DesignInc



St Martins Lutheran College Master Plan Report

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St Martins Lutheran College

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Master Plan Purpose

Who

St Martins is a co-educational primary and secondary Lutheran College, catering to students from Foundation to Year 12. The College was founded in 1982 and is celebrating 40 years of service to the city of Mt Gambier and surrounding regions.

The College occupies a site located to the north east of the city centre on what was formerly farm land. Upon inception, the College was focused on a 'single stream' of primary education but as the school progressed and grew, an additional primary stream was added and eventually secondary education was offered.

The college contains General and Specialist Learning areas, Junior, Middle and Senior Schools, Administration, Library and Trade Training Facilities, a Multipurpose Hall, External Sports Courts and Sports Field.

Why

The College has a strong focus on community, learning and social interaction. The most recently completed buildings have provided the college with contemporary GLAs and specialised Food Technology spaces within the Senior School.

Unfortunately, the older building stock does not facilitate a similar delivery of contemporary educational methodologies nor does it provide suitable performance and sporting spaces which require the College to typically undertake these activities off-site.

In 2021 the College completed an updated Strategic Plan which identified the creation of a new Master Plan and the establishment of an ongoing works program.

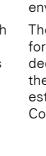
A recent acquisition of adjoining land provides the College an opportunity to expand and re-imagine their campus to provide additional contemporary learning, administration, performance, and sports facilities. This master plan also acknowledges the College's intent to pursue further acquisition of adjacent land and explores the possibilities that this may allow.

How

DesignInc was engaged by St Martins Lutheran College in 2021 to review the existing Master Plan completed by DesignInc in 2015.

This Master Plan Report is a summary of the process undertaken, findings and suggested outcomes. It is intended to assist the College through a series of projects over the next 15 to 20 years, within the context of a long term vision for the campus. It seeks to guide improvements to the College, in line with goals that were established at the commencement of this Master Planning process.

DesignInc believe a successful Master Plan is one which allows for interventions at varied scales over a number of stages. This Master Plan provides a range of projects across the site. and the College is in a unique position with ample land allowing for staging to be flexible and few interdependencies between stages minimising any effects on the day-to-day operations of the College.





We are a welcoming, caring, Christcentred learning community where students grow, flourish and are inspired to make a difference.

St Martins Lutheran College Purpose Statement



How

Significant engagement with the St Martins College Leadership Team occurred in preparation of the Master Plan. Additional engagement with Staff and St Martins College Council has provided a broad basis for inputs, analysis and the final direction of the Master Plan.

This report summarises the existing constraints and opportunities of the St Martins site and buildings. It then sets out a vision for the Campus and a range of projects that are proposed to meet the College's need to deliver a high quality, sustainable, integrated teaching and learning environment into the future.

The final Master Plan articulates the College's plans for the development of the campus over the coming decades. These plans align with and seek to deliver on the goals set out in consultation with the College and establish a programme of physical works to address the College's future needs.

Introduction

Strategic Context

Prior to commencing the Master Planning process, the College undertook a Strategic Planning process in order to set the direction for future development.

St Martins Master Plan Brief (Refer Appendix A) noted the following strategic priorities:

Culture

- Promote whole College wellbeing. Embed the Lutheran ethos.
- Further develop structures to underpin culture and wellbeing.
- Promote whole College identity. Review the College's student uniform.

Learning

- Establish a Learning Working Group.
- Improve teacher understanding of Nationally Consistent Collection of Data (NCCD) requirements.
- Further improve standard of student literacy across the College.
- Foster a greater focus on inquiry learning across the College.
- Foster a culture of collaboration across the College

Spaces + Facilities

- Create a new site master plan.
- Establish an ongoing program of minor works and refurbishment.
- Identify and prioritise short-term space and facility requirements and develop plans to address them.

Teaching and Learning Principles

The St Martins teaching and learning principles provide a framework for learning with the College.



Quality Teaching

Learning is data informed, flexible and personalised to meet the needs of each student. The curriculum is accessible, relevant and provides appropriate challenge. Learning and assessment is constantly reviewed to reflect the experiences and capabilities of each cohort.



Empowered Learning

Learners are actively involved in developing their conceptual understanding, taking initiative and reflecting meaningfully upon their experiences. They work collaboratively to make connections between their learning and realworld concepts and experiences.



Collaborative Practice

Respectful relationships between both staff and students create a positive and vibrant learning environment. Through intentional collaboration students, teachers, school staff and parents engage in an enriched learning community.



Strong Foundations

Teachers seek to develop the personal and social capabilities of each learner, as well as key skills in ' literacy, numeracy, critical thinking and contemporary technologies. The spiritual development of each child and the St Martins Spirit are at the heart of all we do.



Introduction

Master Plan Methodology

DesignInc has employed the following methodology in the development of the Master Plan:



Discover

Learn, Understand

During the first phase our team will work with the College Executive team via a Discovery workshop centred around understanding four key focal points:

- People: The student cohort, Academic and Support staff numbers, school community, College governance, and pastoral care model
- Place: The context, identity, history and culture of the College, the constraints and opportunities of the existing buildings and site
- Learning: Understanding pedagogical aspirations and challenges, potential growth and focus areas for improvement of facilities
- Programatic: The financial constraints and time-frames within which the College must function or upgrades need to occur

Definition

Explore, Define

In this stage, we explore new solutions to existing problems and address the school's future needs. We will do this by providing a number of different options which reinforce the concept of precincts within the school.

Throughout this stage we also work towards defining a robust set of design principles that interlock with a staging strategy and support the College's vision and learning philosophy.

Detail

Refine, Finalise

The final stage is to create an updated Master Plan Review report. The completed document will address the following areas:

- Vision and objectives of the school
- Planning constraints that have been addressed
- Educational outcomes being sought
- Range of development activities to be undertaken
- Overall Master Plan for the site
- Staging Plans to illustrate the sequential redevelopment to occur
- Indicative floor plans for each stage



Variety of Scale

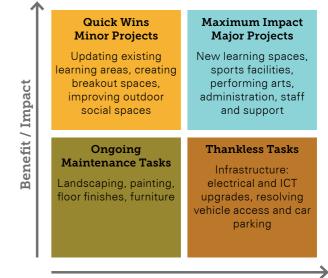
Too often Master Plans rely on a series of 'big ticket' projects that can take many years to eventuate. Whilst it is important to have a long term vision when Master Planning, our observation is that it is equally important to include a range of smaller projects that yield immediate benefits to current students and staff.

There is a risk with a Master Plan that only contains large projects to be constructed 'in a few years time' that current students and their families become ambivalent because they will not receive any benefit from these developments.

By also including small projects that can be quickly executed and add immediate value to the current students and teachers daily activities, we believe the Master Plan will more quickly be embraced and achieve broad acceptance within the school community.

The graphic below illustrates the relationship between maintenance, infrastructure upgrades, small projects and major works as they relate to effort / expense and the positive benefit generated.

Our aim is to develop a Master Plan that embraces and acknowledges the importance of each of these quadrants and allows for projects to proceed as the College funds and enrolment numbers permit.





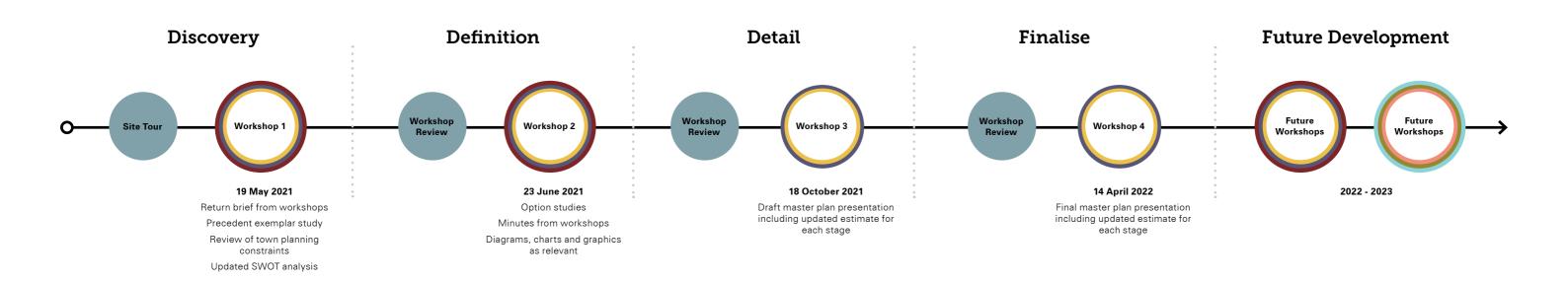




Effort / Cost

Introduction

Stakeholder Engagement + Time Frame



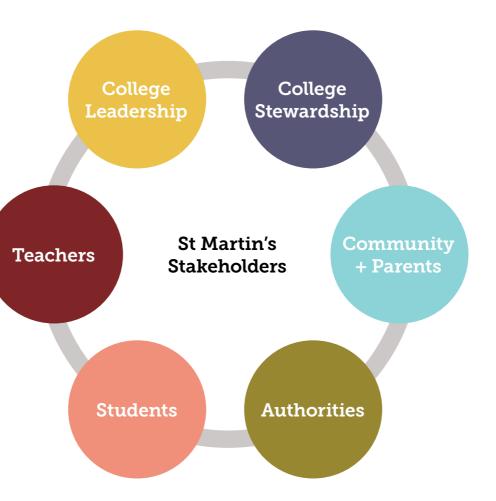
Preparation of this report has involved consultation with the St Martins College Leadership Team, Staff and College Council representatives. The graphic above details the engagement process undertaken during the Master Plan process.

Initial consultation, site tour and a CASE Method (Current State, Aspiration, Strategy, Execution) Analysis were conducted to understand the existing facilities, and the key College objectives.

The following sessions with the St Martins College Leadership team and representation from the College Council focused on precinct planning and concept designs of the buildings.

Staff feedback was taken on board and alterations made to the proposal prior to endorsement by St Martins College Leadership and St Martins College Council.

While engagement with the wider College community, authorities and detailed consultation with teachers has yet to occur, it is envisaged that this process will form part of the initial stages of each future development proposed within the Master Plan.







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Learn, Understand

- People
- Place
- Learning
- Programmatic

Master Plan Brief

Aspirations

The Master Plan Brief provided to DesignInc by St Martins identified the following aspirations:



Improve the layout functionality and aesthetic appeal of the College site and facilities.



Current and prospective students, staff and all visitors will be attracted to and feel welcome, excited and inspired by the College's physical environment.



3

Providing a learning environment that supports current and future pedagogies.



To support the Vision and Mission, and the College's aspiration to care for the environment.



To identify creative solutions that enable the College to fulfill these aspirations and also provide a road map to move from its current state to desired future state.

Key Design Considerations

The Master Plan Brief provided to DesignInc by St Martins identified a number of design considerations which we have summarised into the following key items:



1

5

9

Enrolment growth in the Middle School over several years has created increasing pressure on spaces. The College has effectively outgrown its current site layout and learning spaces.



2

Suitability of the current building stock may not suit a longer-term vision that potentially includes substantial further growth.



Investigate on-site Early 3 Learning Centre and long day care.



Sub-school hubs that include student, staff and ancillary services and spaces, including pastoral care, wellbeing and administration facilities.

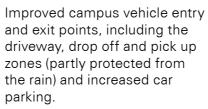


Outdoor spaces adjacent to 6 sub-school hubs, to enable a level of exclusivity of use by students of each sub-school.



Multi-purpose worship/ $\overline{\mathbf{Z}}$ assembly/theatre/performing arts space that serves a range of learning needs.







10

Administration facilities that reflect the College's vision of being welcoming, and innovative and provide appropriate offices and facilities for centralised staff.



Improved outdoor spaces including active and passive recreation. Spaces that are inviting, comfortable and encourage positive social interaction.

A







Continue and/or enhance outside School Hours Care facilities.





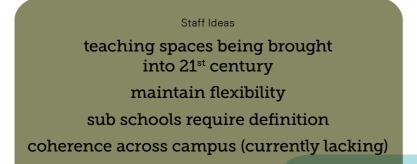
Expanded indoor sports centre comprising multiple courts, fitness centre and support spaces.



A Canteen that has the capacity to meet the needs of the whole College population, with different sub-school serving areas and an area where students and staff can sit/eat indoors.

Discovery Workshop Feedback

A start-up meeting and Discovery Workshop was held with key stakeholders on the 19th May 2021. The graphic below captures the key aspirations and concerns identified at this meeting.



Weakness

Early Learning Centre community need for ELC places north east quadrant growth zone

no sense of arrival admin building is sub-optimal junior school requires refresh no relationship between inside and outside first impressions of school are not great

Tensions

sense of community vs growth facilities aren't fit for purpose, don't want to be 'big' again barely keeping up with growth with providing basics

Strength regional enrolments no big class sizes

Aspiration

shared planning spaces to allow for collaboration between staff

spaces to cater for house meeting (300)

performing arts centre music / theatre / dance

Early Learning Centre

community need for ELC places north east quadrant growth zone can provide great value and service to community

existing spaces do not serve its purpose too small for current enrolments hall / gym needs to be central but also needs to be accessible after hours for community use

Specialist Services

no fit for purpose facilities for managing students with learning difficulties require flexible and dedicated space office space for staff is not fit for purpose

Idea

withdrawal / sensory spaces would be an asset to the schools program

COLA and outdoor areas require covered walkways due to weather

individual practice rooms in junior school for music

Growth

double edge sword challenge to sense of community

Traffic Issues

200 students arrive / depart by bus 7 buses depart at once

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Sporting Facilities

worship facility and indoor sports facility as separate buildings preferable

St Martin's Kindy

no longer convenient no long day care offered

Threats

central admin hub vs decentralised admin hubs

staff from different schools do not come together lack of space for staff

Opportunity

new land purchase access from

Wireless Road

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Student Cohort

Based on the information provided by the College in early 2022, the student cohort totals approximately 783 students.

These students are drawn from approximately 11 different cultural and linguistic backgrounds.

Currently students are traveling to College each day from across the south east region and the western districts of Victoria.

Students registered at the College nominate 47 different localities as their home, which are allocated to 10 different post codes.

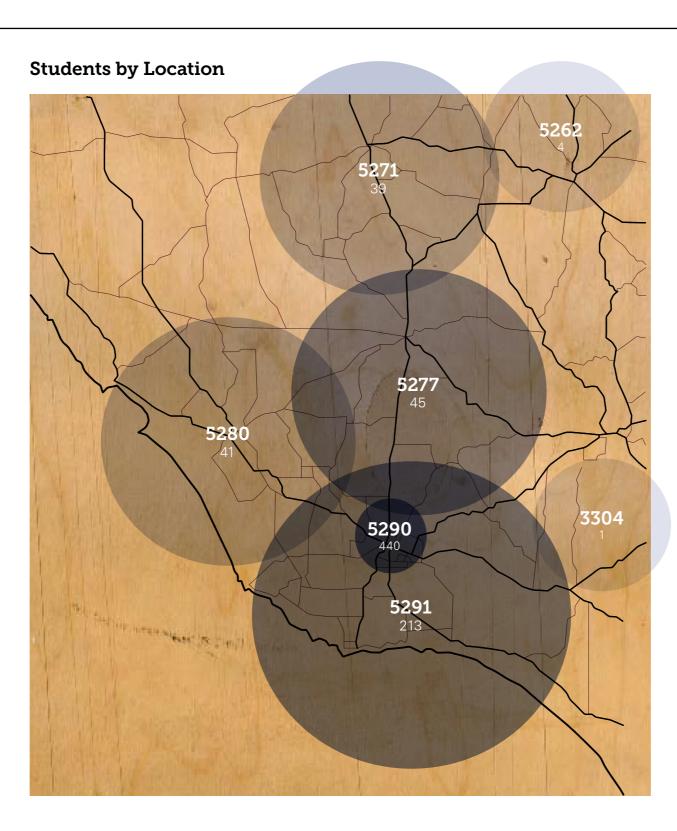
The students traveling the furthest distance come from Binnum, to the north east of Naracoorte - a 260km round trip each day.

The Colleges extensive bus network is a key enabler for the number of students who attend St Martin's from neighbouring towns.

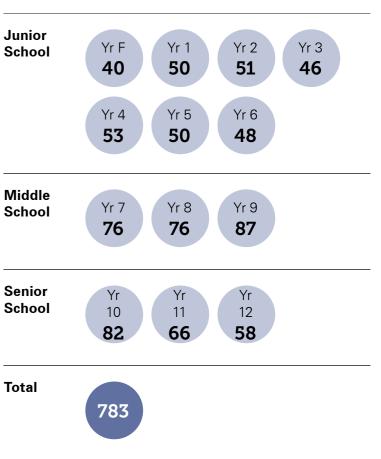
St Martin's is renown as a caring, community focused College, and this is reflected in the extensive distances that are covered by students in order to attend the College each day.

We will be known as a College in which everyone is welcome, cared for and feels proud to belong. Our highly skilled, dedicated staff will partner with families and the community to support and challenge each student to engage with learning and achieve their best. Our College environment will excite, inspire and enable flexible approaches to teaching.

St Martins Lutheran College Vision Statement







Students by Year

Cultural Diversity



School Hubs

The student cohorts at St Martin's are organised into three distinct school units. A key focus of the Master Plan is to develop hubs that support each group in an age appropriate manner.

It is envisioned that each hub will support the College's Mission to support each student to develop life skills, resilience and wellbeing. The hubs will incorporate a base for staff, students, collaboration, pastoral care, wellbeing, medical support and administrative facilities.



Beginnings...

The Junior Years - Foundation to Year 6

St Martins encourages a love of learning in a supporting and caring environment throughout the junior years of schooling.

Nurturing differences and developing compassion and respect for one another and contributing to a friendly community are all part of the junior school experience at St Martins.

The wellbeing focus across the years aims to cater for the needs of students throughout their stages of social, emotional, cognitive, physical and spiritual development, enhancing life long skills and confidence.

The Junior years at St Martins are made up of two classes per year level from Foundation to Year 6, and is characterised by continuity across the curriculum and across the year level.

Discovery...

The Middle Years - Year 7 to Year 9

Middle School at St Martins Lutheran College encompasses Year 7, 8 and 9.

Studies in Middle School form a bridge between the guided learning experiences in junior school, and the demands and joys of senior schooling, further study and the workforce.

As such, these crucial years need to provide students with opportunities which take them out of their comfort zone, expand their horizons, challenge their assumptions, and allow them to develop academically, physically, emotionally and spiritually.

All of this needs to occur in an environment which is supportive, which allows them to make mistakes and learn from them, and which emphasises people's right to learn in an environment which treasures integrity, dignity, respect and care for one another.

Pathways...

Senior School - Year 10, 11 + 12

Senior School at St Martins Lutheran College encompasses Years 10, 11 and 12.

By the end of Senior School, our students are young adults and are ready to work independently and begin their life after school.

When a student graduates from Senior School they will:

- Be equipped for a life of learning through the development of independent and collaborative learning skills.
- Have had opportunities and encouragement to participate in a range of co-curricular and extracurricular activities at school and in the wider community.
- Be prepared with flexible skills that can be adapted to a rapidly changing world and career environment.

We are committed to continually improving and striving for excellence. Informed by research and a contemporary understanding of education, we use flexible, innovative approaches to inspire each student to engage positively in learning. We support each student to develop life skills, resilience and wellbeing. We encourage them to use their gifts and pursue their passions, celebrating achievement and personal growth.

Learning, community and social spaces are established to support connection, engagement and flexible approaches to learning. Our College environment is continually developed to excite, inspire and provide access for all.

St Martins Lutheran College Mission Statement



Pastoral Care

Pastoral Care takes place at St Martin's in a number of ways, including:

Extended Homeroom Year Level Camps **Peer Support Program Restorative Practices Devotions** Sport **Co-curricular Activities**

College Houses

There are four College House groups at St Martin's.

The primary focus of these houses is on sport, cultural and co-curricular activities.



Location

St Martins Lutheran College in Mount Gambier, is bounded by St Martins Drive, Dalkeith Drive and rural land to the east.

Figure 1 illustrates the location of St Martins in the north east quadrant of the City of Mt Gambier. The City of Mount Gambier council area is surrounded by the Grant Council area (formally known as the District Council of Mount Gambier).

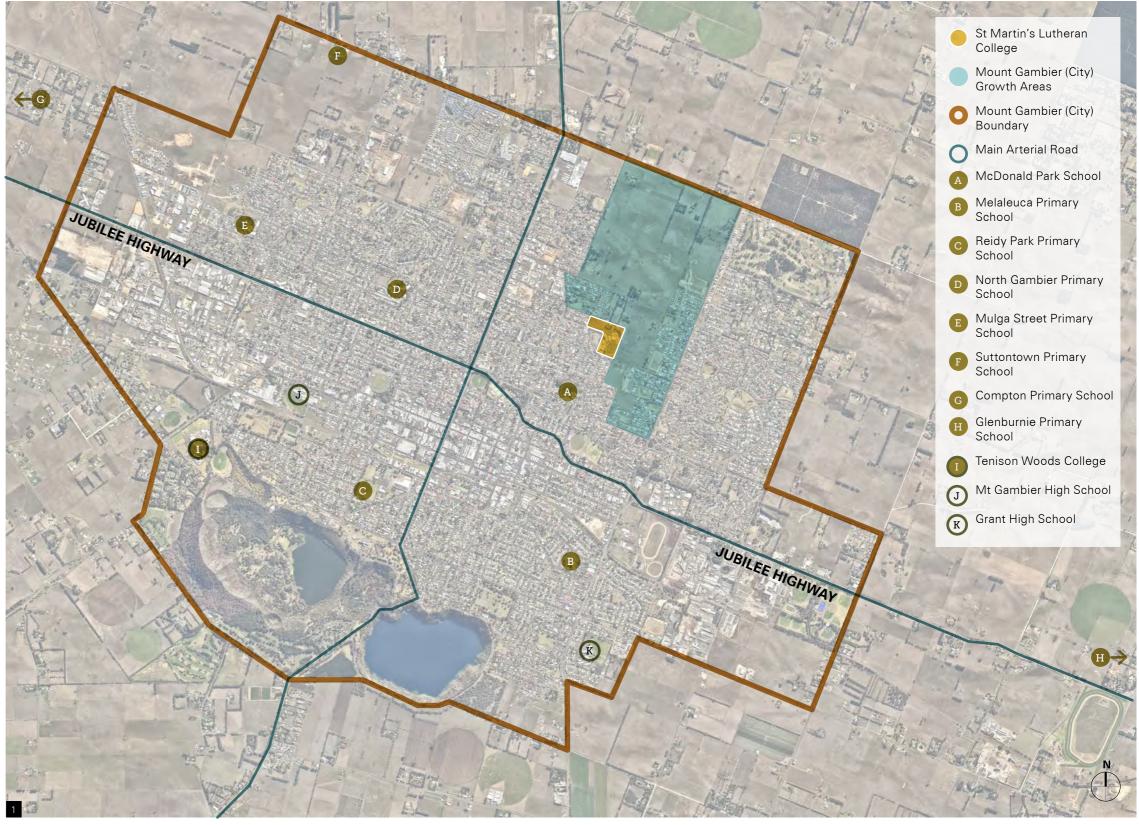
Strategically, St Martin's is the only High School Campus located north of Commercial Street, with only McDonald Park Primary also located in the north east quadrant of the city.

This is advantageous as St Martins is located directly adjacent to Growth Areas designated in the City of Mount Gambier's Development Plan.

From a Town Planning perspective there appears to be no restrictions on further development at the St Martin's site. Of note, however is the development restriction of buildings being no more than 8m high and two storeys.

Figure 2 illustrates the location of the College, the general context of its boundaries and relationship to adjacent rural allotments and residential properties.







Existing Campus Configuration





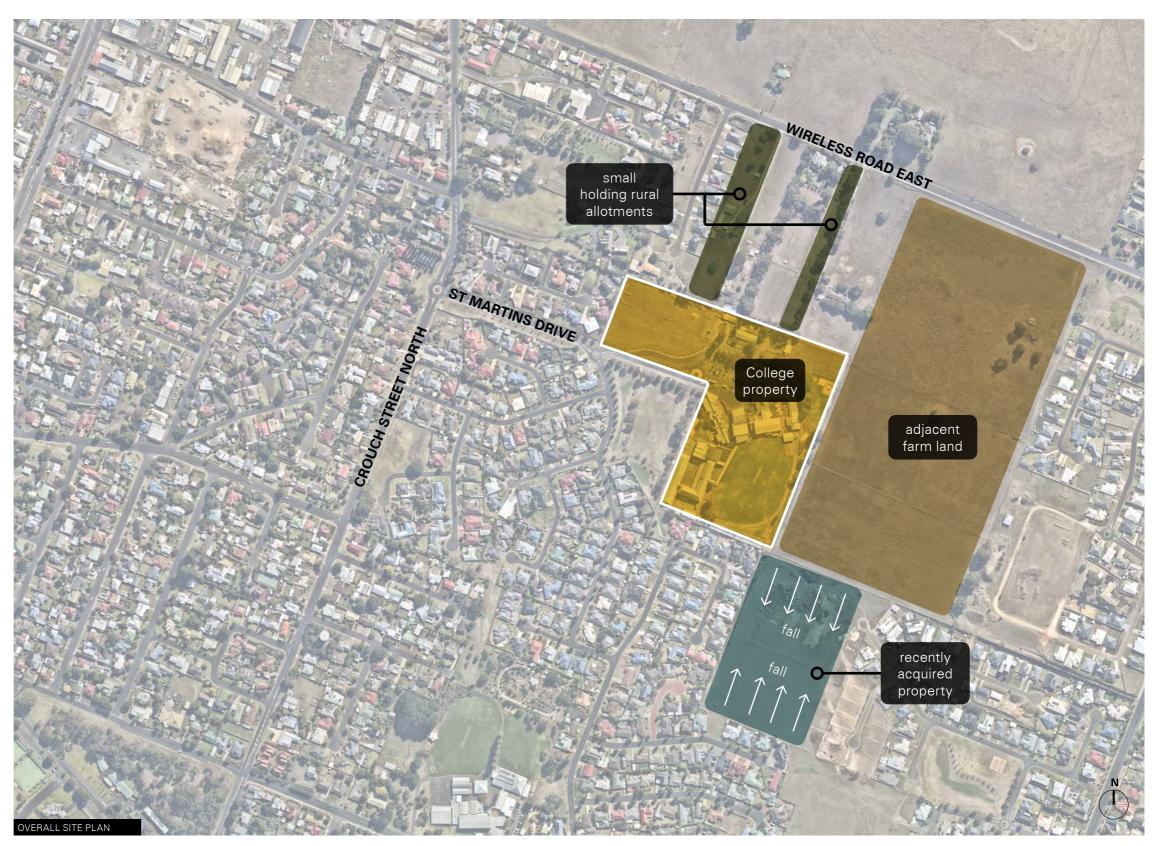
Land Titles + Acquisition

The existing land title that the College occupies is held by St Martin's Lutheran Church as the Registered Proprietor. The allotment is approximately 7ha in size and contains one easement which brings power into a central position on the site.

The College has recently purchased an allotment of land to the south east of the current property. The allotment is approximately 49,000m² (4.9ha) in size and features a significant falls. DesignInc were required to consider opportunities for the use of this land during this Master Planning process.

A significant constraint for the college is vehicular access which usually 'bottlenecks' at the key pick up and drop off times. The singular access point into the campus from Crouch Street North via St Martins Drive is also risk should emergency service vehicles be required to access the college during times of perk vehicle movement.

As part of this Master Planning Process, DesignInc were required to investigate alternate access points into the campus from Wireless Road East which is to the North of the site. In order to facilitate this additional entry point the College will need to purchase an allotment of land that runs between its Northern boundary and Wireless Road East.









Explore, Define

- Prioritise
- Solutions + ProblemsOptions Analysis

Identified Priorities

At the Discovery Workshop held with stakeholders on the 19th May 2021, the following 'Big Picture' Priorities were validated. These priorities have subsequently been tested through an Options Analysis process to ascertain the most suitable location for each key priority.



Early Learning Centre incl. Long Day Care

- Understanding optimal size
- Ensure room for expansion
- Proximity to Junior School



Sub-school Hubs

- Junior, Middle + Senior Schools

- Dedicated Leadership + Support facilities for each
- Dedicated outdoor spaces for each



- Improved Z **Sports Facilities**
 - Multipurpose Hall up to 4 courts
 - 400m athletics track
 - Ovals, Soccer pitches - Hard courts in a more accessible location?



4

Assembly, Worship, Performance Auditorium

- Accommodate 300 seats
- Central Location
- Link to new Music + Drama facilities adjacent



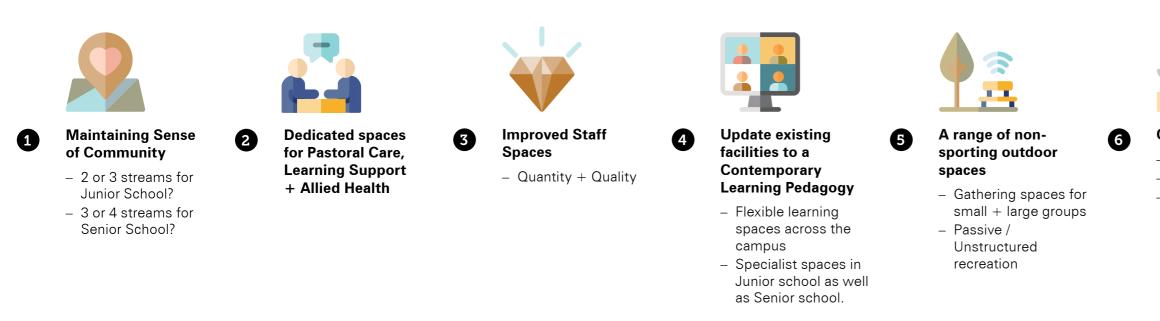
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Administration Facility

- Reflective of College's Welcoming nature - Highly visible
- Centrally located

6

Further to the above mentioned 'Big Picture' Priorities, the Discovery Workshop also identified the following 'important details' which should be achieved in order to deliver a successful outcome for the St Martin's community.







Outside School Hours **Care Centre**

 Dedicated facility to remain - Accessible form carpark



Improved Traffic Management

- Parking, Pick-up and Drop-off
- Access from Wireless Road?



Canteen / Cafeteria

- Appropriately sized - Centrally located - Separate access for Senior + Junior students





Fiscal Responsibility

 A series of financially manageable projects

Contemporary Learning Pedagogy

A key challenge at St Martin's is finding ways to adaptively re-use the existing learning spaces in order to deliver more contemporary learning spaces.

Currently most of the existing spaces at St Martin's are the typology A indicated in the diagrams below. DesignInc believe it feasible to renovate the existing spaces to achieve typologies C and D, via the creation of Learning Commons adjacent to the existing Senior School and Junior School classrooms.

- A cluster of traditional classrooms connected by a (central) corridor.
- **B** Similar to Type A, except that the corridor connecting the traditional classrooms is widened to create a breakout space, identified as 'street-space' or 'learning commons'.
- C Walls between adjoining classrooms (but not the breakout space) are made flexible, enabling these classrooms to be opened-up, creating flexible learning.
- D Walls between adjoining classrooms and the breakout space are flexible, allowing for the entire learning environment to become one larger space, whilst also retaining the ability to close it down into traditional classrooms.
- **E** (Open) The learning environment is open plan and cannot be converted into traditional classrooms without major renovation.



Credit: Dovey and Fisher's learning space typologies (2014), adapted by Soccio + Cleveland, 2015

Credit: Dr Ben Cleveland, The University of Melbourne



9 principles of designing and using learning environments to best pedagogical effect:

A dynamic school and physical environment.

Variety and choice, with respect to both settings and activities.

3

6

The capacity to differentiate the personalise learning experiences, including across independent, small group, and whole class activities.

Ready access to multiple learning settings, commonly differentiated by furniture arrangement and/or glazed separations between spaces and different sizes.

Engaging and meaningful teaching and learning experiences, including opportunities for instruction, interaction and reflective retreat.

Options to socially organise students in varied ways, within the same class and/or across multiple classes.

Good acoustics, especially in more open spaces.

Good slight-lines, to enable the consistent observation and monitoring of students' activities.

A design that recognises the physical, organisational, temporal and cultural histories of the school/sector and allows for pedagogical development over time.

Identified Priorities – Options Analysis



Early Learning Centre incl. Long Day Care

Initially, only one location was considered for an ELC:

- Directly adjacent to the Primary facilities Whilst the location directly adjacent to the Junior School would enable a 'one-stop' drop off for parents with multiple children, there were spatial compromises in locating the ELC so close to the Primary School.

Stakeholder feedback requested that the 'paddock' to the north of the entry road be investigated as an ELC hub.



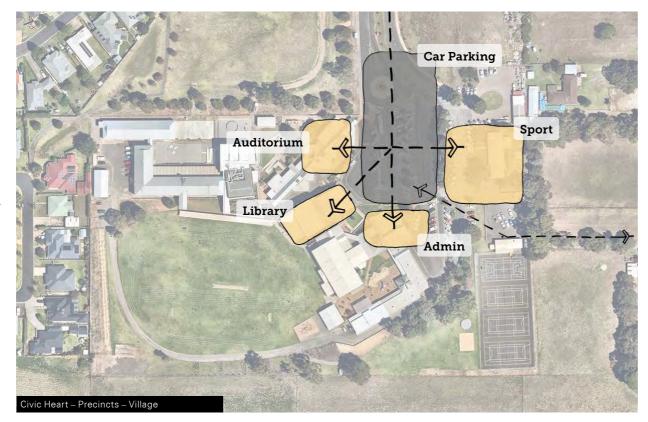
Civic Heart

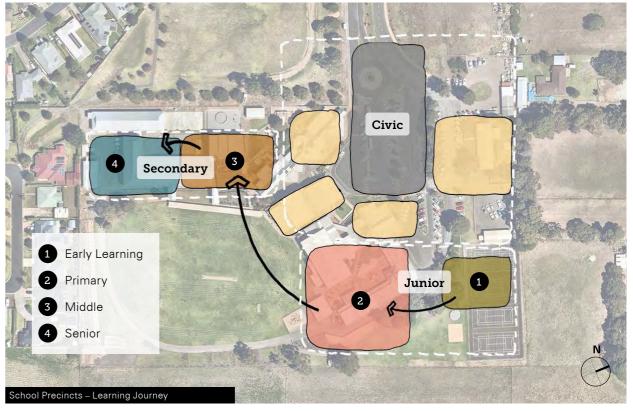
It was proposed to cluster the key facilities that will require interfaces and after hours access around an expanded car parking area. These facilities form the Civic Heart of the College.

School Precincts

It was proposed to create a Learning Journey for students across the campus, with the aim that there is a visual connections from one school hub to the next, thereby enabling the students to 'map' their educational progress.

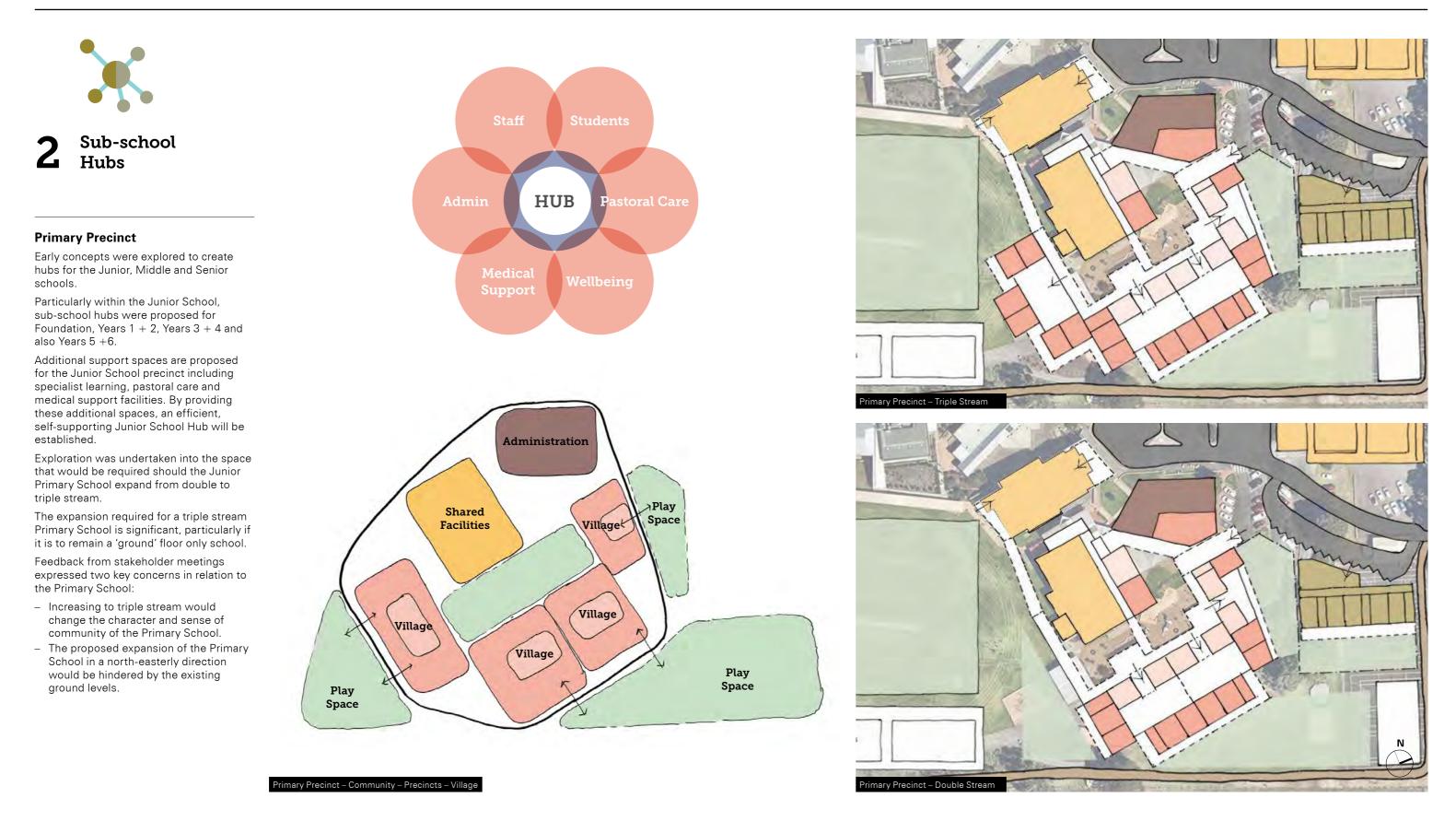






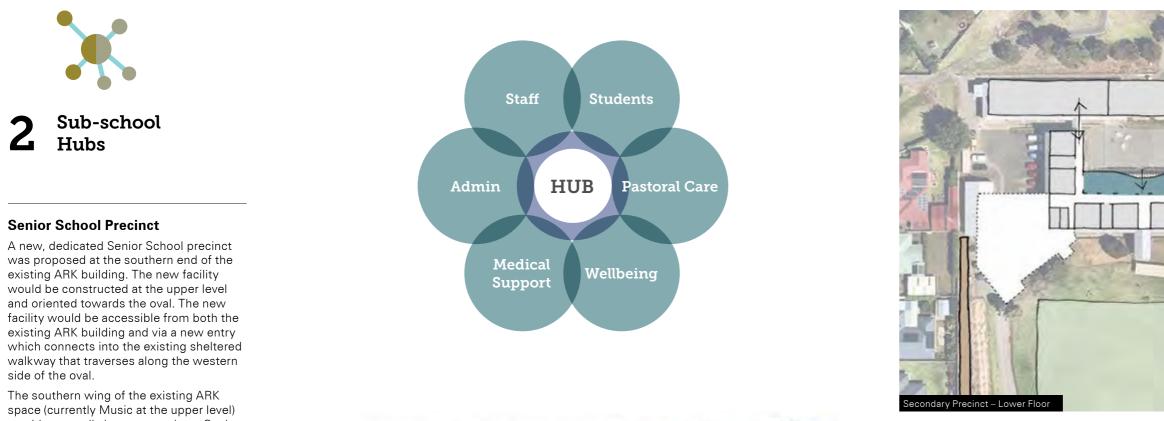


Identified Priorities – Options Analysis





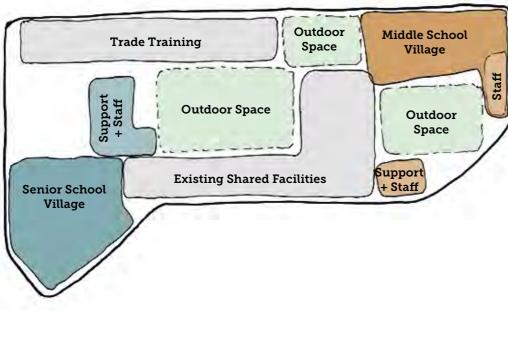
Identified Priorities – Options Analysis



would eventually be converted to a Senior School Staff Facility. At the lower level the southern wing would be developed into a Senior School Hub, providing learning, pastoral and medial support.

New learning commons are proposed on the western facade of the ARK building on both levels.

These new spaces would be created by extending the building westward and removing the existing western wall. The creation of these learning commons will enable the existing ARK classrooms to be redeveloped and re-imagined to a contemporary learning pedagogy as discussed on page 17 of this document.





Secondary Precinct – Community – Precincts – Village



Identified Priorities – Options Analysis



3 Improved Sports Facilities

Oval

Analysis of the existing site identified that a full size AFL oval and 400m athletics track could only be established by either utilising the newly purchased southern property or expanding onto the farm land to the east.

Besides the obvious issue that the College does not own the adjacent farm land, the height difference between this area to the east and the existing oval makes this a cost prohibitive option.



al – Option 3b Eastern Extens

3

Oval – Option 3a Eastern Extensi





Identified Priorities – Options Analysis



3 Improved Sports Facilities

Outdoor Play

Should a new oval be constructed on the southern site, the existing oval could be converted to a dedicated rectangular pitch for soccer and hockey.

Due to existing ground levels there are limited options 'on site' to create new hard courts closer to the Middle and Senior school hubs.

It was resolved to investigate a sharing arrangement whereby the college constructed sports courts on the council land directly to the west of the site.

Indoor Sport

Options for both a four and two court gymnasium were investigated and it was resolved a two court facility, combined with an OSHC facility on the site of the existing OSHC was the optimal location.









Identified Priorities – Options Analysis



Assembly, Worship, Performance Auditorium

Options were investigated for the positioning of a new 300+ seat auditorium and it was resolved that the site of the current administration building was the optimal long term solution. In this locality, the auditorium could be grouped together with music, drama and dance facilities that serve the middle and senior schools.

The change of height between the car park and senior school could also be used to advantage given the need for tiered seating in an auditorium.

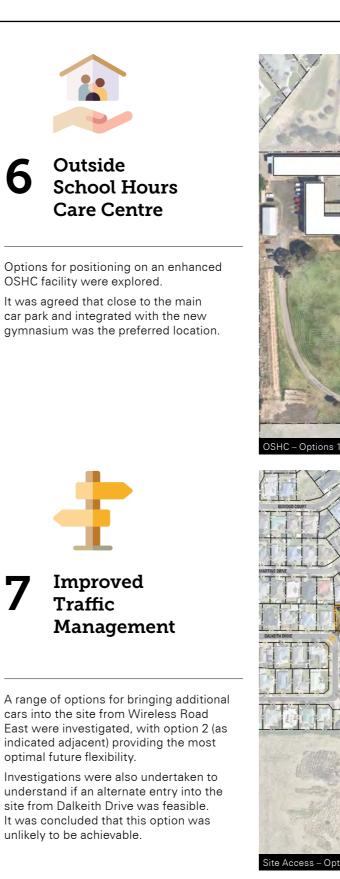


A central, highly visible location for a new administration facility limited the range of possible siting options.

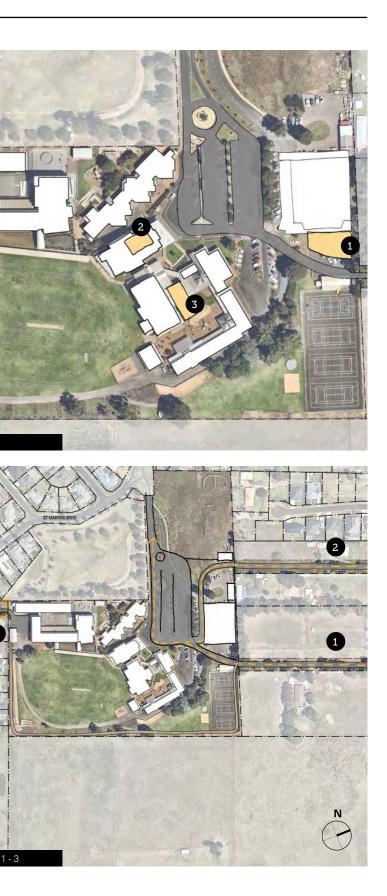
The proposed location on the site of the current foundation classrooms was agreed to be the most optimal location.











Site Overview – Initial Options Exploration

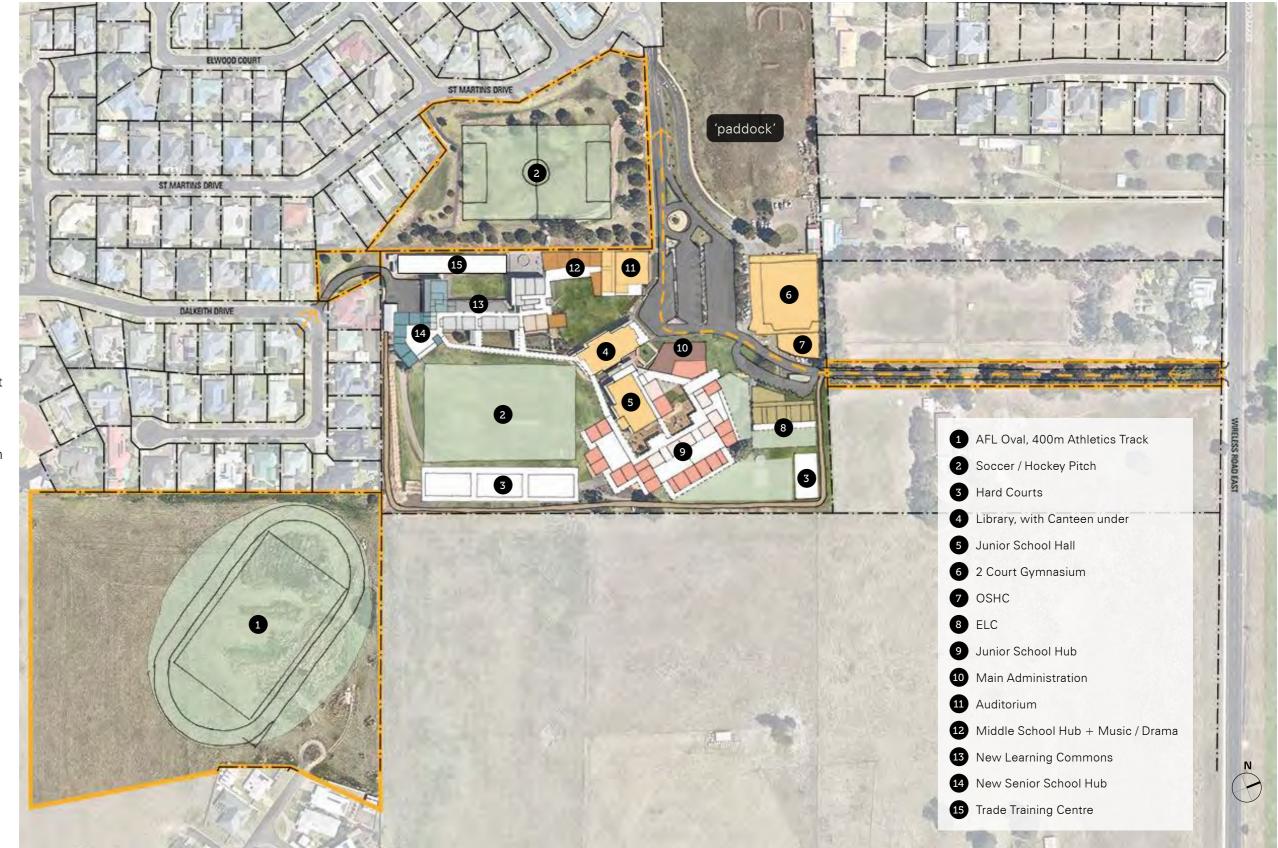
The attached diagram indicates the preferred option(s) in a consolidated format as presented by DesignInc at the conclusion of the Discovery Workshop.

Key feedback on items requiring further development and investigation were as follows:

- Consider alternative entry point from Wireless Road further west.
- If that is achievable, consider locations for relocating the maintenance facilities.
- Consider moving ELC to the 'paddock' area,
- Undertake detailed investigations into ground levels to the north east of the Junior School as they will hinder expansion in that direction.
- Consider location of hard courts for use by Senior/Middle School on council land rather than a second soccer pitch.
- Undertake detailed investigation into ground levels along eastern site boundary and options to relocate maintenance track for vehicles and access onto new southern property.

In principle, support was given to the location of the following priority items:

- Main Oval
- Senior School + Middle School Hubs
- Gymnasium
- Administration
- Auditorium









Refine, Finalise

- Vision
- StagingPlanning

Staging Exploration

Taking into consideration the priorities identified in the Definition Stage, and the feedback on early options exploration (noted on page 24), DesignInc developed two staging options for consideration.

Option 1 focused on developing the College to a population of 1050+ students inclusive of growing the Primary School to triple stream (3 classes per year level).

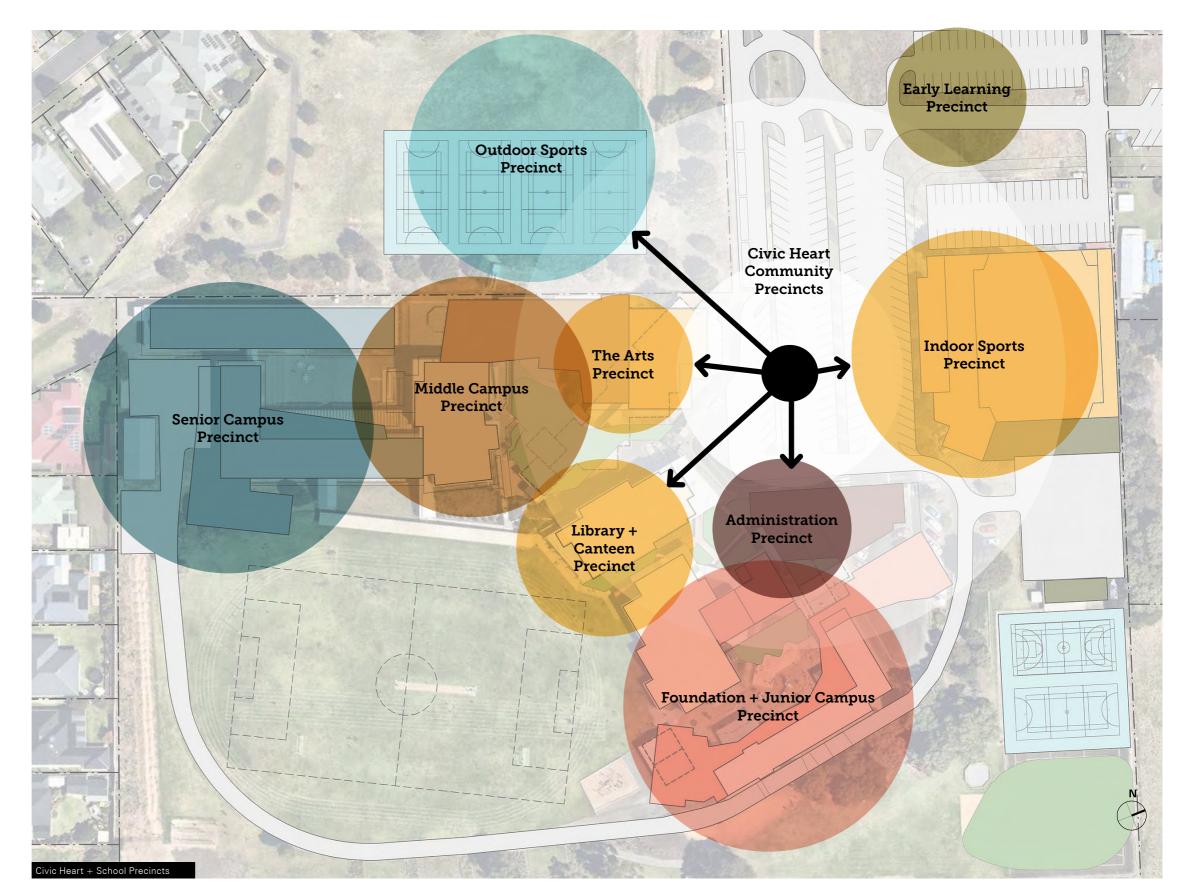
Option 2 focused on more modest growth projections of 900+ students with the Junior School remaining as double stream. This option concentrated on improving the Senior School facilities and creating Junior School Learning Commons as early priority works.

Enrolment Projections

Indicative enrolment projections for both options have been included in the Appendix of this document.

Order of Magnitude Costings

Indicative 'Order of Magnitude' costings have also been included in the Appendix of this document. Note that these estimates are indicative and a detailed Cost Estimate should be prepared by a Quantity Surveyor to inform the College's final decision making process.





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Staging Option 1

Building the College to 1050+ Students + Triple Stream Primary School

The order of project stages within this option requires a focus on the Early Learning and Primary spaces. An ELC would be constructed first to create a 'feeder system' for the Primary School.

As the Primary School is proposed to become a Triple Stream school, substantial building work is required to be undertaken in that part of the campus over a ten-year period. In total, at least 15 additional Primary learning spaces need to be constructed, inclusive of those required to bring the Year 6 classrooms into the Junior School precinct and replace those classrooms demolished when a new administration building is constructed.

It is important to note with this scenario that once Triple Streaming is commenced in the Primary School, it will necessitate the need to keep building new learning areas approximately every three years in order to accommodate the growing cohort of students.

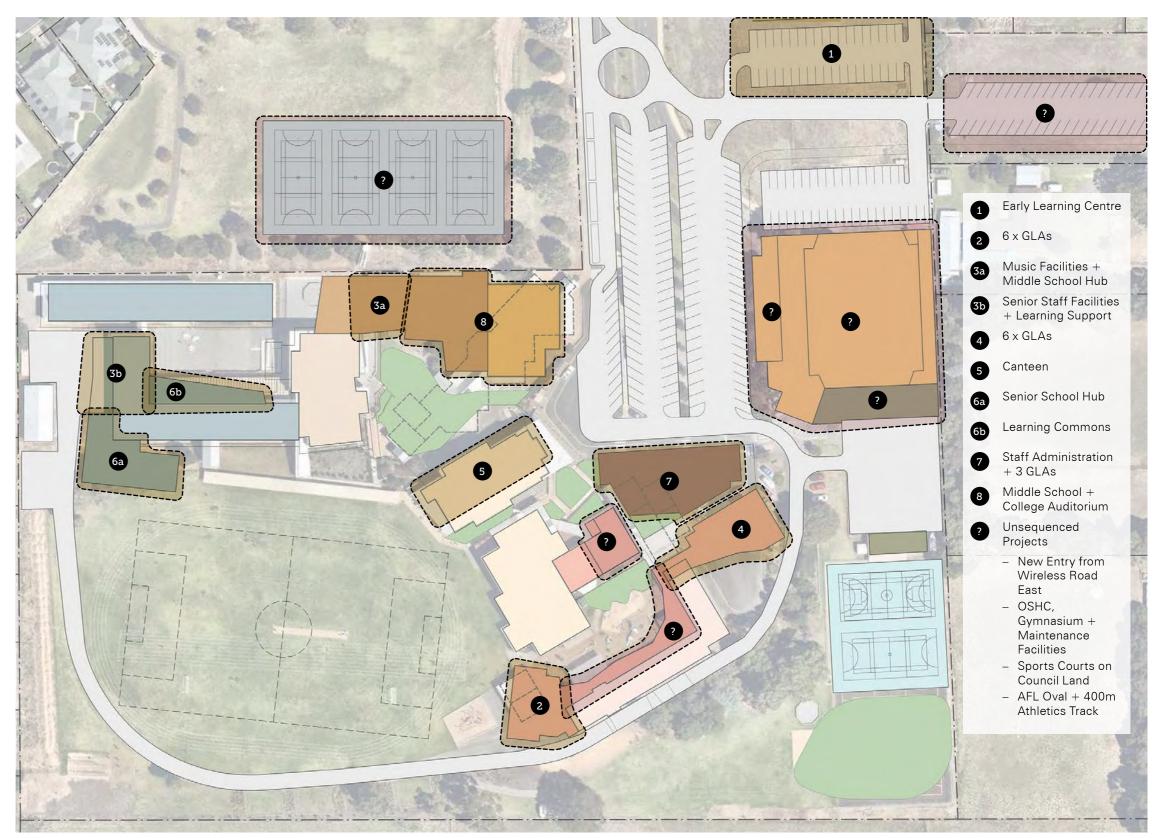
Further detail of this is provided in the Indicative Enrolment Projections contained in the Appendix of this document.

In this option additional Middle School spaces will not be constructed for six to eight years and improved Senior School spaces would not be contemplated for 12 to 15 years.

Conclusion

Option 1 is not-preferred for the following reasons:

- Impact on the sense of community within the primary school by moving to Triple Stream.
- Delay in improving the Middle and Senior School facilities which are already sub-optimal.
- Higher cost and more complex build process, particularly in the Primary School.
- No defined program for key support building projects such as the gymnasium and sport facilities.





Staging Option 2

An Initial Focus on Senior School Facilities + Establishing Learning Commons

The order of stages within this option focussed on creating a Senior School precinct as a priority. Also prioritised is an early work package that will refresh the existing learning spaces via the creation of learning commons for both Junior and Senior students.

As the Primary School is proposed to remain as Double Stream, more, smaller building projects are a feature of this staging option, with the larger signature buildings such as the Gymnasium, Auditorium and Administration delayed until later in the program.

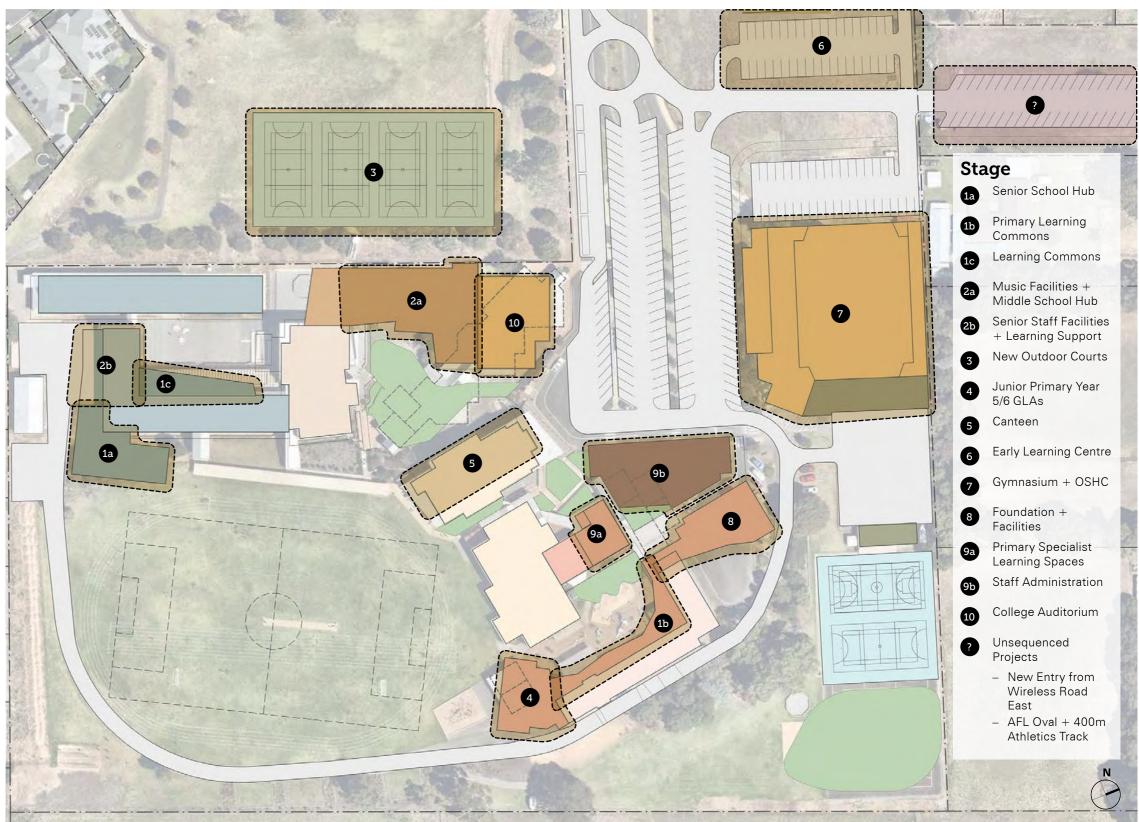
Whilst a new ELC is not proposed until Stage 6, this work element could be removed if it is deemed not required as the College evolves.

This staging option also provides flexibility for the College in relation to the decision to introduce Triple Streaming within the Junior School. Under this option, that decision does not need to be made until prior to the commencement of Stage 8.

Conclusion

Option 2 has been identified as the preferred Master Plan for the following reasons:

- It addressed as a priority the sub-optimal areas in the College, such as the Senior School facilities, the refresh of existing spaces and creation of Learning Commons.
- It provides future flexibility to make decisions in relation to an ELC and Triple Streaming in the Primary School.
- Lower overall budget and a program of smaller construction projects.

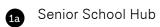




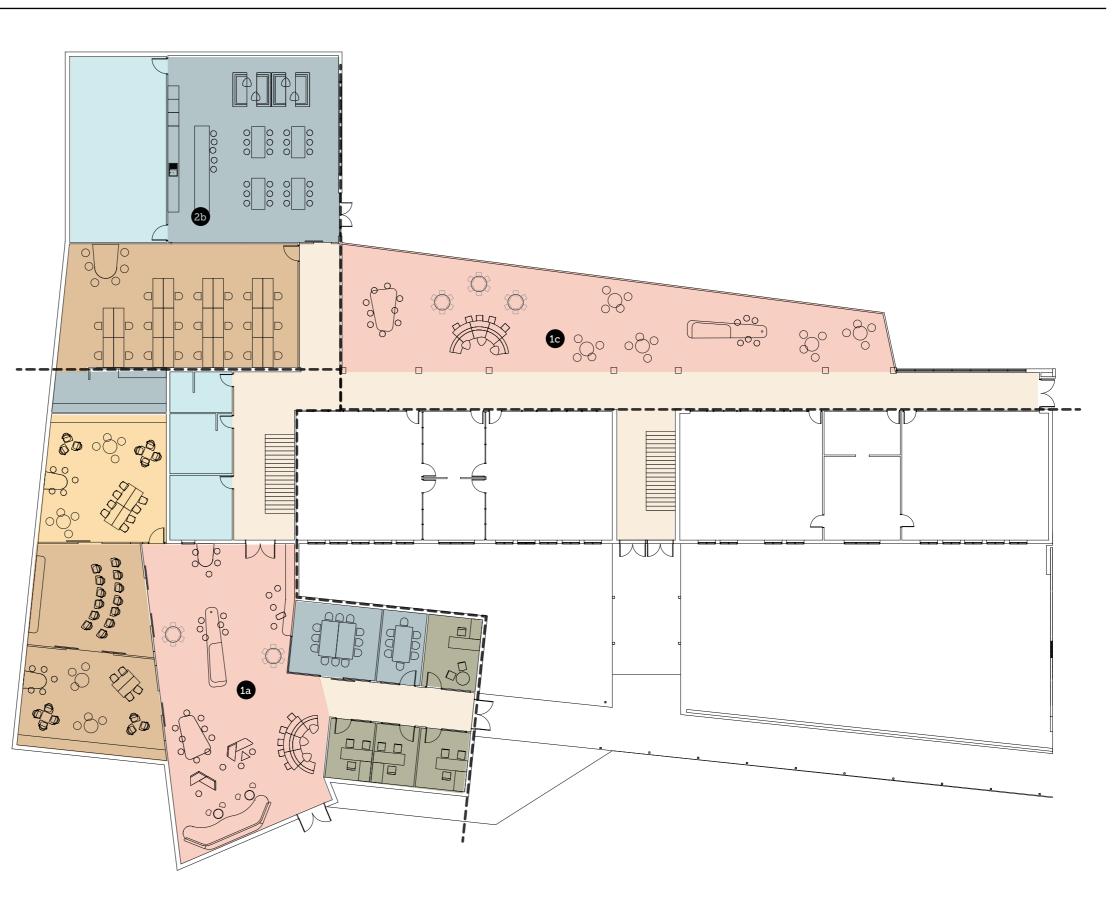
Senior School Hub + Staff Facilities – Upper Level



Stage



- **1c** Senior School Learning Commons
- **2b** Senior Staff Facilities





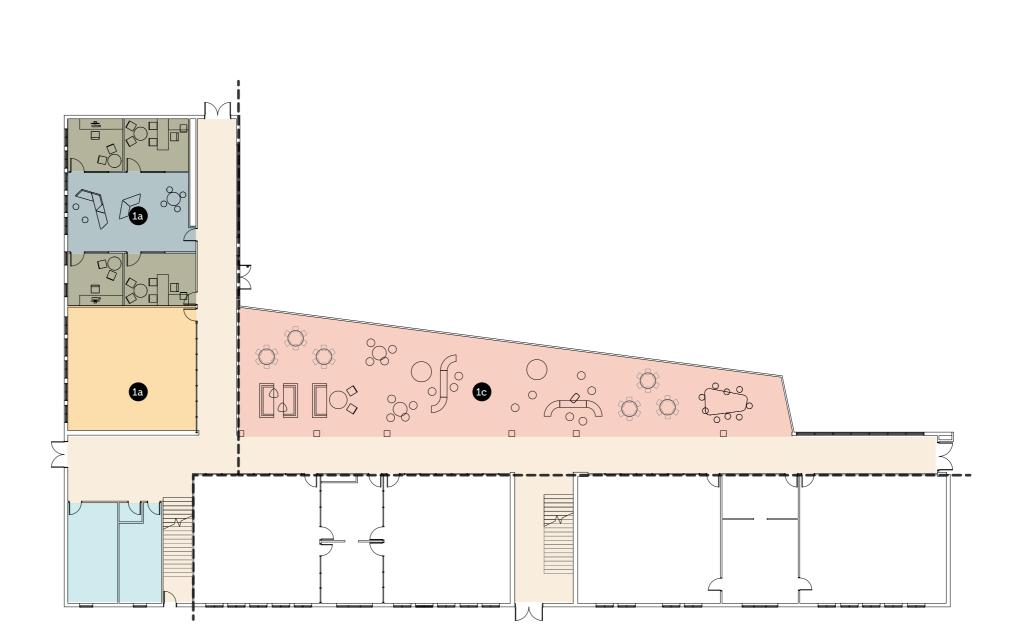
Senior School Hub – Lower Level



Stage

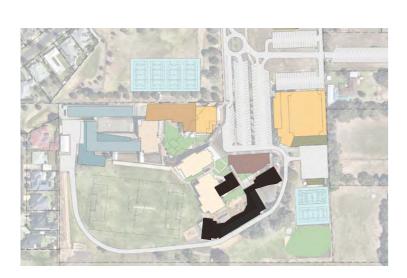
1a Senior School Learning + Pastoral Support

Senior School Learning Commons





Junior School Hub



Stage

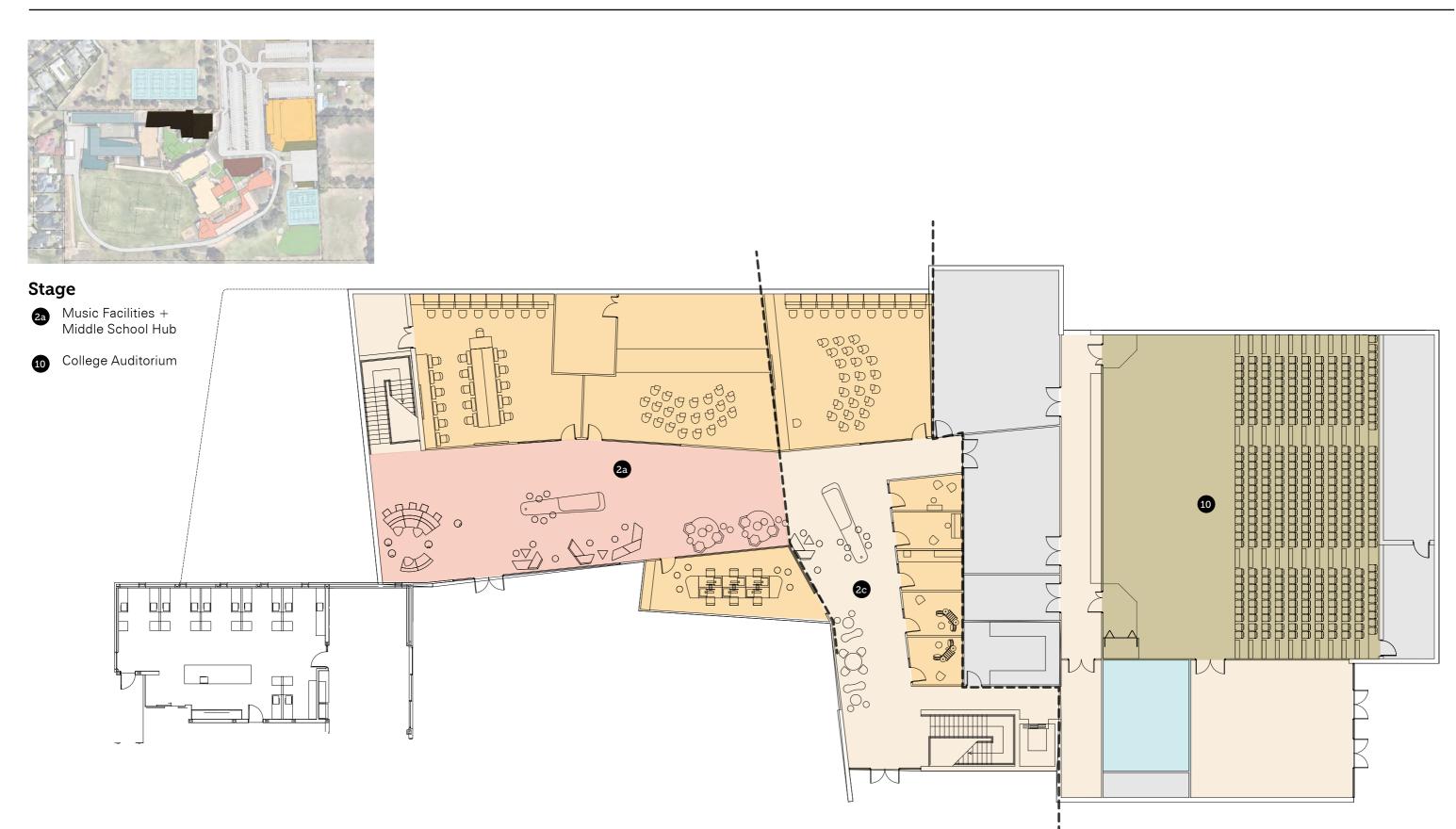




- Foundation Learning Spaces 8
- Primary Specialist Learning Spaces + Learning Support 9a

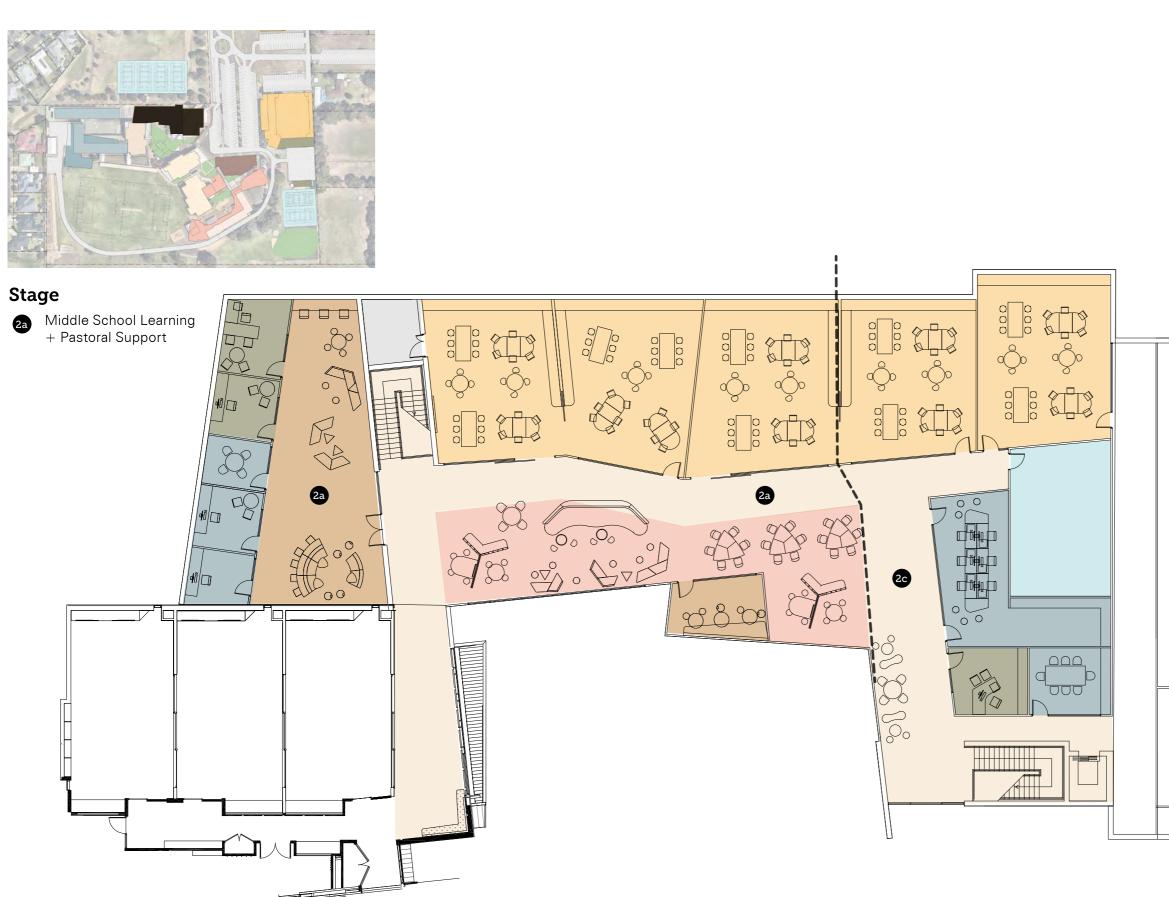


Middle School Hub + Auditorium – Lower Level





Middle School Hub – Upper Level





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Staff Administration



Stage

Main Administration + Junior School Administration

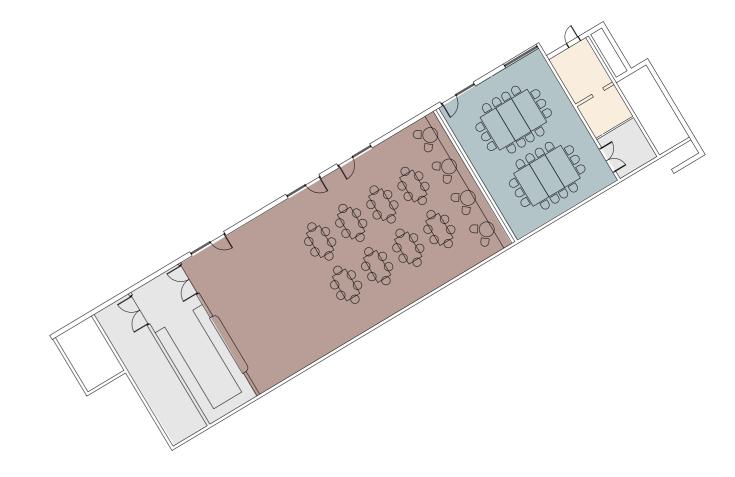
Canteen



Stage

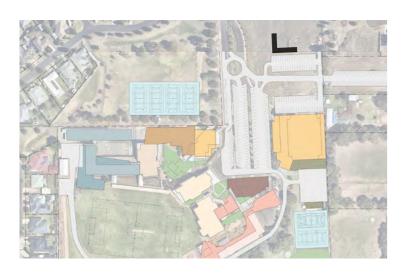
5 Canteen + Conference Area (lower level of Library)





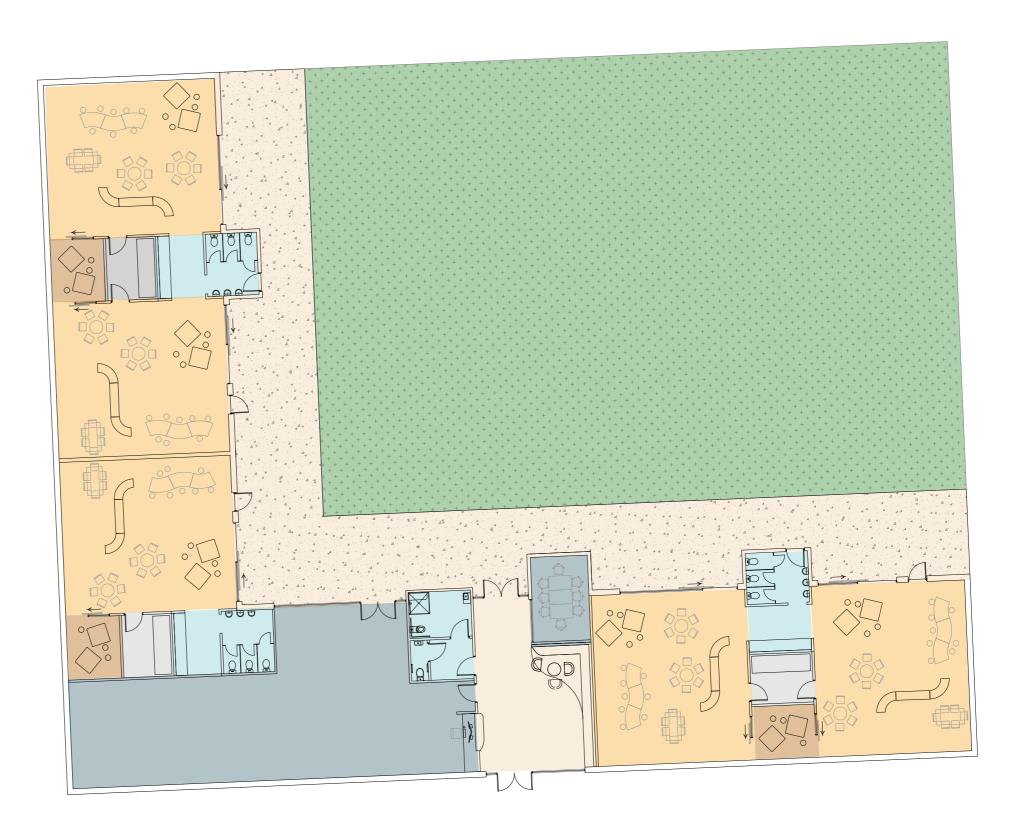


Early Learning Centre



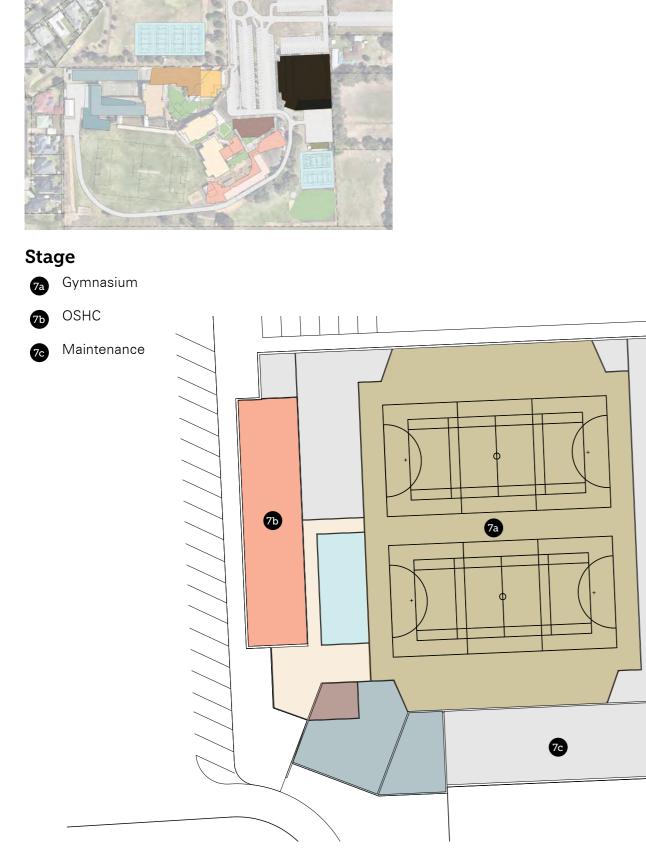
Stage

6 Early Learning Centre

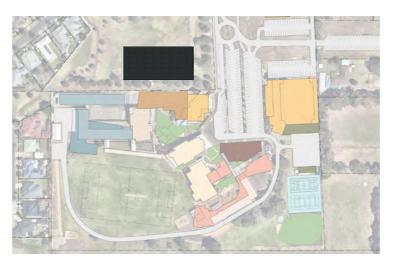




Gymnasium + OSHC

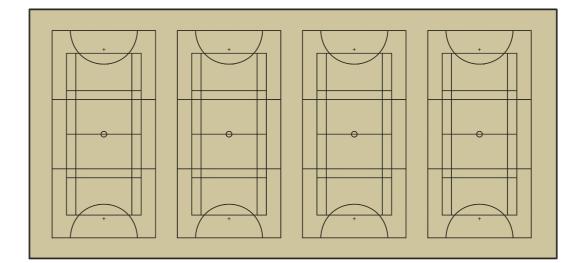


Outdoor Courts



Stage

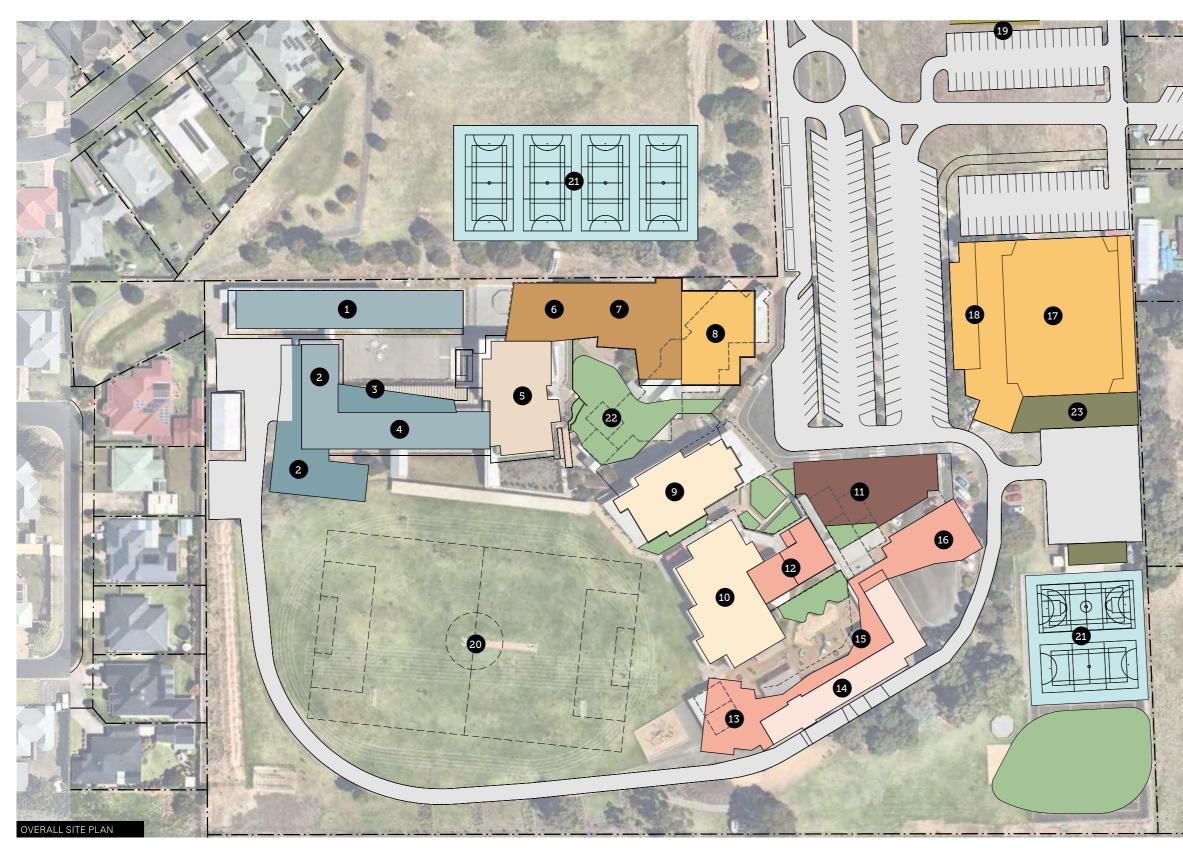
3 New Outdoor Courts





Detail

Proposed Master Plan





Fac	cilities
1	Trade Training Centre
2	Senior School Hub
4	Learning Commons Refreshed Senior School Classrooms
6	Music Facilities
7	Middle School Hub
8	College Auditorium
9	Canteen / Library
10	Multi Purpose Hall
	Staff Administration
12	Primary Specialist Learning Spaces + Learning Support
3	
	Primary Learning Commons
	New Foundation Learning Spaces
17	Gymnasium
18	OSHC
19	Early Learning Centre
20	Soccer / Hockey Pitch
21	Outdoor Courts
22	structured Recreation Spaces
23	Maintenance
and the state	

Detail

View – West Facing Existing





Detail

View – West Facing Proposed







Appendix A

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St Martins Master Plan Brief

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St Martins Lutheran College MASTER PLAN BRIEF 18 May 2021

Introduction

St Martins Lutheran College is a co-educational Lutheran school catering for students from Foundation to Year 12. Located in Mount Gambier, the College draws students from the local area and throughout the wider South East region.

The College opened in 1982 with 33 primary students and relocated to its current site in 1987. It currently has approximately 775 students enrolled from Foundation to Year 12. The College is proud of its strong Lutheran tradition and ethos, while welcoming families from all backgrounds.

Purpose

The College has defined its purpose as:

Our purpose is to be a Christ-centred, caring community where students grow, flourish and are inspired to make a difference.

We are a Christ-centred, values-driven community that cares deeply and welcomes all. We nurture and challenge each individual in an environment where wellbeing and belonging provide a foundation for personal growth. We are inspired to make a difference for ourselves and others.

Vision

A new Vision statement has been adopted:

Our vision is to be known as a school community in which everyone is welcome, cared for and feels proud to belong. Our highly skilled, dedicated staff will partner with families and the community to support and challenge each student to engage with learning and achieve their best. Our physical environment will excite, inspire and enable flexible approaches to learning.

Mission

The College's Mission statement is designed to support the achievement of the Vision, emphasising the types of things staff will focus on to move the College forward:

Christian values and positive relationships are at the centre of everything we do. Each member of our community feels cared for, empowered and that they belong. research and a contemporary understanding of education, we use flexible, innovative approaches to include and inspire each student to engage positively in learning. We students to use their gifts and pursue their passions, celebrating achievement and personal growth.

Learning, community and social spaces are developed to support connection, engagement and flexible approaches to learning. Our physical environment excites, inspires and provides access for all.

Strategic Context

The College is currently undertaking a strategic planning process which will set the direction for future development. Whilst strategic thinking is well progressed, some uncertainty may exist regarding issues that impact master planning until decisions are made in the coming months. DesignInc are asked to define which information is required of the College at each step in the master planning process and ensure consultation and stakeholder engagement processes are managed in line with expected decision timelines.

The strategic priorities for the next three to five years have been determined: Culture – including an emphasis on caring, wellbeing and belonging. The idea of communities within communities is expected to guide future development.

2

We are committed to continually improving and striving for excellence. Informed by support each student to develop life skills, resilience and wellbeing. We encourage

- flexible approaches to learning. Further details of the vision for learning are included in the College's Teaching and Learning Principles (copy provided). • Spaces and facilities – learning environments that support community, relationships and best practice, contemporary learning. Spaces that engage, generate interest,
 - Reputation and marketing the physical environment should engender pride amongst students and staff and reflect the intention of interest and excitement to visitors. The College aspires to be outstanding in all regards and this includes developing a reputation for the high quality of the physical learning environment.

Learning – a strong, innovative learning culture that embraces contemporary and

emerging pedagogy. Learning will be inspired through students tapping into their

own interests and passions. Teaching practices will emphasise differentiation and

Aspirations for the Physical Environment

excite and inspire.

The College intends to substantially improve the layout, functionality and aesthetic appeal of the College site and facilities. The master plan must provide a road map to move from the current state to the required future state, in which current and prospective students, staff and all visitors will be attracted to and feel welcome, excited and inspired by the College's physical environment.

The College is taking a long-term view of its potential requirements and is committed to provide a learning environment that not only supports current contemporary pedagogy but is also adaptable to support future pedagogies as our understanding of learning evolves. The College anticipates providing an enviable learning environment for children from pre-school age to Year 12.

The master plan must support the Vision and Mission, and the College's aspirations to care for the environment and to be environmentally sustainable where possible. Space should be allowed for the College to be immersed in and engaged with nature and take advantage of all opportunities to impact positively on the environment.

DesignInc is asked to identify creative solutions to enable the College to fulfill its aspirations.

School Structure and Size

The College is currently organised in three sub-schools, being Junior School (Foundation to Year 6), Middle School (Years 7 to 9) and Senior School (Years 10 to 12). The enrolment history is:

	Foundation	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015	50	50	51	51	48	46	43	49	58	44	36	42	35	603
2016	43	49	51	53	53	49	53	50	61	54	40	34	36	626
2017	50	46	46	52	53	52	48	56	53	63	51	37	32	639
2018	50	52	45	51	53	54	58	47	75	55	58	45	39	682
2019	48	47	52	42	51	53	66	70	62	72	52	59	44	718
2020	49	46	48	52	41	52	52	72	85	71	71	48	54	741
2021	50	52	48	52	51	46	52	57	92	83	71	67	46	767

Current planning is based on the College growing to a maximum enrolment of approximately 830 students. This position is presently under review, with various higher enrolment targets under consideration.

DesignInc are asked to assist the College to assess the spatial feasibility of expanding beyond 830 by considering a range of possible future scenarios, including enrolment options to a maximum of approximately 1,150 students. It is expected that modelling based on larger enrolment numbers may involve substantial change to the current layout of the College site and facilities.

The master plan needs to identify the spatial feasibility, logistical and indicative cost implications of each scenario. This includes advice regarding the logical staging of works to move from current state to an eventual future state of 1,150 students in several sub-school learning communities that are cohesive and incorporate a broad range of staff and ancillary functions.

An increase in enrolments may include an expansion of Junior School enrolments to three classes per year level, which could lead the College to require separate Lower Junior, Upper Junior, Middle and Senior sub-schools at some point in the future. Spatial design should provide for the learning environment to evolve and be adapted to accommodate this outcome, should it become desirable in the future.

Site planning should also provide for the College to establish an Early Learning Centre and long day care service on the campus. Planning should allow for the number of places to grow from 60 initially to 100 places.

The master planning process also needs to assist the College to assess financial feasibility by including staging plans and indicative cost estimates that enable the College to develop strategies to fund and progressively implement the master planning in stages. The anticipated school and sub-school population should be identified for each development stage, to assist the College through the implementation phase.

Land

The site is 7 ha, although approximately 2ha near the driveway is currently unused. The College is in the process of purchasing a parcel of land that adjoins the southern corner of the site and is open to the possibility of further land purchases in the future. These purchases would substantially increase flexibility for future development.

DesignInc are asked to take a lateral view of the potential to use existing and adjoining land as part of the future development pathway, including land currently being actively considered, other privately-owned land that could potentially be acquired.

Design Considerations

Enrolment growth in the Middle School over several years has created increasing pressure on spaces. The College has effectively outgrown its current site layout and learning spaces. Developments over the past two years have alleviated some pressure but it is unclear how well the current building stock will suit a longer-term vision that potentially includes substantial further growth.

The following issues (presented in no particular order) have been identified as priorities during the strategic planning process. DesignInc are asked to inject professional opinion and advice while engaging with College staff to develop a vision for the future layout and design of the College campus.

- 1. On-site Early Learning Centre and long day care.
- 2. Outside School Hours Care centre.
- 3. Sub-school hubs that include student, staff and ancillary services and spaces. It is envisaged each hub would incorporate a base for staff, students, collaboration, storage, pastoral care/wellbeing, medical facilities, 'flexible learning', parent meetings and administrative support as well as a heat-n-eat area for staff and students. More specifically:
 - before and after school, that allow incidental oversight by staff.

 - to the needs of Junior School students such as a sensory room and a maker space.
 - help.
- 4. Outdoor spaces adjacent to sub-school hubs, to enable a level of exclusivity in use by students of each sub-school.
- 5. Multi-purpose worship/assembly/theatre/performing arts space that serves a range of learning needs and that accommodates up to 1500 people.
- 6. Expanded indoor sports centre comprising at least four courts, fitness centre, changerooms, equipment storage space, staff office and ancillary facilities, easily accessible by students of all year levels.

6

a. The Senior School hub would include office space for the Head of Senior School, the SACE Coordinator, Careers Counsellor, VET Coordinator, Student Counsellor, ancillary staff and other services. The hub would also provide learning areas catering specifically to the needs of Senior School students, as well as quiet spaces for students to study during free lessons, recess, lunch, b. The Middle School hub would include space for the Head of Middle School, Learning Enrichment Coordinator, House/Year Level Coordinators, Student Counsellor, ancillary staff and other services. The hub would also provide learning areas catering specifically to the needs of Middle School students. c. The Junior School hub would include space for the Head of Junior School, Learning Enrichment Coordinator, Student Counsellor, ancillary staff and other services. The hub would also provide learning areas catering specifically

d. Each sub school would also have some small spaces accessible directly from classrooms to enable in-class support for students who require individual

- 7. Improved campus vehicle entry and exit points, including the driveway, drop off and pick up zones (partly protected from the rain) and increased car parking.
- 8. Administration facilities that reflect the College's vision of being welcoming, innovative and exciting and which provide appropriate offices and facilities for centralised staff (more specific details can be provided when required).
- 9. A uniform shop (with plenty of storage space) that is centrally located.
- 10. An additional Food Technology Kitchen for use by Junior and Middle School students.
- 11. Improved outdoor covered spaces to enable comfortable social interaction and transition across the campus.
- 12. Outdoor spaces that are inviting, comfortable and encourage positive social interaction, active play and a range of sports, and that are appropriate to different year levels.
- 13. A regular-shaped oval suited to a complete range of sports.
- 14. A Canteen that has the capacity to meet the needs of the whole College population, with different sub-school serving areas and an area where students and staff can sit/eat indoors.
- 15. Small quiet spaces. Spaces that are multi-use for things like prayer/mindfulness.
- 16. Sufficient large spaces suited to accommodating whole House Group/Year Level/ Sub-school student meetings.
- 17. A central large space where the whole College staff can meet (up to 200 people).
- 18. Maintenance area with plenty of storage.
- 19. Cleaning stations for contracted cleaners and storage areas distributed across the College.
- 20. More staff and student toilets that are well distributed around the College.
- 21. Site massing should allow sufficient space for buildings to be designed and adapted with a range of contemporary design features such as break-out spaces; shared learning areas; large and small specific-purpose spaces; maximum indoor/outdoor connection; resources accessed directly from learning areas; and quiet/withdrawal spaces (in each school hub).
- 22. Expansion of the College's existing technology facilities to incorporate another workshop, a STEM/maker space, a spray paint booth, a kiln and additional storage.

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23. New purpose-built sound-proofed facilities for teaching music to include a performance space, teaching space, instrument storage, and small practice rooms for private instrumental lessons and an office.

Indicative budget

A budget for future developments has not been established. The College is focussed on developing a plan that will enable it to realise its aspirations. Once a preferred development path has been determined, the College will undertake financial modelling and work with DesignInc to refine the plan, including the staging of each development as necessary to arrive at a solution that is affordable within acceptable timeframes.

Stakeholder engagement

To facilitate the master planning process a stakeholder working group has been established. It is the wish of the College that DesignInc liaise closely with the Principal and Business Manager, and consult with the College working group as appropriate throughout the review process.

18 May 2021



Appendix B

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Order of Cost + Enrolment Projections

L19

-20

Area Schedule - Order of Cost

Project #	A21-0005
Client Name	St Martins Lutheran College
Project Name	Masterplan - Option 1 - 1060 Students
DesignInc Author	Richard Stafford
Date	14 April 2022
Revision	Rev B
Status	Preliminary

Date of Issue													
Day	12	14											
Month	4	4											
Year	22	22											
lssuer	RKS	RKS											
Rev#	А	В											

Stage	Stage Name	Area (m²)	Order to Cost (\$/m ²) ex GST	Building Budget	Consult Fees, Contingency & Builders Margin	Tota	Il Project Budget (Ex GST)	Escalation / Year	Estimated Build Year	Project Budget (Ex GST)	
1	Early Learning Centre (Single Storey)	800	\$ 3,500.00	\$ 2,800,000.00	30%	\$	3,640,000.00	5.0%	2023	\$ 4,013,100.00	Includes Play
2	Primary School - 6 x GLA Building (2 Storey)	850	\$ 4,200.00	\$ 3,570,000.00	30%	\$	4,641,000.00	5.0%	2025	\$ 5,641,164.51	
3a	Music Facilities & Middle School Hub (2 Storey) - A	1200	\$ 4,200.00	\$ 5,040,000.00	30%	\$	6,552,000.00	5.0%	2028	\$ 9,219,321.97	
3b	Senior Staff Facilities + Learning Support (2 Storey)	580	\$ 2,500.00	\$ 1,450,000.00	30%	\$	1,885,000.00	5.0%	2029	\$ 2,785,003.51	
4	Foundation + 3 Primary GLA's (2 Storey)	1100	\$ 4,200.00	\$ 4,620,000.00	30%	\$	6,006,000.00	5.0%	2031	\$ 9,783,141.13	
5	Canteen + Seminar Room (Fitout)	320	\$ 2,500.00	\$ 800,000.00	30%	\$	1,040,000.00	3.5%			
6a	Senior School Hub (Single Storey)	550	\$ 3,500.00	\$ 1,925,000.00	30%	\$	2,502,500.00	3.5%			
6b	Senior School Learning Commons (2 Storey)	470	\$ 4,800.00	\$ 2,256,000.00	30%	\$	2,932,800.00	3.5%			
7	Administration, Staff Facilities + 3 x GLA's (2 Storey)	1800	\$ 4,200.00	\$ 7,560,000.00	30%	\$	9,828,000.00	3.5%			
8a	Music Facilities & Middle School Hub (2 Storey) - B	900	\$ 4,200.00	\$ 3,780,000.00	30%	\$	4,914,000.00	3.0%			
8b	College Auditorium	900	\$ 5,000.00	\$ 4,500,000.00	30%	\$	5,850,000.00	3.0%			
	Primary Learning Commons (Single Storey)	330	\$ 3,000.00	\$ 990,000.00	30%	\$	1,287,000.00	3.0%			
	Primary Specialist Learning Spaces (Single Storey)	420	\$ 3,500.00	\$ 1,470,000.00	30%	\$	1,911,000.00	3.0%			
	New Outdoor Courts	2850	\$ 300.00	\$ 855,000.00	30%	\$	1,111,500.00	3.0%			
	Gymnasium & OSHC	3350	\$ 2,900.00	\$ 9,715,000.00	30%	\$	12,629,500.00	3.0%			
							6 720 200 00				

\$ 66,730,300.00

NOTES

Costs for Roads, Car Park extensions, 2nd Oval have not been included

All Costs are indicative

- at the time the above indicative costs were produced, the construction market was extremely volatile

- a detailed Cost Plan should be prepared by a Quantity Surveyor

round
/ground

Area Schedule - Order of Cost

Project #	A21-0005
Client Name	St Martins Lutheran College
Project Name	Masterplan - Option 2 - 920 Students
DesignInc Author	Richard Stafford
Date	14 April 2022
Revision	Rev B
Status	Preliminary

Date of	lss
Day	1:
Month	4
Year	2
lssuer	Rk
Rev#	А

Stage	Stage Name	Area (m²)	Order to Cost (\$/m²) ex GST	Building Budget	Consult Fees, Contingency & Builders Margin	Tota	al Project Budget (Ex GST)	Escalation / Year	Estimated Build Year	Tota	l Project Budget (Ex GST)	
1a	Senior School Hub (Single Storey)	550	\$ 3,500.00	\$ 1,925,000.00	30%	\$	2,502,500.00	5.0%	2023	\$	2,759,006.25	
1b	Primary Learning Commons (Single Storey)	330	\$ 3,000.00	\$ 990,000.00	30%	\$	1,287,000.00	5.0%	2024	\$	1,489,863.38	Build in 2 or 3
1c	Senior School Learning Commons (2 Storey)	470	\$ 4,800.00	\$ 2,256,000.00	30%	\$	2,932,800.00	5.0%	2025	\$	3,564,836.73	
2a	Music Facilities & Middle School Hub (2 Storey) - Part 1	1200	\$ 4,200.00	\$ 5,040,000.00	30%	\$	6,552,000.00	5.0%	2028	\$	9,219,321.97	
2b	Senior Staff Facilities + Learning Support (2 Storey)	580	\$ 2,500.00	\$ 1,450,000.00	30%	\$	1,885,000.00	3.5%	2029	\$	2,785,003.51	
2c	Music Facilities & Middle School Hub (2 Storey) - Part 2	900	\$ 4,200.00	\$ 3,780,000.00	30%	\$	4,914,000.00	3.5%	2031	\$	7,777,324.94	
3	New Outdoor Courts (Council Reserve)	2850	\$ 300.00	\$ 855,000.00	30%	\$	1,111,500.00	3.5%				
4	Primary School - 6 x GLA Building (2 Storey)	850	\$ 4,000.00	\$ 3,400,000.00	30%	\$	4,420,000.00	3.5%				
5	Canteen + Seminar Room (Fitout)	320	\$ 2,500.00	\$ 800,000.00	30%	\$	1,040,000.00	3.5%				
6	Early Learning Centre (Single Storey)	800	\$ 3,500.00	\$ 2,800,000.00	30%	\$	3,640,000.00	3.0%				Includes Play
7	Gymnasium & OSHC	3350	\$ 2,900.00	\$ 9,715,000.00	30%	\$	12,629,500.00	3.0%				
8	Foundation (Single Storey)	540	\$ 3,500.00	\$ 1,890,000.00	30%	\$	2,457,000.00	3.0%				
9a	Primary Specialist Learning Spaces (Single Storey)	420	\$ 3,500.00	\$ 1,470,000.00	30%	\$	1,911,000.00	3.0%				
9b	Administration and Staff Facilities (2 Storey)	1200	\$ 4,200.00	\$ 5,040,000.00	30%	\$	6,552,000.00	3.0%				
10	College Auditorium	900	\$ 5,000.00	\$ 4,500,000.00	30%	\$	5,850,000.00	3.0%				
I						\$5	9,684,300.00					

NOTES

Costs for Roads, Car Park extensions, 2nd Oval have not been included

ue	•					
2	14					
1	4					
2	22					
(S	RKS					
A	В					

r 3 sub-stages ?
averaund
ayground

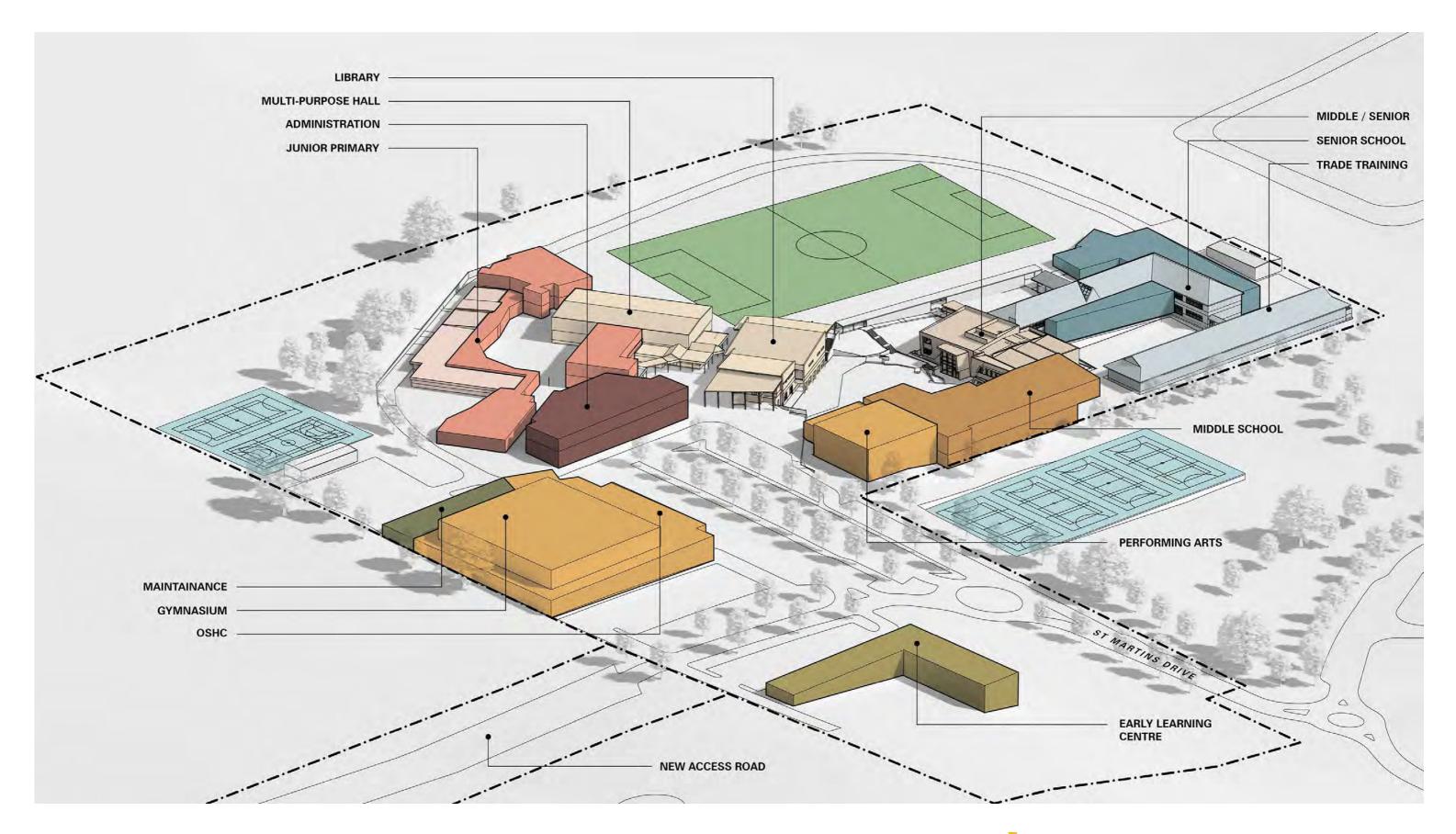
St Martin's Lutheran College

Enrolment Projection(s)

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Revision B 14.04.2022							Legen	1:			Increase Decrease					+1 C Build	lass per Ye Year	ar Leve				Rend	ovate														
Option 1 - Prir	mary: 3 x	Strea	am / Seco	ondar	y: 4 x Str	eam																															
Year	2022	2	2023		2024		20	25	2026	;	2027		2028		2029		2030)	2031		203	2032 2033			2034	Ļ	2035		2036		2037		2038		2039	,	2040
FD	41	2	48	2	50	2	52	2	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72 3
1	49	2	42	2	50	2	50	2	52	2	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72 3
2	50	2	50	2	44	2	50	2	52	2	52	2	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72 3
3	48	2	50	2	50	2	46	2	50	2	52	2	52	2	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72 3
4	54	2	48	2	50	2	50	2	50	2	52	2	52	2	52	2	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72 3
5	50	2	54	2	48	2	50	2	50	2	52	2	52	2	52	2	52	2	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72 3
6	49	2	50	2	54	2	48	2	50	2	52	2	52	2	52	2	52	2	52	2	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72	3	72 3
7	77	4	82	4	82	4	84	4	86	4	86	4	86	4	86	4	86	4	86	4	86	4	96	4	96	4	96	4	96	4	96	4	96	4	96	4	96 4
8	76	3	80	4	82	4	82	4	84	4	86	4	86	4	86	4	86	4	86	4	86	4	86		96	4	96	4	96	4	96	4	96	4	96	4	96 4
9	86	4	78	3	80	4	82	4	84	4	84	4	86	4	86	4	86	4	86	4	86	4	86		86		96	4	96	4	96	4	96	4	96	4	96 4
10	82		86		78		80		82		84		84		86		86		86		86	10	86	10	86	10	86	10	96	10	96	10	96	11	96		96
11	69	8	72	8	76	9	72	9	74	9	74	9	76	9	76	9	80	9	80	10	80		80		80		80		80		90		90		90	11	90 1
12	60		60		68		68		64		68		68		70		70		74		74		74		74		74		74		72		82		82		82
Total Students	791		800		812		814		850		886		910		934		958		982		1002		1012		1022		1032		1042		1050	\square	1060		1060		1060
			E				5	GLA					on Part						on GLA		e into en				5 8						u Jur						티에
			Construction Stage 1 ELC				structi tage 2						onstructic Stage 3 s School A						structi tage 4 w Jnr		tage 5 sh spar Cante				Construction Stage 6 Senior School						onstructic Stage 7 nin + 3 x GLA						structi tage 8 e Schc iditorii
			Con				Construction Stage 2	0 X Ne					Con S						Construction Stage 4 6 X New Jnr GLA		Stage 5 Refurbish space into new Canteen				Con Seni						Con S Admir						Con S Middle & Au
								•					Σ								ž											L					

Option 2 - Primary: 2 x Stream / Secondary: 4 x Stream

Year	Year 2022		202	2023		2024		2025		2026		2027		2028		2029		2030		2031		2032		2033		2034		2035		2036		2037		2038		2039		2040	
FD	41	2	48	2		50	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52 2	
1	49	2	42	2		48	2	50	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52 2	
2	50	2	50	2		44	2	50	2	50	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52 2	
3	48	2	50	2		50	2	46	2	50	2	50	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52 2	
4	54	2	48	2		50	2	50	2	48	2	50	2	50	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52 2	
5	50	2	54	2		48	2	50	2	50	2	50	2	50	2	50	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52 2	
6	49	2	50	2		54	2	48	2	50	2	50	2	50	2	50	2	50	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52	2	52 2	
7	77	4	80	4		80	4	82	4	82	4	84	4	84	4	86	4	88	4	90	4	92	4	94	4	96	4	96	4	96	4	96	4	96	4	96	4	96	
8	76	3	77	4		80	4	80	4	82	4	82	4	84	4	84	4	86	4	88	4	90	4	92	4	94	4	96	4	96	4	96	4	96	4	96	4	96	
9	86	4	76	3		77	4	80	4	80	4	82	4	82	4	84	4	84	4	86	4	88	4	90	4	92	4	94	4	96	4	96	4	96	4	96	4	96 4	
10	82		86			76		77		80		80		82		82		84		84		86		88		90		92		94		96		96		96		96	
11	69	8	72	8		80	8	70	8	70	8	74	9	74	9	76	9	76	9	78	9	78	9	80	9	82	10	84	10	86	10	88	10	90	10	90	11	90 1	
12	60		65			68		74		64		64		68		68		70		70		72		72		74		76		78		80		82		84		84	
Total Students	791		798			805		809		810		822		832		840		850		860		870		880		892		902		910		916		920		922		922	
			Construction Stage 1a Senior School Hub		Construction	Stage 1b Junior School Learning Commons		Construction Stage 1c Senior School Learning Commons						Construction Stage 2a Middle School Hub + Music (Part 1)		Stage 2b Refurbishment Senior Schhol Staff Centre				Construction Stage 2a Middle School Hub + Music (Part 2)																			



DesignInc

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St Martins Lutheran College