

7 November 2017

# Payne Road State School Master plan





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This report was prepared with the assistance of  
staff, students and parents of Payne Road State School.

All artist impressions drawn by John Grace, Design Visualisation



<b>Introduction</b>	<b>1</b>
<b>Consultation</b>	<b>2</b>
<b>Site Analysis</b>	<b>4</b>
<b>Master Plan Overview</b>	<b>5</b>
<b>Projects</b>	
1. Library Entry Courtyard	7
2. Increase Access and Visibility from Entry to Library Courtyard	7
3. Redesign Library Interior	10
4. Enclose Library Outdoor Space	10
5. Classroom Reconfiguration	13
6. Reconfigure Stairs to Connect Upper & Lower Levels and Create Amphitheatre	15
7. Street Entry and Pathway	17
8. Reconfigure Staff Carpark	17
9. Improve Ledgibility of Kernel Street Entry	19
10. Formalise Overflow Parking	19
11. Rationalise Kernel Street Drop-off, Parking and Pedestrian Connection	19
12. Alterations to Prep Building	21
13. Reconfigure Admin/Staff Building	22
14. Senior Eating Area	23
15. Connect library courtyard to new waterplay area	24
16. Create new waterplay/natureplay	24
<b>Appendix</b>	<b>25</b>
Interiors Concepts	
- Context	
- Library	
- Classrooms	
- Enclosed Outdoor, Walkways, Connections, Eating areas	
- Learning space - Exterior	
- Palette	







# Introduction

Payne Road State School has significant resources and facilities which are matched to its reputation for high quality education. The school is located in a residential area with a backdrop of Enoggera Creek at The Gap. The school has extensive, well-kept grounds which include a Stephanie Alexander Kitchen Garden, high quality ovals, courts and playground equipment. The school has sufficient teaching spaces and facilities to accommodate the current cohort of students and future growth to approximately 350 student. The school also has facilities that provide income through community use including the ovals for soccer and cricket club training, the community hall for dance and the high quality OSHC program.

Payne Road State School has the appropriate facilities and teaching areas required for a school of its size however many of the buildings and spaces are old and have not been refurbished for many years. The buildings require repurposing and refurbishment of many of the current spaces and thinking about how they can be integrated into the unique setting. Resources should be directed to ensure that the school environment is revitalized to meet the objective of retaining and attracting students and staff. This needs to be achieved through considering current and future learning practices that will guide future spatial needs.

The master plan aims to take advantage of the school's many attributes by revitalizing the physical environment in a planned and strategic way. The new plan will provide:

- An entry that is welcoming
- A learning environment that reflects the high standard of education the school offers
- Opportunities to engage with current teaching and learning practices
- A vibrant environment that delights and energises the current school community and attracts future students and staff
- Readiness for the school to take advantage of future funding opportunities



# Consultation

Payne Rd State School has an active school community with many families and staff attracted to the school for its smaller size and the strong sense of belonging that brings. The participation in the consultation sessions and the online survey reflected this commitment to the school. More than 50 people from the school community – students, teachers and staff and parents directly took part in our collaborative consultation session held on 18th July 2017. A further 14 detailed responses were received from those unable to attend the workshop sessions through the anonymous online survey.



Site Tour with school



## Payne Road State School Consultation Programme

Times	Consultation with school community
Site tour 11:30am–12:30pm	Site tour with school
Lunch 12:30–1:15pm	Lunch and synthesis of ideas with team
Meeting Set up 1:15–1:30pm	Set up room
Meeting 1:30–2:00pm	Meet ground staff
Student Session 1 2:00–2:45pm	Team consultation with students Facilitated discussion on school needs
Observation 2:45–3:15pm	Team to observe pickup
Staff Session 2 3:15–4:15pm	Team consultation with staff Facilitated discussion on school needs
P+C Session 3 5:00–6:30pm	Team consultation with parents and community Facilitated discussion on school needs



# Consultation

Each group was asked three questions:

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



Consultation with Staff



Consultation with Staff

What we like

The student, staff and parent groups were generally consistent in what they liked about Payne Road State School. Not surprisingly the natural environment was seen as a positive aspect of the school by all groups as well as the extensive open space for the students to run around. The smaller size of the school was highlighted many times as a positive because it allowed a sense of belonging for students, staff and parents. The strong community feel and focus was often linked to the size of the school, but also associated with the culture. Parents of younger students often highlighted this as a very attractive aspect of the school.

The friendliness of staff and their commitment to the school was also raised by all groups. It was great to see the teachers and support staff featured in the students' list of 'likes'.

What we don't like

There was a general sense from all three groups, but particularly staff and parents, that the facilities within the school are out of date and need refurbishment. The comments were largely around the classrooms and the prep rooms. The classrooms don't allow for flexibility and breakout spaces are limited. While the size of the school was seen as a positive, some groups also saw the small size as limiting the opportunities for students in the area of sport, specialist areas of science and art and also in the school's ability to nurture students who excel in various areas.

The entry to the school was seen to be lacking any presence or clarity. New families find it hard to know where to go and parking can be an issue. Student eating areas were also identified by each group as unattractive, out of date or inappropriate. Finally the lack of quiet areas for students and staff, both internal spaces and external spaces, was raised by each group.

What we want to have

At the end of each consultation session, the participants were given 6 dots each to place on the 'wants' that were most important to them. This helps everyone to focus on what matters to them and what they would prioritise. The numbers next to the various 'wants' reflect the number of dots that participants allocated.

Given most parents participated online, this process was not possible for this group. The list of wants therefore was not able to be prioritised for parents.

The list of 'wants' from each group was extensive and creative. The staff and parents came up with over 45 ideas each while the students came up with 24. After the students and staff groups created their list of 'wants' they were asked to vote, prioritising their ideas. It was recommended that the first preference received three dots, the second two dots and the third one dot though participants could use their dots as they wanted. The top 15 ideas for each group are listed adjacent.

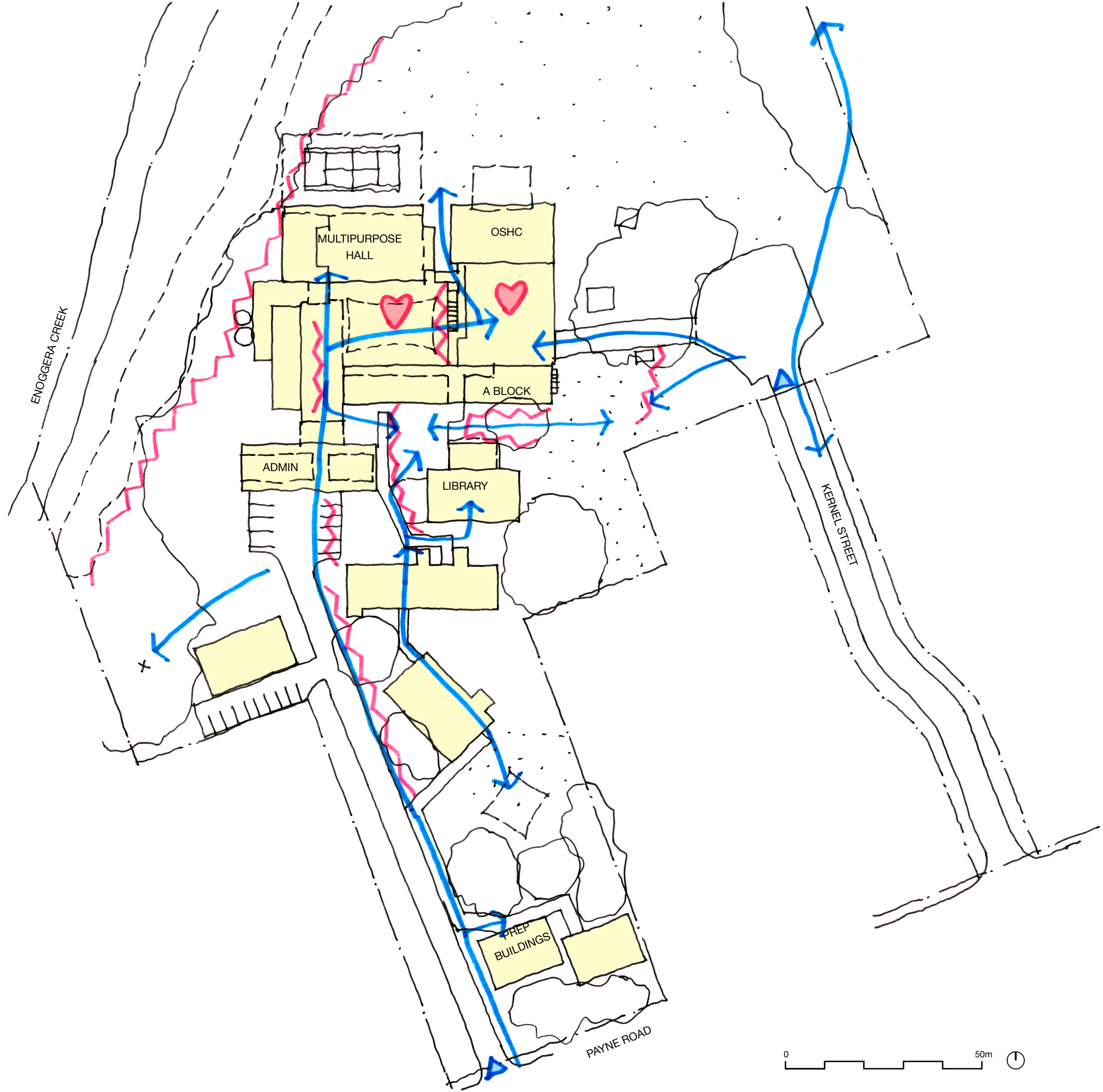
Students 15 Participants		Staff 25 Participants		Parents 24 Participants (not in preferential order)
All grades to be able to eat at tables	22	Updating internal fit outs in rooms.	22	More greenery:brought into school
Swimming pool	8	Library – librarian – room curriculum	21	Create sense of arrival- more exposure to the street
Segways	7	Improvement for junior eating area – tables or ground	19	Community based event
Variety of sports	7	Better / more welcoming staff room	16	Develop space for music and art
Provide bigger classrooms	6	Moveable/flexible furniture in classrooms	11	Better classroom design, more focus on flexible learning
Improve the furniture	5	Upgrade junior playground/ landscaping	10	General refurbishment of facilities
More art	5	Drainage D block / near library	6	Development of nature spaces, rock garden/creek /water play area
Fun house	4	A number of ‘left over’ spaces could be better utilised	5	More eco-friendly/ green infrastructure within the school, solar power, water saving, recycling etc
Animals	4	Boom gate for staff parking	4	More association with TGSHS – larger established with their programs & networking
New rock-climbing wall	4	Separate science room	4	More outdoor learning
Treehouse playground	3	Breezeway – Acoustics, reverberates – Library	4	Quiet areas –to be used for reading and playing games during lunch
Haunted House	3	Increasing data points, infrastructure fibre options	3	Update ‘lounge’ area in library
More classes outside	3	More/better bag racks & lockers	2	Bigger space for uniform shop, and away from toilets
Gallery for student art	2	Giant fan in hall	2	“Maker” spaces for long term projects
More soccer goals	2	Green Spaces	2	Fridge for lunches – or ability to store bags out of the sun/inside

Consistently across the three groups was the need to improve classrooms. The second highest priority from the staff was improvement to the library both physically and through the employment of a teacher librarian. Improved eating spaces were also important to each group but particularly the students.



Site Analysis

- Legend**
- 1. Pedestrian desire lines
  - 2. School 'heart' - meeting place
  - 3. Barrier to movement/visibility
  - 4. Car entry





# Master Plan Overview

The master plan identifies 16 projects that are outlined in this report and include:

1. Library Entry Courtyard
2. Redesign Library Interior
3. Enclose Library Outdoor Space
4. Classroom Reconfiguration
5. Reconfigure Stairs into Amphitheatre
6. Increase Access/Visibility to Library/Courtyard
7. Street Entry and Pathway
8. Reconfigure Staff Carpark
9. Improve Legibility of Kernel Street Entry
10. Formalise Overflow Parking
11. Rationalise Kernel Street Drop-off, Parking and Pedestrian Connection
12. Alterations to Prep Building
13. Reconfigure Admin/Staff Building
14. Reconfigure Senior Eating Area
15. Connect library courtyard to new waterplay area
16. Create new waterplay/natureplay





Master plan

Legend

- 1. Library entry courtyard - use vegetable garden / beehive for open outdoor learning space
- 2. Redesign internal space of library
- 3. Enclose library outdoor space
- 4. Classroom reconfiguration
- 5. Reconfigure stairs into amphitheatre
- 6. Increase access/visibility to library/courtyard from entry/admin
- 7. Widen path to clarify primary pedestrian entry into the school and add shade structure to paved area
- 8. Reconfigure staff carpark to enable direct visual access to admin/entry
- 9. Consider ground treatment and planting to make Kernel Street Entry more legible
- 10. Formalise overflow parking and include planting
- 11. Rationalise drop-off, parking and pedestrian connection to Kernel Street
- 12. Implement a range of alterations to prep school buildings and play area
- 13. Reconfigure admin/staff and consolidate space to include aides
- 14. Reconfigure senior eating area and explore lifting existing roof
- 15. Connect library courtyard to new waterplay area
- 16. Create new waterplay/natureplay

Refurbished

Existing





# Project 1 & 2

## Library Entry Courtyard & Access/ Visibility

The fence around the Bee Garden could be removed and this area opened up to create a courtyard in front of a new entrance to the library that would be more central and inviting. This space would be used to connect the school entry area, the senior eating space and A Block and B Block. It would become another 'heart' for the school.

The raised vegetable gardens could be relocated on the lower level of A Block, close to the art and science room and the new nature play area. This would encourage the learning benefits around art, science and environmental studies. It would also improve circulation around the library and provide areas for outdoor learning.



View to Covered Outdoor Learning and Vegetable Gardens



Ramp connecting Lower & Upper School near Library



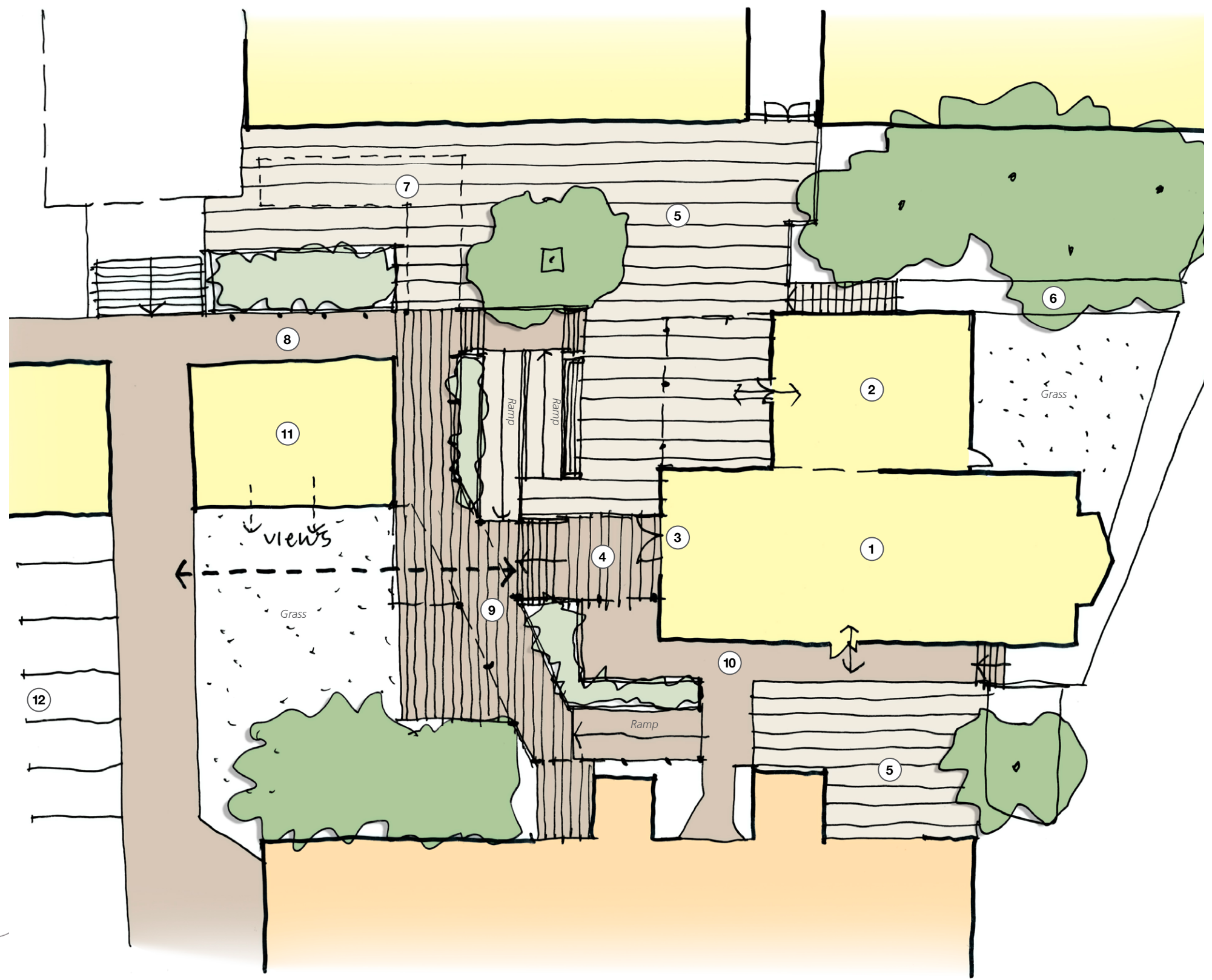
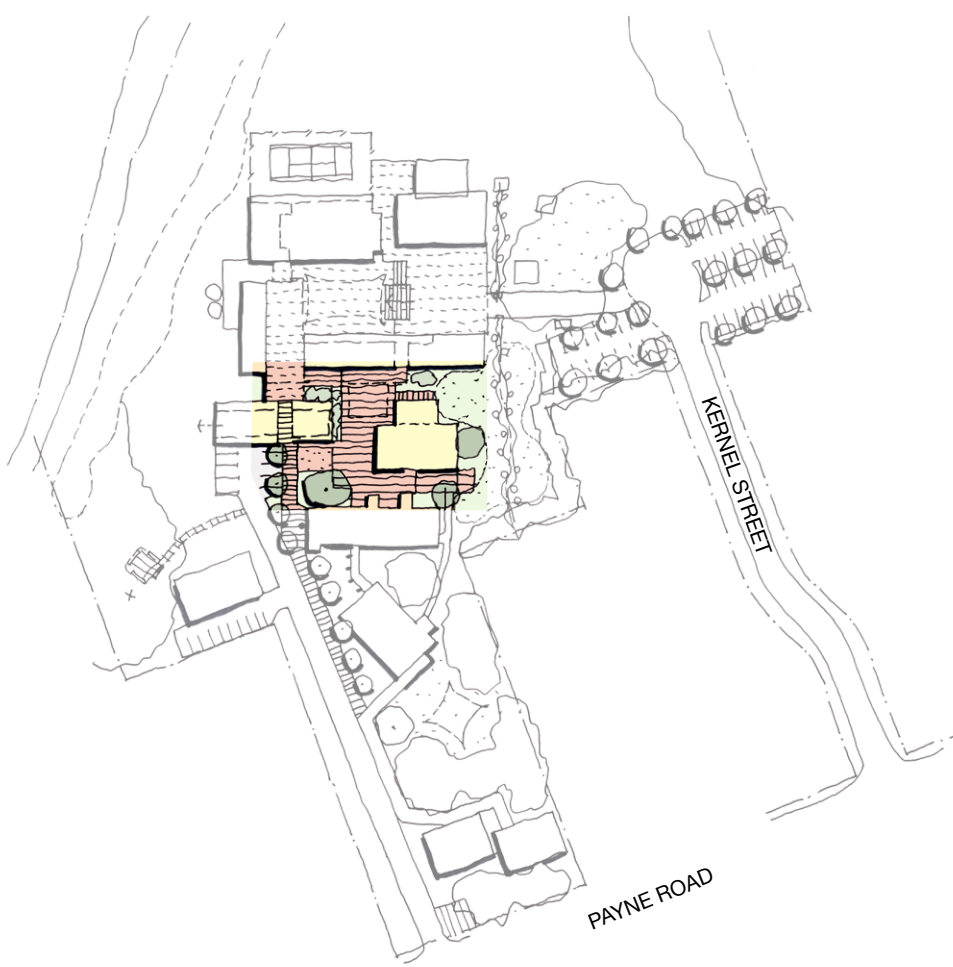
Vegetable Garden Looking back to Staff Room



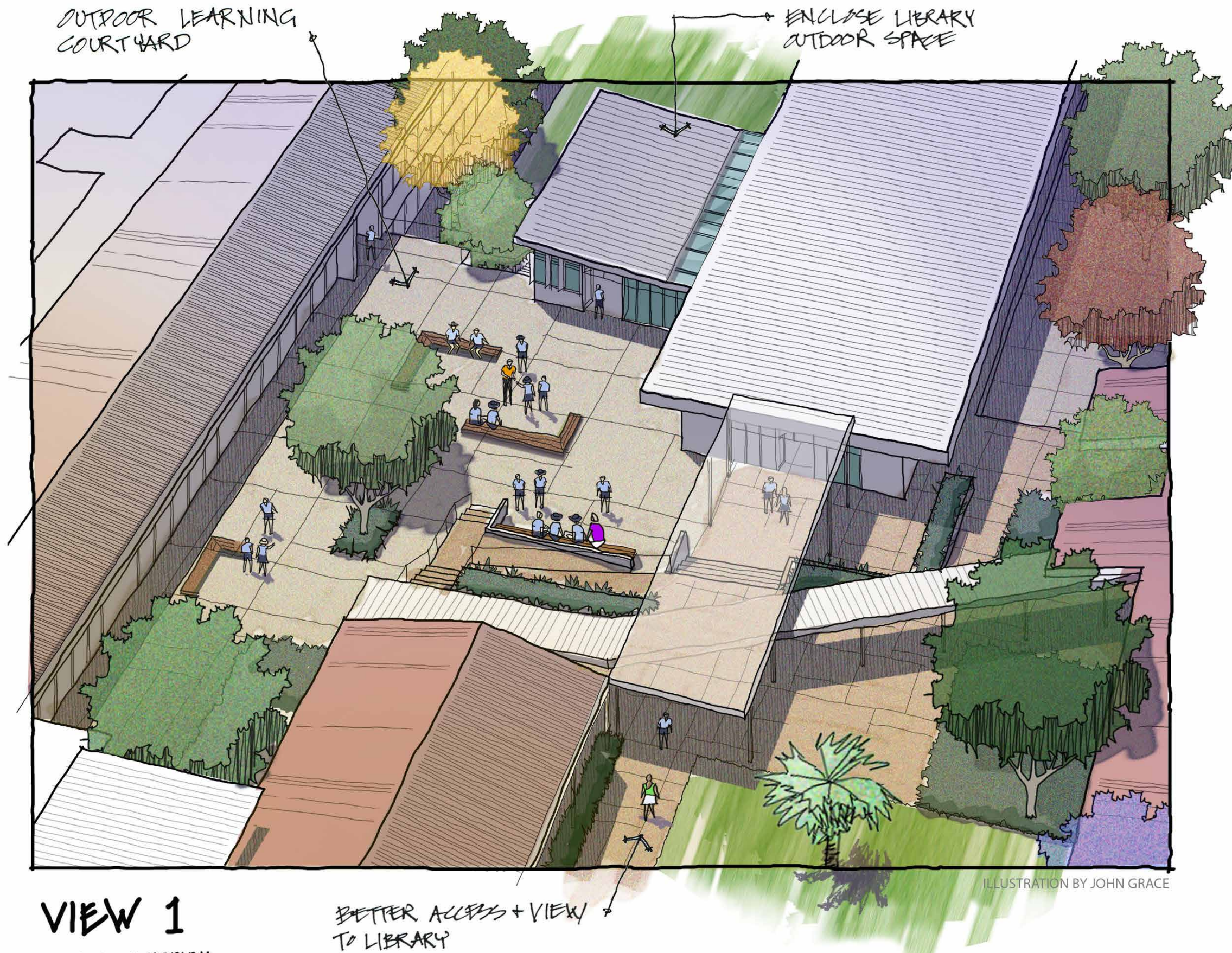
**Legend**

- 1. Existing library
- 2. Library extension - Enclosed Library Outdoor Space
- 3. New entry
- 4. New roof
- 5. Outdoor Learning Courtyard
- 6. East/ west access to new waterplay
- 7. Remove ramp
- 8. Existing verandah
- 9. Existing covered walkway
- 10. Circulation space
- 11. Admin/staff
- 12. Shift cars

Scale: 1:200 @ A3









Project 3 & 4

Redesign Library  
Interior & Enclose  
Library Outdoor Space

The existing library is well used and central to the campus. However it is small and does not take advantage of the outdoor spaces including the Bee Garden and raised garden bed area. While the library is physically and philosophically at the centre of the school it is hard to access from the administration and entrance area and also from A Block.

The existing outdoor library ‘room’ is not well used because of the glare and the lack of visual connection to this space. This space could be enclosed to enlarge the library. Openings could be increased between the existing library and this space to allow it to function well. Large windows could be used to capture the wonderful views to the north-east. The internal space could be redesigned to create a variety of spaces that allowed for individual quiet spaces and nooks as well as group gathering spaces and class work spaces. The library is a social space as well as a learning space that can be colourful and energetic, and a showpiece for the school.



Existing Library with Outdoor Learning Area



Existing Library building



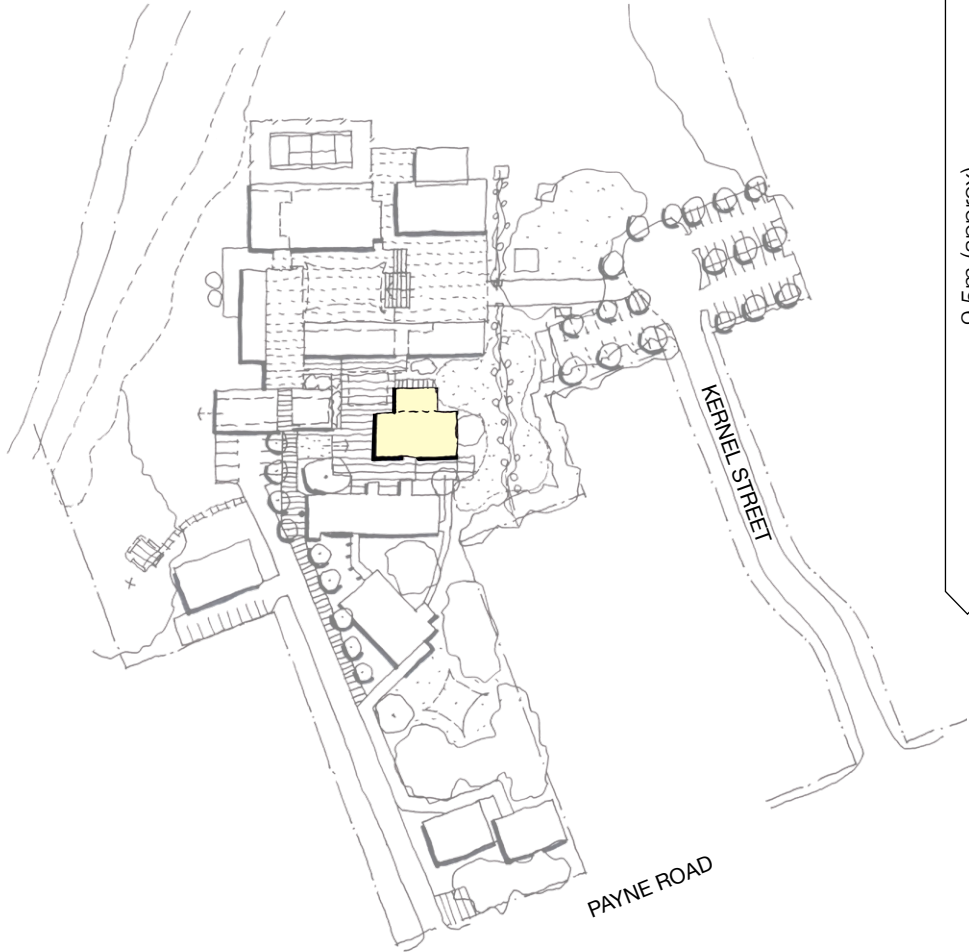
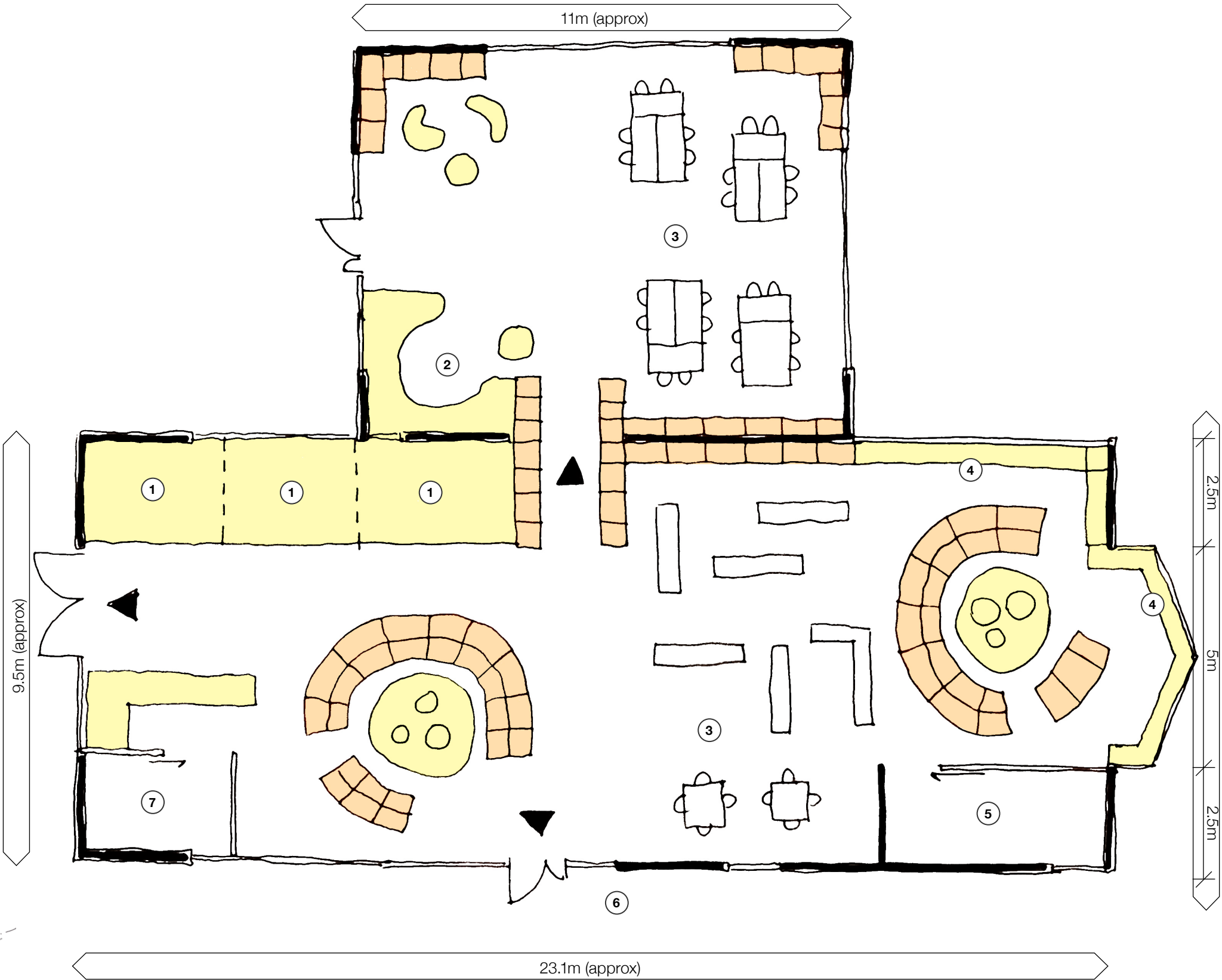
Existing Outdoor Learning Area



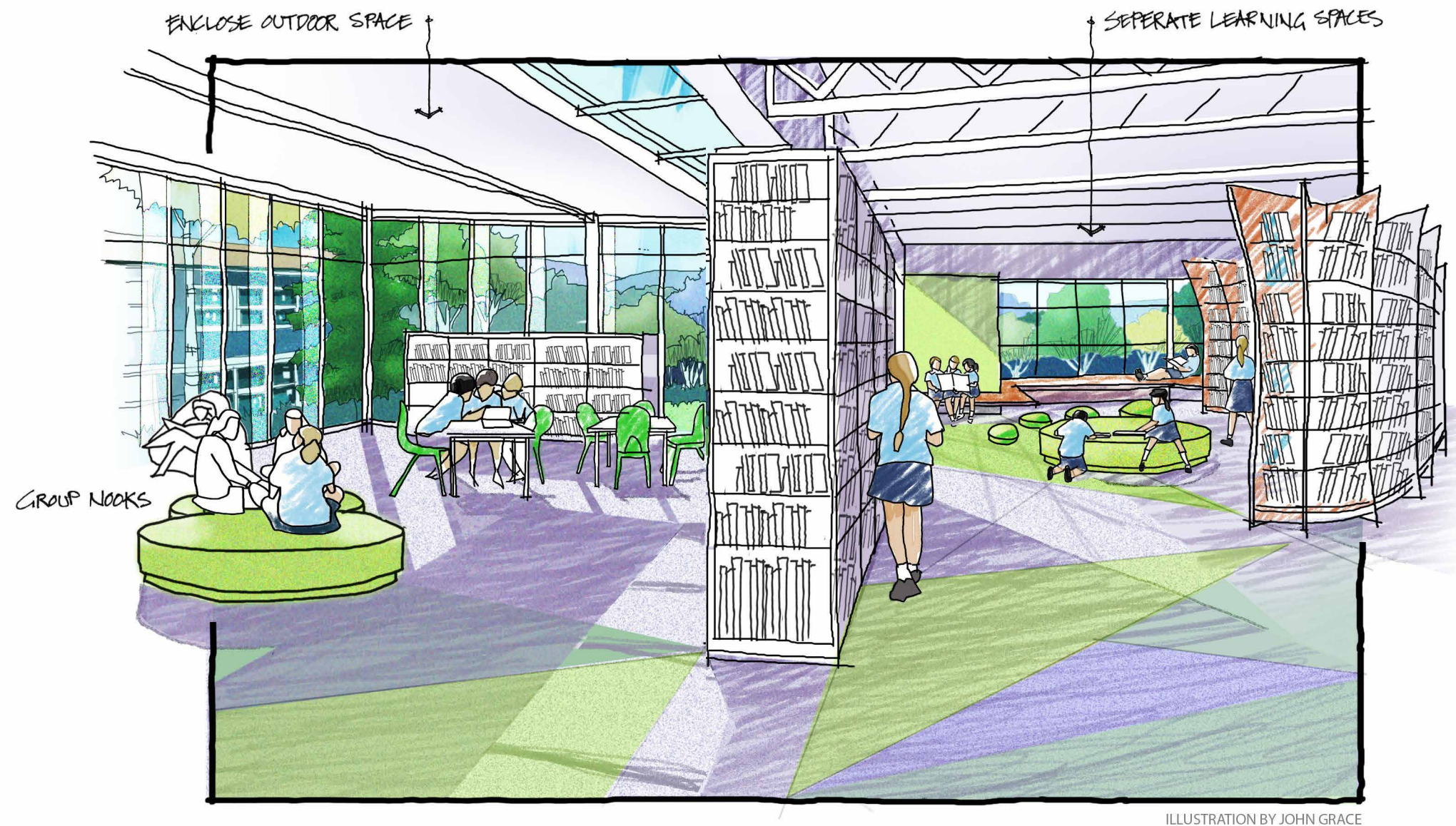
Legend

- 1. Small group nook
- 2. Chill zone
- 3. Teaching area
- 4. Window seat
- 5. Teacher's references
- 6. Outdoor learning
- 7. Staff/ Admin area

Scale: 1 :100 @ A3







**VIEW 5**  
LIBRARY INTERIOR



Project 5

Classroom  
Reconfiguration

Many of the classrooms are small, old and not fit for purpose particularly in A Block. However, the rooms have very good natural light and ventilation which are both proven to have a positive effect on learning. These rooms could be refurbished with new carpet, new paint and new flexible furniture, and reconfigured to allow adequate space for bag racks. Breakout spaces for individuals or small groups needs to be provided adjacent to classrooms and thought given to how the rooms could be configured for co-teaching and collaborative learning.



A Block



Classroom Interior



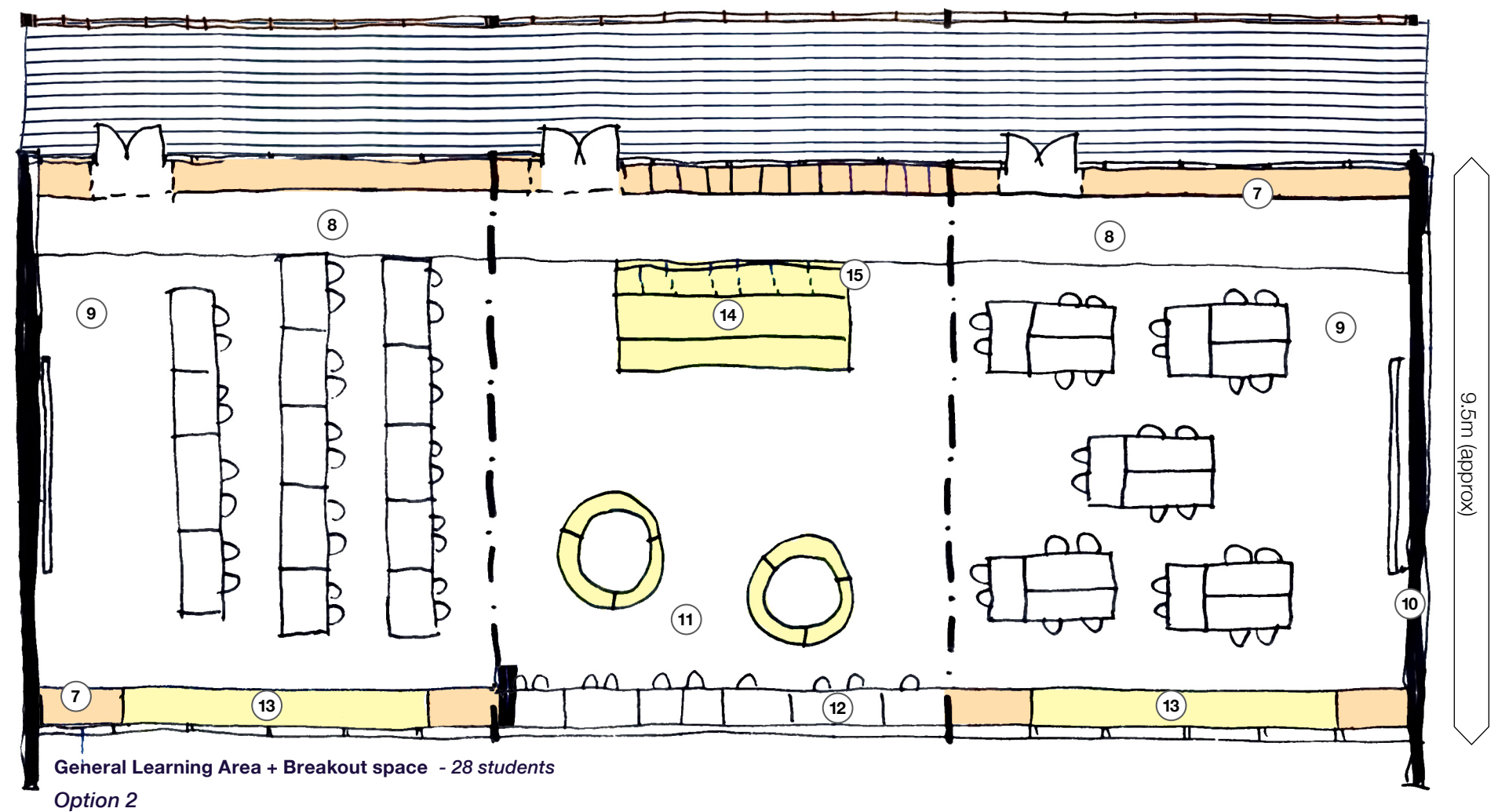
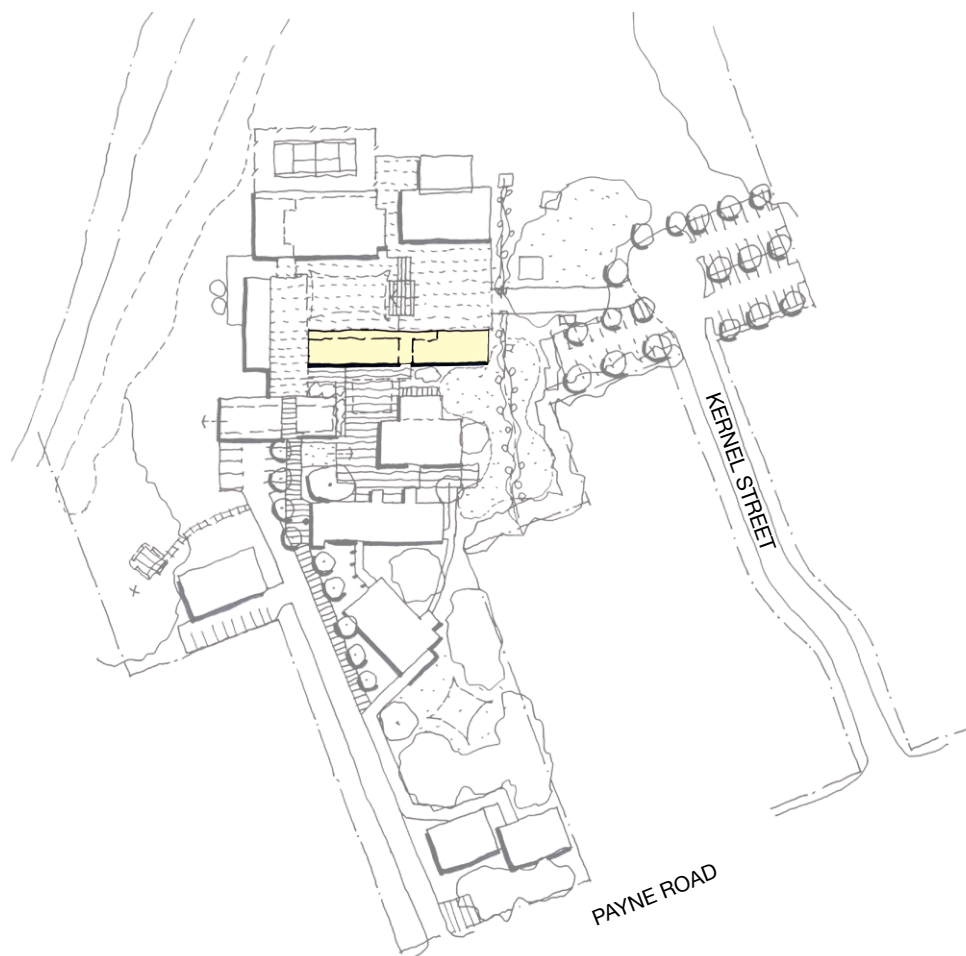
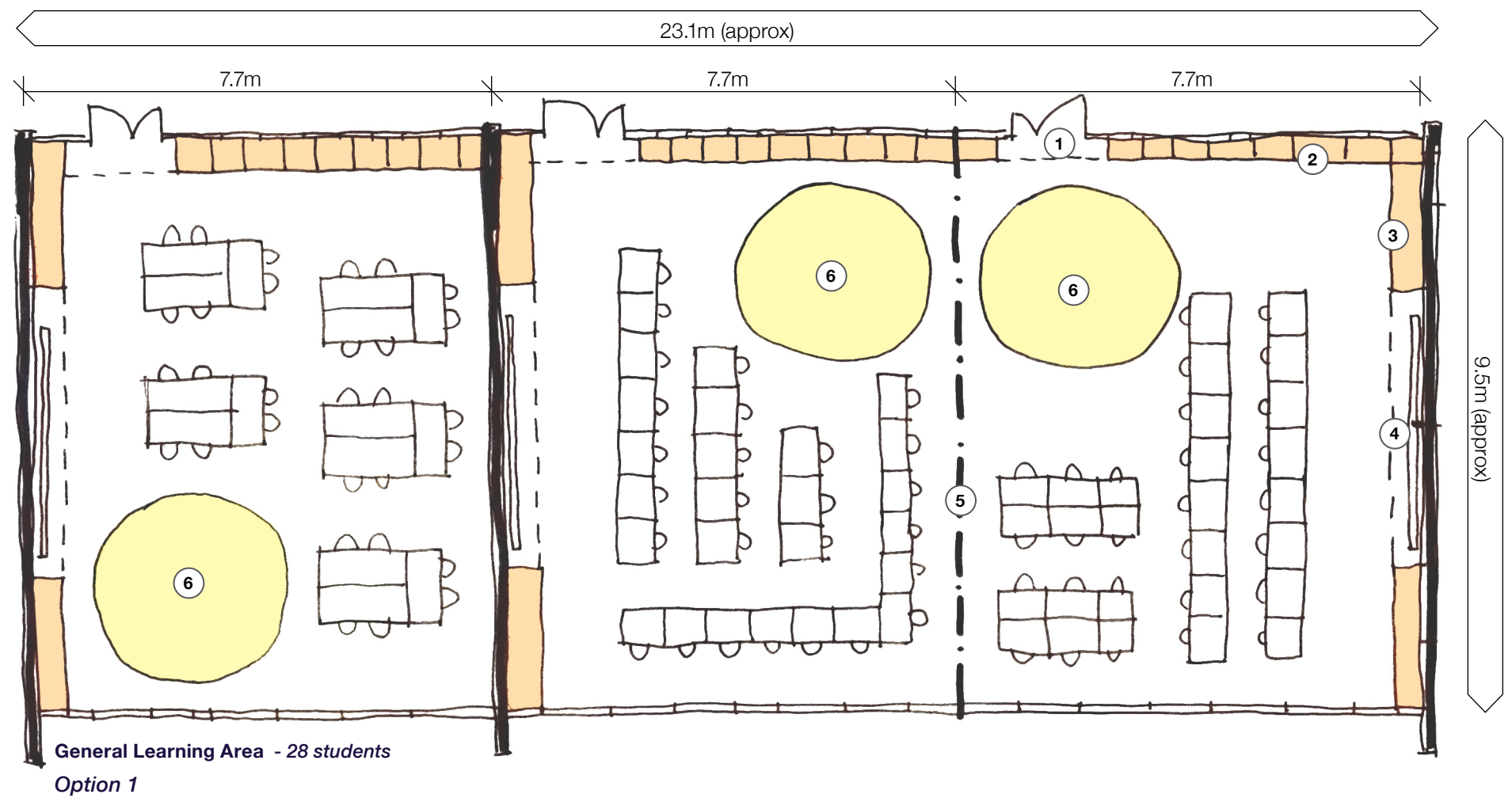
Breezeway Area



### Legend

1. Door matt at threshold
2. Bag racks
3. Full height storage with pinnable surface
4. White board / Teaching wall
5. Operable wall with pinnable surface
6. Coloured carpet inset for breakout
7. Storage under window sill
8. Resilient floor
9. Carpet
10. Pinnable surface to full extent
11. Breakout space
12. Quiet desk space
13. Window seat
14. Tiered seating
15. Bag racks under

Scale: 1:100 @ A3





Project 6

Reconfigure Stairs  
to Connect Upper  
& Lower Levels and  
Create Ampitheatre

The connection between the sail cloth courtyard and the OSHC courtyard is important as this is the way many students enter the school from Kernel Street and is an important route between the oval and the main part of the school. The visual connection is good but the physical connection is poor given the configuration of the stairs to A block and between the courtyards. There is an opportunity to provide new stairs to this area that would create a 'grandstand' to this space allowing for performances in the OSHC courtyard.



Level Change between the Upper and Lower Courtyards



Senior Eating Area

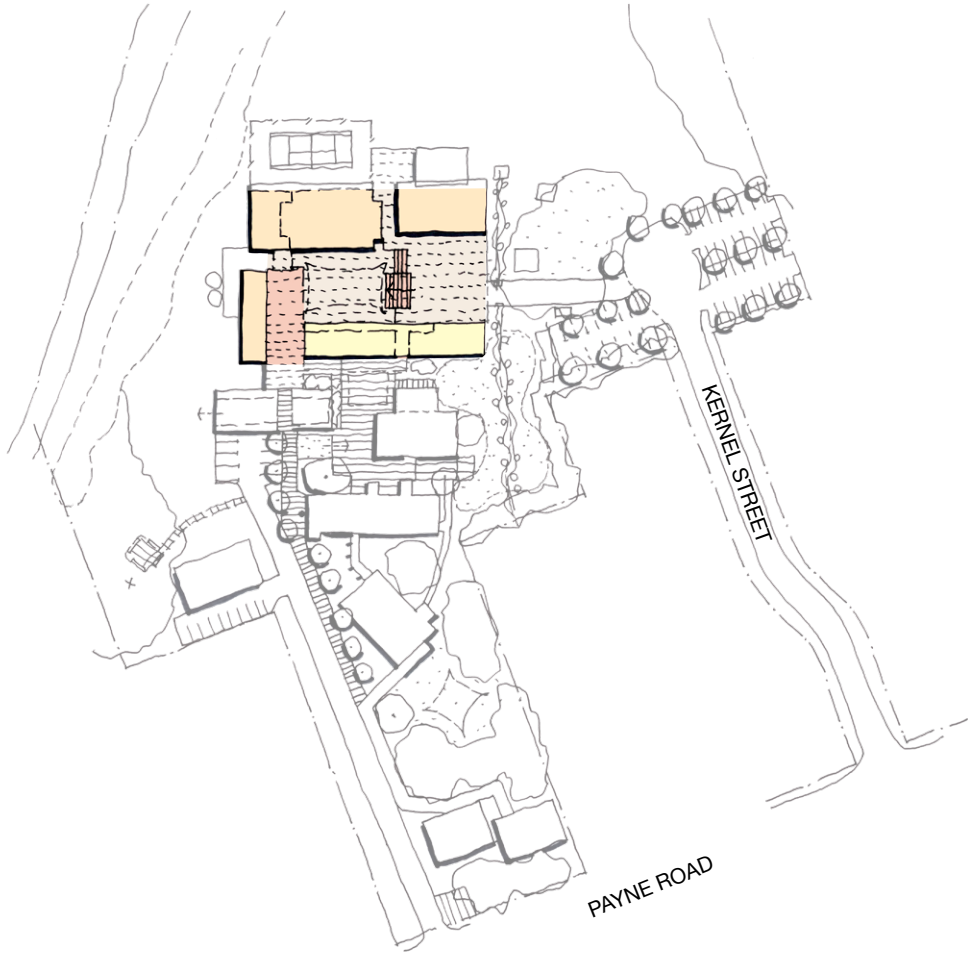
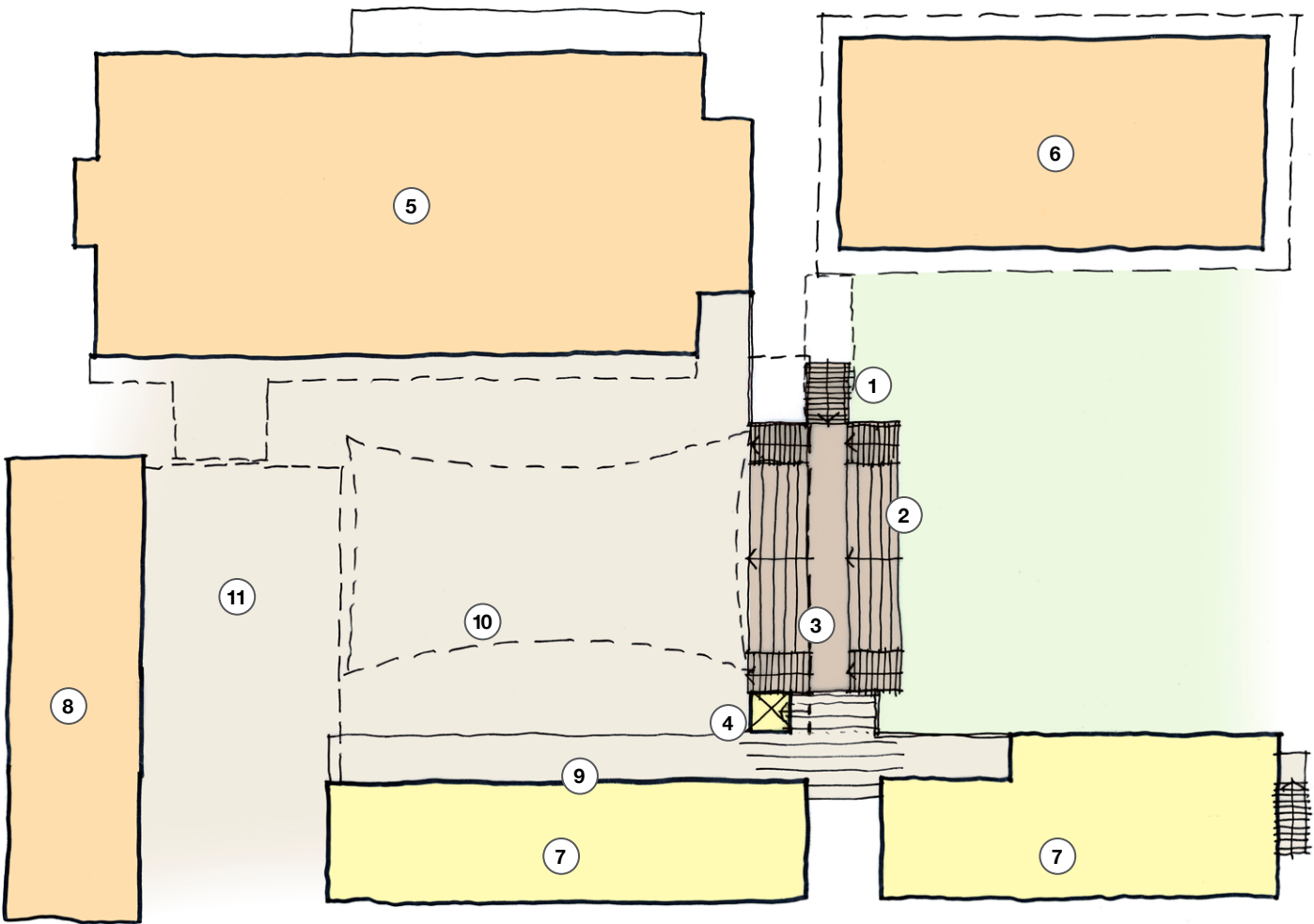


OSHC



**Legend**

- 1. Re-orient steps towards oval
  - 2. Remove stairs and build terrace steps
  - 3. Push back existing retaining wall (dotted)
  - 4. (Future) lift for people with disability access
  - 5. Multipurpose Hall
  - 6. After school care
  - 7. Classrooms
  - 8. Amenities Block
  - 9. Verandah
  - 10. Existing shade sail
  - 11. Existing undercroft eating area
- Scale: 1:200 @ A3





Project 7 & 8

Street Entry &  
Pathway & Staff  
Carpark

The entry to the school is not well defined. Creating a covered waiting area on the street will give the school more prominence and also provide shade and shelter when students are waiting for buses and/or pickup. The existing ceramic artwork could be used in this area to recognise the school's creative energy.

The path from the street to the 'front door' is currently unclear once visitors reach the ANZAC memorial. Visitors and children need to walk through the carpark to get to administration. The reconfiguration of the carpark and the path would provide a clear and safe entry to the school.



Staff & Visitor Street Entry



Ceramic Artwork

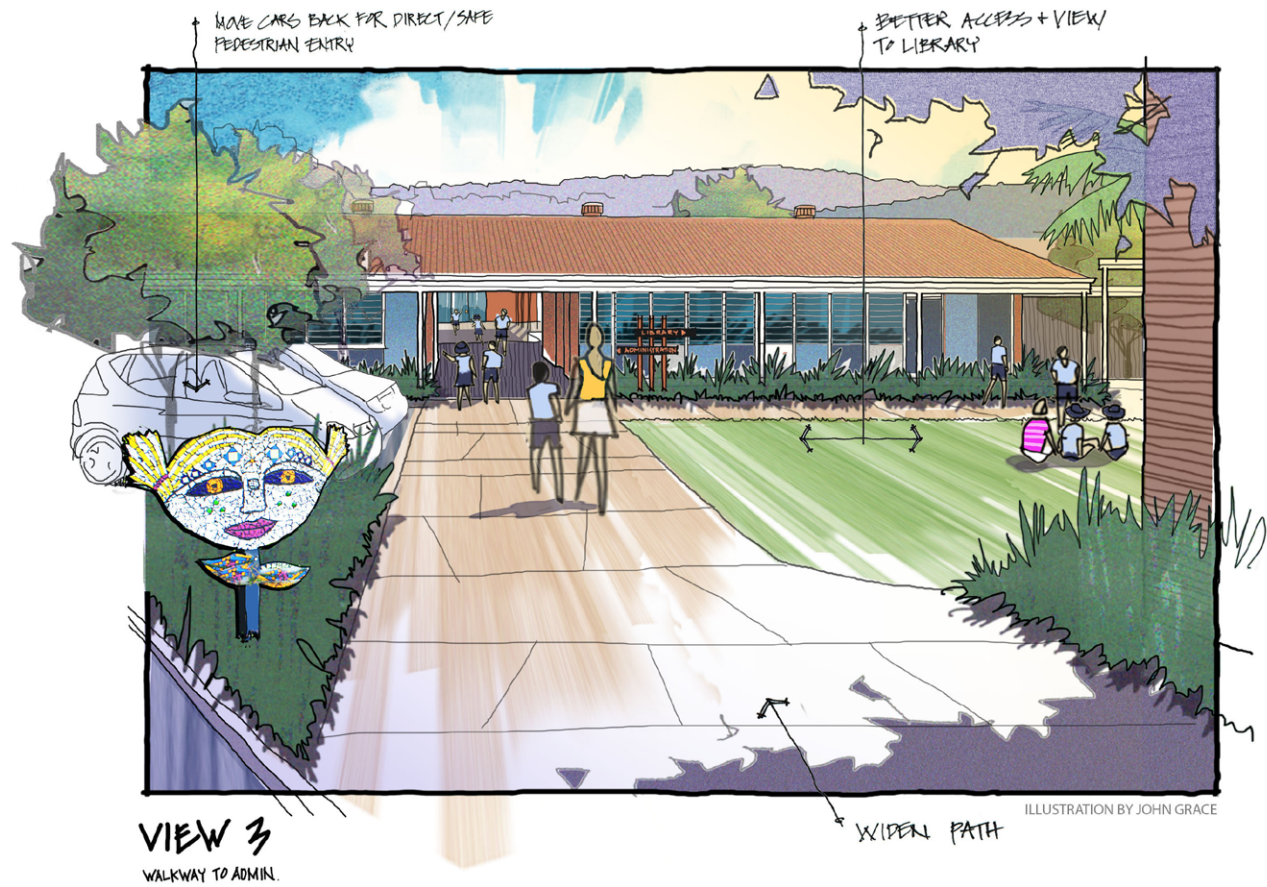
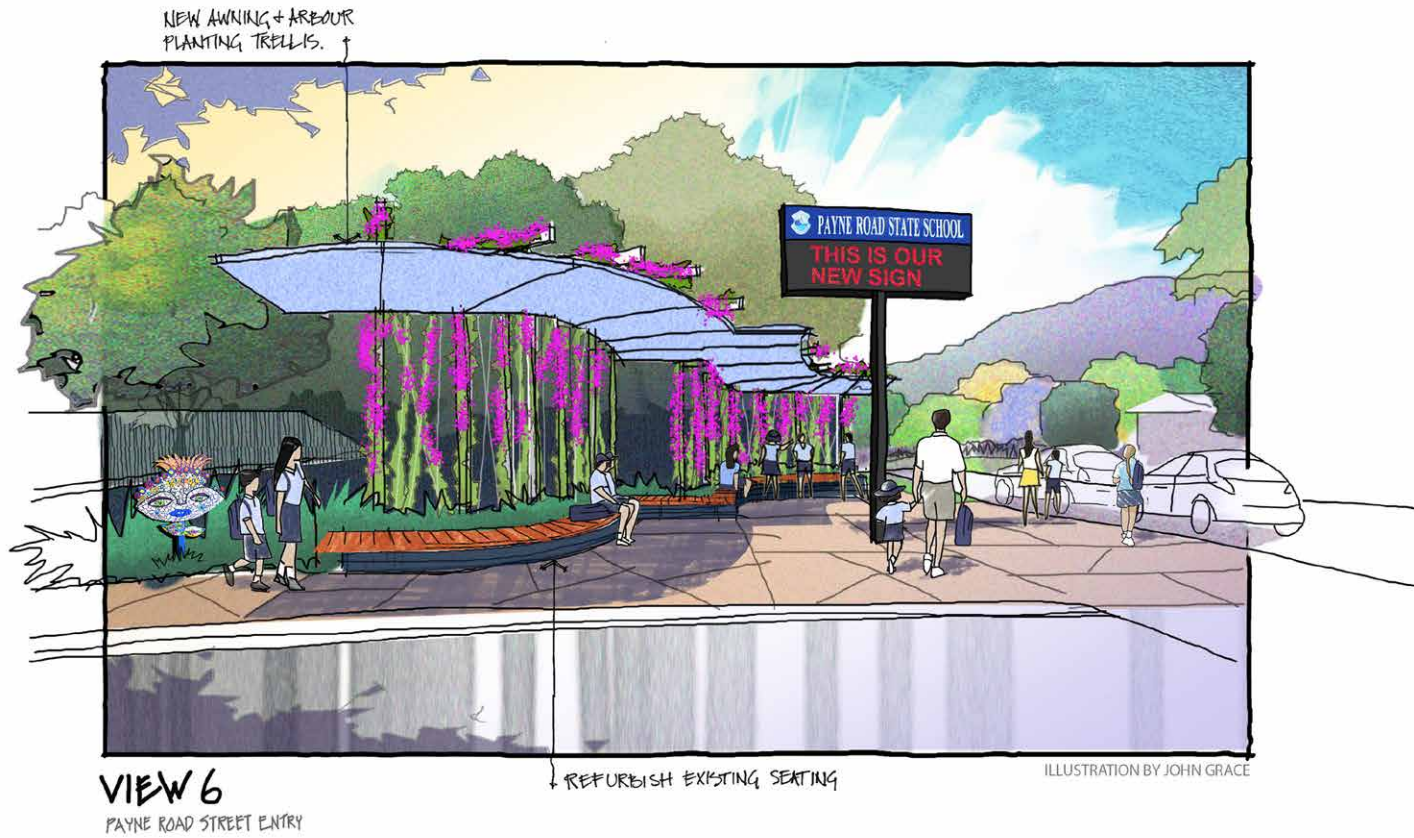
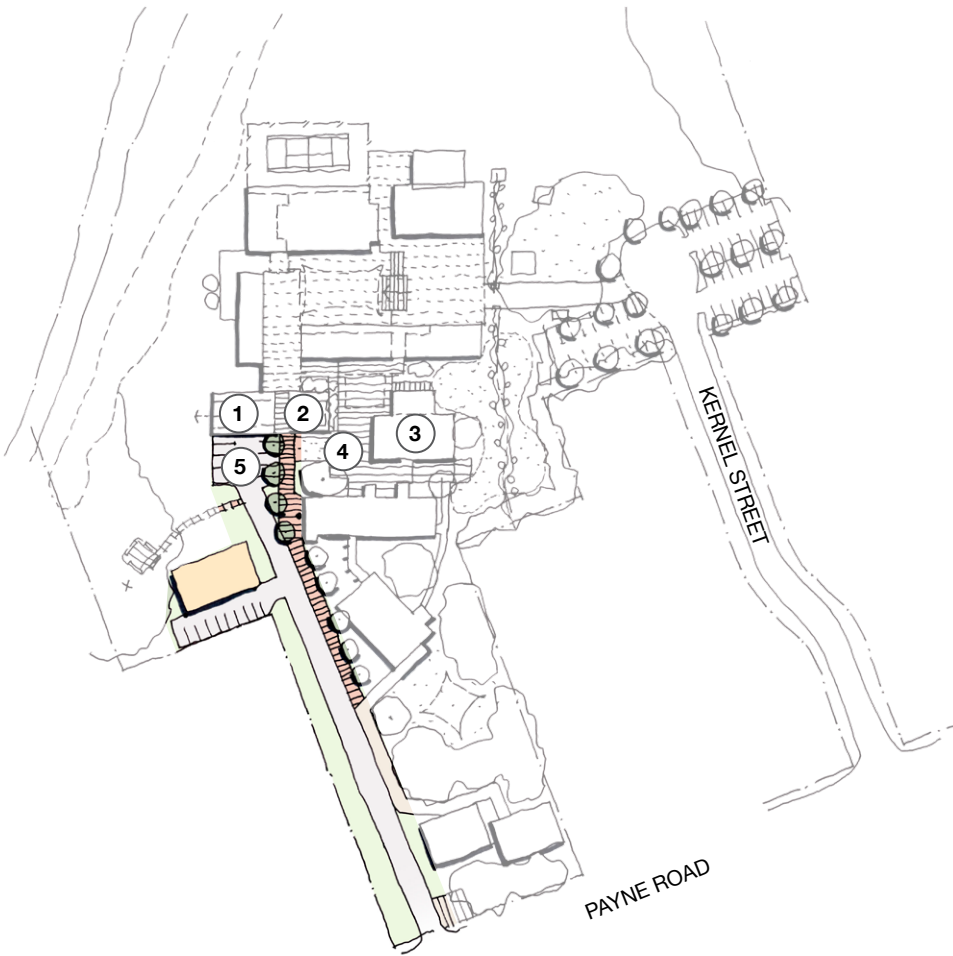


View Down Drive Past Prep Building



**Legend**

- 1. Reconfigured admin/ staff
- 2. Admin
- 3. Library
- 4. Increase access/ visibility to library/ courtyard from entry/ admin
- 5. Staff carpark reconfigured





Project 9, 10 & 11

Kernel Street

The Kernel Street entrance is important for school pickup and drop off particularly given the number of students that attend OSHC. Ground treatment and planting could be improved to make the Kernel Street entry more legible. Given the pressure on parking, the old netball courts could be used to rationalise drop-off and parking. This area is away from where students play and would provide a safer option to parking on the street.

As the school is popular for election day voting, the overflow parking are could be formalized and include planting. this area could be used for festivals, movie night, etc.



View Across Carpark to OSHC playground & A Block



Oval

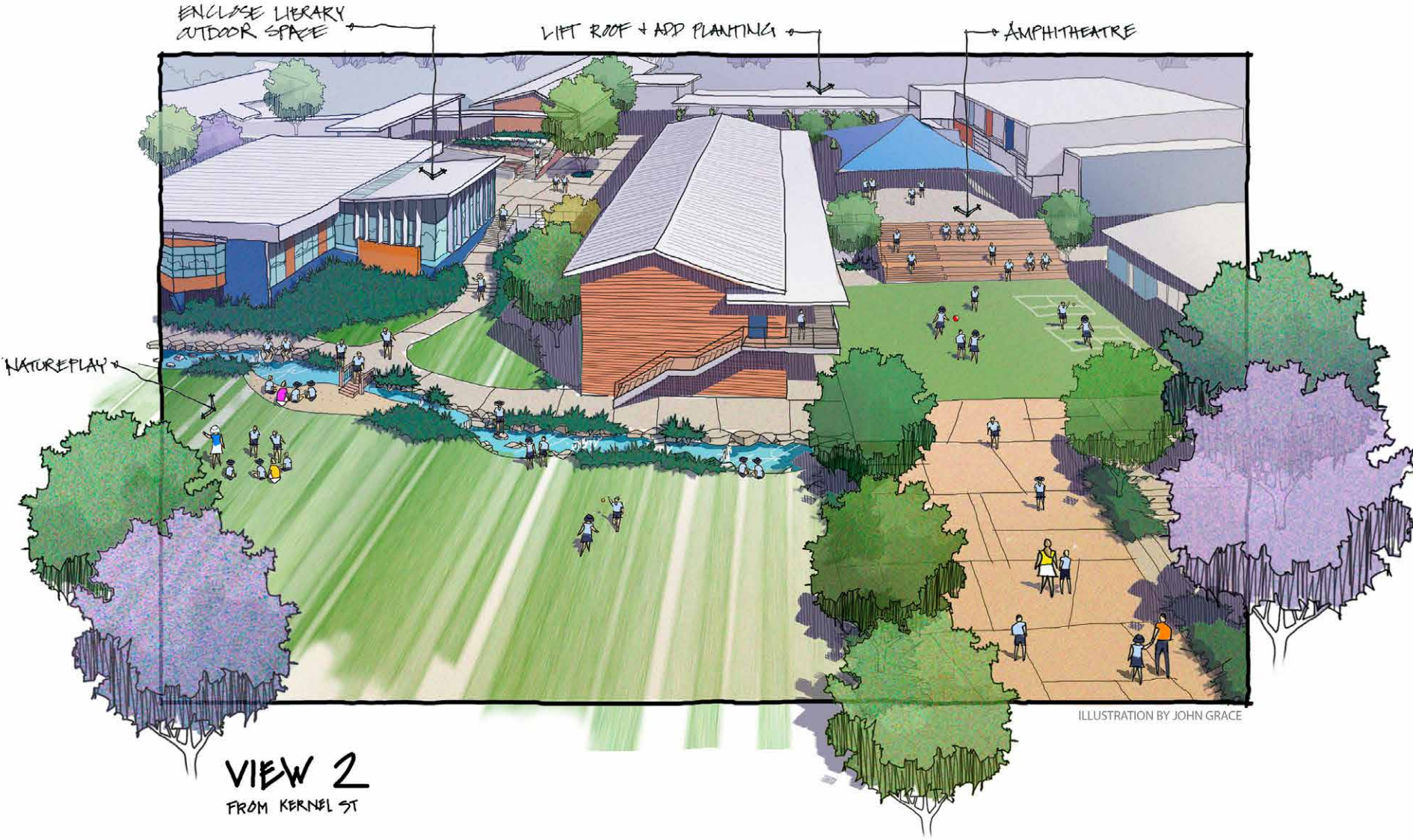


Netball Courts



**Legend**

- 1. A Block - Classrooms
- 2. Reconfigure stairs into ampitheatre
- 3. Library
- 4. New waterplay/ natureplay



**VIEW 2**  
FROM KERNEL ST





## Project 12

# Alterations to Prep Building

The existing prep rooms were converted from the original preschool classrooms. They are a good size with kitchens and good outdoor connections. However, they need refurbishment to bring them up to standard. Improvement would include:

- replacement of windows and doors
- replacement of toilets
- recarpeting, repainting
- redesign of outdoor covered area
- levelling of grass area outside classrooms for activities
- provide level changes to playground

Refer Appendix A for further details



Prep Buildings



Prep Resources



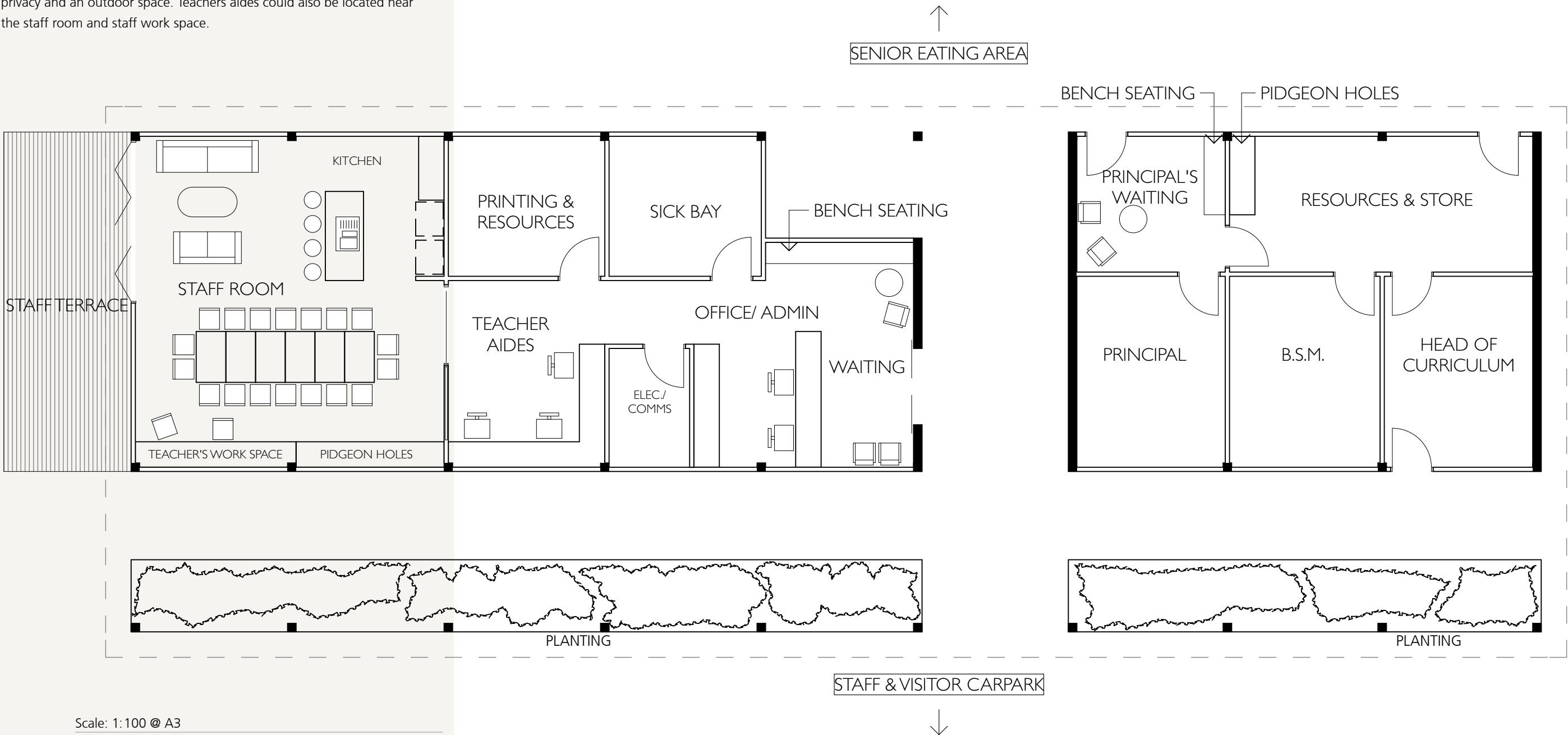
Prep Classroom



Project 13

Reconfigure Admin / Staff Building

The administration block is divided into two areas. At present the staff room is internally focused because in it's current location opening it up would mean the space was too exposed to visitors and students. Relocating the staff room and other staff spaces to the western block would allow the staff room to open to the bushland to the west, giving staff an outlook and some 'breathing' space. There would be more privacy and an outdoor space. Teachers aides could also be located near the staff room and staff work space.



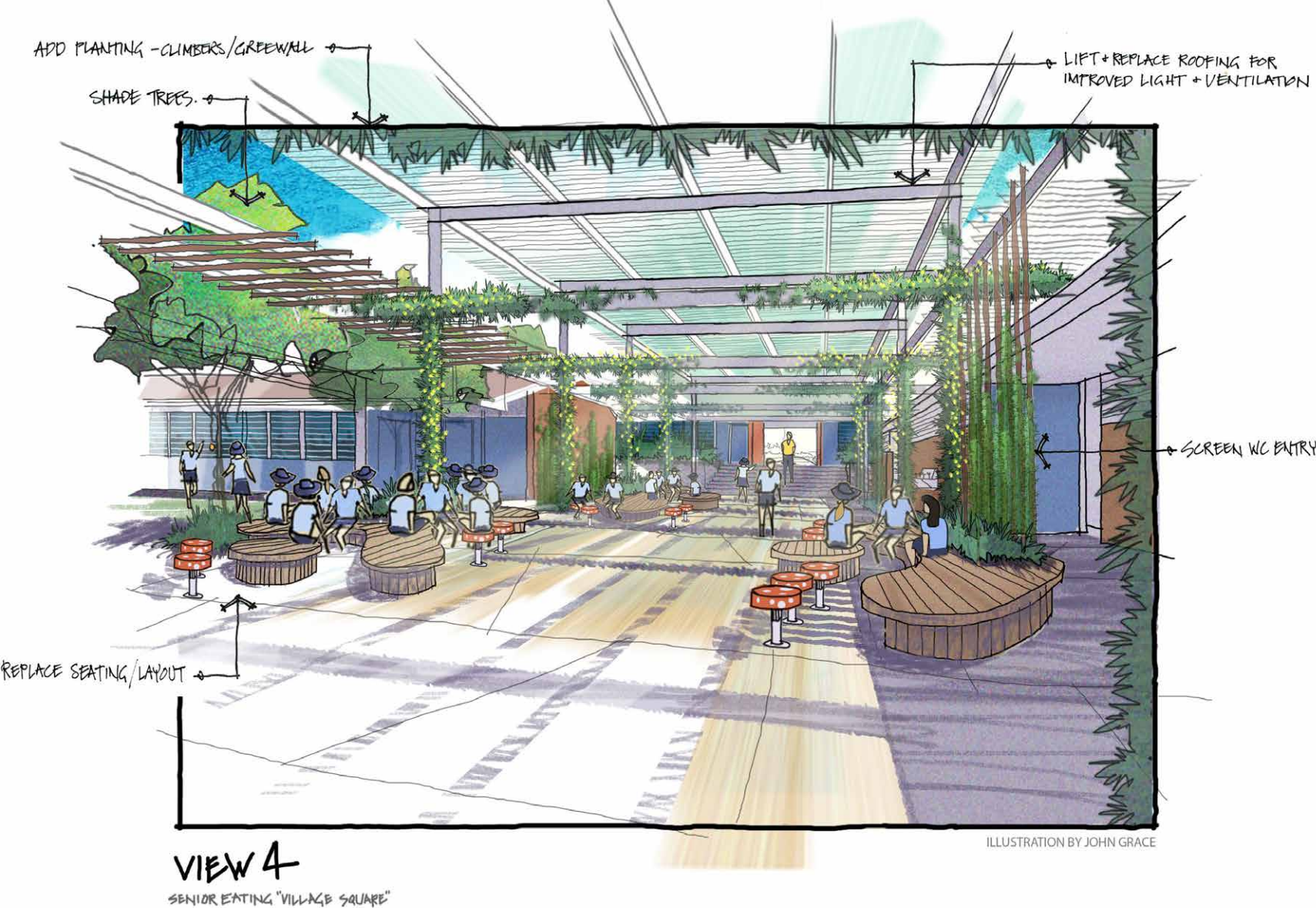
Scale: 1:100 @ A3



Project 14

Senior Eating Area

The seating area outside the toilets and administration block is an important area within the school, connecting the entry to the hall/gym and to the oval. It is also used for wet weather play and as an eating area for the senior students. Many visitors as well as staff and students move through this space. However the permanent seating is arranged in a way that makes moving through this space very difficult, particularly with a group of students. The seating could be reconfigured to provide a clear path to the hall and beyond. Given the prominence of the space near the entry to the school, consideration could be given to improving the light and character of the space by lifting the height of the roof, introducing more natural light with alsynite sheeting and planting to soften the space.

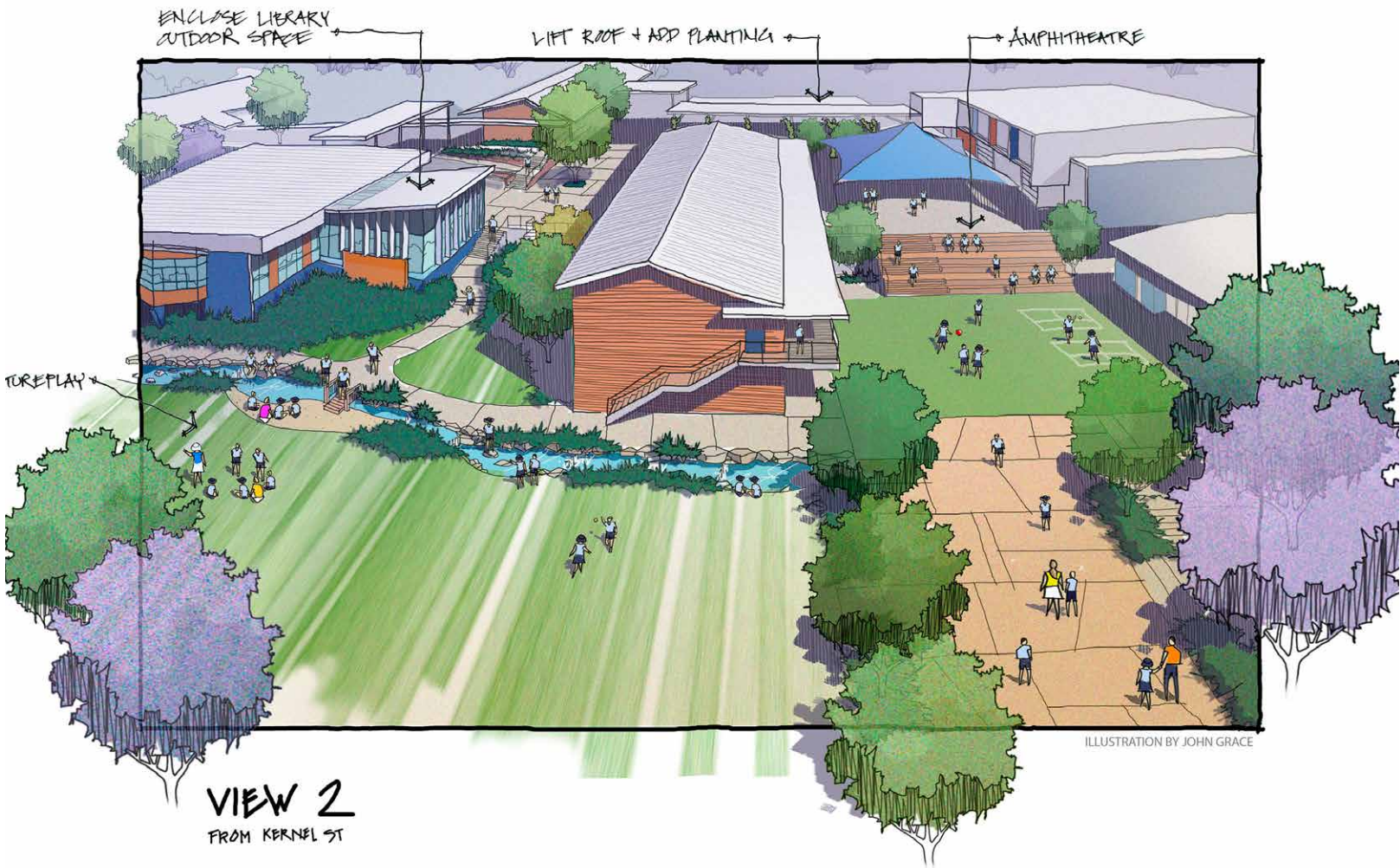




Project 15 & 16

Connection to  
Outdoors from Libray  
and New Waterplay/  
Natureplay Area

The natural school setting is much cherished by students, staff and parents. The site lends itself to more natural play spaces where there is a slope on the site. This area could be visually (and perhaps physically) connected back up to the new library courtyard.



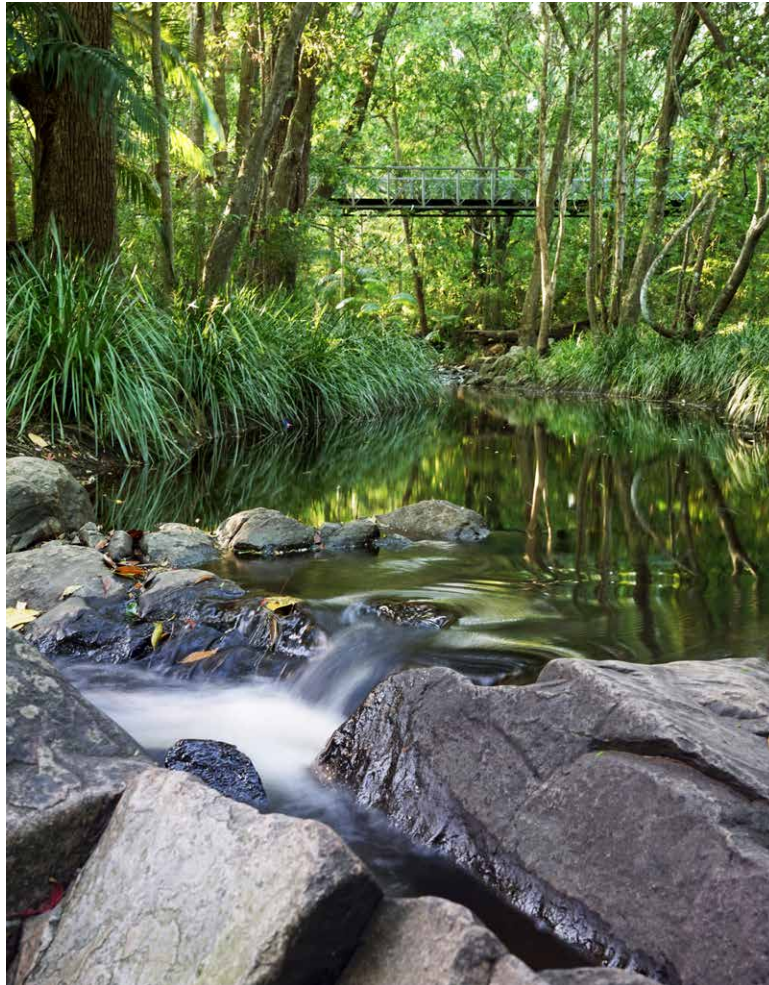


# Appendix A

## Interiors Concepts



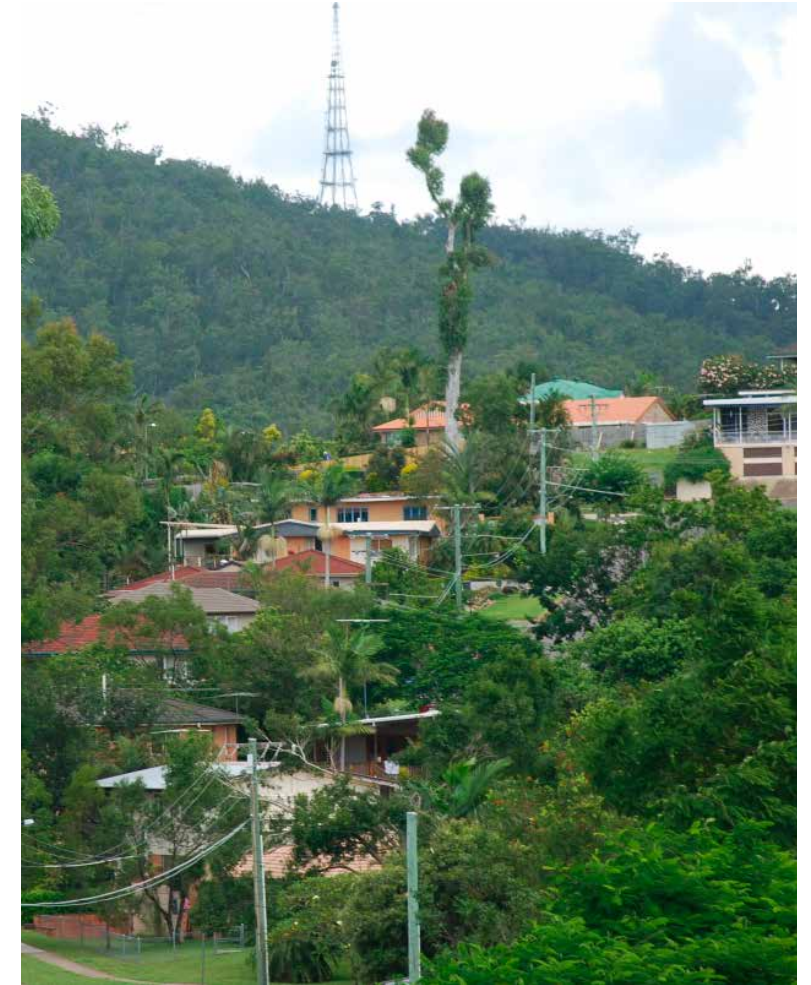




Enoggera Creek



Surrounds: Enoggera Reservoir and Mt Coot-tha



The surrounding neighbourhood: The Gap

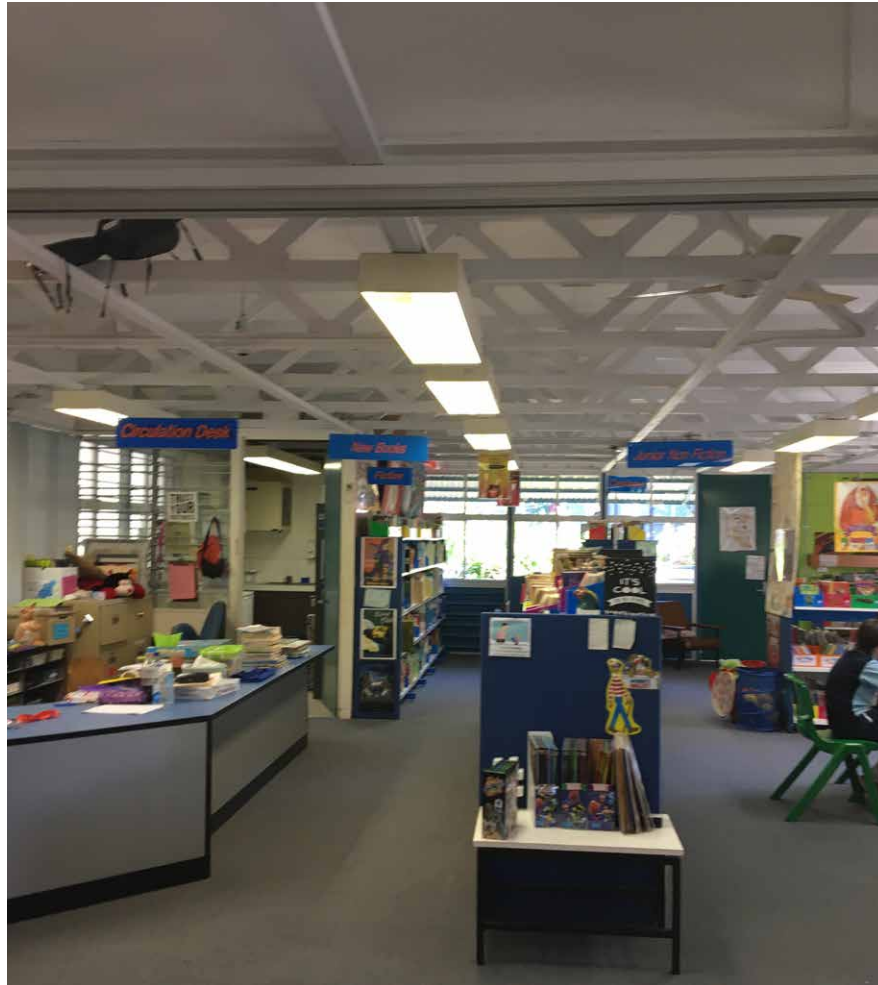
## Context

### Implementing the naturality and essence of the surrounds

Sitting comfortably amongst the Australian landscape, the colours and textures of the natural flora influences the choice of materials. Earthy greens and browns will ground the spaces to create an evident connection with the outdoors. A spectrum of blues will reflect the sky and the school colours.



## Existing



## Future Outcome



Movable furniture creates a modular and interactive area

## Library - Entry

- Large open spaces, light filled, flexible furniture
- Fun pops of colour and shapes
- Spatial variety to create learning nook areas and shared space



## Future Outcome



Timber shelves create fun and exciting central space



Elevated nooks provide fun and comfort



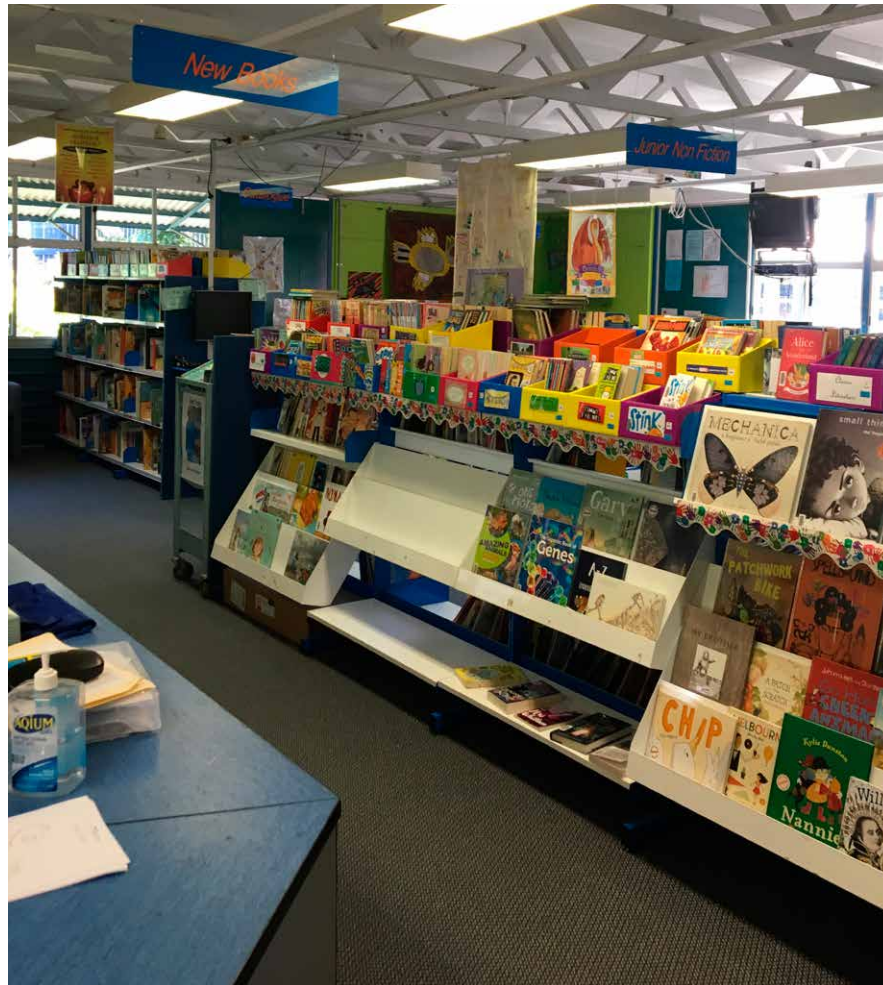
Bookshelf nodes spark interest

### Library - Playful

- Furniture and tunnel ways create a playful atmosphere.
- Ordered & layered arrangement of modular, interactive spaces.
- Timber and textured elements sculpt the playful spaces.



## Existing



## Future Outcome



Archways support shelving and create wayfinding opportunities



Reading pods provide independent learning and opportunity to interact

## Library - Interactive

- An exciting place to learn and interact.
- Ordered & layered arrangement of modular interactive spaces.
- An interior that creates warmth through a combination of timber and textured elements.



Existing



Future Outcome



Curved seat allows comfortable learning interaction with book shelving



Soft, warm, welcoming, safe

- Library - Comfort**
- Soft furnishings define cosy spaces.
  - Timbers create warmth whilst vibrant colours excite.
  - Spatial variety to create learning nook areas.



Existing



Future Outcome



Individual and group learning to promote social space



Breakout creates divide between exterior and main room

Library -  
Public /  
Private

- Spatial variety to create learning nook areas to suit small to large groups



Playful wall joinery creates little hideaway reading



## Existing



## Future Outcome



Protected garden lets light flood in and provides natural ventilation

## Library - Extension

- Extension to library
- Enclosed outdoor gathering space
- Spatial variety to create learning nook areas and shared space.



## Existing



## Future Outcome



Operable walls to permit reconfiguring of classrooms and team teaching



White walls, whiteboards - allows kids to interact with class  
pop of colour for sense of fun & allows space-dividing within open plan rooms

## Classrooms

- Simple layout, design, pops of colour
- Emphasis on collaboration & dialogue achieved through variety of seating layout/ options
- Whiteboards - interaction with classroom
- Updated furniture - allows flexibility/ movement



## Existing



## Future Outcome



Double purposing hidden storage with pinboard

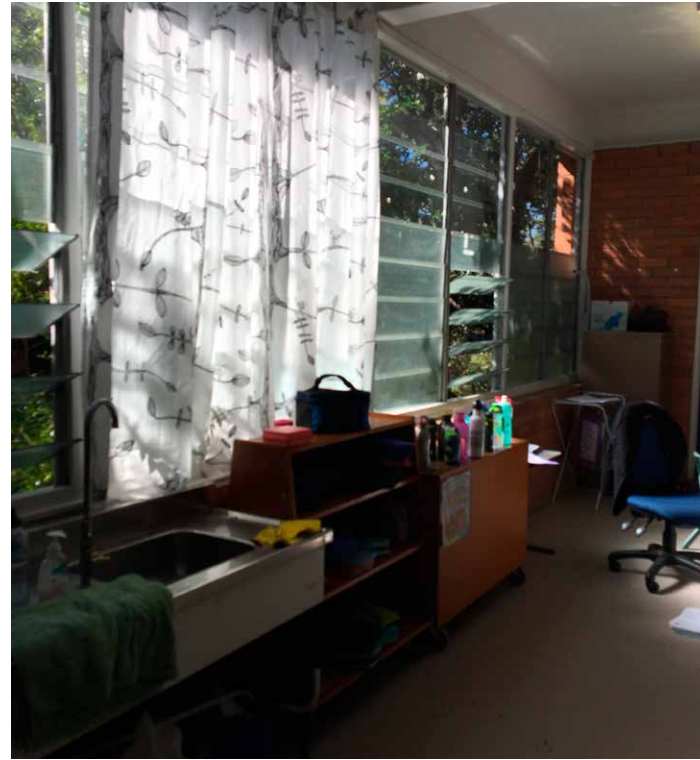
Seating Options - loose furniture - ottomans,  
Pops of colour in seating

## Classrooms

- Consolidated joinery
- Multipurpose joinery - pinboard, storage
- Window Seating



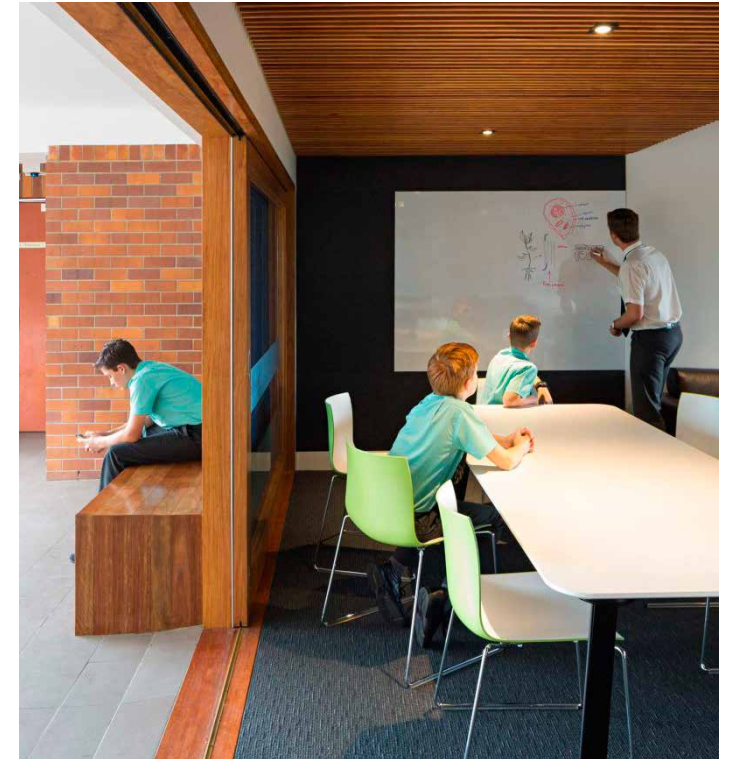
## Existing



## Future Outcome



Sliding doors create direct link to the outdoors



## Classrooms

- Separating & defining interior zones through change of floor finish & ceiling treatment
- Visual connection to the surrounding natural environment & encouraging natural light to the whole classroom



## Existing



## Future Outcome



Materials and feature ceiling allow for wayfinding



Hanging lighting and timber beams create space

## Classrooms - Quiet and Shared Learning

- The use of floating ceilings creates distinct spaces within spaces and interesting wayfinds.
- Bursts of timber elements create an earthy interior. A combination of textured and transparent elements invites a relationship with the surrounds.



Existing



Future Outcome



Vibrant shading devices



Ceiling provides warmth and shares outdoor relationship



**Classrooms -  
Vibrancy,  
Textures**

- Vibrant colours and sunlight take advantage of all space.
- Social breakout spaces surround the classrooms.
- Openings and sliding panels allow sunlight to flood into the areas to create vibrant and happy spaces to learn.



## Future Outcome



Window seating



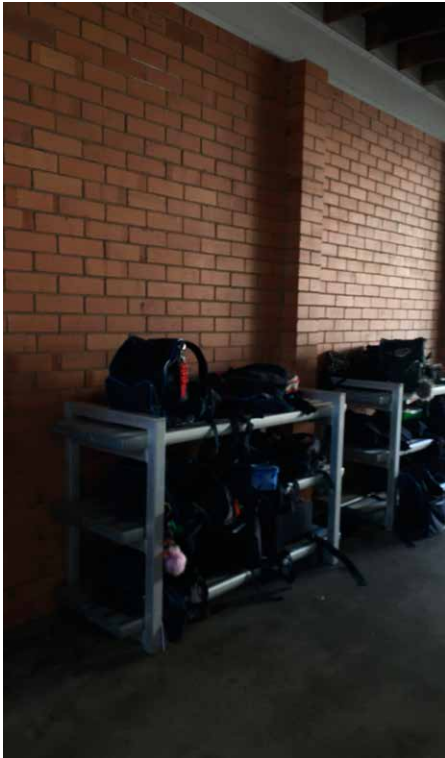
Tiered seating

### Classrooms - Breakout Spaces

- Window seating for paired or independent activity takes advantage of natural light & provides connection to external environment.
- Tiered seating allows groups to sit close together and can double up as bag rack storage at the rear



Existing



Future Outcome



Existing



Future Outcome



**Classrooms -  
Corridor  
Storage**

- Corridors welcome loose and flexible furniture to create breakout space.
- Built in wall units create seating and furniture.
- Connection breakout spaces are scattered throughout.
- Updated bag racks contribute to cleanliness and provide consistency throughout spaces



Existing



Future Outcome



Enclosed open space for adjacent lunch areas



Staggered seating - stage - playful

**Enclosed outdoor,  
walkway, connections,  
eating areas**

- Various plateaus create staggered spaces.
- Layered horizontal and vertical members break up the space
- Smaller spaces can be defined through the use of different materials



Existing



Future Outcome



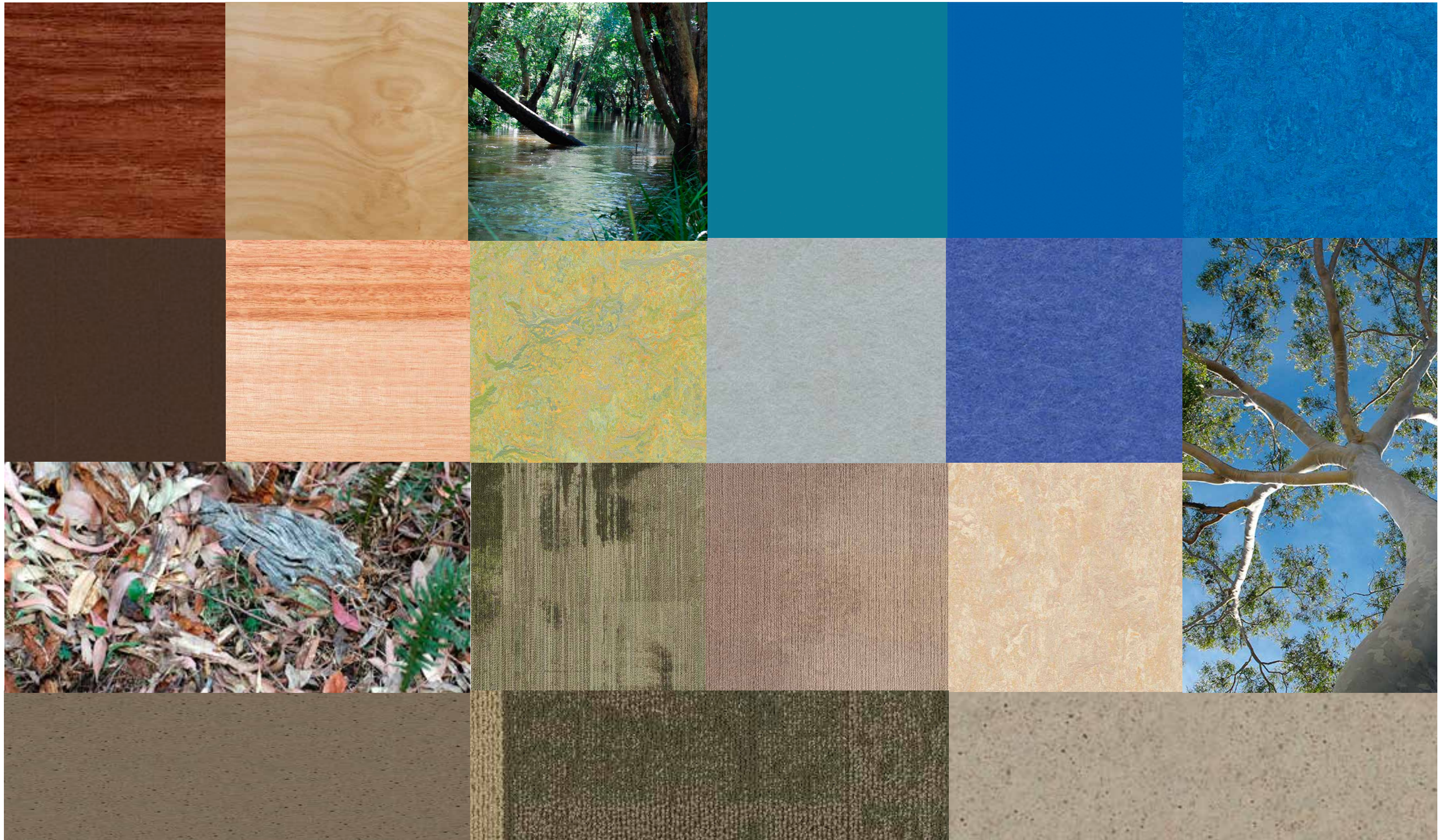
The learning facility can be opened to seamlessly integrate with external terraced amphitheatre for larger gatherings and school assemblies

Learning  
Space -  
Exterior

- Seamless transition between indoor and outdoor learning spaces.
- Learning facility links directly to outdoor vegetable garden.







Palette - look & feel



