

31 January 2017

Ashgrove State School

Master plan report



Our education and schools master planning work brings together design knowledge and experience, along with recognised expertise as facilitators of collaborative design workshops.

Document prepared by Deicke Richards
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This report was prepared with the assistance of staff, students, parents of Ashgrove State School and members of the Ashgrove community.

All artist impressions drawn by Peter Edgeley.



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Introduction

“The master planning process engages with the school community and works in an open and collaborative way ... scenarios are tested and in the end, the school can have confidence in investing in prioritised developments and improvements.”

Purpose of the report

The Ashgrove State School Master Plan Report is the documented outcomes of the consultation process and two-day Charette held at the school in October 2016. The consultation and design process sought to engage and consult all stakeholders, to seek their input on the future needs of the school and to collaboratively design and test a variety of scenarios to arrive at a practical and robust master plan, which enjoys widespread support from stakeholders within the school.

The master plan developed through the process enabled a series of projects to be identified. The proposed staging plan is documented in this report and covers the six larger projects and other smaller interventions which were identified.

School background

Ashgrove State School was established in 1877, and currently has more than 780 students enrolled in Prep to Year 6. It is located in the leafy, residential suburb of Ashgrove, on a 2ha site. The school is bounded by three streets - Otonga Road, Woonga Drive and Waterworks Road - and therefore is afforded good pedestrian access. It is also serviced well by public transport. Vehicle access to the pick-up and drop-off area is from Waterworks Road, as is the access to the staff-parking area at the front of the school.

Ashgrove State School has a tradition of academic excellence and innovative learning, and is well-known for its music and sporting programs. The school also offers the Stephanie Alexander Kitchen Garden program, which is supported with a well-equipped kitchen and well-tended vegetable and herb gardens. Outside School Hours Care is also provided on-site.

The school's facilities include a 25 metre swimming pool, an expansive oval, a series of outdoor play areas, two courts, air-conditioned classrooms, designated music practice/performance space, an air-conditioned hall and a contemporary library resource centre. Two buildings have been completed the past five years, including the hall, library resource centre and the new Prep/Year 1 building.

Ashgrove State School is included on the Brisbane City Council heritage list, reflecting the significance of the main building as a good example of Georgian and neo-classical architectural styles. Two large, established trees on the site also have heritage significance, and contribute to providing shade and a cool environment for students.

The school enjoys a very high level of involvement from its parents and caregivers, as well as from the wider community. It is a well-loved and highly respected school. In 2012, the school was selected as an Independent Public School. The school has an active School Council, as well as an active and involved P & C.

What is a Charrette?

Cha·rrette \ shuh-RET \ n.

“A charrette is a collaborative planning process that harnesses the talents and energies of all interested parties to create a shared vision and a feasible plan for implementation. The charrette consists of an intense period of design activity where variables are clarified, reasonable limits established and collective decisions made.”
— From French charrette (cart), from Old French

Charrette objectives

- To consult widely with School stakeholders
- To review the location and form of planned new infrastructure
- To prioritise and program the delivery of the planned infrastructure.

Charrette team

Workshop Leader

- Eloise Atkinson – Director / Architect, Deicke Richards

Designers / Advisors

- John Deicke – Director / Architect, Deicke Richards
- April Tehan – Urban Designer / Architect, Deicke Richards
- Tyson Ryan– Urban Planner, Deicke Richards
- Peter Edgeley – Perspective Artist





Workshop programme

Wednesday 12 October / Day 1

2.00pm – 2.45pm

- > Team consultation with students
- > Briefing on EbD Process
- > Facilitated discussion on school needs

3.30pm – 4.30pm

- > Team consultation with staff
- > Briefing on EbD Process
- > Facilitated discussion on school needs

5.30pm – 6.30pm

- > Team consultation with parents and community
- > Briefing on EbD Process
- > Facilitated discussion on school needs

Wednesday 19 October / Day 2

11.00am – 12.00pm

- > Team meets with Leadership Group to discuss consultation findings, priorities & design scenarios
- > Team tour of site with Principal

12.00pm – 1.00pm

- > Site Analysis

1.00pm – 1.30pm

- > Working lunch

1.00pm – 5.00pm

- > Design session

5.00pm – 6.00pm

- > Open Studio – all stakeholders welcome

Thursday 20 October / Day 3

9.00am – 10.00am

- > Team meets with Leadership Group to discuss priorities

10.00am – 1.00pm

- > Design session
- > Illustrator in the studio – students and staff welcome

1.00pm – 2.00pm

- > Working lunch

1.00pm – 5.00pm

- > Design finalisation session

5.00pm – 6.00pm

- > Set up for presentation

6.00pm – 7.00pm

- > Presentation of EbD Outcomes to all stakeholders

Consultation

More than 50 people from the school community – students, teachers and parents – directly took part in our collaborative consultation workshops, with another 215 involved in the survey.

Ashgrove State School has a high level of engagement from its school community. This was reflected in the strong participation during the consultation process both through the survey responses and the attendance at workshops.

Prior to the consultation session held at the school, a number of parents and caregivers, as well as staff and students, completed electronic and hard-copy surveys. The response was high with 75 electronic responses from parents and caregivers, with another 8 or 9 responses in hard-copy. Over 20 staff also completed hard-copy surveys, along with more than 120 responses from students. Student responses were received from Prep to Year 6 students. They used various forms of response including drawings, writing and one class making a video.

Through the surveys and the workshop, three questions were asked of students, staff, and parents and caregivers:

- What do you like about the school?
- What don't you like about the school?
- What do you want to see at the school?

A summary of the responses is outlined opposite.

Workshop Groups

At the workshops held at the school on 12 October 2016, 24 students from Year 4, 5 and 6 attended the first session, bringing with them the ideas from their classmates. This was followed by 12 staff at the next session, and 16 parents and community members in the final session. Discussion was robust and took into consideration all the information collected through the surveys.

Many of the issues raised were related to school programming or curriculum, and cannot be addressed by the master plan. However, all information has been collated and provided to the school, summarised in the Appendices. The 'likes', 'dislikes' and 'wants' around the physical environment are outlined below.

Please refer to Appendix 1 Consultation Data, which documents the raw data from the sessions.

What we like

There were very consistent themes across the student, staff and parent groups in terms of the areas of the school which are valued. The great sense of community within the school was raised by all three groups and was particularly strong with the parent group. Staff and parents felt this was one of the school's greatest strengths. Supportive and committed staff was also seen as a strong asset within the school, which was reflected in the high quality of education and academic results. The school is seen by many as very inclusive.

'Great teachers! The passion, dedication and professionalism of the teachers and teacher aides has really impressed. Friendly environment for both the kids and parents. The school makes an effort to build a community and build a relationship with parents'. (parent)

'Community spirit- witnessed daily when children arrive at school- parents, grandparents mingling with each other'. (staff)

In terms of the physical environment, the sporting facilities such as the pool, the courts and oval, were highly valued by all three groups. This also extended to the many shaded play spaces seen to be age-appropriate and benefited from being separated by age group. The general appearance and maintenance of the school grounds was also commended. The hall and the library were seen as valuable by all groups.

Many staff, parents and students saw both the space and the programme of the Stephanie Alexander Garden Kitchen (SAGK) and the productive garden, as a important and enjoyable addition to the school. The programme was seen to contribute to the wide variety of experiences available to the students. The music room and programme was also well-liked by each group.

Parents and staff saw the heritage building as an important aspect which gave the school a sense of history and tradition. All three groups also acknowledged they liked the new prep building and the contribution it made to the school. The fact the school was largely air-conditioned was also seen as a positive.

'I like the original old building and the history that comes with the school. I love that there's the garden and cooking program' (parent)

There were some 'likes' particular to each group. For instance, the students loved the fete, tuckshop and free dress days, while parents were appreciative of the OSHC and facilities. Many of the surveys from the staff also commented on the children, their engagement and their enthusiasm for learning.



Year 3 Student survey response



Consultation workshop with students



Consultation workshop with staff



Consultation workshop with parents

What we don't like

There was a feeling amongst the staff and parent groups the school was at or over capacity, and that some classes were too big. This extended to concerns the play spaces were over-crowded. With the increase in student numbers, the undercover area (UCA) was too small for student parades, as well as the hall. Classrooms next to the hall were very noisy when the hall was being used.

The students overwhelmingly talked about the toilets as the area within the school that they did not like. This was confirmed by the parent and staff groups.

As is usually the case for schools, the carparking areas usually create some congestion during the drop-off and pick-up times. Ashgrove State School has a very well-managed system, but still the parking areas are seen as an issue for parents and students. Staff also commented on the limited staff carparking and the difficult access.

While shade was one of the areas that was well-liked within the school, there was also consistency across the three groups regarding the lack of shade - particularly on the oval and over the play areas. Parents also raised the issue of the lack of tables and chairs for student eating. Both parents and students were concerned about the lack of bubblers - particularly on the oval - and the quality of the oval surface.

There was significant discussion in both the staff and parent groups about the lack of creative play areas within the school. They believed that there was too much bitumen and other hard surfaces, as opposed to green spaces which could encourage creative play. Feedback suggested there were no sensory areas within the school, and the general feel was spaces were sterile, uninteresting, lacking of colour and imagination. While there is some colour around the art room, this space was considered too small for the size of the student body.

Some staff and parents questioned the SAGK, believing the space was under-utilised and the programme unnecessary. In contrast, this area was a highly valued space by others. Another area of discrepancy were the open classrooms in Building A. While each group raised this as an issue, some within the workshop group enjoyed this aspect of the school.

The parent group also raised a number of issues around entering the school, including the lack of a clear path from the front gate and the sub-optimal access through staff parking areas. This group was also concerned about physical access to the outside school hours care area in wet weather and the ability for the OSHC programme to access school grounds. The general appearance of the access area from Otonga Road and poor disability access across the site were raised.

Both the staff and parent groups identified the lack of spaces for staff, including space for teachers aides and specialist teachers, as well as collaboration spaces. The staff raised the issue there was no recognition of indigenous connection to the land in the school.

What we want to have

A full list of ‘wants’ identified through the surveys and the workshop are listed in the appendix. At the end of each consultation session, participants were given six dots each to place on the ideas most important to them. Other staff and parents who could not attend the workshop, were also given an opportunity the following day to use their dots. The prioritise ‘wants’ area is tabled below.

Students 24 Participants	Staff 12 Participants	Parents 16 Participants
Toilets for Yr 632	Turn the Science & Art Bldg. (JBS Bldg.) into a 3 level multi-facility space33	STEAMM: (Science, Technology, Engineering, Art, Music & Maths facility)25
Gym - indoor30	Extend Block A to form new ‘Eastern Wing’17	Creative green spaces18
Elevator in main building19	Replace demountables with 2 storey bldg.16	Joyful, calm, creative space (i.e. colour, nature)15
Science lab12	Bigger workspace for teacher aides/ specialists14	New bldg. between hall and demountables15
Rugby goal posts10	Covered walkways between all the buildings11	On site/off site adventure options (scout hall & grounds)12
Bubblers on the oval (Yr 6 area)7	More toilets10	More play spaces for all ages, particularly Yr 3-4, prep, Yr. 112
Theatre7	Lower oval > undercover area for whole school (800 students)10	Larger, covered event space (assembly for whole school)8
Playgrounds for Yr 3 & 45	Cubby spaces/ imaginative play9	Outdoor tables7
Soundproofing between classrooms4	Turn hall into a performance space (real stage, lighting, etc.)9	Oval - more seating, even surface & a covered area5
More handball courts3	Break-out/ withdrawal/smaller spaces8	Shade sails over playground5

Analysis

Location and layout

Ashgrove State School is bounded by three streets - Otonga Road, Woonga Drive and the busy Glory Street. It has very good pedestrian access, however vehicle access is constrained due to the convoluted access from Glory Street. Vehicle access to the pick-up and drop-off area is off this busy street, as is the access to the staff parking area at the front of the school. It is in close proximity to the Ashgrove local shops. While a number of people traverse the school to get from the shops to Otonga Road, there is very little vandalism at the school .

The school is divided into almost two equal parts, with the majority of the teaching and administration facilities on the more elevated western area, and the oval and the OSHC on the lower eastern half. This change in level provides a great natural outlook over the oval. The double demountable Year 6 classrooms, located on the oval's edge, are isolated from the rest of the school.

Like many schools, vegetation on the site is largely on the campus perimeter. However the large trees next to the assembly area create a cool environment around this central part of the school.

Heritage

Ashgrove State School sits of the Brisbane City Council heritage register because it has the following significance:

- it demonstrates the local area’s history, giving evidence of population growth in the Ashgrove district during the inter-war period, which led to a need for additional school facilities
- it is an example of an architect-designed, Georgian Revival, brick school building constructed as part of the Queensland Government’s public works building programme
- it has an imposing Georgian Revival style building which makes a strong aesthetic contribution to both the school grounds and Glory Street
- it has a strong association with the life of the local community, as generations of local children have attended the school

The whole school site has been proposed for entry in the State Government Heritage Register, including the proposed heritage buildings:

- Block A- the three storey brick building to Glory Street (eastern wing has low significance)
- Block B - the high set timber building currently used for Year 2
- large fig tree to corner of Woonga Drive and Glory Street, and the fig to the eastern end of Block B.

As recommended in the report prepared by Project Services for Education Queensland in 2006, when considering new projects or refurbishment, the school should:

- keep what is important and look at alternatives to achieve this
- if a building is in-tact, avoid changes which are not reversible
- if the building is not in-tact but has significant features, try to keep those features.

The Art Block was built in 1945 and is therefore one of the oldest remaining buildings on the site. The report notes that the building is not in-tact, therefore alterations can be made. It would be prudent to keep the gambrel roof.

The heritage buildings need to remain on the site, and in the case of A Block, views to the buildings should also be protected. When considering the master plan, it was important to look at alternatives to ensure the buildings and views were protected. Changes can be made to heritage buildings, but where they are in-tact, these changes should not be irreversible. Where heritage buildings are not in-tact, significant features should be kept.

Entries and pathways

The school has three street frontages and therefore there are a number of entries. Glory Street is the address of the school, with vehicle access provided to the drop-off and pick-up area, and to the staff parking area from this main road. The traffic configuration is complicated at the intersection of Glory Street and Waterworks Road, requiring a slip road into the school which is confusing for first-time visitors.

Pedestrian access is provided from two locations on Glory Street, either side of the main building. There is no direct access to the original ‘front door’ of the school, except through the staff carpark. The entry to the west of Block A is well-used, as it is close to the traffic lights from the shopping area and contains no stairs. The entry to the east of Block A is also well-used, but there are a number of level changes along the path. The other main pedestrian access points are located on the residential streets of Otonga Road and Woonga Drive. The access from Otonga Road takes pedestrians up the very steep bitumen path, between the oval and the library/hall building. The entry from Woonga Drive takes a path across the oval.

Demountables

There are a number of demountables on the site which could provide future sites for building projects. The buildings are of various ages, condition and are single-storey. The oldest demountable, currently accommodating two Year 1 classes, sits in the centre of the site. Its future removal could provide an opportunity to open up this area of the campus, as new buildings are pushed toward the boundaries. The two demountables on the oval currently being used for OSHC and two Year 6 classes, could allow for a future building to Otonga Road. The fourth demountable, which is the most recent and in the best condition, is located next to the heritage-listed timber building and accommodates the music class.

Gathering Areas

A number of areas of the school were identified through the survey and consultation sessions as being much-loved by parents, students and staff for gathering. These spaces included the undercover area and the space outside the SAGK kitchen, as well as the oval and playgrounds around the Prep/Year 1 & 2 area. Throughout the day, the oval and the undercover area are well-used for formal class activities, as well as informal play before school, during lunch breaks and after school. The kitchen area is well-used when not in use by classes, by both students and parents for meeting, eating and chatting.

The shaded playground area for the younger students is not only a much-loved play space, but also an area for parents, particularly those relatively new to the school, to gather and talk while they watch their children play at the beginning and end of the school day.

‘The school combines the advantages of a large school (good infrastructure, pool, tennis court, play areas ...) with the community feel of a smaller school.’

Parent survey response



Existing administration building in Georgian Revival Style



Site visit – recently completed Prep building



Art block built 1995



Site visit – school entries and wayfinding



High Set timber Yr2 building



Site analysis – discerning issues and opportunities

Analysis

Green space

The main green space within the school is the oval. There are a number of trees around the edge of the oval and two well-loved gazebos. The oval has a number of other facilities including cricket nets, the new multi-purpose court and the soccer fields. Another important green space is the kitchen garden, however this is a space removed from the student area of the school. There are a number of other green areas with large shade trees in the main part of the school, including the prep area.

Carparking

Due to the nature of schools, parking is always an issue during drop-off and pick-up time. Despite the constrained ‘drop and go’ area, the school manages this process extremely well and the congestion at the end of the day is all over by 3.15pm. Residential streets around the school also provide for drop-off and pick-up. The only carparking on the school grounds is the staff parking area. This is located at the front of the school, in an area out-of-bounds to students. Given the level change from Glory Street, the parking area is largely hidden from the street.

Accessibility, safety and security

As the school progresses with refurbishments, upgrades and new projects, wheelchair and pram access needs to be considered. The newly constructed Prep building has equitable access to the building, though a ramp and a lift has been included to allow access to the upper level. There are no other lifts at the school and therefore there is no equitable access to the main building, which includes the administration area. It is also not possible to access the upper level of the Year 2 building.

Paths within the school also present some challenges for those using wheelchairs, mobility aids or prams. Only two entrances into the school are free of steps or at a reasonable gradient. These include the path from the drop-off and pick-up area, and the path from the western entry from Glory Street. The well-used path from Otonga Road is particularly inaccessible and unsafe. The surface is uneven and the gradient very steep.

Security within the school is relatively low and this has not caused any major issues. Fences and gates are low or non-existent and the public does use the site to move from the shops to Otonga Road.

Underutilised/unsightly areas

The school generally has a high level of amenity and is very well maintained. There are however a few areas within the school which are underutilised or not in keeping with the high aesthetic and functional quality of the school. Many of these areas have already been recognised by the school. The entrance from Otonga Road is a major entry point for the school, with many visitors coming into the school to access the JB Stephens facility or the pool, as well as students, parents and staff. However due to the pool equipment and other services, this area is unsightly. Some work has already been done to improve the area.

The area surrounding the Art Building is under-utilised. Although this area is in the centre of the school, it is out-of-bounds to students during play times due to the poor visibility from the upper playground area. The lean-to roof restricts sightlines and therefore the space cannot be used.

Leading to this space from the library is a well-used but unpleasant space. The very tight alley is the main route from the library and oval to the new Prep building. It is not possible to move the relatively new hall building or the existing pool, but there is an opportunity to improve the spaces along the route.

Site analysis

Legend

Building	
Building – primary	
Building – refurbish opportunity	
Building – demountable	
Building – heritage value	
Shed	
Shed – removal opportunity	
Sports facility	
Access/entry point	
Pedestrian movement	
Pedestrian crossing/desire line	
Cultural ‘heart’ - meeting place	
Play/facilities ‘heart’	
Playgrounds	
Barrier / inactive frontage	
Pick-up and Drop-off zone	



Master plan overview

The master plan is designed to complement the school's strategic direction over the next 5 to 10 years. It aims to provide a clear direction for the school, so all future development meets Ashgrove State School's needs and aspirations.

The master plan identifies six projects and recommends a number of smaller initiatives. The projects were prioritised through the master plan process and a staging program was established. The projects are outlined in this report and include:

1. Heritage Place
2. Indigenous Garden
3. New Adventure Play Area
4. Extended Undercover Area
5. New Covered Path to Year 6
6. Future Specialist Building, Entry & Lift
7. Other projects
 - Shade to all Play Structures
 - Shade to Pool
 - Refurbishment of Main Toilets
 - New Covered Bike Racks
 - Bubblers on the Oval
 - Screen Pool Sheds to Enhance Otonga Road Entrance
 - Demolish Demountables
 - Future Building on Oval (with Gym)



Existing Under Cover Area



Gazebo to Oval

Master plan

Legend

- Opportunity for new buildings
- Refurbishment of existing buildings
- Existing buildings (suitable)

- 1. Heritage Place
- 2. Indigenous Garden
- 3. New Adventure Play Area
- 4. Extended Undercover Area
- 5. New Covered Path to Year 6
- 6. Future Specialist Building, Entry & Lift
- 7. Demolish Demountables
- 8. Relocate Shed
- 9. Refurbishment of Main Toilets
- 10. New Covered Ramp and Library Entry
- 11. New Covered Bike Racks

Scale: 1:1,000 @ A3



Heritage Place

The current Art Block is a small, gable roofed building built in 1945. It is located in the centre of the school, but is at a level lower than the central covered outdoor area. It is currently used for art classes and has been used in the past as a science space.

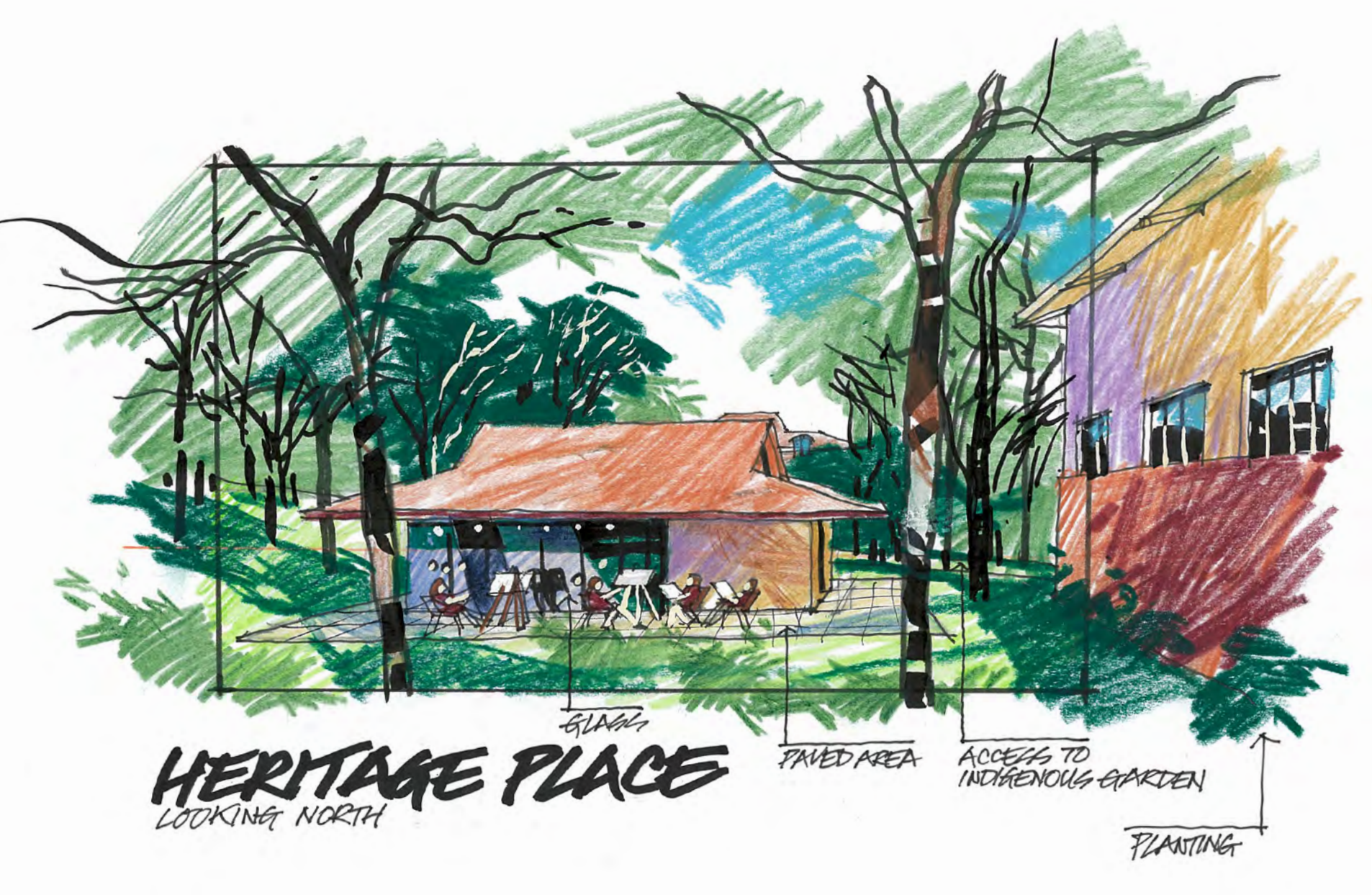
It is proposed to use this building as a focus for a new landscaped 'Heritage Place' in the centre of the site.

Given its historic value and its location in the centre of the school, the master plan proposes the building is retained and used for cultural or historic purposes. This could be a small museum of the school's history, a gallery space for student's work, or an open-air shelter for flexible purposes.

It is proposed the building could be stripped of the lean-to addition, which currently blocks views to the building from the upper level. Depending on the use, holes could be cut into the walls to give the building some transparency and allow for external display areas. The P & C shed would be relocated. This would allow for a generous space to provide a creative play and work area around the building with lush landscape.

A cultural path could be created to connect the heritage listed A Block with the gallery space in Heritage Place, and then continue on to the Indigenous Garden that represents the oldest culture. This pathway can be the framework for the future art and culture projects the school community is keen to progress.

Preserving this humble building in the centre of the school, will allow the cultural hub to be on display to all students and visitors, and maintain an open green space in the centre of the school.



Existing Art Block

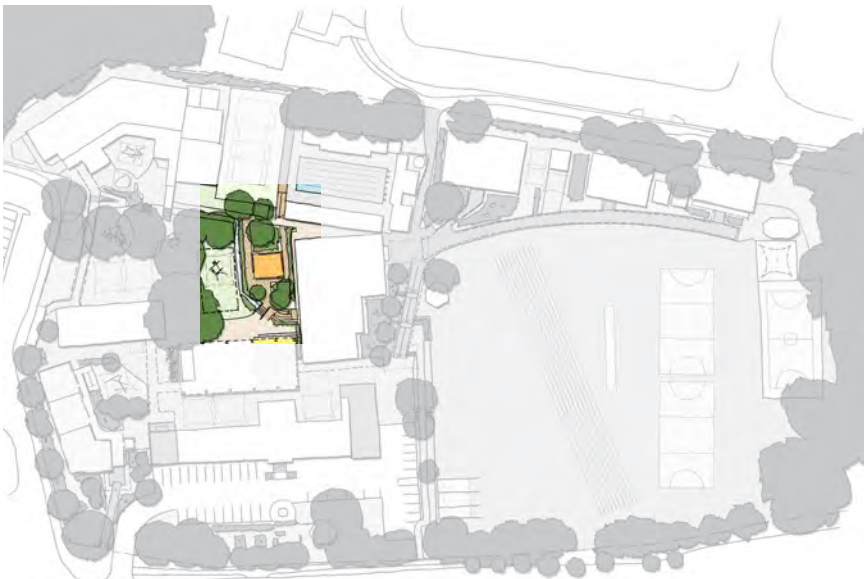
Heritage Place

Legend

- 1. Refurbished Cultural Hub
- 2. Creative Garden Space
- 3. Access to Indigenous Garden
- 4. Removed P+C Shed
- 5. Hall
- 6. Yr1 Demountable
- 7. U.C.A. extension

Scale: 1:500 @ A3

Context



NTS

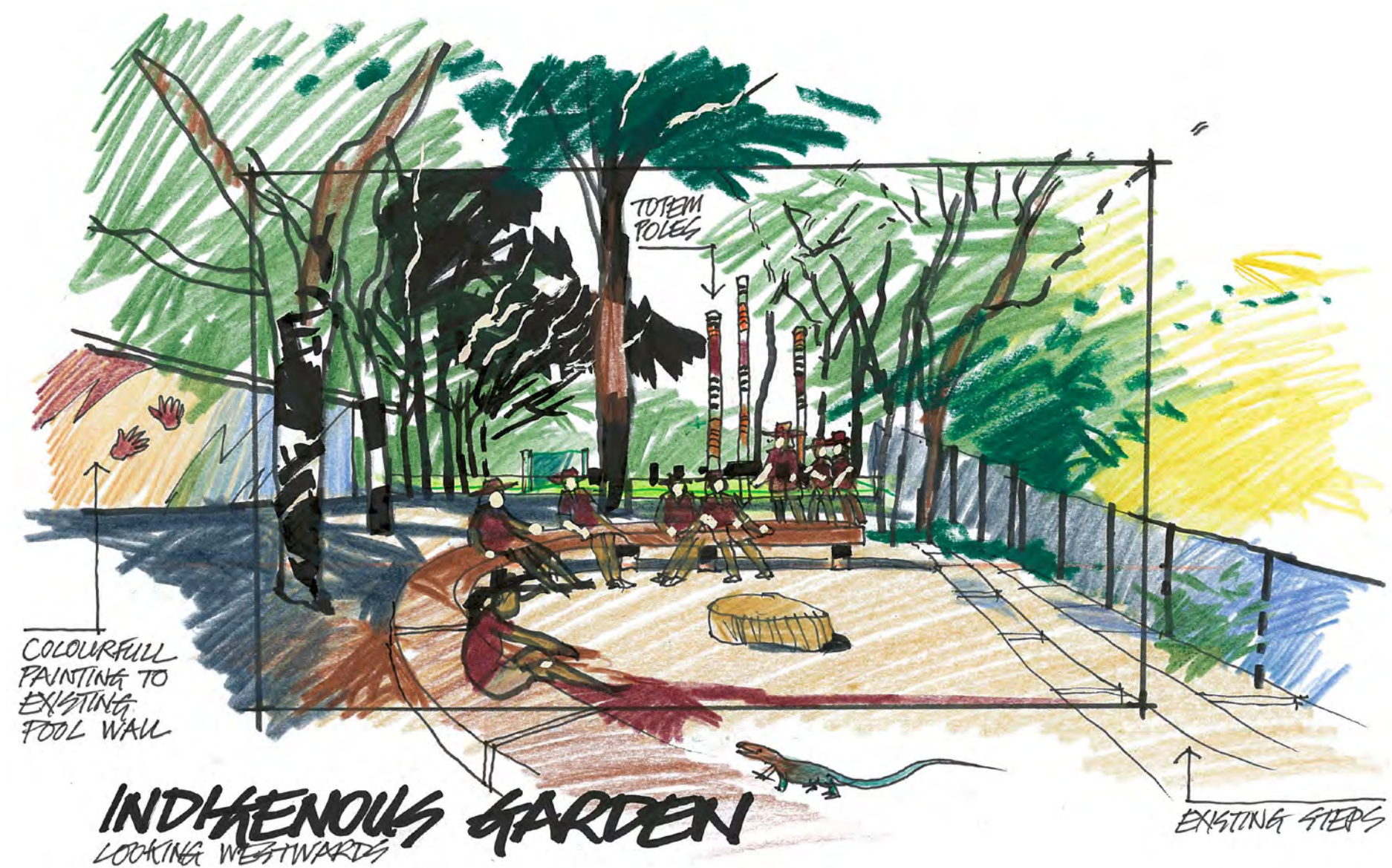


Indigenous Garden

The Indigenous Garden will be a place of learning, listening and reflection. It will be an opportunity for students to gain a greater knowledge of local Indigenous history, as well as the history of Indigenous people throughout Australia. The garden may include a yarning circle, Indigenous art and bush tucker, to give the students opportunities to experience Indigenous culture today, as well as in the past. As this is a learning and teaching space, students will use this area with staff supervision.

The Indigenous Garden is located in an under-utilised area of the school, facing Otonga Drive and behind the pool. The location provides a quiet space away from the main hustle and bustle of the school, and also has some well-established eucalypt trees which set the scene for the garden. The wall to the pool's change rooms provides the perfect backdrop for new art work to complement the garden. A new sandstone wall improves and emphasises the view of the school from Otonga Drive, particularly as this is one of the main entries to the school.

A pathway will be provided from the garden, along the pool boundary to the new Heritage Plaza. This accessible path will provide access to the lush surrounds created in the new Plaza, which will be a cultural and historic hub for the school. From the Plaza, students will be able to look up and the see the heritage listed main building - connecting the story of the Indigenous history and European history.



Existing Garden Space to Otonga Road

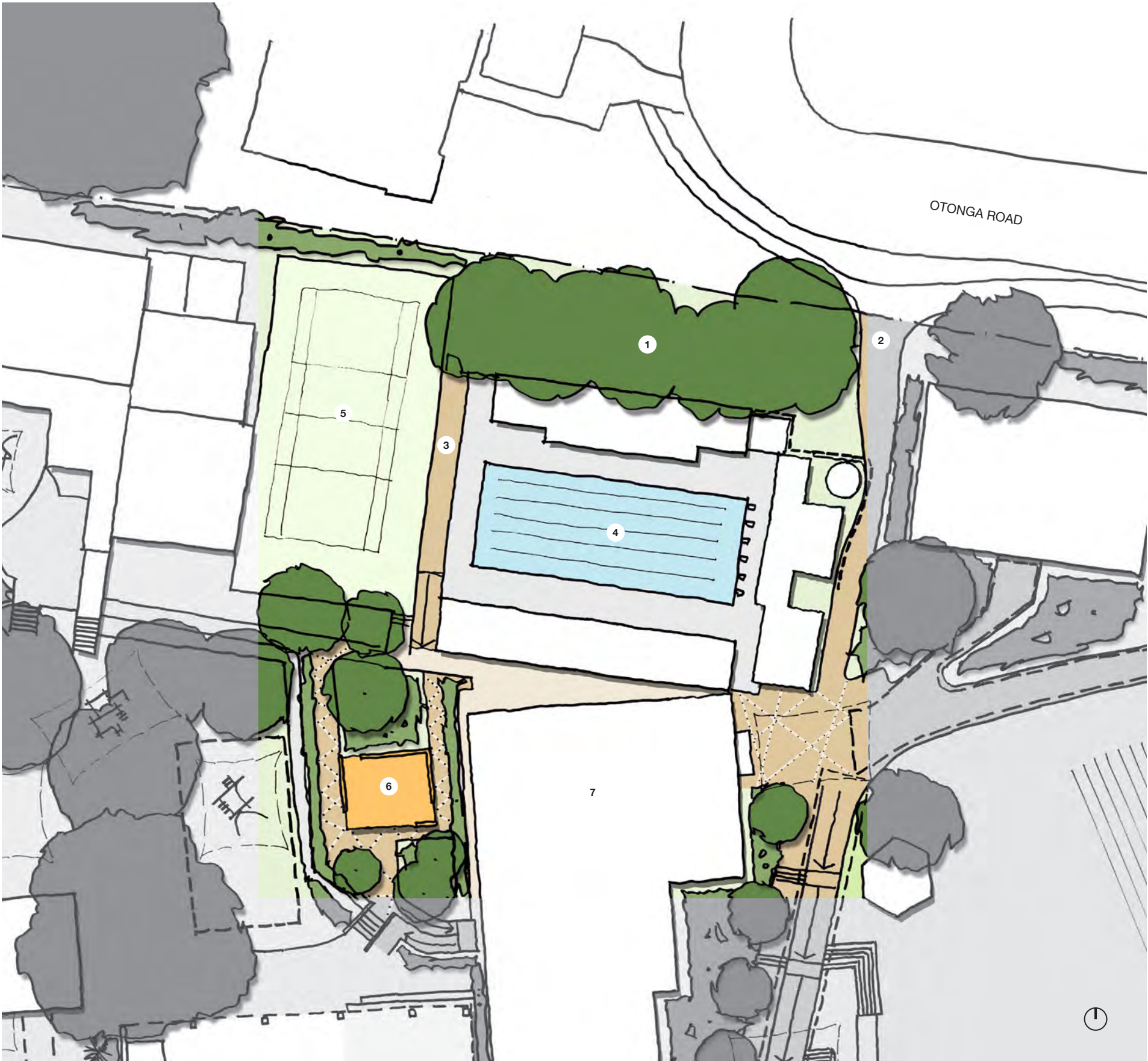
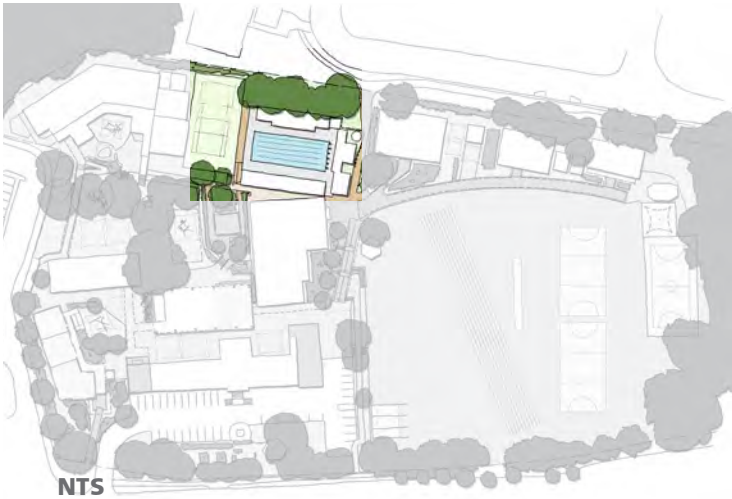
Indigenous Garden

Legend

- 1. Indigenous Garden
- 2. Otonga Road Entrance
- 3. Accessible Path to Heritage Place
- 4. Heritage Place
- 5. Pool
- 6. Tennis Court
- 7. Hall

Scale: 1:500 @ A3

Context



New Adventure Play Area

Providing creative play areas for students was an important aspiration for both staff and parents.

While the school has a number of well-designed playgrounds for the younger students, and a 'spider web' for the stronger and more agile upper students, areas for imaginative and unstructured play is limited.

The new adventure playground takes advantage of a part of the school currently under-utilised, but well-shaded by large trees. The linear space along Glory Street already has rocks and trees, and further equipment made from timber and other natural materials is proposed. Opportunities for students to build their own play space or create their own adventures will be encouraged. While physical activity is important, this playground will focus on the natural and the creative.



Existing under-utilised space

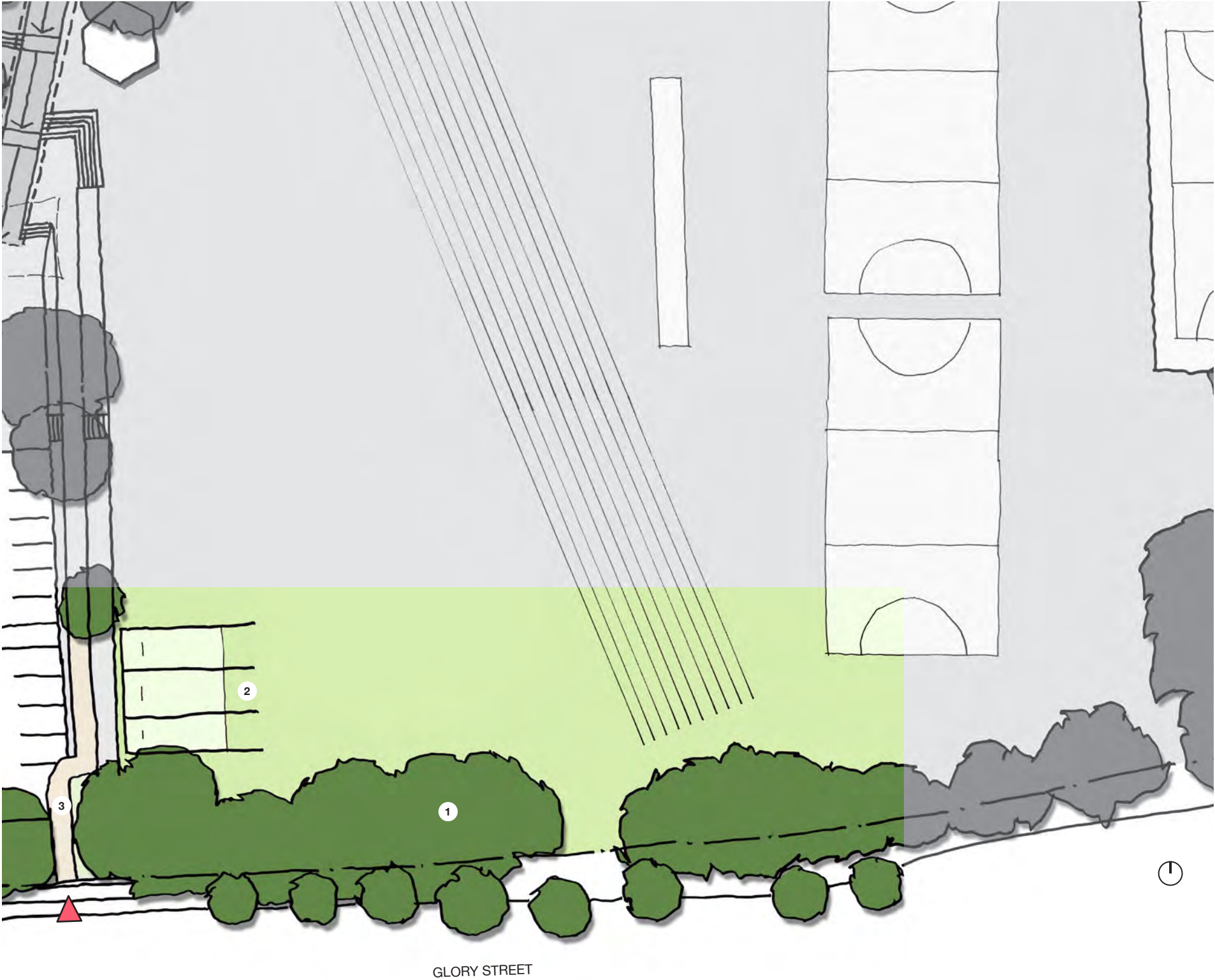
New Adventure Play Area

Legend

1.	Adventure Play Area
2.	Cricket Nets
3.	Glory Street Entrance

Scale: 1:500 @ A3

Context

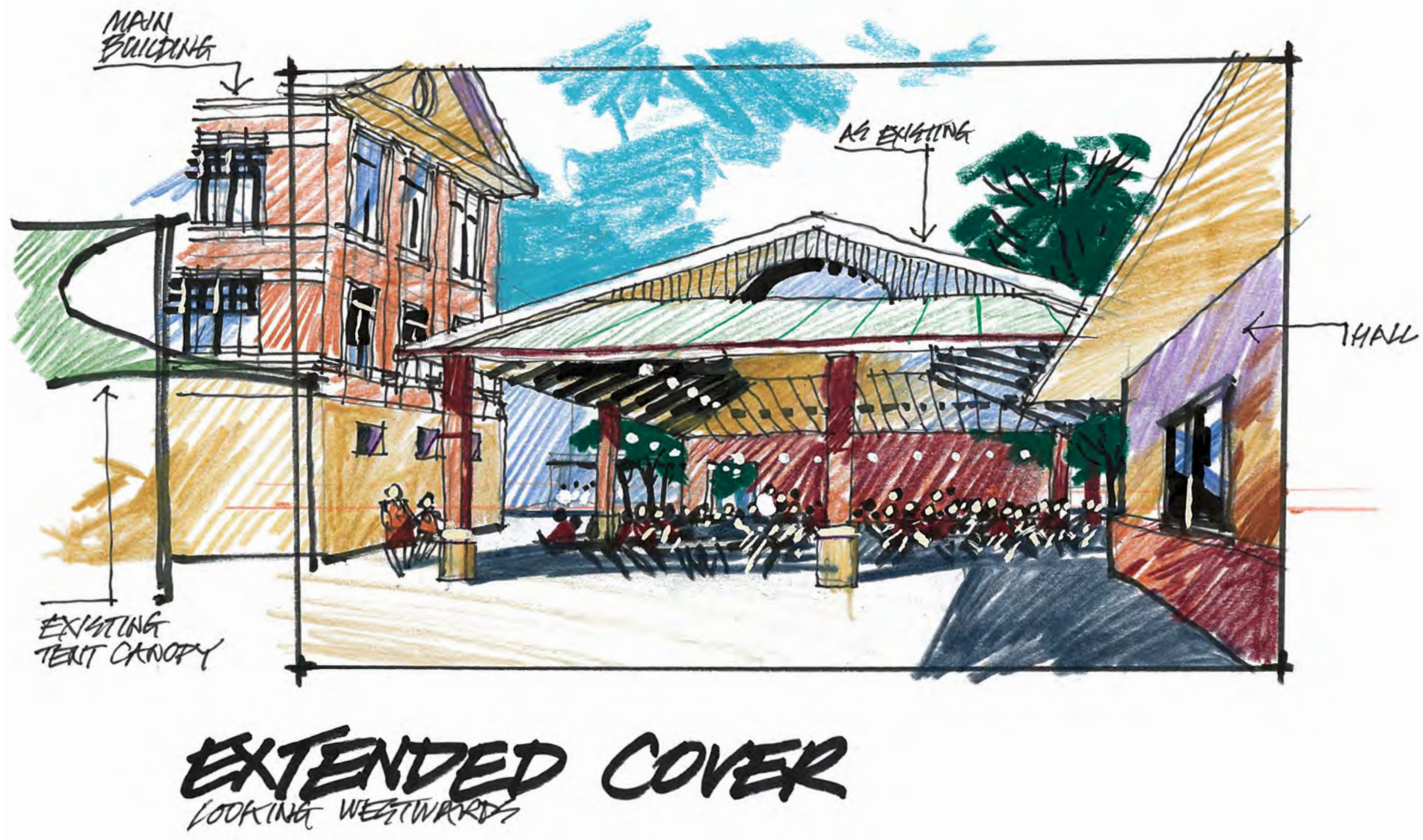


Extended Undercover Area

Bringing the school together for assembly is important part of school life and this has occurred in the past in the under-cover area (UCA) in the centre of the school. However Ashgrove State School has grown in student numbers over the last few years, and it is no longer possible for all students to be accommodated in the UCA or in the hall. Given the need to protect students from the sun and the heat, assemblies are now divided into two sessions to allow all students to be under-cover.

With a cap on student numbers of no more than 800 students, a larger under-cover area is required. A number of locations were discussed for this area, including covering the new multi-purpose court on the oval. However maintaining the assembly area in the centre of the school was seen as advantageous, particularly for the younger students, and for very hot days and wet-weather days.

It is possible to extend the under-cover area toward the hall and achieve an area of approximately 470m², which will accommodate the whole student cohort. The additional covered area will allow the handball courts to remain in this shaded area.



EXTENDED COVER
LOOKING WESTWARDS



View from Hall to existing UCA

Extended Undercover Area

Legend

1. Extended UCA

2. Existing UCA

3. Stage

4. Existing Shade Structures

5. Building A

6. Hall

7. New 'Heritage Place'

8. Heritage Fig Tree

Scale: 1:500 @ A3



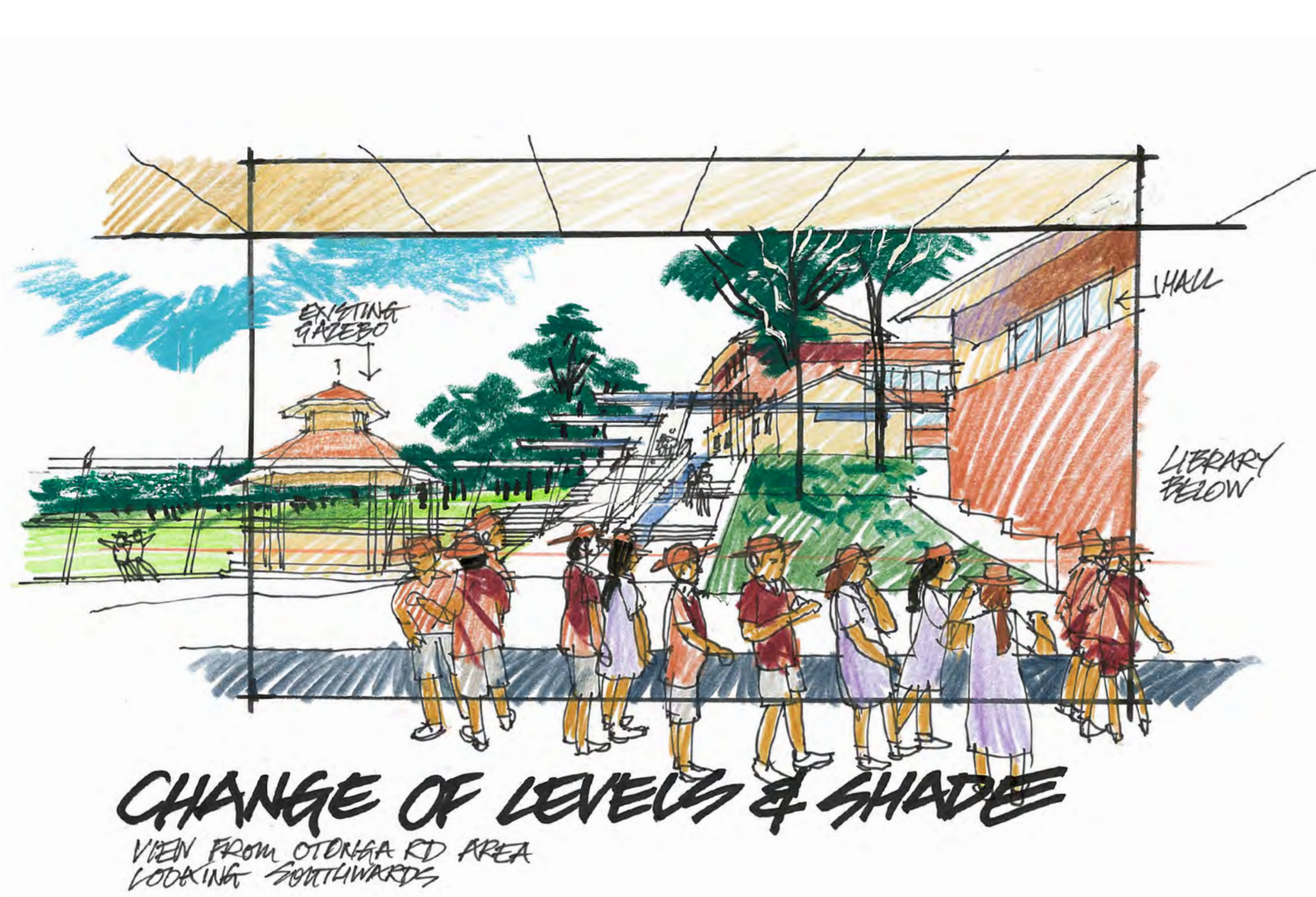
New Covered Path to Year 6

The school oval is an important asset to the school, and is very well-used by the middle and upper year students. It is also used by those who attend OSHC and vacation care. There are a number of play spaces, shade structures and a multi-purpose court on the oval highly valued by the school community. Currently two Year 6 classrooms are located on the oval due to the growth in student numbers.

Access to the oval from the main part of the school is across the bitumen pathway, leading up from the Otonga Road entry to the hall entrance. This path has an uneven surface, is very steep and very exposed due to the lack of shade or greenery. The entry to the library and the pool is also via this path, and similarly there is no shelter for classes to line up before entering the library or the pool. During wet-weather or on very hot days, access between the buildings on the oval and the rest of the school is difficult. Shade to the oval was raised by all staff, students and parents during the consultation process.

A covered walkway is proposed to provide shade and weather protection for students and staff from the upper part of the school to the Year 6 building on the oval. The existing bitumen slope will be enhanced with a ramp and stairs to provide safe access. Greenery will be introduced to provide additional shading and soften the harsh existing environment. A shade structure will also be provided outside the library area to allow for the students to be protected while lining up for library or swimming classes.

The shaded path will incorporate seating areas. This will provide additional shaded seating areas for students at lunch-time. Parents and visitors will also be able to use the seating when attending events on the oval, such as sports days and other sporting events. The new covered walkway will link the JB Stephens building, the OSHC building and the Year 6 building with the upper area of the school and provide a shaded edge to the well-loved oval.



Bitumen pathway outside library

New Covered Pathway to Yr 6

Legend

- 1. New Accessible Ramp & Stairs
- 2. New Garden Shed
- 3. New Shade Structure
- 4. New Shade Structure to Library
- 5. New Covered Pathway
- 6. Gazebo
- 7. Otonga Road Entrance
- 8. JB Stephen Building
- 9. OSHC
- 10. Year 6 Building
- 11. Hall & Library
- 12. Oval

Scale: 1:500 @ A3

Context



Future Specialist Building, Entry & Lift

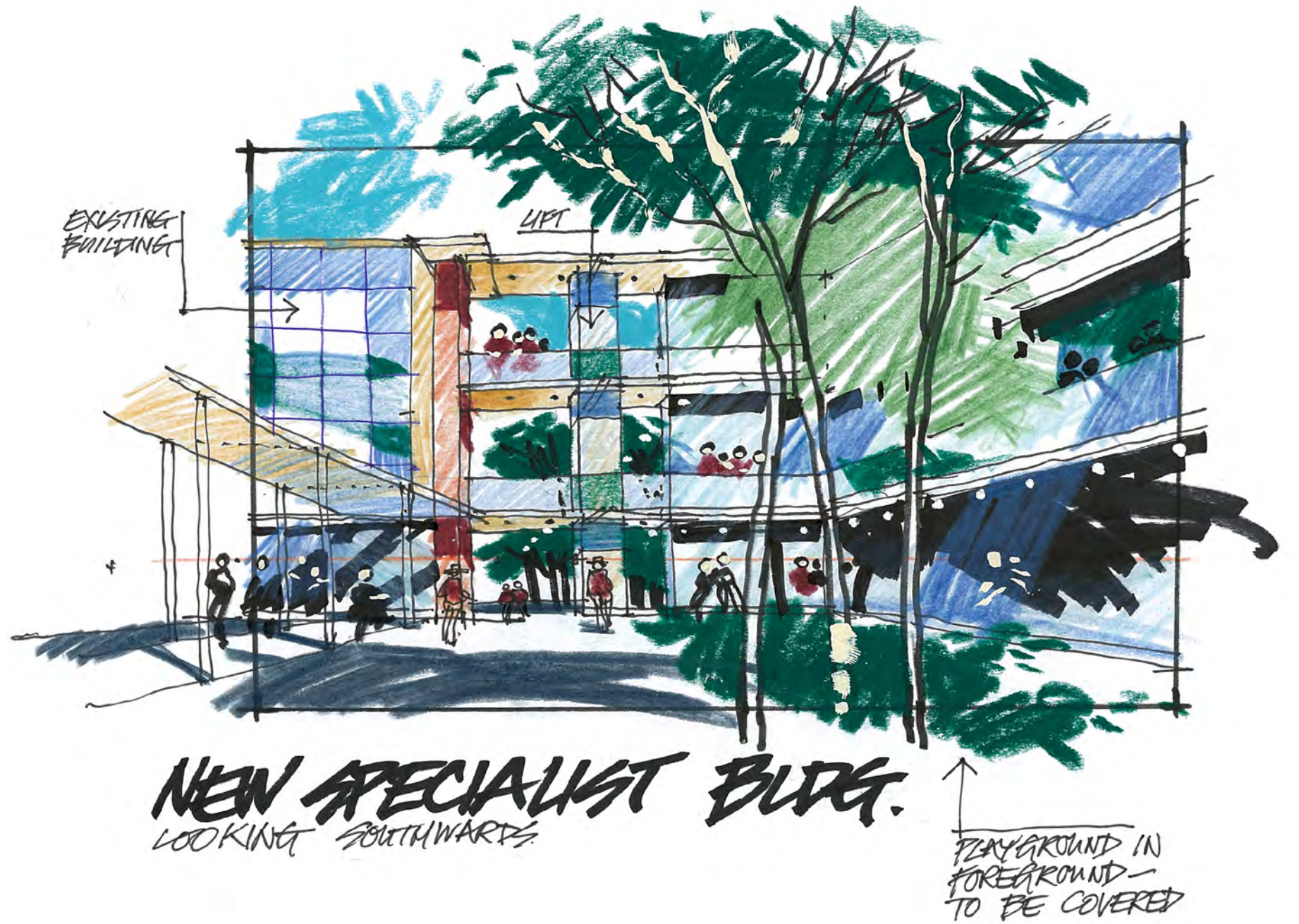
Throughout the consultation with the school community, the idea of a building for the specialist areas of the sciences and arts was discussed. Music, art, maths, science and technology were all considered important learning areas for the school to develop in the future. A building with the flexibility to respond to new teaching methods and curriculum changes was envisaged.

To reduce the building footprint on the site in order to maximise green open green space, a three-storey building is proposed. A number of locations were considered for the new building including the oval, the centre of the school (where the Year 1 relocatable is currently located), and the site of the SAGK and music relocatables.

The best location is on the edge of the campus, replacing the SAGK and the music room. This area is currently under-utilised, and a three-storey building could complement the significant main Building A. Developing a new building in this location would also provide an opportunity to create a new, safe and legible 'front door' to the school. Given a lift would be required for the new building, wheelchair access could also be provided to the main building through a link, providing cost-effective access to both buildings.

The new building would provide a new face to the entry of the drop-off and pick-up area, giving the school a greater presence on Waterworks Road. While the entry from this area is significant, as it is the main visitor parking area, the route to the administration area is unclear and currently takes visitors through the playground area. The new building could provide a more legible path from this entry, improving both security and student safety.

This would be a significant building requiring significant funding.

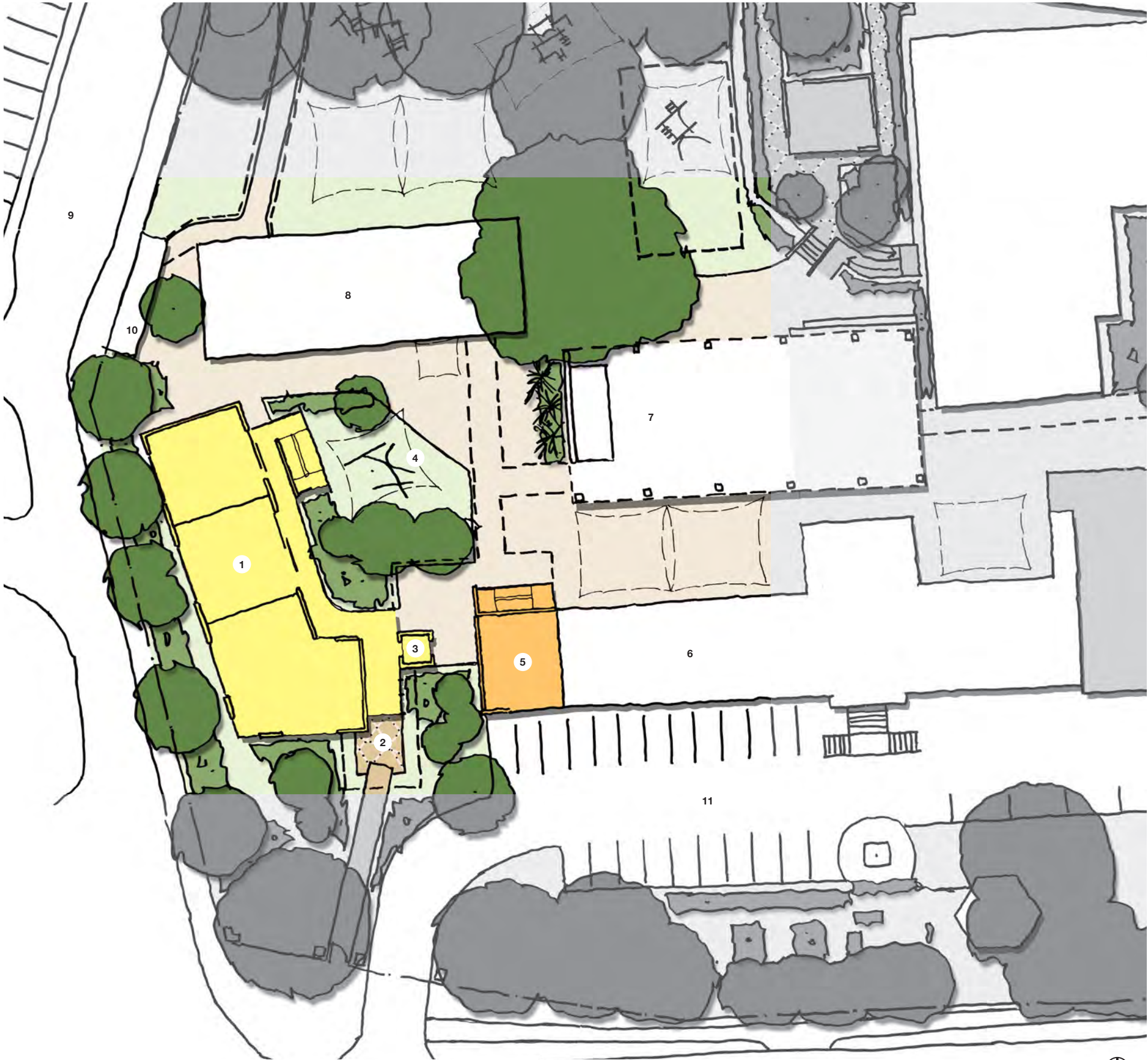


View through playground to SAGK and Entry

Specialist Building and Entry

- Legend**
- | | |
|-----|---------------------------------------------|
| 1. | Specialist Building |
| 2. | New Front Door to School |
| 3. | Lift with access to new builds & Building A |
| 4. | Playground |
| 5. | Refurbished toilets |
| 6. | Building A |
| 7. | UCA |
| 8. | Year 2 Building |
| 9. | Drop-off & Pick-up area |
| 10. | Entry from Carpark |
| 11. | Staff Carpark |

Scale: 1:500 @ A3



NTS

Other projects

The following smaller projects were also discussed during the master plan process.

Refurbishment of Main Toilets

The quality of the toilets was raised by all three groups - students, teachers and staff - perhaps most strongly by the students. The toilets in the hall and in the new Prep building are well-designed and well-maintained. However the toilets the majority of students use, under the main building, are very old and very difficult to maintain. The location is very good and the size of the bathrooms is also good. Refurbishing the toilets to current standards would improve the experience for children, providing better hygiene and safety. Toilets on both the east and west wing should be refurbished.

Demolish Demountables

There are three demountables on the school grounds of varying condition and age. There is an expectation from DET all schools will have some demountables to assist with the fluctuation in student numbers, so it is unlikely all demountables will be removed from the site. The music rooms are in relatively good condition and could be relocated at some stage if the space was required. The Year 1 demountable in the centre of the school is the oldest demountable on the site. Currently the classrooms are required and the location is good given the proximity to the Prep and other Year 1 classes. If student numbers decreased or other classroom options were made available, then this older demountable could be removed and more play space opened up in the centre of the school. While the Year 6 demountable is in a reasonable condition, the classes are dislocated from the other classrooms, which are all located on the upper part of the school. It may be possible in the future to bring these two classes back up to the main part of the school or to use the demountable for other purposes, so all classes are located together.

Future Building on Oval

Future Building on Oval (with Gym) - the master plan identified future projects but also future building sites. If the projects on the upper part of the school were completed and further buildings were to be provided, the demountables on the oval - the OSHC and the Year 6 classrooms - would create a good footprint, as they sit on the perimeter of the school and would not take any green space. A new building in this location, although disconnected from the rest of the school to some degree, would provide an opportunity for the school to better address Otonga Road in the future.



Existing toilet facilities



Demolish demountables



Future building on oval

Continue adding shade to play structures



Bubblers on the oval



Screen sheds to enhance entrance on Otonga Road



Other projects

Number of projects

There are a number of projects identified by the school community to improve the shade and amenity throughout the school. They include:

- New Covered Bike Racks
- Shade to all Play Structures
- Shade to Pool
- Bubblers on the Oval
- Screen to Pool Sheds to Enhance Otonga Road Entrance

Staging

Phase
Short Term
Heritage Place
Indigenous Garden
New Adventure Play Area
Refurbishment Toilets
Medium Term
Extended Undercover Area
New Covered Path to JB Stephens / OHSC / Year 6
Long Term
Future Specialist Building, Entry & Lift
Demolish Year 1 demountable & extend play area
Future Building on Oval
Anytime
Shade to all play structures
Shade to Pool
New Covered Bike Racks
Bubblers on the Oval
Screen pool sheds to enhance Otonga Road entrance



Appendices

Consultation data

What we like

Students

- Friends
- Basketball courts
- Oval
- iPad classes
- Pool
- Range of sports
- Computer lab
- Music programme
- Gardens
- Fete
- Setup of classrooms - space in room
- Nature
- Playgrounds
- SAGK
- Year 6 eating area
- Shared computer rooms
- Spread out classes/layout/setup/arrangement
- Active school travel
- MP courts (basketball, tennis courts)
- Main school building
- Specialist classes
- Library

Teachers

- Space in Year 1 building
- Garden + kitchen
- Great lower school classrooms (Prep)
- Library
- Hall
- Music room
- Undercover area
- Play space
- Children
- Play program
- Location of accessibility to public transport
- Cleanliness
- The old school building
- Year 2 building
- Dedicated music room
- Greenery + large trees
- Pool / covered grand stand
- Separation of the lower + upper primary
- Air-conditioning
- Tuckshop
- Art program
- Size of school grounds
- Oval
- Community spirit
- Sense of tradition
- High quality resources
- Access to technology
- Fencing (safety)
- Staff members

Parents

- History, culture & community
- Pool
- Old building (Building A)
- iPad classes
- Bushland near Prep area
- Sporting facilities
- Ability for community to gather at school
- Well-organised for number of students
- Number of electronic whiteboards, etc.
- Music room & programme
- Air-conditioned classrooms
- Tidy
- Music facilities
- Consistent, well-run
- SAGK & table areas
- Passion of the children
- New Prep building
- Focus on continual improvement
- Play areas
- Big trees
- Library
- School looks good (appearance)
- Great teachers
- Quality of facilities

What we don't like

Students

- No bubblers on oval
- Car park: stop, drop + go
- Toilets
- Not diverse PE lessons
- Pool starting blocks
- Too short PE lessons
- Not enough iPads
- Whiteboards/projectors
- Oval is too sandy
- Open classrooms (A Block)
- Back gate locked (bushgate)
- Cricket nets too slippery
- Not enough shaded areas
- Uniform

Teachers

- Sports + honour boards
- Hall used more as community than sports
- Learning Centre (mesh around)
- No recognition of indigenous connection to land
- Toilets
- Wasted space behind Prep + between classrooms
- Too much concrete / bitumen / hardscaping
- Creative skills building / art building too small
- Old furniture
- Oversized classes
- Boring appearance
- Teacher aide workspace too small
- Condition of oval
- Out-dated, unused power outlets in classrooms
- Kitchen under-utilised
- Staff car park
- Lack of sensory areas for junior kids
- Wall on lower building (graffiti) needs to be repaired
- Steep concrete slope dangerous for kids
- Connectivity of buildings
- Outdoor learning environments
- Classrooms beside hall area too noisy
- Classrooms in main building crowded + too small
- Big double desks
- Unimaginative play spaces
- No doors on some classrooms
- Not enough offices for specialist teachers
- Not enough room for lower grades to play around
- Lack of breakout spaces
- Hall + UCA too small
- Loose benches in UCA

Parents

- Car park - parent
- Pool - unattractive, no shading, change room
- Sports oval - more undercover seating
- Eating spaces for children - sitting on ground
- More tables/seating for students
- Lack of creative green space
- YMCA (after school care) - more space, activities & extra programme - cannot use JB Stephen's building.
- Lack of shade play areas
- Poor disability access
- Too much bitumen/concrete
- Sterile feel to school
- Lack of walls/doors to classrooms
- School layout levels - narrow spaces
- SAGK - cooking programme
- Bike racks capacity
- No natural progression to front of school (main road)
- Back of school pick up is dangerous
- Inadequate access to YMCA
- "World Class" branding - what does it mean?
- Lack of science facilities
- School beyond capacity
- No focus on senior school (e.g. facilities, resourcing) [lower school heavy]
- Toilet facilities: capacity + quality
- Parade area (UCA) requires update
- Natural spaces not good
- Classroom size
- Art room (has asbestos) + 2x demountable zones under-utilised
- Staff room small + not well-ventilated
- No teacher collaboration area
- Crowded play areas
- Segregation of year levels due to building layout
- Under-utilised rock play area on edge of oval (out of bounds) is next to road
- Position of cold water fountains
- Otonga Rd appearance/arrival
- Entry through staff car park is not ideal
- Pedestrian crossings
- Mis-matched furniture

What we want to have

At the end of each consultation session, the participants were given 6 dots each to place on the ‘wants’ that were most important to them. They could use all the dots for one idea or distribute them. The numbers next to the various ‘wants’ reflect the number of dots participants allocated.

Students

• Toilets for Year 6	32
• Gym - indoor	30
• Elevator in main building	19
• Science lab	12
• Rugby goal posts	10
• Bubblers on the oval (Year 6 area)	7
• Theatre	7
• Playgrounds for Year 3 + 4	5
• Sound-proofing between classrooms	4
• More handball courts	3
• New toilets	3
• Laptops for Year 6	3
• Library extension	2
• Bigger art rooms	1
• More fitness equipment	1
• More running space	1
• Bigger carpark	1
• Indoor play space	-
• Bigger bike racks/cages	-
• Changerooms in pool bathrooms	-
• Separate undercover area (Year 5)	-
• More swings	-
• Better/bigger tuckshop	-
• Sliding doors between classrooms (main building)	-
• Chairs in eating areas	-
• Compost and recycling areas	-
• Indoor sports area in hall	-
• Sports shed	-
• Bigger stage in hall	-
• More garden beds	-
• Tree house	-
• New windows in JBS building	-
• Shade sail over pool	-
• Bigger uniform shop	-
• Tidy trays	-
• Better food at after school care	-
• Flag on flag pole	-
• Sporting camps	-
• Grass at the back gate	-
• Projector for undercover area	-
• Drainage on the oval	-
• More/bigger beds in first aid	-

Teachers

• Turn the Science + Art building (JBS) into a 3 level multi-facility space	33
• Extend Block A to form new ‘Eastern Wing’	17
• Replace demountables with 2 storey building	16
• Bigger workspace for teacher aides/specialists	14
• Covered walkways between all the buildings	11
• More toilets	10
• Lower oval > undercover area for whole school (800 students)	10
• Cubby spaces/imaginative play	9
• Turn hall into a performance space (real stage, lighting, etc.)	9
• Break-out/withdrawal/smaller spaces	8
• Watering system on oval	6
• Flag poles	5
• Close off open area in prep building	4
• Connection to indigenous history (i.e. timeline/mural)	4
• Sound mats/closed classrooms in old bldg.	3
• Permanent technology zone	3
• Retractable shade over pool	3
• Student “chill-out” zone (all grades)/ “learning commons”	3
• Outdoor learning + teaching spaces	3
• Upgrade the staff room	3
• Car parks for staff	2
• Bubblers in the oval	2
• Upgrade sick bay	2
• New bell ring tone	1
• More shade in senior eating area	1
• More dedicated play equipment (oval)	1
• Fans and fridges in all classes	1
• More classrooms	1
• Privacy in the change rooms	1
• Printers in every classroom	1
• Upgrade prep playground	1
• Colour & games added to concrete	1
• Fence near cricket cages	-
• Open plan classrooms	-
• Expand/improve after-hours room	-
• Parent Lounge	-
• Concrete walls > climbing walls	-
• Colour in classrooms	-
• Slides in sloping ground	-
• Dedicated storage areas	-
• Trees & bushes turned into tunnels	-
• Fairy or dinosaur gardens	-
• Resource centre: combine library + research space	-

Parents

• STEAMM: (Science, Technology, Engineering, Art, Music & Maths facility)	25
• Creative green spaces	18
• Joyful, calm, creative space (i.e. colour, nature)	15
• New bldg. between hall and demountables	15
• On site/off site adventure options (scout hall + grounds)	12
• More play spaces for all ages, particularly Year 3-4, prep, Year 1	12
• Larger, covered event space (assembly for whole school)	8
• Outdoor tables	7
• Oval: more seating, even surface + a covered area	5
• Shade sails over playground	5
• Recycling bins	4
• Outdoor learning facility	4
• Murals/whole-of-school display of works	4
• Dry creek bed: nature play + water features	3
• New playground equipment (Year 3-4)	3
• Netball & extra basketball courts	3
• Bigger classrooms	3
• Use hall for more purposes (functionality)	3
• Utilising outdoor spaces (i.e. Waterworks Rd. frontage)	3
• Technology space/zone	2
• Running track	2
• Cold water fountains at oval	2
• New art block with storage	2
• Pool facility improvements (change room, etc.)	1
• Sheltered walkway from Wonga Drive	1
• Access to YMCA bldg./bike racks	1
• Removal of demountables	-
• Seating in Stop-Drop Zone & wet-weather/ sun shelter	-
• World class facilities for a ‘world class’ school	-
• YMCA - extended traditional programmes	-
• Bigger library	-
• Extended space for YMCA after school care	-
• Soundproofing main building	-
• Disability access improvements	-
• Parents area viewing oval with coffee shop	-

