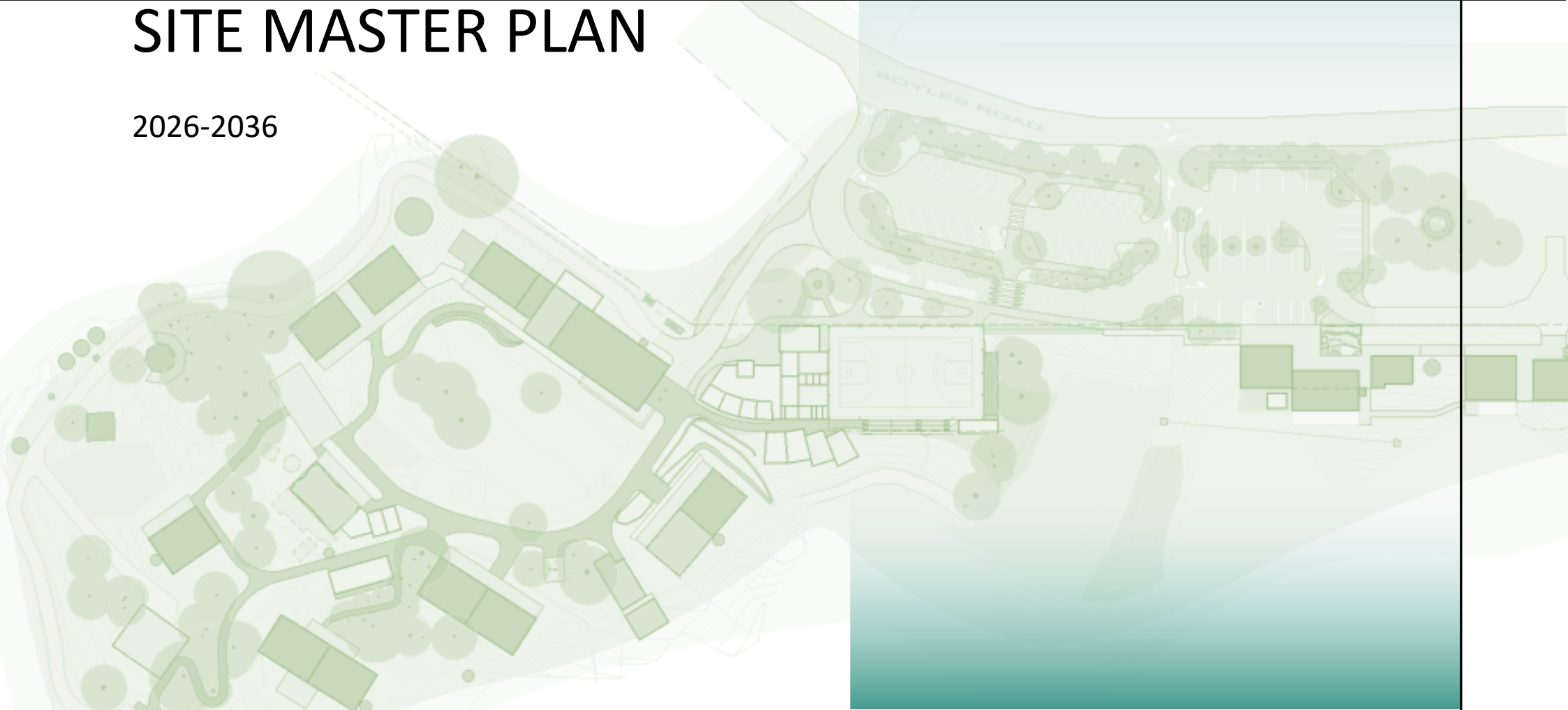




SITE MASTER PLAN

2026-2036



Document Quality Control

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Client: Cairns Hinterland Steiner School
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We acknowledge the Djubugay and Bulwai Traditional Custodians of the land upon which the Cairns Hinterland Steiner School stands.

We recognise their continuing connection to land, waters and culture and pay our respects to their Elders past, present and emerging.

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1 Overview

1.1 Mission

At Cairns Hinterland Steiner School (CHSS), we are a community of learners: teachers, parents, students striving for individual, communal and global growth through education that nurtures children into balanced, capable adults. We embrace unique learning opportunities within our local environment and surrounding community. Currently serving approximately 200 students across Early Childhood (Playgroup, Kindergarten and Prep) and Classes 1 to 8, we are co-educational and non-denominational, working within the nationally accredited Australian Steiner Curriculum Framework.

This Master Plan supports a broader strategic framework underpinned by this philosophy. It will complement other CHSS plans and strategies which identify opportunities for growth and improvement across all aspects of the school's curriculum delivery and operational development.

1.2 Scope

The CHSS Master Plan (2026-2036) provides a guide for future development by identifying infrastructure projects that support the school's growth and curriculum delivery as a single stream educational facility, while embodying values and principles which underpin Steiner education for children.

This Master Plan addresses the physical dimensions of growth and improvement by identifying priorities and concept designs for upgrades, site works, ongoing maintenance, and new infrastructure and buildings, within the context of the site's unique wet tropical rainforest setting. It includes details regarding:

- The site context
- A proposed site plan
- Conceptual building & landscape designs
- Staged and strategic priorities for facility development
- An actionable framework for facility, infrastructure and site upgrades

A recent strategic plan determined to limit high school provision on the existing property to Year 8. Our previous conceptual Master Plan encompassed both single streaming (one class per year group) and double streaming options, anticipating high school development through Years 9-12. However, this current Master Plan proceeds on the premise of continuing as a single stream school, based on the following estimated maximum student capacity:

Kindergarten: 44	Primary: 175	High school: 50	Total: 269
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1.3 A Consultation-Driven Approach

Developed through structured consultation with teachers, Senior Leadership Team, Board, parents and students, this document provides a strategic framework for future facilities development that responds to the aspirations of the school community.

A successful master plan begins with meaningful consultation. By engaging key stakeholder groups within the CHSS community and employing varied engagement methods, this process has produced a considered master plan that genuinely responds to the community's distinctive needs, values and aspirations.

The consultation process primarily included:

Design & prioritisation workshops including teachers, leadership, Board members, parents and students to identify priorities and explore shared visions

A targeted survey capturing broad community input on educational needs, facility requirements and future aspirations

Site analysis with stakeholders, examining existing conditions, opportunities and constraints

This inclusive approach ensures the Master Plan reflects diverse perspectives while maintaining coherence around core Steiner/Waldorf pedagogical principles. The resulting framework balances immediate practical needs with a long-term educational vision, providing clear direction for phased development while maintaining flexibility to adapt to evolving circumstances.

This Master Plan was made possible through funding provided by the Queensland Government's Independent School's Block Grant Authority (QIS BGA).

2 Background

2.1 School Campus History

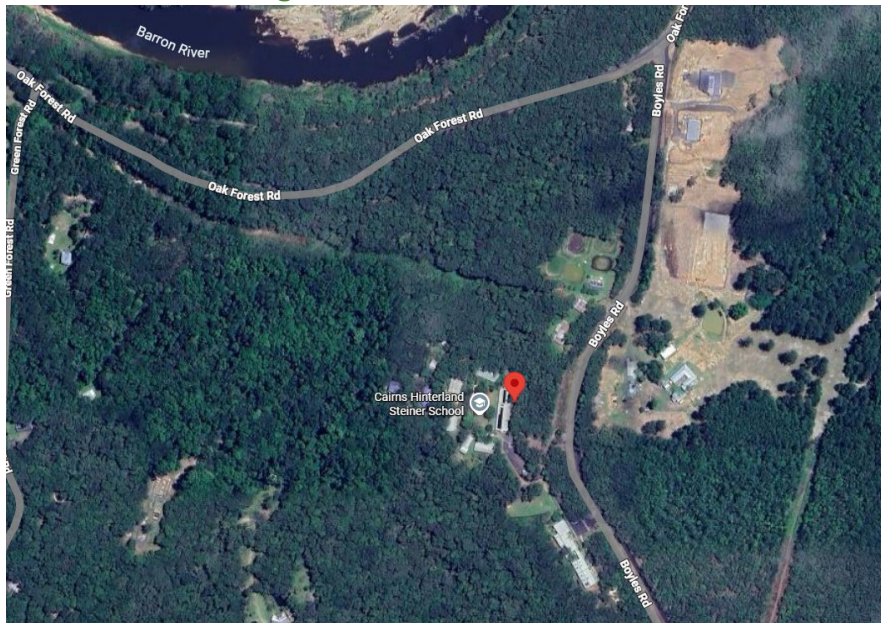
CHSS grew out of a desire for a genuine educational alternative in our local community. Over the past 21 years, we have established ourselves as a resilient school community, offering a high-quality educational experience that is unique to our region. Our school history is laid out in this table:

1997	Nila Chambers, an experienced Steiner teacher from Melbourne, began planning for the school.
2002	Cairns Rudolf Steiner School – as we were originally named – opened its doors, located in a small Queenslander in Stratford, with 24 children.
2007	Our current site, at Boyles Road, Kuranda, was purchased. Traversed by walking tracks and seasonal creeks, it included a three-bedroom house. Once the property was secured, work began on alterations to make the house a useable space for classrooms and administration, with many parents and staff volunteering their time.
Term 3, 2007	The school opened in its new home, re-named Candlenut Steiner School. The candlenut tree is a local native tree that plays a significant role in the cultural life of the local Djabugay people, who refer to it as Ngbala.
2007–2010	The front half of the current administration block was purchased, which acted as a classroom. The early childhood area was built (which is now the Extra Lesson space). A large canvas structure was erected where the current undercover play area is now situated. (Later, we successfully obtained a grant under the ‘Improving Our Schools’ funding for the existing undercover play area.) The current Class 2–3 rooms was completed in February 2009. When the Government legislated that all children must have access to preschool, we applied and received funding through the Independent Schools Queensland Block Grant Authority to build the existing Sunbird and Lilly Pilly rooms (Rose Apple room was added in later years). The current Class 1 and Class 4–5 classrooms were built. The Federal Government

grant, Building Education Revolution funding was a windfall for the school which allowed us to build the Majella Mary Assembly Hall, tuckshop, library and Class 6–7 rooms. In November 2010, we gained accreditation to offer Classes 8 to 10.

2011	Class 8 was delivered for the first time, and two rooms were added to the rear of the administration block to house these students.
2012	A successful Block Grant Authority application led to the building of the High School campus.
2013	The High School building was officially opened, including a science laboratory, art space, woodwork room, general learning area and common room.
2015	The school rebranded to Cairns Hinterland Steiner School (CHSS), to make our name more readily identifiable within Australia and abroad. This re-branding, along with our new logo, was created by a past student, now graphic designer, Ruby Breeze.
2018	CHSS gained accreditation to offer classes 11 and 12, commencing in 2019. These classes are not yet being offered.
2023	Celebrated the school’s 21st Birthday with Special School Assembly for current and past staff, students and families. The celebrations were thrown open to the broader community the following day at the Spring Fair. A Time Capsule to be opened in 2044 was buried beside the hall.
2025	CHSS has undertaken significant leadership renewal, appointing an experienced Head of School, Business Manager, Head of Teaching and Learning, College of Teachers Chair, and a Financial Assistant to collaborate on and implement a comprehensive school improvement plan. As part of this plan, the school has commissioned skills-based consultants in Master Planning, Operational Planning, and Strategic Planning, ensuring stability, clarity, and a strong foundation for future growth.

2.2 School setting



The school site is within the traditional, ancestral lands of the Djabuguy and Buluwai people, who have caretaken this land for tens of thousands of years.

Cairns Hinterland Steiner School (CHSS) is located on a beautiful and tranquil 40-acre rainforest property in Kuranda, located in the Cairns hinterland on the Atherton Tablelands. Our diverse school community attracts students from Cairns and the northern beaches, as well as the hinterland region including Kuranda, Speewah, Koah, Mareeba and beyond.

The school is located in the Myola Valley, within the Kuranda district. The school is 8.1 km from the centre of Kuranda and 33.7 km from the centre of Cairns- the regional capital of Far North Queensland.

The Myola Valley contains rich biodiversity and sits within a biological corridor for the Wet Tropics rainforest, linking World Heritage listed Rainforest areas from the north and the south. Myola valley's ecosystem is a special and sensitive, part of the Barron River catchment, which flows into the Great Barrier Reef.

3 Existing site



3.1 Existing Facilities

The school site currently consists of:

- An Early childhood area (containing Sub bird, Lilly Pilly & Rose Apple classrooms)
- Primary school classrooms (Years 1 to 6), arranged around a central playground.
- A secondary school campus for Years 7 & 8.
- A multi-purpose building consisting of a Hall & performing area, a kitchen and library.
- Administrative and reception building
- Original dwelling house now containing a staff room, offices, craft room and school shop.
- A learning garden/ outdoor classroom
- Vehicular parking and access areas
- Sports and play areas
- Maintenance shed

3.2 Site Constraints

Steep terrain and protected vegetation severely limit the school's developable footprint, which is already entirely occupied by existing buildings and grounds. Beyond this developed core, the site remains in its natural forested state, providing valuable outdoor learning opportunities for students through bushwalking, nature-based play, Bush Kindergarten and hands-on environmental education programs.

The site contains the following overlays within the Mareeba Shire Planning scheme, which use mapping to identify the actual site constraints & values:

1. Matters of State Ecological Significance: Wildlife Habitat
2. Hill & Slope Overlay
3. Potential Impact Buffer Bushfire Hazard Overlay
4. Medium Potential Bushfire Intensity

4 Consultation results

4.1 Stakeholders

Efforts were made to include representatives of all of these stakeholder sectors in the Master planning process. The key stakeholders for the Master Plan are identified as the following core groups, which have been listed in relation to their involvement with the site:

1. The students
2. The staff
3. The Board of directors and executive management team
4. The parents, guardians and families of students
5. The student alumni
6. The wider local community
7. Supporters of Steiner education, which comprises of an international network of people.

4.2 Engagement methods

Staff and parents have been engaged in a workshop process, primarily through the following, facilitated sessions in 2025:

Tuesday 22 April:	<u>Parent engagement #1- Big Ideas</u>
Wednesday 23 April:	<u>Parent engagement #2- Reality filters & Prioritisation</u>
Friday 2 May:	<u>Staff engagement- Pain points & Ideas</u>

These workshops effectively represented an inclusive design process in which each session built on the last, moving towards a cohesive vision for how to best grow and develop the school site over the coming decade. They were complemented by the following:

- An online survey conducted over Term 2, 2025.
- A classroom site planning exercise undertaken by Year 8 students.
- Two online sessions with the CHSS Board of directors.
- Options for community to directly communicate with the Head of School and the Architect for feedback and consultation

The combined feedback was collated, which identified both issues and opportunities, ideas and concerns. This feedback informed architect Andrew Webb of *WD Architects* who developed a draft site plan and concept drawings over the months directly after the engagement. The draft Master plan was on display at the Spring Fair on 13 September 2025, and on the school's website. This draft was open for feedback for a month after that.

4.3 Key messages

Through the engagement process, some clear messages and priorities began to form into a vision and cohesive design for the Master plan emerged.

Participant feedback is grouped into the following key themes:

1 The school must prioritise a new, compliant car park at the site's frontage adequate for current traffic volumes. This should include designated, fenced and covered pedestrian walkways with line-marked crossings to enhance pedestrian safety, and a gated entrance into the school grounds.

2 An undercover multi-purpose sports court with spectator seating and basketball hoops is needed, which includes toilets, change rooms and showers, positioned either near the existing volleyball area or more centrally located adjacent to the main car park for optimal accessibility.

3 A new purpose-built administration office should be positioned at the school entrance to support the consistent implementation of our school's safety procedures and policies. This will also allow the current administration building to be repurposed as a learning support area, maximising existing infrastructure while improving functional separation between operational and community spaces.

4 A parent's hub should be integrated into the Master Plan, incorporating community/ P&F shop, a meeting space, baby change and toddler amenities to create a community gathering space at the entrance of the school to ensure child safety practices.

5 High school students require additional play space. This could include providing shade sails over the seating area and reviving the terraces around the back of the high school as a farming demonstration, outdoor classroom or spaces for students to gather and engage by installing seating and raised herb gardens around the back of the buildings.

6 Play areas requires revamping throughout the school from Kindergarten to Class 3. Removal of demountable toilets to enable more open spaces for redevelopment, including undercover outdoor areas created by adding a lean-to at the building's rear and a covered walkway along the side. The play equipment would be redesigned following nature play principles, including improved undercover play areas.

7 Upgrading drainage in the Class 2 playground/ nature play area, which sits at the lowest point of the school site and beside the Therapy Room. This requires a full drainage reconfiguration, including an open water-flow channel that diverts water safely away from buildings while also functioning as a purposeful water-play feature aligned with our nature-play vision.

4.4 Identified needs

There are several themes which intersect with all aspects of the site design as well as the interplay, placement, and relationship between elements. These are:

Access for all abilities

Improving accessibility and flow throughout the entire site is a priority, with particular focus on all-abilities access and safety. This includes upgrading Lotus Garden with level ground and providing quality outdoor furniture, and establishing level pathways with clear, direct routes between all facilities. These improvements ensure the campus is welcoming and fully accessible to all community members, supporting inclusive participation in school life.

Child Safety

Child safety is paramount in the Master Plan and central to vehicle and pedestrian interactions. The car park design includes hard-surfaced pedestrian walkways with line-marked crossings to enhance pedestrian safety. Bus and car set downs will share lanes and be clearly line-marked, as separate lanes would require additional crosswalks without meaningfully improving safety. These integrated measures create safer arrival and departure arrangements for all students. With numerous events occurring on campus during both daytime and evening hours, upgrading our lighting and security systems will significantly improve safety and accessibility for our community.

Environmental education

Environmental stewardship is central to the Master Plan, reflecting Steiner educational principles and biodynamic practices. The terraces behind the high school can be revitalized as a farming demonstration area and outdoor classroom, incorporating chicken coops and tool sheds for hands-on agricultural learning. Seating areas with raised herb gardens will be integrated behind buildings, creating productive outdoor spaces. Play areas will embrace nature play principles, particularly for Class 2, encouraging unstructured outdoor exploration and environmental connection.

Tropical design

All new buildings should employ tropical, energy-efficient design responsive to the local climate and recognise high rain falls. Sensitive landscaping throughout the site, including careful replanting of the car park area, will ensure an attractive streetscape from Boyles Road while maintaining the natural character of the site. This also requiring a full drainage reconfiguration, including an open water-flow channel that diverts water safely away from buildings while also functioning as a purposeful water-play feature aligned with our nature-play vision.

Parent engagement

This Master Plan recognises parents as integral members of the learning community by providing welcoming, functional amenities. Early Childhood rooms will incorporate seating and facilities for prams and babies, ensuring parents feel comfortable when accompanying young children. A dedicated parent's hub integrates community/ P&F shop, a meeting space with baby change and toddler amenities, creating a central gathering space that supports social connection and is placed at the entrance of the school to maintain child safe practices. The patio at the front of the Learning Enhancement room can be enclosed to enable parent meetings, as an interim measure until a new learning support facility can be provided.

Maintenance and serviceability

The Master Plan addresses operational efficiency and long-term maintenance through strategic infrastructure improvements. The service track around the high school should be upgraded to improve access for maintenance vehicles and equipment. A new purpose-built administration office will be located at the entrance to the school to optimise operational workflows, meeting rooms, sick bay, allowing the current administration building to be repurposed as or learning support and specialist therapy/ consultant spaces.

4.5 Priorities

The design workshops and surveys included a prioritisation process, which have been collated to identify the following 8 priority projects. These range in size and budget but provide a framework for prioritising which projects should be brought forward first, for further scoping and fundraising.

It should be noted that a new, compliant and safe car park was by far and above the highest priority for the school community, which was a consistent trend throughout all user groups.

Whole new, compliant and adequate car park at the site's frontage

1

Revamp and extend Kindergarten to Class 3 playgrounds

2

Improved Early Childhood undercover play

3

Multi-purpose sports court

4

Enclosed patio for parent meetings at Learning Enhancement area

5

Designated purpose-built music rooms

6

Parents hub providing community/ P&F shop, meeting space, baby change and toddler facilities

7

New administration office relocated at the entrance of the school

8

5 The Master Plan Concept

5.1 Scope

WD Architects was engaged to develop the master plan design which is informed by the school community engagement and subsequent feedback. Although all feedback has been considered and will be addressed appropriately over time, some aspects of the feedback are best addressed in other ways and are beyond the scope of a whole-of-site masterplan. The master plan is primarily concerned with placement and plan relationships, not design detail. In general, these exclusions include:

- playground and play equipment design
- maintenance and fit-out issues
- detailed accessibility issues
- landscaping design
- services design (electrical including on-site generation, storm water, effluent, water)
- civil engineering design
- governance
- curriculum

Broadly, the master plan presented here addresses infrastructure and building issues including:

- Pedestrian access throughout the school site
- Vehicle access onto and into the site including buses, parent, staff, and service vehicles
- Proposed new buildings
- Extensions and renovations of existing buildings
- Proposed new external and open-air covered areas

- Relationships of buildings, outdoor areas, pathways, roadways, and vegetation
- Toilet and amenity access for students, staff, and parents

5.2 Considerations

There are several key considerations in developing an effective master plan:

CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED). This is a set of principles that aim to improve personal safety around a site or within a building by such things as having clear site lines along pathways, multiple routes and exit points, and limiting places for concealment to the extent possible. This is intimately linked to child safety, staff safety, and general crime deterrence including vandalism and theft.

ACCESS FOR ALL. The Disability Discrimination Act 1992 sets out the rights of people with disabilities to access education facilities without discrimination. In buildings and facilities, this is primarily regulated by the Australian Standards 1428 suite which is referenced by the Building Code of Australia. Fundamentally, people with disabilities have the right to access all areas that others of their cohort can. Building and site planning can and should provide for this. To the extent possible, access to and around school facilities should be designed so that it serves all users rather than providing different solutions for differing abilities.

GENDER EQUALITY. The Sex Discrimination Act 1984 sets out the equal rights of people of any sex, sexual orientation, gender identity, intersex status, and relationship and pregnancy status. In simple terms, the test for this is “reasonableness.” If differences can be accommodated reasonably, then they must be. In the design of new facilities, it is reasonable to expect that people of

all such distinctions can be accommodated to ensure any person's right to their accommodations. In all cases, the principle of dignity for all is crucial, and child-safety and personal safety for all is paramount. The goal is for design solutions that respect the privacy and dignity of any user can do so for all users.

COST. The master plan aims to propose solutions that are achievable, able to align with existing funding opportunities (primarily QIS BGA), and pragmatic in terms of constructability within a functioning school environment. Detailed cost estimating is beyond the scope of this master plan. The master plan does not set the design or scope of any element in stone but rather sets a framework and suggests workable space planning and forms. The scope and detail of each element must be confirmed and developed when it comes time to implement each specific feature.

5.3 Identified Issues

During the engagement process, stakeholders identified several issues that are within the scope of the master plan. These include:

1. Carpark safety and capacity
2. Pathway safety and accessibility
3. Appeal and safety of school entry
4. New sports court
5. New administration building
6. New music facilities
7. Kitchen closer to primary garden
8. Staff accommodation
9. Hall storage
10. Parent's hub
11. Allied Health
12. More covered areas for high school
13. Enlarged play space for class one
14. Storage for hall
15. Under-use and also accessibility of lotus garden
16. Library extension
17. Other maintenance, landscaping, and playground issues
18. Toilets and Rose Apple accessibility (these projects are currently in development to be built)

5.4 Design Proposal Notes

5.4.1 Carpark and Drop-Off Zone

- Only available flat land on site is the existing carpark.
- A sports court needs flat land to be cost-effective to build.
- There are precedents to placing carparking within the road reserve. That frees up existing carpark on site for buildings. Preliminary discussions with Council indicate that this solution may be supported.
- Planning code requirement: 1 carpark space per 10 students, 1 space per full-time equivalent (FTE) staff, 3 car drop-off spaces, 3 bus spaces. The latter was clarified at meeting with Council and doesn't seem to be an issue if the school only needs 2 bus spaces. 1 HRV and 1 SRV must be able to enter and leave the site forward (Heavy and Small Rigid Vehicles, respectively)
- These requirements amount to 27 parent spaces, 40 staff spaces.
- All street trees in the area would have to be removed to achieve the necessary civil works including stormwater drainage. Trees would be replanted at a minimum rate of one per 6 carpark spaces; more as budget allows.
- It is not practical to have formal staff parking down the back access track, because that would require a 6m driveway and there is no width for that past the hall.
- Reverse-in parking is widely considered to be a safer method than nose-in, so the parent parking is designed to force reverse-in parking; this being the highest-turnover area with the most children about.
- Staff parking is proposed as 90-degree parking due to space limitations. It could be signed to encourage reverse-in parking.
- Footpaths lead to zebra crossings, giving pedestrians the right of way. The zebra crossing in the parent carpark would be at level. The zebra crossing at the drop-off would be raised. The latter would also serve as traffic calming.

5.4.2 House / Music

- The house cannot be made accessible cost-effectively.
- upper floor is too high to use ramps.
- Cost and maintenance of a lift is impractical.
- A stair lift is possible, but the existing stair would have to be enlarged and reconfigured for this purpose.
- Upper floor cannot be used formally for storage because the structural requirements for a storage area far exceed the domestic loading that the house would have been built to.
- If used for informal storage, it becomes effectively a dead space within arguably the most prominent position of the school. Additionally, storage areas are also required to be accessible.
- The house has near perfect proportions to become one large music space. For best acoustics, the proportions of a music space should approach the golden ratio of 1:1.618 in all three dimensions, which the house does *if* the upper floor is partially removed internally. This is possible, although not without difficulty. The viability of this concept would need further exploration and structural engineering advice.
- It would be less expensive to build a new music facility rather than significantly renovating the house. However, if there is a desire to adapt the house rather than remove it, it is a possibility. The architect has not been able to identify any other function for the upper floor of the house that would meet the long-term needs and equitable access obligations of the school, and the house's prominent position means having it under-used or abandoned is not an acceptable outcome.
- Overall, any intervention with the house will be potentially costly. The building's value depends on how important its "heritage" at the school is.
- An option would be to dismantle the building careful to recover materials for re-use.
- Deck, tank, and adjacent toilets can be removed after the new amenities block is built, to double the available space for class one play area. Deck is under used except as a stage for occasional use by class one. That could be reconfigured.

5.4.3 Administration

- The existing administration building is too small, poorly positioned, and not in an ideal location to expand.
- The existing building is a good size and central location suitable for learning support if it is renovated.
- BGA guideline is for admin to be up to 320m² for a student population of 151 to 250, and 380m² for a student population of 251 to 350.
- New administration proposed at school entry. Creates a welcoming and easily identifiable face to the school, improves equitable and safe access, and allows space for additional required features.
- Any building west of the existing flat carpark area will be elevated over the existing embankment (allied health and boardroom are in this situation). For practical construction reasons, piers for such building should be limited 9m or less from the top of embankment. Building could potentially cantilever farther than this. Guidelines are shown on the plan.
- Access must be maintained for emergency and service vehicles to get past the new admin building. Shared zone achieves this, allowing for a 9m service vehicle to turn.

5.4.4 Sports Court

- Placed central to primary and secondary classrooms on available flat land.
- Space is constrained. A full-sized basketball court fits well assuming zero-setback from property line (to roof gutter). A full-sized netball court is substantially larger and would reduce the available space for admin and/or change rooms, etc., or would encroach further south towards oval and require removal of trees and artwork there. The decision on size/type of court can be made at a later date when funding and engineering constraints are more fully explored.
- Court can be marked for multi-sport use.
- Bleachers are optional; roofing them is optional, although the structure and roof of the court should be adapted to avoid columns in the way of spectators, if bleachers would be a later addition.
- Sports store placed central to oval and new court. This could be a relatively inexpensive shed structure. It is spaced away from the bleachers, so it does not impend view of the playing court.

- Court would need netting or walls at the west to stop balls from being lost down the embankment. A climbing wall could assist with this problem on the south. It is less of a problem on the east, and the change rooms and parents' hub block off the north but may need netting above.
- Court side of climbing wall and change room walls could be used for handball.
- The need for a stage needs to be confirmed. A mobile stage may suffice as space is limited for a full-sized performance stage.

5.4.5 Parents' Hub

- This is placed to best encourage its use by being close to carparking.
- It is typically best to have parent areas away from main school areas to promote focus and child safety protocols.
- Location proposed is relatively easy to access for construction at a later date.
- There would be no BGA funding for this as a dedicated function. There may be if it could be a multi-function space; perhaps serving in part as a tuckshop or flexible learning area.
- Parents' Hub incorporates a toilet with change table.

5.4.6 Hall

- Storage can fit along the eastern side of the hall to a width of approximately 4m. Its position needs to be worked around the "swept path" (turning radii) of the largest vehicle that will need to use the access track, which is likely to be an emergency vehicle.

5.4.7 Library

- A large extension of the library could go along the east, to a width of approx. 4m, or else where the Lotus Garden is, if that were to be removed.

5.4.8 Lotus Garden

- This space may be low priority and is underused, although is currently used for pottery. Pottery may be better located at the high school where the kiln is now.
- It needs work to make accessible and safe.

5.4.9 Student Kitchen

- Current student kitchen is inconveniently far from gardens according to some stakeholders.
- A dedicated building could be built near the gardens.

5.4.10 Staff Accommodation

- Short-term accommodation could be a tiny house or similar.
- If long-term or family accommodation is needed, it may be more cost-effective to buy a property nearby rather than accommodate this on the school site.

5.5 Proposed Site Plan

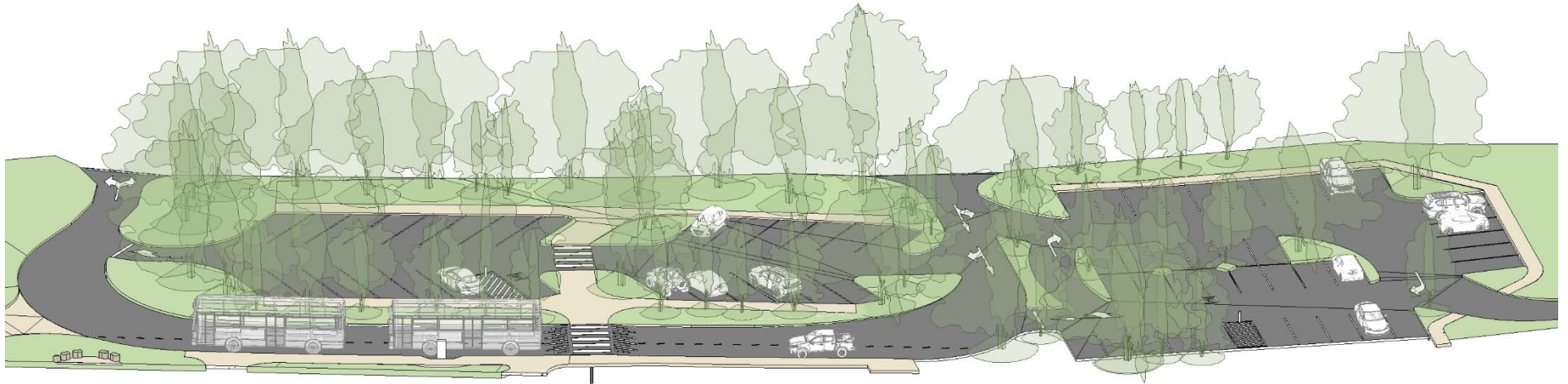


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| <ul style="list-style-type: none"> 1 CLASS 6 2 CRAFT 3 LEARNING SUPPORT (ADMIN RENO) 4 CLASS 4-5 5 EARLY CHILDHOOD 6 PREP (WITH TOILET RENO) 7 MAINTENANCE SHED 8 CLASS 1 9 GARDEN SHED 10 WELL-BEING 11 MUSIC (HOUSE RENO) 12 PRIMARY COURT 13 CENTRAL PLAY AREA 14 CLASS 2 15 CLASS 3 | <ul style="list-style-type: none"> 16 LOTUS GARDEN (RENOVATED) 17 LIBRARY 18 KITCHEN 19 TOILETS & DRESSING ROOMS (TOILET RENO) 20 HALL 21 OVAL 22 GARDENS (REJUUVENATED) 23 HS MUSIC 24 SCIENCE & CLASS 7 / CLASS 8 BELOW 25 TOILETS 26 ART & CLASS 7 27 MANUAL ARTS / COMPUTER ROOM BELOW 28 POTTERY (TIMBER STORE RENO) 29 VOLLEYBALL COURT 30 COURTYARD WITH IMPROVED SHADE SAIL | <ul style="list-style-type: none"> 31 EARLY CHILDHOOD OFFICE 32 COVERED OUTDOOR AREA 33 TOILETS & LAUNDRY (WITH BABY CHANGE) 34 MUSIC STORAGE 35 MUSIC PRACTICE ROOMS 36 AMPHITHEATRE 37 HALL STORAGE 38 KITCHEN EXTENSION OR STORAGE 39 LIBRARY EXTENSION OR STORAGE 40 VERANDA 41 ADMINISTRATION 42 PARENTS' HUB 43 CHANGE ROOMS & SHOWERS 44 TOILETS (WITH BABY CHANGE) 45 STAFF ROOM | <ul style="list-style-type: none"> 46 MEETING ROOM 47 ALLIED HEALTH 48 RAINBOWS' END 49 MULTI-SPORT COURT (BASKETBALL SIZE) 50 BLEACHERS 51 SPORTS STORAGE 52 CLIMBING WALL 53 SCULPTURE GARDEN 54 GARDEN TOOL SHED 55 ZFP LINE 56 CHICKEN COOP & YARD 57 TIMBER STORAGE 58 MANUAL ARTS YARD 59 YARNING CIRCLE 60 ARCHERY RANGE | <ul style="list-style-type: none"> EXISTING BUILDING RENOVATED BUILDING NEW BUILDING GRAVEL PATH EXISTING ROOFED OUTDOOR AREA NEW GENERAL PATH NEW ENTRY PATH NEW SHARED ZONE EXISTING ASPHALT NEW ASPHALT OR PERMEABLE PAVEMENT EXISTING LANDSCAPE WALLS |
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5.6 Proposed Car Park and Drop-off Zone

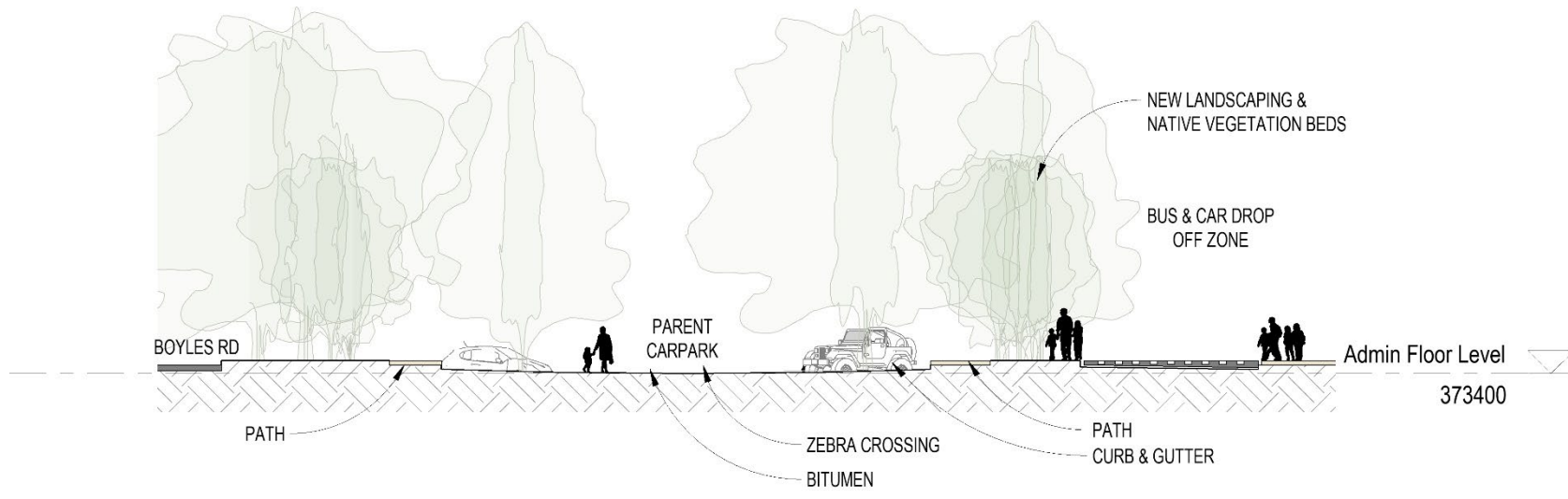
The intent of this concept is to show site constraints and a workable solution that meets the intent of *Transport and Main Roads Planning for Safe Transport Infrastructure at Schools*, March 2018 revision. Future civil engineering and landscape design would inform the site levels, drainage, and types of planting. Funding opportunities will need to be explored with respect to timing and staging of the work.



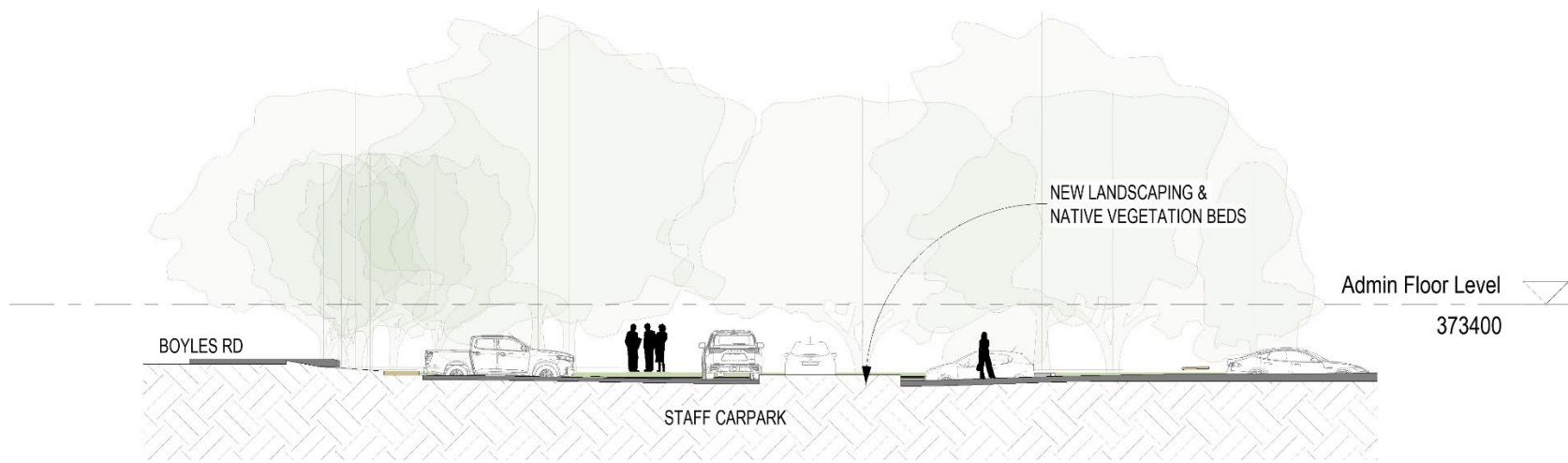
Carpark Overview



Carpark and drop-off section



Parent carpark section



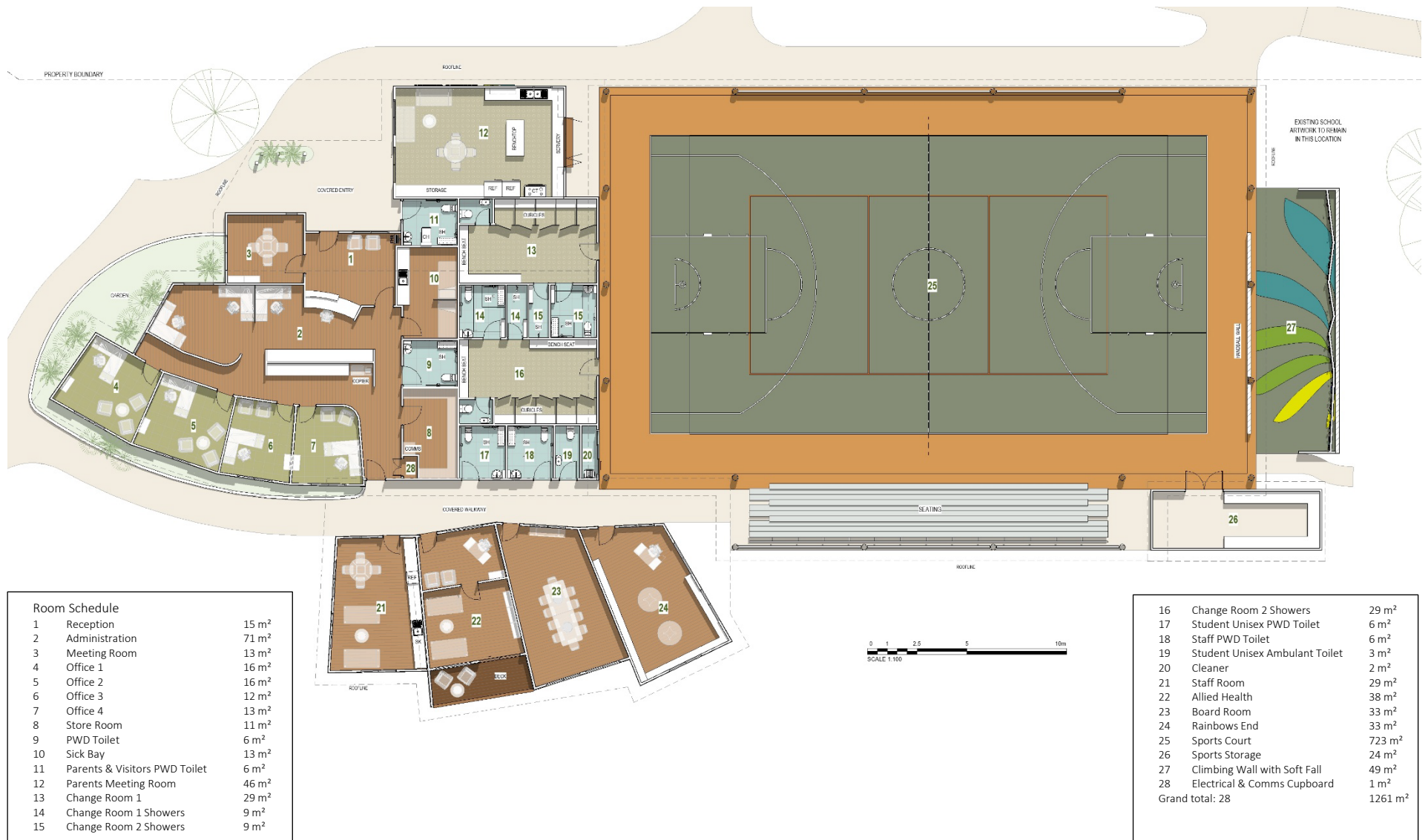
Staff carpark section



Carpark and drop-off plan

5.7 Proposed Administration and Covered Outdoor Area (court)

The intent of this concept design is to show general order-of-magnitude and space constraints and such a facility. It is a starting point for further discussion and development which would include specific stakeholders' engagement and review for this project.





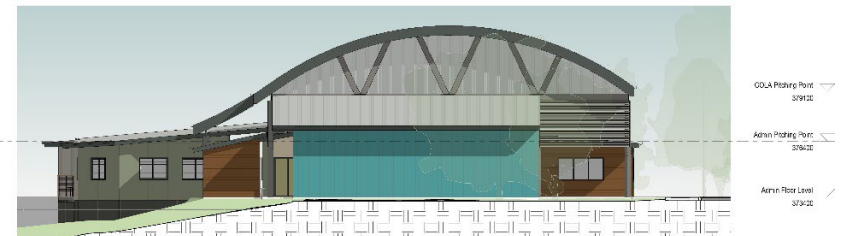
East elevation



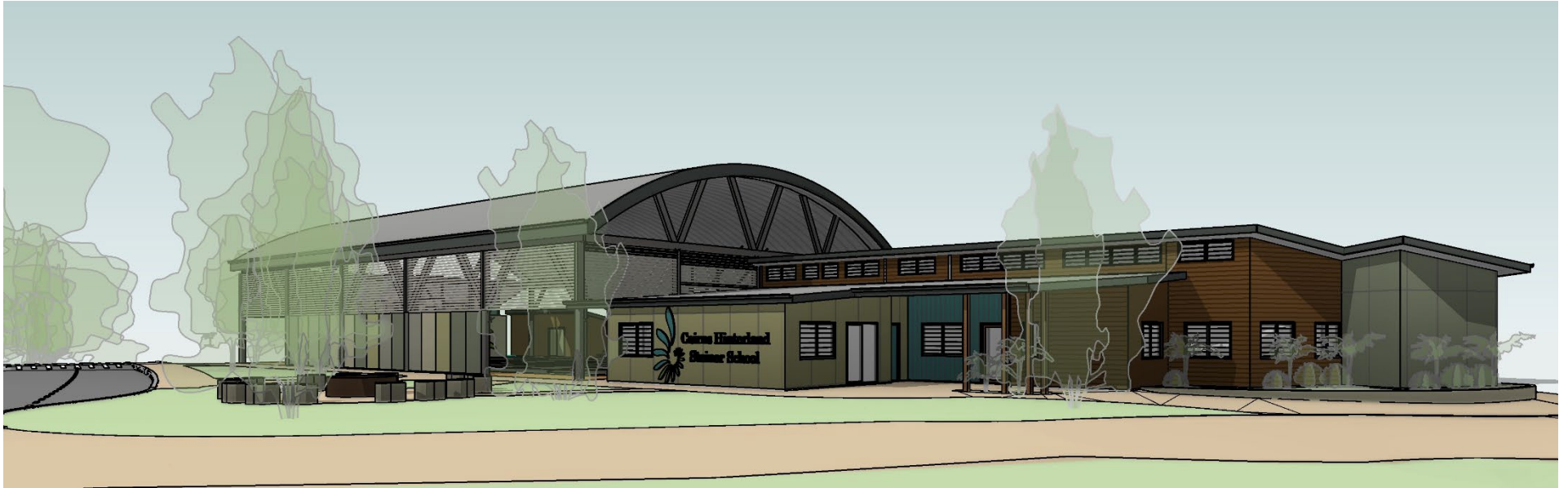
West elevation



North elevation



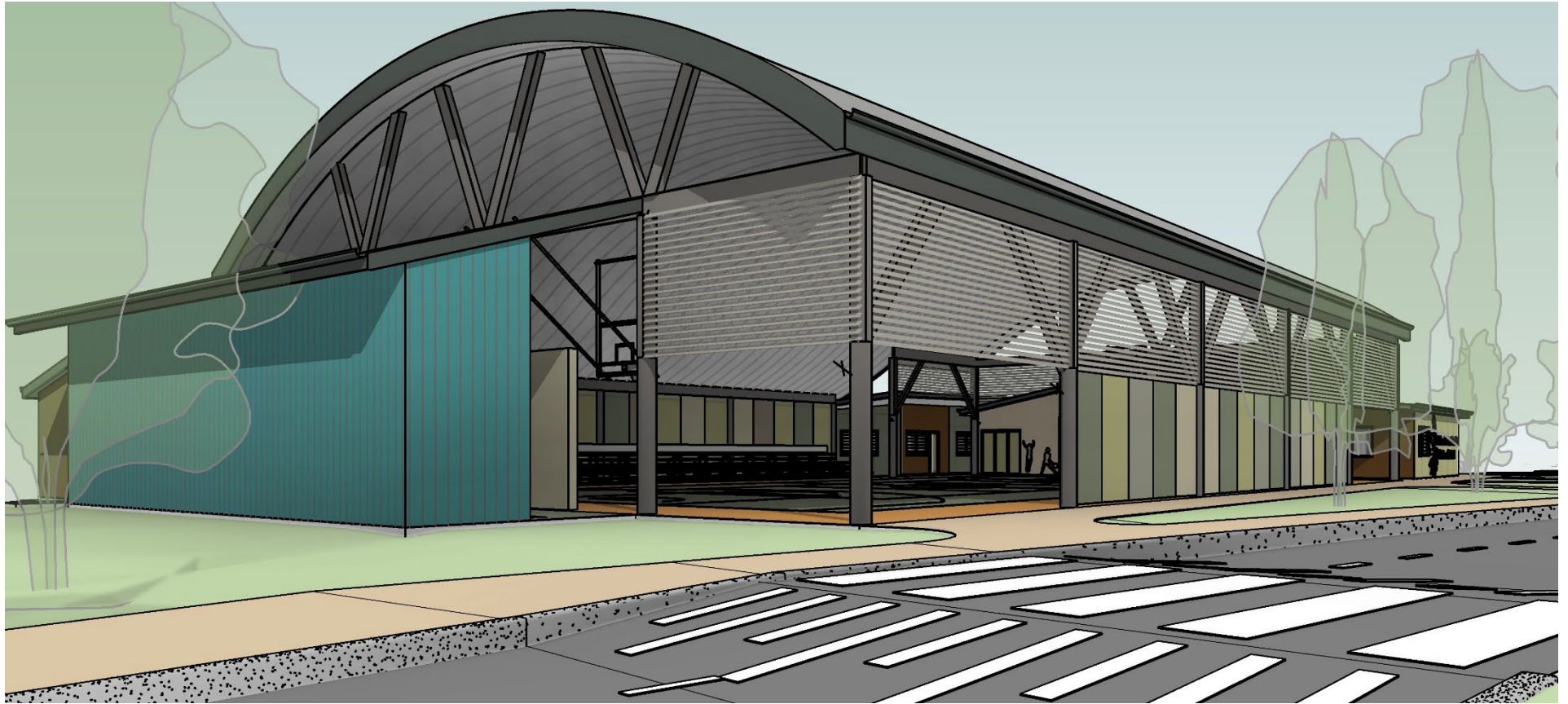
South elevation



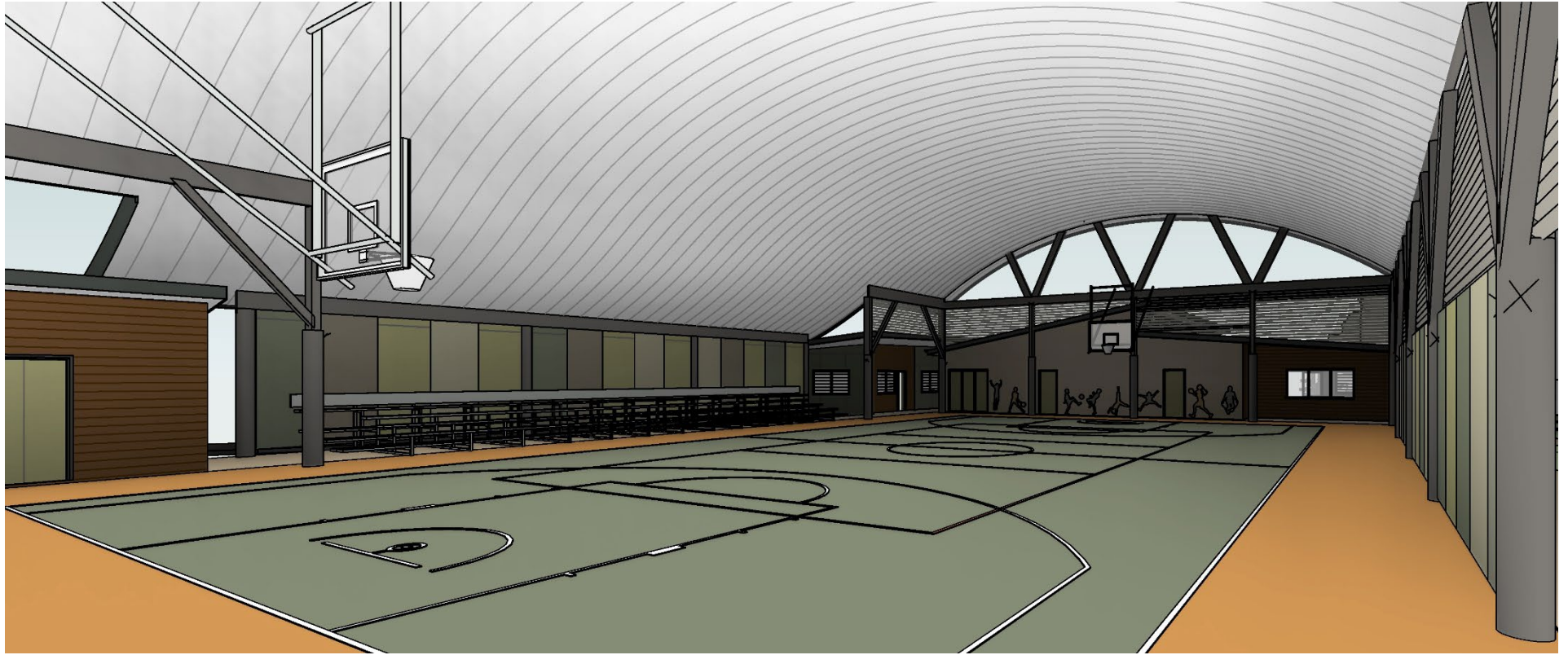
View on approach



View from primary school pathway



View from drop-off



Sports court internal view

6 Conclusion

6.1 Next Steps

The next steps to bring the design elements in this plan into reality, will include:

1. SCOPING	More detailed scoping of specific element and new facilities, including financial modelling and budgeting.
2. APPROVALS	Building elements will require multiple approvals, including planning approvals for Material change of use, building and plumbing permits.
3. FUNDING	<p>As yet, funding for these designs have not been sourced. The Master Plan provides a framework for sourcing funding, but as yet the financial means to undertake these works has not been secured. Funding is available through the following sources:</p> <ul style="list-style-type: none">• Independent Schools Queensland Block Grant Authority, Capital works funding: one application / year lodged in March.• Eco schools Waste funding
4. STAGING	A staged approach will be required, as different elements are progressed as greater or lesser priorities, or some projects are more aligned with available grant funding criteria, in an incremental approach over the coming decade.
5. IMPLEMENTATION	Once all necessary approvals and financial resources have been secured, projects can be brought forward into the construction stage.

6.2 Recommendations

Specifically, the following steps are recommended:

1. Commission a **full accessibility audit** for the whole school site, including aspects which fall out of scope of this exercise. This audit would complement the work of the Master Plan and provide a blueprint for an inclusive and accessible school for all staff & students going forward into the future.
2. Apply for more funding from Block Grant Authority, for a **Site Potential and Constraints Assessment** and the conceptual design response to it. This may include:
 - Site infrastructure assessment to plan for phasing site infrastructure to “feed” new or refurbished learning spaces and associated facilities
 - Site overlays, for example, environmental, hill & slope, and bushfire hazard overlays as aligned with the Mareeba shire planning scheme
 - Traffic impact assessments
3. On the basis of this Master Plan document, seek **pre-application advice from Mareeba shire council** for the site design and new facilities identified, with particular emphasis on new parking and vehicular access areas, which will need to be constructed partly in the Boyles Road reserve, which is land managed by the Council.

By grounding recommendations in authentic community engagement, this Master Plan creates shared ownership of the school's physical development. Consolidating community vision with educational and operational needs, the Plan ensures all building, infrastructure and landscape projects reflect foundational Steiner/Waldorf educational principles while supporting the school's goals for continual improvement and sustainable growth. Future development will uphold both educational excellence and the unique character that distinguishes Cairns Hinterland Steiner School within the broader Steiner education movement and local community context.

7 Appendix – Design drawings