



Concept Master Plan

21 Feb 2022

Project Name:
Connection Corridor

Client:
Capalaba State College

Quandamooka Country



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Notes and Assumptions:

This design has been completed with all current information to date. All care and consideration has been taken to ensure the proposal will meet all requirements. However, some changes to layout may be required at later stages. Many of the images used in this design have been sourced from the internet to assist with the visualisation of design concepts.

Schools should offer spaces to.....



We acknowledge and respect Aboriginal and Torres Strait Islander Peoples across Australia as the traditional custodians of our shared lands, waters and seas.

We recognise their unique ability to care for Country and their deep spiritual connection with Country.

We honour Elders past and present whose knowledge and wisdom will ensure the continuation of Aboriginal and Torres Strait Islander cultures.

Introduction

Orterra was approached by Capalaba State School P & C to assist in developing a connection between the junior and senior campuses. This connection was to be not only to physical, but to connect the two communities and provide facilities for both campuses to use.

Orterra's role in this project is to create places through this connection which the school community will take ownership of, develop and change. Place which can be incorporated into the teaching pedagogy of the school. Places which encourage teachers and staff to help engage the students in learning and connect to their surroundings.

This design for the Capalaba State College campus connection is based on current research into outdoor education and natural place spaces. Research has shown a strong correlation between children interacting with the natural environment and an increase in the physical, emotional and intellectual development of the child.

Nature play is defined by Nature Play Queensland, as any activity that gets children active or thinking actively outdoors, with the end goal of building skills and ability to play without the need for parental or adult control.

It has been developed through the input of students and staff from the school. The design has several aims:

- To create a connection between the junior school and senior schools
- To develop a long term plan for the development of the school grounds over the next 10 years.
- To enable staff to enhance student learning through the outdoor learning environments.
- To support and assist the development of its students through learning and play.
- To incorporate indigenous culture and history into the school grounds where appropriate.



Consultation

Orterra consulted with the students, staff and parents of the school, and Uncle Norm, who is a representative for the Minjerribah elders for this project. This has allowed us to understand the communities needs and requirements for the corridor.

During September 2021, we sent out a survey to teachers in the junior and senior school to gather and their feedback in regard to the path connection and the current spaces the school offers. We received 9 responses from teachers.

In early September, we completed a workshop with a group of students from the Montessori program at the school to delve into their opinions of the school and what they would like to see at the school in the future.

In November, we met with Uncle Norm, and he gave permissions to include Aboriginal and Torres Strait Islander cultural elements into the connection corridor, and advised on appropriate ways to do this. He encouraged Orterra and the school to create stronger ties to the local First Nations People and look at naming the corridor in the local language.

The following pages include a summary of the data which provides some clear ideas and themes to be included in the design of the connection corridor.



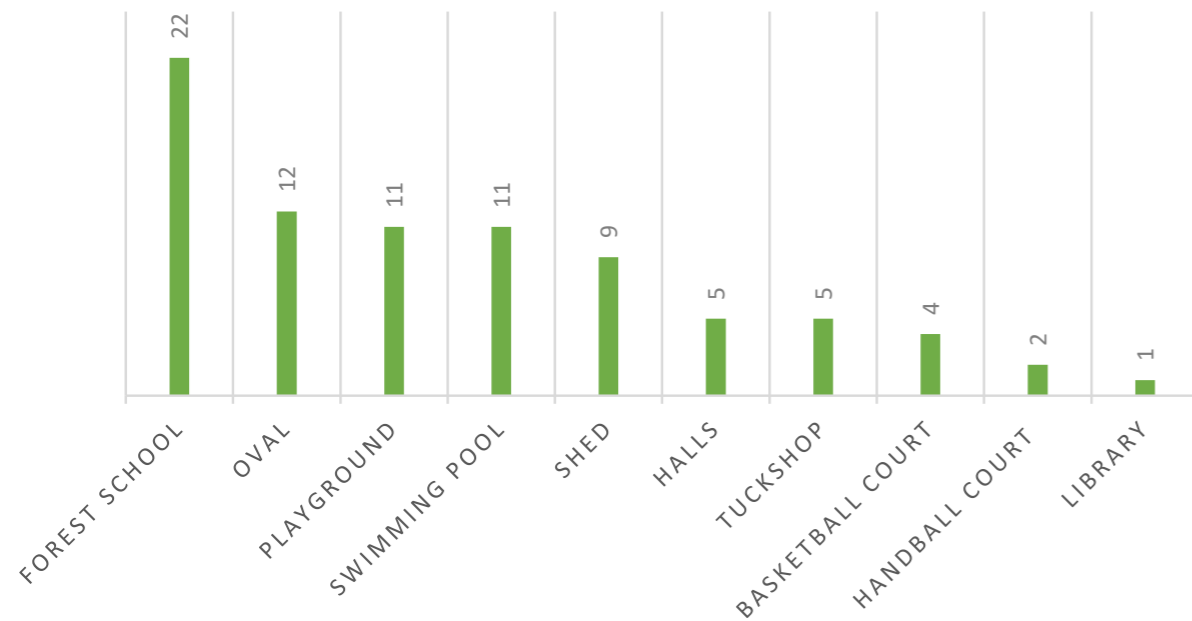
Student Response - What they do and don't like

The questions asked were:

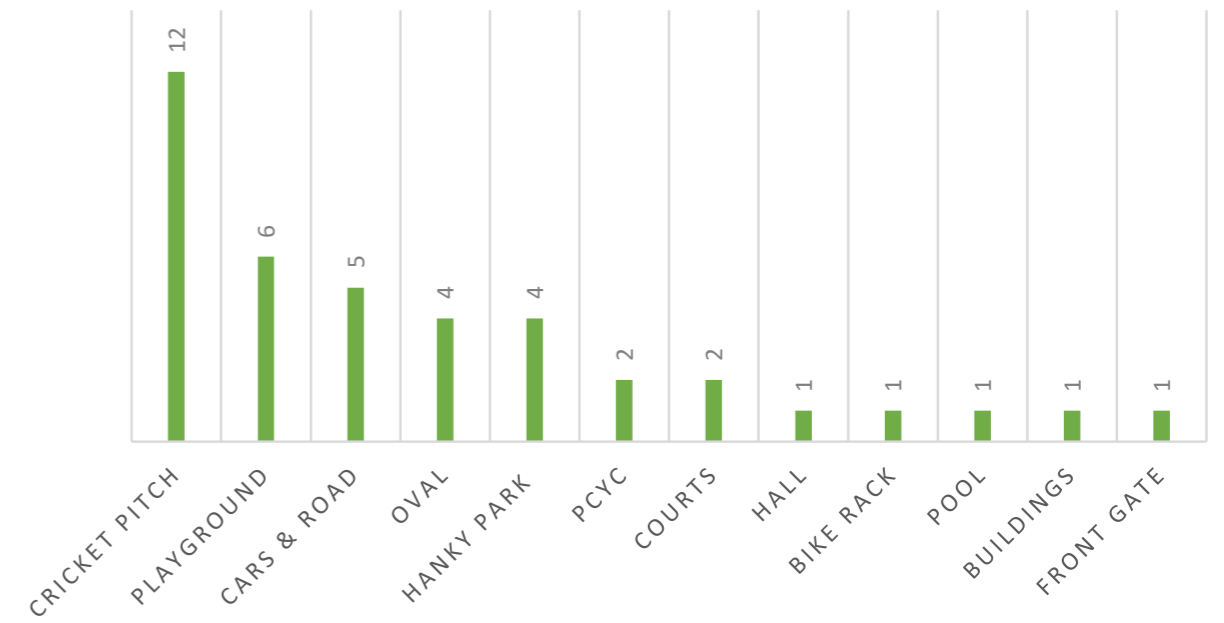
- What do you like about your school?
- What don't you like about your school?
- What do you want to see at your school?

These are the results from this session:

What do you like about your school?

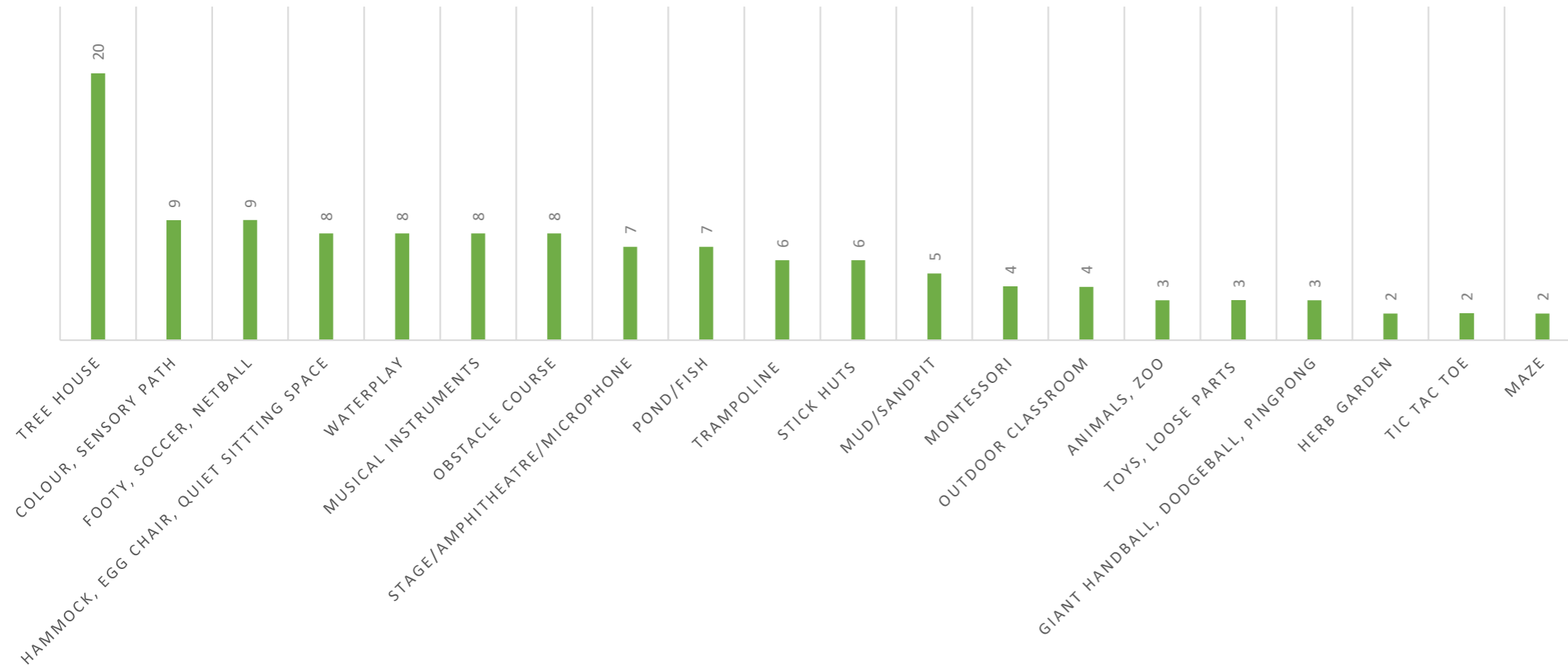


What don't you like about your school?

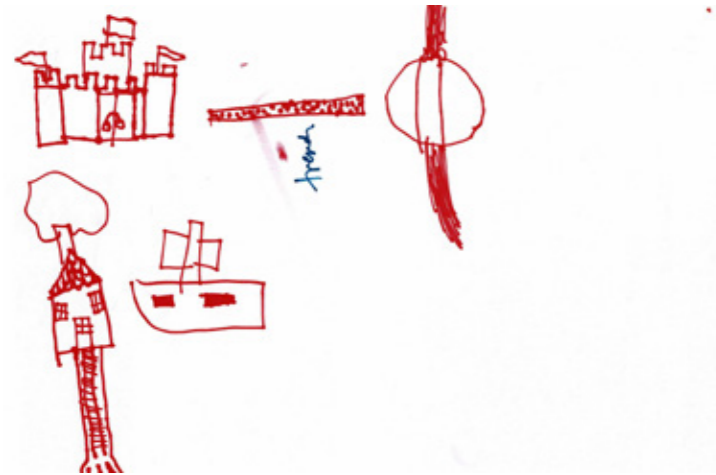


Student Response - What they want

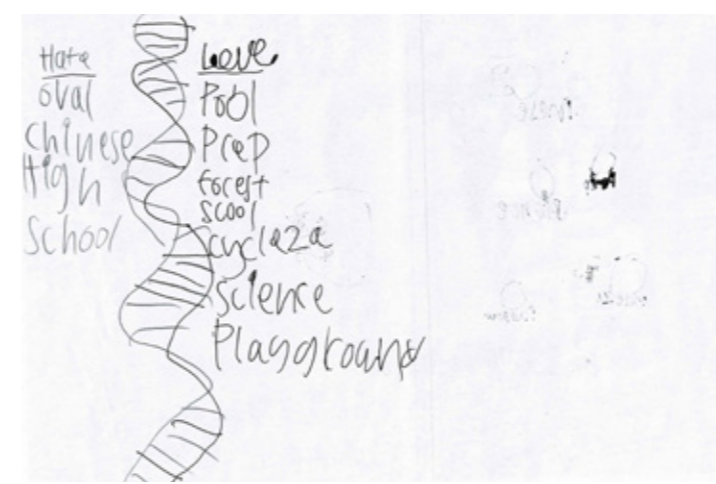
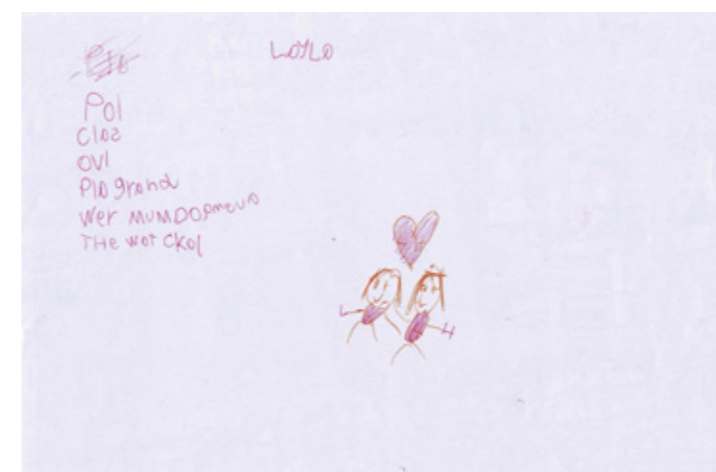
We asked the students what they would like to see at their school. Their imagination ran wild, requesting all different types of things. We have condensed and narrowed down the responses to the top 20 answers.



Sketches and Notes



MiTe Wont a mthm lUchop
MiTe Wont a nATHu moor PlacFu madoV Wto



Staff Response

Staff were asked a series of questions. This is a summary of the feedback:

What would you like to see in the school grounds between the Junior and Senior campus that would help bring the

- Physical connection between the schools
- Covered seating, picnic tables, shaded areas
- Edible gardens
- Outdoor kitchen, fire pit
- Space for food truck
- Interactive corridor, nature play, stepping stones
- Fountain, water play
- Yarning circle designed by Indigenous and Torres Straight Islander Students
- Acknowledgement of culture and history

What do you think the children would like to see along the connection corridor?

- Shady areas to sit, read, reflect and for small groups
- Sensory play spaces, balance beams
- Herb gardens, fruit trees, vegetables, cactus garden, fauna attracting plants
- Creative spaces - noughts and crosses, hop scotch, place to build cubbies
- Outdoor movie space
- Playing and education elements
- Musical instruments
- Educational information on native plants
- Colour

What is the one thing that annoys you the most about the area between the two campuses?

- No internal connection, especially when grass is wet
- Uneven walking surface
- Not welcoming or well designed
- Long grass
- No places to play
- Uninviting
- Looks untidy
- Rubbish

What is the one thing you like best about the oval area between the two campuses?

- Not neat and polished
- Old trees that attract birds
- Tall, shady trees
- Well maintained
- Forest School
- Peaceful
- The potential
- Creek

What is the biggest thing currently stopping you from teaching outdoors?

- Old habits
- Not a good place to teach
- Student behaviour
- Lack of shady area
- Too many hard surfaces
- Lack of equipment - (BBQs, eskies, fire pits, outdoor kitchen)
- Sun protection
- Midgies, birds
- Storage

What one thing would make it easier and more appealing for you to teach outdoors?

- Access to power to charge devices
- Enough space for a class
- Dedicated spaces
- Natural shaded area with seating
- Wifi
- Flat surfaces and benches
- Be relaxed outside, 'less chalk and talk'
- Interesting ways to learn

Parent Response

The P&C created a Pinterest board with their ideas for the school and has over 500 pins of amazing ideas. We have analysed these ideas and images, and broken them down into several key areas that parents would like to see as part of the connection corridor:

Ideas from the images we can include in the corridor:

- Outdoor learning
- Play
- Relaxation and quiet spaces
- Musical instruments
- Sensory experiences
- Water play

What the school community through student construction or activities can incorporate into the design once complete from these images:

- Art activities: the storage shed at the junior oval and entry statements could have an art mural created by inviting indigenous artists to the school to complete with the children.
- Create musical instruments: create instruments from sticks, sand, rice, milk containers and anything that creates sound!
- Growing food: have the students grow food in designated areas, from seed to harvest for a complete learning experience.



Consultation Summary

The feedback from the students, teachers and parents provides clear guidance as to the elements that the school community see as important in developing this connection between the senior and junior school.

These can be divided into four themes. The design of the corridor is based on these themes, the site and its context:



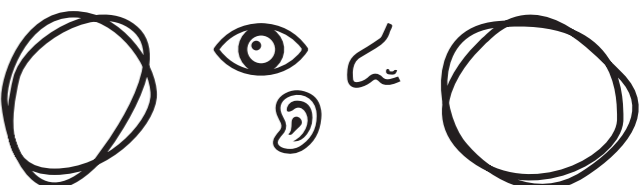
A physical connection



Spaces for learning



Spaces for creativity



Sensory spaces

Site Analysis

Koala Growth Habitat



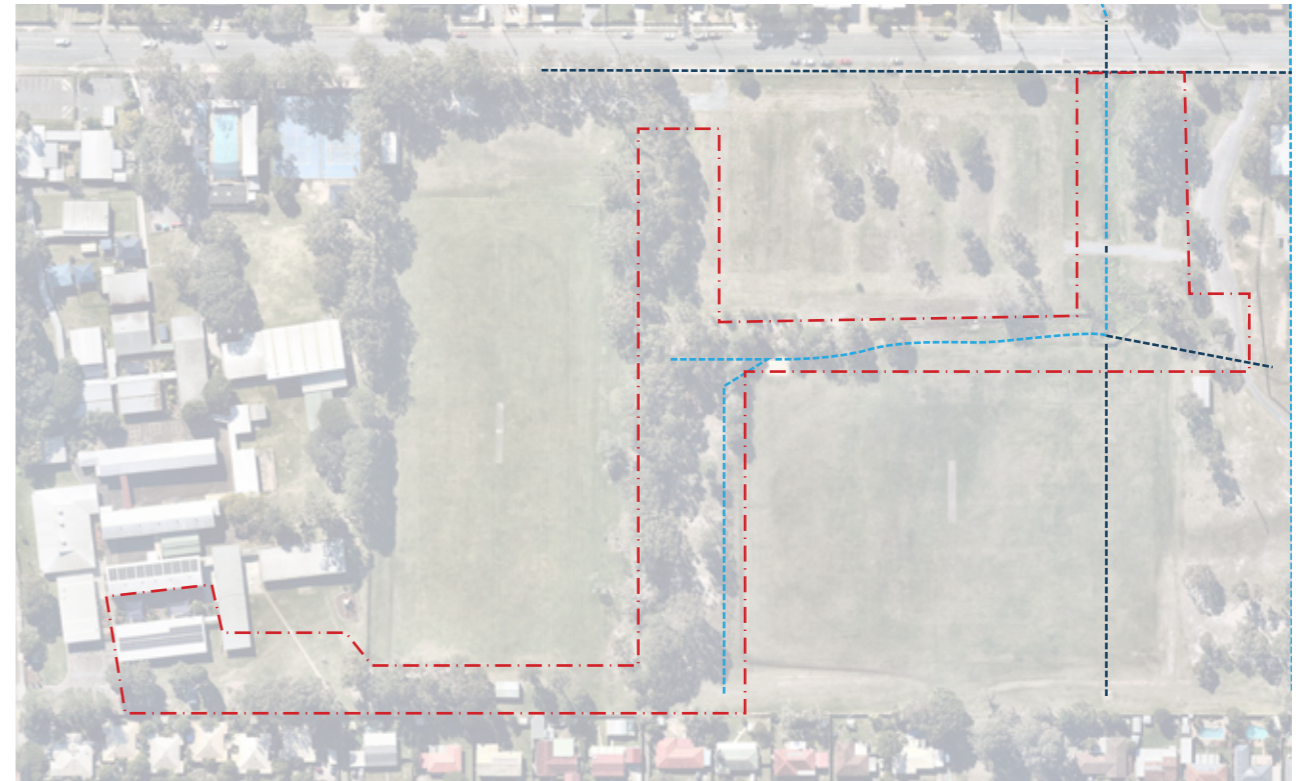
There will be no trees removed during this project. The majority of trees on site are koala growth habitat areas. These must be protected to help preserve and boost the koala population in the local area.

Approximate Future Hall Location



The construction of the hall between the two campuses will strengthen the connection and have an impact on the use and connection of the connection corridor.

Waterways and drainage



--- Above ground drainage
 - - - Under ground drainage

The waterways will be protected and the health enhanced through the removal of weeds and planting of native species to help boost local ecosystems.

Areas of protection



● Sugar Glider habitat (Location of tree still to be advised from P&C)
 ● Hollow habitat trees

Design Ethos

The design of the corridor is based around four concepts that we;



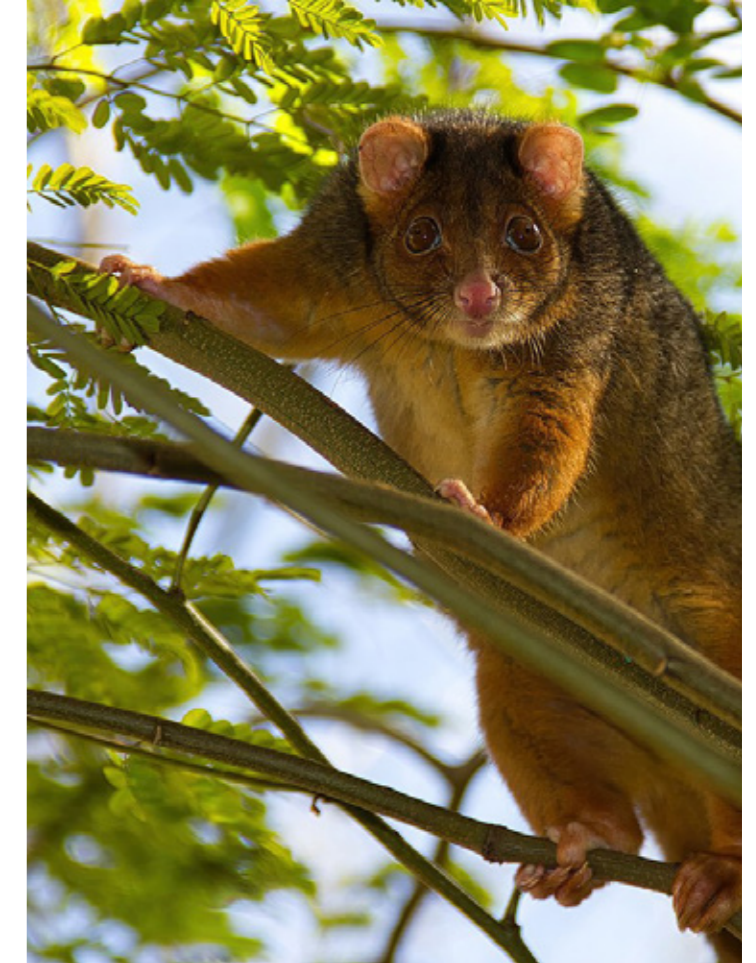
Connect to the community



Connect to nature



Connect to ourselves



Connect to history & culture

These four concepts are weaved into the corridor through a combination of space definition, way finding, planting, and elements. We are connecting to the space by understanding more about who and what we are. In connecting to the environment we are to use all our senses to help solidify and create these connections. In the design of this corridor we have embraced our senses. We have used the seven senses approach by the Seven Senses Foundation to enhance the experience of each student, teacher and parent as they move through the corridor.

The Seven Senses Foundation

The Seven Senses Foundation have a vision to create healthier and happier neighbourhoods and communities that are inclusive for people of all wellness and abilities. The 7 senses approach is a tool to help make that happen.

The 7 Senses include:



Vestibular

The vestibular system explains the perception of our body in relation to gravity, movement and balance. The vestibular system measures acceleration, g-force, body movements and head position. Examples of the vestibular system in practice include knowing that you are moving when you are in an elevator, knowing whether you are lying down or sat up, and being able to walk along a balance beam.



Proprioception

Proprioception is the sense of the relative position of neighbouring parts of the body and strength of effort being employed in movement. This sense is very important as it lets us know exactly where our body parts are, how we are positioned in space and to plan our movements. Examples of our proprioception in practice include being able to clap our hands together with our eyes closed, write with a pencil and apply with correct pressure, and navigate through a narrow space.



Touch

Touch, or somatosensory, is a perception resulting from activation of neural receptors, generally in the skin including hair follicles and a variety of pressure receptors respond to variations in pressure (firm, brushing, sustained, etc.). The somatosensory system is a diverse sensory system that is spread through all major parts of our body. At its simplest, the system works when activity in a sensory receptor is triggered by a specific stimulus (such as heat); this signal eventually passes to an area in the brain uniquely attributed to that area on the body and this allows the processed stimulus to be felt at the correct location.



Hearing

Hearing, or audition, is the ability to perceive sound by detecting vibrations, changes in the pressure of the surrounding medium through time, through an organ such as the ear. As with sight, auditory processing relies on how the brain interprets, recognises and differentiates sound stimuli.



Sight

Sight or vision is the capability of the eyes to focus and detect images of visible light and generate electrical nerve impulses for varying colors, hues, and brightness. Visual perception is how the brain processes these impulses – recognising, differentiating and interpreting visual stimuli through comparison with experiences made earlier in life.



Taste

Taste, or gustation, refers to the capability to detect the taste of substances such as food, certain minerals, and poisons, etc. The sense of taste is often confused with the “sense” of flavour, which is a combination of taste and smell perception. Humans receive tastes through sensory organs called taste buds concentrated on the upper surface of the tongue. There are five basic tastes: sweet, bitter, sour, salty and umami.



Smell

Smell or olfaction is our ability to detect scent – chemical, odour molecules in the air. Our olfactory system begins in our nose which has hundreds of olfactory receptors. Odour molecules possess a variety of features and, thus, excite specific receptors more or less strongly. This combination of excitement is interpreted by the brain to perceive the ‘smell’. How olfactory information is coded in the brain to allow for proper perception is still being researched and the process is not completely understood, however, what is known is that the chemical nature of the odorant is particularly important, as there may be a chemotopic map in the brain.



Concept Plan



Legend

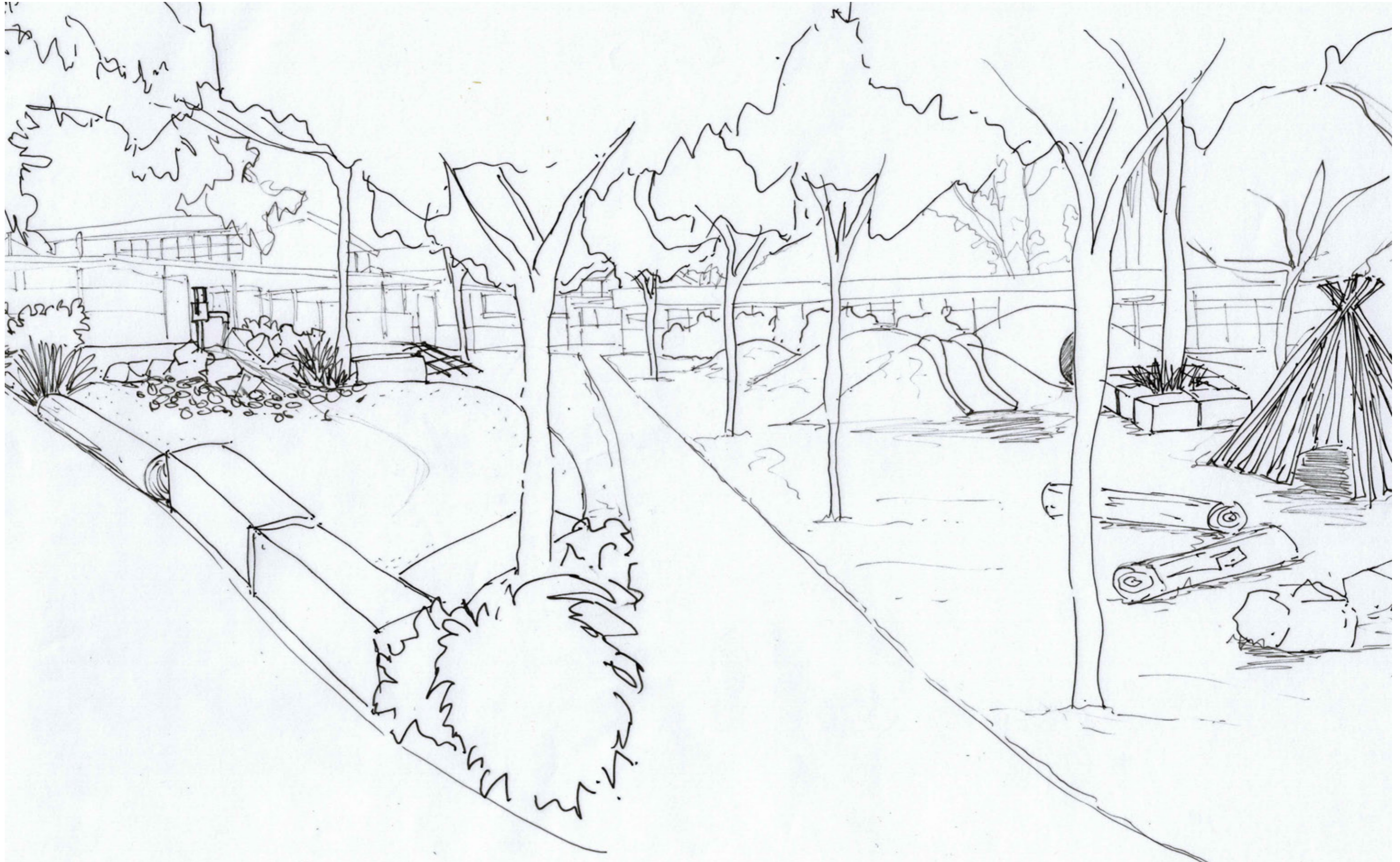
-  Main Path 1.5m wide asphalt or concrete
-  Secondary Path 1.2m wide crusher dust path
-  Quiet spaces
-  Outdoor teaching spaces
-  Drainage
-  Edible Garden
-  Natural Play
-  Interactive Play
-  Nature Play
-  Creek line & Waterway
-  Entry signs



Master Plan



① Indicative Sketch - Natural Play Area



② Indicative Sketch - Yarning Circle & Bush Tucker Garden



③ Indicative Sketch - Interactive Play & Teaching Spaces



The Physical Connection and Way Finding



The physical connection between the two campuses is the heart of the design. The meandering paths create opportunities for, learning and interactive and cultural experiences. It allows for connection to the community, nature, history and ourselves.

The connection includes two options for the journey, allowing users of all abilities to choose the route taken. The main route is a direct 1.5m wide path and allows for the movement of students and staff in larger groups between the campuses. This will be made with asphalt or concrete.

The secondary 1.2m wide path will be made from crusher dust creating less invasive and enhancing the natural character of the space. This secondary journey will weave throughout the trees. Users will come across various different spaces and experiences along the way. This path

allows students and staff to get off the main track and explore, learn and play.

Way finding and information signage are intergraded into the design. Information on biological, ecological, historical and cultural aspects of the design can be displayed for students to learn. These can be through visual, touch, written and digital parts to this information creating an experience for students to learn in different ways. These will be weaved throughout the connection along pathways and identifying features, throughout the journey.

At the entry to the main connection corridor will be a feature signifying to the students they are entering a special area to the school. This entry can be personalised to the junior or senior school while telling the story across the campus.



Edible Gardens & Yarning Circle

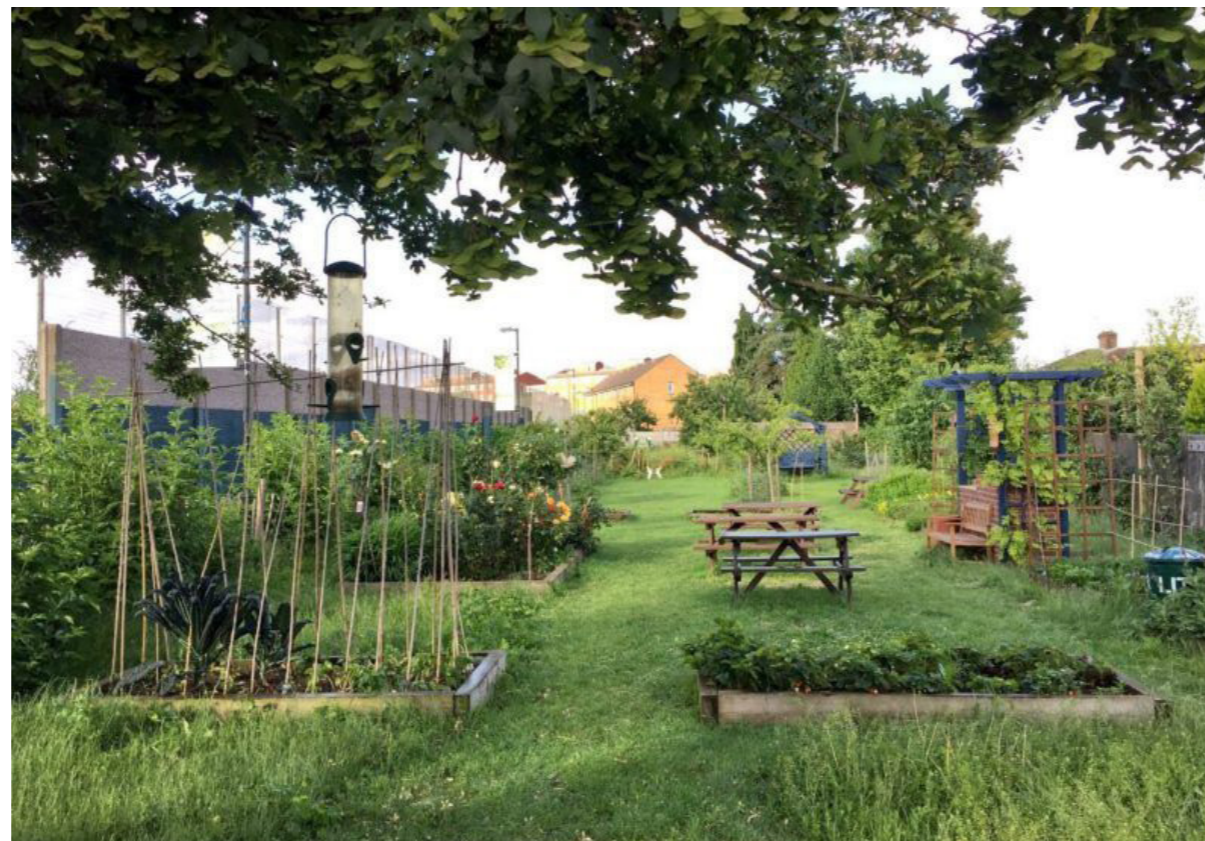


One of the most requested items by the consultation was more space for herbs, veggies, orchards and gardening. Growing your own food allows for a greater connection to ourselves and our community, it provides a better understanding of nature can allows us to learn about our local history and culture.

The design identifies several areas for growing food. The junior school will include a vegetable and herb garden, adjacent to a fruit orchard. Two of these areas will provide outdoor seating for a comfortable learning experience for the students and teachers. The junior students will be able to fully immerse themselves into growing food from seed to harvest.

A bush tucker garden will surround the yarning circle in history and culture. This area is positioned in the middle of both of the campuses. This allows the space to be a shared resource used by both the junior and the senior schools. The yarning circle at the gardens center will provide valuable learning experiences. Assisting in creating a cultural awareness through inviting First Nations guests to visit and teach the students about the local stories and the local bush tucker from the area.

Having both common vegetable garden and the bush tucker edible gardens will connect students to their community, themselves and local history & culture. It will provide senses to their taste, smell, touch and sight.

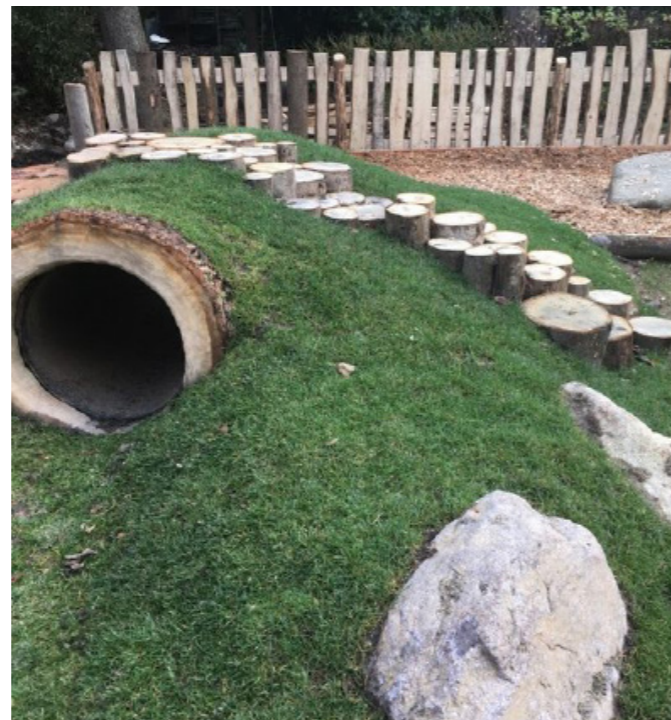


Natural Play



The natural play will include water play, sand & mud pits, loose parts play, climbing, balancing and mounding. This area can be used by all students on the junior campus and allows students to touch, play, crawl and climb, spin and swing.

Numerous trees for shade will be planted to ensure that this area can be used year round. Storage for loose parts positioned so that students have easy access to items. The area designed to challenge a child's physical needs while providing a creative outlet for unstructured play.



Interactive Play



Interactive play area will provide hands-on learning opportunities through musical instruments, games, balance beams and obstacles. There will be educational signage for the existing and vegetation, native animals and insects for the surrounding area. These items will be weaved through the Interactive Play space.



Nature Play



The nature play spaces are distinctly different from natural area play spaces in that they will have limited elements added. Students will be encouraged to create their own games with the items nature provides for them and additional loose parts provided to them. This will build on the existing bush Kindy which currently operates in this area.

This area students can play, learn about, hear and feel nature. The space will allow them to interact with water, mud, insects, trees, leaves, and sticks to play with how they desire using their imagination and creativity for play.



Outdoor Learning



The need for more outdoor teaching spaces was expressed by teachers and parents in the surveys as high on the priority list for the corridor. Places with power, shade, seating and flat surfaces are important to the teachers. The aim for the corridor is to provide a series of spaces where a range of different teaching styles could occur. Informal spaces for casual learning, and more formal sustainable places with connections to wifi, solar energy and technology are proposed to allow for different learning styles, giving a variety of teaching places.



Quiet Spaces



The need for places for children to retreat, take a break from play was suggested during the consultation from teachers. We have proposed spaces that allow students to stop, sit and think or gather in small groups along the corridor. These places allow students who may experience a sensory overload, or may be having a bad day and need to stop and relax. These spaces will allow students to sit, relax and watch what is happening without feeling the need to interact. A variety of these spaces have been allowed for throughout the corridor.

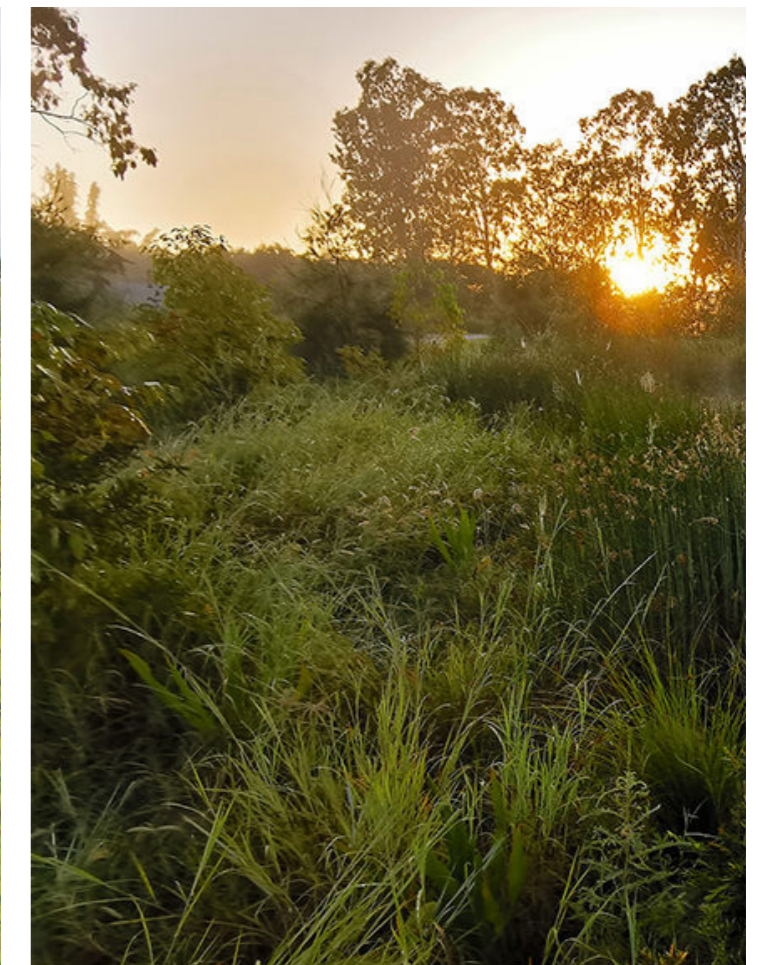


Planting & Revegetation



Throughout the project the planting will focus on local indigenous species. Koala food tree will be planting in key areas to ensure the continued tree stock of Koala food trees into the future. An aim for the planting palette is to increase the biodiversity on the school grounds ensuring that there is an increase of habitat for a range of plants and animals.

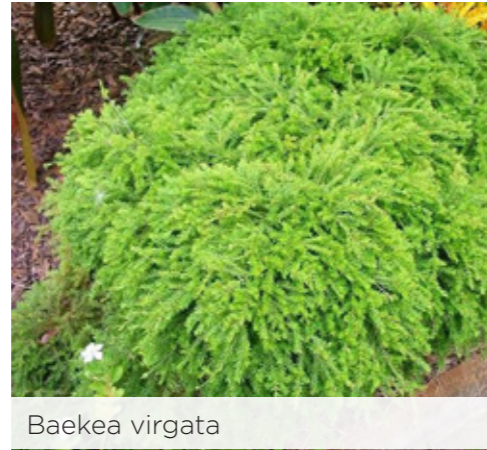
The drainage lines and waterways on the school grounds are in various stages of health with weed and erosion issues in some areas. The rehabilitation of these areas is a key part to the success of this project. The repair of erode areas. The stabilization of banks, creation of dry creek beds for overflow areas and removal of weeds will create a natural stable natural ecosystem which the school can use for play and learning. Diverse, native replanting throughout will support the local fauna and flora and increase biodiversity on the school grounds.



Indicative Plant Species



Carex appressa



Baekea virgata



Banksia spinulosa 'CherryCandles'



Baumea articulata



Blechnum gibbum



Brachyscome multifida



Callistemon viminalis



Carprobrotus glaucas



Casuarina glauca



Chrysocephalum apiculatum



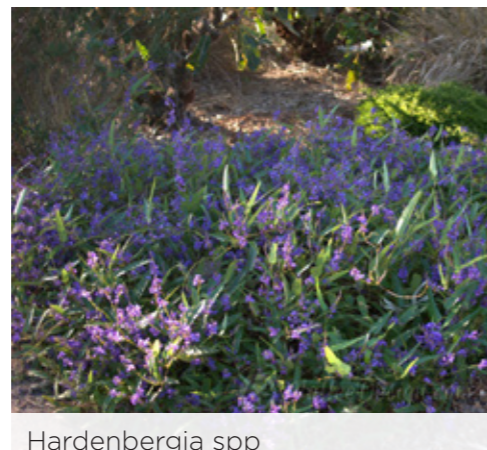
Cissus antartica



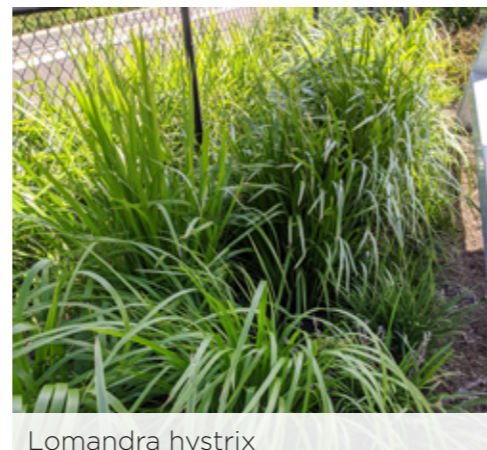
Poa labillardieri



Dianella caerulea



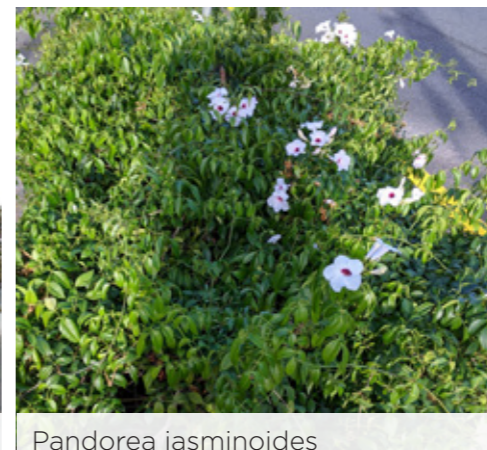
Hardenbergia spp



Lomandra hystrix



Melaleuca linarifolia



Pandorea jasminoides



Scaevola aemula



Syzygium Cascade



Westringia fruticosa

ORTERRA

The logo for ORTERRA features the word "ORTERRA" in a white, uppercase, sans-serif font. Below the letters "T", "E", and "R" is a stylized green graphic consisting of a curved line with three small, pointed leaf-like shapes rising from it.