

# Larrakeyah primary school master plan



A Northern Territory Government  
Independent Public School

Larrakeyah Primary School Master Plan  
May 2020

**hully liveris**  
DESIGN COMPANY PTY. LTD.

# table of contents

<b>Introduction</b> .....	<b>3</b>	<b>3 Key Projects</b> .....	<b>20</b>	3.8 Plant.....	31
<b>Master Plan Process</b> .....	<b>3</b>	3.1 Preschool Building .....	21	3.9 Storage.....	32
<b>1 School Context</b> .....	<b>4</b>	3.2 Administration Building .....	22	3.10 Ablutions .....	33
1.1 School Background .....	5	3.3 Contemporary Classrooms GLA's	23		
Location .....	5	3.4 Learning Resource Centre		<b>4 Appendix</b> .....	<b>34</b>
History .....	5	+ Steam Facility .....	24	Appendix A. Master Plan Drawings.....	35
Current Situation .....	5	3.4.1 Learning Resource Centre.	24	Appendix B. Existing Site Plans .....	37
School Vision.....	5	3.4.2 Steam Facility .....	25		
1.2 Existing Facilities.....	9	3.5 Visual Arts Centre + Kitchen			
1.3 Problems + Opportunities.....	10	GLA + School Garden .....	26		
		3.5.1 Visual Arts Centre.....	26		
		3.5.2 Kitchen GLA +			
		School Garden.....	27		
<b>2 The Vision</b> .....	<b>11</b>	3.6 OSHC + External Learning			
2.1 Principles .....	14	Environment.....	28		
2.1.1 Access + Circulation.....	14	3.6.1 Outside School Hours			
2.1.2 Green Linear Court.....	15	Care (OSHC) .....	28		
2.1.3 Built + Landscaped Form		3.6.2 External Learning			
Supports Pedagogy.....	16	Environment.....	28		
2.1.4 Staging Options .....	17	3.7 Safe Access .....	29		
2.1.5 School Capacity .....	18	3.7.1 Vehicular Access.....	29		
2.1.6 Car Parking .....	19	3.7.2 Pedestrian Access .....	30		
		3.7.3 Bicycle Access .....	30		
		3.7.4 Bus Access .....	30		



# introduction

Hully Liveris attended Larrakeyah Primary School shortly after its opening in 1964, and in 2009 Hully Liveris Design Company (HLDC) were engaged under the auspices of the BER program run by the Federal Government to construct 5 new classrooms as well as an expanded assembly area, together with the removal of several transportable and other outdated structures. This work naturally flowed from a personal knowledge of the school grounds and facilities, and was mentioned in Federal Parliament by the then Minister of Education, Ms Julia Gillard as an exceptional outcome of the BER program.

The Master Planning concepts developed in 2009 were continued in 2013 when HLDC were engaged to facilitate the addition of 2 new classrooms to the south western corner of the site.

In 2019 Hully Liveris Design Company were engaged by Larrakeyah Primary School to further develop and evolve the Master Plan Vision taking into account the many advancements made in the interim years, and addressing facilities that are beyond their economic life and relevance.

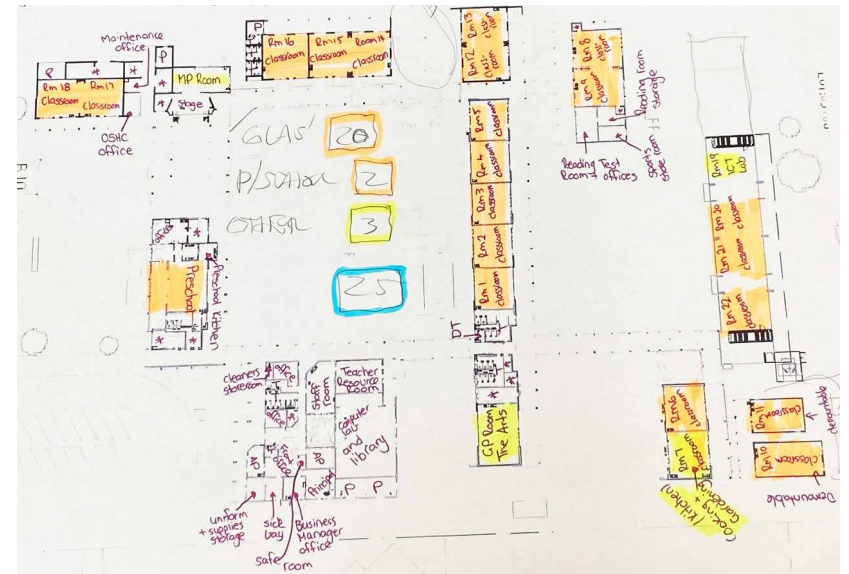


# master plan process

Following its engagement in September 2019, HLDC have collaborated closely with the School leadership group and its Board to refine the Master Plan, together with inputs from the Department of Education (DoE) and the Department of Infrastructure Planning and Logistics (DIPL).

Lessons learnt from interstate and local experience of education delivery were considered, assessed, including the clearly defined pedagogical requirements and aims of the school.

The following report is record of the work conducted from September 2009 till the present, and no doubt will be subject to the ever changing landscape of education delivery, IT, changes in school focus, the changing profile of Darwin CBD demographics, as well the critical international events such as climate change and the Covid 19 virus pandemic.





# SCHOOL CONTEXT

# 1.1 school background

**Larrakeyah Primary School has undertaken the task of this master plan to improve the quality of the school's learning environments and to facilitate achievement of the school's long-term objectives, reflecting the school's pedagogy and educational vision.**

## Location

Located approximately 2.5 kilometres from the Darwin Central Business District, the Larrakeyah Community includes the suburbs of Larrakeyah, Cullen Bay, Myilly Point, Emery Point, Elliot Point and Doctors Gully. Architecture of the suburbs consists mostly of high density townhouses, high rise apartment buildings and a small number of single occupancy low or elevated homes.

## History

Larrakeyah Primary School is one of the older schools in Darwin, having first opened its doors in 1963. It was relocated to the Old Darwin Hospital during a rebuilding phase following Cyclone Tracy and reopened again on the Packard Street site in 1985. Two additional permanent classrooms were opened in 1997 and these made it possible to accommodate children from the new suburb of Cullen Bay.

Larrakeyah Primary School has experienced considerable growth over the past few years. The continued construction of several new high rise apartment buildings and the completion of new homes on the Larrakeyah Barracks have resulted in increased student enrolments.

BER infrastructure funding has provided upgrades to many of the school's facilities including 5 new classrooms, a new canteen and an extension to the school assembly area.

Further upgrades to Larrakeyah Primary School have included 4 new classrooms, including an ICT Computer Lab and modifications done to undercroft space to make an outside learning and teaching environment.

## Current Situation

Larrakeyah Primary is a popular school of choice in Darwin City. The school has experienced considerable growth in student enrolments, particularly since receiving accreditation as a Cambridge International School in 2016. The school offers an international curriculum as well as the Australian Curriculum. Teachers at the school access Cambridge world-class resources, however with the school built in 1963, modern facilities are required to operate effectively as an international school.

The school was selected as one of the first six NT Independent Public Schools in 2015.

## School Vision

### School Mission

*"We instil life-long learning through high standards, high expectations and high achievement."*

### School Moto

*"Pathways to excellence"* - Our school moto reflects the school culture of high standards, high expectations and high achievement.

### School Values

- Respect
- Responsibility
- Achievement

### 4 C's for 21st Century Learning

- Communication
- Critical Thinking
- Collaborative Learning
- Creative Learning

## Pedagogy

It is recognised that highly effective teaching and learning strategies are required to improve student learning. This has seen Larrakeyah Primary update pedagogical frameworks throughout the school. Larrakeyah is a leading, innovative, forward thinking school. Larrakeyah Primary recognises the importance of preparing students for the 21st Century, having a focus around the 4 C's - *Communication, Collaboration, Creativity and Critical Thinking*. The school's commitment to 21st Century Learning is about using technology to take learning and achievement to levels that were not once possible in the traditional classroom.

The master plan redevelopment is allowing the school to move physically into the pedagogical teaching and learning that is currently practised. The older classrooms and facilities no longer support the pedagogical direction of the school, therefore, it is no longer economically viable to do any more works on these classrooms and areas of the school.

## School Leadership

**Principal:** Fathma Mauger

**Assistant Principals:** Rick Collister

Natasha Guse

## 4 Year Strategic Plan

The main focuses of the Larrakeyah Primary's Strategic Plan is: *a focus on 21st Century Learning across the school, improving students' reading, writing and numeracy results, improving teachers' understandings of data and using data to inform their teach and strengthening partnerships.*

A summary of the school's 4 Year Strategic Plan:

- Early Childhood (Preschool to Transition) transitioning process
- Improve student Literacy and Numeracy outcomes through writing traits, writing process, writing triads, lesson observations, and focus on reviewing, updating and analysing pedagogical frameworks.
- Whole school pedagogical approaches that define how differentiation of content, process and product will occur.
- Whole school approach to ESL (programming, planning, expectation, Assessment and reporting)
- Implement 21st Century Learning across the school, including STEAM
- Cambridge Curriculum

## Partnerships

- **Excelsior International School, Johor Bahru, Malaysia** - A sister-school partnership has been established with Excelsior International School, which is a Cambridge accredited school. This partnerships exists to further develop teacher and students' knowledge and use of the Cambridge curriculum through developing and encouraging collaboration across various year levels and teachers. Staff and students in Year 6 also visit Excelsior during the yearly International Study Tour.
- **Confucius Institute at CDU** - A long established relationship exists between Larrakeyah Primary and the Confucius Institute at CDU. Chinese language lessons commenced in 2015 with one class and has now expanded across the school. The Confucius Institute provides valuable staff to teach these Chinese language lessons.



## Future and Past Enrolments

The school population continues to increase, with families arriving from interstate and overseas as well as a number of families enrolling from private schools. In 2018 there was a slight decline in enrolments due to a large cohort of defence families leaving the NT as a result of transfers interstate. Approximately one-fifth of the school's students come from Defence families. The school has approximately 3% Indigenous students and approximately 48% ESL.

There continues to be an increase in students from overseas, and given the continued construction of apartment buildings in the Darwin City area, an increasing number of the school's student population continue to reside in high rise apartments.

Year	Preschool	T-6 Enrolment	Attendance
2015	43	324	93%
2016	44	383	92%
2017	44	448	93%
2018	44	442	93%
2019	44	473 (October)	93%
2020	44	495 (Term 1)	

## School Capacity Survey - Larrakeyah Primary School

Date: 09/10/2019		Updated By: Peter Wastle	
Pre-School General Learning Area (GLA)	Number of GLAs	Capacity per GLA	Total Capacity
Permanent Buildings	1	44	44
Transportables	0	0	0
<b>TOTAL</b>	<b>1</b>	<b>44</b>	<b>44</b>
T -6 General Learning Area (GLA)	Number of GLAs	Capacity per GLA	Total Capacity
Permanent Buildings	20	27	540
Transportable	1	25	25
Transportable	1	22	22
<b>TOTAL</b>	<b>22</b>		<b>587</b>
Rooms not included in the Primary calculation	Number of GLAs	Capacity per GLA	Total Capacity
General Purpose Room	1	0	0
After School care/Multipurpose	1	0	0
Library/computer room	1	0	0
		0	0
<b>TOTAL</b>	<b>3</b>		<b>0</b>
<b>Notional Primary Student Capacity</b>			
<b>Total T-6 Capacity</b>	<b>By Discount</b>	<b>Notional T-6 Capacity</b>	
587	90%	528	

*of Mary*  
 PRINCIPAL  
 DATE 4/3/20  
 Comment:  
 This form was completed in Term 4 2019 and notional T-6 capacity given as 506. Advised by Simon Scally that there was an error in the way the form added up the numbers. This is now the updated form that was given.

Enrolment and Attendance Record			
Year	Preschool	T - 6 Enrolment	Attendance
2014	49	311	92%
2015	43	324	93%
2016	44	383	93%
2017	44	448	93%
2018	44	442	93%
2019 Term 1	44	435	94%

Priority Enrolment Area (PEA)	
Year	% of School Enrolment from PEA
2017	76%
2018	78%
2019 Term 1	78%

## Current Issues

- Larrakeyah Primary has exceeded the projected 2018 enrolment figure (primary) of 376. The school has almost reached the optimum T-6 capacity in 2019. The school needs additional classrooms.
- Two classes are currently in demountables which are unsuitable for current teaching practices and classes of 27 students.
- The NT planning Commission's document 'Central Darwin Area Plan' states "...by 2025 Larrakeyah Primary School will be exceeding capacity and consideration is for expansion of the school".
- The school has no office spaces for Specialist Teaching Staff
- The school has a STEAM coordinator and Innovation team but there is no area available for STEAM activities and projects.
- There is insufficient space in the administration reception area, particularly at busy times of the day when a combination of parents, visitors, staff and students need to be addressed.
- The staffroom has insufficient space for a staff that has grown over the years. The current staffroom is unable to accommodate all staff for break times, gatherings and meetings.
- There are no areas for parent meetings, conferences, visiting therapists or for staff to work in collaborative teams.
- The current teacher resource area is inadequate and there is insufficient space for resources.
- Current defence project on the Larrakeyah Barracks next to the school has resulted in the school's main drop off and parking moved to the base side, resulting in the need for a new entrance to the school.
- Given the school is 56 years old, it is no longer economically viable to further improve aging infrastructure.
- Existing learning areas are not aligned with the current pedagogy of inquiry and 21st century learning with the need for students to work collaboratively, in groups, in different spaces and extend learning outside the 4 walls of the classroom.



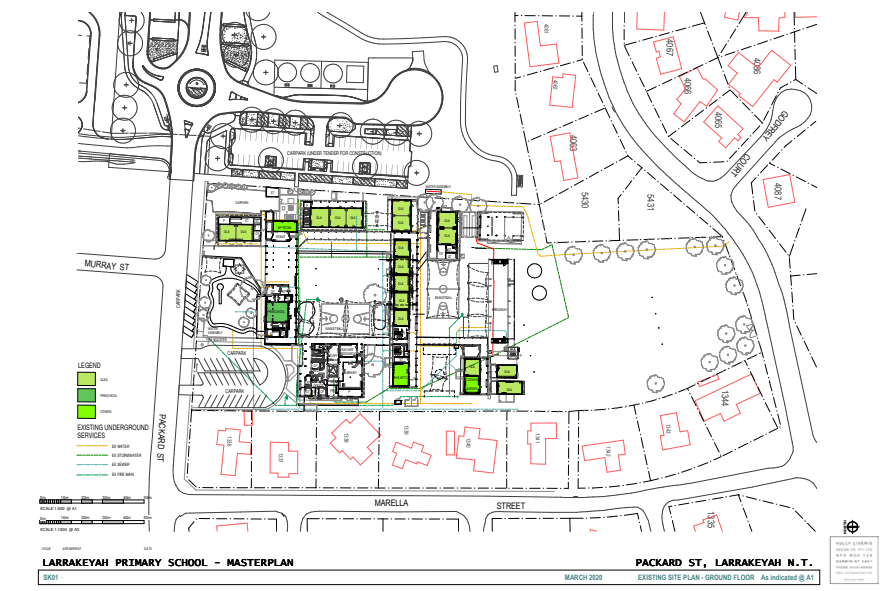
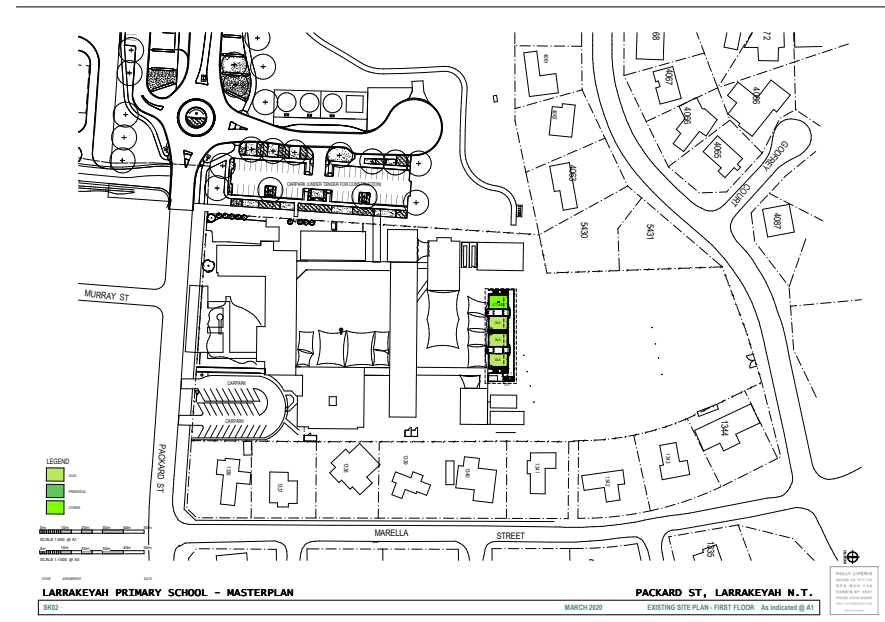
# 1.2 existing facilities

Larrakeyah Primary School was opened in 1964 and remained that way until Cyclone Tracy struck Darwin on Christmas Eve 1974, during which it suffered extensive damage.

Since that time further renovations and additions were undertaken including the movement on and off site of various transportable structures. In more recent years the majority of transportables were removed and replaced with permanent classrooms into the existing pedestrian-access and courtyard network.

A significant portion of the 1960's, 70's, 80's and 90's infrastructure is no longer able to support the pedagogical and technological imperatives of the School Strategic Plan.

Also driving the need for future site Master Planning is a consistent increase of the school population, which is problematic and placing strain on the existing outdated facilities.



# 1.3 problems + opportunities

## Meaningful Building Placement

Several existing buildings impede visual and physical connections within the site, as well as the passage of cooling breezes. By removing outdated buildings, which act as barriers, and placing new facilities upon the pedestrian perimeter walkways, activates the school courtyards, promoting visibility, and connections.

All buildings will access new meaning and significance in being linked to the central consolidated court, akin to courtyards of the past, which support human needs of security and safety.

## Simplified Access Systems

The existing pedestrian network has good underlying layout, but has become a little convoluted and not suited to the linear nature of the site. With careful building placement, some removal, the access systems can become simplified and more legible for students.

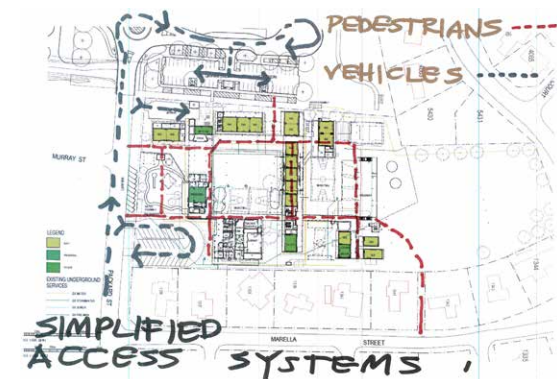
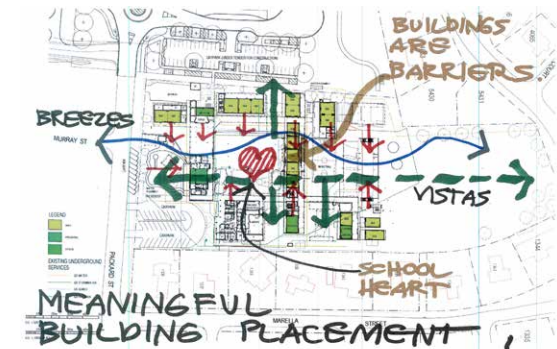
The location of a new car park to the Larrakeyah Base will address many of the existing safety and vehicular traffic congestion issues as noted.

## Integration with Landscape

The existing tartan grid of landscaped courts will gain significant relevance via the meaningful removal of buildings, consideration of new built form, simplified pedestrian access, so to transform disengaged external spaces, to mutually interdependent spaces with the internal functions.

All internal spaces will have significantly improved visual and physical connections to the landscape, allowing future flexibility in pedagogical terms.

The psychological benefits of an interactive and accessible cooling landscape is fundamental to children's growth and development.





# THE VISION



ISSUE AMENDMENT DATE

# **LARRAKEYAH PRIMARY SCHOOL - MASTERPLAN**

SK03 -

MARCH 2020

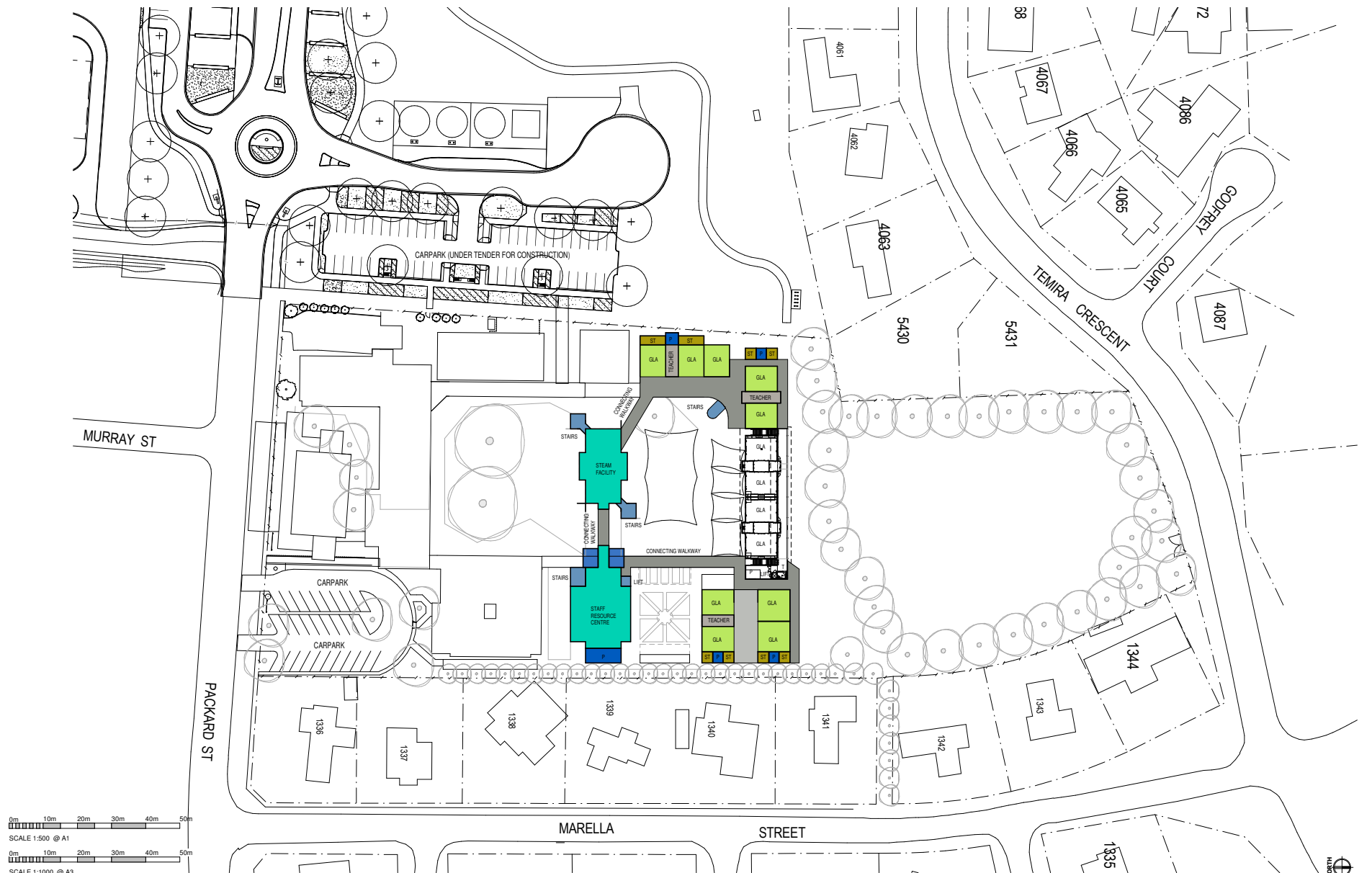
**PACKARD ST, LARRAKEYAH N.T.**

PROPOSED SITE PLAN - GROUND FLOOR

1: 500 @ A1







ISSUE	AMENDMENT	DATE
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## LARRAKEYAH PRIMARY SCHOOL - MASTERPLAN

SK04 -

MARCH 2020

PACKARD ST, LARRAKEYAH N.T.

### PROPOSED SITE PLAN - FIRST FLOOR

1 : 500 @ A1

**NORTH** 

**HULLY LIVERIS**  
DESIGN CO. PTY LTD  
GPO BOX 736  
DARWIN NT 0801  
PHONE 0438189999  
EMAIL [HLDC@BISPERS.COM](mailto:HLDC@BISPERS.COM)

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## 2.1 principles

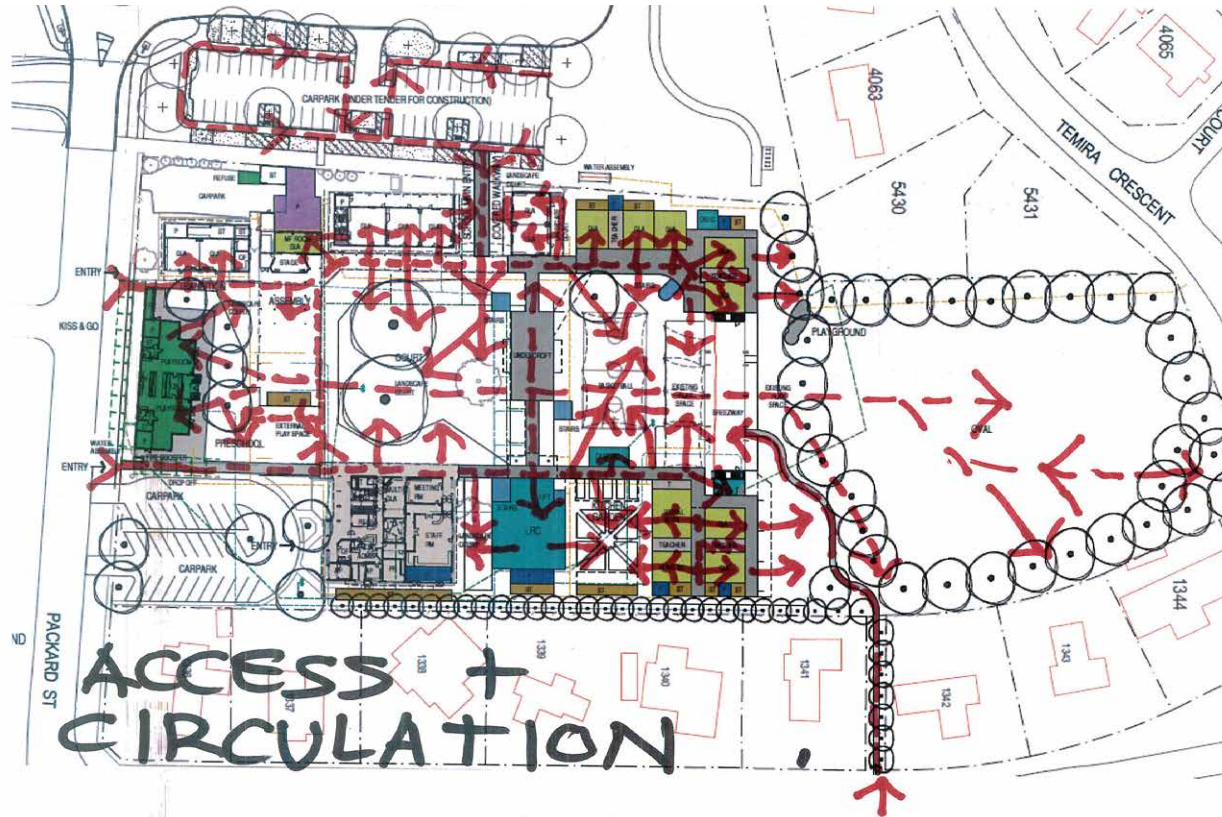
### 2.1.1 Access + Circulation – Safety in Design

The north-south linear nature site has direct impact on built form and resultant site planning; the existence of mostly single width buildings and interposed courts and walkways has been consolidated, enhanced by the careful removal of outdated structures, and strengthening the centralised court and adjoining satellite courtyards.

All access, circulation is via the perambulatory, which activates all uses, which it connects, whilst importantly allowing direct access from all internal spaces to external landscaped courts. First floor access also follows the same principles.

The clarity and ease of circulation and supervision is crucial for the school and will underpin safety in design principles, whilst also allowing good light, ventilation and views for all internal spaces.

The landscape has also been conceived to promote safety through design, allowing clear vision around all edges within the facility.





## 2.1.2 Green Linear Court – Cooling Court

The continued development and consolidation of the central, linear court, which acts as the connector, the spiritual heart of the school, vitally and spatially allows vistas to and from the oval, for the entire length of the site, maximising the attributes of a long, thin site.

This green linear court allows easy passage of cooling wet season north westerly and dry season south easterly trade breezes.

For the entire length of the site, heat mitigation is to be developed via careful placement of viable long term trees, arbours, sails, awnings, light coloured, twin skin rooves that will allow heat reflection, release, and avoid heat entrapment.

Strategies of heat mitigation need to be considered in all further development of site infrastructure and facilities, including scientific modelling of proposals to deal with the expected warming of localised temperatures.

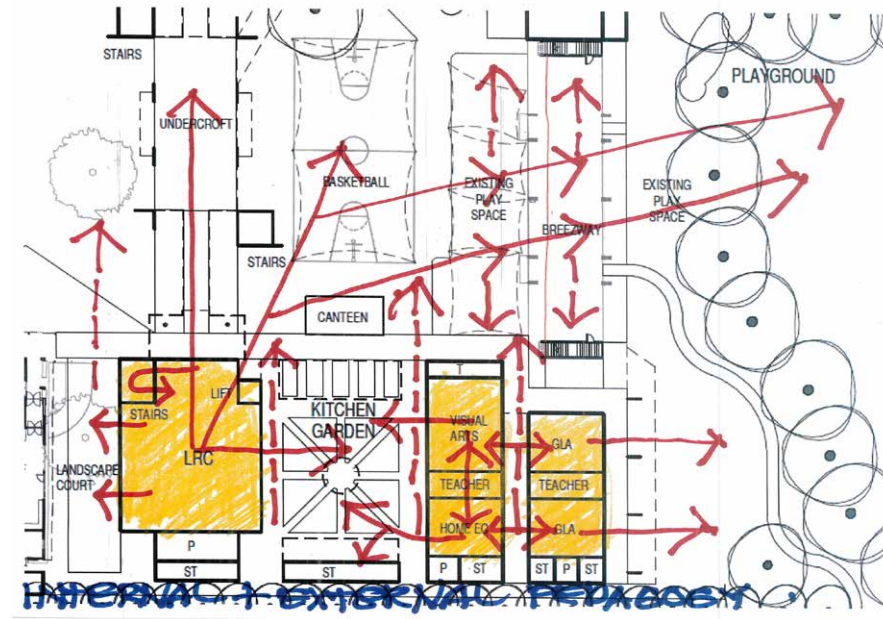
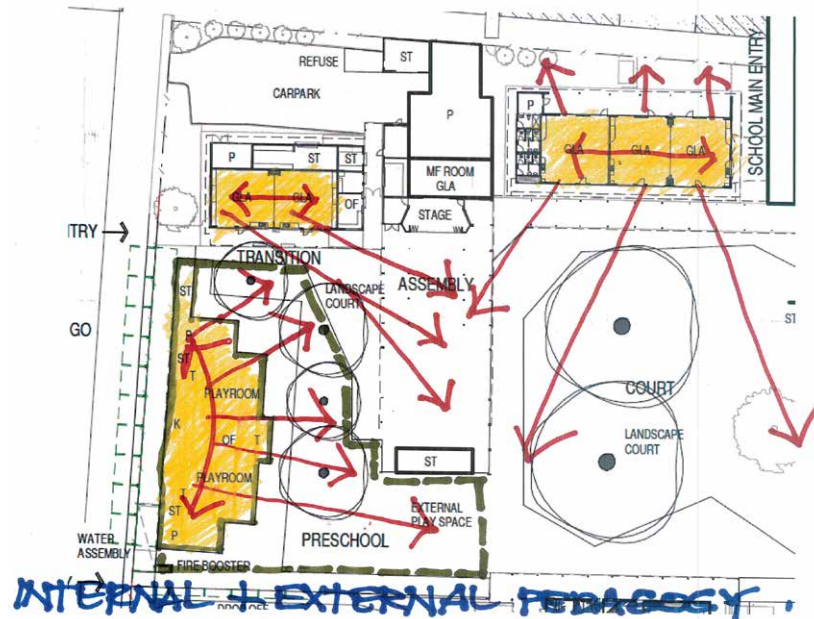
An undercroft below the Steam Facility is a multi functional space for play, akin to the successful recently completed northern covered play space. This space also acts as an arrival portico from the main entry arriving from the Base and will act as a proscenium, framing site views towards the north and south.



The central courtyard has, since 1964, formed a strong focus for Larrakeyah Primary School, hosting many of its social events, presentations etc. Its revitalisation is fundamental to the continued outstanding success of this inner city school.

The existing oval is proposed to be lined in appropriate large canopy trees capable of providing the vital coolth to address the impacts of localised climate change and increase in temperatures etc. The oval will gain further significance via the consolidation of the linear court and distant vistas and connections to the south.

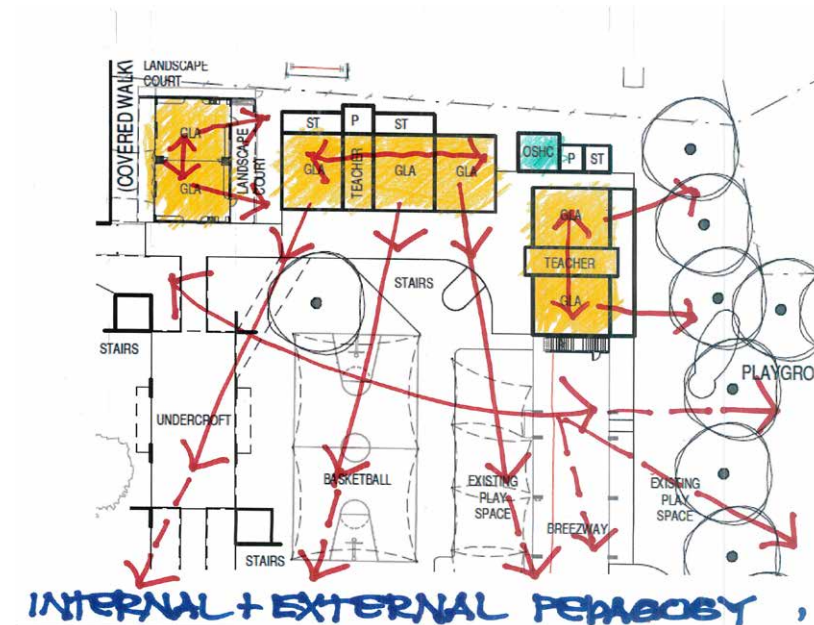
## 2.1.3 Built + Landscaped Form Supports Pedagogy



Individually and collectively all site facilities, infrastructure must be highly flexible, adaptable, capable of change to suit the ever-changing nature of educational delivery, gradual school population increases, staging, decanting and other impacts.

As noted the linear nature of the site, together with the considered integration of circulation routes and cooling courtyards, ensures that most spaces on site are capable of being supported by the adjoining landscaped spaces.

The fast evolving pedagogy of the internal and associated external teaching and learning spaces has had an important influence on the Master Planning of the site, underpinning all design proposals.





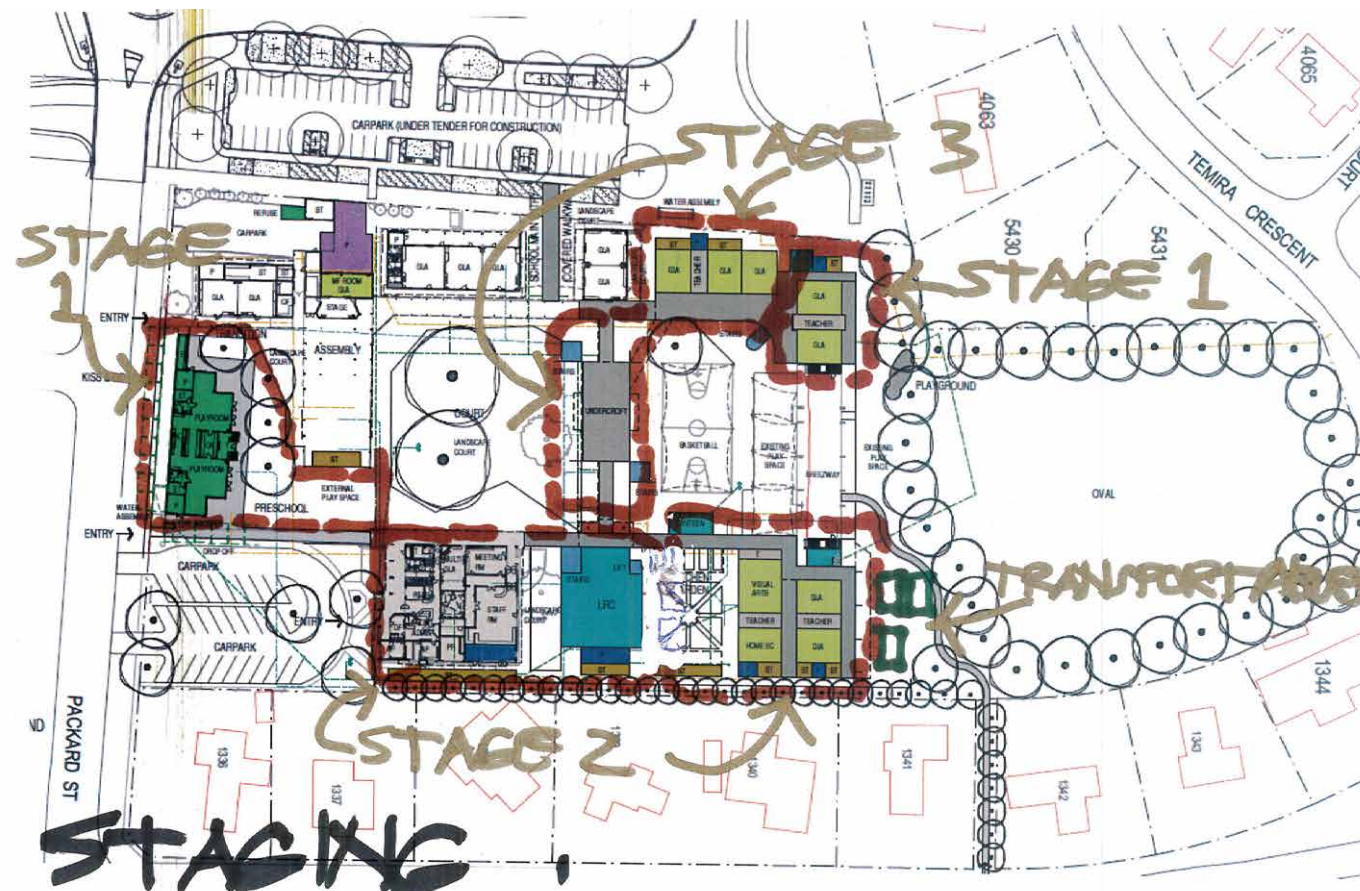
## 2.1.4 Staging Options

The proposed Master Planning allows easy staging of the works in the following possible sequencing as advised by the school:

### Stage 1

The former lunch shed is demolished and 4 new GLA's constructed to the north west sector of the site, with construction access from the oval and minimum impact on the school. These new GLA's can form the decanting pool options for the school should other options of staging be considered and transportables, if required, could possibly, at time, be avoided.

The Pre School is proposed to be built at the southern end of the linear green court, with the existing facility retained in use whilst construction is underway; following occupation, the former facility can be removed and the new external play space extension completed. The canteen can remain in present position until the need for the assembly expansion is required due to increase in student cohort over time as advised by DoE.



### Stage 2

The Senior School, Administration and LRC building forms this stage and will require temporary accommodation of staff and students into transportables. The 4 classrooms to the north west corner of the site can be used for decanting during this stage, as well as possible transportables as indicated.

### Stage 3

The STEAM Facility and GLA block south of the former lunch shed is proposed next; the impact of the removal of the existing central 5 classrooms would be possible due to new capacity as a result of the new classrooms as noted in stages 1 and 2.

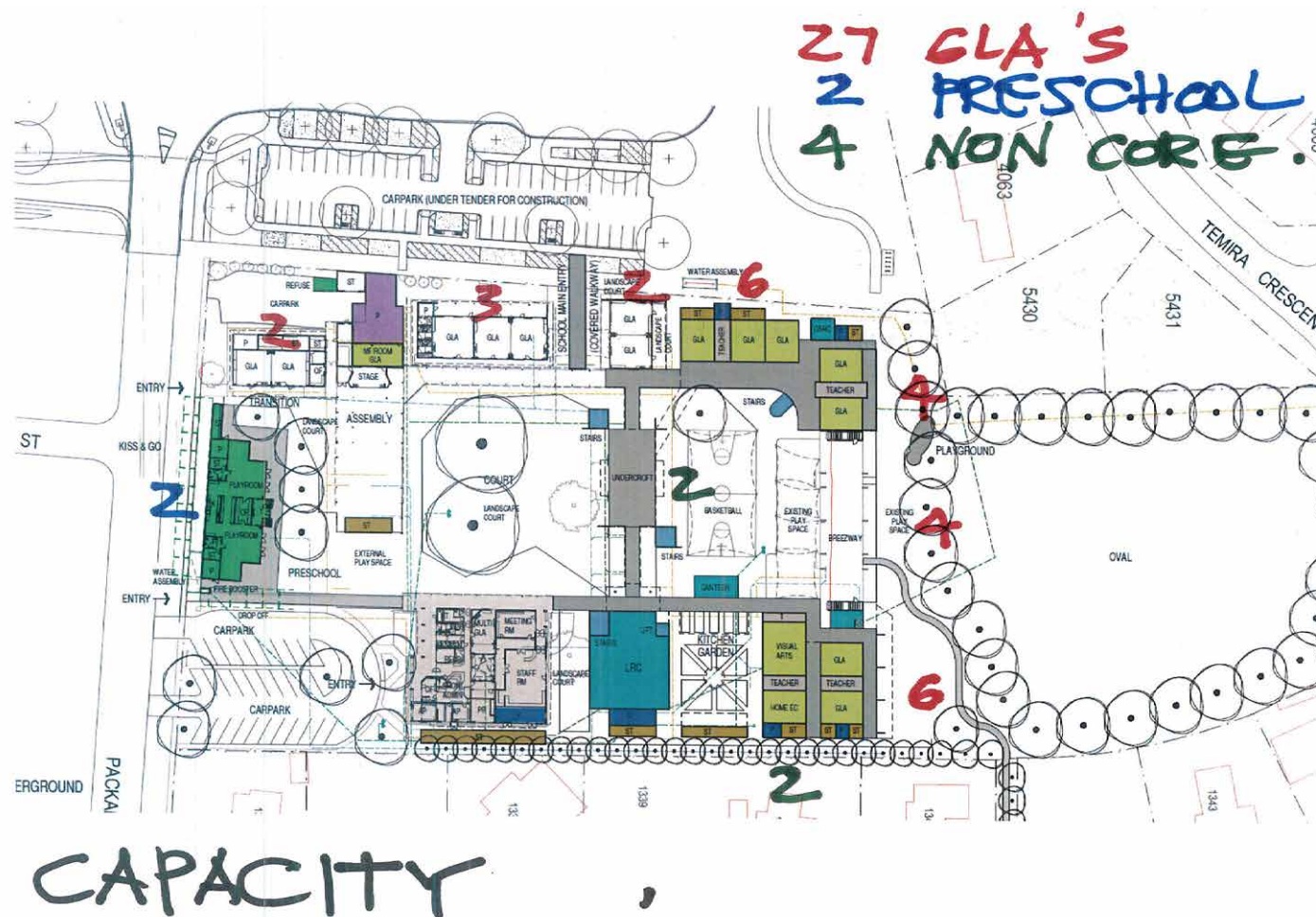
As can be noted school enrolments have increased from 360 (49 + 311) in year 2014 to 539 (44 + 495) in 2020 and supported on site with 20 classrooms of varying quality/ type, 2 preschool spaces and 3 non core classrooms (GLA's).

Meetings with DoE and the school has revealed that further student population increases will be experienced, though the accuracy of such predictions is still uncertain.

HLDC have been instructed by DoE to make provision for a maximum of 200 additional students, notionally 8 additional core GLA's.

In addition to the core classroom requirements, the school has specific Strategic Plan requirements to support their core delivery a Steam Facility, Visual Arts centre, Kitchen and associated Garden.

The Master Plan proposal  
has considered and made

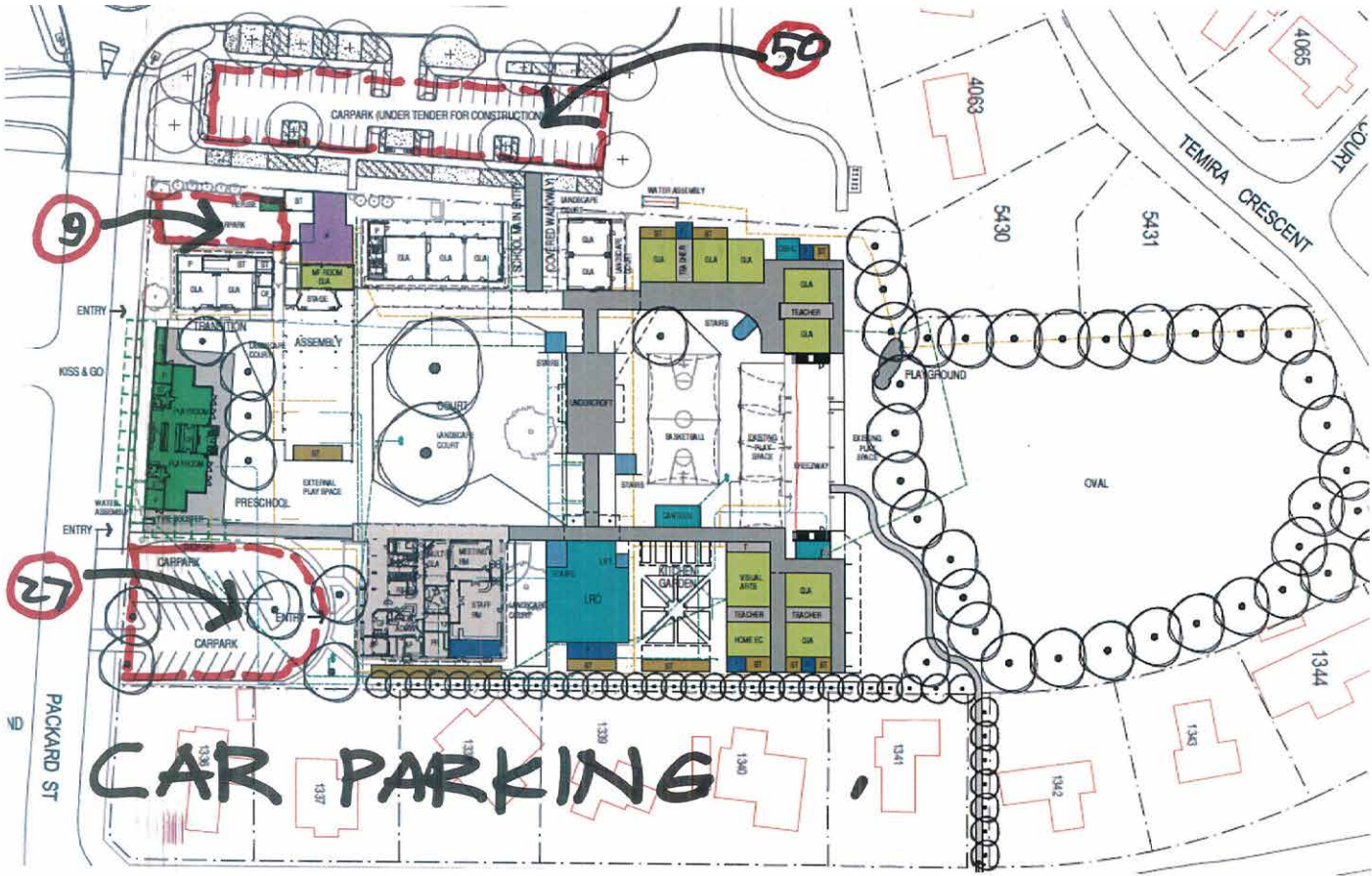




allowance for the meaningful location of temporary transportable should those assets be required.

### 2.1.6 Car Parking

As noted car parking presently creates significant safety and access issues, which are exacerbated by the entry into the Larrakeyah Base. Through community consultation and interface with Larrakeyah Primary School, the Base now includes significant infrastructure to allow for the bulk of school vehicular traffic to be provided for, avoiding localised school street congestion. Furthermore, the existing south eastern school car park will be largely reserved for staff parking and some admin drop off space as well. The south western car park will be retained for refuse, loading bay and



#### On site car parking assessment//requirement.

expansion of the plant and site services as noted.

#### Primary School.

1 car park for each classroom	27
plus 2 additional spaces	2

Total required

36 (complies)



# KEY PROJECTS



## 3.1 preschool building

The existing Preschool facilities were completed in 1964 and in Master Planning and practical terms, beyond contemporaneous relevance and economic life.

A new facility with two separated spaces based on the successful DoE Bees Creek Pre School has been located towards the southern boundary so as to maximise opportunities for secure play space and connection to the linear green space to the north, allowing uninterrupted vistas and passage for cooling breezes from the school oval.

External storage modules allow easy access from external play spaces.

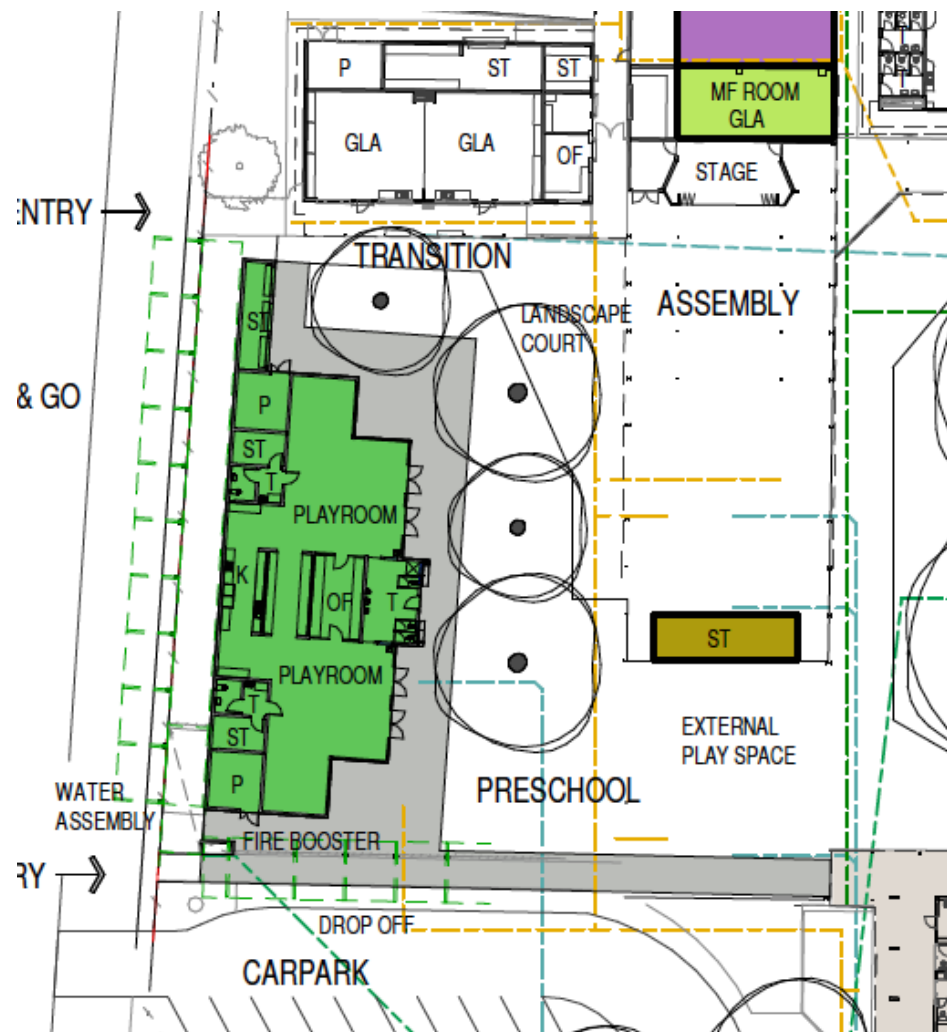
The Preschool is separated from the Transition classrooms and its external play area, a combination of covered and open to sky spaces, is compliant with statutory spatial requirements.

Entrance to the Preschool is from the central green court and the perimeter walkways, thereby ensuring good surveillance, safety through design etc.

The Preschool is setback from the Packard Street frontage, avoid the existing water meter assembly, fire booster, and incorporates an awning providing protection over the verge to the kiss and go drop off/pick up. A band of landscaping will add visual amenity to Packard Street, befitting of the entrance.

Predicted capacity of 22 students per class space requires an external secure space of 308 square meters, or 7 sq/m per student. The Master Plan proposal has a dedicated external space of 879 square metres, a combination of covered and open to sky space.

All internal Preschool spaces are directly related to protected and secure external spaces, maximizing opportunities for indoor-outdoor teaching, learning and play.



A well coordinated and detailed planning of the enlarged and reconsidered external spaces will be required into the future to align with the schools pedagogy.

The Pre School is well located in relation to Transition years classrooms.

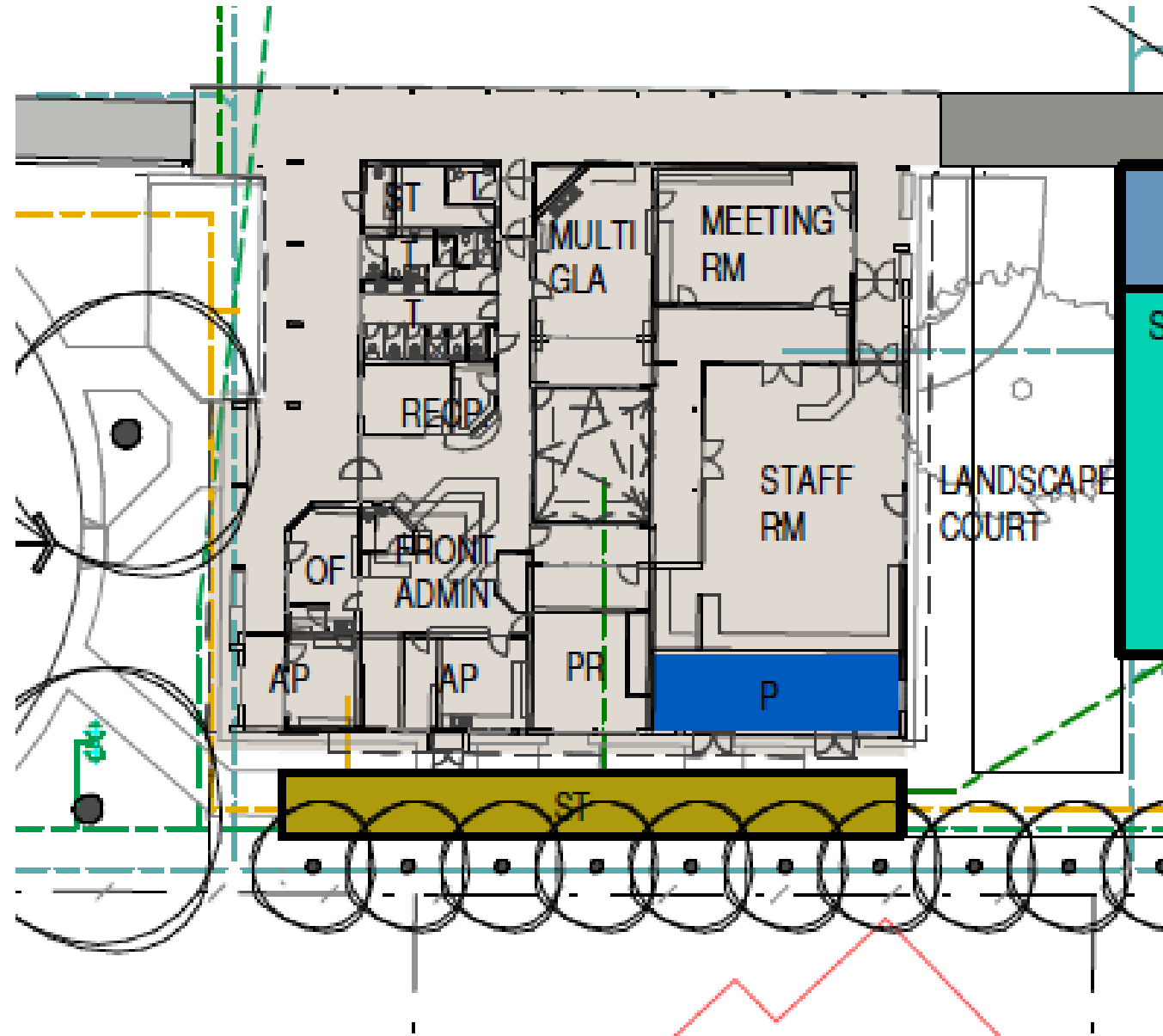
## 3.2 administration building

The existing Administration Building and Library is proposed to be retained and renovated as a larger Administration hub focus, befitting of the larger school as developed in accordance with this Master Plan proposal. Its present location is reasonably centralised to the linear site, has good exposure and surveillance capacity, and reasonable presence, enfronting the central quadrangle.

The school staff has provided a detailed forecast of the future requirements, and the building has been replanned to accommodate these needs, which is a sensible use of resources. The existing central court forms the focus of the pin wheel arrangement, acting as cooling water court, a location of tranquilly and soft focus.

The reinvigorated Admin area will be directly connected to the Learning Resource Centre across the Poinciana Court, and onto the first floor where there are additional staff resources and well being spaces.

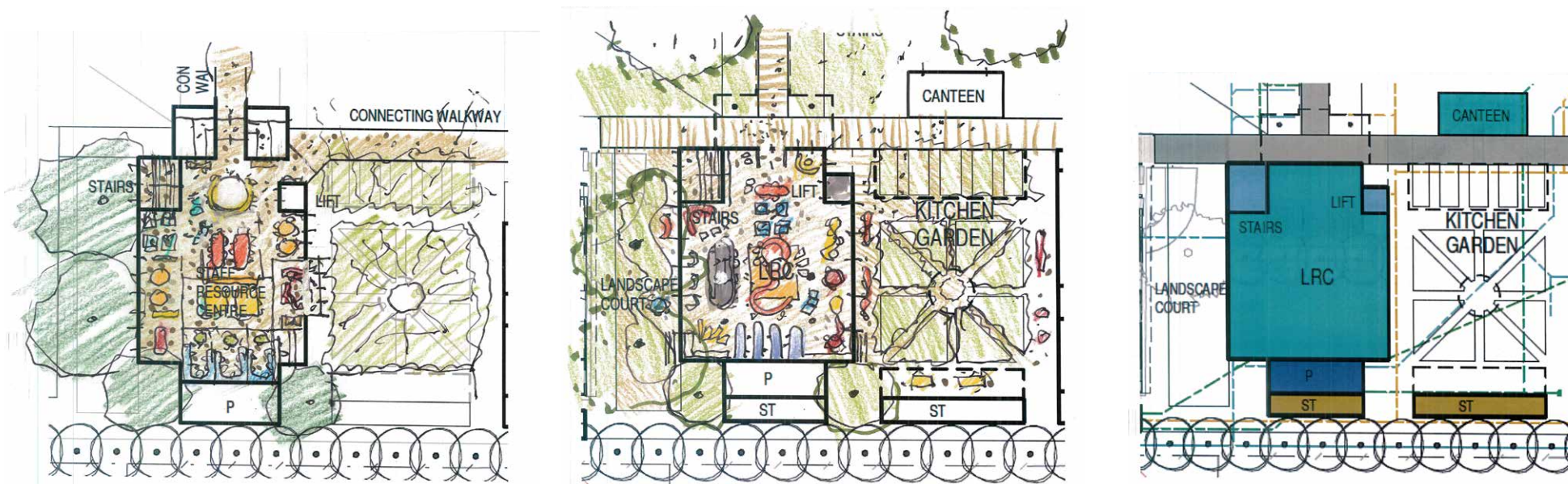
The Admin area is also directly connected to the southern car park, proposed to be reserved for staff and minor deliveries, emergency vehicles etc.







## 3.4 learning resource centre + STEAM facility



### 3.4.1 Learning Resource Centre

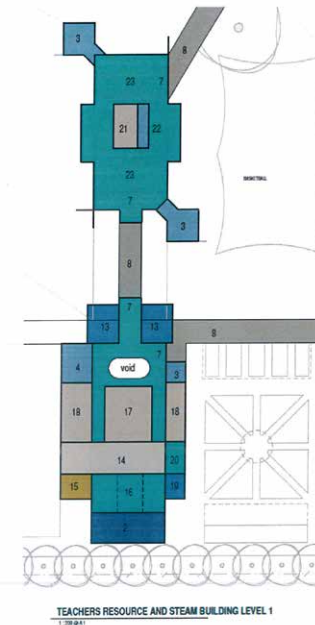
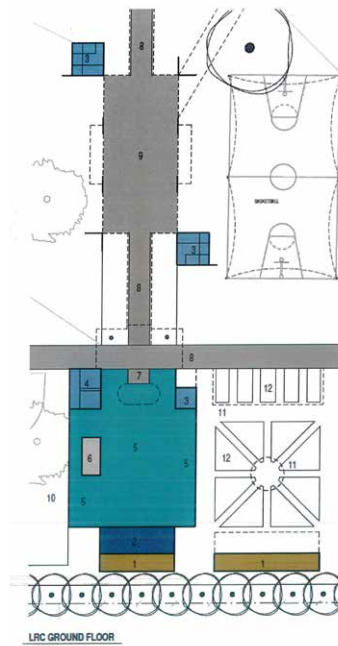
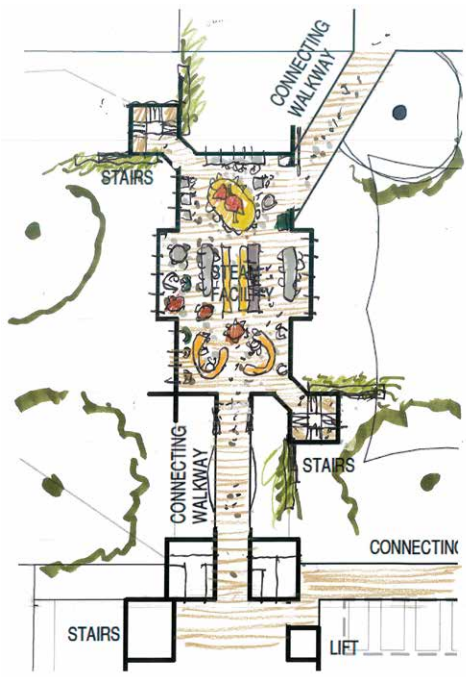
The traditional roles of Libraries within Primary Schools has changed significantly in recently years and the Master Plan has considered a centralised Learning Resource Centre which is essentially a flexible series of spaces for multi modal learning and activities for the students.

The LRC is directly connected to the Steam Facility at first floor level, which is a critical aspect of aligning built form with the written pedagogy of the school. Moreover the LRC is also directly connected to the Senior school cohort at first floor. These interfaces, connections, activity, enable creative inter collaboration between the core spaces and will provide the students with valuable learning spaces, setting the scene for the impending Middle School years.

The LRC has excellent visual access and direct physical connection to external open to sky courts, the green arbours of the Kitchen Garden, to provide additional learning spaces, whilst also supplying the internal spaces with oases of coolth and dappled light, and tranquil gardens. The LRC has exciting multi level views, which are visually inter connected and exciting for primary school students.

The LRC will contain a limited selection of hard copy books to satisfy the needs of this type of learning and is well placed to allow out of hours use by the community should that option be explored.





## 3.4.2 Steam Facility

The pedagogies of Larrakeyah Primary School required a dedicated Steam Facility that assists the school in providing the pathway from primary, to middle to secondary schools. The alignment with the Steam ambitions of the Darwin Middle School and the ultimately to the new Steam Facility at Darwin High School forms a core ambition of the Department of Education aims, which Larrakeyah Primary School has mobilised in the proposed Master Plan.

A Steam Facility presents as open collaborative spaces, but can easily be reconfigured as 2 separate teaching spaces, separated by teacher resource space and a stair to the roof mechanical plant, focussing on Science, Technology, Engineering and associated streams.

The Steam Facility forms a key focal point within the Master Plan, acting as an elevated pavilion, supported by an open breezeway

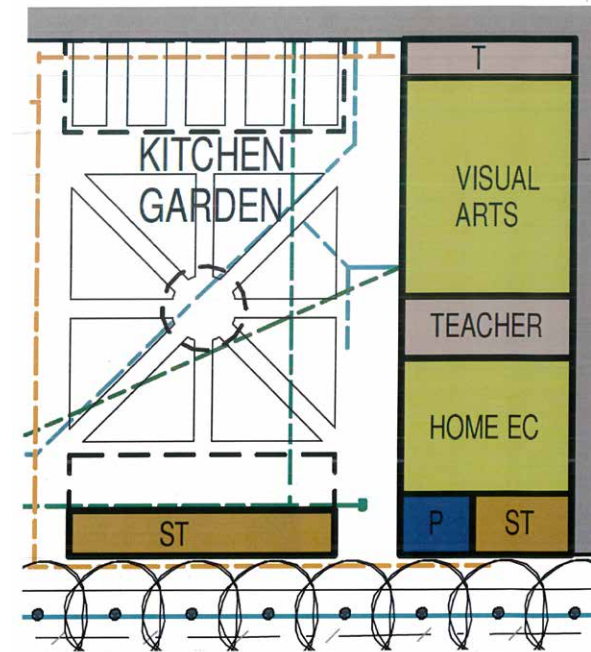
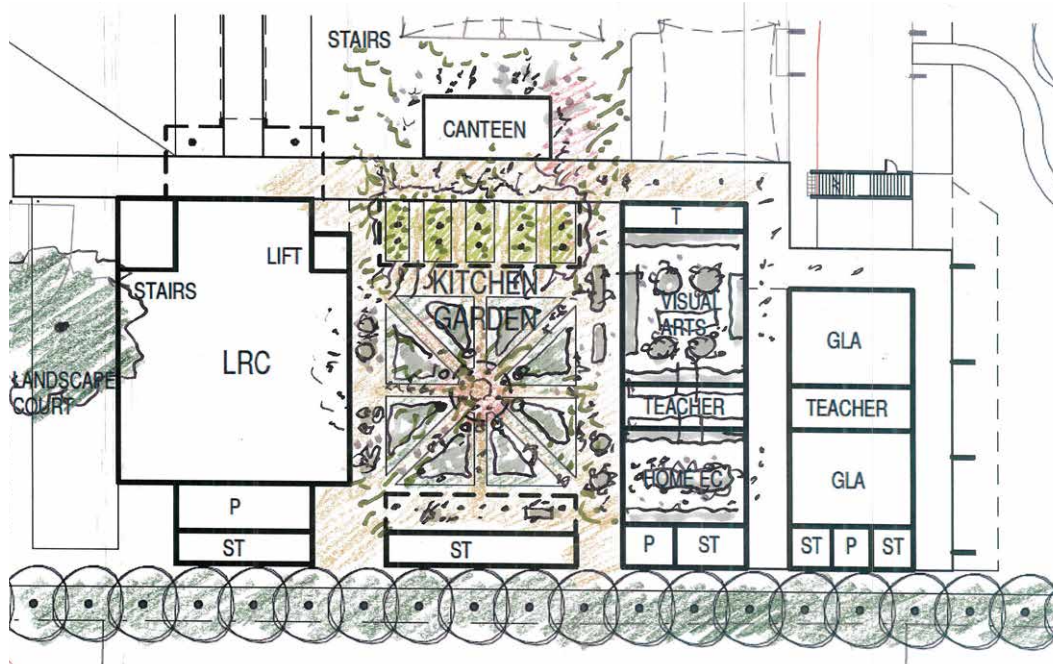
below, an additional play space for students. The ground floor breezeway or under croft can also be used for school functions, presentation space, community use etc.

The Steam Facility is connected at first floor level to the Senior school in two directions.

Stairs located at the corners of the upper space connect directly with the central courtyard at ground floor level, allowing informal use of the space possibly during lunch, as well as community after hours events held by the school.

In a strongly suggestive sense the Steam Facility acts as focal point within the overall school composition, pointing the way to science, technology, future employment, micro manufacturing and the like.

## 3.5 visual arts centre + kitchen GLA + school garden



### 3.5.1 Visual Arts Centre

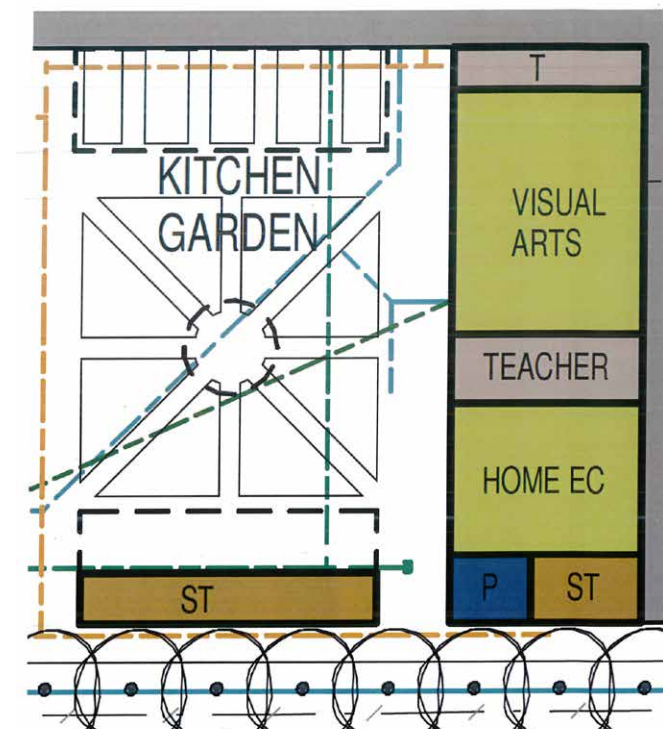
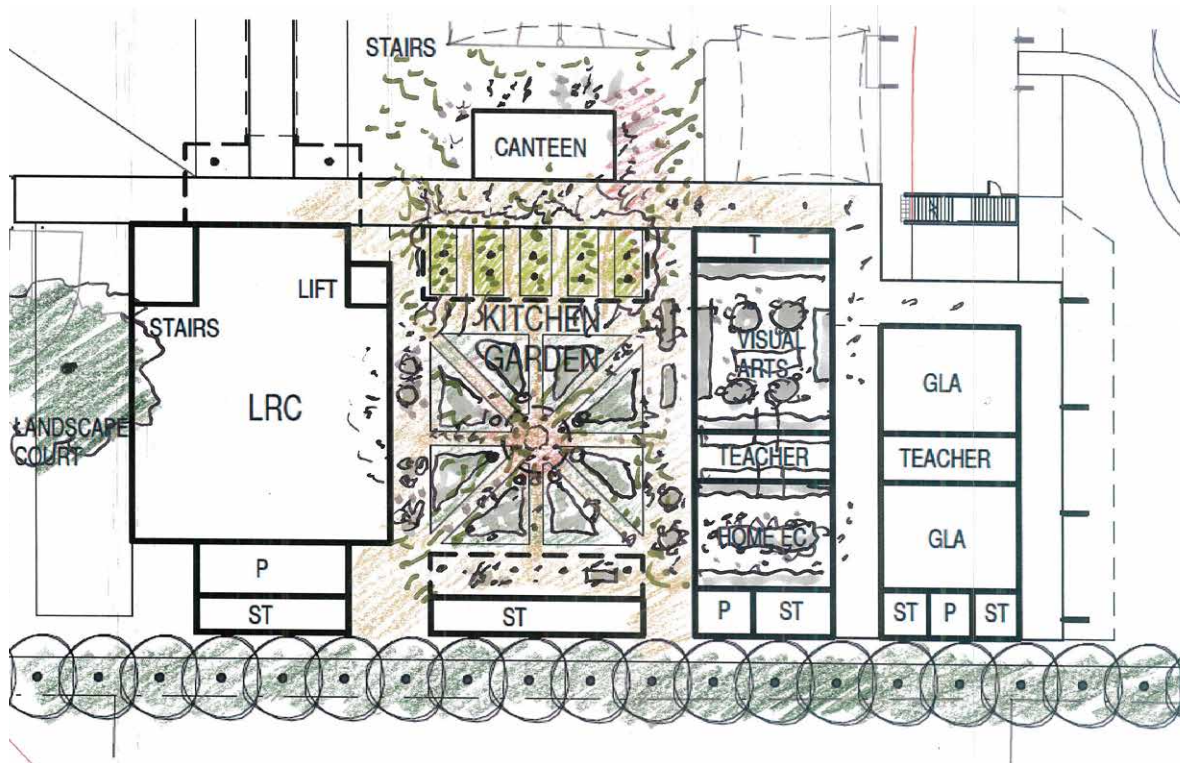
The existing Visual Arts classroom dates from 1964 and cannot support the pedagogical needs, flexibility, programs current and future of the school.

Due to the dispersal and design of the individual, as opposed to grouped multi functional GLA's, and also impacted by the restricted site configuration (width, access etc) a dedicated Visual Arts Centre is required, to satisfy the size and types of wet and dry spaces needed, as well performing as a larger than normal class room sized space, if required.

This space is sized and dedicated for multi functional use for all of the arts and can also utilise the school garden and verandahs for additional indoor-outdoor practical space.

The Art Centre is in close proximity to the Kitchen classroom and the Steam Facility, other external green spaces for outdoor teaching and learning, allowing collaborative opportunities between students, multi use of spaces by merging of classes possibly.

A dedicated staff space shared between the Kitchen GLA supports the schools preference for localised teacher presence.



### 3.5.2 Kitchen GLA + School Garden

A core pedagogical aim of the school is structured around the growing, caring, harvesting and ultimately the preparation of food for consumption.

A dedicated GLA for the preparation of food as well delivery of core school aspirations is proposed orientated directly to the school garden, tended to by the students. The garden is centrally located so as to form a constant reminder as to the value of sustainable and appropriate food production and associated pedagogical opportunities, to increasingly urbanised younger

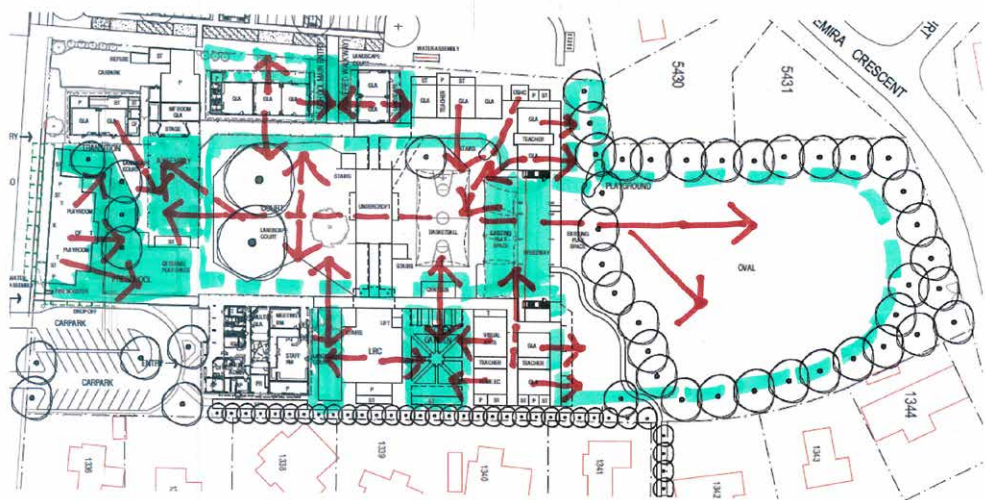
generations, insulated from the production of food and healthy diets and lifestyle.

All necessary storage for tools, fertilisers, and equipment etc is developed within linear storage modules as noted.

The garden forms a valuable visual and cooling oasis, a key focal point of the overall Master Plan, beyond its value in terms of teaching and learning.



## 3.6 OSHC + external learning environment



### EXTERNAL LEARNING



### 3.6.1 Outside School Hours Care (OSHC)

OSHC has been a successful community engagement focus of the Larrakeyah Primary School assisting single and dual parents in the fast emerging and changing work space.

The OSHC office will be located to the north-western corner of the site, tapping into the under cover play spaces, basketball court, oval and close access to the Base car park entry. It could utilise the two ground floor classrooms adjoining the office.

### 3.6.2 External Learning Environment

Since 2009 HLDC has considered the unique site planning challenges of the Larrakeyah Primary School site. Since that time, several building programs have been completed following the continued refinement of the site planning principles, including integration of the external landscape.

Guiding principles of a centralised, linear green spine, north-south in orientation formed the basis of all site planning, with less active functions to the site perimeter.

Fundamental to this concept are the development of activating and legible circulation routes and the complete integration of all spaces with external, green, cooling spaces. Where possible all integrated external spaces are to be considered as enhancing learning spaces, supporting the pedagogies where appropriate.

## 3.7 safe access

The creation of a new main school entrance within the Larrakeyah Base, together with associated roundabout, coordinated drop off and car parking, bus service will solve the majority of safety and congestion issues in accessing the school site. The school site is located at the approach to the Emery Point peninsular and has to date been a difficult destination to access.

### 3.7.1 Vehicular access

A large percentage of parents drop their children to school and the majority of vehicles will now approach the school via Packard Street, onto the Larrakeyah Base, accessing the new car park.

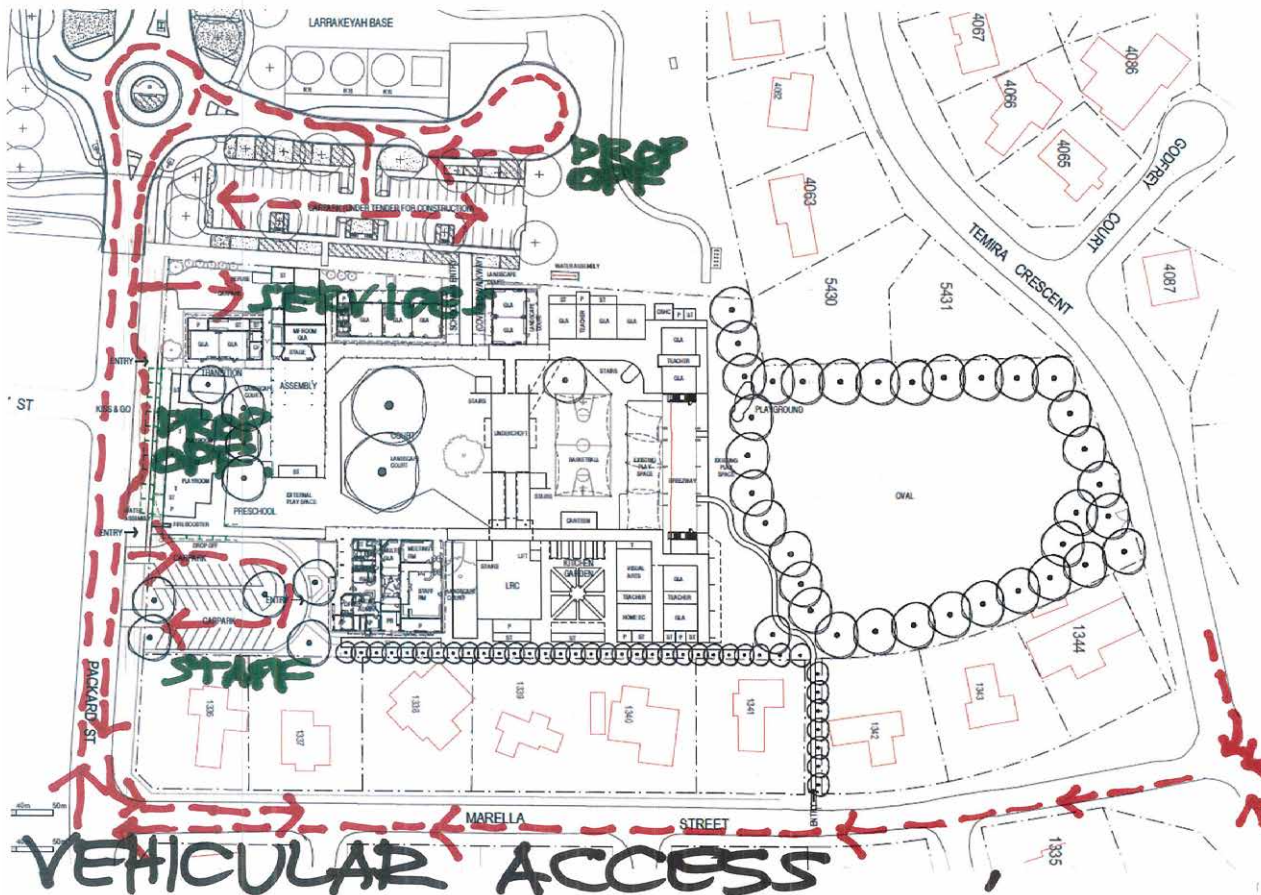
This tactic will eliminate most of the congestion problems and safety risks within the Packard and Murray Streets approaches.

Access via the Marella Street will remain, but it is hoped parents will utilise the Base car park. The bus service to Marella Street may even be deployed to the Base car park to avoid congestion to this street, thereby assisting in safer pedestrian and pedestrian access to school.

A kiss and go is proposed for the Packard Street frontage integrated with a protective canopy, together will easy access to the south eastern and south western gates entrances.

It is envisaged that the current main car park will be reserved for staff parking, whilst staff will also have the option of parking on Base if needed to be closer to their work spaces. This tactic will eliminate the competition for limited available on site car spaces, as the majority of vehicle arrivals will drop off via the Base car park.

The refuse area will be located in the service car park, delivery, loading, and plant area to the south-west corner of the site accessed from Packard Street.





### 3.7.2 Pedestrian access

Pedestrian access to the school entry points, via the existing street network will be retained and will become safer with the majority of vehicles utilising the Base car park, avoiding the bulk of the conflicts between pedestrians and vehicles.

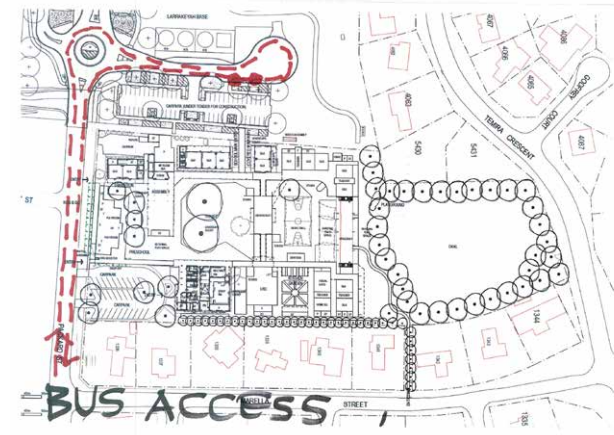
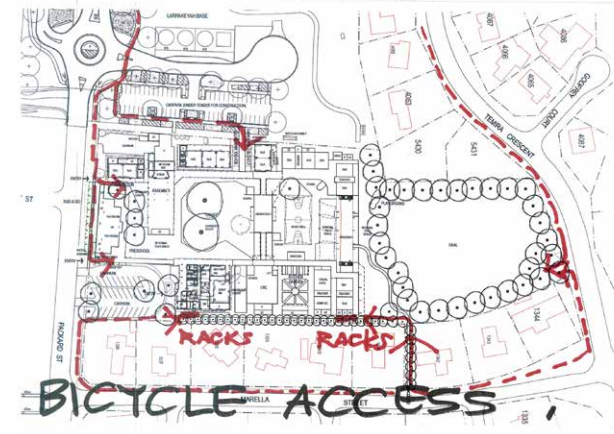
More detailed analyses of the street connection networks will be required into the future in close liaison with City of Darwin, a consultant Traffic Engineer in order to provide safe, traffic calming devices, allowing a more considered student and parent access to the school

### 3.7.3 Bicycle access

In association with the considered pedestrian access to the school entry points, additional and specific assessment of the street network approach will be required to provide complementary design assessment of the macro school Master Plan. Bike racks will be located at the termini of Marella Street, Packard Street and Temira Crescent approaches distributed to suit safety and need.

### 3.7.4 Bus access

Currently all bus movements are along Marella Street from south to north and avoids the congestion of the Packard and Murray Streets confluence. Safe site access from kerb side is achieved directly into the school grounds. It would be possible to deploy this service to the Base car park should assessment and subsequent advice confirm into the future.



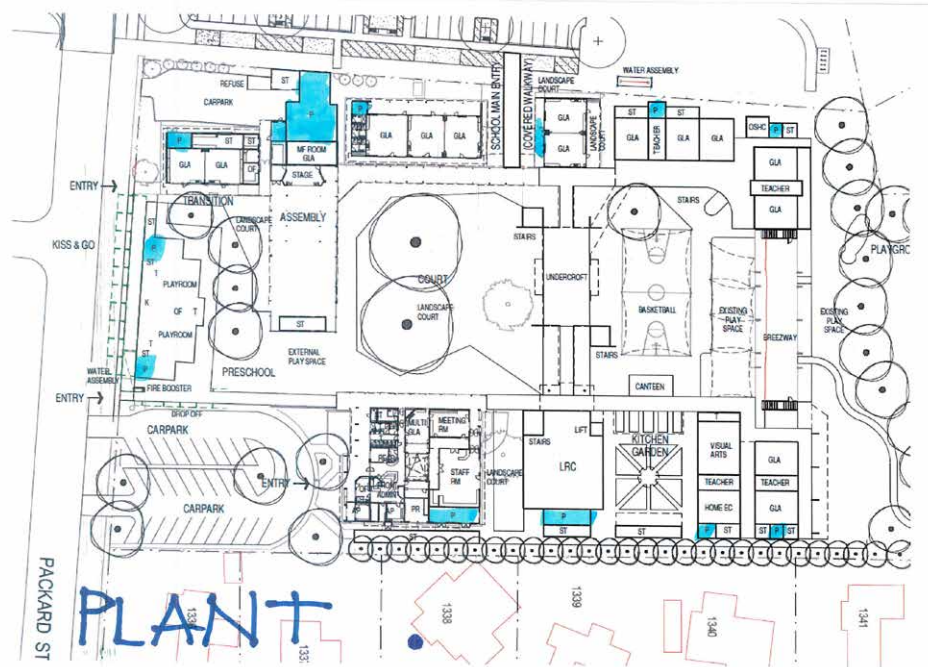


## 3.8 plant

For many years the capacity and access to appropriately sized services and plant have posed problems for the staging of the works. This has been particularly true for the mechanical services, in which the centralised plant capacity has required continual upgrading to cope with any increased demand.

The Master Plan proposes to consolidate and extend the size and capacity of the cooling plant in its present location. The current location is well served by direct vehicle access to assist in any future delivery or extraction of plant and equipment.

Ideally all satellite external plant ought to be consolidated and merged back within the central plant location.



Any further detailed consideration of the plant area will need additional visual as well as acoustic screening, as it poses a potentially high project risk to any further implementation of the works.

All individual building plant has been located to the perimeter of each building to allow external access to plant, independent of the internal spaces workings. These "saddle bag" spaces, serving spaces, allow the served, active spaces to be of regular shape, column free, activating the courts and walkways.

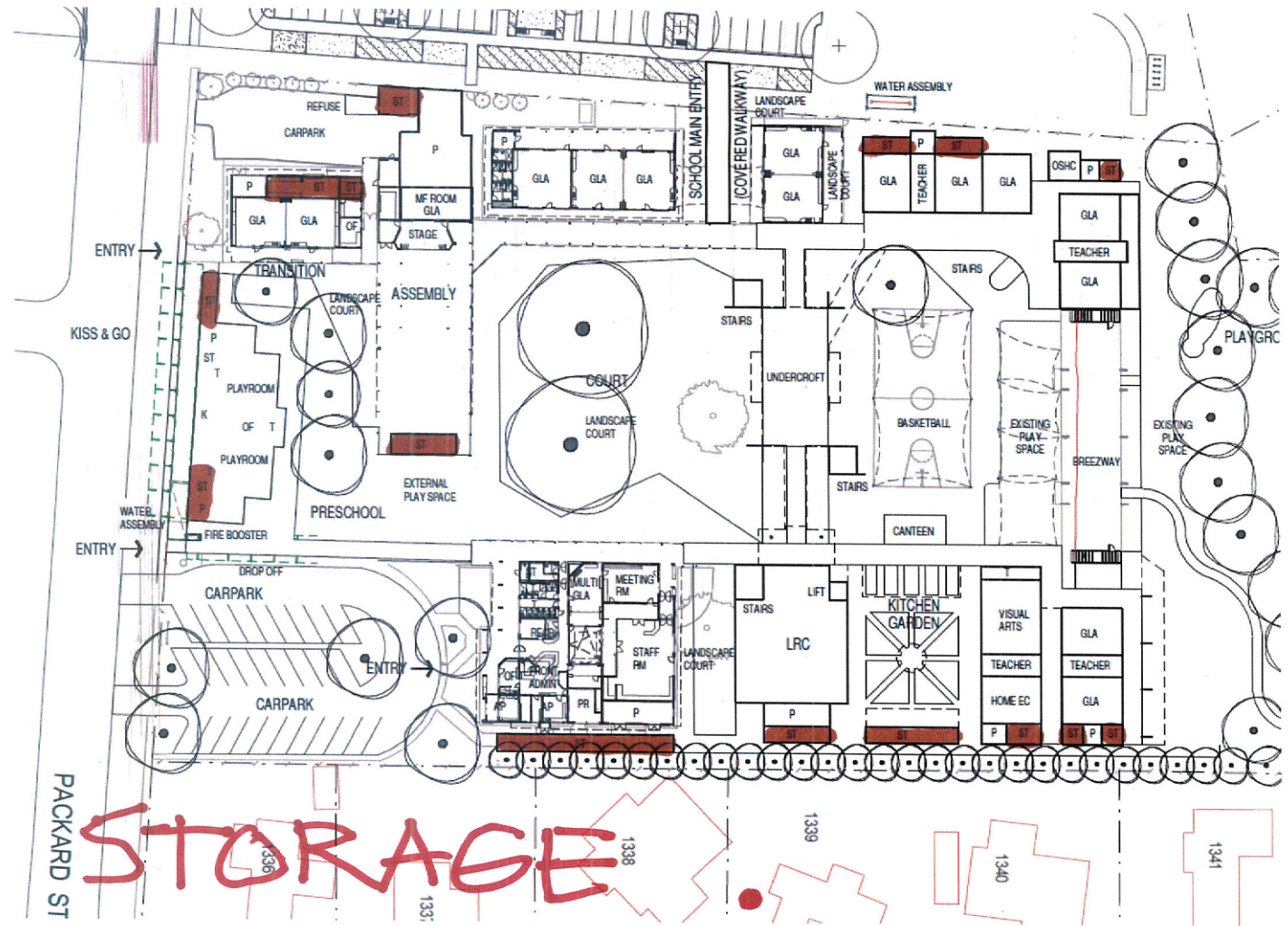
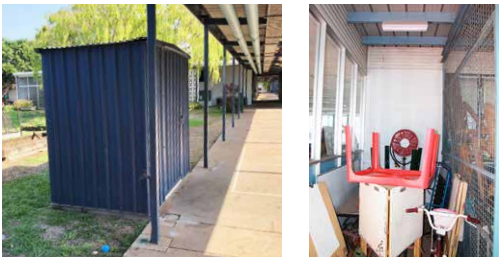
HLDC has met with DIPL and DoE to confirm that the present site for cooling plant, main switchboard, and pad mount sub station is acceptable and capable of accommodating the increase in demand as depicted in this Master Plan document.



## 3.9 storage

The lack of appropriate storage, well spread across the school has posed significant logistics problems, inefficiencies for the staff for many years, and has retarded the delivery of the defined school pedagogy.

Each aspect of site detailed planning has allowed for the creation of peripheral storage modules, located so as to allow the active spaces to engage directly with the central linear court.





## 3.10 ablutions

During all discussions with the school, the dispersal of ablutions facilities throughout the site was considered for convenient and safe access for all.

These facilities are generally located on the main access walkways to further activate the principal internal and external spaces, as well as providing safe and visible access for students. Where appropriate, ablutions are placed within the spaces to which they serve.

With each stage of further development of the Master Plan or building staging, the progressive allocation and numbers of fixtures will need to be assessed for whole of site compliance.

Universally accessible facilities will also need to be addressed.

All 1960's toilets are to be removed from site.

### Students

As noted where possible ablutions have been generally located for easy access from classrooms and external play areas, in addition to:

- The Pre School has its own dedicated ablutions facilities within,
- The first floor has toilets between the LRC and STEAM Facility, which also serve the classrooms to this upper floor,
- An accessible toilet located in the Admin building, which could be used by infirmed students under staff supervision.

### Staff

As noted staff facilities are to be consolidated for easy access, including private staff areas; in addition the following are to be accommodated:

- The Administration building has dedicated staff toilets and end of journey showers//changing spaces, completely renovating the existing outdated spaces,
- The staff area to the first floor of the Learning Resource Centre has dedicated staff toilets,

- The Pre School has dedicated staff toilets based on the successful Bees Creek School model,
- The first floor has staff toilets between the LRC and STEAM Facility which also serve the classrooms to this upper floor,
- It is envisaged the OSHC office space will have it own toilet facility and possibly a facility for the maintenance and service staff to the renovated plant area.

The site plan depicts the dispersal of the retained existing and proposed facilities.

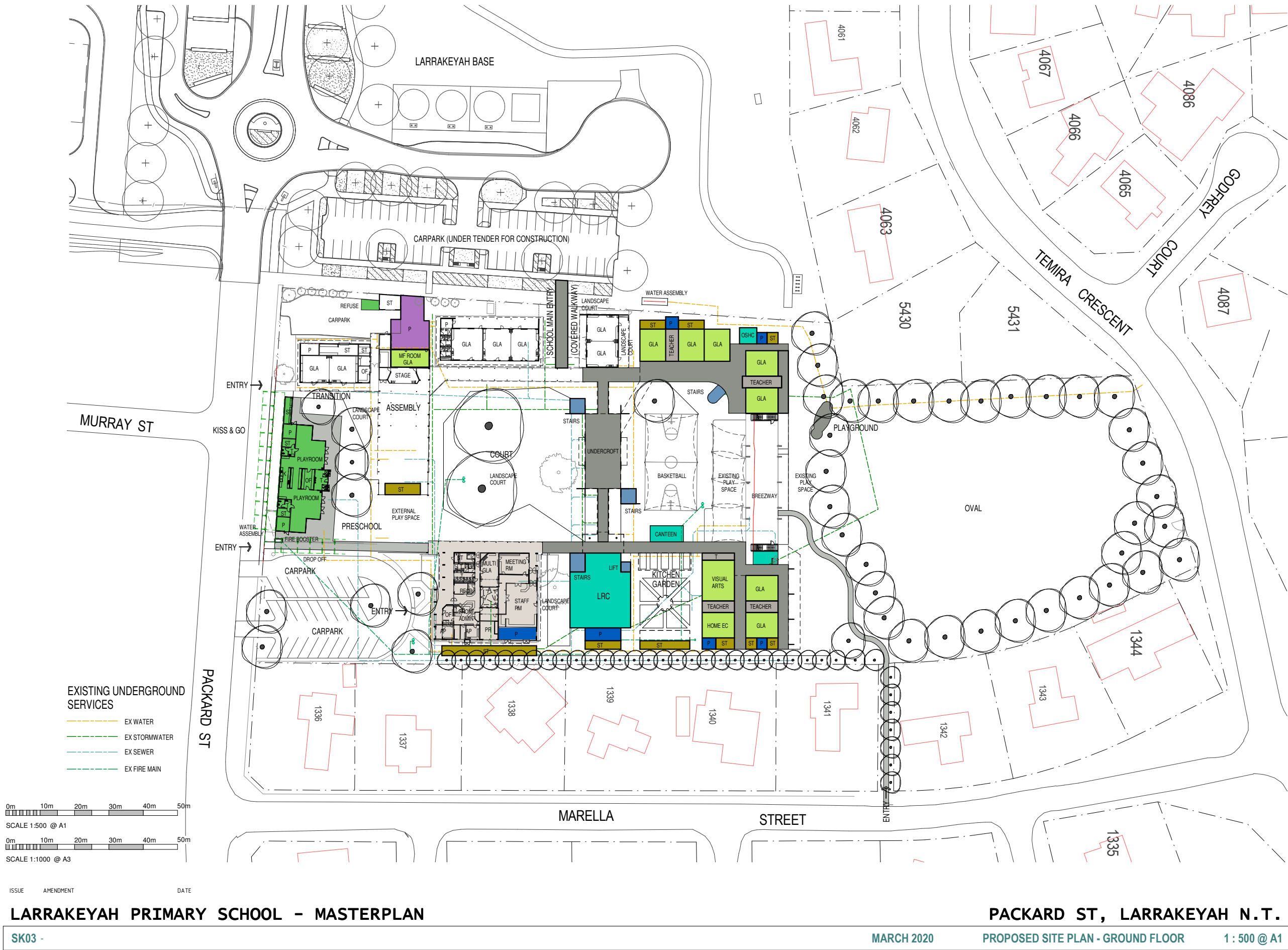






# APPENDIX

# appendix a. master plan drawing: ground floor

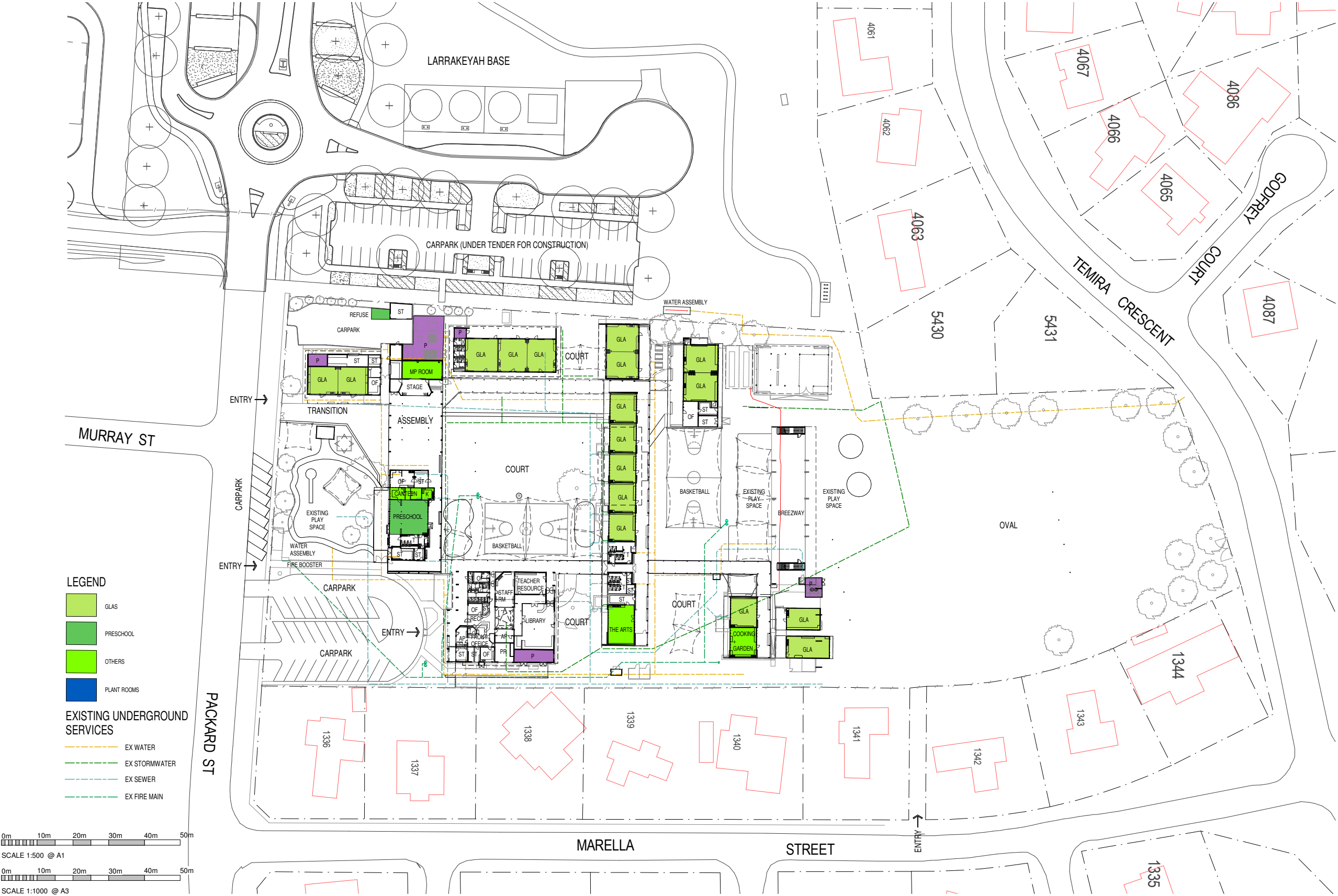


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# appendix b. existing site plan: ground floor



# appendix b. existing site plan: first floor

