

SAMFORD VALLEY STEINER SCHOOL

# MASTER PLAN

Issue B - 22 MARCH 2022

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**fulton trotter**  
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*Fulton Trotter Architects acknowledge the traditional custodians of the land upon which the Samford Valley Steiner School stands. We recognise their continuing connection to land, waters and culture and pay our respects to their Elders past, present and emerging.*



# 1. OVERVIEW

## 1.1. EXECUTIVE SUMMARY

The intention of the Samford Valley Steiner School Master Plan is to create a plan that guides the future growth of the school, by identifying projects that will support the curriculum delivery of a 2-stream Pre-Prep to Year 12 school, whilst focusing on the values which contribute to offering an inspiring and comprehensive Steiner education for children.

A consolidation of community vision and educational needs, this Master Plan makes recommendations for future building, infrastructure and landscape projects which are reflective of both the Steiner/Waldorf educational principles and the Samford Valley Steiner School's unique aspirations.

This Master Plan has been developed through genuine consultation with the school's teachers, College of Teachers, Senior Leadership Team, the Board, parents and students through meetings, surveys and key stakeholder workshops.

This document presents a framework for the development of future facilities at the Samford Valley Steiner School, whilst maintaining flexibility to grow and change with the social, cultural and economic conditions of the community and boarder global context.



**Samford Valley Steiner School**  
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**Samford Valley Steiner School**  
Images: © Samford Valley Steiner School



# 1.2. CONSULTATION AND COLLABORATION

A successful master plan process should always begin with consultation. By establishing the key groups within the Samford Valley Steiner School community that will be involved in the process, and outlining the methods through which the consultation will be carried out, a successful and considered master plan that responds to the unique wants and needs of the community is achieved.

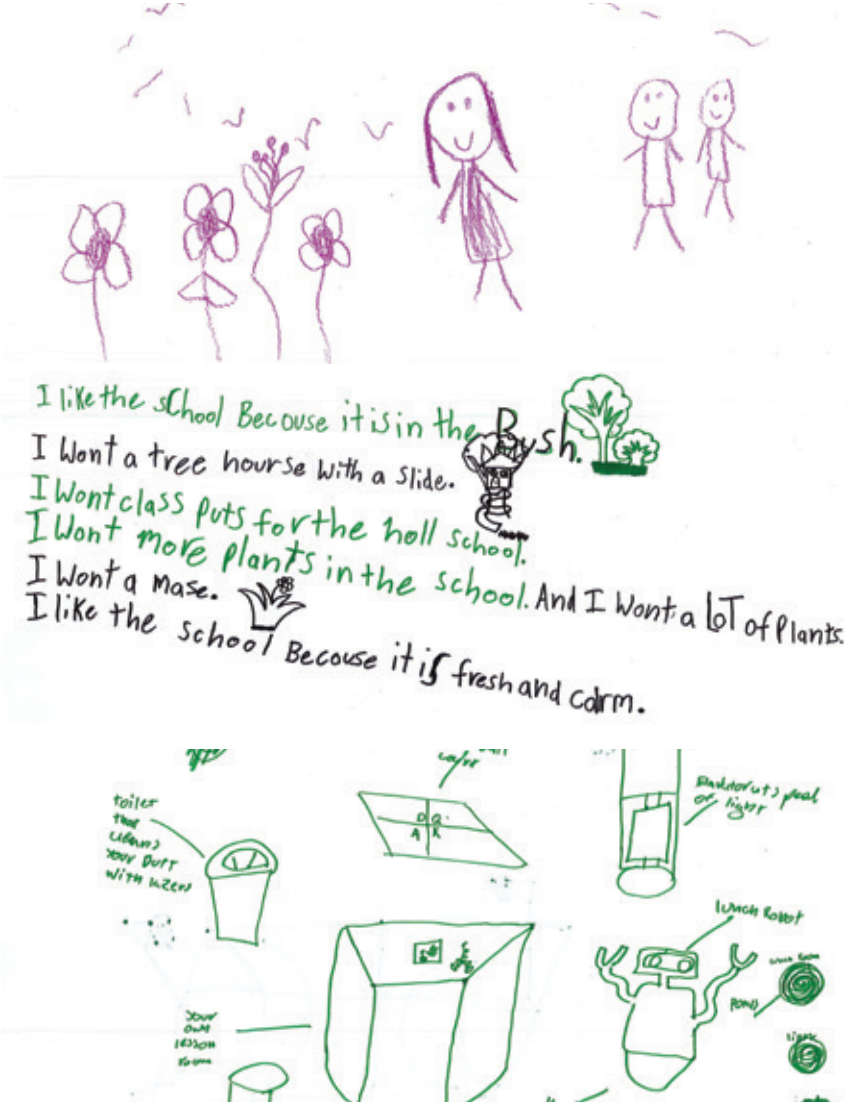
It is important for the designers to ensure that consultation and collaboration with the key community groups is maintained throughout the design process, and that the right questions are asked and propositions are made at the right time. A thorough and rigorous process of existing site and facilities analysis, as well as specifically tailored questioning of the school community members all helps to paint the picture of the future of the Samford Valley Steiner School; a picture that is as bright, colourful and unique as the community who contributed to it.

By engaging in a structured framework of consultation methods, a clear communication path was established so that the voices of each group or individual was heard and interpreted in a way that was conducive to progressing the master plan forward in a direction that catered to the various needs of the school community. These methods included:

1. Face to face workshops
2. Online surveys
3. Virtual meetings and discussions
4. Presentations at various points
5. Continuous feedback from key client groups
6. Progressive updates and issuing of drafts to ensure the direction of the master plan is always be kept on track

Further details on the consultation process are outlined in Section 3 of this report.

As well as gaining insight into the community's thoughts and experience on the precinct, the consultation process also provided a sense of ownership of the project and the proposed future developments.



Drawings from SVSS students of their master plan ideas



Stakeholder Engagement Event  
Images: © Fulton Trotter Architects



Stakeholder Engagement Event  
Images: © Fulton Trotter Architects



## 2. BACKGROUND

### 2.1. SCHOOL CAMPUS HISTORY

Since its official opening in October 1991, the Samford Valley Steiner School campus at Narrawa Drive, Wights Mountain has grown from a pair of demountable buildings to a vibrant K-12 campus.

With the recent decision made to expand to a two-stream school, Fulton Trotter Architects were engaged in 2021 to develop and document a new Master Plan that would guide the development of the campus facilities to cater to projected enrolment growth and assist in achieving the vision that The College of Teachers and The Board have outlined in their mission statements.

This includes a campus that:

- Values teachers' inner willingness to teach out of Steiner's human developmental picture in order to deliver a living pedagogy.
- Allows teachers to deliver a rigorous and balanced curriculum though the inclusion of the arts, movement and academics; inspired by the unique nature of the main lesson.
- Facilitates Staff and students' learning through lived experiences in a beautiful and nurturing natural and built environment.
- Supports valuing excellence in education based on honesty, tolerance, reverence, responsibility and hard work.

The design of the new Master Plan aims to plan spaces within buildings and the landscape surrounding them that assist in the delivery of education, whilst also helping to achieve the school's vision of advancing social and cultural renewal through sound anthroposophical application.



**Samford Valley Steiner School**  
Images: © Samford Valley Steiner School



## 2.2. NATURE SETTING

The Samford Valley Steiner School is located within the unique setting of the south east Queensland natural landscape. With this natural setting an anchor to the built forms, the connection between internal and external space forms a vital part of the Steiner education and the children's ability to engage in imaginative play. The nature in which the campus is situated is integral to the experience on the site and the new Master Plan takes note of this and focuses on enhancing the relationship between buildings and landscape so that the activities of daily school life can flourish on the campus.

The following aspects of the natural setting are focused on in the Master Plan, in order to enhance and build upon the already established beautiful relationship that exists on the site between buildings, nature and people.

“If a child has been able to play, to give up his whole living being to the world around him, he will be able to, in the serious tasks of later life, devote himself with confidence and power to the service of the world.”

- Rudolf Steiner

### Context

- Semi-rural local context
- Buildings are immersed within the natural bush setting
- Proximity of site to natural waterways creates opportunities for learning directly from nature by observing the weather and how it interacts with the natural topography and features
- Peaceful sounds of breezes through leaves and natural birdsong create the audible backdrop to the scene for learning
- Native flora and fauna integral to the site and the buildings within it are carefully placed within this existing landscape to work in harmony with the natural setting
- Planning of spaces in the Master Plan will focus on spaces that facilitate an inherent connection with the local place, and enhance the experience of staff, children and visitors to the site

### Scale

- The scale of the buildings is important to maintaining the design ethos which is already successfully in place at the school, so the master plan will respect and develop this pre-existing design language to build upon the rich connection with place
- Existing building footprints are compact and have minimal impact on the natural ground
- Fringe spaces including verandahs and covered learning areas form a valuable part of the learning environment
- The existing school campus buildings are small in scale and scattered throughout the landscape in a way that they relate to the natural topography and site features, rather than imposing upon the site
- New buildings within the proposed Master Plan will aim to follow this existing language of scale

### Materiality & Craftsmanship

- Natural materials feature heavily on the existing buildings on the site
- The extensive use of timber assists in tying the build and natural forms together
- Metal sheeting for roof and wall cladding is also utilised throughout the campus as a robust and low maintenance solution
- Opportunities for outdoor learning in spaces crafted by students with natural materials is also an important concept within the educational framework



SVSS campus landscape

Images: © Fulton Trotter Architects



## 2.3. EXISTING SITE

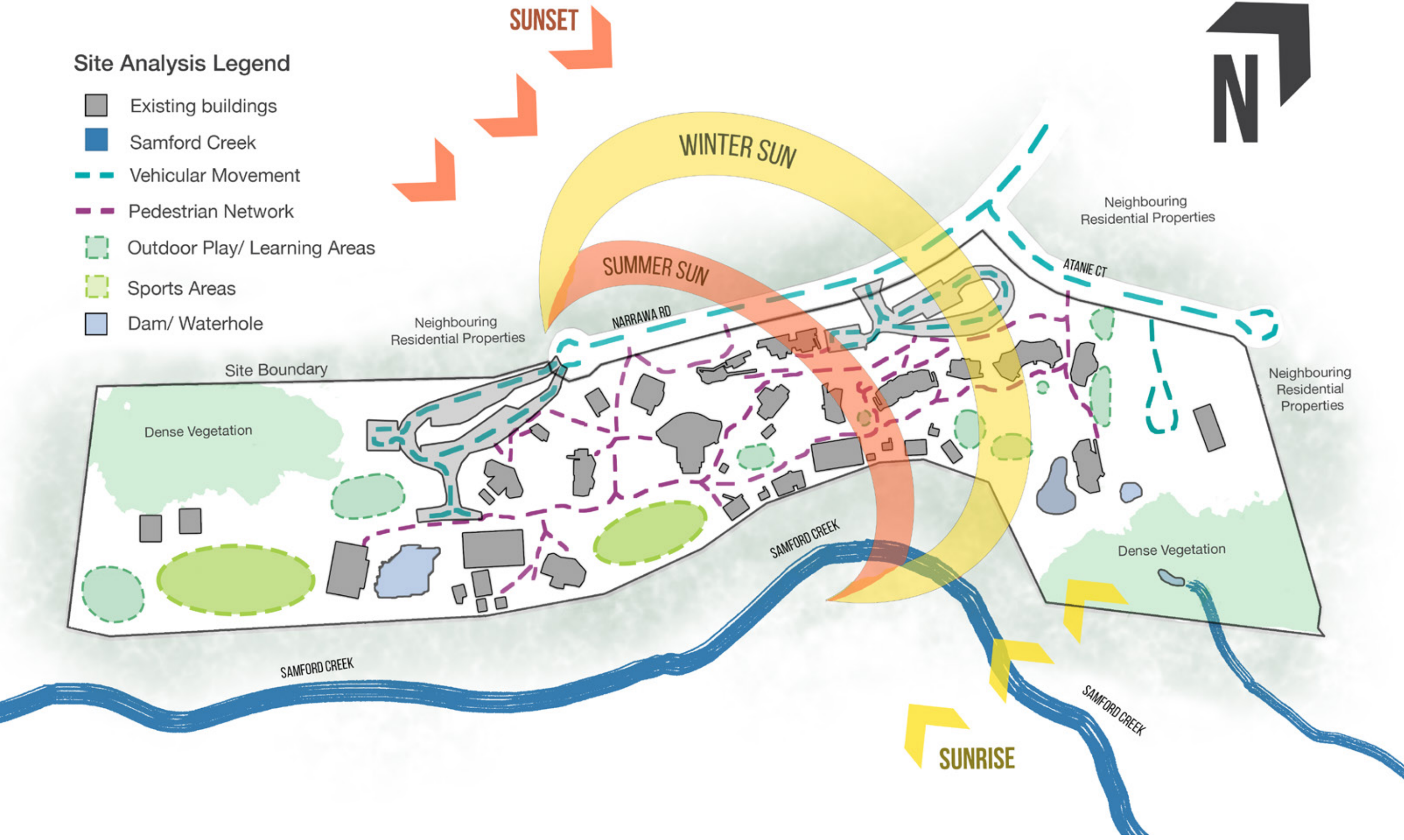
The following diagrams illustrate the existing site's features and the local context, in order to bring to light the opportunities and constraints that will help to inform the planning decisions for future buildings and landscape elements within the site.

An analysis of the existing building types within the site on the page following is also an important step in understanding the existing school planning in order to be able to make informed decisions about future development.



Figure 1. Samford Valley Steiner School Locality Plan









2.3.2. Existing Site Plan







**Samford Valley Steiner School Existing Site**  
Images: © Fulton Trotter Architects





# 3. CONSULTATION

## 3.1. SURVEY

Fulton Trotter Architects consulted with the leadership team and commenced the process by issuing an online survey, via SurveyMonkey, that included a series of questions directed at three different stakeholder groups:

1. Teachers
2. School Staff (excluding Teachers)
3. Parents/Carers

The purpose of the survey was to allow the stakeholders to have the opportunity to reflect on the school's current operation, as well as identify future possibilities that could inform dialogue regarding the future of the built environment.

The survey responses were collated and used as a tool to initiate discussion with key stakeholders on the strategic direction of the Master Plan, which in turn would help to define the direction for key group workshops to follow. Refer to Appendix B for survey data.

The survey questions included the following:

- Q1. Which best describes your connect to the school?
- Q2. What are the best things about the Samford Valley Steiner School Campus that should not be lost?
- Q3. What are the current parts of the campus or buildings that need to be reimagined, improved or reimagined?
- Q4. What educational experiences are not catered for sufficiently by the existing campus? (for example; senior study needs or industry specific knowledge, vocational education opportunities cocurricular programs, external covered spaces, parent spaces)
- Q5. What social and spiritual aspects of student, family and staff life are not catered for sufficiently by the existing campus? (e.g. cocurricular, parental interaction, play or recreational spaces, etc)?
- Q6. What sort of facilities would accommodate these shortfalls identified in Questions 4-5?
- Q7. What teacher / staff needs are not accommodated in the school now?
- Q8. What change /s would be your highest priority?

Outcomes of the survey were analysed and based on the key themes found, the most relevant needs have been identified.

## 3.2. STAKEHOLDER CONSULTATION

Meetings were held with the following groups to obtain input.

- Leadership team
- Administration team
- Teachers
- Junior students
- Middle students
- Senior students



Site Visit & Engagement  
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Site Visit & Engagement  
Image: © Fulton Trotter Architects

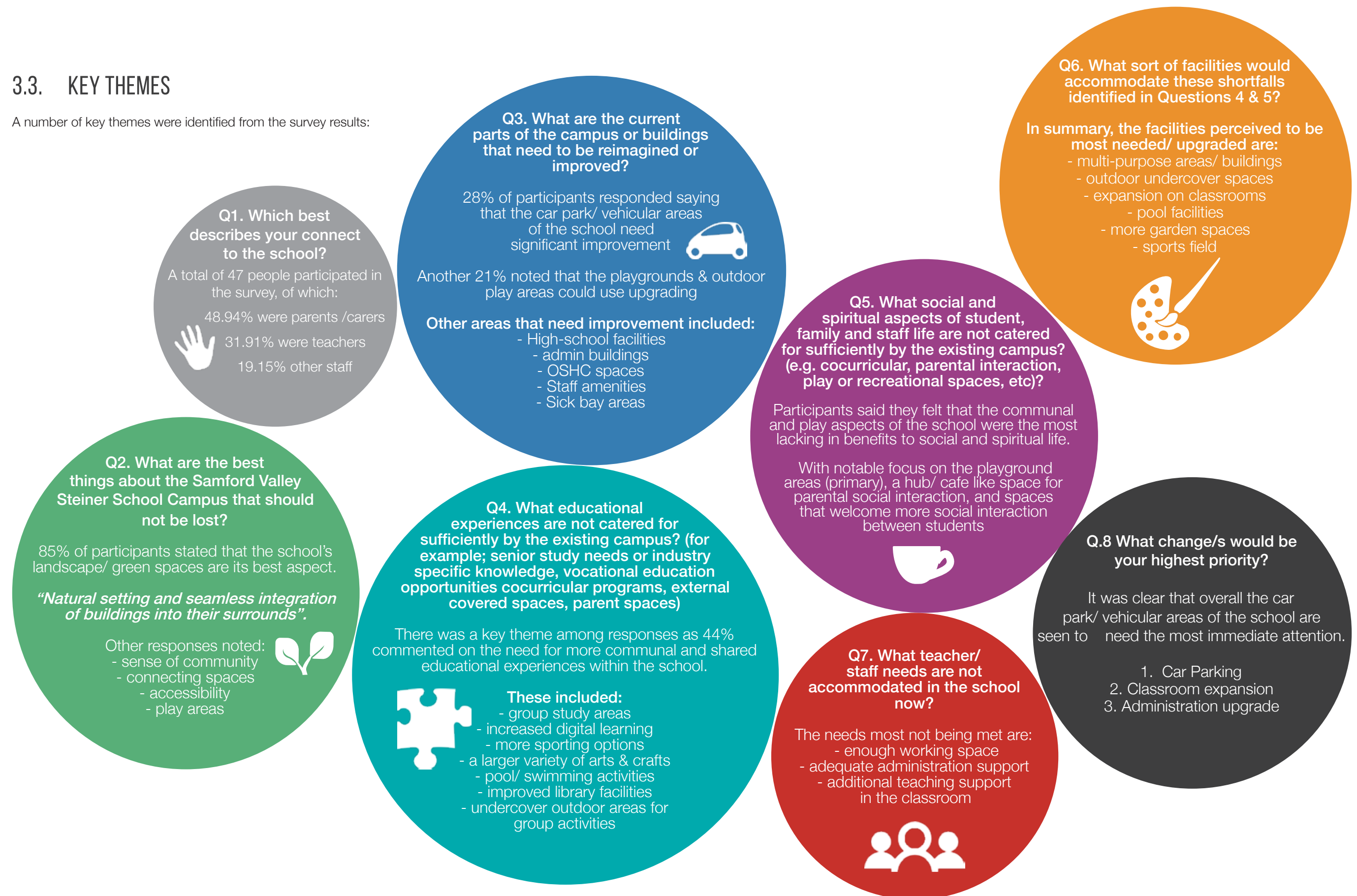


Site Visit & Engagement  
Image: © Fulton Trotter Architects



### 3.3. KEY THEMES

A number of key themes were identified from the survey results:





## 3.4. IDENTIFIED NEEDS

The following needs to be met within the proposed master plan were identified by the survey responses, as well as in feedback from the school staff and community received throughout the consultation process.



### 3.4.1. Vehicular Circulation & Parking

- Safety of students, staff and visitors to the school is paramount and has the potential to be greatly enhanced by replanning of the current vehicular and pedestrian traffic systems
- Efficiency of drop off and pick up of students during peak times is in need of improvement in both the primary and high school areas
- Primary School car park off Narrawa Rd is in need of enhancement, to improve the inefficiencies of the current layout and upgrade the pavement treatment including storm water catchment and redirection
- A bus set down external to the site, to remove the need for buses to enter the site, allowing more space within the school boundary to designate as parking
- A Stop, Drop & Go external to the site to improve the safety and efficiency of the pick and drop off processes
- Increasing the efficiency of the high school drop off zone within the site by widening the inlet driveway to allow for two lanes of entry traffic

### 3.4.2. High School Specialist Teaching Facilities

- Enrolment projections indicate that a two-stream high school will be in operation by 2029,
- Expansion of the current high school facilities was therefore highlighted as a need to be addressed
- To meet the needs of the Steiner Education Curriculum, upgrades and expansion of the existing high school specialist facilities for music, art and drama were identified as being required, as well as a dedicated artisan and tech space for the middle school
- Respondents to the survey also noted that more spaces for independent and group senior study, including library, quiet study and wellbeing were required
- The need also emerged for a high school Student Learning Common, as well as Maker Spaces, Media Arts and Tech rooms
- Due to the nature of the curriculum at the school and the strong emphasis on Arts, Drama and Music subjects within senior years, there is a need for upgrades to these existing spaces and new facilities to cater for curriculum expansion within these subjects
- As the senior school population increases, there will also be a requirement for the science program to expand by including additional spaces for extra classes

### 3.4.3. Community, Social and Spiritual Hub Enhancement

- The existing community hub including treehouse and bookshop was highlighted as needing upgrade in terms of space and the ability to offer more community activities
- Feedback from the school community also suggested that an alternative location for these activities within the campus would be beneficial, to open up the existing area to more admin and teaching functions for operation of the school
- The addition of a café, craft space and playgroup space were noted as being welcome additions to the campus to add to the richness of experiences offered within the school community
- Connection between indoors and outdoors for these spaces, particularly the play group would be crucial to the success of the space and the program
- An opportunity to utilise the spaces within the community throughout the whole daily timetable was also suggested, i.e. Outside School Hours Care spaces should be utilised during school hours by Playgroup, Therapy, Craft etc. to ensure the potential of the spaces is maximised
- Access to the community spaces is also to be carefully considered, so as to not disrupt the rhythm and flow of the school curriculum and processes during the day
- The Boombana program will also expand to suit the increase in population and an appropriate space to house these functions will be required to support the educational and spiritual needs of students





#### 3.4.4. Sports Facilities Upgrades

- It was highlighted by respondents to the survey that there is a desire within the community for new and enhanced sporting facilities on the campus
- A formalised soccer field, new gym and parkour building are among the suggestions for inclusion on the site
- The existing undercover sports court was also highlighted as being in need of refurbishment, with the enclosure of this structure suggested as a welcome intervention
- There is also an opportunity to enclose the existing sports court in the primary school precinct to provide more covered sports play areas



#### 3.4.5. Outdoor Learning Enhancements & Pedestrian Movement

- Upgrade and reconfigure the pedestrian pathways throughout the site as the buildings are enhanced and expanded, with natural materials a focus to tie in with the existing site
- Kitchen garden expansion to allow for continued development of The Garden program
- New covered lunch areas to cater for increase in student population
- Planning of the new and expanded existing buildings within the new master plan will need to take into consideration the strong connections between landscape and built form that form such an important part of the Steiner educational philosophy
- Expansion of farming area for teaching purposes was also on the list of recommendations, including the addition of an undercover outdoor learning area for students working in this part of the site



#### 3.4.6. Administration & Faculty Work Spaces Expansion

- A centralised administration facility was identified as an addition which would enhance the operation of the school for the purpose of student, staff and visitor way finding and wellbeing
- Administration spaces which were identified as lacking in the survey included a centralised welcome and reception space, meeting rooms, offices and storage as well as dedicated faculty workspaces
- Dedicated staff amenities including an end of trip facility were also highlighted as areas which would enhance the workplace for administration and teaching staff







### 3.4.7. Storm Water Management Upgrade

- A storm water management plan should be prepared for the site. This should address
- Erosion and sediment control and loss
- Improved swale design and capacity – including improving the educational experience for students. Naturalisation of these elements using rocks and appropriate vegetation is an opportunity for all users to experience water coursing through the site.
- Existing uncontrolled overland flows in storm events create extensive damage to landscape/ garden beds and vegetation debris (sticks/ leaves etc) which generate excessive garden maintenance work for the grounds staff
- Water filtration with appropriate vegetation will improve water quality, mitigate erosion and promote insect and wide life,
- Improved rainwater harvesting – many existing buildings have rainwater tanks which fill quickly, but tank overflows are not reticulated to site dams for reuse
- Dam edges and access to be improved (jetty and boardwalk) to facilitate increased student use and teaching opportunities
- Review dam capacity
- Improved access to Samford creek



### 3.4.8. Waste Water System Upgrade

The site uses a combination of chemical toilets and an on-site waste water treatment plant. The current plant capacity does is inadequate. Additional capacity is needed to cater for the planned two- stream school population.

A site and soil wastewater evaluation was undertaken by Country - Wide Water with a report prepared and presented to SVSS 08 February 2021. The required increased capacity included a proposal for a subsurface drip line system was recommended. This preliminary scheme required approximately 4600m2 of site area to be exclusively dedicated to waste water dispersal.

An Independent Schools Queensland Block Grant Authority external infrastructure grant, to carry out this upgrade was successful in December 2021.

Further information has been obtained from Country-Wide has been obtained. They have confirmed subsurface (300mm) underground drip dispersal system below the existing playing fields would be a workable solution. (Refer to page 30). This approach is recommended as it will not preclude the use of site areas excluded in the initial proposal.

Note the Country Wide Water report is based on 700 students and staff. The full two stream school has a proposed population is 770 students + 86 staff = 856 site population.

The waste disposal can be within balance flood buffer zone.



### Waste policy

During the stakeholder engagement it became apparent there is an opportunity to develop a more comprehensive waste management strategy for the school. the current approach is the use of wheelie bins through the site that need to be taken kerb side on collection day. This is labour intensive and space will be restricted with the planned stop drop and go to Narrawa Rd.

Recommendation

- Investigate the adoption of an Eco Schools Sustainability framework. Assistance with establishing this scheme and grants are available. Refer to the website for further information

[www.eco-schools.org.au](http://www.eco-schools.org.au)

An Environmental Education framework and awards program promoting learning for a litter free and sustainable Australia. Eco-Schools is a proven schools-based sustainability education framework operating in 70 countries globally and developed by the Foundation for Environmental Education (FEE) based in Denmark. Eco-Schools is a curriculum linked, democratic and participatory program that provides an excellent opportunity for students to experience active citizenship in their schools. Both schools and the wider community benefit from this program.

- Budget for the acquisition an All-terrain vehicle to assist collection efficiency
- Dedicated on site waste collection area including recycling
- Investigate collection options and vehicle access requirements





Steiner School Facilities  
Image: © Fulton Trotter Architects



Steiner School Facilities  
Image: © Fulton Trotter Architects



Steiner School Car Park  
Image: © Fulton Trotter Architects



Steiner School Facilities  
Image: © Fulton Trotter Architects





## 4. MASTER PLAN 2022

The following plans consolidate the findings of the Master Plan consultation process and BGA recommended area analysis. These plans propose a site strategy to address school needs over the next 10 years and beyond.

Plans as follows:

- Final Master plan
- Site Precincts
- Site Constraints
- Waste Water Plan
- Storm Water Plan

For Master Plan staging refer to Section 5 - Implementation

### FINAL MASTER PLAN LEGEND

Building Letter	Building Name
A	Early Learning Center
B	Years 1 & 2
C	Year 2 & Primary School Faculty Offices
D	Year 3, 4 & 5
D1	HS GLA
D3	Farming Equipment Store (Relocated)
D4	HS Staff Offices
E	Year 6
F	Year 7
G	HS GLAs
H	HS GLAs & Staff Area
I	Building Removed
J	Primary Library
K	Building Removed
L	Multi-purpose - Performance Hall
LOT 15	Community
M1	Building Removed
M2	Removed 2 x Shipping Containers
M3	Building Removed
N1	Music Room 01 (Relocated)
N2	Music Room 02
N3	Music Room 03
O1	Building Removed
O2	Building Removed
P1	Car Park 1
P2	Car Park 2
Q	Hardcraft
R1	Building Removed
R2	Building Removed
S	Science Building
T	Eurythmy Room
U	OHSC
UC Sport	Undercover Sport - Enclosed
V	Kitchen Garden
W	Hard Court
WC1	Chemical WC
WC2	Chemical WC
X	Music Building
Y	Kindergarten

Location #	Function
1	Community - Ground Floor: Shop, Cafe, Bookshop First Floor: Craft, Therapy, Playgroup, OSHC
2	Extension to Community Building
3	Outdoor OSHC/ Playgroup space
4	New Early Childhood Faculty Building
5	Path B
6	Path A
7	Covered Lunch
8	Covered Lunch
9	Kitchen Garden Extension
10	Boombana
11	Relocated Music Room
12	Music Practice Rooms - Extension to existing building
13	Relocated D3- Equipment Store & Undercover Learning
14	New Middle School Artisan & Tech Building
15	New HS Faculty Building
16	Science Extension
17	New Building adjoining enclosed gym, HS music ensemble space, Arts & Drama stage opening to sports court for performance/assembly space, costume/prop stores, green room
18	Enclose existing Gym with walls & new roof
19	Minimum size soccer field - 1 FIFA field guild lines
20	Bus Parking Shelter
21	Maintenance & Store
22	Road Adjustment
23	New Gym & Parkour
24	Extend upper floor - HS Staff/ Additional GLA
25	Student Learning Common, Maker Spaces, Media Arts & Tech
26	Covered bridge over existing swale
27	High School Library, Quiet Study, Wellbeing
28	Stop Drop & Go - subject to council approval
29	Bus Set Down - subject to council approval
30	Primary Staff Room
31	1 Hour Parallel Parking - subject to council approval
32	Eurythmy Studio (by Pacifica College of Eurythmy)
33	New Multi-purpose Building - Admin & Teaching

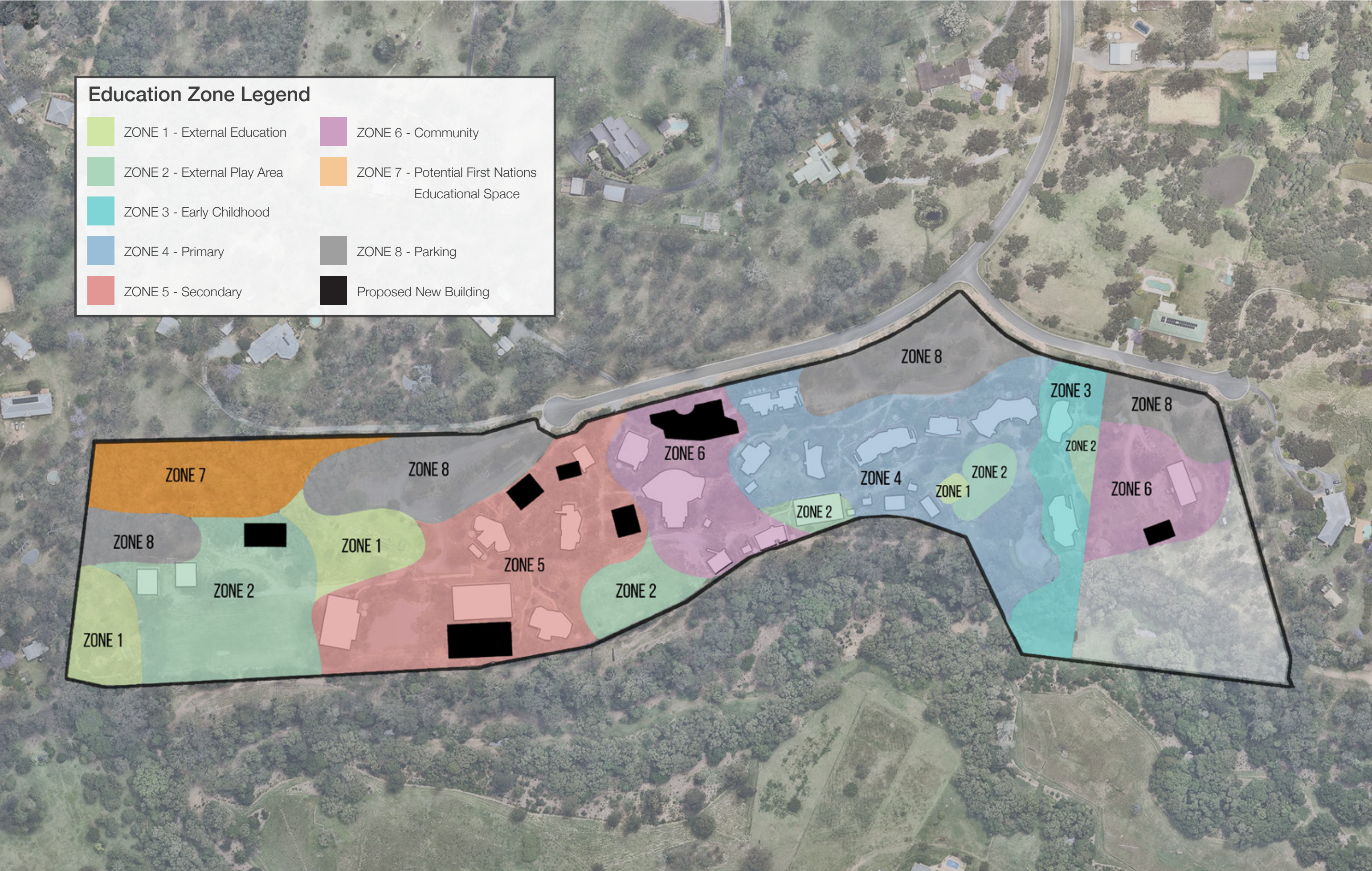




# 4.1. Final Master Plan







Education Zone Legend

ZONE 1 - External Education

ZONE 2 - External Play Area

ZONE 3 - Early Childhood

ZONE 4 - Primary

ZONE 5 - Secondary

ZONE 6 - Community

ZONE 7 - Potential First Nations Educational Space

ZONE 8 - Parking

Proposed New Building











**Constraint Legend**

- Potential Land Slip Zone
- High-medium Risk Flood Zone
- Overland Flow Zone
- Balance Flood Buffer Zone  
(above items traced from MBRC interactive mapping)
- Existing Bio Swale

**Waste Water Legend**

- Treatment Zone for underground drip dispersal system (confirmed (17/12/21) B1+B2=4,612m2)
  - Approximate Existing Septic lid
- notes: Country Wider Water report based on 700 students and staff proposed population is 770 students + 86 staff = 856 population waste disposal can be within balance flood buffer zone, as underground drop dispersal system beneath sports fields
- Considerations for Water Reuse:
- Soil Type
  - Soil use (school)







# Stormwater Legend

- Approximate existing overland flow / water courses
- Existing Dams with increased capture (for irrigation use)

Proposed indicative water overflow line from water tanks reticulated to existing dams

- Phase A
- Phase B

note: capacity of swales and dams to be reviewed by a Civil Engineer as part of stormwater management plan

Currently not all buildings shown are piped to damn.

- Recommendation:
- All future buildings to be piped to damn
  - Undertake updated Stormwater Management plan for soil erosion and upgrade of open swale network. This will help with rain water harvesting and irrigation around the site.





4.2. PRIORITY PROJECTS

The following projects have been identified as significant projects within the Master Plan and tentatively prioritised by the School; these are not limited to education projects.

4.2.1. Multi-purpose building

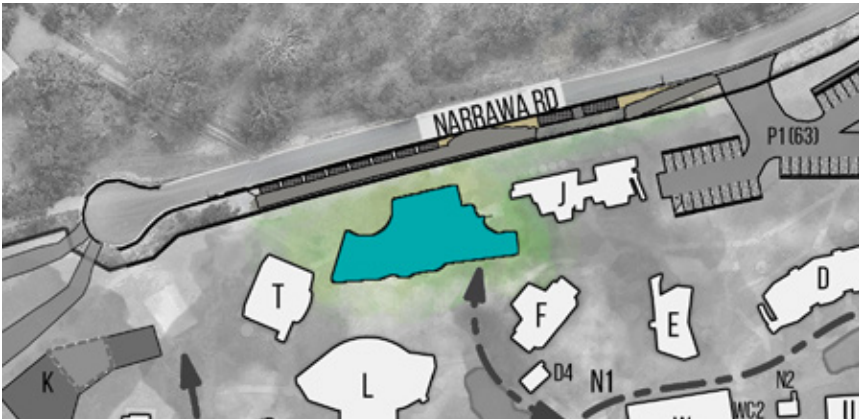
- Includes administration & teaching spaces
- Two storey building with main entry on upper floor, level with street
- Upper level reception & welcome space
- Administration, staff offices & meeting spaces also on upper level
- Central covered gathering space linked to welcome space, with views out towards the landscape and offering additional viewing opportunities for performances in the multi-purpose hall
- Lower level teaching spaces including 2x Flexible Learning Areas, that can be utilised for High School art spaces until purpose built art facility is constructed in a later stage

4.2.2. Stop, Drop & Go, Bus Set Down & High School Car Park Entry Upgrade

- Stop, Drop & Go and Bus Setdown on Narrawa Rd
- Including remedy for existing high school car park entry congestion

Description of estimated key functions and areas

TEACHING SPACES
2x Flexible Learning Areas
ALLIED SPACES
Administration
Staff & Visitor Amenities
Travel and Engineering @ 30%



Top left: Springfield Anglican College, Springfield QLD  
Image: © Scott Burrows



Noosa Flexible Learning Centre, Noosa QLD  
Image: © Angus Martin

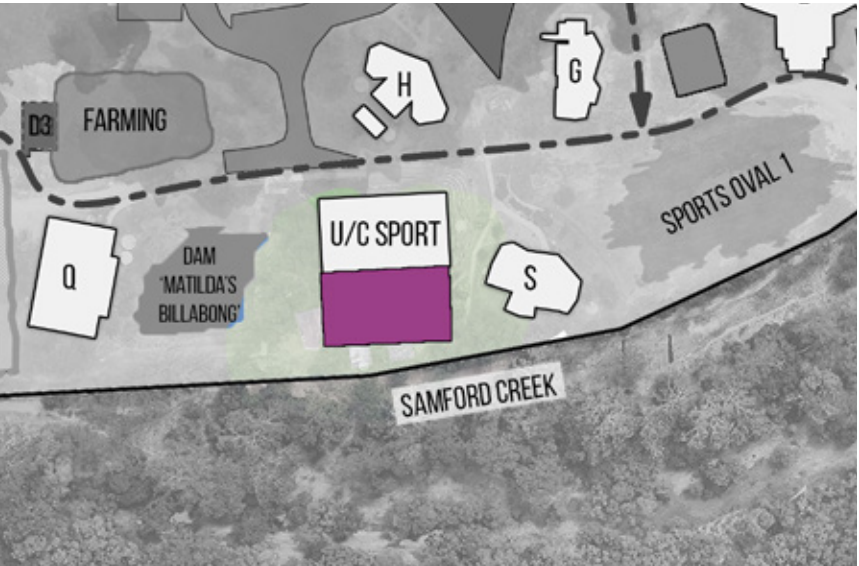


4.2.3. High School Arts/Drama Building

- Art and Drama teaching spaces
- External verandah spaces for outdoor work
- Music ensemble space
- Stage & performance space
- Prop, costume & stage set storage
- Adjoining existing undercover sports courts, enclosed to create seating area for viewing towards stage

Description of estimated key functions and areas:

TEACHING SPACES
2x Visual Arts Spaces
1x Drama Space
1x Music Ensemble Space
ALLIED SPACES
Foyer
Stage
Amenities
Prop & Costume Store
Travel and Engineering @ 30%



Top left: Our Lady of Mercy College, Burraneer NSW  
Image: © Brett Boardman



Coolum Beach Christian College, QLD  
Image: Taryn Blomfield ©



Top & Bottom Right: Flexible Learning Centre, Kingston QLD  
Image: © John Mills



4.2.4. Community Hub & Car Parking

- Re-purposing of Atanie Ct House into Community Hub
- Cafe, Bookshop, Shop, Craft & Therapy spaces
- Playgroup & OSHC space
- Extension on ground floor level with new outdoor areas for Playgroup and OSHC to utilise
- Connection via pedestrian pathways to Early Childhood precinct
- New car park to add to overall site car park numbers

Description of estimated key functions and areas:

TEACHING SPACES
nil
ALLIED SPACES
Cafe, Bookshop, Shop, Therapy & Craft
Playgroup/OHSC
Amenities
Travel and Engineering @ 30%



Noosa Flexible Learning Centre, Noosa QLD  
Images: © Angus Martin



Noosa Flexible Learning Centre, Noosa QLD  
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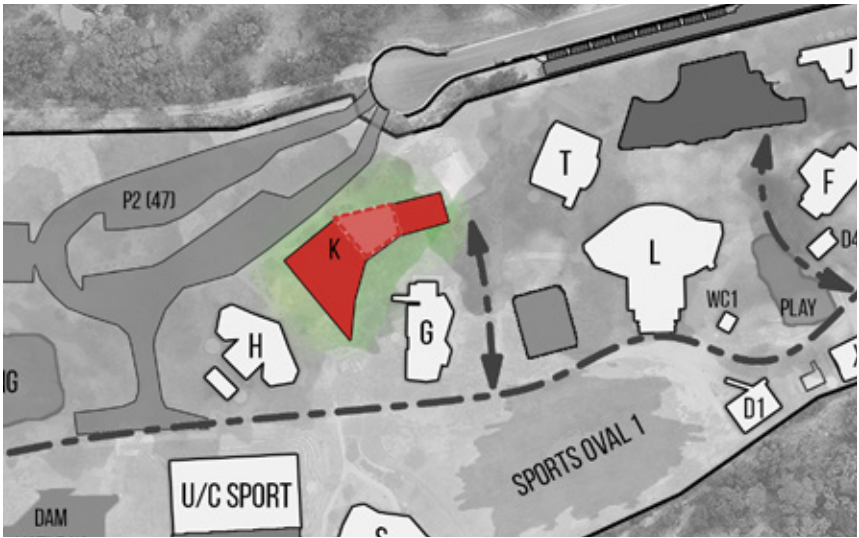


4.2.5. High School Resource & Wellbeing Centre

- Single storey building
- covered outdoor learning area bridging swale connecting to Student Learning Common
- Library reading room & quiet study areas
- Student wellbeing centre/learning support
- Maker Space, Media Arts & Tech rooms also included
- Peaceful views towards landscape, building immersed in mature trees and enhanced soft landscaping

Description of estimated key functions and areas

TEACHING/LEARNING SPACES
Resource Centre
Wellbeing Centre
Student Learning Common
2 Specialist GLAs
Covered Outdoor Learning Area
ALLIED SPACES
Student Amenities
Travel and Engineering @ 30%



Top left: St Mary's Cathedral College, Sydney, NSW  
Images: © Jimmy He

Top and bottom right & left: Springfield Anglican College, Springfield QLD  
Images: © Scott Burrows



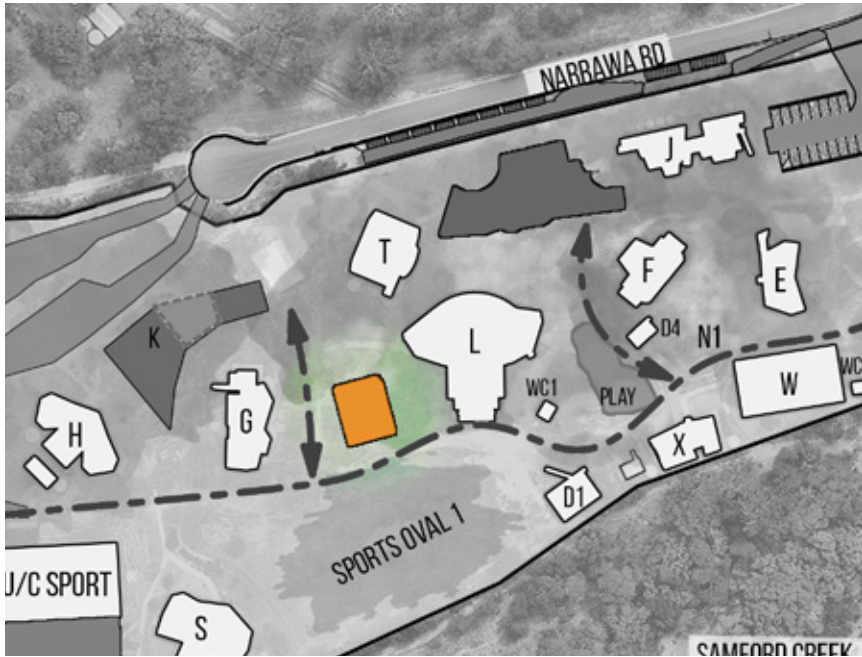


4.2.6. Middle School Artisan & Tech Building

- Middle school Visual Arts & Design & Technology spaces
- Located in between primary school and high school site precincts

Description of estimated key functions and areas:

TEACHING SPACES
2x Specialist GLAs
ALLIED SPACES
Storage
Travel and Engineering @ 30%



Faith Lutheran College: Plainland, QLD  
Images: © Alicia Taylor



Top Right: Noosa Flexible Learning Centre, Noosa QLD  
Image: © Angus Martin



Bottom Right: Calvary Christian College, Townsville QLD  
Images: © Andrew Rankin



# 5. IMPLEMENTATION

## 5.1. STAGING

In accordance with the priority projects outlined, a four stage plan for the most needed upgrades/ extensions to facilities has been prepared. This section will detail what buildings or extensions are to be implemented in each of these stages with subsequent drawings to support.

### STAGE 1

STAGE 1A - New Bus Set Down and Stop Drop & Go area on Narrawa Rd , including widening of car park P2 entry driveway to ease congestion.

STAGE 1B - Upgrades to car park P1, increase from 40 sealed and 23 unsealed car parks to 95 new sealed car parks, with pedestrian pathways, crossings, and access compliant parks. Storm water collection and swale upgrade included to cater for increased car park surface area.

STAGE 1C - New Multi-purpose Building including Administration and Teaching spaces. (Stage 1 of building), Dismantling & relocation/ removal if existing 'Hub' structure and 'Treehouse' shipping container building & rainwater tank.

### STAGE 2

STAGE 2A - New High school Multi-purpose Arts/ Drama Building. Removal of buildings M1 (Art Shed), M2 (2 x Shipping containers), M3 (Art Room), and I (Music).

STAGE 2B - Upgrade and refurbishment of Atanie Ct house for community use (located on Lot 15). Ground Floor: Shop, Cafe, Bookshop, First Floor: Craft Therapy, Playgroup, OSHC

STAGE 2C - New car park off Atanie Ct, located within previous Lot 15 area.

### STAGE 3

STAGE 3A - New Middle School Artisan & Tech Building.

STAGE 3B - Stage 2 construction of multi-purpose building, including expansion of administration areas to cater for increased staff & student numbers.

### STAGE 4

STAGE 4A - New High school Library Building and Student Learning Common which includes Quiet Study, Wellbeing, Maker Spaces, Media & Arts Tech

Removal of K block (Undercover area)

Possible relocation of D3 building (Demountable - Year 7) to farming area

## FUTURE STAGES

These four initial Master Plan stages are intended to be completed over a 5-7 year period with changes to be made as necessary as the years progress.

Ultimate completion of all intended Master Plan upgrades, extensions and implementation of new buildings for the school requires additional staging.

This staging could be developed further through an advanced Master Plan, with detailed staging and costing analysis to guide future development decisions.



Samford Valley Steiner School  
Images: © Samford Valley Steiner School









Stage 2 Legend

Stage 2A

New High School Multi-purpose Arts/ Drama Building  
(temporary relocate M1, M2, & M3 art & music spaces to  
Stage 1 Admin Building lower floor during construction)

Stage 2B

Refurbish Atanie Ct House  
Ground: Shop, Cafe, Bookshop  
First Floor: Craft Therapy, Playgroup, OSHC

Stage 2C

Atanie Ct Car Park









## Stage 4 Legend

Stage 4A New High School Library Building and Student Learning Common  
Remove K (undercover area) and D3 demountable (potential relocation to Farming area)





# 6. CONCLUSION

## NEXT STEPS

The Master Plan (2022) addresses the following issues

- Current facility and site issues identified through stakeholder consultation
- BGA space recommendations based on projected future enrolments as the school grows to a 2-stream school
- Prioritises projects over the next 5 -7 years
- Presents a capital works strategy for the site

## 6.1. PROGRAM

Please note the time periods nominated are indicative only to provide a general guide on overall time frame are more in-depth program would need to prepared at the commencement of the project.

## 6.2. FUNDING

Funding is available through the following sources:

- Independent Schools Queensland Block Grant Authority, Capital works funding: one application / year lodged in March. The duration between an application being made and a facility becoming operation is a minimum of two years. This covers application preparation, application assessment, funding approval, design and documentation, tendering and construction.
- Independent Schools Queensland Block Grant Authority, External infrastructure funding: four applications / year 50% grant funding for eligible applicable projects
- Eco schools Waste funding
- First nations funding

## 6.3. RECOMMENDATIONS

The following projects identified during the master plan process should progress as follows.

Date	Project
2022	
March 2022	Lodge Multi-purpose Building & car park P1 BGA Capital works application
March – June 2022	Prepare Traffic engineering report. Finalise Narrawa rd Stop Drop and Go/ Secondary Stop Drop and Go widening
March 2022	Finalise design of waste water treatment project and undertake construction
April 2022 – April 2023	Ministerial Infrastructure Designation process including preparation of: <ul style="list-style-type: none"><li>• Traffic engineering report</li><li>• Stormwater management report</li><li>• Bush fire report TBC</li><li>• Landscape report TBC</li></ul>
June 2022	Lodge Narrawa rd Stop Drop and Go – BGA External Infrastructure application
TBC	Multi-purpose Building - Design and documentation
December 2022	Multi-purpose Building – funding agreement
TBC	Lodge Narrawa rd Stop Drop and Go & Bus Set Down – construction
TBC	Relocation of bookshop and hub in preparation for Multi-purpose Building construction
2023	
	Multi-purpose Building – construction
March	BGA capital work application Project 2



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