The design of the outdoor play space aims to provide a functional and interesting area with a focus on natural and non-prescribed play. The outdoor play spaces feature the elements like play frames, play kitchen, working table, play bus, shop fronts, small platform stage which enables children to create ideas for various flexible play. Garden beds with mass planting, tactile plants, pebbles etc featured throughout the play space, raised vegetable gardens are proposed to encourage gardening by the children.

The landscape site has little existing vegetation. Existing trees have been taken into design consideration and retained in existing condition. A natural bioswale proposed to guide the site stormwater to a bio basin at the southern part of site. Bio swale have been planted with local native grasses and macrophyte plants.
Landscape Concepts

1. Dimensions are in millimeters unless otherwise shown.
2. Work to given dimensions. Do not scale from drawing.
3. Check all dimensions on site prior to construction and fabrication.
4. Bring any discrepancies to the attention of the proprietor & architect.
"The structures and strictures of education will be swept aside by the engagement, seduction, delight, passion and astonishment of a new learning world."

Stephen Heppell
Design for Educational Excellence

As Lake Cathie Public School is a Department of Education facility it must satisfy the following principles:

Education Principle 1:
First and foremost, focus on the needs of learners and learning.

Education Principle 2:
Build community and identity and create a culture of welcome, inclusion and belonging that reflects and respects diversity within the school’s community.

Education Principle 3:
Be aesthetically pleasing.

Education Principle 4:
Provide contemporary, sustainable learning environments that:
- Promote learning for students and teachers through collaboration, social interaction and active investigation
- Encourage learner self-management and self-direction
- Support a full range of teaching strategies from direct explicit instruction to facilitation of inquiry and authentic project and problem based learning
- Facilitate learning and connection anywhere, anytime by providing seamless access to ICT and integration of learning resources throughout the learning spaces
- Be integrated into, and maximise the use of the natural environment
- Enable aspects of the buildings, building design and outdoor spaces to be learning tools in themselves—for example, learning from the ecologically sustainable features of the design and associated energy management systems
- Are age and stage appropriate

Education Principle 5:
Embed the potential for re-configurability, both in the present for multipurpose use and over time for changing needs.

- Corners have good access to daylighting & cross ventilation
- Wider outlook creates large & medium size choice of shared space
- Maintains potential for inter-room connectivity
- Shifted middle room has 50% more wall length for more daylighting, cross ventilation & views

SPLAYED & SHIFTED GPLA MODEL
Design for Future Focused Learning

Lake Cathie Public School has been designed to support Future-Focused Learning and teaching, which focuses on developing skills through inquiry, collaboration, and problem solving.

This contemporary research & thinking shifts learning methods from traditional teacher-led teaching to Future Focused Learning which:
- Encourages inquiry
- Develops independence
- Encourages critical thinking
- Enabled by technology

The traditional learning environments that focus on individual, teacher-directed learning were incompatible with the collaborative, problem-solving involved with Future Focused Learning. This has required extensive refurbishment of existing schools to become compatible with the new collaborative, student-led pedagogy. These refurbishments are to be guided by international trends, academic research (LEaRN) and the recently released Design Guide for Schools (NSW).

The aim of Future Focused Learning environments are to be:
- A learning community
- Flexible and provide a variety of spatial settings for different learning modes
- Adaptable
- Technological and future ready
- Connected with the wider community