



WILLUNGA WALDORF SCHOOL
FOR RUDOLF STEINER EDUCATION
STRONG -BALANCED -DYNAMIC

MASTER PLAN 2025

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LOOKa
DESIGN

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THE POWER OF PLACE: OUR DESIGN PHILOSOPHY

At the heart of this Master Plan is a fundamental belief that the physical environment is a silent yet active participant in the educational journey. Well-designed learning spaces are not passive containers but dynamic tools that can profoundly shape experience and outcome.

For Willunga Waldorf School, our commitment is to create environments that do more than simply house learning, they actively foster it.

We believe a consciously designed campus can:

- **Cultivate Effective and Holistic Learning:** Spaces that will be tailored to support the full spectrum of the Waldorf curriculum, from quiet, contemplative corners that nurture individual reflection to open, flexible areas designed for collaborative project work and artistic expression.
- **Inspire Wonder, Inquiry, and Innovation:** The very fabric of the school through its use of natural materials, connection to the outdoors, and integration of art and beauty will serve as a daily inspiration to students, stimulating curiosity and encouraging a lifelong love of discovery.
- **Empower Educators and Enrich Teaching:** Thoughtful design can alleviate operational burdens and provide teachers with a diverse palette of settings in which to teach. From integrated storage for specialized materials to spaces that easily transition from a narrative circle to a science experiment, the environment will be a supportive partner in delivering a rich, multifaceted education.
- **Ensure Inherent Flexibility and Resilience:** In a rapidly evolving world, our buildings and landscapes must be inherently adaptable. We will prioritize designs that can gracefully accommodate future shifts in pedagogy, technology, and demographic needs, protecting the school's investment and relevance for decades to come.
- **Deepen Connection with Community:** The campus will be conceived as a resource for the entire community. By facilitating safe and welcoming access afterhours, the school can strengthen its role as a hub for lifelong learning, cultural events, and shared gatherings, blurring the lines between school and town.
- **Exemplify Ecological Stewardship:** Sustainability is a core principle, not an add-on. We are committed to achieving a high level of environmental performance through energy efficiency, water conservation, and the use of non-toxic, renewable materials, making the campus itself a living lesson in responsibility towards the earth.
- **Deliver Enduring Value:** True value is measured over the full life of a building. By focusing on durable materials, low-maintenance systems, and timeless design, we will ensure that every investment provides not just initial impact, but ongoing operational efficiency and long-term value for the school community

INTRODUCTION

Looka Design is an award-winning practice recognised throughout Australia for its integrated approach to wholistic design. Our philosophy is rooted in creating unique, contextual, and sustainable design solutions that are fundamentally people oriented.

With demonstrated experience across a diverse portfolio—including educational, civic, commercial, and residential projects—we bring a pragmatic and empathetic methodology to every commission. We pride ourselves on a highly collaborative and consultative approach, facilitating a process that is engaging for all stakeholders. This ensures the delivery of practical, functional, and innovative spaces that not only meet the client's vision and functional requirements but also foster long-term, trusted relationships.

Looka Design was commissioned by the Willunga Waldorf School to develop a practical and flexible Facilities Master Plan to guide its growth from the short to the long term. This plan provides a strategic framework of considered, incremental steps to facilitate a constantly improving learning environment while accommodating increasing student numbers in the school.

This report is founded upon a deeply consultative process, reflecting in depth discussions with the School Council, the Leadership Team, The College, students, and the wider school community. These insights have been integrated with detailed site investigations to inform our recommendations.

This document provides a conceptual review of the school's facilities and services. It is important to note that a supplementary, detailed study will be required to assess existing infrastructure—such as power, data, and mechanical services, prior to the commencement of any detailed design or building works.

EXECUTIVE SUMMARY

Willunga Waldorf School (WWS) is an independent, single-stream K-12 school located in the natural setting of Willunga, South Australia. Founded in 1989 on the principles of Steiner education, the school has a mission to nurture socially responsible individuals. This pedagogy, which forges links between educational practice and contemporary research, must directly inform the design of all learning spaces, both indoor and outdoor.

The school has experienced substantial growth, evolving from its humble beginnings to a highly sought-after institution. The recent acquisition of a 6,600m² property adjoining the campus on Aldinga Road presents a transformative opportunity for WWS to transition from a one-stream to a two-stream school, significantly increasing its enrolment capacity for the future existing Campus: A Values-Driven Environment.

Core Steiner values such as gratitude, responsibility, and collaboration are deeply embedded not only in the pedagogy but also in the built environment. The campus fosters a strong, creative community through its intimate scale, its open connection to beautifully landscaped grounds, and a network of organically weaving pathways. The existing facilities are clustered into distinct yet well-connected hubs, creating a sense of both individual ownership and strong community, a quality that must be preserved and strengthened through any expansion.



MASTER PLAN: A FRAMEWORK FOR GROWTH

This Master Plan presents a strategic framework to guide the Willunga Waldorf School's physical evolution. It prioritises a balanced approach, outlining both major capital works requiring extensive planning and smaller, community-driven projects that offer immediate enhancement. The overarching goal is to ensure that every learning environment, both new and refurbished, is intentionally designed to foster the authentic, inquisitive, and holistic learning journey central to the principles of Waldorf Education.

Development will be pursued through a measured, consultative process that values wholistic engagement. Facilities will be conceived not only as academic accommodation but as vibrant community assets, designed for robust after-hours use and nestled within the school's beautiful, restorative landscape.



WHAT IS A MASTER PLAN?

A Master Plan is a strategic document that provides a long-term framework and a set of guiding principles for the multi-stage development of a site. Its primary purpose is to maximize functionality and amenity while ensuring flexibility, allowing spaces to adapt to evolving future needs.

It is important to recognize that a Master Plan is not a rigid, final blueprint. Instead, it is a living document that establishes clear direction for long-term planning while remaining adaptable to modification in response to changing circumstances.

The plan is constructed around a Framework and a set of Guiding Principles:

THE PHYSICAL AND STRATEGIC STRUCTURE

Addresses the long-term facilities needs by building upon the strengths of the existing infrastructure and developing a practical strategy for future development, encompassing:

- Siting and property requirements
- Accommodation and outdoor spaces
- Pedestrian and vehicle circulation
- Topography and access
- Infrastructure services
- Cultural, design, and environmental context

THE HUMAN AND PEDAGOGICAL EXPERIENCE

Dictates how the school community interacts with and uses the spaces, growing directly from the underlying philosophy of the Waldorf Education system with focus on:

- The functionality of spaces and the interaction between users and their immediate environment.
- The development of positive outdoor spaces where people want to be, spaces for sitting, playing, and learning.
- The creation of enjoyable and functional learning environments that actively facilitate the school's pedagogical philosophy and support evolving teaching methodologies.

MASTER PLAN RESPONSE: COHESIVE GROWTH AND KEY INITIATIVES

In keeping with the school's values, this Master Plan focuses on how facility development contributes to better learning outcomes and fits into the holistic, long-term story of WWS. The primary challenge is to integrate the new land parcel and the development of new buildings to accommodate dual streaming into a cohesive and well-planned school site while enhancing street presence and creating an additional entry point from Aldinga Road.

FIRST STAGE:

- Additional toilet facilities: Development of toilet blocks within Primary and High School.
- Educational Garden Kitchen: Development of a new building to house kitchen facilities for our Garden and Cooking programs.
- Class 6 Building: Development of two new classrooms to accommodate the future dual stream of Class 6.
- Music Rooms: two music rooms and storage for ongoing and existing music program.
- Administration Building: new building to support a larger school community.
- Car and Bus Parking: Upgrade of Jay Drive Car Park with car and bus access and improved traffic management.
- Redevelopment of 'The Quad' and Class 4 & 5: Enhancing core primary school spaces.

FUTURE STAGE:

- Performing Arts Centre: A purpose-built facility for music, drama and speech.
- Second High School Building: Development of new buildings to accommodate the dual streaming of High School.
- Gymnasium: A dedicated indoor sport facility and redevelopment of the outdoor oval.
- Aldinga Road Entry: Upgrade to the Aldinga Road entry and a new car park.
- Maintenance: Re-position maintenance facilities.
- Science Building Upgrade: Upgrade and extend existing building to accommodate the growth of the school.

These major projects will be supported by smaller-scale initiatives, including services infrastructure (fire hydrants, data), landscape development (tree planting, stormwater management), and enhanced sporting and outdoor learning areas.

Staging will be critical to ensure key facilities are constructed to accommodate organic growth while maintaining a cohesive school identity. This Master Plan provides the strategic, flexible, and practical framework to guide the school through its next chapter of growth, ensuring its unique character and educational integrity are preserved and enhanced for future generations

HISTORY AND EXISTING FACILITIES

The Willunga Waldorf School has grown organically from its grassroots beginnings into the established K-12 institution it is today. Its history is a testament to the sustained dedication of its community:

- **Humble Beginnings (1988-1991):** The school was founded as a playgroup in 1988, quickly evolving into a kindergarten in 1989 and establishing its Primary School in 1991.
- **Securing a Permanent Home (1994):** Beginning on a small, leased block, the school secured its future by purchasing the neighbouring orchard in 1994. This pivotal acquisition provided the physical foundation for the Primary School's development and embodied the school's deep-rooted connection to the natural environment.
- **Educational Maturity (2008-2023):** A significant milestone was reached at the end of 2008 when the school gained registration as a full K-12 educational provider. This affirmed its capacity to deliver the comprehensive Steiner curriculum from childhood through to adolescence, offering a unique and enduring educational option for families.
- **Exciting Opportunities (2024-Present):** Introduction of dual streaming with the opening of Golden Wattle, a second Reception classroom.

The character of Willunga Waldorf School, as defined by the School Council, is built upon a set of core values that must inform all future development:

- **A Deep Connection to Nature and Beauty:** The school is defined by a focus on the natural environment, harmony, and a holistic approach, creating a sense of calm and purposeful industry.
- **A Warm and Values-Based Community:** The school is characterized by strong relationships, a sense of care between students, families, and staff, and a tolerant, accepting approach to its diverse community.
- **A Unique Educational Identity:** This is demonstrated through the honouring of the Arts, seasonal festivals, and the delivering of a unique Steiner Senior School Curriculum, allowing for a pedagogical approach that is both innovative and deeply humanistic.
- **Collaborative Consensus:** Despite a diversity of opinions, the small school size enhances its community feel, fostering a collaborative culture that consistently reaches a consensus on key decisions.

This distinctive character forged over three decades of growth, is the essential context for this Master Plan. The proposed development of facilities is not merely an expansion of space, but an opportunity to protect, enhance, and provide a physical framework for these cherished values to flourish for future generations.

OBJECTIVES

This Master Plan is guided by a set of core objectives designed to strategically manage the school's growth while faithfully upholding and enhancing its unique educational character. These objectives provide the critical benchmarks against which all proposed development will be measured.

TO STRATEGICALLY MANAGE ENROLMENT GROWTH

The primary driver of this plan is to accommodate significant and projected population growth within the school, over the next decade. The immediate five-year goal is to transition smoothly from 410-500 students through a **progressive and incremental development strategy**. The Master Plan will establish a clear phasing of priorities and building works, ensuring that infrastructure development is synchronized with enrolment increases. This strategic approach avoids disruption and maintains the quality of the educational environment during periods of change.

ALIGNING FACILITIES WITH CURRICULUM DELIVERY

Physical spaces must actively support and enable the delivery of the rich Steiner curriculum. This objective ensures that the development program is driven by pedagogical need, not merely by the demand for space. It prioritizes facilities that cater to the specific requirements of Steiner education, from dedicated rooms for arts, music, and handwork to science laboratories that embrace a phenomenological approach. The plan will sequence projects to first address the most critical shortfalls, ensuring the built environment is an effective tool for exemplary teaching and learning.

CREATING EXEMPLARY INDOOR LEARNING ENVIRONMENTS

By creating indoor spaces that are intrinsically "appropriate for Steiner pedagogy." This means designing environments that are:

- **Age-Specific:** Nurturing the developmental stages of childhood and adolescence, from the warm, homelike atmosphere of the early years to the more intellectually oriented spaces of the High School.
- **Aesthetically Rich:** Utilizing natural materials, soft colour palettes, and beautiful forms that nourish the senses and create a calm, focused atmosphere.
- **Functionally Purpose-Built:** Tailoring acoustics, lighting, and layout to specific activities, whether for quiet, individual work or collaborative, artistic endeavours.

INTEGRATING AND ENHANCING OUTDOOR LEARNING

Recognising that the outdoors is a fundamental classroom in Waldorf education, this objective aims to **foster high-quality outdoor learning spaces as an integral part of the design process**. This involves creating defined outdoor "rooms" for different ages and purposes, from imaginative play gardens to agricultural plots. It also requires a commitment to ecological stewardship by maintaining and enhancing the existing landscaping, integrating storm water management as a learning feature, and continuing the legacy of beautiful, biodiverse grounds that connect students to nature.



ENSURING LONG-TERM FLEXIBILITY AND ADAPTABILITY

To remain viable for generations, the school's facilities must be designed for evolution. This objective focuses on creating learning spaces that are **aligned with current educational practices yet flexible and adaptable for future changes**. This means designing multi-purpose spaces with versatile furniture that can be reconfigured for different class sizes and teaching methodologies. Furthermore, it involves selecting durable, sustainable materials and building systems that are cost-effective to maintain and easy to adapt over time, ensuring the school's resources are invested wisely for the long term.

COLLABORATIVE CONSULTATION

OUTDOOR AND SITE ISSUES:

Formal entry: Concern was raised about the street presence of the school, the ease with which visitors can find the reception and administration building, and the welcoming nature which the school is seeking to convey. A new Administration building is currently being designed with consideration to developing a better arrival and entry statement which is consistent with the character of the school.

Public lighting throughout the school: To encourage longer hours of use throughout the year and for general safety and security, the development of a school-wide public lighting system to provide safe illumination everywhere is seen as an important part of the on-going development.

Car and Bus Parking and Vehicle Movement: Redevelopment of the existing carparking to improve traffic flow and efficiency, increase available parking, increase student safety, maintain emergency vehicle access is a high priority. Intersection between vehicle and student circulation pathways should be avoided wherever possible. Vehicle laneways on the property should be designed such that vehicles move around the perimeter and avoid entering student pedestrian zones wherever possible. The only vehicles on the property during school hours, should be staff and delivery or service vehicles.

Nooks and crannies: Small corners, shelter, partial seclusion for small groups of friends to play, imagine, create fantasy, or just retreat for a breather, to recuperate.

Stormwater and Drainage: Management of stormwater drainage is essential to minimise detrimental impact on access, roadways and paths, flooding and standing water on open activity areas and sports fields. The intention should be to maximise rainwater catchment and retention, by directing stormwater to the storage dam and tanks in the north-west of the site

Circulation and pathways: The landscaped and meandering pathways are a feature contributing to the ambience of WWS. The compacted rubble and clay bricks which have been used to form the pavement are consistent with the earthy and natural materials used throughout the site and far better suited than bitumen or concrete. However, maintenance is higher for these materials and regular repairs will be required to keep these serviceable and neat.

Hard play areas: Strong support was shown for more hardcourt areas for ball sports. There is a need to resurface the existing basketball court adjacent the Hall. In addition, an indoor sports facility catering for all sporting programs is needed as well as an upgrade of the existing High School oval.

PRIMARY SCHOOL

Themed outdoor spaces could be developed around each Class building to match the year group, such as the Class 3 vegetable garden.

Integrated indoor and outdoor spaces would permit smoother transition between indoor and outdoor learning opportunities. Improving transparency between indoor and outdoor spaces could be achieved with more and larger windows and other glazed openings.

Covered outdoor areas sized for individuals and small groups to use for casual gathering, sharing lunches and project based small group learning. Gardens and eating spaces could be developed for each room

Wild play and Cubby building areas with materials: development of existing landscaped areas behind the Primary rooms, or develop more expansive area in the bush on the west side of the soccer pitch.

Movement spaces: Outdoor area(s) suitable for primary school and designed for music, movement and performance, should be provided.

Wood-working and animal spaces for Class 1, 2 and 3 – wood working, bees and farm space.

Class 4 and 5 Building: The Class 4 and 5 rooms need more natural light. Class 4 and 5 are currently housed in the Quad and is not the same as the other Primary School buildings.



HIGH SCHOOL

High School Development: Construction of a second building will be required for future growth.

Classroom spaces: consider more flexible general learning areas which have good connections and transparency between other learning areas, breakout, collaborative spaces, and workshops to maximise the opportunities for students to learn and study in multiple ways. Traditional didactic teaching will probably require a separable room but requires less floor area than other pedagogical methods such as group or project work. The latter however does not require such acoustic separation from other activities, but more interconnections with other learning areas, physical and visual connection to the outside, natural light and cross ventilation.

Social gathering spaces: The consultation process revealed a strong desire for spaces where senior students can gather with their peers or alone without obvious oversight from staff; a sanctuary space, spaces to relax and socialise, space for more relaxed study and collaboration, space for time out, for coffee and lunch.

Small individual study spaces: Spaces to get away from others and work individually.

Social spaces: indoor and outdoor zones where members of the school community can socialise; staff, students and parents.

Spaces for Class 12 projects: Space to work, create, think, collaborate, make things, space to leave things and come back tomorrow. Storage for resources and projects.

Common eating area for High School students: sheltered, shady, warm, comfortable, nurturing, linked to sanctuary spaces, provided with kitchen facilities. A mix of indoor and outdoor space

Cosy indoor spaces: particularly for Class 8,9 and 10

Nooks and crannies: provide spaces for escape both indoors and outdoors. Students are currently looking for these spaces in areas deemed out-of-bounds.

IT accessibility: Need to maintain a high level of internet access and continue to improve infrastructure to accommodate new growth and future developments.



SHARED FACILITIES

Existing Hall: This is a signature building on the site and is used for many purposes. With on-going school expansion, the existing hall can be modified to suit more particular purpose (e.g., drama, movement) allowing new facilities to provide accommodation, for example, for music or sporting activities.

Performing Arts Building: Development of a purpose-built space for music and drama performance with associated music tuition and practice rooms, stores, foyer, green room, backstage and flexible staging options.

Gymnasium: A purpose designed gymnasium suitable for use by all students, as a learning space. sufficient in size and design for hire by the outside community as a revenue stream. **Toilets:** Additional toilets will be required as the school grows. New toilets will also be added for staff in the new Administration Centre and around the site.



ESSENTIAL PRINCIPLES OF BUILT FORM AT WILLUNGA WALDORF SCHOOL

The architectural and landscape identity of Willunga Waldorf School is not an accident, but the result of a deeply ingrained set of design principles. These principles work in concert to create an environment that is both functional and soul-nourishing, directly supporting the school's pedagogical ethos.

- **A School as a Village:** The school masterplan deliberately avoids a monolithic institutional feel, instead cultivating the intimate and interconnected atmosphere of a small village. Learning is centred within distinct, self-contained "pods" or dwellings, clustered around shared outdoor "commons" like the Primary oval. This arrangement fosters a strong sense of belonging and community, mirroring the supportive structure of a village where each member has a place.
- **Design in Harmony with its Inhabitants:** The built environment is consciously scaled to its users, particularly for younger children. Buildings that feel protective and nurturing, not overwhelming. This human-scale approach is evident in the proportion of doors and windows, the use of organic and tactile materials, and the integration of artistic elements that transform structures into works of art that students can interact with daily.
- **The Verandah as a Liminal Realm:** Deep, sheltering verandas are a critical design motif. They function as vital "in-between" spaces that gracefully mediate between the focused interior and the expansive outdoors. These zones are essential for social gathering, informal learning, and quiet observation, providing a shaded, framed perspective on the life of the school.
- **A Maturation of Form and Space:** As students' progress through the school, the built environment subtly evolves to meet their developing needs. Shared facilities and High School buildings introduce a more complex scale and a slightly more formal character, preparing students for the wider world while retaining the signature organic forms and natural materiality that root them in the Waldorf tradition.
- **A Landscape for Learning and the Senses:** The outdoor environment is conceived as an extension of the classroom. Beyond providing beauty and recreation, the landscape is a dynamic tool for experiential learning. **The strategic inclusion of dedicated sensory gardens will further enrich this, creating zones specifically designed to engage the senses of touch, smell, and sight through textured foliage, aromatic plantings, and captivating colours.** This layered landscape offers a spectrum of experiences—from the productive vegetable garden to secluded nooks for quiet reflection and open areas for collaborative play—ensuring the natural world is an active partner in the educational journey.
- **A Cohesive and Expressive Material Palette:** A consistent and authentic material language unifies the school. The use of timber, rammed earth, and stone, complemented by metal roofing, creates a palette that is inherently warm, natural, and durable. Building forms are often expressive and sculptural, with rooflines that break down the mass of larger structures. This allows the overall built form to poetically hint at its function, such as the Tech Studies building, whose form and cladding playfully echo industrial vernacular.

The success of this design philosophy becomes most apparent when contrasted with the few structures on site, such as the Quad and some pre-fabricated buildings, that do not embody these principles. Their more utilitarian character underscores the profound value of an intentionally crafted environment in supporting the mission of the school.

PRIORITISED MASTER PLAN ELEMENTS

ADDITIONAL TOILET FACILITIES

New toilet facilities are needed in both the Primary and High School areas to accommodate the growing number of students. Ongoing additional toilets will be included with additional buildings.

EDUCATIONAL GARDEN KITCHEN

A new dedicated garden kitchen to support our gardening and cooking programs. The facility will also cater for school functions and support a future performing arts centre.

PRIMARY SCHOOL VILLAGE

The Primary School will be developed to cater for dual streamed classes. Following on from the building of two new Class 2 rooms, two new Class 6 rooms will be built and the Quad for two Class 4 and two Class 5 rooms will be redeveloped. Development of the area will also include the playgrounds and surrounding gardens.

ADMINISTRATION BUILDING: THE WELCOMING WING

The administration function requires significant expansion to adequately support staff and welcome visitors. A new building will provide a welcoming, homely reception that tells the school's story, alongside improved staff amenities, meeting rooms, and offices. This upgrade is a tangible statement of the value placed on both educators and the first impressions of the school community.

CAR AND BUS PARKING

There is a need to upgrade the Jay Drive Car Park with improved traffic flow to allow our community easier and safer access to the school. This includes improvement to bus access, kiss and drop zone and car parking for staff and the community.

FUTURE HORIZONS

- Gymnasium
- Performing Arts Centre
- Second High School Building
- Aldinga Road Entry
- Maintenance facilities
- Science Extension

PROPOSED ADMINISTRATION BUILDING



Administration wing: The existing administration wing is too small for the size of the school providing insufficient room for leadership to perform their duties, with inadequate staff amenities, lack of a staff lounge for staff to gather and providing no private meeting rooms or staff preparation space. The location of the current facility is well positioned between the Primary school and the preschool functions, and close to the main entry from the car parking areas, although it is some distance from the High School. The new Administration Centre currently being designed combines all functions with consideration given to the best way to expand the administration facilities, concentrating all requirements into such things as staff preparation and amenities as well as to provide better and larger meeting and office spaces as well as a dedicated staff lounge.

ADMINISTRATION BUILDING DESIGN NARRATIVE: THE WELCOMING WING



Concept: The Boomerang Form – A Symbol of Connection, Protection, and Welcome

This design transcends mere function. The boomerang shape is not an arbitrary aesthetic choice; it is the foundational concept that roots the building in its place, embodies the school's ethos, and creates a powerful sense of arrival.

Connection to Country: The Returning Boomerang

- **Symbol of Return & Continuity:** The boomerang is an ancient instrument of return. This building, as the first point of contact, symbolizes the students' daily return to a place of learning and growth, and the cyclical, returning rhythms of the natural world central to Waldorf philosophy.
- **Rooted in the Land:** Its form is a direct homage to the Kurna Nation and the broader Aboriginal history of the Willunga area. It acknowledges the deep time of this country and places the school within that continuing story, fostering respect and connection.
- **Gesture of Respect:** The design gesture is one of deference to the traditional custodians of the land. It is a permanent, tangible statement that this school community values and learns from the wisdom of the world's oldest living culture.



- **Presentation Language:** "A respectful nod to the enduring history of the land," "Anchors the institution in the deep time of place," "Embodies the concept of return, to knowledge, to community, to country."

Protection & Nurture: The Sheltering Wing

- "Embodying the nurturing embrace of the school," "The building's wings create a sheltered heart for the community," "A protective threshold between the external world and the internal sanctuary of learning."

Welcome & Inclusion: Open Arms

- The two arms of the boomerang reach out, functioning as "open arms" to warmly welcome students, parents, and staff each day. It is an unambiguous gesture of inclusion and hospitality.

Synthesis: The Unifying Concept

The "**Welcoming Wing**" successfully synthesizes all three concepts into a single, powerful design form:

- It is **of the land** (Boomerang),
- that **protects its community** (Sheltering Wing),
- with **arms open wide** to welcome them in (Open Arms).

This building is more than an office; it is a symbolic gateway that sets the tone for the entire educational experience at Willunga Waldorf School—one of respect, safety, and warm belonging.



CONCLUSION

This Master Plan establishes a dynamic, long-term vision for the Willunga Waldorf School campus, charting a deliberate course for its evolution over the next decade. It outlines a practical and phased strategy that thoughtfully balances transformative capital works with essential smaller-scale upgrades, ensuring the school's physical environment grows in harmony with its educational mission.

The financial and strategic framework presented here allows the School Council to plan and budget with confidence. By categorising initiatives into small, medium, and major project tiers, the plan provides a clear roadmap for prioritisation and resource allocation. This structured approach will be instrumental in engaging the school community throughout the process and implementing strategies to minimise disruption during construction periods.

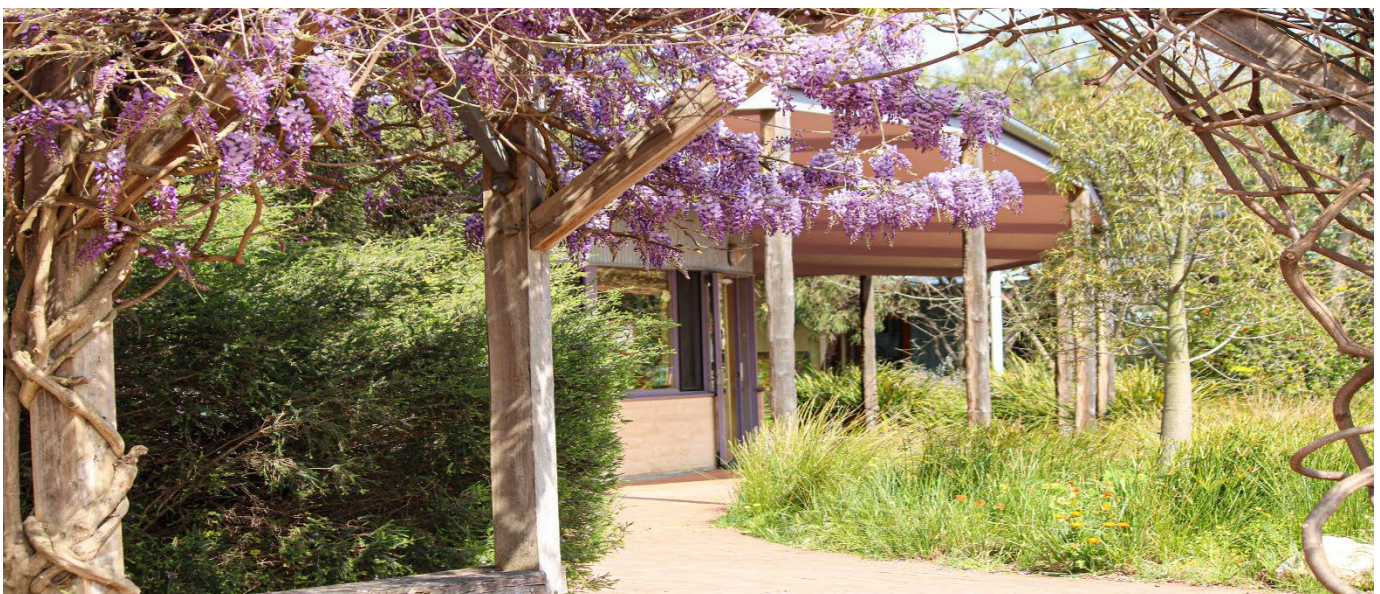
Looking Ahead: A Phased Implementation

The immediate focus for the next three to five years will be on the foundational elements that directly support enrolment growth and pedagogical needs. The key capital works identified for this initial phase are:

- **Administration Redevelopment:** Establishing an efficient and welcoming heart for the school community.
- **High School Development:** Creating a dedicated, purpose-built environment for adolescent learning.
- **Performing Arts Facility:** Providing a specialised home for music and creative expression.

These flagship projects will be supported by a continuous program of complementary works in landscaping, infrastructure, and site safety, ensuring the campus evolves as a cohesive and enhanced whole.

Ultimately, this Master Plan is more than a list of projects; it is a commitment to a future where the school's-built environment actively supports its vibrant community and unique spirit. By adopting this living document as a guide, Willunga Waldorf School is empowered to navigate its growth with clarity and purpose, ensuring its legacy as a beacon of Steiner education for generations to come.


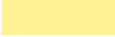



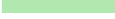


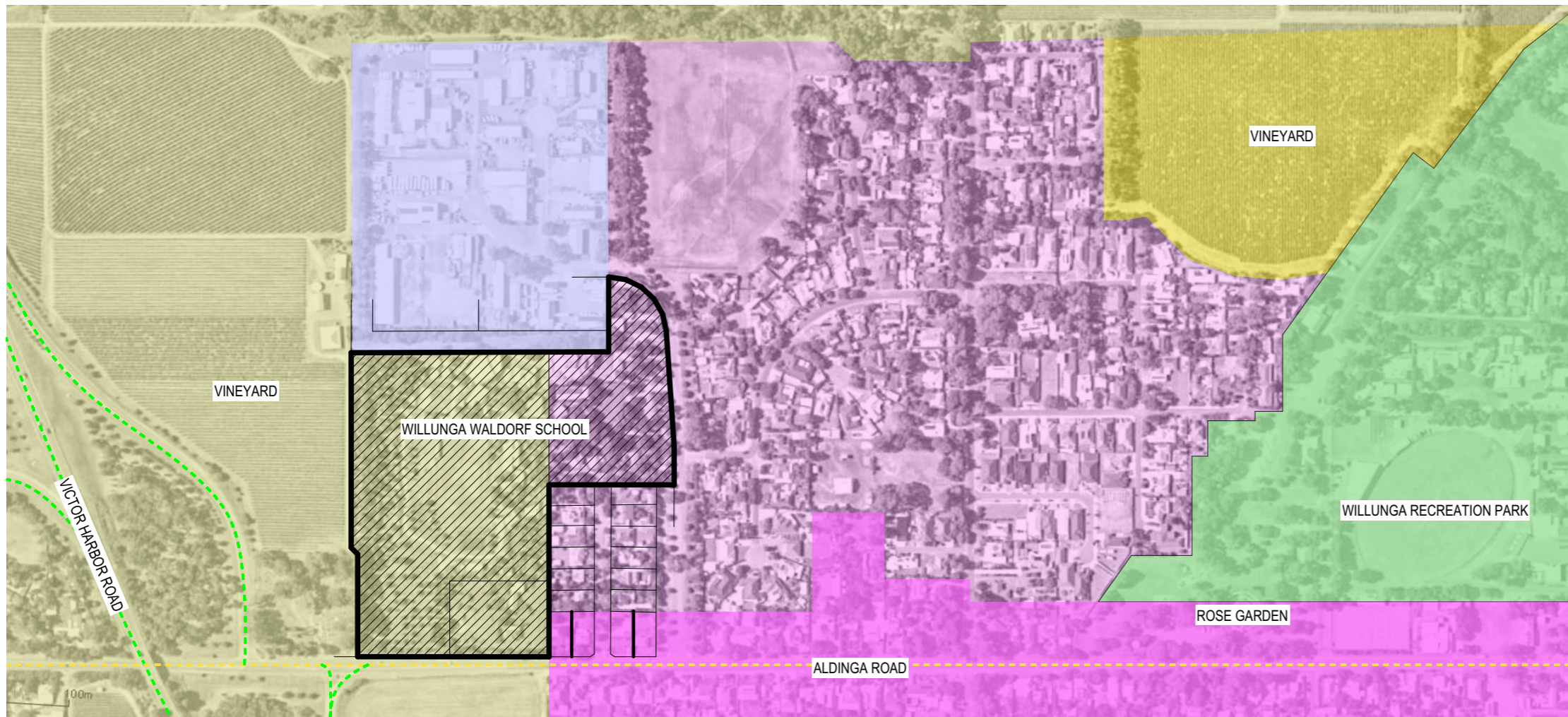


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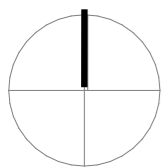
DRAWING INDEX		
SHT	LAYOUT NAME	REVISION
A01	COVER SHEET	01
A02	LOCALITY PLAN	01
A03	MASTER PLAN EXISTING & MINOR DEMOLITION	01
A04	MASTER PLAN STAGE 1	01
A05	MASTER PLAN STAGE 2	01
A06	MASTER PLAN STAGE 3	01

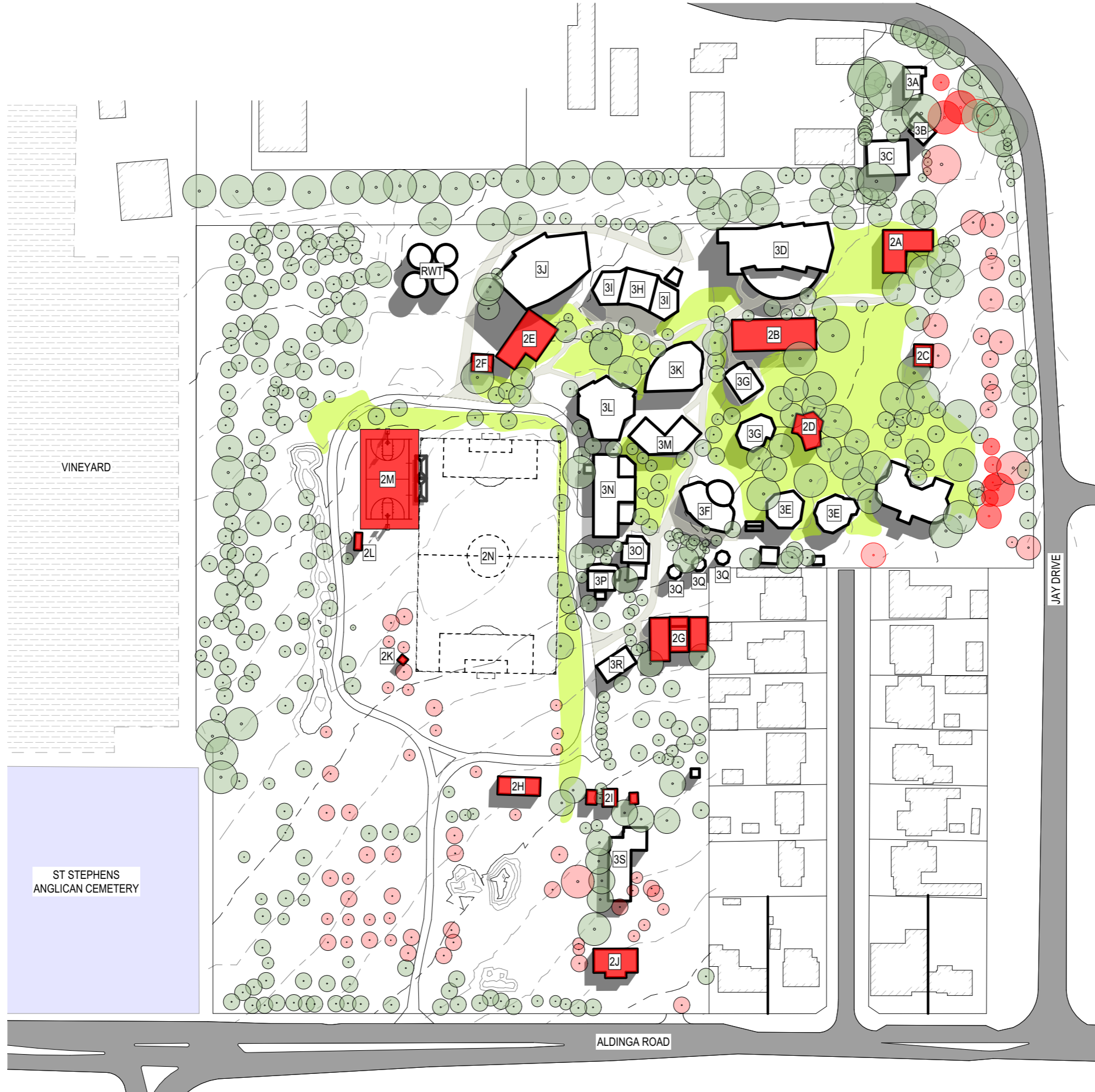
LEGEND

-  RURAL ZONE
-  RURAL LIVING ZONE
-  ESTABLISHED NEIGHBOURHOOD ZONE
-  TOWNSHIP ZONE
-  EMPLOYMENT ZONE
-  RECREATION ZONE



SCALE 1:5000



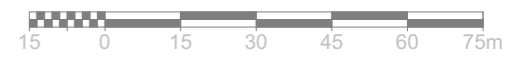


LEGEND	
02	DEMOLITION
2A	ADMINISTRATION BUILDING
2B	CLASS 4 & 5
2C	SHELTER
2D	TOILETS
2E	BUILDING
2F	SHED
2G	BUILDING
2H	SHED
2I	SHEDS
2J	DWELLING
2K	SHED
2L	CONTAINER
	RELOCATE
2M	BASKETBALL COURT
2N	SOCCER PITCH
	UPGRADE AND INCREASE SIZE TO MINIMUM REQUIREMENTS

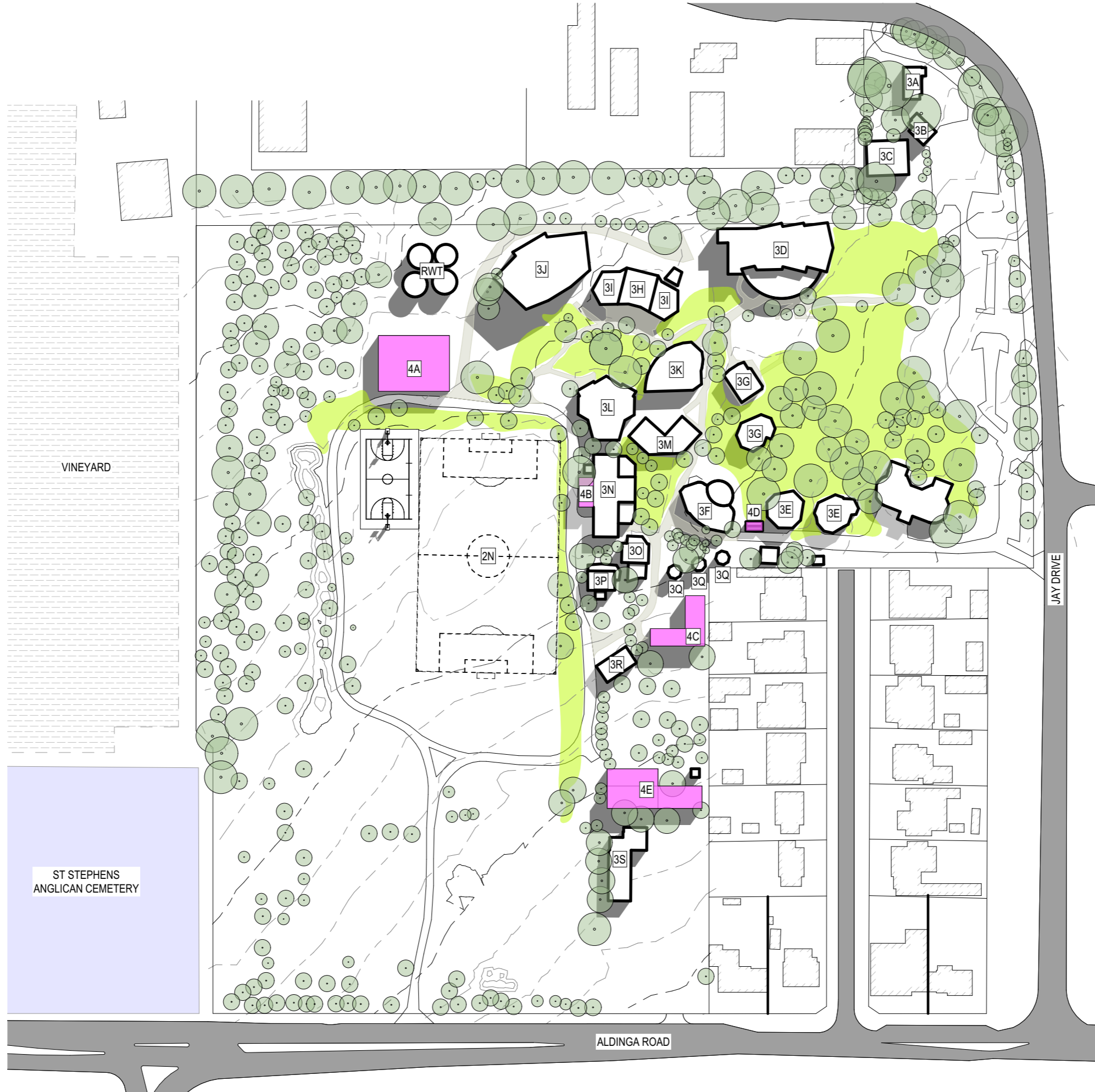
03	EXISTING BUILDINGS
3A	PLAYGROUP
3B	RAINBOW ROOM
3C	GOLDEN WATTLE
3D	PRIMARY HALL / GYM
3E	CLASS 1
3F	CLASS 2
3G	CLASS 3
3H	SCIENCE BUILDING
3I	CLASS 10
3J	HIGH SCHOOL
3K	LIBRARY
3L	ARTS BUILDING
3M	CLASS 7
3N	TECH BUILDING
3O	LEARNING SUPPORT
3P	SANCTUARY
3Q	YURT
3R	MUSIC ROOM
3S	SHED

07	GENERAL
RWT	EXISTING RAINWATER TANKS

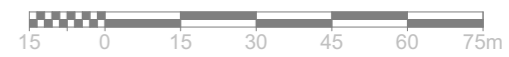
LEGEND	
	BUILDINGS TO BE DEMOLISHED
	FOOTPATHS TO BE UPGRADED / DEMOLISHED
	TREE'S TO BE REMOVED



SCALE 1:1500



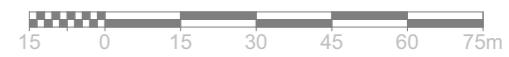
LEGEND	
02	DEMOLITION
2N	SOCCER PITCH UPGRADE AND INCREASE SIZE TO MINIMUM REQUIREMENTS
<hr/>	
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3A	PLAYGROUP
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3O	LEARNING SUPPORT
3P	SANCTUARY
3Q	YURT
3R	MUSIC ROOM
3S	SHED
<hr/>	
04	STAGE 1
4A	MUSIC EURYTHMY & HIGHSCHOOL STAFF ROOM / STORAGE
4B	TECH TOILETS
4C	CLASS 6 / OFFICE
4D	JP TOILETS
4E	ED GARDEN KITCHEN HOTOHOUSE
<hr/>	
07	GENERAL
RWT	EXISTING RAINWATER TANKS



SCALE 1:1500



LEGEND	
02	DEMOLITION
2N	SOCCER PITCH UPGRADE AND INCREASE SIZE TO MINIMUM REQUIREMENTS
<hr/>	
03	EXISTING BUILDINGS
3A	PLAYGROUP
3B	RAINBOW ROOM
3C	GOLDEN WATTLE
3D	PRIMARY HALL / GYM
3E	CLASS 1
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3P	SANCTUARY
3Q	YURT
3R	MUSIC ROOM
3S	SHED
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04	STAGE 1
4A	MUSIC EURYTHMY & HIGHSCHOOL STAFF ROOM / STORAGE
4B	TECH TOILETS
4C	CLASS 6 / OFFICE
4D	JP TOILETS
4E	ED GARDEN KITCHEN HOTOHOUSE
<hr/>	
05	STAGE 2
5A	CLASS 4 & 5
5B	ADMINISTRATION BUILDING
5C	JAY DRIVE CARPARK UPGRADE
<hr/>	
07	GENERAL
RWT	EXISTING RAINWATER TANKS



SCALE 1:1500



LEGEND	
02	DEMOLITION
2N	SOCCER PITCH UPGRADE AND INCREASE SIZE TO MINIMUM REQUIREMENTS
03	EXISTING BUILDINGS
3A	PLAYGROUP
3B	RAINBOW ROOM
3C	GOLDEN WATTLE
3D	PRIMARY HALL / GYM
3E	CLASS 1
3F	CLASS 2
3G	CLASS 3
3H	SCIENCE BUILDING
3I	CLASS 10
3J	HIGH SCHOOL
3K	LIBRARY
3L	ARTS BUILDING
3M	CLASS 7
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3P	SANCTUARY
3Q	YURT
3R	MUSIC ROOM
3S	SHED
04	STAGE 1
4A	MUSIC EURYTHMY & HIGHSCHOOL STAFF ROOM / STORAGE
4B	TECH TOILETS
4C	CLASS 6 / OFFICE
4D	JP TOILETS
4E	ED GARDEN KITCHEN HOTOHOUSE
05	STAGE 2
5A	CLASS 4 & 5
5B	ADMINISTRATION BUILDING
5C	JAY DRIVE CARPARK UPGRADE
06	STAGE 3
6A	PRESCHOOL BUILDING
6B	SCIENCE EXTENSION
6C	CLASS 9 - 2OFF
	CLASS 8 - 2OFF (TWO STOREY BUILDING)
6E	PHYSICS TECH
6G	GARDEN SHED
6H	MAINTENANCE SHED
6I	BUS DROP-OFF
6J	MAIN CARPARK
	126 CARPARKS
6K	MUSIC / PERFORMING ARTS
6L	OPEN UNDERCOVER BASKETBALL COURT
6M	OPEN UNDERCOVER BASKETBALL COURT
6N	SPORTS FIELD EXPANSION
07	GENERAL
RWT	EXISTING RAINWATER TANKS

