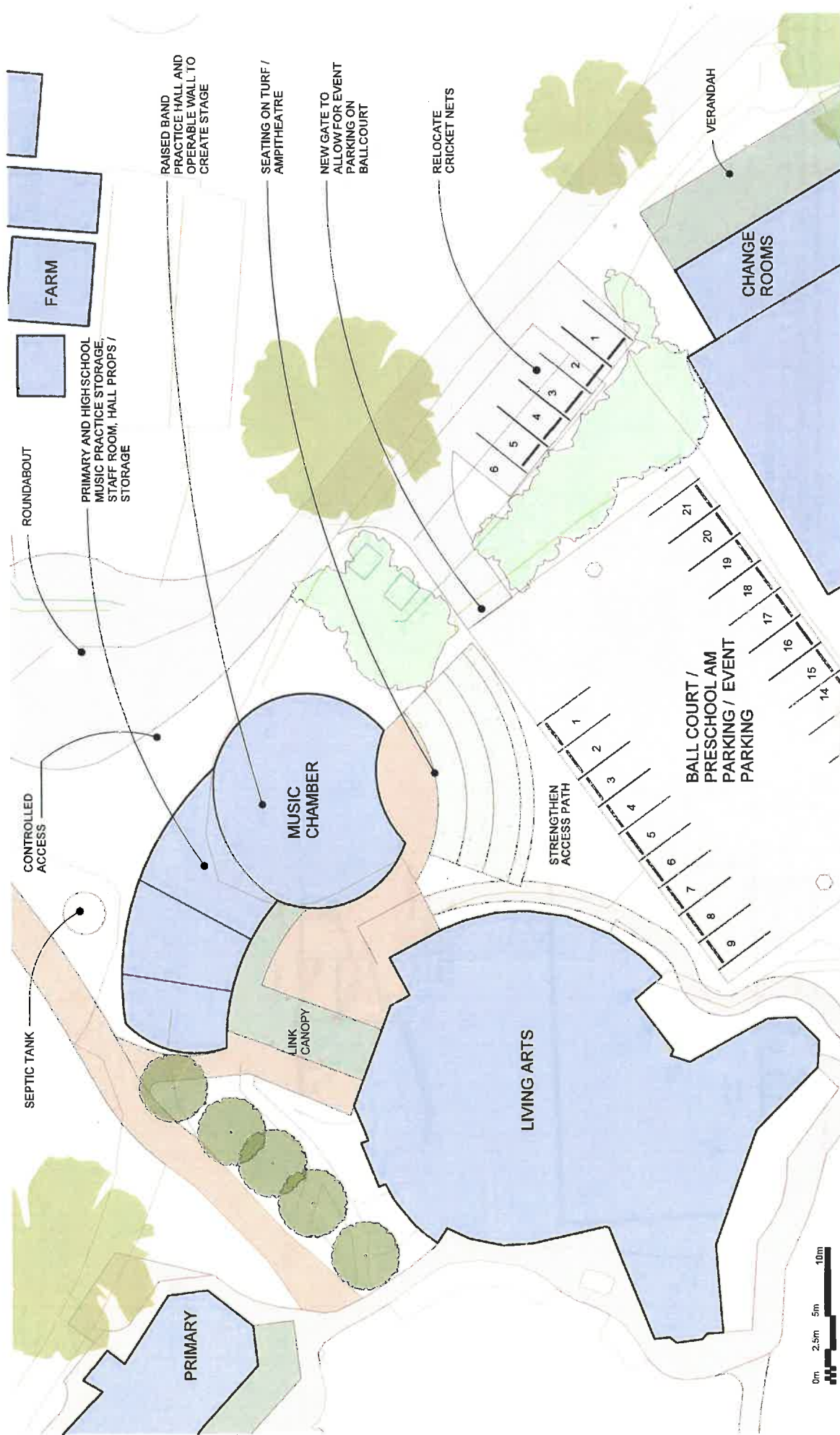
Changing rooms storage and toilets are needed at the back of the gymnasium. SEE SKETCH They can be accessed externally so as to also serve the oval and farm area.

To improve the facility a tiered mezzanine and seating for watching matches is proposed. It could be built over part of the toilets and if required, could be done as a second stage if necessary. It would help breakdown the scale of the building.

The front of the gymnasium needs landscaping which includes changing overland storm water flow paths.

The old farm shed is used for classes and farming activities such as seed germination and plant drying etc. Its size limits usefulness. A new building can be constructed here with consideration of it playing a support role to environmental education and food technology programs.





LIVING ARTS AND MUSIC

This precinct sees the addition of a music practice building behind the LAC. It complements the LAC in that the LAC can be used for practice and performances and the music building can provide additional storage and changes rooms etc. for performances.

The music building comprises practice, storage, staff rooms as well as a larger space for choir and band/ orchestra practice. This space can be an opened up by an operable wall to become a stage that opens to an adjoining outdoor grass area for audience seating.

The basketball court can be used for event parking by addition of an access ramp.

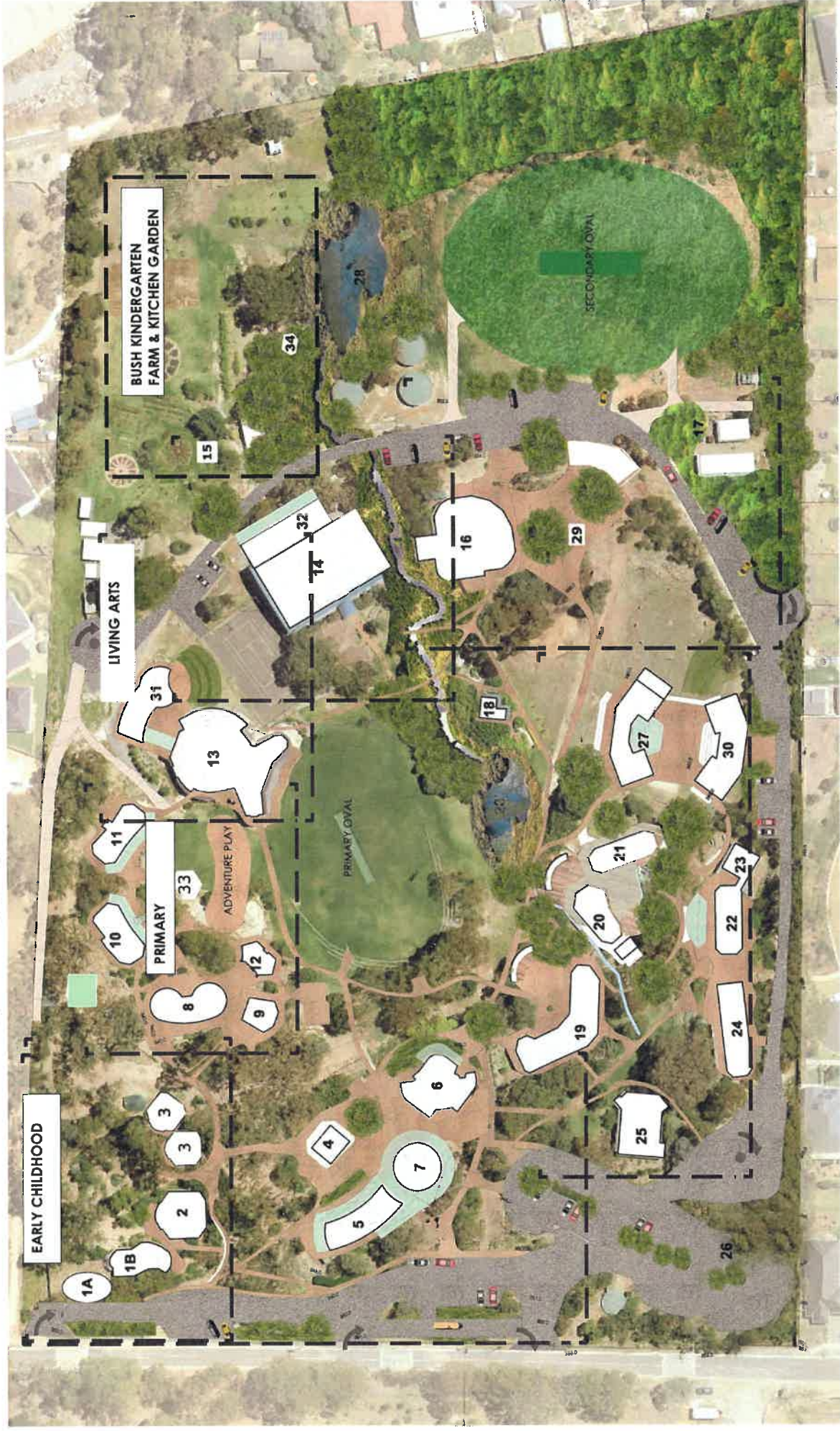
A vehicle turning circle marks the end of the road, with controlled access beyond for maintenance and emergency purposes. The cricket practice nets are relocated.

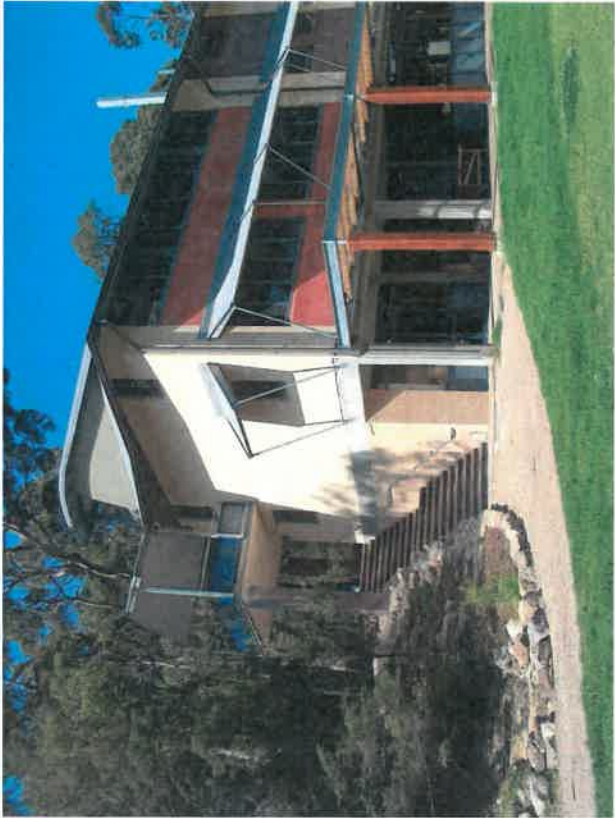


SHEARWATER EURHYTHMY ROOM - OPERABLE WALL FOR PERFORMANCES WITH OUTDOOR SEATING



1A New Playgroup Stage 2	7 Teachers Prep/Community Room	14 Gymnasium	21 High School Room 1 & 2	28 Wetlands
1B Temporary Playgroup Stage 1	8 Class 1 & 2	15 Food Education & Kitchen	22 High School Room 3 & 4	29 Carving Deck and Courtyard
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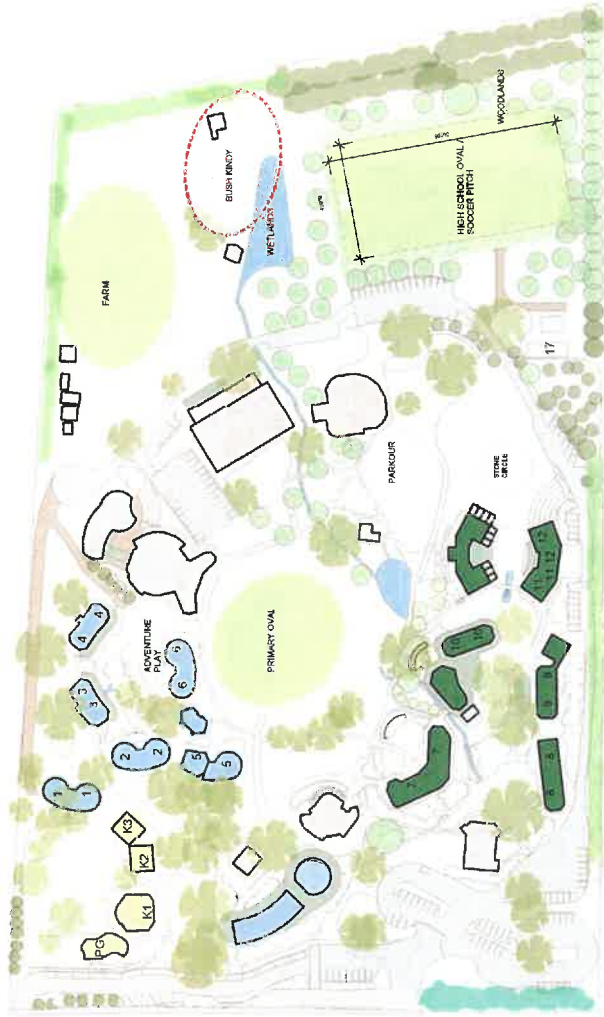
GLENAEON HIGH SCHOOL BUILDING WAS BUILT AND OCCUPIED IN STAGES

10. STAGING OF WORKS

- Staging of the new works is dependent on
- funds available
 - a judgment as to the pedagogical need
 - likelihood of enrolments increasing as a result which will defray the cost outlay
 - the ratio of floor area vs student numbers and consequent likelihood of receiving a grant under BGA program. (some projects be more viable if they also remove old floor area)
 - transition accommodation options if a building is demolished

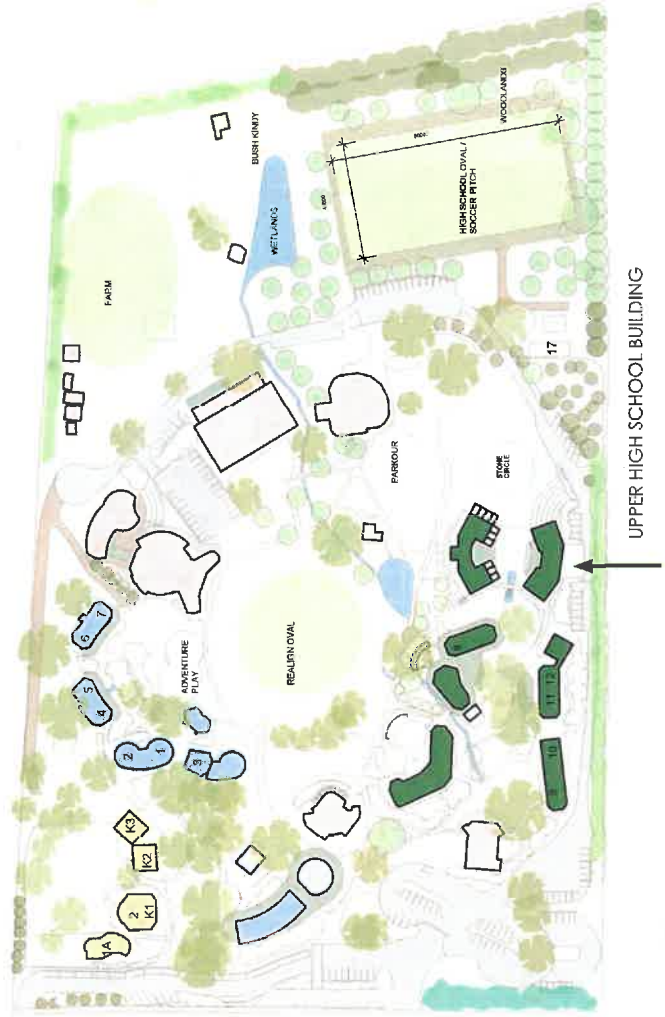
Stage	Building	Plan ref	Priority	Notes
Stage 1	New double Kindergarten	3	high	SAFA
Stage 1	New Resource Centre	27	high	SAFA
Stage 2	New Gym Toilets and change rooms	32	high	Design of adjoining farm processing room to be done in conjunction but built later. Parents have raised funds
Stage 3	New road works and parking		high	High priority
Stage 4	Repurpose Old Science Block	19		Can be done in stages as the need arises
Stage 5	New library over IRC	27	medium	Depending on priorities
	OR			
Stage 5	New Music room behind LAC	31	medium	Frees up space in old music rooms till demolished
Stage 6	New High School Learning spaces	30	low	Decision on single double stream HS needed prior.
	OR			
Stage 6	New Primary Support Building	5 & 7	medium	Decision on single double stream Primary preferred prior.
Stage 7	Repurpose existing Library	20	Low	After new HS library is built (stage 5)
Stage 8	Carving Deck and courtyard	29	Low	Low cost
Stage 9	Renovate class 1 & 2	8	Low	Decision on single double stream Primary needed prior.
Stage 10	New Playgroup & Demolish Banksia-Rose	1A/B	Low	
Stage 11	Outdoor primary learning Pavilion	33	Any time	Low cost

DOUBLE STREAM PRIMARY AND HIGH SCHOOL
NUMBERS DENOTE CLASSROOMS



SINGLE STREAM

NUMBERS DENOTE CLASSROOMS



UPPER HIGH SCHOOL BUILDING



11. SINGLE STREAM OR DOUBLE

At this stage, the school has been unable to decide if they will double stream either or both primary and high school so this master plan endeavours to leave the options open for as long as possible.

School feedback was split on whether to double stream but there was a willingness if the intimate ambience of the school and its connectedness to nature is not lost. From an architectural and planning perspective BJA thinks this can be achieved.

Double primary is less likely as there are already a number of feeder schools. It would involve pairing existing classes so the age suitable playgrounds are shared and building some new blocks. The plans opposite show how this can be achieved.

The benefits of a double stream high school are improved financial viability, better use of building resources, greater diversity of subject options for students and a more dynamic student social milieu. This needs to be decided prior to the new upper high school building being built (30), as it could be extended or made double storey if needed.

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THE FUTURE/SUMMARY

The masterplan gives the school community a clear sense of direction.

It can help future endeavours and grant applications.

It provides a document that all new buildings and works should be done in the context of and any changes should refer back to the principles so that options are kept open.

We recommend:

- Traffic Engineer be engaged to design parking and driveways
- A ten year building maintenance plan be prepared
- Arborists be commissioned to assess condition of remnant river gums
- Landscape architect be engaged to prepare materials palette, plant types and groupings and to develop detailed landscape plans for the precincts

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APPENDIX A: THE SCHOOL'S BRIEF

The following briefing notes were provided:

The ultimate outcome is a master plan with the identified building projects.

These projects may include:

A whole school plan with double streaming starting with the development of an early play centre and third kindergarten

The gym needs toilets and change rooms

The science lab is in desperate need of refurbishment extension and needs a computer lab of some sort.

The place of office and music buildings need to be reconsidered.

There are some old transportable so that either need fixing or rebuilt in permanent structures.

The development of the educational gardens and a possible replanting of a treed area or as planned in the past a second oval. Which is it?

General upgrade of pathways, signage, entry and movement in and around school.

A landscaped road to the Living Arts Centre.

Our Art rooms could use extension with foyer and gallery area.

Parking is a problem.

Checking in with the whole community including committee, board, teachers and parents is important towards identifying areas of need.

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APPENDIX B: CONSULTATION SUMMARY

The following questionnaire was issued and coordination of community responses was energetically and capably undertaken by Kirstie Murphy, parent.



MASTER PLANNING QUESTIONNAIRE
Mount Barker Waldorf School

Good education needs an innovative built environment. The master planning we are doing now will set the character of the school for the next 30-50 years. It is imperative that the school articulates their future learning culture so we can create buildings that support rather than hinder this. The following questionnaire will assist in writing a brief to guide this process.

Please email by 28th January 2017 to Mark Baxter mark@bjanet.au

1 How do parents in the broader community view the school and why would they send their children to MBWS rather than the other offerings? What do you need to do to improve the offerings?

2 What special character would you like to see the school develop over the next 30 years? What will make it a school that attracts students? (connection to nature, music theatre and arts, sustainability in action, personal care of teachers etc)

3 What facilities do you think are missing or need improving? Music rooms, parking, high school common rooms etc

4 Mainstream teaching practices and the supporting architecture has changed dramatically over recent years, eg flexible learning spaces with a greater degree of self-directed learning, interactive and sustainable buildings etc. Can you see more innovative ways of teaching in the high school that don't compromise the Waldorf Curriculum?

5 Please research new classroom teaching practices and visit some other Steiner and mainstream schools over the holidays and make suggestions for change.

6 Other thoughts

Note: these web site shows some research of interest.
https://pursuit.unimelb.edu.au/features/teaching-the-way-we-learn/?utm_source=twitter&utm_medium=social&utm_content=story_myge

Baxter & Jacobson Architects
MBWS Master Planning

Page 1 of 1



The following flyer was distributed and meetings held



Master Planning

What would you like to see in our school?

A master plan for future buildings, landscaping and site services is currently being developed for our school. This plan will become the map for how the school will journey from where it is now to where it wants to be.

We Want to Hear Your Ideas

The Master Planning Committee will be hosting 30 minute focus sessions

When	Where	Time
Monday March 6 th	Parent Café	9:15 am
Tuesday March 7 th	Eurythmy Room	7 pm
Wednesday March 8 th	Parent Café	9:15 am
Friday March 10 th	Parent Café	9:15 am

If you are unable to attend any of these workshops and would like to contribute please contact Kirstie Murphy by email kmurphy@adam.com.au or 0408 088 624.

APPENDIX C: SUMMARY OF CONSULTATION

Background

There were 9 sessions held at different times of the week including both parent and student groups. A similar question format was used for all sessions and recorded in butcher's paper. The following is a summary of that material.

What the parent community most value about the MBWS

- A sense of intimacy between child, parent and teacher
- The school offers the sanctuary of nature within the urban sprawl of Mount Barker
- Parent involvement and family connections
- The kindy sanctuary
- The opportunity for the child to explore nature inside the classroom and the organic play spaces.
- Relationships within the school

Values and beliefs to carry on into the future

- Intimacy- having a small school feeling
- Keeping the deep connection with nature
- Working together and collaborating
- Parents views matter
- Inclusivity
- Maintaining the nature based environment

K-12 journey

Most people indicated yes that they would like their children to proceed from kindy to year 12. They also suggested that their decision is child led. A smaller proportion suggested that it depended very much on the teacher and how the school resolves issues around the teachers. This is based on concerns about how new teachers are mentored.

Why they are considering staying from K-12

- The curriculum and how it relates to the development of the child.
- Encouragement of a steady flow of pressure, rather than exam focus
- Alternative to mainstream approach
- Caliber of person at the end of the school journey
- Nature connection

Double streaming

The participants involved with master planning were evenly concerned with no and yes to double streaming. The "no's" were concern with loss of natural space, intimacy and the school's ability to afford such development. There were frequent comments on filling high school to capacity first and maintaining numbers in the high school. The "yes" view were keen to see double streaming from years 8-12 to help with the small social structure in those years. The double streaming in the high school would allow the teaching staff population and the facilities to grow. There were ideas of how we could work more intimately with Trinity Gardens school and the other emerging Steiner streams as a flow on effect into our high school. There was the idea of looking at bus availability from the city to source students for the high school.

Kindy space

The kindergarten space was perceived as having a warm, homely and nurturing environment. There was discussion about the states of the two kindys in which Banksia rose appeared more run down and that the garden in kindergarten was admired for its beauty but also appeared run down. There was a great appreciation that the children were experiencing a constant connection with nature. Needed changes; Banksia rose toilet needs upgrading, a renewed planting scheme with edible cherries for climbing trees. The cubby on the tree stump outside Banksia rose be designed and completed. Food growing area be included in the kindergarten space. Better toilet facilities in bush kindergarten. Long-term vision is an integrated early childhood area including the kindys, health consultation space, food growing, younger kindergarten and playgroup.

Years 1-3

The appreciation of this space is the natural and organic way of the play areas although there were comments on its run down state. Needed changes; better buffer planting between housing estate and school boundary; outdoor learning spaces; clear flow pathways around lower primary areas; the creek line coming out of the kindergarten meanders through the whole of the primary school as well. Natural materials for making cubbies and other constructions and grinding rocks and caring logs; fire pit; more natural light in classrooms. Long-term vision includes more diverse nature play outside the classrooms with more food production occurring in that vicinity.

Years 4-7

The look and feel of the buildings is admired in this part of the school. Needed changes; better retro-fitting of sustainability practices in classroom; planting a barrier between residential estate and school boundary, perhaps with edible fruit trees; more bush places; not enough outside challenging equipment such as climbing framework, a swing; outside play space for children interested in play other than sport, more spaces to grow food. Consider the play areas at Trinity gardens for inspiration. Older version cubby structures and freshly painted rooms. Long-term vision includes classrooms with better sustainability principles, and an outdoor experience that allows more diversity of play and in particular the needs of non-sport playing children are consider. The area has more food growing activity around these classrooms, allowing a more independent play experience. The creek line from kindergarten also meanders through this space.

High school

What is currently valued: Big classrooms, separate space from rest of the school, verandah social space.
What is needed in the space: Outdoor workout space including high bars, parallel bars, monkey bars or an improved Parkour circuit. What needs improving: Science space needs upgrading and technology improvement. Library needs online books, a computer space. It is seen as outdated and unfriendly.

The future of the high school space: Onsite training for high school students, ie coffee barista, whipper snipper training, chainsaw etc. (Cert. IV training for maintenance and grounds part of school). VET, Parental/professional skills sharing. The buildings are seen as coming out of nature and integrated with nature, creating wholeness-building nature curriculum. Garden education: how does this program help students to grow/cook and possibly sell. How can the food production service the canteen.

Other facilities

- Music facilities are out of date- possible recording studio with technology
- Library- it seems out of date, little warmth and lack of energy to help guide the reading and research interest in the students.
- High school toilets- the doors are too short
- Common room in high school
- Gym-toilets and change rooms.
- Car parking- improve the number of spaces, and the flow around the school, surface of the roads around the school a concern. Concerns about child safety and car movements.
- Human traffic flow around school- pathways around the school are not clear or well connected. Signage for the school in English, Japanese and German.
- Front of school poorly presented and front office hard to find.
- Garden spaces and nature play around classrooms needs redesigning and up grading.
- Farm and food production in the school for the high school. How could it better suit the high school program?
- Soccer field.
- More drinking fountains
- Bus services into the school from Strathalbyn and City

Priorities

Now	6 years	Long-term
High school toilets Parkour upgrade/adventure course Common room in high school Library upgrade Parking around school Nature play areas designed and improved around primary classrooms. Food growing and production for whole of school Bus shelter	Science and technology upgrade Gym toilets Music facilities Soccer oval Parking and traffic flow around the school Human pathways around the school Presentation of front of school Primary classrooms have better light access in the classrooms and sound amelioration with furniture and wooden flooring	Kindergarten area becomes an early childhood precinct that includes the kindergartens, health centre and playgroup and food production area. Working towards sustainability with carbon neutral outcomes. The school grounds are designed within a permaculture landscape that has environment and social permaculture principles. The buildings are integrated into the landscape with abundant nature feeling throughout the school. Landscape provisions around the primary and kindergarten spaces including all elements of fire, water, air and earth. An independent German classroom with characteristic from Germany. Similar concept to Japanese room.

Other feedback

There was a persistent commentary on how the nature of service could be better done within the school with the students and how can a program of this nature encourage an ability in the student to give back into the world in many forms? It was raised that the service program can have a strong relationship between the primary and high school students.

Another consistent commentary is that our intimacy is our strength and that the importance of community across parents, students and staff adds to the school experience and should be nurtured wherever possible.

The overriding feedback from the school participants was a sense of improving the school landscapes aesthetics, nature play spaces: food growing and production activity and to have the whole school encased in permaculture principles.

APPENDIX D: BUILDING CONDITION REPORT

Ref	Building	Ft for purpose?	Disabled Access	Building condition	Comment
1.2	Early Childhood				
1B	Banksia Rose Kindergarten	Too small, difficult configuration,	No	Poorly built and high maintenance costs, badly insulated	Change use to playgroup. Demolish 10 years
2	Nightingale Kindergarten	Adequate	No	Reasonable though high maintenance costs	Maintain usage
	Toilets	Repairs needed		Footings are subsiding and floor	
2B	Playgroup room	Cute and not well suited for use. Too small		Old building	Boutique garden. Location off carpark makes it feel not part of the school or cared for
4	Hub Building				
4.1	Staff meeting	Yes	No	An original weatherboard cottage brought onto site Recently renovated	Worth keeping as a reminder of schools history
4.2	Remedial work	Yes			
5	Primary Music rooms	No	No	Original transportable, Weatherboard, high maintenance costs, badly insulated, bad natural and artificial lighting	Demolish short term
	Orchestra room	Spaces generally too small			
	Storage	Inadequate			
	Practice				
6	Administration / Staff		Yes		
	Admin Staff rooms	at capacity		Masonry and timber framed	Inadequate if school grows
	Copy room	OK		Generally good condition	Consider moving staff room and kitchen
	Sick bay	OK			Consider adding a deck at front off staff room
	Staff / Visitor WCs	OK			
	Staff room	Kitchen too small.			
		No dedicated meeting room			
7	Parent room	Small spaces that find uses that fit		Original transportable. Poorly built and high maintenance costs	Demolished to allow for a new building combined with Music. Improve transition to outside.
	Staff room	Small		Bad connection to outside and badly insulated	
8	Class 1,2				
8.1	Classroom 1	Original transportable Main room desk space was added to hut desk layout is poor.	Yes	Weatherboard, high maintenance costs, badly insulated, bad natural and artificial lighting. Nearly impossible to renovate into harmonious class	Demolish when possible
8.2	Classroom 2	at above			
	Verandahs	Too small. Bag space not unified			
9	Class 3				
9.1	Classroom	Purpose designed and adequate.	Yes	Rammed earth on RC slab	Retain
10	Class 4,5				
10.1	Class 4	Good	Yes	Rammed earth on RC slab	Retain
10.2	Class 5	Good		Good	Retain
	Verandahs	Good		Good	Pond between could be reactivated
11	Class 6,7				
11.1	Class 6,7	Good	Yes	Rammed earth on RC slab	Retain
	Verandahs	Too narrow, rain wets bags	Yes	Good	Needs extending
12	Toilets and sports store	Good	Yes	Add on pergola needs removing or repair	Retain
13	Living Arts Centre				
13.1	Auditorium	Good though acoustics poor	Yes	Good	New building setting a standard and functioning well
13.2	Foyer	Good		Good	
13.3	Kitchen	Good		Good	
13.4	Storage	Inadequate		Good	
13.5	Back of stage	Small		Good	
14	Gymnasium				
14.1	Main space	Good	part	Problems with external stormwater flooding	Urgent rectification and landscaping needed
14.2	Toilets and change rooms	Not built yet			High priority. Consider use by other activities also ie gardening
15	Garden classroom				
15.1	Class and store	Would benefit from more space		Appropriately ramshackled.	Additions dependent on growth of the gardening program.

15	Industrial Arts Crafts	Originally designed as a raw shell.	part	Generally poor condition after years of being hacked around	Needs an overall update and review of curriculum offered and spaces needed
	Ceramics	OK		OK	Rebate
	Son crafts	Wrong location given soft craft serve primary		Suffers from dust from other activities	Rebate
	Industrial arts Crafts	Never enough.		OK	Appropriately rimshacked.
	Storage	Too small but works for smithing. But not big enough for general metalworking		Poor	Additions are poorly designed and detract from building
	Metal work blacksmithing			poor	
17	Maintenance Yard	OK. Skillion roof to park maintenance vehicles wanted. Stockpiles need to be hidden	no	OK	Tendency to spread out and accumulate. Guide policy needed.
17.1	Sheds				
17.2	2 Containers	Used for camping gear and for archives	no	Functional and ugly and highly visible	Remove at least one. Repaint and screen with planting
18	Japanese language	Wonderful building reflecting the subject		Good	Worth maintaining
19	Science				
19.1	Chemistry lab	Run down and layout limits creative subject delivery	yes	Bad natural and artificial lighting. Run down	New facilities proposed elsewhere.
19.2	Physics	Run down, doesn't tick out easily.		Bad natural and artificial lighting. Run down	Consider gutting the building and rebranding
19.3	Fabric				
19.4	Storage	Inadequate, inaccessible when it could be on display		Bad natural and artificial lighting. Run down	Consider gutting the building and rebranding
19.5	Staff prep	Small and isolated		Run down	Consider gutting the building and rebranding
19.6	Verandahs	More a passage than a place to be		Paving run down	Extend outdoor courtyards both sides
20	Library				
20.1	Generally	Good light but given the nature of libraries is changing, the building is restrictive and not well used		Mud brick, timber frame condition but aging	New high school library needed. Consider leaving this space as a lower school library or a new use.
20.2	Toilets	Small but central to high school		Unpleasant and doors need lowering for privacy	
21	Classrooms				
21.1	Class 8	Mud brick, timber frame		Reasonable but aging	
21.2	Class 9	Purpose designed classroom	yes	Reasonable but aging	
21.3	Covered outdoor court between 20 & 21	Purpose designed classroom	yes	Unattractive structure for the outdoor focus of HS. Pavement and walls are unrelated to roof or spatial needs	A purpose built outdoor structure for the heart of HS as a social space is needed.
22	Classrooms				
22.1	Class 10	Rammed earth on RC slab	yes	Good	Originally designed as a sports change room
22.2	Class 11	Good	yes	Good	
22.3	Class 11	Good	yes	Good	
22.4	Verandah	Recently extended	yes	Good	
23	Toilets, Change rooms				
23.1	Toilets	Rammed earth on RC slab reasonable	yes	Good	
24	Arts				
24.1	Art room 1	Designed as a class so space restrictive as art room	yes	Rammed earth on RC slab	Find a more appropriate use for the space available
24.2	Art room 2	Designed as a class so space restrictive as art room	yes	Good	Find a more appropriate use for the space available
25	Emphyseum				
	Performance space	Works well	part	Timber framed and lined	
	Entry/ prep room	Small but workable		Has been white anted	External re paint needed
	Store	Small but workable			

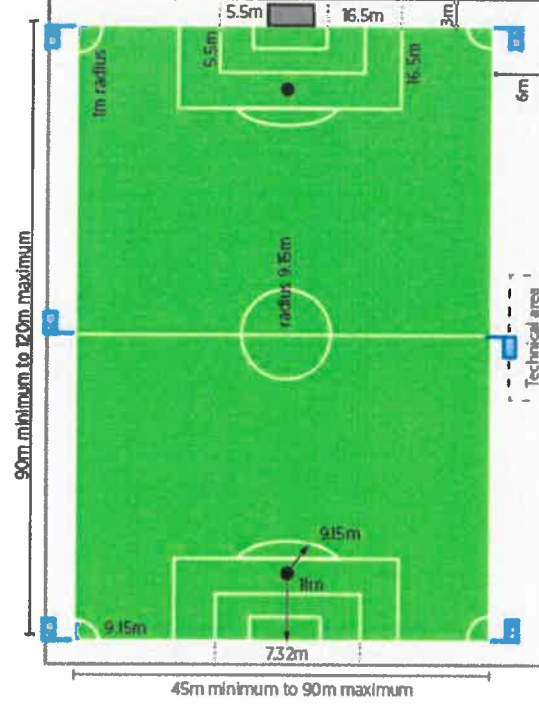
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A circular cricket field is considered as the perfect field but generally a cricket pitch is slightly oval. Its diameter varies between 137m and 150m. The ICC Test Match Standard Playing Conditions (October 2014) Law 19.1 defines the playing area as a minimum of 137.16m from boundary to boundary square of the pitch, with the shorter of the two square boundaries a minimum of 59.43m. The straight boundary at both ends of the pitch is a minimum of 64m. Distances are measured from the centre of the pitch.

The 400m Standard Track (the Track) has straight and curved sections of almost equal length and uniform bends which are most suitable to the running rhythm of athletes. Furthermore, the area inside the track is large enough to accommodate all throwing events and also a standard football (soccer) pitch (68m x 105m).

The Track comprises 2 semicircles, each with a radius of 36.50m, which are joined by two straights, each 84.39m in length.

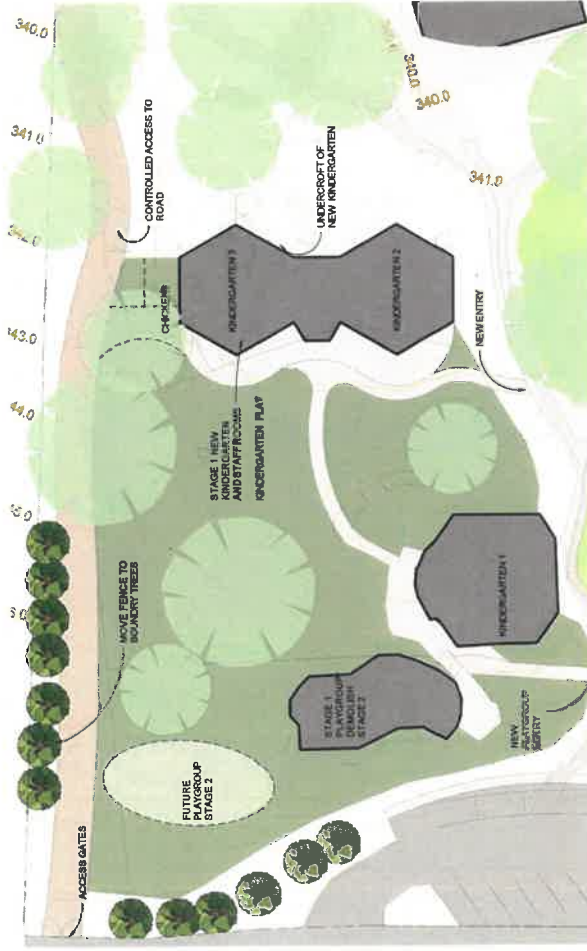
NOTE: $36.5 \times 2 = 73 + 84.39 = 157.39$ overall length which cannot be achieved.
Based on the diagram below the play field can be Minimum 90 X 45 plus sides = 96 x 57



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APPENDIX F: KINDERGARTEN - ALTERNATIVES CONSIDERED

- DIVIDES KINDERGARTEN AND PRIMARY ALONG THE CONTOUR OF LAND
- EXPOSURE TO THE SOUTH
- PLAYSPACE SURROUNDED BY CLASSROOMS



KINDERGARTEN DIVIDING KINDY AND PRIMARY



KINDERGARTEN COMBINED WITH BUSH KINDERGARTEN

- MORE PLAY AT TOP FOR KINDERGARTEN AND PRIMARY
- BRINGS MORE CARS INTO SCHOOL
- DIVIDES EARLY LEARNING

