

Southern Cross Early Childhood School

Masterplan report

November 2014.



**Southern Cross
Early Childhood School**



Philip Nizette
0418209561

Jennifer Jones
0419690871

Canberra, Australia

ph: (61-2) 6258 6319
e: wellspring@iimetro.com.au

Contents.	Page.
1. Executive summary.	3
2. Introduction.	3
3. Project methodology.	3
4. Consultation outcomes.	5
4.1 Key findings – Adults, initial round.	
4.2 Key findings – Students, initial round.	
4.3 Draft Masterplan consultation outcomes.	
5. Masterplan description.	8
5.1 Front of the School.	
5.2 Current K – 2 area.	
5.3 Eastern and Southern area.	
5.4 Preschool Courtyard.	
5.5 Childcare Courtyard.	
6. Implementation.	13
6.1 Further design.	
6.2 Funding and in-kind support.	
6.3 Considerations in determining priority projects.	

Appendices.

1. Summary of Student consultation.
2. Summary of Staff and P & C consultation.
3. Copy of Masterplan.



1. Executive summary.

In 2014 the Southern Cross Early Childhood School community worked with local consultants Wellspring Environmental Arts & Design to identify opportunities and preferences for an improved, needs-based outdoor learning environment to inform a school Masterplan. Extensive consultation with all sections of the school community was undertaken to determine the range of needs, issues, aspirations and priorities.

Wellspring analysed the school grounds and consultation outcomes to develop a design approach that addressed the issues, and developed a Draft Masterplan. The Draft Masterplan was presented to three groups and put on display for further input from the school community. Feedback was very positive and supportive of the plan and its features. There were no significant changes required to the plan, although the graphics, notes, illustrations and some minor design elements were amended for the final plan.

The Masterplan establishes a collective vision for the development of the grounds, building on existing assets to create a vibrant and beautiful learning and play environment. The plan incorporates a number of different features for physical, imaginative and open ended play to complement the indoor learning environment, along with recommendations for increased shade, safety and other practical improvements.

Elements of the plan will be implemented over a 5 – 10 year period as resources allow and priorities dictate, ultimately creating a unique, safe and inspiring school setting for learning, play and community activity.

2. Introduction.

This report describes the project methodology and key findings from the consultation and analysis processes. It describes the features of the Masterplan and their design rationale, and goes on to discuss implementation priorities and strategies.

Summaries of consultation outcomes with students, staff and the P & C are included in the Appendices.

Wellspring would like to thank all those involved with the project for their enthusiastic participation, ideas and inspiration, including: the Principal Lyndall Read, Staff, students, members of the P & C and the School Board.

The wonderful ideas and input of participants has provided the inspiration for many elements in the Masterplan which Wellspring has developed to creatively meet the needs and aspirations expressed.

3. Project methodology.

The project was undertaken in the following steps.

- a. Site Familiarisation and Site Analysis
Wellspring toured and discussed the outdoor areas with Lyndall Read initially and re-visited several times to observe, record, photograph and measure aspects of the grounds and the way they are used.
- b. Consultation and engagement with:
School Board
The Chair of the Board attended the P & C consultation session and presentation of the Draft Masterplan.

Students – Pre School, Kindergarten, Year 1, Year 2.

Two main consultation techniques were used with students.

For Preschool students their interactions with and responses to a range of materials, textures and colours were observed and recorded. The process showed us different ways they play and interact with each other, and with different types of materials and colours.

For Kindergarten, Year 1 and Year 2 the project was introduced and the children were asked to 'dream' about a special place in the playground and guided through a visualisation to 'see' its detail, content, character and how the place made them feel. They were then asked to draw their special place with as much detail, colour and labels as they liked. Each student then shared their drawing with the class describing it to all.

Children in Childcare.

Nursery, toddlers and playschool groups were observed and engaged in a similar process as Preschool, outlined above.

School and Childcare Staff.

All Staff participated in an evening workshop at the end of July which involved them forming 6 groups. Each group was asked to discuss and record: Aspirations and ideas; needs and issues; preferences and priorities, and to make notes on an aerial photo of the school as appropriate.

Further discussions with some staff when their classes were being consulted provided additional information and ideas.

School P & C.

The P & C were involved in an evening workshop, forming 3 groups, and working through a process similar to that for staff described above. In addition they were asked to record any resources they may be able to assist the project with.

A consultation form was also sent to parents to complete and one response was provided by a volunteer (also grandparent) at the school.

c. Consultation documentation and Synthesis of findings.

Wellspring studied the children's drawings and comments, listing their ideas and recording the number of instances a particular idea was provided to determine what features were most wanted. Similar ideas were grouped, if appropriate.

The outcomes from the Staff and P & C consultations were also collated for the three main questions - Aspirations and ideas, needs and issues, preferences and priorities. Within these, responses were grouped under headings of general / character; safety / maintenance / infrastructure; play; other needs; materials and others as appropriate.

The consultation synthesis highlighted the depth of imaginative and practical ideas the school community has for the outside environment, along with some safety, infrastructure and maintenance issues to be addressed.

d. Draft Masterplan development.

Wellspring developed an overall plan and original design concepts that addressed and incorporated the significant ideas and issues arising from the consultation and analysis.

- e. Present Draft Masterplan and consult.
The Draft Masterplan was presented to the Principal, Staff, a small selected group of students, the Chair of the Board, and President of the P & C in mid October. The plan was put on display for 10 days and written comments invited from all. Network School Principals were invited to comment on the plan.
- f. Development of Final Masterplan and Masterplan Report.
The Final Masterplan was prepared incorporating feedback on the draft and to refine some of the plan's elements and graphic presentation. This report has been written to document the process and discuss the design and its implementation.
- g. Present Final Masterplan and Masterplan Report.
The Final Masterplan and Report is to be presented in mid November 2014.

4. Consultation outcomes.

This section summarises the consultation outcomes from the initial round of consultations and those at Draft Masterplan stage. Detailed summary documents for Staff, P & C and Student consultations in the initial round are included in the Appendices.

4.1 Key findings – Adults, initial round.

The key findings from the consultation and analysis by Wellspring are best described in the groupings of General / character, Safety / maintenance / infrastructure, play needs and other needs below.

General / character

- a. Create a stimulating environment where children can take considered risks.
- b. Make more use of the extensive grounds of the school.
- c. Provide more shade
- d. Encourage creative, imaginative play through flexible, adaptable and interactive elements.
- e. Natural materials and character are preferred.

Safety / maintenance / infrastructure

- a. Improve pedestrian access near / through Ross Smith Crescent carpark.
- b. Front access paths can be slippery in wet weather.
- c. Provide shade over sandpit, provide new covers, hooks and storage for sandpits throughout school.
- d. Improve wheelchair / walker access in K-2 outdoor area.
- e. Glass and rubbish being thrown through side fences.

Play needs

- a. Provide for digging and water play.
- b. Provide more physical / strength play equipment /

opportunities.

- c. Provide cubby / hidey hole / enclosed spaces.
- d. Provide for imaginative / sensory / investigative play.
- e. Provide space for ball games / athletics / sports.
- f. Provide discovery / nature trail.
- g. Provide outdoor musical area.
- e. Provide more risk taking / challenging opportunities.
- f. Provide fixed play equipment for younger children.



Encourage creative, imaginative play through flexible, adaptable and interactive elements.

Other needs

- a. Provide retreat / quiet spaces for downtime / reflection.
- b. Provide amphitheatre / performance space.
- c. Provide more gardens.
- d. Provide more outdoor art / murals / sculptures.

4.2 Key findings – Students, initial round.

Childcare – Nursery, Toddlers and Playschool.

These children from 6 weeks to 4 years old responded and interacted differently to the range of objects provided. Observed activity that they naturally undertook included: wrapping, collecting, stacking, making sound, constructing, creating imaginary characters and objects. Some sharing and teamwork was seen in the older groups.

Providing a diversity of stimulating objects, textures, colours, materials and open ended opportunities / experiences seem to be key factors for learning outcomes.

Preschool.

The four Preschool groups interacted with the objects provided in the following ways. Creative use of items (making characters / animals, making beds, constructions with balance, tunnels, bridges), preference for sparkly / metallic / orange and red items, making sound with items, listening to shells, wrapping, more interpersonal activity and sharing, repetitive games (wrapping things and giving as presents).

Kindergarten.

The three Kindergarten groups all did individual drawings of special playground features they wanted, although the range of ideas was very diverse the items with the highest occurrences were: swings, cubby / treehouse, climbing structures, monkey bars, forest / trees, slides and ladders, scary things, button / lever controls. Their many other interesting ideas including colours and furnishings can be seen in the Appendix and should be considered in the detail when features are implemented.

Year1/2.

The three Year 1/2 groups also did individual drawings of their ideas, the items with the highest occurrences from this group were : climbing net / slide / trampoline complex, treehouse / cubby, cave / tunnel, rocket, slides, bridge / platform / stairs, ladders, wiggly paths, water play / pool, quiet / rest spaces, flower gardens. As with the Kindergarten groups, many other interesting ideas from the Year 1/2 groups including colours and furnishings can be seen in the Appendix and should be considered in the detail when features are implemented.

4.3 Draft Masterplan consultation outcomes.

Responses to the Draft Masterplan were very positive from all sections of the school community, from the feedback there were no significant changes required to design features or the overall approach of the plan. Responses and feedback received are outlined below.

Staff and Principal meeting.

While the overall scheme was well supported some particular features were endorsed more vocally, including : Spiral maze; 'Oasis' digging area; Adventure Mountain; Forest Treehouses; large undercover space; movable shade sails in Preschool courtyard.

Regarding priorities, tree planting to establish shade was suggested as an early priority. The issue of rubbish and glass near the Eastern fenceline was highlighted, to be addressed.

Student meeting.

Eleven students were chosen to view and comment on the draft, the plan was explained and they were asked to 'vote' on their first, second and third favourites by 'hot dotting'. While it is a small number of students, it is a guide. There was great enthusiasm for the overall plan but the first preference was the Southern Cross Orchard and Farmyard with 4 first priority votes.

Total number of votes for items showed the following top features were: 1. Southern Cross Orchard and Farmyard, 2. Monkey bars, 3. Amphitheatre and Activity Fence (equal), 4. Swings and Forest Treehouses (equal).

Meeting with Chair of the Board, President of the P & C and Principal. (and comments from a P & C member)

The overall plan was well received and supported, some issues were raised for further consideration including the rubbish on the Eastern fenceline again, Wellspring suggested that shade cloth attached to the fence may be a short term, inexpensive way to limit rubbish and provide a sense of enclosure. Lyndall also suggested prickly planting on the outside, further investigation is required to see if this would be allowable.

Wellspring mentioned that 'cross tracks' would be added to the Adventure Track on the Final Masterplan.

Discussion considered possibilities for some aspect of the plan to be implemented this year, including painting stars on the front entry path, moving fences for the Preschool or Childcare courtyards, decking adaptations for play and the markers for the Adventure Track. Markers were suggested as the first step, as a strategy to 'open up' the Eastern side of the grounds, affordable and achievable this year.

The P & C member provided written comments on several items, which were later discussed with the Principal. 1. Front pedestrian access option to move fence/gate and create more entry space. Decision to implement as on the plan and monitor before committing additional funds for major changes. 2. Adjust pedestrian gate near carpark to allow more space between gate and carpark zone. The area was investigated by Wellspring and Lyndall and it was agreed to monitor the gate use and issues before changing the plan. 3. Covered area – consider design to overlap existing roofline but with vertical separation to allow for rain runoff to enter gutters, and also allow airflow. A good suggestion, detail design of the structure can consider these points and the possibilities with the current rooflines on two sides of the space. 4. Suggestion for the Spiral maze arbour plantings to cover more of the middle over the path to provide increased shade. A good idea. 5. Farmyard animals could possibly include sculptural weird and whacky creatures for fun and interest and be lower maintenance. Still offering opportunities for children to feed and interact with them. A great and fun idea.

Plan on display.

Several comments were written on the sheet next to the displayed plan over 10 days, these are shown in full below to give a sense of the support for the Masterplan.

'The Discovery maze looks amazing and I love the idea of the orchard. My daughter is most interested in the Amphitheatre.'

'It looks fantastic – the kids would love it all to happen today if possible.'

'Love the forest treehouse and bush camp. Also new climbing / swings. An innovative and fun idea. So many different areas – I really like the connecting outside nature and learning.'

'Maze looks amazing. Love the kitchen idea and campsite, great range of experiences.'

'Like the cubby nooks'

'Love the ideas.'

'Cool ideas – love it'

Network School Principals.

Two network Principals commented on the plan.

'Looks amazing Lyndall'

'It looks absolutely beautiful and a student's delight. My questions would be: -

- have you done a risk assessment re: logs; rocks etc and student injury and
- do you have enough staff to supervise all the different areas; or a way to separate where the students are allowed to enable supervision.'

5. Masterplan description.

Overview.

The Masterplan establishes a collective vision for the development of the grounds, building on existing assets to create a vibrant and beautiful learning and play environment. The plan incorporates a number of different features for physical, imaginative and open ended play along with recommendations for increased shade, safety considerations, and other practical improvements.

The features of the plan have been developed by Wellspring in direct response to ideas and issues from participants, our observations and creative interpretation. As the input was so diverse many specific ideas are not included but we have strived to incorporate the essence or underlying need in the proposed design. In addition many ideas were for detailed elements that can be added as implementation occurs and are not able to be shown at the Masterplan level of design.

Features of the Masterplan and design approach are :

- Design ideas respond to school community suggestions and needs, recognising the links between physical skills development and classroom performance
- Encourages active exploration of natural and creative environments
- Opportunities for imaginative, sensory and investigative play
- Variety of physical skills challenges
- Environment zones for active play and quiet play
- Additional equipment for two playground areas
- Paths and tracks connect features and create circuits, improving flow between activity areas
- Increased shade, tree planting and shade structures
- Improved arrival experience and pedestrian access to school grounds
- Increased space and activities for Preschool and Childcare courtyards
- Equipment to be adaptable to enhance novelty and imaginative factors
- Additional, secure equipment storage near play zones for better use of staff time
- To be designed in accordance with Australian Playground Safety Standards

The following descriptions for proposed elements should be read in conjunction with the Masterplan, are broken into zones and follow a clockwise direction from the front carpark.

5.1 Front of the School.

- a. **Pedestrian access.** Proposed pedestrian only painted zone with demarcating flexible bollards at the Eastern end of the carpark. Also a new pedestrian path through the flagpole garden, could be concrete or compacted granite.
- b. **Southern Cross Stars Display Garden.** A new welcoming feature at the front of the school. The asphalt area is replaced with a colourful garden and a central star feature, weatherproof and sculptural display system and a seat / sculptural expression of the school values. Painted stars enliven the pathway. The intention is to create a beautiful entry that celebrates the achievements of the school and its students in both a permanent and temporary way.

5.2 Current K – 2 area.

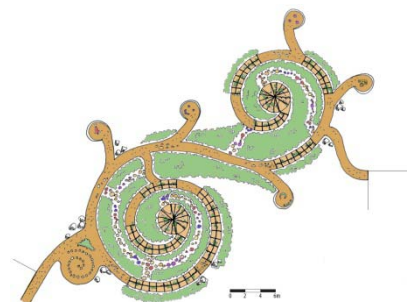
- a. **All weather area.** The asphalt play area has its surface repaired where necessary and is repainted with large colourful graphics. An all weather roof structure is proposed, to be approximately 50% clear / translucent and high enough to allow plenty of natural light and airflow. A mural is proposed on the Eastern brick wall. This feature meets the requirements of an all weather covered area for rainy or overly hot days and is adjacent to current infrastructure.
- b. **New play equipment.** It is proposed that a new monkey bar and climbing wall / structure be installed in the existing softfall area next to the classrooms, and that a new monkey bar and spinning toy be installed in the softfall area of the purple play structure. These items came through in the consultation and there should be sufficient space, depending on the item selected and fall zone requirements. It makes sense to fully utilize the softfall and shaded areas.



Using natural materials to create imaginative opportunities

A set of 2 or 4 swings is proposed to the North of the staff carpark. Swings were popular in the consultation findings and this site would be very suitable. Final size of the softfall will depend on the swings selected but clear space near the stormwater pit needs to be maintained, along with vehicle access through the gate near the carpark.

- c. **Balance Challenge Circuit.** This circuit is made of a variety of materials for interest, possibly including shaped natural logs, steel and plastic pipes, cut log 'stepping stones' and other materials. All elements are less than 600mm from ground level to avoid the need for a softfall area whilst providing a sense of height and risk.
- d. **Discovery Maze and Spiral Gardens.** This feature is designed to meet several ideas from the consultation. It provides a variety of sensory, imaginative and investigative play opportunities, enclosed spaces, places to rest and be quiet, natural materials, a maze and seasonal shade. It provides a comprehensive alternative to equipment based play.



A stepping stone spiral near the existing sculptures introduces the maze area. From here a main path covered partially by arbour structures leads to a central space enclosed by a dome shaped arbour. The arbours are to be covered in flowering scented vines, and possibly other colourful materials, bamboo or other interesting materials. Arbours would be constructed from durable, light weight materials (possibly steel or poly pipe) and be designed so that climbing is not encouraged / facilitated. Planted areas and a secondary stepping stone path also lead into the centre. Planted areas would be low, hardy, sensory plants that provide interest, craft materials or special qualities.

The main path leads to a second spiral and at its centre is a second dome shaped arbour and enclosed space. Along the main path and leading off it, there are 5 small 'nodes'. These 5 and the two central ones create special areas for themed experiences and activity including – visuals, little sounds, rest and quiet, science /



construction, textures and art. 5 nodes would have small low walls partially enclosing the space with built in shelves, display nooks and other items of interest. Each node would be decorated and furnished with activity items related to its theme.

- e. **Adventure Mountain.** A place to climb, slide, explore and create adventures. Large earth mounds 2 - 3 metres high incorporate two slides, timber and stone steps of varying scales, a colourful wiggly pole forest and bamboo chime maze, and embankments of boulders and planter pipes to retain the slope and give some protection to hardy plants. Many of these elements were popular in the consultation and are integrated into one feature with multiple play opportunities. The slides are different sizes and are south facing for sun protection, wiggly poles could be tree trunks / branches that are trimmed and painted, and the bamboo chime maze provides an immersive musical space. Long lengths of bamboo are suspended from a spiral frame and hit against each other, making earthy tones when the maze is navigated.



- f. **Oasis digging, sand and water play.** Near the existing sandpit and utilising the existing slope of the site, a new integrated environment incorporates two large sandpits, a dirt digging pit with mud kitchen (on an existing small deck), a water hand pump, rocky 'stream', timber bridge and shallow water play area. Natural boulders, sandstone, river rocks and pebbles along with planter pipes create the overall natural setting. Good shade is provided for much of the space by large existing trees, supplemented by new deciduous trees.



To the East of the water play area is a small mound with a stepping stone track that leads to the timber bridge in one direction and links to Adventure Mountain in the other direction.

A new rainwater tank is proposed to collect roof runoff for use by students with the hand pump, offering a valuable tool for education about the sustainable use of water in our dry climate. Pumped water would create an intermittent stream that flows down to the shallow water play area. This space would be designed so that water does not sit in pools, it can be dammed by children but then would flow to a rock filled soakage pit, irrigating new deciduous trees. The design will ensure staff can control or shut off water flow as they wish.

- g. **Animated decks.** A cluster of existing decks, three small and one large around a tree are proposed to be modified with simple additions to create enhanced play opportunities. Additions could include pole and bracket systems which fabrics can be attached to create a variety of spaces, a small commercial tent on top of a deck, brightly painted surfaces, linking stepping stones, and other low cost but versatile attachments.

5.3 Eastern and Southern area.

- a. **Southern Cross Orchard and Farmyard.** The consultation raised this concept as a way to foster the care of animals and growing food. A fenced area largely in the shade of existing Eucalypts incorporates a farm shed, 4 pens, water tanks and troughs. This initial layout can be refined to suit the living and caring needs for particular species when the types of animals are decided. The animals could be kept permanently by the school or perhaps animals from nearby farms could visit for short periods. On three sides around the

enclosure a variety of fruit trees are planted, possibly including apples, citrus and stonefruit, ideally selected to provide seasonal produce for much of the year.

Water supply would need to be connected to the mains system at the school, supplemented by tanks harvesting from the farm shed roof. Delivery access for animals or feed to the Farmyard could be via the perimeter fence gates or through the staff carpark.

- b. **Outback Activity Track.** The Track creates a circuit of activity in the Eastern and Southern half of the school grounds. It is an informal track created through wear rather than a formal surfaced pathway. It is demarcated by colourful markers approximately every 20 metres so that children can run, walk or ride from one to the next navigating around the track. Colour, letter or number systems on the markers can form the basis for multiple learning and fun activities.

The track travels through open grass areas and the Eucalyptus stands, past the Active Sports Area, Bush Amphitheatre, Frontier Nodes and Forest Treehouses and Bush Camp.

- c. **Active Sports Area.** This area includes provision for: a collection of strength equipment (pushing, pulling, lifting); a level area for ball games, athletics and other sports; and a new court and wall for basketball and rebound activities. These activities were popular in the consultation findings and work well in this large open space. New deciduous tree plantings will provide much needed shade. Two seats are proposed under an existing tree.

Some earthworks would be required to make the ball games and athletics area level as requested.

- d. **Bush Amphitheatre.** Nestled amongst existing Eucalypts is the Bush Amphitheatre, consisting of a low earth mound, circular performance area and some simple timber seats. The mound provides the seating space for the majority of the audience. Three totem poles around the performance area can be used to attach banners, curtains or backdrops.
- e. **Frontier Nodes.** Three nodes along the Adventure Track provide small natural spaces to investigate different aspects of nature by small groups or classes, two are in the Southern section of the grounds and a third is near the Farmyard. Each space is under existing Eucalypts and is created with low hardy shrub and grass plantings, rocks and log seats. Each could have a theme related to insects, native plants, birds, for example. At this stage specific themes have not been allocated, when they are decided further items or features can be included to support the themes.

- f. **Forest Treehouses and Bush Camp.** In the grove of Eucalypts in the North East corner of the grounds, the Forest Treehouses and Bush Camp creates an activity area with diverse opportunities incorporating popular items from the consultation. The Treehouse element has three decks at different levels, three small cubby structures and a variety of climbing items to get up and down. These may include steps, ladders, nets, climbing wall, a firemans pole, a tarzan rope, and notched logs. These climbing items are all on one half of the structure and are over bark softfall, while the other half of the structure has railings. This approach avoids the need to enclose the structure in softfall and helps to retain the natural character under the trees.



The main deck of the structure is largely shaded by the trees, and the overall placement seeks to avoid interference with tree roots.

The Bush camp is created with a circle of boulders as a pretend fire pit, sitting and climbing logs and a stick cubby area. Further simple additions of temporary tarpaulins, a bush kitchen and other bush or camping items would enhance the character.

- g. **Perimeter plantings and fence treatment.** Along the Northern and Eastern boundary fences proposed intermittent plantings of hardy shrubs help to provide a sense of enclosure and protection. They will also improve habitat and microclimate, and help to inhibit the throwing of glass and rubbish into the grounds.

In selected areas (particularly near the camp) the fence could be clad in shade cloth, bamboo sheeting or other lightweight materials for enclosure and rubbish minimisation. In the short term, shade cloth painted with plants and birds for example, would create an immediate sense of enclosure and bush character.

5.4 Preschool Courtyard.

The courtyard size is increased by moving the Eastern fence line out by 8 metres, allowing more space to accommodate the consultation findings and suggestions by Staff.

- a. **Pebble creek, digging patch and water play.** Adjacent to the existing sandpit, the pebble creek starts at the existing tap (modified for controlled flow) and would flow through rocks to a shallow water play area. This space would be designed so that water does not sit in pools, it can be dammed by children but then would flow to a rock filled soakage pit.

A rock edged dirt digging patch is next to the water play area. The area is shaded by shade sails that can be moved and adjusted by staff to suit the time of day and year. Poles are arranged so that 6 or more standard sized sails can be easily reconfigured to suit requirements.

- b. **Fixed play structure and shade sail.** This feature meets a staff request for fixed equipment that does not require daily set-up, and more shade. A 10 metre diameter circle has been allocated for the equipment which could be custom designed to suit school needs and ideas, or a proprietary unit could be selected.

- c. **Activity fence.** Along the fence a series of activities are proposed, possibly including a 'crash orchestra' made from household items, marble / ball run, finger maze and others. These have not been designed in detail at this stage but could feature recycled and colourful, safe materials.

Detail design and should be considered carefully to ensure: safety (ie. avoid finger / head entrapment or pinch points, sharp edges); pleasing overall aesthetics; structural integrity (ie. is the fence strong enough to fix to?); durability of materials; and other factors.

The Activity Fence is accessible from both sides to allow children both inside and outside the Preschool fence to use it. Deciduous tree planting will shade the fence in due course.



Recycled, colourful, safe materials

- d. **Arts.** A colourful 'river' themed pavement mural enlivens sections of concrete. Outdoor easels are located under awnings and a mural is proposed for the Northern and Eastern walls. Existing mural panels may be suitable to install on the walls if they are sufficiently durable (this requires further examination.)

A new shade sail also helps to protect and cool the corner and arts areas. Additional hanging and potted plants to supplement the existing ones are strongly encouraged.

- e. **Other features.** A shade sail is proposed over the Northern concrete circle along with an artificial turf / mat surface for the circle area. An additional vegetable growing box is suggested, and along with the two existing ones form a growing area next to a proposed bark pathway. The pathway links new and old features in the courtyard and creates circuits of play.

A small stepping stone path meanders through proposed new shrub plantings in the Northern corner of the courtyard. Planter pipes filled with hardy and sensory shrubs are included in three locations. In the Southern corner a balance log circuit, Teepee cubby and pretend campfire are located near new shrub plantings and amongst recent deciduous tree plantings. Nearby on the wall of a storage shed are basketball hoops at different heights and a concrete / paved ground surface for bouncing.



An example of planter pipes

5.5 Childcare Courtyard.

The courtyard size is increased by moving the Eastern and Southern fences, this increase in size allows more space to accommodate additional, more varied play experiences. The existing mature tree is incorporated, providing shade and further variety.

- a. **Features.** A new bark path connects two sides of the existing courtyard to create a circuit to follow. Rock clusters, planter pipes, a ground level balance log circuit and perimeter plantings of hardy low shrubs and grasses within the new fence are proposed. These simple features with a natural character and the greater sense of space will enhance play and learning opportunities for the childcare children.

6. Implementation.

There has been an expressed desire for the Masterplan features to be built as soon as possible, however, it is acknowledged that the implementation of the Masterplan will possibly occur over the coming 5 – 10 years, depending on available funding as the main constraining factor. In planning the implementation of the design a number of factors need to be considered, including further design, funding, and considerations in determining the priority projects. This section address these factors, as a starting point – for further discussion by the Principal, Board, Staff and parents.

When implementing features of the plan reference should be made to the detailed consultation outcomes (in Appendices) for guidance on creative inclusions, details, furnishings, fun ideas and other suggestions from the students, staff and parents.

6.1 Further design.

While the Masterplan provides the overall placement of features and their design intent shown in plan and character sketches, it is generally not sufficient in detail to construct most features from. It is normal in design and construction to develop and resolve the design in detail to ensure: the design integrity is maintained and it will all work; safety guidelines are met; materials and finishes are appropriate; accurate costings or quotes can be done, and further decisions can be made.

In some instances with the right contractors or tradespeople and with a degree of flexibility and contingency, features / works can be implemented with a minimum of detailed design. For other instances it is necessary for features to be designed in more detail.

6.2 Funding and in-kind support.

There are a number of potential funding sources, each with their own requirements, timing and processes. Ideally, an overall funding strategy would be planned and run by a small group from the school community, possibly with external support / advice. Wellspring is able to assist the school in identifying and seeking funding.

Possible funding sources may include:

- For an overview of grants available see :
http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1314/QG/CommunityGrants
<http://www.thegrantshub.com.au>
<http://community.grantready.com.au/>
- Direct ACT Education Directorate grants / funding.
- Other ACT Government department grants / funding (eg. Arts, Environment, Sport & Recreation, Health)
- Federal Government grants (eg. Education, Arts, Environment, Sport & Recreation, Health)
- Non Government Organisation grants (eg. Landcare, Wombat Creative)
- Corporate grants for community projects (eg. Canberra Southern Cross Club, SITA Community Grants, Optus Community grants, Commonwealth Bank, Westpac Foundation, Australian Ethical, Medibank, NIB, NAB, and many others)
- Philanthropic organisation grants (eg. Snow Foundation, Australian Communities Foundation, ourcommunity.com, Philanthropy Australia)

In addition, there are numerous grant related websites that offer lists, updates, services and advice.

In terms of in-kind support there is potential for the school to form relationships or partnerships with business, charitable and other organisations that can offer materials, labour or other support to realise projects. These could include :

- Service Clubs (eg. Rotary, Lions, Apex, Inner Wheel), Men's Sheds (Melba, Page, Giralang etc),
- Landscape construction and materials firms.
- Building supplies, Tradespeople.
- Greening Australia, Landcare
- CIT / other Trades students and apprentice programs.
- Secondary High School or College programs

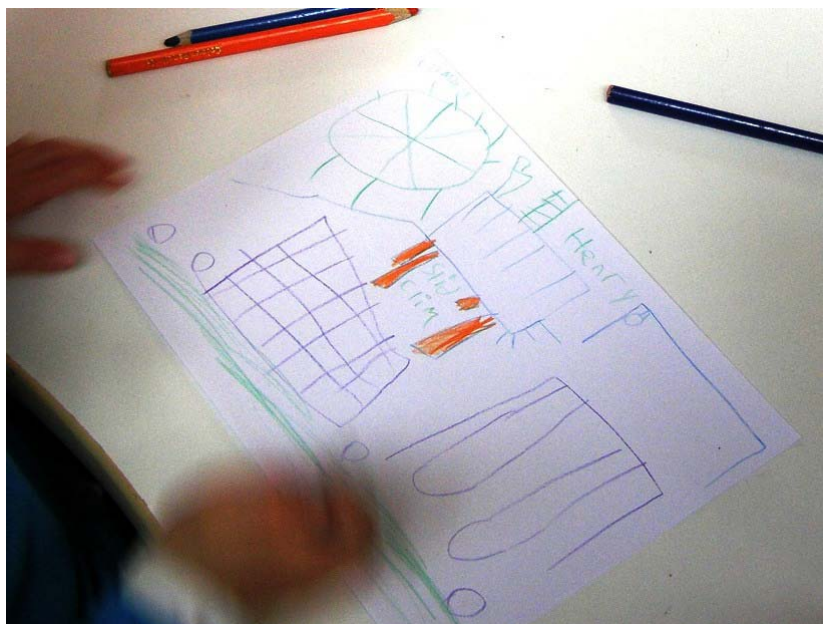
6.3 Considerations in determining priority projects.

In order to determine priority projects we suggest that the following points be considered by School decision makers. We understand that on occasion an opportunity has to be taken when it arises, however a priority list that has been considered will be of great assistance.

- Relationship to key objectives of the school and learning priorities.
- Achieving a balance of play and learning types.
- Achieving a balance of opportunities for 3 different student groups.
- Size of project, its cost and any time imperatives.
- Available funding and funding body criteria and requirements.

Appendices.

1. Summary of Student consultation.
2. Summary of Staff and P & C consultation.
3. Copy of Masterplan.



Summary of Student consultation. Notes from sessions on 10,12,15 September 2014

Group /Members	Observed activity / ideas	Areas of grounds used	Activities / desired outcomes	Notes / other
Child Care Nursery Group with Vinita (Michelle)	Babies and younger toddlers seem to show a preference for bright warm colours, selected yellow or orange blocks in preference to red, blue, green, purple. They seem to prefer shiny or reflective materials rather than duller ones ie selected space blanket pieces rather than other items. They enjoyed stacking, wrapping, sweeping, taking out of box, putting into box. They showed not much interest in what other babies were doing.	Bike education area, area near gum trees at front fence opposite shops	Collecting bark, sticks to bring back to room / a. change of scene b. collecting items of interest	Board with holes and tubes fixed to it for putting items into, with a tray attached to the back to catch items
Child Care Toddler Group with Shazia	Showed less preference for colour ie more interested in putting blocks together than selecting particular colours of blocks. If anything they preferred yellow, orange, purple. The enjoyed: making noise, ie clapping items together, making noises through cardboard tubes; wrapping, stacking, using tubes as telescopes. Some teamwork.	Preschool play area twice a day. Bike education area Open area outside play area	Standing on brick wall at fence watching activities and traffic. Crunching and throwing leaves. Collecting materials to take to room. Chase birds. Learn road rules./ a. physical, social, sharing, taking turns b. dramatic activities c. explore environment d. interaction and communication	Flexible and adaptable play items to retain interest. Flexible stage area would be used. Climbing equipment gets rearranged frequently to keep interest up. Other interesting things are moveable stepping stones, trucks, brooms, tunnel, drawing in sand. Suggestion for stick cubby.
Child Care Playschool with Carie-May	Showed no particular colour preference, more interested in using blocks to build than selecting for colour. Cardboard tubes were used as sound devices, puppet characters (mermaid, robot, dinosaur etc), things to be wrapped or dressed. Cardboard tubes as Ninja turtle outfits	Preschool playground: Bike education area, sandpit with water channels, softfall with climbing frame. Sessions are 7 – 11am or 3-6pm, eg hottest part of day not applicable.	Bike riding, running around. Water play in sandpit Digging in dirt in planter boxes. Boys and girls show equal interest and usage. / a. Engagement; physical activity and energy	Grass area in playground is not used as it has nothing to stimulate or invite. Could be used for ground level trampoline, water gully. Area behind shed is blind spot, kids go there to be naughty. Area could be enclosed for garden/vege garden

Group /Members	Observed activity / ideas	Areas of grounds used	Activities / desired outcomes	Notes / other
			b. exploration and investigation c. imaginative play using equipment which is adaptable.	and to exclude people. Climbing frame must be on softfall. Hammocks / pillows under trees for book reading time?
Murrumbidgee Preschool - Sonia	Use of items: wrapping; putting cardboard tubes on arms and turning into animals; dropping things through tubes; stacking things and making beds with fabric. Like sparkly metallic things.	Preschool playground, bike facility; grass area nearby; walking circuit of school; shops, oval. Courtyards – sensory and reflective. Vege courtyard.	Grass area: running games, collecting natural materials, reading, bug search; hiding games. Sketching. Observation and discussion (thematic, eg, interpreting signs, looking at house numbers. Setting up a garden. / a. physical – muscle and coordination development b. social – sharing, taking turns, negotiation c. controlled risk taking, freedom to explore, self management	Cognitive opportunities / risk taking. Problem solving. Investigating cause and effect. Valuing outdoors and natural environment and objects in it. Opportunities for noisier games. Staff cons. ideas from Sonia: -Old timber pallets for tables/shelves -poles with holes to peg wooden objects into -Outdoor block area -Art easels with clear and magnetic paint -Table painted with chalk (chalkboard paint?) -Fix pots and pans to fence with dingers for crash orchestra -Storage boxes for sandpit items, double as seating, lockable, open slats in base to allow sand to drain out. -Fairy garden or bird garden -saddles – over logs? Boat moat -Poles around decks to add fabric, backdrops etc

Group /Members	Observed activity / ideas	Areas of grounds used	Activities / desired outcomes	Notes / other
				<ul style="list-style-type: none"> -Shed – cubby – dressups – books -Art table with wood seats -Sculptures for climbing, sitting -Swings / slides, open ended -More plants -Stones art – zen garden -water play -Mural / bottle caps Loose items, eg bamboo, hessian
<p>Molonglo Preschool with Christine Gaffney</p>	<p>Cardboard tubes as trumpets or bird callers Listening to shells or maracas. This group got into making noises with the items. Also stacking / balancing into towers. They preferred orange and red.</p>	<ol style="list-style-type: none"> 1. Preschool learning environment 2. K-2 learning environment 	<ol style="list-style-type: none"> 1. blocks (building cubbies etc), climbing on day's obstacle course arrangements; bikes, sandpit, digging patch; some 'indoor' activities eg playdough, drawing. 2. climbing on structures, Nguru Yerrabi time (learning outside / walking on country), sketching, nature observation etc. / <ol style="list-style-type: none"> a. make choices, accept challenges, and take considered risks b. demonstrate special awareness, orient themselves, and move through environment confidently c. manipulate equipment and manage tools, increasing in competence 	<ul style="list-style-type: none"> - jungle gym / climbing nets -Use fence: marble run / music (crash orchestra) -break up / define spaces in grass area Build permanent climbing structure – nets, bridges, telescope _reduce staff setup need) Flexible configuration, open ended interpretation – platforms, bridge. -staff can add fabrics, flags etc to change space. -More shade to grass area might improve use -sandpit bench storage -arts wall – smooth panel and clips onto brick wall? – blackboards in shaped areas? – in shade.

Group /Members	Observed activity / ideas	Areas of grounds used	Activities / desired outcomes	Notes / other
			and skill and others!	
Ginninderra Preschool with Anne Maree	Wrapping things Putting things into tubes eg ball, cloths, squashing sponges into tubes. Listening to shells Dressing tubes to turn them into butterflies, birds, kittens, princesses. Balancing tubes – become bridges and tunnels.	Big equipment, K-2 playground Perimeter walks Intends to use big grass area in warmer weather, grass if long can be too damp in cooler weather All 3 courtyards	Climbing, buddy walks, sketching, collecting materials for projects; outdoor time / drawing in Reflection courtyard / planting , lunch in sensory courtyard. a. connect to outside / natural resources b. how things work: textures, seasons, sensory exploration c. Physical, health, gross motor, Vit. D, d. balance of activities – some kids don't naturally flow to outside space	-variety for sandpit activities and equipment -working around challenges of sharing space with younger kids (different needs) from day care -Pre OLE currently too ugly, institutional looking -invite more risk taking – would like to put ladders against trees -cubby house / house corner / confined space -murals, targets, pavement paint to enliven
Cotter Preschool with Christine	Blocks: as batman / robots / big house / space ships / person / tower Wrapping things – rocks in cloths as presents, a fun, repetitive game	See Christine's comments for Molonglo Preschool		
Christine and Gavin at Pre OLE				General: more plants. Some in pots. Hardy. Grass area: needs defined areas - use screens , Stepping stone paths, more shade Soccer nets (double as climbing nets?) Climbing structure – permanent

Group /Members	Observed activity / ideas	Areas of grounds used	Activities / desired outcomes	Notes / other
				<p>setup but adaptable: climbing nets, deck / bridge / monkey bars / upper body work – clips, pegging system, Velcro attachments.</p> <p>Sheds: Attach basketball hoops, various heights</p> <p>Fence: activate. marble run, pots and pans orchestra, periscope or other games , some to both sides for bigger kids on outside too</p> <p>Sandpits: Fixed storage / seating boxes, (4 of) colourful, imaginative, lockable, allow sand to drain out. Add permanent water feature, spring operated tap next to sandpit -Zen garden pit in planning -Dirt digging patch also needed.</p> <p>Tanbark area: being developed as camp area / ‘firepit’, -needs bush kitchen</p> <p>Brick wall: art wall with smooth surface, clips for paper</p> <p>Area near wet area door, under awning: good place for easels. Need 2 back-to-back easels (4</p>

Group /Members	Observed activity / ideas	Areas of grounds used	Activities / desired outcomes	Notes / other
				<p>total).</p> <p>'Art Corner' will benefit from having a shade sail – blue to go with river theme?</p> <p>Awning poles: wrap / use for displays? Mount easels on?</p> <p>Paving: Paint designs on. River flowing out of wet area? Pavement paint already purchased, yellow, blue</p> <p>Big concrete circle problem: three pole arrangement with holes/clips to peg accessories to? (shadesails / backdrops / sheets) and/or Rubber tiles / Astroturf to soften so it can be used for blocks but avoid trip hazard (currently damages falling blocks, concrete too hard on knees)</p> <p>Have mural boards already painted (by kids?), to be installed (need to be checked for weather proof quality). Additional kid mural on walls would be good – in holidays best.</p>

Group /Members	Observed activity / ideas	Areas of grounds used	Activities / desired outcomes	Notes / other
Brindabella Kinder – Aimee 11111111 111 11111 111 111 1 1 1 1 1 1 111 111111 1	From discussion Swing / with stairs to access +1 Secret place Pool Forest with trees and birds Cubby/ Treehouse / tower with stairs, platform +11 Climbing frame with slides, climbing net, ropes Monkey bars Soccer court with goals Place for resting Little train (big enough to sit on) Lots of different paths (maze?) Pressing colour coded buttons to make things happen Flying fox Forest / trees Ladders / slides / stairs Jumping thing (inflatable jumping pillow?)	Decor: Butterflies, birds Pink and purple Yellow and purple Purple and orange Slide that looks like a tree Scary component OK Pillow seats, spiral pillows tanbark	Can't reach monkey bars – need step up? Ladder? Grip pole?	Exciting access / dismount requested Climbing opportunities Slides, ladders, steps, ramps Change of elevation / levels Build in a level of difficulty / challenge Boisterous ball game area (staff request) Rebound wall located away from buildings? A lot of competition for monkey bars
Majura Kinder – Vicki (Fiona away) 1111 111 11111 1 1111 1 1 1 1	From discussion Monkey bars +1111 Swings +111 Slides +111 1(with giant ladder) seesaws Treehouse / Cubby house +111 Jumping castle Merry go round (roundabout) Games Quiet place / resting place Mini golf with windmill obstacle Wobbly bridge Dinosaur sandpit obstacle course	Decor: Pink purple red Purple +1 Snow fairy, snowballs Rainbow +111 clouds Red and yellow pink Books Scary things under bridge		Element of danger More monkey bars

Group /Members	Observed activity / ideas	Areas of grounds used	Activities / desired outcomes	Notes / other
1	Underground house			
1	Ladder 1111			
111	Soccer pitch			
1	Climbing frames			
11				
Stromlo Kinder with Aniya	From discussion			
1	Picnic			
111	Water / pool +11			
111111	Swings +111			
1	Balls			
	Robot			
111	Button or lever controls +111111			
11	Sticks and dirt / digging			
11	Dinosaur toys +1			
11111111	Ladders +1111			
1	Elevated platform / bridge +11			
11111	Monsters, spiders, sharks etc +11111			
11	Flying saucer / spinning saucer +1			
1111	Treehouse / playhouse +1			
1	Shapes for moving , constructing /big blocks			
11111	Slide / water slide +1111			
111	Monkey bars +1			
1	Tunnels / bumpy tunnel			
	Climbing pole / fireman's pole +1			
	Jumping castle / trampoline +1			
	Climbing rope			
1	Cubby with coloured lights			
1	Seesaw			
1	Pathway / roadway			

Group /Members	Observed activity / ideas	Areas of grounds used	Activities / desired outcomes	Notes / other
Mugga Mugga 1 /2 with Heidi 111111 111 1 1 1 1111 1111 111 1 11111111 1111111 1 11 11 11111 1111 1 1111 1 1 11 1 111	From discussions (drawings) Climbing net slide trampoline complex +1 New climbing sculpture with slide +1 Climbing blocks Shark dragon sculpture Animals, sculptures +11 + 50% Treehouse / cubby +1 +100% Cave / tunnel: dark, safe +11 Spiders Rocket – can enter / tardis Santa house Slide, slide and pole +11111 + 50% Bridge / platform / stairs Emergency toilet Swing Underground playground Digging pit, puddles (Climbing adventures) (Wiggly roads / paths) (pools) (ladders) (flying fox) (garden) (art room) (Buttons / switches to activate)	Decor: Bright colours Dark, safe, shadows Penguins +11, snowman Orange Rainbow colours Red. Blue, orange Wood Red, yellow, black Turquoise, purple, blue turrets Red purple pink Lights in cave Realistic rocket: boosters etc Lookout telescope archway metal rocks red blue purple		
Lanyon 1 /2 with Brianna 111111111111 11 111111111111 111	From discussions – range of views, not all views Treehouse / balcony / viewing platform / cubby +1111111 Slide / waterslide / Twisty slide +11	Decor: Red, glow in the dark Feeling of weightlessness lights in castle fireflies pink, purple purple blue orange green		

Group /Members	Observed activity / ideas	Areas of grounds used	Activities / desired outcomes	Notes / other
111111 111111 1111 111 1 11 1111 11111111111111 1111111 1111 1 11 1 1111 1 11	Trampoline +1 Swings +11 flower garden / fruit +1 swinging vines, trapeze, climbing ropes +11 dusty hill developments sculpture slide tunnel / underground , castle +11 sculpture near trees room full of pillows – resting / quiet +1 robots ladders / stairs +11 bridges horse riding place skating rink deeper sandpit** computers rowboat water play / pool roundabout dance floor / disco room	flags throne curly stairs slide to exit treehouse lolly machine orange, turquoise made of wood star shaped windows cubby with boxes, doors, horse rainbow coloured dance floor with speakers and plugs disco ball, lights reading room, books in cubby current fave activities: mining for iron and crystals yellow and purple playgrounds daisy garden sandpit jumping off platform over big drain Itchybomb trees		
Booroomba 1 /2 with Natalie 1 11 1 111111 11 11 11111111 1111	From discussion Flying fox +1 Swings +111 Climbing chain +1 Rock climbing Slide +11111 Quiet room / book corner Monkey bars +11 Ladder +11111 Cubby +1	Decor: Swing or slide to dismount from equipment Maggots to reduce crowding play roads: signage eg destinations, pedestrian crossing sign variations Scary element Tigers Radio, walkie talkie Zombie ants and caterpillars	'I can care for the environment and understand the role each aspect of nature plays' 'I can use sustainable practices to make the most of the outdoor learning environment' Using the space for physical activity	

Group /Members	Observed activity / ideas	Areas of grounds used	Activities / desired outcomes	Notes / other
<p>1</p> <p>1</p> <p>111</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>Road for pretend cars</p> <p>car as static climbing toy</p> <p>buttons and levers</p> <p>computers</p> <p>catapult (for people)</p> <p>bridge / wobbly bridge +1</p> <p>trampoline at ground level/ bouncy surface</p> <p>hedge maze</p> <p>fireman's pole</p> <p>boat steering wheel</p> <p>spring toy skateboards / surfboards</p> <p>stairs</p>	<p>Wobbly equipment</p> <p>Laser tag game</p> <p>strong colours purple, green, orange, blue, black</p> <p>prefer metal slide</p> <p>Most used areas:</p> <p>Grass area between playgrounds</p> <p>Sandpit</p> <p>Dusty hill</p> <p>Garden courtyard</p> <p>Activities:</p> <p>Ball skills</p> <p>Art / reflection time</p>		

Staff & P & C Consultation Outcomes.

Notes from Staff meeting on 29.7.14. Notes from P & C meeting on 10.9.14.

Summary lists from 6 staff groups and 3 P & C groups. (reordered and grouped) (NB. Also refer to specific notes taken with teachers in 'Summary of student consultation')

Preferences and Priorities	Needs and issues
<p>General / character. The ability for children to take considered risks but having the knowledge to do so safely, using equipment safely !! Adaptable areas to encourage imagination. Shade – real trees. Natural and flexible Using dead space on RHS of school. Utilizing more of the beautiful school grounds. Infants play area is a priority. Something that can be done quickly (before end of year)</p> <p>Maintenance / infrastructure. Sandpit boxes at all sandpits. New covers and hooks. Shade sails over sandpit. Accessibility for wheelchair/walkers in K-2 playground. Access point that becomes slippery at front of school. Fix Blacktop area Shelter – all weather.</p> <p>Play - structures, ideas and features. Digging - Area to dig, gravel pit and Water play - , avoiding it in the rain and playing with it. Pebble gully to redirect water, dams. Cubby - hidey holes Physical - Gym (climbing equipment) slide, swings, ladder, monkeybars, balance, ball pool, Bridges Music - Taking music outside – stepping stone bells, hanging</p>	<p>General. Unused space, need more shade. Shade trees in open grass area (SE nr front of school). area looks uninviting and doesn't encourage creative play More exploration of the grounds, Supervision. ease of supervision. Safety. Interesting, allows for creativity / flexibility. use of ugly asphalt area at front of school. Illegal parking issues at front of school. A lot of 'dead' space that is unused by children – need more interactive environment to encourage them in. Summer shade / winter sun areas. All weather areas – eg large shelter shed (for breaks and class time)</p> <p>Safety / Maintenance Safe access other than through carparks (Pedestrians and prams). Access points can be slippery when it rains, path is potentially dangerous, children slip at front of school. Safety – carpark access. Parents and children coming and going. Blacktop needs fixing. Fence along path has rubbish issues – lots of broken glass inside fence. uneven ground Stick throwing at the neighbours (nth fenceline) Slightly higher fence near carpark. Watering garden beds in courtyards, especially during 'down time' to encourage more use of existing vege gardens.</p>

<p>pots to bang etc. Bike track Safe stick play Flat space for ball games etc Nature / walking trail. 'discovery trail', tracks</p> <p>Other needs. Retreat area for downtime, day beds, Sensory / Investigation area – tactile, tranquil, exploration, visual. Edible garden / scented plants, zen garden Amphitheatre / Performance space Gardens. More outdoor art. Mural wall.</p> <p>Materials bushes, boulders, hedge mazes natural materials Blossom trees Big rocks for climbing,</p>	<p>Infrastructure. space for mobility walker Another shed for sand pit toys/sandpit box. Wheelchair access from front path. Children can't access storage. Fence is ugly – beautify.</p> <p>Play needs and issues. General. All ability fixed playground. More challenging activities for children with short attention span. Risk taking opportunities – climbing, bouncing, obstacle course. Boredom (same equipment used everyday). Enclosed areas. 'Safe' physical play areas – children unable to climb or use equipment. Children that need physical activity. Need – areas / resources for children with sensory issues. Students need an area to push, pull, lift and use their strength. Digging that happens inappropriately. Digging under fence – designated digging spot. Outdoor space limited in the rain. more access to water, nowhere to be loud and make music, Children making positive choices about how they use the equipment. Children need to be risk takers, but feel safe. Children need to have calculated risk. All needs met for all children's abilities – possibility in disabled toilet (??).</p> <p>Play needs and issues. Specific ideas. Small structures that can be used for creative make believe – (boat, rocket, castle) Athletics/ sport area for ball games, organised sport etc. 'Rough play', Panels to play and hide behind. 'Retreat' for downtime / reflection. (books, construction, playdough) (library often used, community room also.) Upper body strength (monkey bars). Provide more opportunity for investigations outdoors. (maze – maths, art & music, science – construction) Balance activities (balance board)</p>
---	---

Infants space.

Concrete and softfall in infants/toddler outdoor area.

No fixed playgrounds for younger children.

Infants space – space, room for active play, storage – children accessible.

Aspirations and Ideas

General / character.

Natural.

Winding paths and stepping stones

Open grassed area at front of school (fixed ?) , create enclosed spaces,

Open grass area in East (develop ?) Access to or use open grass area to east of school.

Good existing end of year function space at front of school, on corner.

Keep open running space and forest. (area at North)

Adaptable fixtures ie. deck turns into a boat. Dramatic play fixtures to use imagination.

Flexible spaces

Not restricted to access to natural environment and imagination.

More varied landscape, - hills, hollows, places to explore using the whole playground.

More areas of equipment.

Areas of peace.

Areas of performance.

Engage body and mind.

Maintenance / infrastructure.

Roman Amphitheatre – flexible space, Theatre / open air classroom (SW cnr near trees),

Sandpit - Shade sail over sandpit in K-2 playground. Fixed & locked sandpit box at sandpit to store equipment, Water at sandpit for summer.

Do something with Environment Courtyard.

All weather covered areas. Sun/rain shelter for school classes or assembly. Or hall style obstacle course to be able to be taken outside in all weather.

Flat area for ball games soft fall or fake grass (uncovered)

<p>Play - structures, ideas and features.</p> <p>Digging - gravel zone for digging and moving, excavation, dig things out and uncover, mud pit, Fixed construction area – diggers, Raised digging bed – excavation area with rocks buried,</p> <p>Water play - splash, pond, hand pump, seat, pebble creek, rocks, Interactive shallow water,</p> <p>Cubby – Teepee, Treehouse / loft cubby,</p> <p>Physical - Slide, climbing web, tyre swings, seesaw, tunnels, ‘Tens frame’ whole body, bridge, Jungle Gym, ship structure, space structure, ladders, swings,</p> <p>Sport - Soccer goals, Fixed basketball hoops,</p> <p>Sensory – mirrors, hedge maze, Maze, labyrinth, sensory boards, (NB more sensory in other groupings)</p> <p>Environmental – garden and sustainability area, more flowers and plants, tee pee of beans, farm & orchard, Bird feeders, garden, Zen garden,</p> <p>Creative / art – outdoor art area, easels, chalkboard, Interactive art and statues,</p> <p>Music - outdoor music zone, Music area hanging from trees. giant games (chess),</p> <p>Other needs.</p> <p>Rest / quiet - hammocks, quiet area for outside rests, day beds, tracks for bikes – natural and bmx adventure track, Walking nature trail around perimeter (in the bush!) Things to explore and discover. (dual purpose for exercise walks (fast track) and slower exploration areas) sculptures – animals children can sit on etc. bush kitchen, outdoor mud kitchen,</p> <p>Materials</p> <p>Natural and recycled materials. flowers, Blossom trees. To watch the seasons, weeping cherry, maple. Trail with stepping stones, rocks, Stepping stone paths – huge ! , leading to play areas.</p> <p>Infants space. (NB. Some ideas for infants space may be above and some below may apply above), (NB. Also refer to specific notes taken with teachers) smaller playground for younger children in Anglicare. Fixed play area in pre-school yard w’ shade sail. Bridge. Swings and slides – interchangeable. Basket ball hoops – different heights, Outdoor steep area – toddlers and preschoolers. Tunnel area – preschoolers and toddlers Poles fixed to deck (small) to make a quiet area/fairy palace/pirate ship.</p>	
--	--

Science / investigations, Weather station,
 Enclosed space with beauty, visual, textural, sensory (connect with nature), feeling of peace, tranquil.
 Art area – chalkboard, easel on fence, bench seats for equipment, clear boards, magnetic / chalkboard paint, chalk.
 Cubby House ! Stage.
 Water play
 Fine motor – playdough, clay, mud.
 Outdoor tables and chairs, Infant / toddler area – ‘stage’ around trees.
 Decking in lower trees with hooks for fabric,
 Musical station,
 Outdoor blocks, Open ended shelves,
 Saddles on a log / drum with springs.
 Marble run.

Staff outcomes.

Group /Members	Aspirations and Ideas	Needs and Issues	Preferences and Priorities	Notes / other
‘Apple’ May, Aniya, Brianna, Tina, Michelle.	Slide, climbing web, tyre swings, seesaw, tunnels Cubby house, natural materials, winding paths and stepping stones, giant games (chess), garden and sustainability area, more flowers and plants, tee pee of beans, hedge maze, music zone, mirrors, easels, chalkboard, hammocks, tracks for bikes – natural and bmx gravel zone for digging and moving, excavation, dig things out and uncover, smaller playground for younger children in Anglicare.	1. Students need an area to push, pull, lift and use their strength. 2. Digging that happens inappropriately. 3. Outdoor space limited in the rain. Unused space, broken glass, need more shade, area looks uninviting and doesn’t encourage creative play, space for mobility walker, uneven ground, more access to water, nowhere to be loud and make	1. Area to dig, gravel pit and tracks. 2. Water, avoiding it in the rain and playing with it. Pebble gully to redirect water, dams. 3. Cubby, hidey holes, bushes, boulders, hedge mazes, winding paths, natural materials,	Notes on their photo shows digging happening under casuarinas nth cnr, bike track under trees in same zone, slides and seesaw on nth fenceline, cubby in NE cnr and more trees on E side.

		music,		
The Dreamers and Schema's. Lyndall Read, Joshua Crisp, Christine Gaffney, Gavin Molyneux	Roman Amphitheatre, farm & orchard, quiet area for outside rests, 'Tens frame' whole body, outdoor art area, outdoor music area, dirt bike track, adventure track, bridge, water play area (splash, pond, hand pump, seat,) Jungle Gym, Web climbing structure, bush kitchen, mud pit, ship structure, space structure, Soccer goals.	Stick throwing at the neighbours (nth fenceline) Slightly higher fence near carpark. More exploration of the grounds, Children making positive choices about how they use the equipment. Children need to be risk takers, but feel safe. Children need to have calculated risk. Watering garden beds in courtyards, especially during 'down time' to encourage more use of existing vege gardens. More exploration of the grounds.	The ability for children to take considered risks but having the knowledge to do so safely, using equipment safely !! eg sticks. Playing with sticks is a good thing ! Children just need to know how to use them appropriately ie. not throw them at houses. Ideas : stick area and bike track for example.	Notes on photo shows areas for bike track, orchard and farm, amphitheatre, along with higher fence area and stick throwing area.
Group /Members	Aspirations and Ideas	Needs and Issues	Preferences and Priorities	Notes / other
53 grams per can ! Zac, Jamie, Tejal, Stef,	Size of the school area Fixed play area in pre-school yard w' shade sail. Fixed basketball hoops. Outdoor steep area – toddlers and preschoolers. Fixed construction area – diggers. Poles fixed to deck (small) to make a quiet area/fairy palace/pirate ship. Tunnel area – preschoolers and toddlers Shade sail over sandpit in K-2 playground. Fixed sandpit box at sandpit (to store equipment ?)	Safety – carpark access. Parents and children coming and going. All ability fixed playground. Fence height near carpark. 'Retreat' for downtime / reflection. (books, construction, playdough) (library often used, community room also.) All needs met for all children's abilities – possibility in disabled toilet. Another shed for sand pit toys/sandpit box.	Sandpit boxes at all sandpits. New covers and hooks. Shade sails over sandpit. Accessibility for wheelchair/walkers in K-2 playground. Retreat area for downtime.	Notes on photo show areas for low fence, basketball hoops (2 areas), construction area in Nth sandpit, 2 other sandpits, huge grass area for extra play area for preschoolers fixed play.
'Saga'	Music area hanging from trees. 1. Gym – climbing equipment – slides,	1. Access points can be slippery when it rains, path is potentially	1. Access point that becomes slippery at front of school.	Notes on photo show areas in preschool yard for Gym,

	<p>swings, monkey bars, ladders.</p> <p>2. Science / investigations. Enclosed space with beauty, visual, textural, sensory (connect with nature), feeling of peace, tranquil. Marble run.</p> <p>3. Art area – chalkboard, easel on fence, bench seats for equipment.</p> <p>4. Cubby House ! Stage.</p> <p>Water play, flowers, sculptures – animals children can sit on etc.</p> <p>Fine motor – playdough, clay, mud.</p> <p>Maze.</p>	<p>dangerous, children slip at front of school.</p> <p>2. Upper body strength (monkey bars).</p> <p>3. Provide more opportunity for investigations outdoors. (maze – maths, art & music, science – construction)</p> <p>Balance activities (balance board)</p> <p>More challenging activities for children with short attention span.</p> <p>Risk taking opportunities – climbing, bouncing, obstacle course.</p> <p>Boredom (same equipment used everyday).</p>	<p>2. Gym (climbing equipment) slide, swings, ladder, monkeybars, balance, ball pool.</p> <p>3. Investigation area – tactile, tranquil, exploration, visual.</p>	<p>Investigations and art area.</p> <p>Also show slip issue path at front.</p>
Group /Members	Aspirations and Ideas	Needs and Issues	Preferences and Priorities	Notes / other
<p>A Team.</p> <p>Tara, Bonnie, Cheryl, Jenny K, Shazia.</p>	<p>1. Open grassed are at front of school. Fixed (?), Bird feeders, Trail with stepping stones, labyrinth, rocks, enclosed spaces.</p> <p>2. Open grass area in East. Adaptable fixtures ie. deck turns into a boat. Dramatic play fixtures to use imagination.</p> <p>3. Area in pre School yard. Water play.</p> <p>Outdoor tables and chairs, Infant / toddler area – ‘stage’ around trees.</p> <p>Natural.</p> <p>Amphitheatre.</p>	<p>1. Shade trees in open grass area (SE nr front of school).</p> <p>2. Wheelchair access from front path.</p> <p>3. Concrete and softfall in infants/toddler outdoor area.</p> <p>No fixed playgrounds for younger children.</p> <p>Enclosed areas.</p>	<p>1. Adaptable areas to encourage imagination.</p> <p>2. Shade – real trees.</p> <p>3. Natural.</p>	<p>Notes on photo show zones for trail and adaptable fixtures in large grass area, and water play in preschool area.</p> <p>Also areas with no shade and Amphitheatre spot.</p> <p>Also wheelchair access path from front path.</p>
Group /Members	Aspirations and Ideas	Needs and Issues	Preferences and Priorities	Notes / other
<p>Post Pizza Group – Cheese.</p> <p>Kirsty, Fiona,</p>	<p>1. Blossom trees. To watch the seasons, weeping cherry, maple.</p> <p>2. Amphitheatre – flexible space.</p>	<p>1. Infants space – space, room for active play, storage – children accessible.</p>	<p>Preferences – Blossom trees Amphitheatre Rest area / sensory areas. Edible</p>	<p>Notes on photo show zones for blossom trees, amphitheatre, mud kitchen, rest area and</p>

<p>Sonia, Aimee, Bonnie.</p>	<p>3. Outdoor mud kitchen. 4. Rest / quiet areas with day beds. Flexible spaces Natural and recycled materials. Stepping stone paths – huge ! , leading to play areas. Teepee. Interactive art and statues. Raised digging bed – excavation area with rocks buried. Storage at sandpit – locked boxes. Water at sandpit for summer. Mirrors / sensory boards. Decking in lower trees with hooks for fabrics, cubby houses. Musical station, Weather station, Maze, garden, Zen garden, Art studio – clear boards, magnetic / chalkboard paint, chalk. Bridge. Outdoor blocks, Open ended shelves, Treehouse / loft cubby. Do something with Environment Courtyard. Saddles on a log / drum with springs. Swings and slides – interchangeable.</p>	<p>2. Blacktop needs fixing. 3. Athletics/ sport area for ball games, organised sport etc. 'Rough play', panels to play and hide behind. 4. 'Safe' physical play areas – children unable to climb or use equipment. Children that need physical activity. Children can't access storage. Need – areas / resources for children with sensory issues. Digging under fence – designated digging spot. Fence is ugly – beautify.</p>	<p>garden / scented plants, zen garden, day beds, material. Priorities – 1. Blacktop 2. Infants play area 3. Using dead space on RHS of school.</p>	<p>rumble zone.</p>
<p>P & C groups. 10.9.14.</p>	<p>Aspirations and Ideas</p>	<p>Needs and Issues</p>	<p>Preferences and Priorities</p>	<p>Resources (& other notes re photos)</p>
<p>Belinda, Sophia, Vanessa, Sujit.</p>	<p>a. Keep open running space and forest. (area at North) b. Access to or use open grass area to east of school. c. Interactive shallow water, not restricted to access to natural environment and imagination.</p>	<p>a. Supervision. b. Safety. c. Interesting, allows for creativity / flexibility. d. use of ugly asphalt area at front of school. Illegal parking issues at front of</p>	<p>a. natural and flexible. b. garden. c. Something that can be done quickly (before end of year)</p>	<p>a. time and effort. b. fundraising specific events.</p>

	<p>d. Theatre / open air classroom. SW cnr near trees.</p> <p>Good existing end of year function space at front of school, on corner.</p>	school.		
<p>Team 1. Kirsten Maloney, Catherine Beasley, Samantha Edmonds, Lyndall Read.</p>	<p>a. More varied landscape, - hills, hollows, places to explore using the whole playground.</p> <p>b. More areas of equipment.</p> <p>c. Areas of peace.</p> <p>d. areas of performance.</p>	<p>a. Fence along path has rubbish issues – lots of broken glass inside fence.</p> <p>b. Asphalt in old carpark.</p> <p>c. A lot of ‘dead’ space that is unused by children – need more interactive environment to encourage them in.</p>	<p>Utilizing more of the beautiful school grounds.</p> <p>Performance space.</p> <p>More outdoor art.</p> <p>Bridges</p> <p>Big rocks for climbing.</p> <p>Mural wall.</p> <p>Taking music outside – stepping stone bells, hanging pots to bang etc.</p>	<p>a. Manpower.</p> <p>b. Bakers.</p> <p>c. Cook a BBQ.</p> <p>Resources from Higgins Primary School ? (about to be demolished)</p> <p>Notes on photo show: rubbish / glass along fence issue, poss performance space at SW cnr of school, asphalt at front – Can we lose asphalt ? dead space on West side of school.</p>
	Aspirations and Ideas	Needs and Issues	Preferences and Priorities	Resources (& other notes re photos)
<p>Team 2. Catherine Sainsbury, Geoff ?, 2 others.</p>	<p>a. engage body and mind.</p> <p>b. All weather covered areas. Sun/rain shelter for school classes or assembly. Or hall style obstacle course to be able to be taken outside in all weather.</p> <p>c. Flat area for ball games soft fall or fake grass (uncovered)</p> <p>d. Walking nature trail around perimeter (in the bush!) Things to explore and discover.</p>	<p>a. Summer shade / winter sun areas</p> <p>b. All weather areas – eg large shelter shed (for breaks and class time)</p> <p>c. ease of supervision.</p> <p>d. Small structures that can be used for creative make believe – (boat, rocket, castle)</p>	<p>a. Shelter – all weather.</p> <p>b. Flat space for ball games etc</p> <p>c. Nature / walking trail. ‘discovery trail’.</p>	<p>a. Family working bee – several families would help.</p> <p>b. Baking – many</p> <p>c. Sewing – Linda.</p> <p>d. About 7m x 3m worth of 20cm square pavers. (Catherine)</p> <p>Notes on photo show: Shelter on Nth with formed</p>

	(dual purpose for exercise walks (fast track) and slower exploration areas)	e. Safe access other than through carparks.		<p>floor, power, winter solar access, gardens, mural wall, totem poles.</p> <p>Ball game area and terraced amphitheatre. (deciduous trees for shade)</p> <p>Nature walk / exercise track around edge- nodes off main path.</p> <p>Possible new gate and path near carpark for safe access with prams to avoid going through carpark.</p>
--	---	---	--	--