



ST JOHN'S
GRAMMAR

DesignInc



Master Plan Report

Master Plan Purpose

Who

St John’s Grammar School is a co-educational independent day school affiliated with the Anglican Church.

St John’s Grammar School offer a high standard of education, social development and community responsibility supported by a caring environment. Since its inception, the School has experienced ongoing growth and now spans three campuses in the picturesque bush setting of Belair.

In 1958, a group of dedicated parents established the School in what used to be the Belair Primary School building. The School was named St John’s Grammar because it was at that time, part of the St John’s Coromandel Parish. The School began with 41 Junior Primary and Primary students. For the first 40 years of its existence, St John’s Grammar School became widely known and respected as a preparatory school of distinction. The Junior School now accommodates nineteen main classrooms, with special facilities for Physical Education, Art, ICT, Media, a Centre for Creativity, an Extension Program, and an Early Intervention Program. Over the years, the Junior School was expanded to incorporate a purpose built ELC offering Montessori-based pre-school education for three and four year olds.

In 1997, the St John’s Grammar Board of Governors secured a substantial property on Gloucester Avenue. This incorporated St Barnabas’ Theological College, the St Barnabas’ Chapel, and Retreat House, built in 1881. In 1998 St John’s Grammar School enroled its first secondary students and the foundations of a Middle School and Secondary School were established. In 2002, the first students graduated Year 12.

In conjunction with ongoing growth, and the School’s forward-thinking teaching philosophies, a master plan has been developed for all campuses. In 2017, the Secondary Campus completed works on The John Bray Centre for Performing Arts. In future years, the School Board plans to finalise the construction of specialist facilities on the Secondary Campus, and to further modernise and develop the Junior Campus and ELC.

Why

The previous Master Plan was completed in 2020; in the last four years, several significant projects identified in the Master Plan have been completed or are near completion, including the new classroom building at the Junior School, the Technology and Enterprise and the Art Precinct at the Secondary Campus and the Education Centre.

Additionally, there has been significant growth in student numbers since 2020 at the Secondary Campus. A range of immediate needs have been identified to meet the enrolment demand. For example, the need for additional science space at Secondary School, Food Technology upgrades and additional general learning spaces.

St. Johns Grammar School has a unique connection to its location and the environment in Belair. The Junior School has an intrinsic connection to the Belair National Park through its curriculum, and the St. Johns Grammar School community is looking to enhance this connection within the campus and to the Park.

Both main campuses have identified a need to provide a better outdoor environment through all-weather outdoor spaces, age-specific play spaces, social spaces, less hard surfaces and more structured sports.

This Master Plan has considered short-term, medium-term and long-term horizons to provide a road map that allows development at each campus in a timely and strategic way.

What

DesignInc was engaged by St John’s Grammar School in 2023 to prepare a Master Plan Report.

This Report is a summary of the process undertaken, findings and suggested outcomes. It is intended to assist the School through a series of projects over the next 15 to 20 years, within the context of a long term vision for its campuses. It seeks to guide improvements to the school, in line with goals that were established at the commencement of this Master Planning process.

DesignInc believe a successful Master Plan Report is one which allows for interventions at varied scales over a number of stages. This Master Plan Report provides a range of projects across the site. The School is in a fortunate position, with ample land allowing for staging to be flexible, and few interdependencies between stages minimising any effects on the day-to-day operations of the School.

How

Significant engagement with the St John’s Grammar School Leadership Team occurred in preparation of the Master Plan Report. Additional engagement with Staff and St John’s Grammar School Board has provided a broad basis for inputs, analysis and the final direction of the Master Plan Report.

This Report summarises the existing constraints and opportunities of the School sites and buildings. It then sets out a vision and a range of projects that are proposed to meet the school’s need to deliver a high quality, sustainable, integrated teaching and learning environment into the future.

The final Master Plan articulates the School’s plans for the development of its campuses over the coming decades. These plans align with, and seek to deliver on, the goals set out in consultation with the School and establish a programme of physical works to address the School’s future needs.

St John’s Grammar School is an inclusive community of creative, innovative and passionate learners with the courage, compassion and confidence to soar. We strive to empower and connect young people to a thriving and purposeful future, positively impacting on our local Hills community and beyond.

St John’s Grammar Vision + Mission



Master Plan Methodology

DesignInc has employed the following methodology in the development of the Master Plan:



Discover

Learn, Understand

During the first phase our team will work with the Executive Team via a Discovery workshop centred around understanding four key focal points:

- People: The student cohort, Academic and Support staff numbers, School community, School governance, and pastoral care model
- Place: The context, identity, history and culture of the School, the constraints and opportunities of the existing buildings and site
- Learning: Understanding pedagogical aspirations and challenges, potential growth and focus areas for improvement of facilities
- Programmatic: The financial constraints and time-frames within which the School must function or upgrades need to occur



Definition

Explore, Define

In this stage, we explore new solutions to existing problems and address the School's future needs. We will do this by providing a number of different options which reinforce the concept of precincts within the School.

Throughout this stage we also work towards defining a robust set of design principles that interlock with a staging strategy and support the School's vision and learning philosophy.

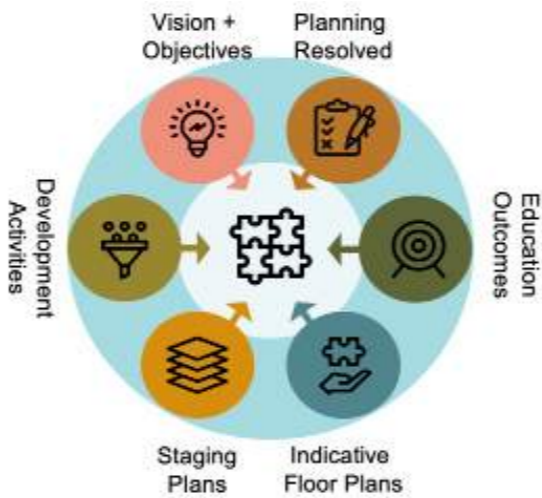


Detail

Refine, Finalise

The final stage is to create an updated Master Plan Review report. The completed document will address the following areas:

- Vision and objectives of the School
- Planning constraints that have been addressed
- Educational outcomes being sought
- Range of development activities to be undertaken
- Overall Master Plan for the site
- Staging Plans to illustrate the sequential redevelopment to occur
- Indicative floor plans for each stage



Variety of Scale

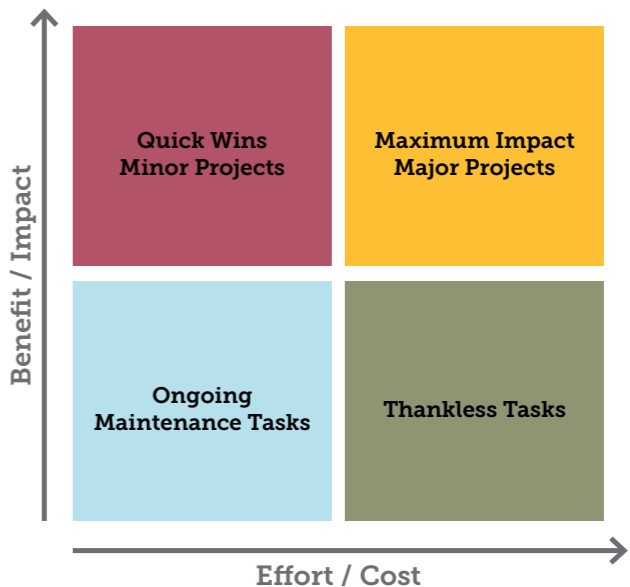
Too often Master Plans rely on a series of 'big ticket' projects that can take many years to eventuate. Whilst it is important to have a long term vision when Master Planning, our observation is that it is equally important to include a range of smaller projects that yield immediate benefits to current students and staff.

There is a risk with a Master Plan that only contains large projects to be constructed 'in a few years time' that current students and their families become ambivalent because they will not receive any benefit from these developments.

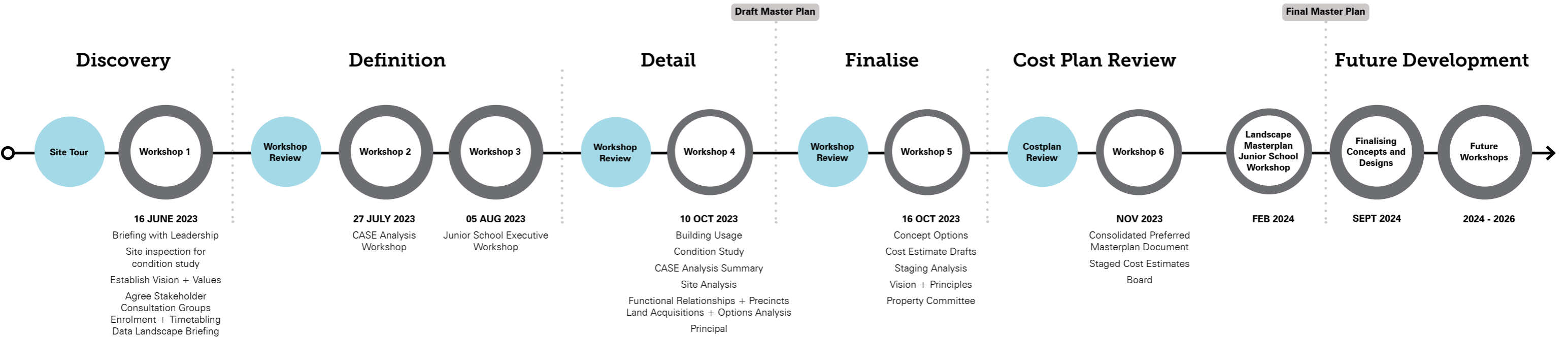
By also including small projects that can be quickly executed and add immediate value to current staff and student daily activities, we believe the Master Plan will more quickly be embraced and achieve broad acceptance within the School community.

The graphic below illustrates the relationship between maintenance, infrastructure upgrades, small projects and major works as they relate to effort / expense and the positive benefit generated.

Our aim is to develop a Master Plan that embraces and acknowledges the importance of each of these quadrants and allows for projects to proceed as the School's funds and enrolment numbers permit.



Stakeholder Engagement + Timeframe



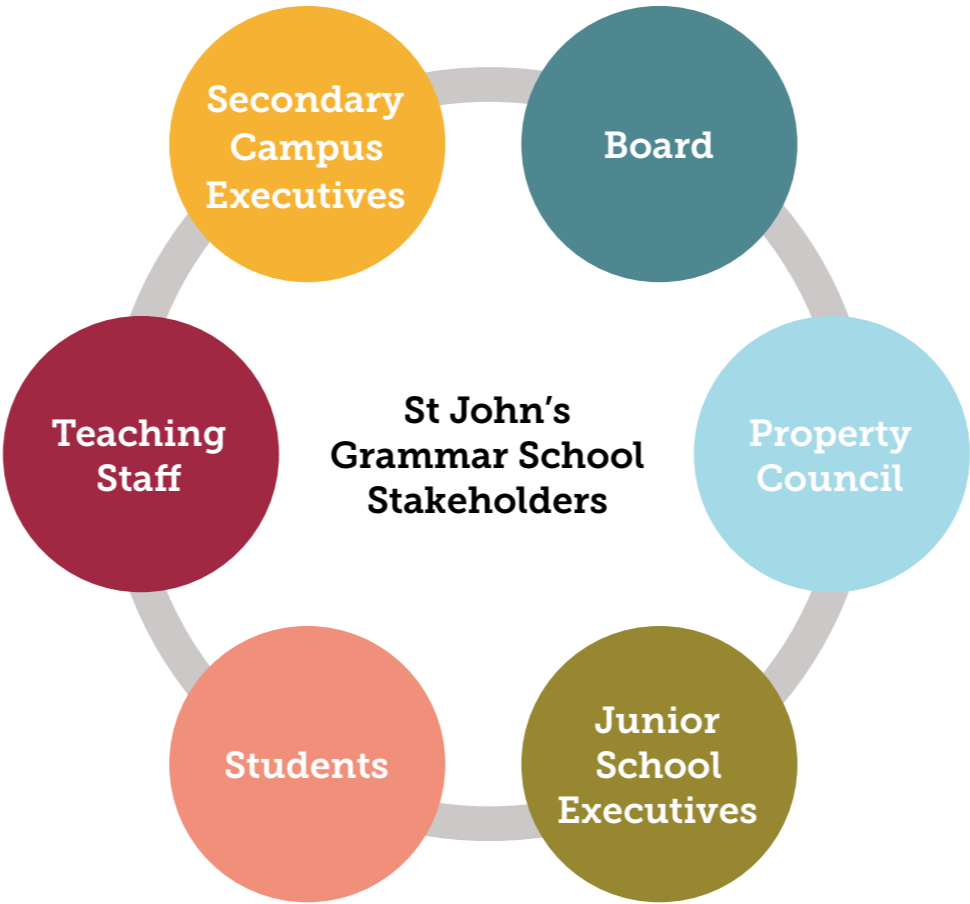
Preparation of this report has involved consultation with the St John’s Grammar School Leadership Team, Staff and School representatives. The graphic above details the engagement process undertaken during the Master Plan process.

Initial consultation, site tour and a CASE Method (Current State, Aspiration, Strategy, Execution) Analysis were conducted to understand the existing facilities, and the key school objectives.

The following sessions with the St John’s Grammar School Leadership Team and representation focused on precinct planning and concept designs of the buildings.

Staff feedback was taken on board and alterations made to the proposal prior to endorsement by the St John’s Grammar School Leadership Team and the St John’s Grammar School Board.

While engagement with the wider school community, authorities and detailed consultation with staff has yet to occur, it is envisaged that this process will form part of the initial stages of each future development proposed within the Master Plan.



Identified Priorities

At the Discovery Workshop held with stakeholders on the 27th July 2023, the following 'Big Picture' Priorities were indentified.



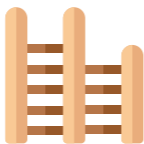
1 Connection to Place + Nature

- Enhancing St Johns Grammar connection to the Belair community
- Strenghtening the relationshipw with Belair National Park
- Improve the outdoor environment through reduction in hard surfaces and planting



2 Assembly + Sporting Facilities

- Provision of all weather sporting facilities at both campus
- Access to an Oval for cricket and football
- Increase capacity for structured sports such as tennis and netball
- Provide a large multipurpose assembly space for all school capacity
- Provide a second indoor court at the Secondary Campus



3 Play Spaces

- Provide age appropriate and age specific play spaces at both campus
- Provide challenging and engaging play opportunities
- Provide diverse spaces for a variety of modes of play
- Provide all weather play spaces



4 Meet Growth Demand

- Additional classroom to be provided in time for growth
- Storage solutions across the School



5 Amenities Upgrades

- ELC, Junior and Secondary School toilets have been identified as needing upgrading
- Include inclusive facilities
- Provide Disability Discrimination Act compliant toilets
- Improve quality and safety of facilities



6 Pedestrian Safety + Parking

- Resolve parking deficit at both campus
- Deconflict vehicular circulation routes
- Improve pedestrian safety
- Improve Kiss and Drop
- Provide for larger buses

Contemporary Learning Pedagogy

A key challenge at St John’s Grammar School is finding ways to adaptively re-use the existing learning spaces in order to deliver more contemporary learning spaces.

Currently most of the existing spaces at St John’s Grammar School are the typology A indicated in the diagrams below. DesignInc believe it feasible to renovate the existing spaces to achieve typologies C and D, via the creation of Learning Commons adjacent to the existing Secondary Campus and Junior School classrooms.

- A** A cluster of traditional classrooms connected by a (central) corridor.
- B** Similar to Type A, except that the corridor connecting the traditional classrooms is widened to create a breakout space, identified as ‘street-space’ or ‘learning commons’.
- C** Walls between adjoining classrooms (but not the breakout space) are made flexible, enabling these classrooms to be opened-up, creating flexible learning.
- D** Walls between adjoining classrooms and the breakout space are flexible, allowing for the entire learning environment to become one larger space, whilst also retaining the ability to close it down into traditional classrooms.
- E** (Open) The learning environment is open plan and cannot be converted into traditional classrooms without major renovation.



9 principles of designing and using learning environments to best pedagogical effect:

- 1 A dynamic school and physical environment.
- 2 Variety and choice, with respect to both settings and activities.
- 3 The capacity to differentiate the personalised learning experiences, including across independent, small group, and whole class activities.
- 4 Ready access to multiple learning settings, commonly differentiated by furniture arrangement and/or glazed separations between spaces and different sizes.
- 5 Engaging and meaningful teaching and learning experiences, including opportunities for instruction, interaction and reflective retreat.
- 6 Options to socially organise students in varied ways, within the same class and/or across multiple classes.
- 7 Good acoustics, especially in more open spaces.
- 8 Good sight-lines, to enable the consistent observation and monitoring of students’ activities.
- 9 A design that recognises the physical, organisational, temporal and cultural histories of the school/sector and allows for pedagogical development over time.

ELC Proposed Master Plan - Short + Long Term



Proposed Master Plan Stages 2024 - 2025

- 1 Construct storage shed at bottom of site with access from easement
- 2 Remove archive material and utilise as outdoor equipment storage



Proposed Master Plan Stages 2027 - 2035

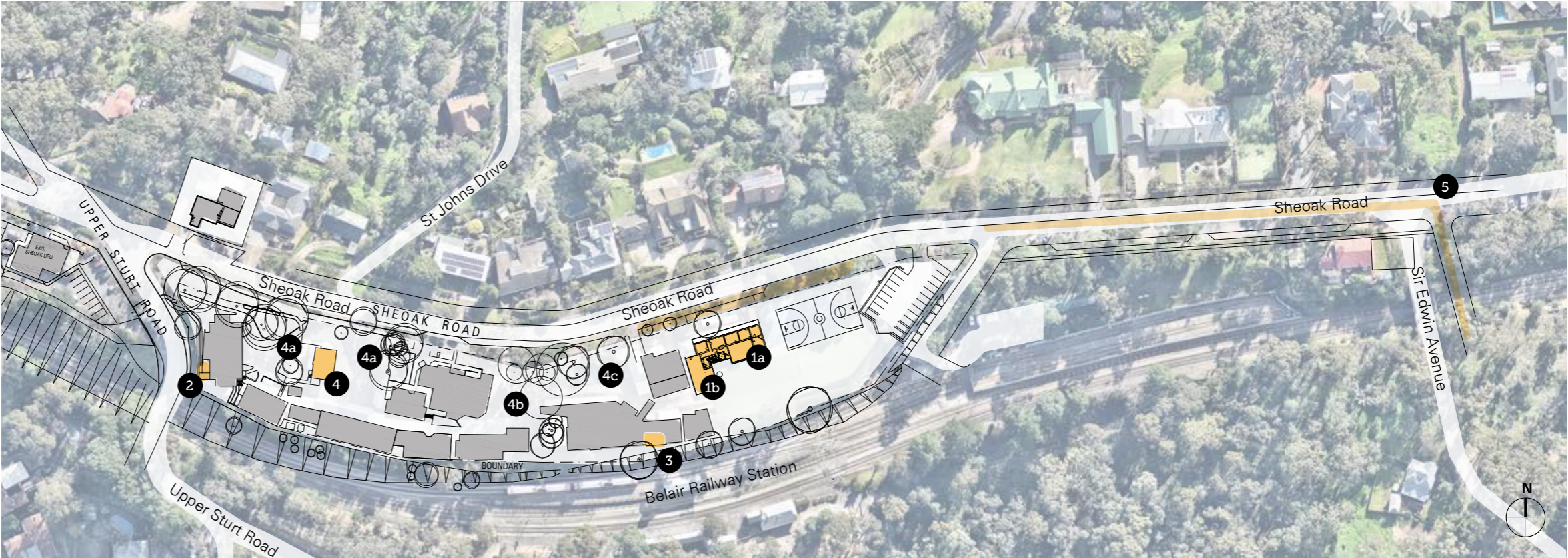
- 3 Expansion of veranda area for covered outdoor space for ELC
- 4 Upper level expansion for an additional activity space for 4yr olds. Maintain access to lower level outdoor space.



Junior School Proposed Master Plan

Proposed Master Plan
Stages 2024 - 2026

- 1a Renovation of Railway Cottages for music classroom and rehearsal spaces
- 1b Extension to Railway Cottages for OSHC
- 2 Lower ground science classroom
- 3 Tech/STEAM classroom
- 4 Refurbish for specialist teaching classroom, learning support
- 5 Negotiate agreement with Belair National Park for bus access through this entrance



Junior School Proposed Master Plan - Visioning

Proposed Master Plan Stages 2027 - 2035

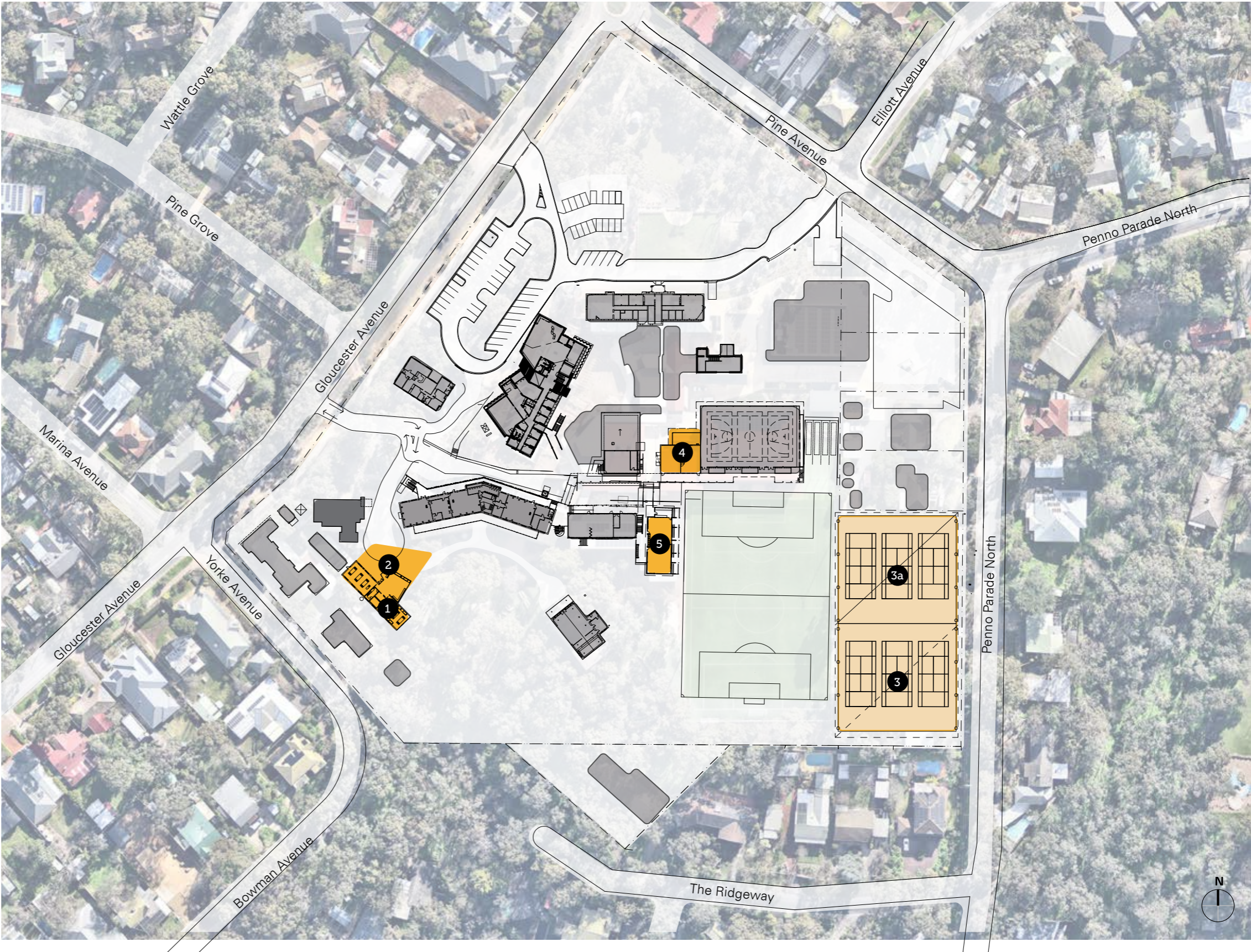
- 6 Shared use agreement for park
- 7 New full size single court gym and assembly building with expanded undercroft carparking below
- 8 Re-grade sports field to accomodate running track, handball, half court and miniroos soccer pitch
- 9 Extension of chapel, for use as music/performance, and function space. Relocated Uniform Shop off site
- 10 New 2.5 storey building includin administration and Yr 1- 2 buildir
- 11 Demolish administration building and construct north facing nature play space



Secondary Campus Proposed Master Plan

Proposed Master Plan Stages 2024 - 2026

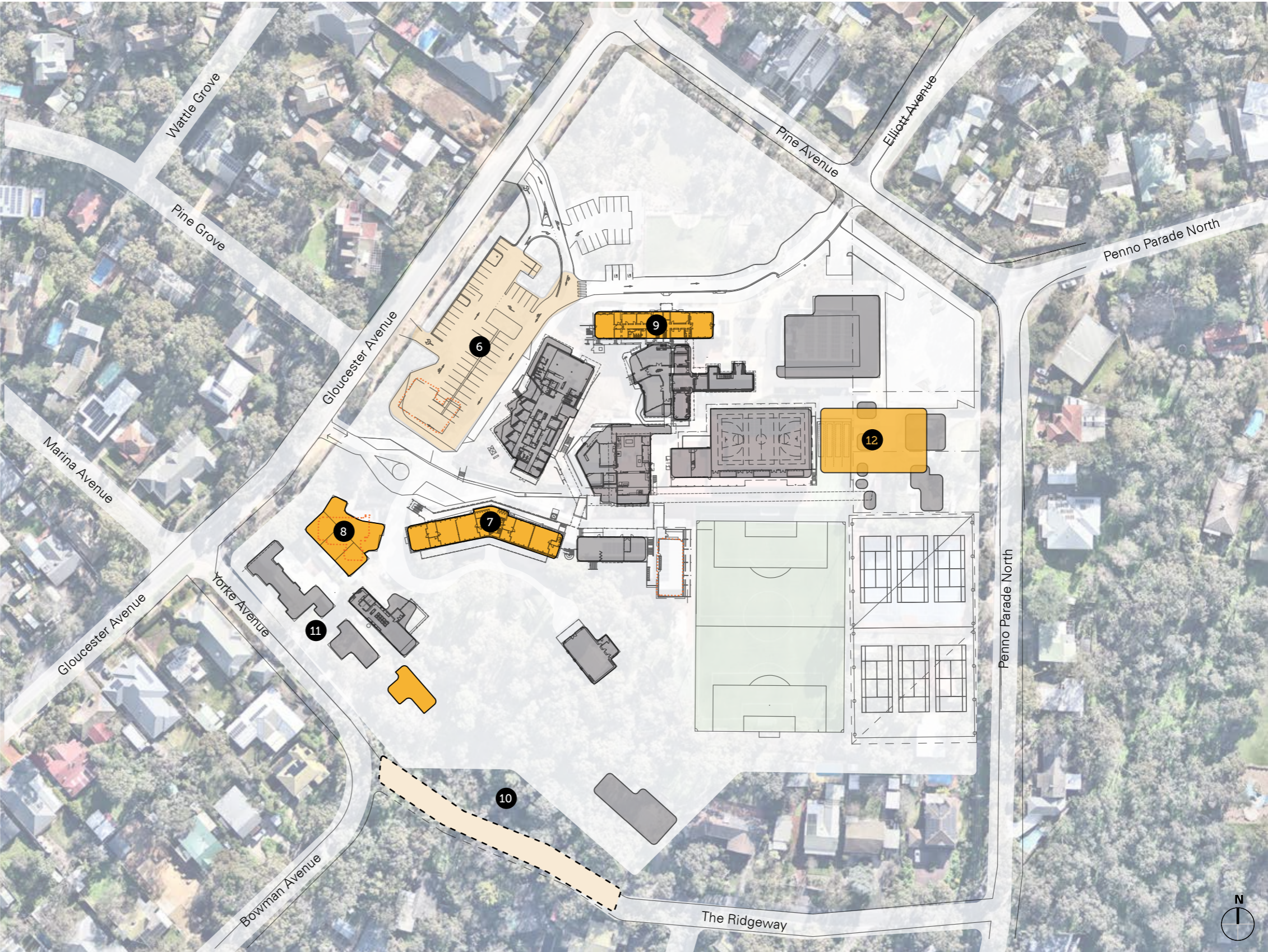
- 1 Refurbish Food Technology in England Building
- 2 Extend England Building for new canteen and construct outdoor dining areas. Adjust cul-de-sac to be for deliveries only, or re-route deliveries to Yorke Avenue for Canteen and Food Technology
- 3 Construct three new tennis courts
- 3a Provision of all-weather cover to new courts
- 4 Repurpose Canteen into Fitness Classroom
- 5 Create two classrooms from existing infrastructure



Secondary Campus Proposed Master Plan - Vision

Proposed Master Plan Stages 2027 - 2035

- 6 Complete carpark, bus loading and kiss and drop works
- 7 Upgrades to include one additional Science Laboratory in Pargeter, toilet and classroom upgrades to Pargeter Wellbeing Centre on ground floor
- 8 Demolish Warden House future/alternative newclassroom building location
- 9 Remove classrooms from Retreat House, re-allocate to adminstrative functions
- 10 Formalise Road connection from The Ridgeway to Yorke Avenue
- 11 Expansion of International Living Precinct
- 12 Propsed construction of second Gymnasium

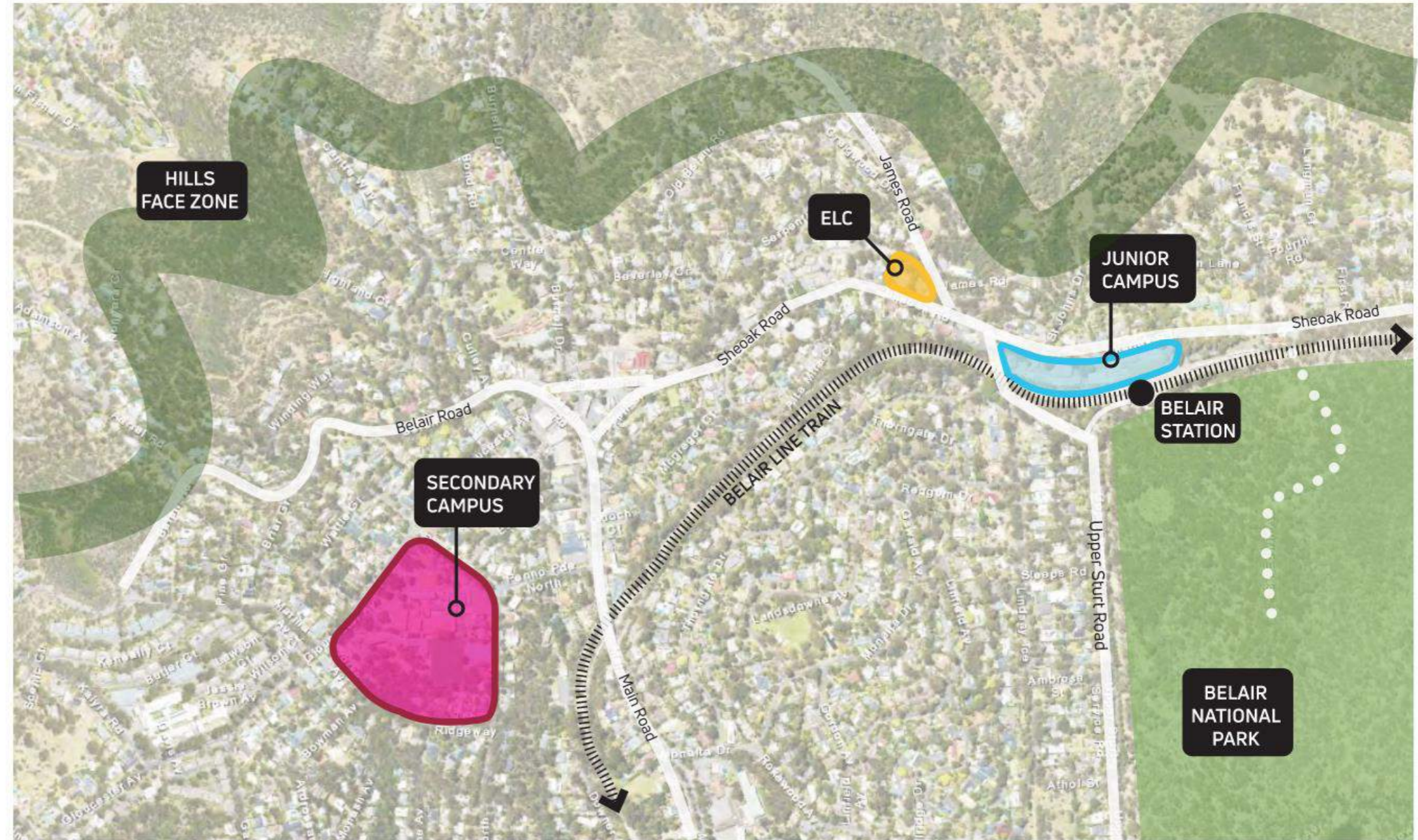




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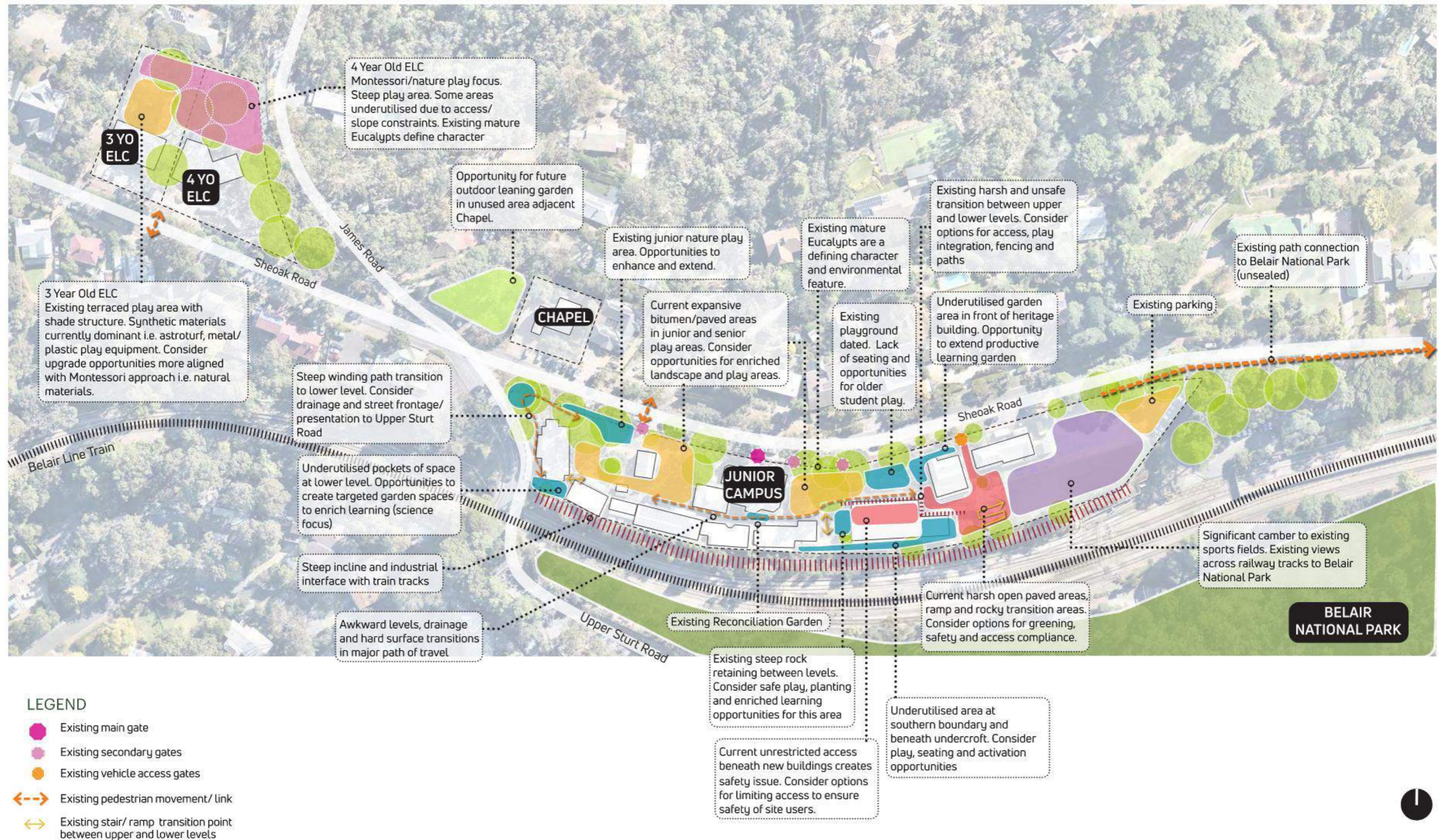
ST JOHN'S GRAMMAR SCHOOL MASTER PLAN LANDSCAPE PACKAGE

Clover acknowledges the Kurna people as the traditional owners of the lands on which this project is situated and offer our respect to elders past, present and emerging.



Nestled in the South Eastern foothills of Adelaide, Belair has a unique natural character which is reflected across the landscape of all three school campuses. The Junior School Campus particularly has an intrinsic connection to Belair National Park. In addition the significant mature Eucalypt Trees located on each site form a foundational part of each campus' landscape character.

The proposed Master Plan will consider the future needs of the school across the ELC, Junior and Secondary campuses, including increasing student enrolment, requirements for more functional, aesthetic and usable outdoor spaces and enhancing the ongoing connection to the unique natural environment of Belair.



KEY POINTS

PLANTING

Significant Eucalypts form integral part of the landscape character and amenity of site. Analysis mapping shows a number of trees have been removed in recent years. Retaining all existing mature trees should be a priority for any future works.

MATERIALITY

Existing landscape appears somewhat disjointed with multiple materials and styles across site, from modern to traditional. Consider utilising and building on the material palette set with most recent works in central hub.

LANDFORM, ACCESS & WAYFINDING

General lack of cohesiveness across site. Significant level changes create challenges for access and accessibility.

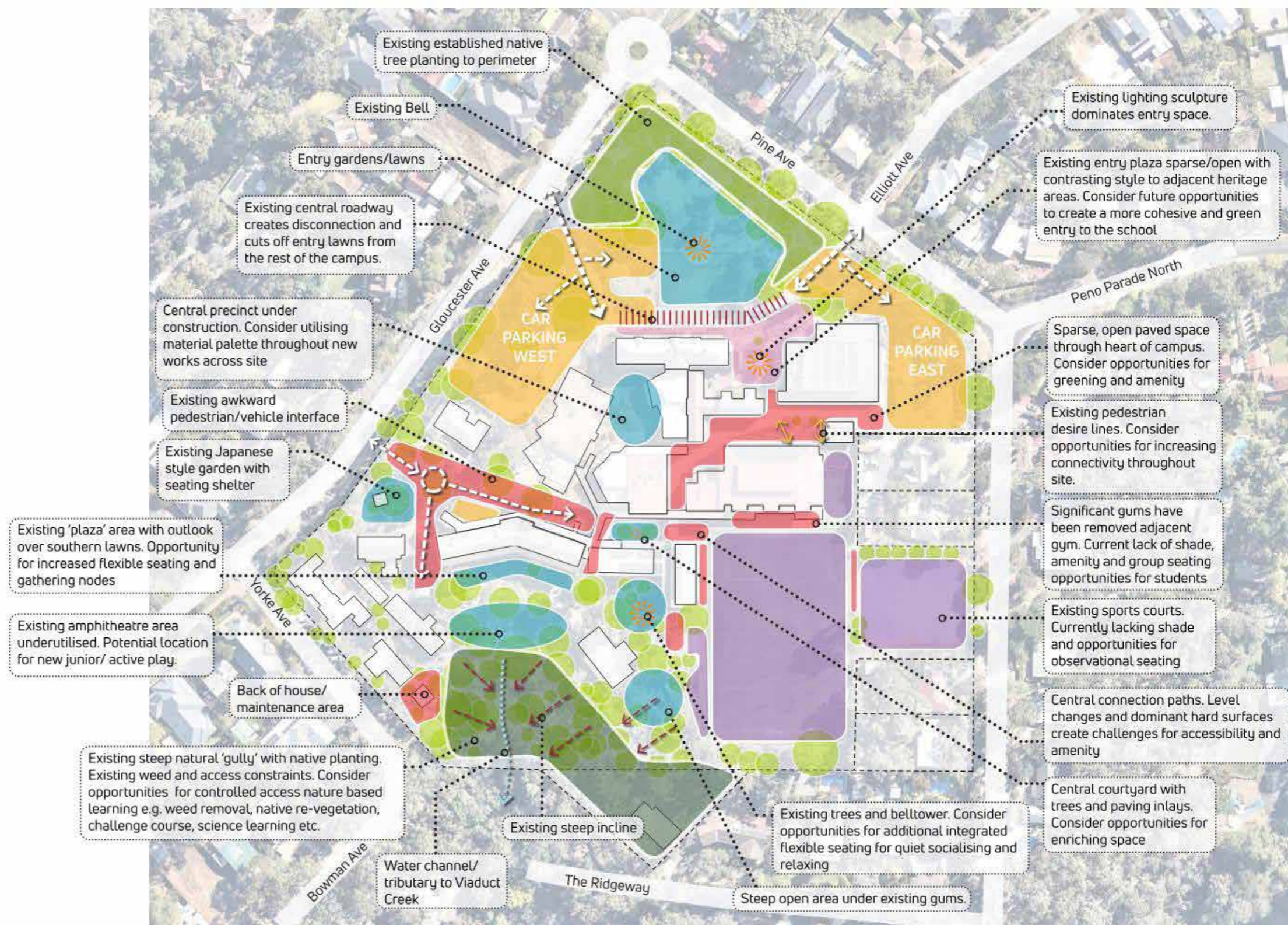
FUNCTION & AMENITY

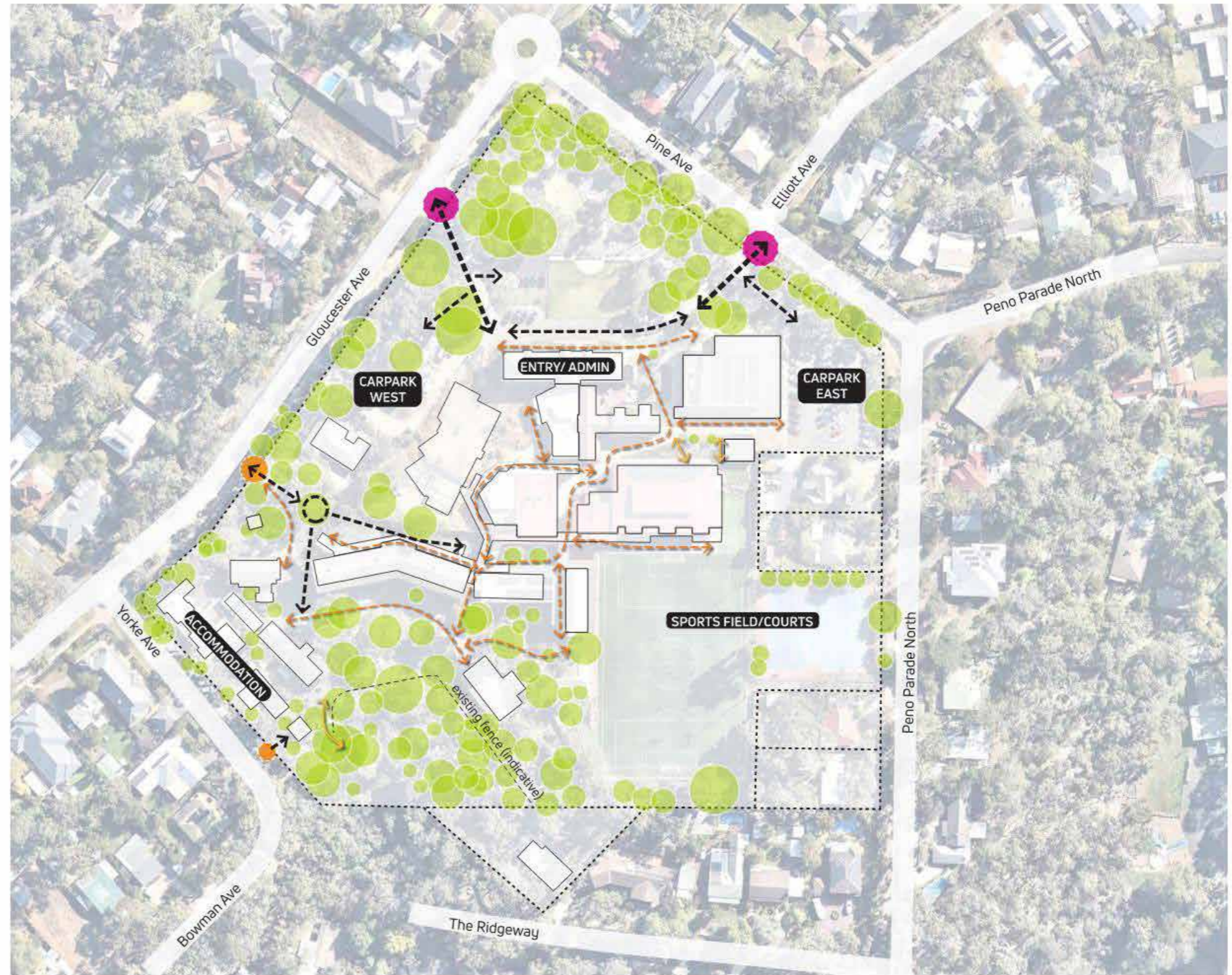
Current lack of options for flexible and social group seating. Observed many groups of students seated on the ground in circles or standing to face each other.

Many open, underutilised spaces noted, with potential for enriched landscape opportunities.

Aside from the structured sports courts, there are a current lack of options for active play, particularly for younger year levels. Consider options for ninja course, rope play and other active play opportunities.

Existing site layout lends itself to distinct character 'zones' and design strategies i.e. entry gardens, plaza, internal courtyards/cloisters.





LEGEND

- Existing main access gate
- Existing secondary/ maintenance access gates
- ←--→ Existing vehicle movement
- ←--→ Existing pedestrian movement/ link
- ←--→ Existing informal path/ desire line



Connecting spaces beautifully, safely and with equity.

- Prioritise seamless and intuitive ramp access over stairs
- Ensure DDA access and integrity is considered at every level
- Utilise level changes to create integrated and useable landscape zones
- Separate active level zones with connected movement network
- Consider intuitive wayfinding opportunities



Provide enriching, diverse play and outdoor learning environments which connect students with place.

- Utilise existing unused pockets for targeted outdoor learning gardens
- Consider all ages and abilities when considering play design
- Enhance connection with the natural environment through play
- Provide diverse opportunities for a variety of play modes (active, exploratory, quiet etc)
- Consider opportunities for integrated covered outdoor learning



Retain and enhance integral 'Belair' natural character.

- Prioritise retention of existing tree layer in relation to all future built works
- Increase greening and natural learning opportunities across all sites
- Increase connection to Belair National Park
- Reinforce local Belair character through materiality and planting palettes
- Plan for legacy and succession planting to ensure future tree layer



1 CENTRAL LEARNING PATHWAY

Central spine connecting all school zones. Opportunity for art and interpretation engaging with Belair National Park and Kauria culture. Repave central thoroughfare to address drainage and level changes, with intimate garden and break out spaces to edges. Potential for covered arbour structure.

2 'BANDICOOT BURROW' PLAY ZONE

Junior primary focus enriched outdoor learning and play zone with natural edge sandpit, nature play, covered outdoor area, integrated multi use seating and nature/ planting. Potential play theming around Southern Brown Bandicoot.

3 'GECKO GROVE' PLAY ZONE

Enriched and integrated outdoor learning and play with middle primary focus. Potential design theming around Marbled Gecko. Design with option to extend during 10+ year built works.

4 'LORAKEET LOFT' PLAY ZONE

Upper primary focus enriched and integrated play zone with options for challenge and active play, climbing ropes and aerial platforms integrated with existing gums. Include break out spaces, covered areas and integrated seating nodes. Potential play theming around Rainbow Lorakeet.

5 SHEOAK CORNER

Consider options for stronger presence at key intersection. Potential for sculpture/art. Ensure existing mature gums are protected and retained.

6 BELAIR NATIVE GARDEN TRAIL

New ramp path connection to lower level with opportunities for native 'botanic' gardens to edge featuring Belair local native species

7 SCIENCE LEARNING GARDENS

Enriched outdoor learning to under-used garden spaces e.g. seed bank, frog pond etc.

8 TRANSITION ZONES

Explore opportunities for safe movement, activation, play and learning in central transition adjacent stair e.g. slide and rock scramble between levels, learning garden at lower level. Restrict access to unsafe areas under building/bridge. Explore opportunities for additional access point to lower level direct to undercroft area.

THE RAMP

Opportunity for future ramp upgrade with integrated planting to create beautiful and equitable access to lower level. Consider new ramp design during designs for sports fields upgrade.

RAIL PLAY & UNDERCROFT

New outdoor activation to undercroft including mixed use seating and potential 'parkour' course. New upper primary focused active play, seating nodes and integrated planting to lower level garden bed overlooking train station.

11 PLAZA

Restructure and open up space to reduce existing bottleneck and create beautiful and useable plaza space

12 PRODUCTIVE GARDENS

Extend Year 6 productive gardens to include a native food garden

13 OSHC GARDENS

Upgrade to suit OSHC outdoor use

14 SPORTS PRECINCT

Future new Sports Precinct to upper level

15 CARPARK

Future underground carpark

16 SHEOAK ROAD FRONTAGE

Greening to street frontage. Consider redefining entry gates for main entry aligned with existing crossing.

PRELIMINARY INSPIRATION IMAGES: JUNIOR CAMPUS & ELC

JUNIOR PLAY AND NATURE IMMERSION



UPPER LEVELS & ACTIVE PLAY



PLAY INTEGRATED INTO LEVEL TRANSITION



- 1 4YO ELC OUTDOOR LEARNING**
Upgraded Montessori based natural outdoor learning and play spaces integrated into slope and amongst mature gum trees.
- 2 3YO ELC OUTDOOR LEARNING**
Upgraded outdoor learning and play spaces aligned with Montessori approach e.g. natural materials, nature integration.
- 3 SHARED ZONE**
Potential shared outdoor learning including vegetable and productive gardens
- 4 CARPARKING**
Future car park extension and upgrade
- 5 GREEN EDGE**
Retain existing green edge with mature eucalypts.
- 6 FUTURE BUILDING UPGRADES & EXTENSIONS**
Staged building upgrades and extensions to allow for future growth



- 1 RETREAT HOUSE ENTRY PLAZA**
Paved pedestrian priority plaza and formal landscape space to frame and celebrate Retreat House, provide safe pedestrian connectivity to entry lawns and cohesive entry to School. Consider rationalising/limiting vehicle access, ensuring visitor carparking is considered and allocated.
- 2 CENTRAL ENTRY COURTYARD**
Continue landscape typology from Retreat House entry plaza for consistent entry approach surrounding Retreat House. Explore opportunities to increase greening, shade and seating.
- 3 BELL LAWNS**
'College' style lawns and gardens with existing Bell as focal point. Provide opportunities for gathering, socialising and informal outdoor learning.
- 4 GREEN EDGE**
Retain and protect all native trees which frame campus and connect to the natural Belair character.
- 5 CENTRAL HEART**
New intimate gathering lawns and garden spaces.
- 6 OUTDOOR DINING PLAZA**
Future 'College' style plaza with long table seating and outdoor gathering implemented adjacent Food Technology building, future Canteen relocation and boarding precinct. Existing vehicle access limited to roundabout. Review access requirements for service vehicles and create shared zones as required.
- 7 CENTRAL CONNECTION NETWORK/ COURTYARDS**
Extend landscape typology from 'Central Heart' precinct. Shape level changes to create beautiful, safe and intuitive movement paths with integrated intimate landscape spaces.
- 8 THE HILL**
Utilise existing hill space under trees for active and challenge play zone e.g. rope play, custom climbing nets parkour, ninja course etc. Re-imagine amphitheatre to provide flexible stepped seating.
- 9 MIDDLE SCHOOL PLAZA**
Mixed flexible seating opportunities overlooking 'The Hill' active zone. Explore opportunities for increased planting.
- 10 THE GULLY**
Nature based learning and nature immersion. Opportunity to enhance native vegetation and habitat value. Potential seedbank or plant nursery.
- 11 BELL TOWER GARDENS**
Intimate gathering nooks/quiet zones nestled into gardens under existing trees. Options for hammocks and alternative seating for relaxing.
- 12 CULTURAL GARDENS**
Enhance existing Japanese/Indonesian gardens adjacent Languages Precinct.
- 13 RESIDENTIAL GARDENS**
Enhance residential gardens with boarding precinct upgrade including breakout, relaxation and communal gathering spaces.



PRELIMINARY INSPIRATION IMAGES: SECONDARY CAMPUS

COMMUNAL OUTDOOR LEARNING AND RELAXATION SPACES



INTEGRATED PLANTING



DESIGN INTEGRATED INTO LEVEL CHANGES

