MASTERPLAN REPORT CONTENTS

A - GENERAL
1. Project Overview
2. Masterplan and Feasibility Objectives
3. Project Team / Planning Committee

B - EXISTING SCHOOL CONDITIONS
4. Locality Plan
5. Location Plan
6. Local Environment Description
7. Assessment of Condition and Suitability of Existing Buildings
8. Evidence of Asbestos (Part 5 Audit Report)
9. School Statement - Existing Site Issues

C - EXISTING SITE CONDITIONS
10. Site Analysis - Existing Conditions

D - SPATIAL EVALUATION
11. Response to the Educational Vision
12. Project Committee Endorsement
13. Relationship Diagrams
14. Area Analysis and Facilities Mix

E - MASTERPLAN PROPOSAL
15. Preferred Masterplan
16. VicSmart
17. Masterplan Options
18. Special Factors
19. Retain / Demolish
20. Ecological Sustainability
21. Risk Identification
22. BER

F - OTHER / APPENDICES
23. Record of Consultation Meetings
24. Staff Workshop
25. Student Workshop
26. Presentation to School Community
27. Community Comments
1.0 Project Overview

This project proposes the redevelopment of Fairfield Primary School which caters for students from Prep to Grade 6 from Fairfield and its surrounding areas. The aim of this project is to develop a masterplan for the modernisation of the School to cater for their long term enrolment of 563 students.

Fairfield Primary School was established in 1885 and ever since, has been a focal point of this evolving and expanding community. Today Fairfield is a sought after inner residential suburb and is attracting a new wave of settlement to integrate with its established community. The Arts and Crafts Style building completed in 1887 originally contained 2 large classrooms on a compact site at the corner of Langridge Street and Fairfield Road. The school underwent significant expansion in its early years and further land was purchased to accommodate new classrooms. The significant heritage red brick building we see today was completed in 1910 and was considered at that time to be a bench mark for Victorian State Primary Schools.

Over the intervening years new classrooms and playgrounds were built as land became available. The School’s newest facility is the BER Games Hall and Music template building completed in 2010. The School Planning Committee, in keeping with the spirit of their predecessors, now wishes to develop a Masterplan that reflects their future ambitions and create a built environment that will promote high quality learning environments for both students and teachers.

The masterplan needs to address a number of issues:

- Adapt the schools existing buildings and identify new buildings to best achieve the schools educational objectives as set out in their Education Specification.
- Modernise the teaching spaces and facilities within the heritage building to support 21st century teaching and learning methods, while being sympathetic to the original fabric.
- Provide flexible learning environments that will enable the School to engage and motivate students through the use of varied modes of learning.
- Support better zoning and transitions between learning areas as students progress through the school from Prep to Grade 6.
- The need for a clearly defined, welcoming and functional entry/administration area.
- Ensure the School continues to be an integral and valued part of the community.
- Improve the landscaping environment to best utilise the site for outdoor learning, sports and play.
- Reconsider the planning and provision of the School’s play areas to address issues of isolation and safety.
- Bring facilities up to current DEECD area entitlement standards.
- Upgrade the schools facilities to improve its environmental performance and sustainability. Reducing on-going maintenance, reducing energy use and minimize waste.

This Masterplan has been prepared by the Project Planning Committee to reflect the aspirations of the School’s Education Specification and in accordance with the masterplanning guidelines set out by DEECD.
The objective for this stage is to develop a comprehensive Masterplan for the redevelopment of Fairfield Primary School, within the current Government Facilities Entitlement for a designed Long Term Student Enrolment of 563. (Refer to Section 14 of this report for enrolment number confirmation). The School currently has a student population of 420 students.

The Masterplan has been designed to support both the government and the school’s educational goals and targets. These objectives are outlined in the Education Specification prepared by the School. (Refer to Section 11 of this report)

**Guiding Principles for the Redevelopment of Fairfield Primary School**

The following important concepts have been identified by the School to guide the redevelopment of their campus:

- Creation of stimulating learning environments that fosters diverse and active student centred learning.
- Flexible classroom areas that support current educational approaches to learning and teaching through the provision of a range of learning spaces.
- Creation of accessible and clearly connected outdoor learning spaces
- Creation of new and inviting campus entry points providing safe access for students and a welcoming interface for the community.
- Creation of a consolidated administration area for effective school governance.
- Integration of ICT into the facilities to support the School’s creative use of technology.
- Increase teacher interaction and promote openness to new teaching ideas.
- Improved zoning and connectivity across the campus setting a framework for all future development.
- Locating specialist facilities so that they are easily accessible from each of the learning nodes.
- Improved playground design with an emphasis on safety and integration.
The Fairfield Primary School Project Planning Committee consists of the following key members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allana Bryant</td>
<td>Fairfield Primary School, Principal</td>
</tr>
<tr>
<td>Margot Sheridan</td>
<td>Fairfield Primary School, Assistant Principal</td>
</tr>
<tr>
<td>Geoff Reany</td>
<td>Fairfield Primary School, School Council President</td>
</tr>
<tr>
<td>Peter Horne</td>
<td>Buildings &amp; Grounds convenor</td>
</tr>
<tr>
<td>Wayne Stephens</td>
<td>ClarkeHopkinsClarke Architects, Partner</td>
</tr>
<tr>
<td>Elizabeth Kuiper</td>
<td>ClarkeHopkinsClarke Architects, Architect</td>
</tr>
</tbody>
</table>
4.0 Locality Plan

Fairfield - 6km North East of the Melbourne CBD

LOCALITY PLAN
FAIRFIELD PRIMARY SCHOOL
Fairfield Primary School is located 150 metres to the east of Station Street and 300 metres North East of the Fairfield Train Station.

LOCATION PLAN
FAIRFIELD PRIMARY SCHOOL
6.0 Local Environment Description

The Fairfield Primary School site is located approximately 6km North-East of Melbourne’s CBD. The school is situated within the Local Government Area of the City of Darebin.

The school’s main frontage is to Langridge Street, with secondary frontages to Fairfield Road and Wingrove Street. It is bounded to the East by single storey residential properties. The School is located less than 150m (as the crow flies) from the Station Street shops and 300m from Fairfield train station. The site is zoned PUZ 1 – Public Use Education and is surrounded by R1Z – Residential Zone 1. Refer to Darebin Planning Schemes on the following page for further information.

There are pedestrian access points from all three bounding streets but the main entry is on Langridge Street though the heritage building portico. Pedestrian crossings on Wingrove and Langridge Street provide for safe movement of students to the campus.

The nearest Government Schools are Westgarth Primary School to the West and Alphington Primary School to the East. Alphington Grammar School is located 1km away to the East, whilst the nearest Catholic School is St Anthony’s Primary, across the train line to the South.
<table>
<thead>
<tr>
<th>PS Map Ref</th>
<th>Heritage Place</th>
<th>External Paint Controls Apply?</th>
<th>Internal Alteration Controls Apply?</th>
<th>Tree Controls Apply?</th>
<th>Outbuildings or fences which are not exempt under Clause 43.01-3</th>
<th>Included on the Victorian Heritage Register under the Heritage Act 1995?</th>
<th>Prohibited uses may be permitted?</th>
<th>Name of Incorporated Plan under Clause 43.01-2</th>
<th>Aboriginal heritage place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>HO 189*</td>
<td>Fairfield Primary School, No. 2711 1-5 &amp; 176-206 Langridge Street &amp; Wingrove Street, Fairfield</td>
<td>Yes</td>
<td>No</td>
<td>Yes - Moreton Bay Fig and Pepper trees</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>No</td>
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<tr>
<td>HO 190*</td>
<td>St Paul's Anglican Church and Organ 88E Station Street Fairfield</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
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</tr>
<tr>
<td>HO 191*</td>
<td>Reserve - Johnson Park 12 Palmer Street Northcote</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
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<tr>
<td>HO 192*</td>
<td>Baptist Church 540 - 542 High Street Northcote</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
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<tr>
<td>HO 193*</td>
<td>Former Ensign Dry Cleaning 24 Leinster Grove Northcote</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<td>No</td>
<td>N/A</td>
<td>No</td>
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<tr>
<td>HO 194*</td>
<td>Northcote Cemetery 143 Separation Street Northcote</td>
<td>No</td>
<td>No</td>
<td>Yes - Italian Cypress</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td>No</td>
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<tr>
<td>HO 195*</td>
<td>Northcote High School 19-29 St Georges Road Northcote</td>
<td>No</td>
<td>No</td>
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<td>No</td>
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<td>No</td>
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<td>No</td>
</tr>
</tbody>
</table>
Fairfield Primary School was established in 1885 to serve the educational needs of the newly established Fairfield community. The original building, now part of Darebin Council’s heritage overlay, sits on the corner of Langridge Street and Fairfield Road. The school has expanded in a South and East direction as new plots of land were acquired. The original building underwent a major expansion in 1910 and this structure remains predominantly intact today. Additional single storey brick classroom buildings with simple skillion roofs were added to the South and East during the 1960s. The latest additions to the campus are the centrally located Staff Centre and the BER Games Hall building in the South West corner. The eastern part of the site contains a recently installed all weather sports surface. The wooded area separating this from the relocatable classrooms contains a community built amphitheatre and some other student art installations. There are 3 shaded playgrounds distributed across the campus.

The site slopes gently from East to West from Perry Street to Fairfield Road. There are significant mature trees located across the site. The Moreton Bay Fig adjacent Langridge Street and the Pepper trees along Fairfield Road are protected by the heritage overlay. There are other mature trees throughout the playground areas some of which are remnants from older residential lots.
The school has numerous pedestrian access gates leading into the site. There is also a main vehicular access gate on Wingrove Street that is used for markets and other community activities as well as double gate access points along Langridge Street. There are no off-street parking facilities on the campus.
The majority of the properties on the adjoining streets are single storey detached residential buildings. The Fairfield Road properties, opposite the school, front onto Arthur Street creating a laneway type experience along Fairfield Road with its collection of garage doors and narrow footpaths. Langridge and Wingrove Streets are more traditional residential streets with wider footpaths and some street trees.
Heritage Significant Building (1885 – 1910)
The original block on the corner of Langridge Street and Fairfield Road is a fine example of the Arts and Crafts architecture style with a red brick base and rough cast render above. It is a distinctive structure with its arched portico entry, ornate chimney stacks and central spire. The building is of heritage significance due to its architectural and historic value. (Refer to the Heritage Report at the end of this Section). The building layout has numerous cellular classroom accessed off corridors. There is also a large vaulted central hall with exposed steel arches.

Assessment
Considering its age, this building is in reasonably good condition with no significant cracking or visible settlement. There are areas of dampness on internal walls which is evidence of leaking roofs/walls. DEECD has identified and accepted a complete roof refit project for 2013. This is being managed by Baade Harbour (Jim Stuart) and construction through ADZ. This project is to commence in September 2013.

It will be a challenge to adapt the current classroom and circulation spaces to suit modern pedagogical methods. Due to the layout some of the classrooms lack daylight and require artificial light for the majority of the day. The building is lacking in adequate storage and also deficient in modern ICT infrastructure. There is a lack easily accessible centrally located bathroom facilities. The foyer and reception area is cramped and is not conducive to promoting a welcoming public presence.
7.0 Assessment of Existing Buildings

- **Entry Foyer**
- **Signs of dampness in Central Hall**
- **Overcrowded storage in staff work area**
- **Lack of natural light in classrooms**
7.0 Assessment of Existing Buildings

**Brick Classroom Buildings (circa 1960-70s)**
These buildings are linked to the original heritage structure and use a similar palette of materials. They are simple rectangular forms with skillion metal roofs and red brick cladding. The Art/GPC Building is located to the south, where as the Library/GPC Building to the east of the Heritage Building. Both buildings contain cellular type classrooms accessible off corridors. The Library Building contains a central corridor and a toilet block.

**Assessment**
These building are in reasonable good condition with some minor visible cracking. This may be caused by tree roots and should be assessed separately. The age of these buildings indicates that they may contain asbestos. The buildings are in need of modernisation to meet current teaching and learning objectives. There is also a lack of indoor/outdoor connections which would help to improve the learning environment.

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**Art/GPC Building - South Façade**

**Library/GPC Building – North Façade**

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**Staff Centre**
A recent addition to the school campus, it sits centrally in the site to the south of the Library/GPC Building. It is a Colorbond clad box with windows overlooking the hardcourt play areas. A series of PV panels have been installed on the roof.

**Assessment**
This building is in excellent condition and its facilities are modern and can cater for the needs of the staff. Its location is isolated from the rest of the staff/admin areas which are in the Heritage Building. This issue should be addressed to develop a consolidated staff and admin area.

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**Staff Centre – South Façade**

**Staff Centre – North West corner**
BER Template Games Hall Building (2010)
The latest addition to the campus, sits on the corner of Fairfield Road and Wingrove Street. The building contains a Games Hall, Music Room and Multi-Purpose Room. It is a standard template design that was commissioned as part of the ‘Building the Education Revolution’ program funded by the Federal Government.

Assessment
The building is in good condition and it is a great asset for the school. The building is somewhat isolated from the rest of the school and is in need of better landscaping to improve its outdoor learning environment and connection to the other buildings. The building is also accessible from the street and can therefore be promoted for use by the community.
Playground/Sports Courts/Outdoor Learning Areas

The campus has a good spread of mature trees, some of which are remnants of original residential lots. There is a recently installed all weather sports field along the eastern boundary. The area south of the main building has a large asphalt paved area with numerous sports courts overlaid. The local community has helped to build the Amphitheatre which is used for outdoor performances. There are three shaded playgrounds located around the grounds. A bike shed is located under the Pepper Trees on the corner of Langridge and Fairfield Road.

Assessment

The mature landscaping has helped to create a vibrant and creative outdoor environment. The mature trees provide shading for play and encourage strong connections with nature. The large paved area has safety issues due to no clear pedestrian routes around the sports courts. There is a lack of passive surveillance to the bike shed area that needs to be addressed.

Sports surface with adjacent student art.  Community built amphitheatre.

Bike shed adjacent Fairfield Road.  Hard courts to the south of main buildings.
Victorian Heritage Database Report

FAIRFIELD PRIMARY SCHOOL NO. 2711

Location:
1-5 LANGRIDGE STREET and 176-206 WINGROVE STREET, FAIRFIELD

Heritage Status / Level of Significance:
Included in Heritage Overlay

Heritage Overlay Number: HO189

Listing Authority: Darebin City

Statement of Significance:

What is significant?
Fairfield Primary School No. 2711, at 1-5 Langridge Street and 176-206 Wingrove Street, Fairfield. The following elements contribute to the significance of the place:
- The late 19th century and pre-First World War buildings.
- The mature Moreton Bay Fig (Ficus macrophylla) adjacent to Langridge Street, and Pepper Trees (Schinus molle) along the Fairfield Road boundary.

Non-original alterations and additions to the above buildings, the fencing, later 20th century buildings within the site and other vegetation on the site are not significant.

How is it significant?
Fairfield Primary School No. 2711 is of local historic, architectural and aesthetic significance to Darebin City.

Why is it significant?

Historically, Fairfield Primary School No. 2711 is significant as one of the first State schools built in the City of Darebin. It was one of two schools built in the late 19th century to supplement those at Northcote, Gowerville and Preston North (which had all been built by 1875) in response to the rapid growth experienced by the central parts of Darebin during the 1880s and early 1890s. Its subsequent enlargements are testament to the continuation of this growth into the 20th century. The school is also significant as an example of the work of noted Public Works Department architect, S.C. Brittingham and illustrates the development of infant school design in the early twentieth century. (Criteria A & H)

Architecturally, the school buildings are significant as good examples of the use of the Arts and Crafts style in the construction of institutional buildings, with typical features that are externally relatively intact. Aesthetically, they form an important part of the streetscape at the corner of Langridge Street and Fairfield Road. The mature trees provide a related setting and are evidence of the importance of Arbor Day in the lives of Victorian schoolchildren in the early twentieth century. (Criteria D & E)

History

Thematic history
Following the passing of the Free, Compulsory and Secular Education Act 1872, the government began building State Schools throughout Victoria. Darebin's first State schools were Northcote and Gowerville (later known as South Preston) both opened in 1874, followed by Preston North in 1875. At that stage Preston still had two distinct communities in the north and south.

The Northcote State School in Helen Street was the typical building provided by the Education Department in its early years. It was built to accommodate 250 children. The appointment of Richard Tobin as head teacher provided continuity from the old Wesleyan school, and his wife was assistant teacher. The Tobins were prominent in the Northcote community, and remained at the school until the early 1890s. Within ten years Northcote School was overcrowded, and the addition of two new classrooms soon proved inadequate for the growing school enrolment. Despite several more additions in the early part of the twentieth century, overcrowding seemed to be a perennial problem well into the 1920s.

To accommodate the period of rapid growth in the central parts of Darebin during the 1880s and early 1890s, two new schools were built - Fairfield in 1885 and Wales Street, to serve the new Prince of Wales Park, in 1891. Both commenced in local church halls.

The provision of schools never seemed to keep up with urban expansion in Darebin. The story of West Preston State School (now called Preston West Primary) is indicative of the situation. Opened in 1915 with an enrolment of 233 students, West Preston required additional classrooms in rented premises by 1917. In 1919, the school was closed and served as a temporary hospital during the disastrous influenza pandemic that hit Australia after the war. By 1925 enrolments were 818 and classes were as big as 69 and 81 at junior levels. Extensions made in 1925 were soon inadequate and portable classrooms were added. Bell Primary School, opened in 1930, eased the pressure. The post-war baby boom and influx of immigrants again taxed the school's resources, as they did schools all over Melbourne. In 1958, West Preston became a training school for teachers, and there were 950 students on the roll. Overcrowding was eased as schools such as Reservoir West and Merrilands opened in the 1960s and as the population aged in the older parts of Darebin, so the pressure moved to the new schools in the developing areas further out.

Schools such as Kingsbury and Ruthven opened in 1961 and 1968 respectively represent the growth of the northern part of Darebin from the 1960s. By 1984, the City of Preston had 20 State primary schools.

History of Fairfield Primary School No.2711
Fairfield was a part of Darebin that experienced the effects of Melbourne's land boom. One of Darebin's, and Melbourne's, most active boom-time land agents was Charles Henry James, who bought up large tracts of land in Fairfield, Alphington and Thornbury. His Fairfield Park Estate stretched from the Yarra River to north of Separation Street (Lemon, 1985:66-7), and included Station Street the main road to Fairfield Park Station. This was a station on the so called, 'nowhere to nowhere line' - the Clifton Hill to Alphington line - opened in 1883 as one of the first sections of the Outer Circle to be built. Although the line did not connect with Melbourne until
1902, it encouraged people to buy land in the Fairfield and Alphington estates, especially from 1886 when a privately run gas-powered train operated on the line (Garden, 1984:219-21; Lemon 1983:84-8). The development of the suburb in the late nineteenth and early twentieth century was illustrated by the building of community facilities such as the first St Paul's Anglican Church in Station Street, erected in 1885, which also served as the district's first school. Requests for the provision of educational facilities were first made to the Minister of Education on the 11th December 1883 (Williams, 1985:1). As noted above, the first school at Alphington was conducted in the Church of England Hall in Fairfield Park. The Hall was hired to the educational department at a rate of twenty pounds per annum and commencing on the 1st August 1883. By 1885 it was apparent that these accommodations were too small and it was recommended that a new school be built to cater for growing enrolments (Williams, 1985:2).

In 1886 a contract was let for the construction of a new school at Fairfield on a site within the Fairfield Park Estate. The brick building was of standard design: comprising two classrooms with one measuring 50 feet by 20 feet, the other 25 feet by 20 feet (Williams, 1985:4). The building cost the sum of 1,000 pounds to build and was occupied on the 28th October 1887 (Williams, 1985:4). Prompted by a formal demand from the local community in August 1889, the school was connected to the newly constructed Yan Yean Melbourne water supply system on the 8th August 1889 (Williams, 1985:5).

Enrolments at the Alphington School increased throughout the following years and by the early 1890s it was repeatedly recommended that additional accommodations be sought. In 1891, the name Alphington was abandoned and the school renamed Fairfield School No.2711 due to the proximity of the railway station bearing the same name.

In January 1897, an 'old wooden building' was moved to site from Geelong and placed alongside the original classroom but did little to substantially reduce the burgeoning enrolments that continued to put pressure on facilities (Williams, 1985:5; Argus, 7 February 1910). By early 1901, the Melbourne Board of Health demanded immediate action to reduce overcrowding at the school, and the classes commenced in the Fairfield Hall soon thereafter (Williams, 1985:6).

On the 9th July 1901 the Fairfield Primary School site was enlarged with the addition of an adjacent block purchased from A.J. Lugton for the sum of just over 53 pounds. A contract was let for additions to the school in October 1901, comprising a new brick building (Williams, 1985:8). Work was completed by May 1902 and the lease arrangements with Fairfield Hall terminated. They were, however, resumed by 1906, due to increased enrolments (Williams, 1985:8). By 1909 there were 700 children on the roll, with an average attendance of 620.

Prompted by demands from a deputation of concerned locals, the Education Department acquired further land adjacent to the school in 1908 for the sum of 132 pounds, of which local residents contributed 32 pounds (Williams, 1985:10) and further additions to the school were planned. The Argus newspaper reported that:

As the result of representations made by Mr Membrey M.L.A. the Public Works Department recently called tenders for important alterations to the State school at Fairfield. This building is to be remodelled and converted into a modern structure, capable of seating 620 children. (Argus, 20 July 1909)

The contract for 5,631 pounds was subsequently let to Messrs Coates Bros to erect several new class rooms and remodel the old building. By then the remodelled school was designed to accommodate 750 children. A detailed description of additions was contained in an article in The Argus on 7 February 1910.

The frontage of the old building is being moved outwards for a distance of 6 ft, the old class-rooms are to be replastered and the new portion of the building includes a hall 35 ft by 33 ft., two class-rooms measuring 31 ft. by 24 ft., and four room 26 ft. by 24 ft. Mr S.C. Brittingham of the Public Works department designed the additions.

The additions to Fairfield Primary School were specifically cited in an address to State parliament about the Education Bill being introduced by the Minister for Education, Mr Billson who noted that:

The fact that additions were being made to the school was an evidence of the progress and prosperity of the district. (Argus, 7 February 1910)

The foundation stone of the new portion of the school was laid on Saturday 5 February 1910 and the 'considerably enlarged' and 'splendidly equipped' school was re-opened on Saturday 10 September, 1910 by the Governor of Victoria, Sir Thomas Gibson Carmichael in the presence of local dignitaries including the aforementioned Mr Membrey, and Mr F.S. Bryant, chairman of the Board of Advice. (Argus, 7 February and 12 September 1910).

The design of the 1910 additions to the school reflected contemporary design ideals for state primary schools in the first decades of the twentieth century. Following the Fink Commission (1899), investigations into kindergarten conditions in Victorian schools were undertaken on behalf of the Education Department by Miss Eva Hooper who was a lecturer with the London School Board. On the basis of Miss Hooper's recommendations, a total of 53 Infant Schools were erected in Victoria between 1901 and 1939 (Burchall, 1999:12-13). Heritage Victoria (1998) observes how the Infant Schools were:

...testimony to a new ambition. They were buildings whose exteriors were less important than the function of the interior spaces. The provision of schools designed for the particular needs of very small children was a new phenomenon in Victoria. A greater emphasis was placed on hygiene, lighting and ventilation. Greater consideration was given to the way school buildings might contribute to teaching practice, particularly in developing the child's aesthetic sense.

Although not strictly an infant school, the additions to Fairfield School, which incorporated a central hall surrounded by classrooms was typical of the infant school designs created by Brittingham and other PWD architects such as G.W. Watson.

The enrolment pressure was relieved somewhat during the 1920s, with the opening of state primary schools in a number of nearby neighbourhoods, including Westgarth, Alphington and Fairfield North (Williams, 1985:14). Further additions and alterations were made to the school in 1974 and 1996 (PROV).

It is likely that the now mature trees along the frontages of the school grounds were planted by students on Arbor Day, which was an important annual event in the lives of Victorian school children during the first half of the twentieth century. Traditionally held in June or July, it included activities such as tree-planting, special lessons and lectures from visiting speakers and involvement with the larger community. An incentive to participate was the annual school garden prize established in 1903 by the Australian Natives Association. Arbor Day activities were supported by the State Schools Nursery, which was established in Hughesdale just prior to the First World War.

Sources
Burchall, Lawrence, Infant Schools, City of Moreland, 1999
Context Pty Ltd & Lesley Alves, City of Darebin Heritage Study Stage 2. Volume 1: Thematic environmental history, 2008
Garden, Don, Heidelberg: The Land and its People 1836-1900, Melbourne, 1972
Garden, Don, Victoria: A History, Melbourne, 1984
Heritage Victoria (INHERIT - Issue 4 Summer 1998) ‘Inspired schools for youngest students’

Public Records Office of Victoria (PROV), PWD building plans for Fairfield Primary School

Description
7. Community and culture
7.2 Educating

5. Building suburban Darebin
5.3 Developing the suburban ideal

Architecturally, Fairfield Primary School can be divided into two distinct components; the blocks of the original 1886 building and additions made prior to the First World War, and blocks relating to its development in the later 20th century and up to the present day. In general terms, these two components can also be distinguished in that the former have gabled and hipped pressed metal roofs whilst most of the latter have flat or skillion sheet metal roofs. Each constitutes approximately half of the total enclosed floor-space within the current school, the earliest structures being grouped at the corner of Fairfield Road and Langridge Street, and the later structures on the peripheries.

The main original block, fronting onto Langridge Street, is constructed in the Arts and Crafts style in exposed brick below roughcast render with recessed circular panels and a arched entrance porch with side windows, onto which opens an offset double door with a transom light. Small staggered colonnettes embellish the brickwork to either side of the entrance porch. The gable end of the porch roof features the name and number of the school in contemporary stylised script. The windows along the main facade of this block are twelve-pane sash windows, of which those in the western portion are evenly spaced and have separate 6-pane casement windows above. This is in slight contrast to those in the later classroom extension at the eastern end of the block which are paired and incorporate similar casements within the same aperture. The concrete cills of all of the windows are linked by a decorative band running around the building, painted to match the render of the upper wall. This block, and the near contemporary additions around it, exhibit a number of typical Arts and Craft style chimney blocks, each in brick with a rough cast rendered upper block supporting two simple chimney pots. The hipped roof of this block also features a small spire on its central ridge, slightly offset from the entrance porch.

The eastern addition to this block comprises the additional classroom block and a toilet block constructed in the same style but with the roughcast render wall uppers continuing into a similarly treated moulded parapet around a central panel which bears the name and number of the school in the same way as the entrance porch. Another similar toilet block lies at the opposite end of the main block, this example featuring a Diocletian type window in its western facade.

The other pre-First World War additions to the original block comprise two distinct classroom blocks with gable roofs, the ends of which accommodate casement windows or decorative trusses. Each has been augmented through the addition of several abutting hipped roof blocks and connecting corridors, ancillary rooms and verandahs with skillion roofs. These additional blocks are constructed in similar brick to the original but lack roughcast render, instead featuring an additional decorative painted band at the level of the upper casement windows.

The later 20th century school blocks comprise a mixture of large steel frame structures, with brick skins and skillion sheet metal roofs with raised vents, along with lean-to sheds and prefabricated structures.

A number of mature exotic trees lie around the older school buildings, including some of those lining Langridge Street. Similar but younger trees line the eastern boundaries of the school grounds which represent a more recent extension. The site is currently ringed with metal frame and wire fencing.
Asbestos Report

The Part 5 Asbestos Risk Assessment Report completed by Sinclair Knight Mertz in 2005 indicates the presence of asbestos in a number of the school buildings. The report is available for inspection upon request.
Wayne Stephens  
Clarke Hopkins Clarke  
115 Sackville Street  
COLLINGWOOD 3066  
28th August 2013

Master Plan: Exisiting School Conditions

Dear Wayne

In relation to existing school conditions

To the best of my knowledge any site conditions related to flooding and deterioration of internal structures are as a result of building deficiencies and deterioration. You are aware that Building A is having a roof rett which will be completed by the end of 2013.

Power supply is sufficient for what we currently have in place, and we don’t have outages.

Water pressure is also satisfactory.

I have provided you with an updated version of the condition assessment report and with the roofing engineers report.

Yours sincerely,

Alanna Bryant
Principal
The following drawing has been provided for reference during the consideration of the masterplan proposal:

- 12114_EX01 Existing Conditions/Site Analysis
Existing Conditions
Fairfield Primary School
11.0 Response to the Educational Vision

The Masterplan for the modernisation and redevelopment of Fairfield Primary School has been developed in response to the initial request for services letter from the School and to meet the requirements set out in the School’s Educational Specification (Refer to end of this Section).

- New main entry
- Renovation of Heritage Building
- Consolidation of Admin and Staff Areas
- Zone of Classroom for Junior, Middle and Senior Students
- New entry points and the creation of pathways through the campus to improve connectivity
- Development of new outdoor learning areas, accessible off the classrooms.
- Creation of new covered outdoor area for learning and play.
- New relocatables strategy.

New welcoming identifiable entry, reception and administration area proposed through the development of west end of the heritage building. The new ‘front door’ of the school will address the corner of Langridge Street and Fairfield Road to the west of the current school entry. This too will allow for the incorporation of direct disabled access to the reception area which is currently lacking.

In response to the School’s specification, the masterplanning for the school has focused on creating new junior, middle and senior learning environments, allowing progression for students as they advance through their Schooling. Learning environments within the heritage building will open up to provide greater connectivity between learning spaces and groups, along with the potential to better utilise the internal environments by reducing the area allocated specifically to circulation. Students and staff are provided with the opportunity to work collaboratively and within a connected community that will provide a variety of learning settings to support a range of learning modes. Staff workspaces are within the learning communities to develop connection between students and staff.

New connections are proposed between internal and external learning areas to encourage learning to be taken beyond the ‘four walls’ of the school building. It is envisaged that all learning areas will open onto external courts which provide connections to the outdoor environment.

Existing historic features are to be protected and incorporated into the redevelopment works in a way that celebrates the past without compromising the ability of the facility to support current and future pedagogical approaches.
23 August 2013

Wayne Stevens
Clarke Hopkins Clarke
118 Sadleir Street
COLLINGWOOD VIC 3068

Confirmation that the school curriculum can be delivered in the spaces provided:

Dear Wayne,

In relation to delivery of the school curriculum in the spaces provided:

Based on the long term enrolment, the Master Plan as presented will enable the school curriculum to be adequately delivered.

Yours sincerely,

[Signature]

Principal

23 August 2013

Wayne Stevens
Clarke Hopkins Clarke
118 Sadleir Street
COLLINGWOOD VIC 3068

Dear Wayne,

Further to our meeting regarding the Master Plan for Fairfield Primary School, I write to confirm that School Council is pleased to endorse the Master Plan as proposed.

I would like to acknowledge your insight and capacity to interpret both our educational rationale and strong desire to modernise our facilities in line with our school improvement focus and pedagogical vision.

We believe this plan as proposed gives us the opportunity to significantly enhance the learning environments together with our pursuit to embrace the concept and approach of students as learners in the 21st century and to foster an approach to personalised learning that tailors the teaching and learning to the individual student.

We are very hopeful of securing funding in the near future in order to proceed.

Yours sincerely,

[Signature]

School Council President

[Signature]

Executive Officer School Council
Please refer to the attached drawing prepared during the masterplanning process.

12114_RD01 Relationship Diagram
For detailed area analysis breakdown, please refer to the Area Analysis and Facilities Mix provided on the following page.

The facilities schedule indicates a deficit of 294sqm for permanent facilities;

This is the result of:

- BER Games Hall not being built to full entitlement: 361sqm under entitlement

Confirmation of long term enrolment number below:

From: Nicalisi, Petrecoa A [mailto:nicalisi.petrecoa.a@edumail.vic.gov.au]
Sent: Thursday, 6 December 2012 11:00 AM
To: Wayne Stephens
Subject: PW: Fairfield PS

Hi Wayne,

The long term enrolment for Fairfield PS is 563.

Cheers,
Petrecoa

From: Schelkowski, Alex O
Sent: Thursday, 6 December 2012 10:56 AM
To: Nicalisi, Petrecoa A
Subject: Fairfield PS

Hi,

The LTE for Fairfield is 563.

cheers

Alex Schelkowski | Planning Project Officer
Infrastructure and Sustainability Division
Department of Education and Early Childhood Development
Level 2, 2 Treasury Place, Melbourne VIC 3002
T: 03 9637 2142 | F: 03 9637 2650
a.schelkowski.alex.o@edumail.vic.gov.au
## Existing Area Analysis for Fairfield Primary School

**Stage:** Masterplan  
**Date:** 22 Jul 2013

### DEECD Long Term Enrolment 563

| Current Enrolment | 420 | |

### Ent vs Existing

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<tr>
<th>Main Building</th>
<th>Art</th>
<th>LTC</th>
<th>Library</th>
<th>LTC</th>
<th>Staff Centre</th>
<th>Games Hall</th>
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<th>MP04</th>
<th>Game</th>
<th>Hall</th>
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### Features

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<td>Library</td>
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### Non-Teaching

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### Staff & Administration

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<tr>
<td>Bursars</td>
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</tr>
<tr>
<td>General Office</td>
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<tr>
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### Amenity & Other Spaces

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### Total Permanent Areas

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### Relocatable - GPC

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### Total

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**Stage:** Masterplan  
**Date:** 22 Jul 2013
The Masterplanning of Fairfield Primary School involved careful consideration of goals and objectives that have been identified by the Planning Committee in the Educational Specification Statement and subsequent discussions. Masterplan Option MP04 has been identified as the preferred option and has been endorsed by the Planning Committee.

12114 MP04 – Proposed Masterplan
The proposed masterplan is for the development of facilities to accommodate the following:

- Creation of a new identifiable and welcoming entry near the corner of Langridge St and Fairfield Rd. This location was chosen for its ability to activate the under-utilized western edge of the campus. An area that has been somewhat isolated and is considered unsafe by students. The new entry provides a protected forecourt within the school campus.
- Creation of defined pathways through the school campus to improve legibility and safety for the students.
- New student entry gates to better define access the school.
- Consolidation of the staff, administration and reception areas within the Heritage building with purpose built facilities that reflect the entitlement areas.
- Relocate the Art Room to the Staff Centre building enabling this specialty area to be access equally by all students.
- Opening up of the heritage building to create more flexible classroom spaces while being sympathetic to the original building fabric.
- The LTC facilities are beyond their expected life span and are in need of replacement with modernized facilities for the Junior and Senior years.
- Provision of classroom areas which enable teachers to work in flexible learning environments which foster a collaborative, team based approach.
- Creation of spaces that put the student at the center of the learning environments.
- Teaching areas that allow for Team Teaching opportunities.
- Progression of year groups through school zoning, i.e. Preps to Year 2 in a Junior School zone, Year 3 -4 in a Middle School zone and Years 5 & 6 in a Senior Zone.
- Resources and specialty areas located centrally so that all year groups have equal access.
- Consolidation and reconfiguration of the relocatables to better integrate with the adjoining permanent teaching spaces and external play areas.
- Creation of outdoor learning courts directly accessible from the classrooms.
- Creation of sheltered outdoor learning and play areas that can also be used for larger school and community events e.g. school fetes, community markets.

These facilities are required to enable Fairfield Primary School to provide students with facilities to support their new and developing curricula. They will also enable the growth and development of the school and will assist it in achieving its identified goal of supporting student engagement and encouraging students to become independent and engaged learners.

Please refer to drawing 12114/MP04 – Proposed Masterplan on the following page
The preferred masterplan proposes replacing the existing administration facilities at Fairfield Primary School which will affect the VicSmart router and as a result works will be required.

When the scope of the works required has been determined allowances for these will be included in the project costings.
The masterplanning of Fairfield Primary School involved careful consideration of the goals and objectives identified by the School’s Planning Committee.

The following Masterplan concepts were explored during the masterplanning phase and produced during this stage of the project.

12114/MP01 – Proposed Masterplan
This masterplan was produced in January 2013 in response to the initial School Brief. The key differences between this and the recommended masterplan are:

- The location of the main entry was to remain in its current location. This was deemed not to be feasible due to the difficulty with planning the internal areas to create a welcoming entry and efficient administration zone.
- The staff and administration areas vary slightly in layout from the preferred Masterplan to accommodate the main entry.
- The majority of the proposed external landscaping and pathways were defined and agreed at this stage.
- The number of relocatable building is also reduced in this option with two fewer classrooms.

12114_MP02 –Masterplan – Option 2
This masterplan option was provided in June 2013 as part of the exploration of options following feedback from the teaching staff and the planning committee. The key differences with the recommended masterplan are:

- The Staff Centre reverts to its original use and the Art Room moves into the Heritage Building. This option was considered as the Staff generally felt that the central location of the Staff Room was ideal for playground surveillance. It was also felt that as this was the newest building it would be better if possible to avoid further renovation work.

12114_MP03 –Masterplan – Option 3
This masterplan option was provided following further discussion by the Planning Committee regarding the position of the Staff Room. The key decisions were:

- The Staff Room will be located in the Heritage building with all the other staff and administration facilities. This was considered the best outcome for the effective running of the school and the creation of a compact staff centre for improved staff morale.
- The Art Room will be moved to the vacated Staff centre and as previously mentioned will help to activate the adjacent covered area as an outdoor performance space.
The following special factors have been identified and will impact on the redevelopment of Fairfield Primary School.

a. Demolition
b. General site works
c. Disabled access – ramps, steps, balustrades and handrails
d. BCA Compliance
e. Cutting, sealing and terminating redundant site services
f. Integration of existing and new built infrastructure
g. Maintenance and rectification works to the existing Primary School facilities where appropriate and as identified in the PRMS report.
h. Asbestos Removal
i. ESD initiatives including thermal mass walls, thermal chimneys and solar power.
j. Relocation of existing play equipment
k. Upgrade to existing services (extent to be determined)
Further to our description of the existing building stock in Section 7 and as a result of the masterplanning work undertaken, we propose that the following buildings be retained:

- Heritage Significant Building (refurbishment and upgrade of services required)
- Staff Centre Building
- BER Games Hall Template Building
- 2 of the 3 existing Relocatable building stock

The Masterplan proposes that the existing 1960’s brick clad LTC Classroom buildings be demolished. These facilities are beyond their serviceable life and are in need of replacement. These buildings do not integrate with the proposed Fairfield Primary School masterplan and their retention would limit the potential to develop an integrated campus.
The modelling of the new facilities will incorporate energy efficient design principles as a means of assisting the school to achieve the Government and DEECD’s energy consumption benchmarks and target savings.

ESD design features will play an important role in the design and construction of the refurbished and new school facilities.

In terms of the architecture, the building design has considered the following issues:
- Natural ventilation / cross flow ventilation
- Balancing thermal mass for passive heating / cooling
- Solar orientation to maximise solar access and design
- Water wise garden planting
- Upgrading Energy Performance of Existing Buildings
- Maximum use of natural products
- Maximum use of natural light

Items that have been considered to date include:

Orientation
- Key learning and activity areas have been orientated to the north. This will facilitate good natural light to the key student activity areas. East-west orientation has been restricted to avoid the problems that can be created by low sun angles and resultant temperature control issues

Zoning
- Areas of the new facilities have been zoned to enable a reduction in energy costs with regards to heating. It is proposed to heat areas of the new facilities with energy efficient gas wall furnaces rather than a consolidated boiler system. This will allow the areas that are in use to be conditioned while unused areas will not be heated unnecessarily.

Energy Audit
- As noted above, we aim to achieve the Government and DEECD energy consumption benchmarks and target savings.

Shelter
- Shelter in the form of Covered Ways will be employed to ensure student comfort and building protection from the elements, ie sun, wind and rain.

Water
- A water-wise garden planting policy will be adopted. The Fairfield Community is well aware of the need for responsible water use. Rainwater harvesting for toilet flushing and watering garden areas, may have the potential to be adopted.
## Project Name: Fairfield Primary School

## Project Stage: Masterplan

<table>
<thead>
<tr>
<th>Risk ID</th>
<th>Identified Risk Item</th>
<th>Risk Rating</th>
<th>Risk Management Strategy / Update</th>
</tr>
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</table>
| 1       | Community Acceptance of the Proposal  
- Movement of students and/or staff from the school if there is a feeling that the redeveloped school and its programs are considered less than the existing. | Very Low | Facilitate information sessions and the supply of information to the community |
| 2       | Soil report for proposed construction area is unavailable for Masterplan stage  
- to be undertaken during the Schematic Design phase  
- May impact on structural design work and project budget | Medium | Commission soil report at the Schematic Design phase. |
| 3       | Feature Survey not provided at Masterplan stage  
- May affect project timing and budget estimate particularly where linking buildings and outdoor spaces | Medium | Commission feature survey early during the Schematic Design phase |
| 4       | Existing Services not identified at Masterplan Stage  
- May affect the position of buildings or require service runs to be diverted | Medium | Obtain all as-built existing services drawings and commission feature survey to establish all service runs. |
The construction of a non-template BER Games Hall Building was completed in 2010 at Fairfield Primary School. The building also contains the Music Room, Canteen and a Multi-Purpose Space. The building sits on the South West corner of the site with direct access from Fairfield Road. The proposed Masterplan will better integrate this building into the landscaping with a new shade canopy structure attached to the East façade to create a space for outdoor play and learning.
23.0 Record of Consultation Meetings

Masterplan Design Phase – Commencement & Staff Workshop
21st March, 2013 @ 3:45pm  Location: Fairfield Primary School
Attendees: Allana Bryant  Fairfield Primary School, Principal
            Margot Sheridan  Fairfield Primary School, Assistant Principal
            Wayne Stephens  ClarkeHopkinsClarke, Partner
            Liz Kuiper  ClarkeHopkinsClarke, Architect

Masterplan Design Phase – Community Presentation
28th March, 2013 @ 6:00pm  Location: Fairfield Primary School
Attendees: Allana Bryant  Fairfield Primary School, Principal
            Wayne Stephens  ClarkeHopkinsClarke, Partner
            Fairfield Community

Masterplan Design Phase – Program Meeting
17th April, 2013 @ 3:00pm  Location: Fairfield Primary School
Attendees: Allana Bryant  Fairfield Primary School, Principal
            Margot Sheridan  Fairfield Primary School, Assistant Principal
            Wayne Stephens  ClarkeHopkinsClarke, Partner
            Liz Kuiper  ClarkeHopkinsClarke, Architect

Masterplan Design Phase – Site Visit
26th April, 2013 @ 12:00am  Location: Belmont Primary School
Attendees: Allana Bryant  Fairfield Primary School, Principal
            Wayne Stephens  ClarkeHopkinsClarke, Partner

Masterplan Design Phase – Student Workshop
29th April, 2013 @ 9:30am  Location: Fairfield Primary School
Attendees: Allana Bryant  Fairfield Primary School, Principal
            Wayne Stephens  ClarkeHopkinsClarke, Partner
            Liz Kuiper  ClarkeHopkinsClarke, Architect
            P-6 Students  Fairfield Primary School

Masterplan Design Phase – Masterplan Sign Off
28th June, 2013 @ 11:30am  Location: Fairfield Primary School
Attendees: Allana Bryant  Fairfield Primary School, Principal
            Margot Sheridan  Fairfield Primary School, Assistant Principal
            Wayne Stephens  ClarkeHopkinsClarke, Partner
            Liz Kuiper  ClarkeHopkinsClarke, Architect
            Peter Horne  Buildings & Grounds convenor
Staff Workshop
21st March, 2013 @ 3:45pm
Location: Fairfield Primary School

Attendees: Allana Bryant  Fairfield Primary School, Principal
           Wayne Stephens  ClarkeHopkinsClarke, Partner
           Staff Members  Fairfield Primary School

Architecture that ‘makes you want to learn’

ClarkeHopkinsClarke Architects
Wayne Stephens

Operating for over 50 years as an architectural practice
Completed over 500 individual educational facility contracts
Planned and designed educational facilities for the Government, Independent and Catholic systems
Experienced in linking pedagogy with the physical environment
Experienced in School Modernisation & Regeneration Projects and Community Infrastructure Projects

Recent Awards

CEFPI Victorian Chapter Awards 2012
Cheltenham Primary School – Winner, Best Modernisation Project Under $1M
Mount Waverley Secondary College – Winner, Project of Distinction Award

CEFPI – World Conference Annual Awards 2012
Mount Waverley Secondary College – Winner, New Major Facility

CEFPI Awards
Regional Design Awards 2011
Dillon College Junior School – Winner, New Individual Facility
Glenbrook Primary School – Commendation, Renovation Project Under $1M
Mount Waverley Secondary College – Commendation, Entire Education Facility

CEFPI Victorian Chapter Awards 2010
Northcote Primary School – Winner, Best Modernisation Project Under $1M

Victorian School Design Awards 2010
Collingwood English Language School – Winner, Best Project Below $750,000
Northcote Primary School – Runner, Best Project Below $750,000
Dillon Primary School Stage 2 – Runner, Best Project Below $1M

CEFPI Victorian Chapter Awards 2009
Northcote Primary School – Winner, Best Modernisation Project
Mount Clear Primary School – Finalist, Best Project Below $750,000

CEFPI Victorian Chapter Awards 2008
Northcote Primary School – Winner, Best Modernisation Project
Mount Clear Primary School – Commendation, Best Modernisation Project

Recent Awards

HOW CAN WE AS ARCHITECTS AND EDUCATORS HELP OUR SCHOOL COMMUNITY TO ACHIEVE BETTER EDUCATIVE OUTCOMES?

BYlinking pedagogy with space

This is stuff you already know

BY NOT linking pedagogy with space

This is stuff you already know

Classroom c 1930
Terminology

A learning space is defined as a series of connected learning settings
(Source: Paul Meldrum, 2011)

‘Flexible Learning Spaces’ can be defined in a number of different ways

- Time
- Space
- Use
- Movement

(Source: Ken Woodman, Smart Green School Project, 2010)

A Starting Point...

- Build relationships and collaborate
- Create a sense of belonging
- Empower students
- Deep inspirational learning
- Equip students for life

Warning

- Not everything new is better
- Not everything old needs to be changed

beware of...

blockers: you will need help with beating the blockers - if you run at the front, you need resources that win arguments:

- where is the evidence...?
- why doesn't everyone do this...?
- where can I see it in action...?
- why should I change......ever...?

“I don't understand why we always want the thing that has the least effect on student achievement, compared with many other alternatives……”

john hattie
Warning

- Not everything new is better
- Not everything old needs to be changed
Growing Wild – Melbourne Zoo

BUILDING NEW ENVIRONMENTS

What will it look like in action?

Key Questions

• What makes a Learning Environment Innovative?
• How has your educational/learning space practice changed?
• What are the blockers?
• What are you looking forward to changing/developing in your educational practice within the next 12 months?

Thanks for attending today’s presentation

Websites:

Smart Green Schools www.abp.unimelb.edu.au/research.funded/smart-green-schools
Council of Education Facility Planners International (CEFPI) www.cefpi.org
Rubida Research – New Learning Environments www.rubida.net
Fielding Nair International www.fieldingnair.com
Australian Council for Education Leaders – ACEL www.acel.org.au
Department of Education and Early Childhood Development – DEECD www.education.vic.gov.au
Catholic Education Office www.ceo.melb.catholic.edu.au/researchinschools

Questions?
**26.0 Student Workshop**

**29th April, 2013 @ 9:30am**

**Location:** Fairfield Primary School

**Attendees:**
- Allana Bryant, Fairfield Primary School, Principal
- Wayne Stephens, ClarkeHopkinsClarke, Partner
- Liz Kuiper, ClarkeHopkinsClarke, Architect
- P-6 Students, Fairfield Primary School
What is most important in a school?

- [ ] That I am engaged in my learning
- [ ] That I can hear my teacher
- [ ] That I am with my friends
- [ ] That I feel safe
- [ ] That the learning space is comfortable (not too hot or too cold)
- [ ] That the learning space looks good
- [ ] That the outdoor spaces are accessible and inviting
- [ ] That I feel like I belong

Please identify by placing numbers 1-8 in the boxes, for what you believe to be the most and the least important things when considering school design.

(where number 1 is the most important thing and number 8 being the least important)
Masterplan Design Phase – Community Presentation
28th March, 2013 @ 6:00pm
Location: Fairfield Primary School
Attendees: Allana Bryant Fairfield Primary School, Principal
Wayne Stephens ClarkeHopkinsClarke, Partner
Fairfield Community
ClarkeHopkinsClarke Architects
Wayne Stephens

Operating for over 50 years as an architectural practice
Completed over 500 individual educational facility contracts
Experienced in linking pedagogy with the physical environment
Experienced in School Modernisation & Regeneration Projects and Community Infrastructure Projects

What is a Masterplan?
- An invaluable resource for every school
- Renewal, development and growth
- Prioritise maintenance and refurbishment works
- Confirm facility shortfalls
- Articulate a vision for the whole of the school
- Identify possibilities and potentials

What will it look like in action?
- What do you value most about the school?
- What key facilities would you like to see in the internal environment?
- What improvements would you like to see in the external grounds?
- What improvements would you like to see in the internal environment?
- What relationships with the community do we need to consider?
- Are there any specific features you would like to see?

What is a Masterplan?

Building New Environments
- Renewal, development and growth
- Prioritise maintenance and refurbishment works
- Confirm facility shortfalls
- Articulate a vision for the whole of the school

Recent Awards
- CEFPI Victorian Chapter Awards 2012
- CEFPI – World Conference Annual Awards 2012
- CEFPI Australasia Regional Design Awards 2012
- CEFPI Victorian Chapter Awards 2010
- CEFPI Victorian Chapter Awards 2011
- CEFPI Victorian Chapter Awards 2012
- CEFPI Victorian Chapter Awards 2009
- CEFPI Victorian Chapter Awards 2008
- CEFPI Australasia Regional Design Awards 2008
- CEFPI Victorian Chapter Awards 2008

Chelsea Primary School – Winner, Best Modernisation Project Under $1M
Belmont Primary School – Commendation, Best Modernisation Project Over $1M
Mount Waverley Secondary College – Winner, Project of Distinction Award
Mount Waverley Secondary College – Winner, New Major Facility
Eltham College Junior School – Winner, New Individual Facility
Coatesville Primary School – Commendation, Renovation Project Under $1M
Mount Waverley Secondary College – Commendation, Entire Education Facility
Northcote Primary School – Winner, Best Modernisation Project Below $1M
Collingwood English Language School – Winner, Best Project Below $750,000
Northcote Primary School – Finalist, Best Project Below $750,000
Eltham Primary School Stage 2 – Finalist, Best Project Below $3M
Maldon Primary School – Winner Best Renovation/Modernisation of a School
Berwick Chase Primary School – Winner, Best Primary School
Maldon Primary School – Winner, Best Project Below $750,000
Mount Clear Primary School – Finalist, Best Project Below $750,000
Maldon Primary School – Winner, Best Modernisation Project
Mount Clear Primary School – Commendation, Best Modernisation Project
Pakenham Springs Primary School – Winner, Best Primary School
Eltham Primary School – Finalist, Best School Project Below $3M
Pakenham Springs Primary School – Commendation, New School
Pakenham Springs Primary School – Winner, Best Innovative Project
Eltham Primary School – Commendation, Best Refurbishment

Master Planning Process
- Consultation
- Site Analysis
- Develop Brief
- Initial Concept
- Review and Feedback
- Develop Concept
- Final Concept
- Present Master Plan

How Can We Help Fairfield Primary School To Achieve Better Educational Outcomes?
By linking pedagogy with space

Fairfield PS – Initial Thoughts

Coatesville Primary School

St Kilda Park Primary School

By not linking pedagogy with space

Coatesville Primary School

St Kilda Park Primary School

Chelsea Primary School
BUILDING NEW ENVIRONMENTS

Questions?

- What would it look like in action?
- What improvements would you like to see?
- What experiences do you value most about the school?
- What key facilities would you prioritise?
- What improvements would you like to see in the internal spaces?
- Are there any specific features you would like to see?
- What relationships with the community do we need to consider?
Please refer to comments made by the School Community on the following pages.
1. I love the staff room where it is. The teachers are close to all the action in the playground which I am sure makes children feel safer, plus the teachers must walk through the school yard to their classes so they are not isolated in one little corner. The continuous hard surface is not always a bad thing. Too many little pockets of play areas can make some children feel excluded. The current two square courts could easily be moved? Chopped off netball court to provide a safer space. A good indoor play area which is always available for play would be good.

2. The staff room should be relocated from it's current location, it is an important location for teaching opportunities.

3. The inclusion of a green space is great. But I agree the plan is confusing. Creative arts is small, is that the case or not? Hard to compare.

4. I really like the staff room where it is as it is central to the school and well equipped. I'd like to know the reason behind the proposed move.

5. Agree 100%! Bad move to stick staff away in a corner. Visibility makes children feel safer and walking through school yard to classes promotes good feeling with parents.

6. Don't move Art Room

7. Agreed

8. Please don't move art room please!

9. Art room has to stay!!!

10. The staff room is a recent expenditure. Why move it? You will only have to spend more money for new facilities. The staff room is purpose built with windows on to the playground so children could be seen by teachers. Why lose this?

11. Don't need to move art room either.

12. Please don't move art room or staffroom

13. Please don't make restrictive senior & junior play areas. It is great for all the kids to be in the same play space & to get to know each other.

14. Why rebuild old art 3/4 space for big $ and little gain? Why not add 4 classrooms on to current staffroom and connect with new building and old staff room – replacing the portable of the addition of 1/2E & F portable. Changed feel of school play space & should go! Senior hard play could connect to oval/playing ground where 12/E&F portable now is.

15. Is there a library planned for the school?

16. I would prefer a library as a dedicated space than a music room.

17. Dear school team, great to see Master Plan and forward thinking. Re the art room – is it possible to keep it where it is but open up the walls to allow better flow into the area where the bikes are (site storage) then connect up the art room with the multipurpose hall on the other side. This could also be a place where parents meet to mingle as it is one of the 3 entries to the school. The Staff are the heart of the school & it seems right to leave them central to the grounds – although I do understand they may need a quiet zone away from the school yard. Re the open plan design concept of the GPC. I am not opposed but I still have concerns re the noise level. Having just visited Melb Girls where they have such a huge space for all year 7's – the overwhelming impact is one of noise and disorder. So I really encourage you to speak to teachers who have taught in these spaces. Re the Master Plan – happy to have further input. I would prefer to have a copy to scribble on. It is hard to write standing up on this vertical board.

18. I feel we need to retain staff centre as it ensures the children feel safe when they know their teachers are nearby. What is wrong with the art room where it is?

19. I think it is great and very important - that you are doing a Masterplan. Even small scale works need to be part of a bigger vision of where the school should be. Great also to identify key policy and pedagogy principals underlying the spatial planning. Good to see.

20. Master plan concept is great but can we please have a plan that is easier to understand – ie show buildings!

21. Where is the library? What is the dashed box next to the 'active play'? What exactly does ?? mean? Not a very interesting plan. Perhaps a little more info so we can actually say something would be good! ie. Philosophy, integration of classrooms, outdoor spaces etc, none of this is here. Are you looking at open classrooms or not? If junior school is near old art room will playgrounds be changed to reflect users (little kids use their closest play spaces) Are portables being moved? Are new buildings proposed? How many kids is this plan for? What are future projections for our school? What about all the small spaces? This is where we currently just have dirt and asphalt.

22. Really like the improved relationship diagram and the way it shows the inter-connectivity of proposed zones. Defined access and pathways through the grounds will assist the wider community to navigate the school. Proposed zones will group learning areas within age groups and activity areas more locally and functionally.

23. The new plan is quiet difficult to understand, could we have another version which is more simple.

24. Bike racks/shelter Awesome.

25. I agree that the plan is difficult to understand. It would be good to see some philosophy underpinning changes as well as an improved diagram. Currently 1/2's are split across the school which needs correcting. I'm not sure open classrooms work – is this the way school is heading? I think it's important that play spaces are not segregated too.
Fairfield Primary School
Community Comments on Master plan

- I feel we need to maintain the "staff Centre" as it ensures the children feel safe when they know their teachers are nearby. What is wrong with the Art Room where it is?
- I think it is great – and very important – that you are doing a master plan. Even small scale works need to be part of a broader vision of where the school should be. Great also to identify the key policy & pedagogy – principles underlying the spatial planning. Good to see.
- Master plan concept is great but can we please have a plan that is easier to understand – ie show the buildings.
- Where is the library? What is the dashed box next to the ‘active play’ area near the oval. What exactly does ‘resources’ mean? Not a very interesting plan! 2 new green areas is all it really has to it at this point. Perhaps a little more info so we can actually say something would be good! ie philosophy, integration of classrooms and outdoor spaces etc. none of this is here. Are you looking at open classrooms or not, if junior school is near old art room will playgrounds be changed to reflect users (little kids use their closest play spaces) – are portables being moved? Are new buildings proposed? How many kids is this plan for – what are future projections for our school? What about all the small spaces – this is where we currently just have dirt or asphalt.
- Really like the improved relationship diagram and the way it shows the inter-connectivity of proposed zones will group learning areas within age groups and activity areas more logically and functionally.
- The new plan is quite difficult to understand, could we have another version which is more simple.