

02

Site Analysis

02.7

Key Outcomes from Site Analysis



- 1-2 Story Scale is appropriate for the development to sit in the local context
- Local material palette on-site and off-site is predominately Brick and Fibre Cement.
- Creek and Riparian Corridor to East of site a strength to be leveraged in the landscape design.
- Potential pedestrian linkage over the creek through to Durrant oval to the east.
- North West Corner is the most appropriate development site as the East of the site is potentially effected by flooding and sensitive ecology, and the south of the site is potentially effected by bushfire constraints.
- Willamson Cresant frontage will have to consider the road setbacks of the existing dwellings. Approx. 10m.
- Building massing to considering the neighboring childcare centre. Preferable single story to north boundary.

Warwick Farm PS towards Williamson Cres.

03

Key Consultations

03.1

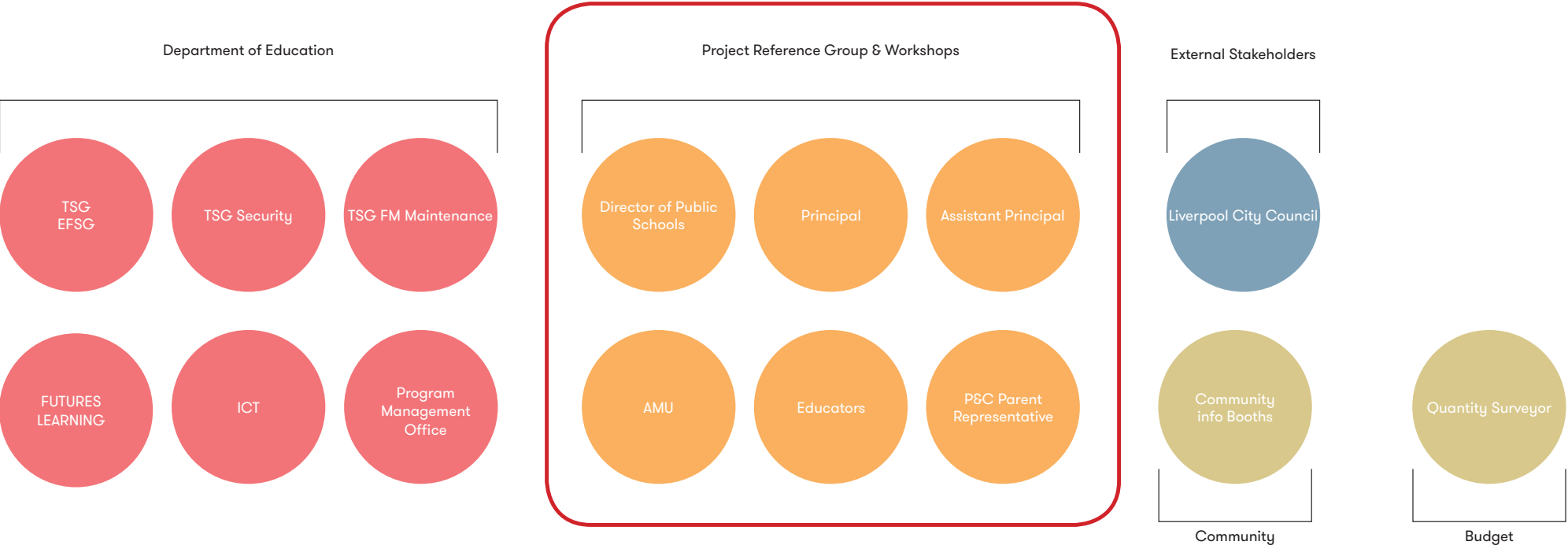
Department of Education Stakeholders

Through the Masterplan / Concept Design / Approved Concept Design phases Hayball attended 4 meetings with Department of Education stakeholders. The meetings included representatives from the PMO, EFSG, Executive Director Learning and engagement , ICT, Security and WHS, ensuring the design aligns with the Department of Education framework.

Key outcomes from the Department of Education meetings include:

1. Determining scope and ideal SSP size and facilities
2. Size and location of new core facilities , considering shared uses with Warwick Farm PS and facilitating integration within the consolidated campus.
3. Determining building locations, functional relationships, heights and overall site strategies.
4. Including circulation areas and accessible amenities within the learning common in addition to UFA brief. Supporting Future -Focused learning spaces
5. Including spatial allowance for Electrical / Communications, air conditioning and Security within the floorplan of buildings.
6. Including cleaners distributed stores and laundries in close proximity to all amenities
7. Approval of the adaptable/reversible teaching model and cohorts, indicated as ideal by the Mainsbridge school community.
8. Ensuring sight-lines are maintained from the learning studios to the learning common and among them, practical activities areas and outdoor learning spaces.
9. Ensuring the allocation of quiet spaces, pods, small groups and readiness to learn settings.
10. The separation or integration as required, of the Mainsbridge School and the existing Warwick Farm PS .
11. The inclusion of a future Hydrotherapy pool subject to funding, as a request from the PRG, PMO and as showed in the original master plan.
12. The provision of some updated and shared facilities to the Warwick Farm PS site such as the hall , kitchen and new toilets.

See Appendix for the ‘Mainsbridge School Stakeholder Comments Register’ for a full summary of all consultations and outcomes.



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Key Consultations

03.2

Project Reference Group (PRG) Meetings

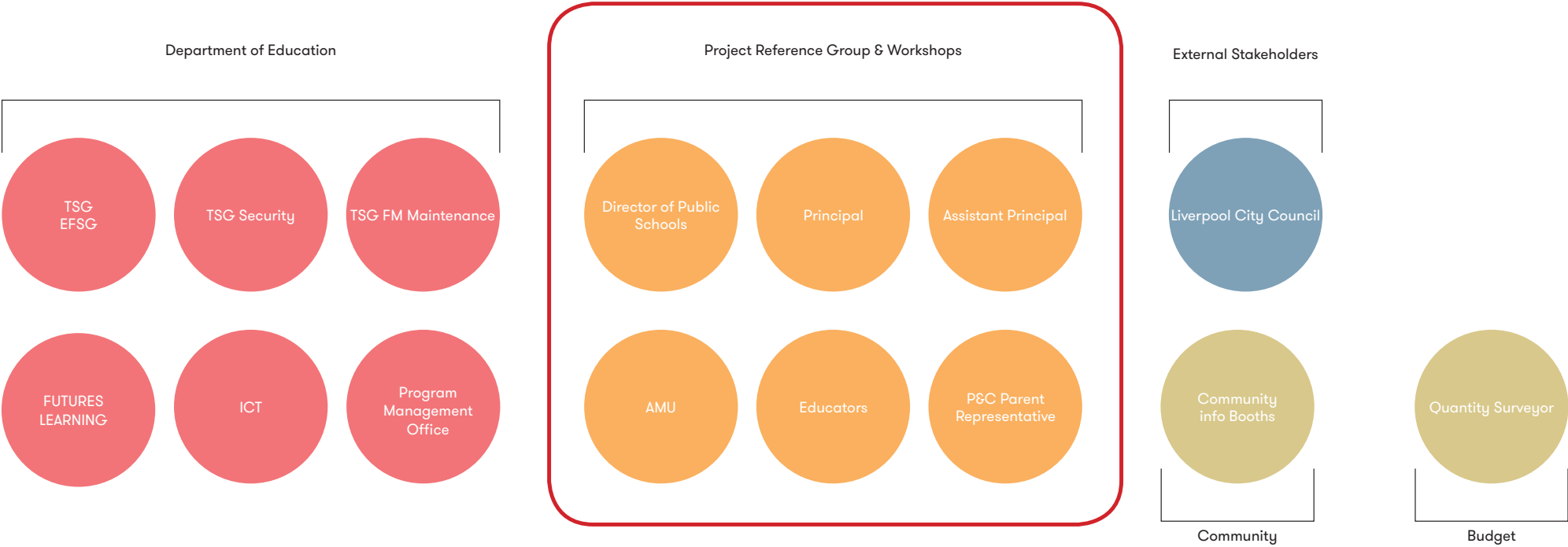
Through the Masterplan / Concept Design / Approved Concept Design phases Hayball attended fortnightly Project Reference Group (PRG) meetings.

Regular meetings ensure the design aligning with the School’s ethos and specific operational needs. The PRG include the Regional Director of Schools, the school leadership group, school educators, P&C representative and Asset Management Unit representatives from the Department of Education.

Key outcomes from the Project Reference Group discussions include:

1. Determining scope priorities, demographics demand and needs and desired learning space numbers.
2. Analysing recent SSP precedents in NSW and worldwide. Researching world developments in Special Needs education and benchmarking Mainsbridge School needs.
3. Meetings, site visits , discussions and feedback with stakeholders from the Lucas Gardens state of the art SSP
4. Assessment of Masterplan building locations, and overall site and building relationships among them and with Warwick Farm PS
5. Understanding the school’s current and predicted operational needs associated with the demographics of the current school and the foreseen need for high dependency care and learning settings.
6. Determining an appropriate learning rationale that reflects the special needs education in Mainsbridge.
7. Specific requirements for the Hall / MPS , library and special programs to facilitate both campus schools and community use.
8. Understanding the school key issues relating to safety, accessibility , separation, integration, management, sensibilities and operational needs of the new spaces.
9. Establishing a functional brief, priorities, limitations, opportunities and challenges for the landscape/ external spaces design.
10. Determining traffic design and challenges relating to the combined SSP and PS site.
11. Determining the separation points for independent use of both schools when required.

See Appendix for the ‘Mainsbridge School Stakeholder Comments Register’ for a full summary of all consultations and outcomes.



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Key Consultations

03.3

Lucas Gardens Design Workshop

During the Approved Concept Design phase Mainsbridge School staff visited and liaised with the Lucas Gardens School executives and staff focusing on the appropriate learning rationale and pedagogy for the new built facilities.

Participants included: Principal, Deputy Principal, parents and carers representatives, key educators from both Lucas Gardens and Mainsbridge, DoE Liverpool area Director of Schools, Hayball architects and GHD project team .

After the visit, the group conducted a design workshop. The discussions and feedback included the following:

1. Presentation of options on collaborative education models and world best practice in SSP education.
2. Presentation of the current design for discussion.
3. Brain storming to establish key hopes and concerns related to the proposed learning settings and decisions on studio types and their adaptability to diverse needs and ages.
4. Group brainstorming of learning activities undertaken in the functional spaces throughout the day, including readiness to learn, counselling, therapies, life skills, motor skills and parent/teacher interaction.
5. Group exercises benchmarking different situations that may arise in the new settings, based on day to day staff hands-on experience

In addition to the above, Hayball also developed consultation questionnaires for all Western schools package in conjunction with Dr Julia Atkin and GHD. These surveys are intended to reach a wider stakeholder group for additional feedback with different and diverse perspectives.

Surveys and questionnaires were distributed at school community consultation gatherings with parents and carers, students, educators and minority groups of the school and surrounding community.



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Key Consultations

03.4

Best Practice Presentations

Early in the PRG consultation process, Hayball Architects researched key latest developments in Special Needs Education, attended the 2017 Special Educational Needs Summit Conference in Sydney and workshoped scope , trends and ideal SSP facilities locally around the world

Following are some of the topics discussed, workshoped and agreed upon at PRG meetings 6 and 7 .

1- The following PRG feedback from review of initial concepts, Concerns, Expectations and Challenges were discussed and documented.

2- The design architectural team leader attended a 2 day Special Educational Needs Summit 15-16 May 2017 in Sydney, the following are some of the guests who facilitated presentations and workshops:

- Fiona Forbes - Australian Special Education Principals Association
- Dr Amanda Webster - University of Wollongong
- Sheldon Boland - Deputy Principal Tewanin State School
- Judith Foggett - University of Newcastle
- Ron Canuel - Canadian Education Association
- Daniel Lynch - Principal The Joseph Varga School
- Dr Terry Cumming - Associate Professor - Special Education - UNSW

Key lessons learnt from the workshop were presented to the PRG group in PRG07.

3 - The following article regarding special education in developed Nordic countries was presented and discussed, with diverse feedback received at PRG06:

4 - The following Australian and International Schools were analysed by the design team and presented as recent development in Special Education facilities in Australia and worldwide:

- Officer Special School, Victoria, Australia
- Wilson School, Takapuna, NZ
- Green Lane, UK
- Woolstone learning village, UK
- Lucas Garden, Sydney
- Reggio Emilia



Sweden's Winning Formula For Special-Needs Education

By Silke Bigalke

Tove likes math because it's so logical, the sixth grader says. If she doesn't understand a question, the boy who sits next to her, Viggo, repeats it for her. Tove is deaf and wears a hearing aid, though it's not visible under her long blonde hair. But it's the reason that during class everybody speaks into small black devices in front of them that look like iPods being charged.

The teacher draws a family on the board — father, mother, children — and writes their ages under the figures. The class is supposed to calculate averages and means, and they're doing well. Besides Tove, there are two other children in the room, both dyslexic, who require particular attention from the teacher.

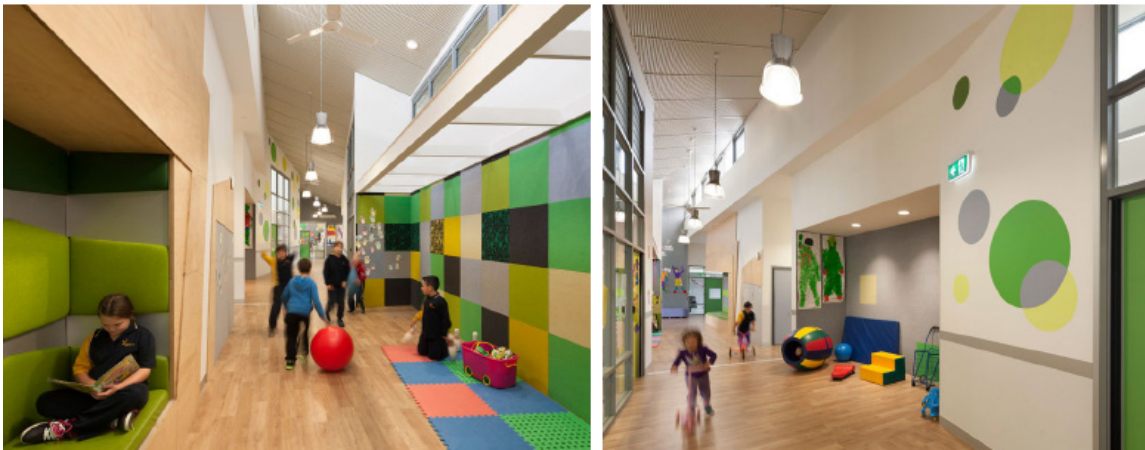
A thousand children attend Johan Skytteskolan school in southern Stockholm's Älvsjö district. Approximately one in eight students there have a "psychological diagnosis," says school principal Stig Gisslén. He mentions dyslexia and ADHD, but there are also 11 children with Asperger syndrome and other forms of autism. For three years, the school has been working hard to make it possible for all children to attend regular classes. "We teach our pupils that everybody is different," Gisslén says. Everybody should participate.

Sweden is considered a model for the inclusion of disabled children in mainstream classes. Last year, the German UNESCO commission praised the system, saying that special schools "had been as good as abolished" and that Sweden was "exemplary" in this regard, according to a report in the newspaper *Neues Deutschland*.

The Swedish school system is very different from the German one because it's based on the ideal of treating everyone the same. Children spend their first nine school years at the same primary school. Parents can choose between public or private schools, both of which are financed by tax money. How the schools want to achieve the curricular goals set by the federal government and how much they want to invest in them is up to individual communities, which sometimes means that there are broad differences between regions.

Whatever it takes

A rule of thumb everywhere is that every student should be able to attend the nearest school. "When the child has a disability, then the school has to do whatever it takes so the child can attend that school," says Adelinde Schmidhuber, who heads state primary schools in Stockholm. That could mean the school principal ordering a wheelchair ramp put in, acquiring some specific technology, or hiring someone to help the pupil. "If a child uses sign language, then the whole class can learn it," Schmidhuber says.



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Key Consultations

03.5

Best Practice Presentations

Based on the research undertaken, the following comparison chart was developed to demonstrate the different learning models available to the school. This was presented and discussed with the PRG in PRG07 in order to determine the ideal education model for the new Mainsbridge School. Through consultation and discussion a Hybrid Learning common / Homebase model was adopted as the target model for this project.

- Current Pedagogical Approach
- Agreed Mainsbridge Approach

	Fully Integrated Contemporary Model (Integrated with mainstream school)	Separate Contemporary Model	Separate Learning Common/ HB Model	Separate Traditional Model
Sweden				
Reggio Emilia				
ACT				
Victoria				
Japan				
New Zealand				
U.K.				
Lucas Gardens School				
Existing Mainsbridge School				
New Mainsbridge School			← - - - - -	- - - - -