



# FREE REFORMED SCHOOL ASSOCIATION

*My heart I offer to You Lord - promptly and sincerely*

## REQUEST FOR MASTERPLAN REVISION

Development of a Revised Masterplan for a new Primary School & Middle and Senior School Campus in Oakford, Western Australia and detailed planning for Stage 1 implementation.

### **Design Brief Version 3.4**

June 2025

My heart I offer to You Lord - **promptly and sincerely**



## Contents

1.0	Architects Design Brief – updated June 2025.....	3
1.1	Context:.....	3
1.2	Introducing the FRSA: .....	4
1.3	Design Principles .....	5
1.4	John Calvin Christian College (JCCC), 18 Robinhood Ave Armadale .....	5
1.5	Byford John Calvin School (BJCS), 30 Soldiers Rd Byford.....	5
1.6	A new site – 575 Abernethy Rd, Oakford .....	6
1.7	Current implementation activities .....	6
1.8	Original Masterplan Scope (Ultimate Masterplan).....	6
2.0	Masterplan revision.....	8
2.1	Updated site considerations.....	8
2.2	Updated staging considerations .....	8
2.3	Key discussion questions.....	9
3.0	Appendix 1 (Updated June 2025).....	10
3.1	FRSA Administration (2030 numbers).....	10
3.2	John Calvin Christian College (Stage 1 - 2030 numbers) .....	11
3.3	Byford John Calvin School (Not updated from previous brief).....	18
3.4	Recognition of our history .....	21
4.0	Appendix 2 (Updated June 2025) – Approved Development Application conditions.....	22



## 1.0 Architects Design Brief – updated June 2025

### 1.1 Context:

The Free Reformed School Association (FRSA) operates five independently registered schools as outlined in the table below:

Name	Location	Grade levels	Student numbers
John Calvin Christian College	Armadale	7-12	367
Byford John Calvin School	Byford	K-6	234
Kelmscott John Calvin School	Kelmscott	K-6	212
Rockingham John Calvin School	Rockingham	K-6	160
Southwest John Calvin Christian College	Capel	K-10	74

At the beginning of this decade, it was identified that school enrolments were growing unequally across the four metropolitan campuses with most student growth predicated to be at the John Calvin Christian College and the Byford John Calvin School. Both schools are situated on land locked properties with little to no opportunity to expand the existing campus grounds. More recent analysis (preliminary analysis) suggests that in addition to this trend there has been above predicted growth at the Rocking John Calvin School.

The FRSA has been on a journey over the past several years to review future enrolment trends and demographics of its members (i.e. where do they live) to consider how best to respond to this challenge. A report was prepared for the members of the FRSA (2040 Vision – Campus Configuration and Infrastructure – Discussion Paper), a copy of which is attached to this document for your information.

The FRSA has decided to relocate both the John Calvin Christian College and the Byford John Calvin School from their existing sites to a new site situated at 575 Abernethy Road, Oakford. Concurrent with this decision is a commitment to maintain the existing Rockingham, Kelmscott and Capel facilities and ensure that these are maintained at a suitable level for the staff and students.



## 1.2 Introducing the FRSA:

The schools operated by the Free Reformed School Association have all been named after the theologian John Calvin. John Calvin was a key figure in the Protestant Reformation of the 16<sup>th</sup> century. The Church of the late Middle Ages was in great decline and in need of reformation. Born in Geneva Switzerland, Calvin, together with Martin Luther, was instrumental in a grassroots return to the Bible. It was in recognition of God's church-restoring work through Calvin, and in acknowledgement that the Bible is the foundation for the Association's work and indeed its very purpose of existence, that the FRSA schools were named after this great Reformer.

It is important to note that the schools operated by the FRSA employ a "closed" or restricted enrolment policy, where (simply explained) enrolments are open only to the children of members of the Free Reformed Churches of Australia. The FRSA was established in the 1950s by Dutch migrants from Protestant Reformed background with the express purpose of providing formal education to children in the Free Reformed Churches. Broadly speaking members of the Free Reformed Churches of Australia, almost without exception, became active financial members of the FRSA. This has become a cultural hallmark of the Free Reformed School Association Inc.

Consequently, the Association enjoys a strong culture of support from its members, who since its inception have taken an active interest in every aspect of its operations. Great sacrifices were, and continue to be made in contributions of time, money and expertise for the benefit and wellbeing of the ongoing work of the Association. In this way members of the Association, for several generations now, have great ownership over the Association and any strategic decisions are keenly considered and scrutinized. Pros and cons are carefully weighed with the result that when adopted, strategic initiatives receive powerful support from its membership base.

Owing to its restricted enrolment policy, the FRSA schools have never had to promote themselves to attract enrolments. There has been no need to impress the public with their facilities, grounds, educational programs, or extra-curricular activities. Rather, their focus has been on the delivery of distinctly Christian education to present and future generations. Conversely the FRSA's restricted enrolment policy has meant that economies of scale are generally sacrificed. Another consequence of the exclusive ties between the FRSA and the Free Reformed Churches of Australia is that growth of the schools is expected to continue in tandem with growth of the affiliated churches. Thereby the FRSA schools will likely need to respond to long term growth. This means that the design must account for the anticipated need for future facilities.



### 1.3 Design Principles

The important elements of a good design for our school:

1. *Enduring* – stands the test of time. This influences the material selections and design genre.
2. *Harmonious* – fits in with and adds to the surroundings. Proportionate and balanced.
3. *Welcoming* – a pleasant place to be. Natural lighting, airflow, acoustics, green scape, building bulk & form, and weather protection.
4. *Fit for purpose* - well suited to the FRSA's pedagogical philosophy and teaching practices.
5. *Efficient* – in terms of all operating costs, including maintenance, people and vehicle movements and flow, and capital.
6. *Utility and Flexibility* - Expanding the potential uses for a particular space, multiple-use spaces are encouraged.

What would not constitute as a good design for our schools:

1. *Overspending on grandeur.*
2. *Excessive inefficiencies that are inherent in the design.*
3. *Sprawling campus.*
4. *Lack of natural amenities, light, airflow, green scape, etc.*
5. *Too focused on current design trends that age.*
6. *Lacks the design flexibility to be readily expanded.*

### 1.4 John Calvin Christian College (JCCC), 18 Robinhood Ave Armadale

Established as a primary school in 1957, the present JCCC site (now a year 7-12 site), housing both the College and FRSA Administration, has fulfilled its purpose well for some 60+ years. Significant projected growth in student and staff population, as well as changing expectations for educational facilities will become increasingly difficult to satisfy owing to restrictions inherent in the present site.

### 1.5 Byford John Calvin School (BJCS), 30 Soldiers Rd Byford

BJCS was opened in 1999 and has grown from 100 students to 234 in 2025. It is expected that student growth may increase to 400-450 students in the next two decades. This site is



restricted in size and will not be able to accommodate the expected growth. Additionally, there is no capacity to purchase additional land immediately adjacent to the existing site.

### 1.6 A new site – 575 Abernethy Rd, Oakford

The Association has accepted as its preferred solution that both JCCC and BJCS schools be relocated to a new site in the medium term (2030-2040). The Board has been searching for a suitable site to the South of Armadale and has settled on a 37.3Ha parcel of land located at 575 Abernethy Road (corner Kargotich Road) Oakford WA 6121.

In 2024 the FRSA secured a Development Approval to build a Primary, Middle and Senior School campus suitable for 1200 students at 575 Abernethy Road, Oakford.

### 1.7 Current implementation activities

The Board of the FRSA has established an Oakford Project Management Group (OPMG) with a mandate to deliver the Oakford Campus. The OPMG is currently progressing the following key priorities

1. Project scoping
2. Masterplan revision and identification of Stage 1 development
3. Servicing and compliance with DA conditions
4. Communications
5. Financial Modelling and Fundraising
6. Divestments

### 1.8 Original Masterplan Scope (Ultimate Masterplan)

The College student population is projected to grow to 600 students by 2040. Over that time growth in staff numbers for the College is set to grow to 65 and staff numbers for FRSA Administration to approximately 20-25. The Masterplan concept will need to allow flexibility for further integrated development to facilitate likely further growth beyond 2040. Note that the requirements reflected below are only up to 2040.

The relocated BJCS should cater for up to 450 students and 45 staff and is anticipated as a broadly independent component of the masterplan. It is anticipated that the Primary School will have access to relevant infrastructure and facilities within the College development (i.e, the library, car park, centralised administration, sporting facilities).



Furthermore, there may also be future opportunities for potential partnerships with other organisations within the Free Reformed Church community. Such partnerships would stand to simultaneously benefit and further the objectives of the FRSA and they would do so through co-investment in, and co-location of facilities, and sharing of onsite services and amenities. The following areas readily come to mind:

- Sporting facilities
- Assembly and Performance Centre
- Food Technology facilities
- Library
- Café – potentially collocated with the Library/Community Learning Space
- Central Plaza
- Meeting facilities.



## 2.0 Masterplan revision

The Oakford Project Management Group (OPMG) is currently working on a two-stage implementation strategy with opening of the Middle and Senior School campuses pencilled in for January 1, 2030, and the Primary School campus pencilled in for January 1, 2035.

Updated student numbers and facility requirements are presented in this updated design brief.

While the masterplan revision will focus on both the JCCC campus (Middle and Senior School) and the BJCS campus (Primary school) the initial focus will be on Stage 1 – the Middle and Senior School campus.

### 2.1 Updated site considerations

1. Site Fill (1). Raising the ground level of the site represents a significant additional project cost. As part of this masterplan revision, we are seeking opportunities to reduce the footprint of the built elements and so reduce the amount of fill that will need to be placed on the site.
  - a. Potential considerations
    - i. Move the buildings that comprise the JCCC campus closer together
    - ii. Reduce the number of basketball/hard stand courts
    - iii. Reduce the number of soccer/AFL ovals across the campus
    - iv. Bring the JCCC and BJCS campuses closer together
    - v. Reorient the BJCS campus building envelope by 90°
    - vi. Move the western boundary of the current masterplan to the east as much as is possible to minimise the site footprint and maximise the ‘undeveloped’ component of the block.
2. Site Fill (2). We have been advised that the fill on the site will not meet the requirements for A class and will likely be S class.

### 2.2 Updated staging considerations

1. Stage 1 will comprise the JCCC campus targeting a notional opening date of January 1<sup>st</sup>, 2030, and will cater for 500 students, and associated staff (see appendix for key details). Stage 1 is our priority focus.





2. Stage 2 will comprise the BJCS campus targeting a notional opening date of January 1<sup>st</sup>, 2035, and will cater for 300-350 students and associated staff (see appendix for key details). Stage 2 is a secondary focus.

### 2.3 Key discussion questions

1. Material choices. The OPMG is aware that there are many opinions and some concerns within our highly invested association members. Concerns tend to relate to a misunderstanding that the primary material choice for the walls will be rammed earth. The FRSA has no stated preference for material choices – although the OPMG is keen to ensure that whichever product is chosen meets its design principles of both *enduring* and *efficient*. We would like to explore material choices concurrently with the Masterplan review and would appreciate the expert advice, guidance, experience and leadership of Parry and Rosenthal as we explore the material options available to this project.
2. Double story construction for either all or some of the buildings. Consistent with reducing the overall site footprint we would like to explore the cost benefits of integrating double story construction into the masterplan. We would appreciate the expert advice, guidance, experience and leadership of Parry and Rosenthal as we explore the cost/benefits of double story construction into this masterplan.
3. We have attached the approved Development Application conditions. We request Parry and Rosenthal to review and ensure that the masterplan design will comply with the conditions listed in the approved Development Application.
4. We request that Parry and Rosenthal stress test the number of buildings we have requested for Stage 1 against the standards published by the Department of Education / Catholic Education Office / Anglican School and other relevant organisations.
5. The room requirements published in section 3.2 represents the minimum we would need for a 2030 opening for 500 students. We would like to discuss the cost benefit / efficiency of Stage 1 with a view to a detailed exploration of the efficiency of building the exact minimum versus building slightly more facilities to cater for future expected growth. For example it may be more efficient to build as part of Stage 1 a complete block of classrooms (currently designed as a group of eight) rather than build just six of the classrooms with the plan to build the remaining two at some point in the future as student numbers increase.



### 3.0 Appendix 1 (Updated June 2025)

Following is an overview of facility requirements for a Masterplan comprising a year 7-12 College to be opened January 1, 2030, and a K-6 Primary School to be opened January 1, 2035. Included also is the FRSA Administration which manages the overall financial, personnel, IT and facility maintenance affairs of all the FRSA Schools (5 campuses).

#### 3.1 FRSA Administration (2030 numbers)

- Current administration building plan has been well received by the FRSA administration.
- The FRSA administration is not requesting a significant review of the currently proposed masterplan as it relates to the office spaces and rooms notionally allocated to the FRSA administration team. Minor adjustments to the internal building configuration are expected to be discussed when individual buildings are signed off.
- Suggest that the administration lunch room, kitchen facilities and meeting room could be a joint use space.
- Connected to the JCCC College Reception as a preference
- Open plan office environment – 10 workstations
- Enclosed yet accessible offices for key personnel – 10 offices
- Archive and records storage
- Cater for sufficient parking bays (15 – 20)
- Conference (Board and Council) room up to 20 people seated at a Board table with gallery for visitors and appropriate video conference technology (i.e. designed to be suitable for regular video conferencing).
- Two small meeting rooms / collaboration spaces
- Two medium meeting rooms / collaboration spaces
- Possible expansion
- IT Support (may be co-located with Administration or separately located in a student support hub)
  - Allow for 3 – 6 staff members plus spare desk for external IT repair people
  - Central, accessible location, away from staff areas
  - Service counter and small waiting area for students (and staff)
  - Equipment, parts and tool storage
  - Accessibility to car parking or service bay



### 3.2 John Calvin Christian College (Stage 1 - 2030 numbers)

- Current masterplan has been well received by the JCCC staff and Association.
- Expect to have approximately 450 students in 2030.
- Site should be designed to cater for 500 students (10% expansion over initial enrolment numbers)
- Current facilities at the Robin Hood site are constrained around the following key areas – ensuring that these limitations are removed will be critical to the success of Stage 1.
  - Art room (currently only 1 room available)
  - Food Technology room (currently only 1 room available)
  - Workshop (currently only 1 full sized workshop available with a 2<sup>nd</sup> smaller sized workshop)
  - Changerooms (insufficient space for students changing in and out of uniforms)
  - Sports facilities (insufficient oval space and currently only 1 hardstand court and no gymnasium/multi-purpose hall).
  - Student parking – insufficient bays available (lesser consideration)

#### Overview of room requirements – Stage 1 – 2030

Room numbers based on 500 students enrolled

Room description	Minimum number required for 2030
General Learning Areas (Middle School)	10
General Learning Areas (Senior School)	10
Science Laboratories/classrooms	4
Science storage and preparation	1
Computing Laboratories	2
Design Laboratories	1
Workshops	2
Workshop storage	2 plus general storage
Machine room	1
Music practise/performance rooms	2
Music practise rooms	5
Music storage (instruments and resources)	1
Art rooms	2
Art storage	1
Education Support facilities	3



Library/Learning Commons	1
Student Reception	1
Student care rooms (sick bays)	2
Storage	(3)
Drama	1
Camps & Excursions	1
Sport	1
Staff offices	upto 40 desks
Lunch room	1
Principal office	1
Deputy Principal office	1
Head of Middle School office	1
Gymnasium (2 internal courts)	1
Hardstand courts (basketball)	2 with expandability to 4
Soccer ovals (full size)	2 with expandability to 4
Additional facilities as set out below	

#### **Parking, vehicle access and traffic flow (not updated from previous brief)**

- Allow one bay per staff member (around 50 – 60 and 10% for visitors)
- Allow approx. 40 student bays, allowing for expansion to 80 bays. This could be by way of overflow parking
- Visitor and staff parking visible, readily accessible, separate from student parking and located near Main Reception
- Student parking located away from Main Reception and staff parking
- Student set-down and pick-up before and after school
- Bus bays
- Fenced, lockable bicycle parking
- Careful Traffic Management to avoid safety risks between pedestrian and vehicular traffic
- Emergency vehicle access to buildings, and outdoor areas generally
- Service and delivery vehicle access to Main Reception, STEAM, Gymnasium, Library, Resource Centre, Music SLAs and Assembly & Performance Centre
- Service Vehicle access for waste disposal
- Good local traffic flow through the campus
- Clear directional signage
- Plan for traffic flow to not necessitate vehicle reversing

#### **College Reception**



- Central location
- At least two meeting rooms
- Holding space for parcel deliveries
- Good general accessibility for visitors and visitor parking
- Clear signposting for visitors
- Good general accessibility for students, preferably separated from visitors
- Discreet sick room for up to two sick persons
- Security

#### **College Administration (not updated from previous brief)**

The College administration is small in numbers due to the central FRSA admin which manages the overall affairs of the individual schools.

- Connected to the College Reception
- Principal and Deputy Principal Offices
- Staff work and meeting spaces for staff members who do not have office space in their departments' facilities
- Booths and focus zones
- Collaboration spaces

#### **College Lunch Room (not updated from previous brief)**

- Central location
- Up to 70 occupants
- Coffee making facilities
- Staff toilets and shower/changerooms
- (Potential to re-use modular build currently in use for JCCC?)

#### **Library/learning commons (updated from previous brief)**

- It will be necessary to draft a separate design brief just for the library/learning commons/community engagement space to properly capture the design vision for this space.
- Central and highly visible location
- Accessible for community use – needs to incorporate easy external access and appropriate security through both passive and active design.

Library/learning commons



- Multiple zones of engagement
  - Flexible learning / study / research space
  - Reading pods
  - Semi-private zones for 2-person study or interaction
  - Semi-private zones for 4-person study or interaction

#### Staffing

- Office space for Librarian and two staff

#### Storage

- Office and storage space for physical collection and the school history collection. It is anticipated that from time to time some displays will be set up in a Library area (will require a display area)

#### Community engagement

- Explore integration of kitchen facilities or a small café (possibly self service?)
- Multifunction space for activities that could include exhibitions, children storytelling and activities, author talks, presentations, community meetings

#### Resource Centre (not updated from previous brief)

- Storage of books
- Storage of maps
- Storage of tech equipment
- Preparation space for Librarian and assistant

#### English, Indonesian, Maths, HASS (Humanities and Social Sciences), Religious studies (not updated from previous brief)

- Allow for 27 General Learning Areas (GLAs) – ultimate build for 800 students
- Flexibility through larger, smaller and combined spaces to facilitate various modes of teaching and learning
- Good connections to adjacent outdoor learning spaces
- Flexible options for expansion of GLA and smaller areas.

#### Science (not updated from previous brief)

- Allow for 4 Special Learning Areas (SLA's)
- Storage for science resources
- Prep areas off science SLA's



- Office space for science teaching staff

#### **STEAM (Science, Technology, Engineering, Applied Maths) (not updated from previous brief)**

- Allow 4 SLA's with large, medium and small interactive spaces for design, planning, collaboration, presentation and project execution
- Exhibition space
- Ample material Storage
- Project/Model Storage
- Resource Storage
- Machinery Workshop
- Office space for STEAM teaching staff

#### **Assembly & Performance Centre (possibly combined with Music) (not updated from previous brief)**

- Multipurpose facility to cater for whole-school assemblies, graduation ceremonies, band, choir and drama performances and possibly church services
- Level floor
- Stage area at front
- Allow seating for up to 1000 persons (interlinked loose and tiered stage-type seating)
- Entry Foyer
- Back of stage area / Green Room
- Studio/ Training spaces
- Storage
- Kitchen and servery
- Toilets
- Showers/changerooms

#### **Music (not updated from previous brief)**

- Allow for two General Instruction spaces. One can be the Band Rehearsal Room
- 4-6 sound-proofed small practice spaces
- Instrument storage
- General storage
- Office space for music teaching staff



### Special Education Support (not updated from previous brief)

- Allow for 2 SLA's
- Small learning areas / teaching booths
- Student Support services
- Career Officer (s)
- Office space for Special Education teaching staff

### Student lounge (not updated from previous brief)

- Relaxation facility for upper school students (year 12 only)

### Minor Covered Outdoor Learning Areas (not updated from previous brief)

- Readily accessible from GLA's and SLA's

### Gymnasium (not updated from previous brief)

- Allow for indoor Netball, Basketball, Tennis, Badminton, Soccer, Futsal and Volleyball courts
- Viewing area for spectators.
- Toilets and change rooms
- Equipment store
- Accessible for community use

### Outdoor Basketball / Netball Courts / Tennis Courts / Volleyball Courts (not updated from previous brief)

- Accessible for community use
- Minimum of two courts (with opportunity for expansion)

### Sports Ovals (not updated from previous brief)

- Allow for 2 Soccer ovals
- Allow for Cricket / AFL size oval
- Provide two Athletic Long-Jump Pits (separate run up (not on oval)
- 4 Cricket nets
- Sufficient storage space for equipment
- Accessible for community use





### **Covered Assembly Area (not updated from previous brief)**

- Located near sports facilities
- Possibly designed to accommodate Netball, Basketball, Tennis and Volleyball courts (see above)
- Permanent metal deck roof or high tensile roof
- Accessible for community use

### **Outdoor Amphitheatre (not updated from previous brief)**

- To seat 300 persons
- Provide high tensile roof cover
- Accessible for community use

### **Student Toilets and Change Rooms (not updated from previous brief)**

- Designed according to up-to-date privacy and disabled accessibility standards
- Central locations, split over Senior School and Middle School
- Allow for passive supervision
- Limit number of cubicles for each sex in each location/cluster

### **Staff Toilet and Change Rooms (not updated from previous brief)**

- Designed according to up-to-date privacy and disabled accessibility standards
- Include end of trip facilities
- Central location(s)

### **Storage Solutions (not updated from previous brief)**

- Student lockers readily accessible, possibly by way of locker street(s)

### **Grounds and Storage Shed (not updated from previous brief)**

Provide a large shed for grounds person, storage and maintenance additional storage of sports equipment, camp equipment and drama performance equipment



### 3.3 Byford John Calvin School (Not updated from previous brief)

It is anticipated that the primary school will have its own identity separate from the College but will share various facilities where possible. Eg Assembly & Performance Centre, Music facilities, Gymnasium, and sports ovals.

#### **Parking, vehicle access and traffic flow**

- Allow one bay per staff member (up to 50) and 10% for visitors, possibly shared with the College
- Visitor and staff parking visible, readily accessible, located near Primary School Reception
- Student set-down and pick-up before and after school
- Bus bays may be shared with the College
- Fenced, lockable bicycle parking, supervisable from learning areas
- Careful Traffic Management to avoid safety risks between pedestrian and vehicular traffic
- Emergency vehicle access to buildings, and outdoor areas generally
- Service and delivery vehicle access to Reception, STEAM room and possibly Library
- Service Vehicle access for waste disposal
- Plan for traffic flow to not necessitate vehicle reversing
- Clear directional signage

#### **Primary School Reception / Administration**

- Central location within Primary School
- Office space for Principal, Deputy principal, shared office for 5 staff members
- At least two smaller meeting rooms
- Holding space for parcel deliveries
- Clear signposting for visitors
- Good general accessibility for students, preferably separated from visitors
- Discreet sick room for up to two sick persons
- Security

#### **Primary School Staff Room**

- Central location
- Up to 25 -30 staff members
- Coffee-making facilities
- Staff toilets and shower/changerooms



### Library PS (possibility of shared reception / librarian position)

- Central and highly visible location
- Flexible learning / study / research space
- Reading pods
- Office space for Librarian and volunteer staff

### Resource Centre

- Storage of books
- Storage of maps
- Storage of tech equipment

### Early Childhood Centre

- Allow for 1 Kindergarten classroom and 2 Pre-Primary classrooms, separate from other learning areas, with possibility for expansion
- Wet areas, toilet areas and generous storage areas
- Fenced outdoor play area, with sufficient shade
- Drop off zone of parents

### General Learning Areas (GLAs)

- Allow for initial 8-10 GLAs with potential to increase to 14 -16
- Flexibility through larger, smaller and combined spaces to facilitate various modes of teaching and learning
- Good connections to adjacent outdoor learning spaces

### STEAM (Science, Technology, Engineering, Applied Maths)

- Allow for 1 initial Special Learning Area (SLA) with large, medium and small interactive spaces for design, planning, collaboration, presentation and project execution
- Exhibition space
- Resource / Material storage
- Project/Model storage
- Allow possibility for expansion

### Special Education Support

- Centrally located within the Primary School



- Allow for 2 SLA's
- Smaller learning areas / teaching booths
- Office booth for Staff (teaching and EA's)
- Staff offices

#### **Minor Covered Outdoor Learning Areas**

- Readily accessible from GLA's and SLA's

#### **Sports facilities**

- Gymnasium will be shared with the College if sufficient courts are available. A "junior gym" facility could be considered.
- Allow for outdoor basketball and netball courts (see also Covered Assembly Area)
- Accessible for community use

#### **Sports Ovals**

- The Primary School is to have its own sports ovals but may also share with the College
- Allow for two Primary School Soccer ovals
- Provide two Athletic Long-Jump Pits
- Accessible for community use

#### **Covered Assembly Area / Amphitheatre**

- Centrally located within Primary School
- Possibly designed to accommodate Netball, Basketball, courts (see above)
- Metal deck or high tensile roof
- Accessible for community use

#### **Student Toilets and Change Rooms**

- Designed according to up-to-date privacy and disabled accessibility standards
- Central location
- Allow for passive supervision
- Limit number of cubicles for each sex in each location / cluster

#### **Storage Solutions**

- Student hooks for bags and coats outside GLA's and SLA's



## Grounds and Storage Shed

- To be shared with the College

### 3.4 Recognition of our history

When our forefathers started the school in 1957 significant sacrifices were made in voluntary works and financial contributions. The bricks for the first school building were handmade by scores of volunteers. It would be a meaningful recognition if this could be recognized via references in an “Entry Statement” or some other suitable “monument” within the planned new school.



## 4.0 Appendix 2 (Updated June 2025) – Approved Development Application conditions

<b>Jurisdiction:</b>	<i>Planning and Development (Development Assessment Panels) Regulations 2011</i>
<b>Application:</b>	Review of a decision of a Development Assessment Panel
<b>Parties:</b>	<b>FREE REFORMED SCHOOL ASSOCIATION</b> (Applicant) <b>DAP EXECUTIVE DIRECTOR</b> (Respondent)
<b>Matter Number:</b>	DR 193/2023
<b>Application Lodged:</b>	19 December 2023
<b>Date of Decision:</b>	10 October 2024
<b>Decision of:</b>	Deputy President, Judge Jackson

---

The Tribunal orders:

1. The application for review is allowed in part.
2. The conditions of the development approval the subject of the reconsidered decision by the Metro Outer Development Assessment Panel issued on 9 April 2024 (reference DAP/23/02545) are:

(i) varied by condition 'q.' being deleted, and replaced by the following condition:

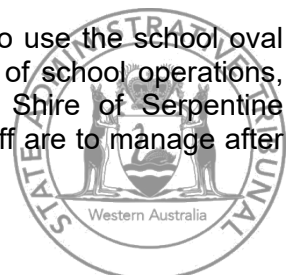
"q. Prior to the lodgement of a Building Permit, plans are to be submitted by the applicant to and approved by the Shire of Serpentine Jarrahdale demonstrating the provision of a roundabout at the intersection of Abernethy Road and Kargotich Road. This roundabout must be fully constructed in accordance with the approved plans prior to the commencement of the school's operations.

Satisfactory funding arrangements for the upgrading of that intersection pursuant to the approved plans shall be made with the Shire of Serpentine Jarrahdale for a full or partial cost contribution by the applicant, as determined by the local government, taking into account any alternative funding sources that may become available."

(ii) varied by condition 's.' being deleted, and replaced by the following condition:

"s. The school is to have a procedure for local community groups to apply to use the school oval and basic amenity facilities after school hours. Prior to the commencement of school operations, details of the procedures are to be provided to the satisfaction of the Shire of Serpentine Jarrahdale. Thereafter, the future school principal and/or other authorised staff are to manage after school access in accordance with these procedures."

(iii) otherwise affirmed.



3. There is no order as to costs.





LG Ref: PA23/588  
DAP Ref: DAP/23/02545  
Enquiries: (08) 6551 9919

State Administrative Tribunal  
565 Hay Street  
PERTH WA 6000

Dear Sir/Madam

**STATE ADMINISTRATIVE TRIBUNAL REVIEW OUTCOME – DR193/2023 –  
Swarts v DAP executive director**

Property Location:	575 (Lot 218) Abernethy Road, Oakford
Application Details:	Proposed Educational Establishment

Please be advised that the Metro Outer Development Assessment Panel reconsidered the above-mentioned development application, SAT ref , pursuant to section 31 of the *State Administrative Tribunal Act 2004* on Wednesday, 3 April 2024.

The Notice of Determination is attached.

Yours sincerely,

**DAP executive director**

9 April 2024

Encl: Amended DAP Determination Notice

Cc: Mr Derek Swarts  
Free Reformed School Association  
State Solicitor's Office  
Planning Appeals

***Planning and Development Act 2005***

**Shire of Serpentine Jarrahdale Local Planning Scheme No. 3**

**Metro Outer Development Assessment Panel**

**Determination on Development Assessment Panel  
Application for Planning Approval**

**Property Location:** 575 (Lot 218) Abernethy Road, Oakford

**Application Details:** Proposed Educational Establishment

Pursuant to section 31 of the *State Administrative Tribunal Act 2004*, the Metro Outer DAP, at its meeting on Wednesday, 03 April 2024, has reconsidered its decision dated 5 December 2023 in respect to the above application, SAT Ref. and has resolved to:

APPROVES the development application for the proposed Educational Establishment at Lot 218, 575 Abernethy Road, Oakford, subject to the following conditions:

- a. The development is to be carried out in compliance with plans and documentation listed below and endorsed with the Shire of Serpentine Jarrahdale stamp, except where amended by other conditions of its consent.

Plans and Specification	Development Plans dated June 2023 Traffic Impact Assessment dated July 2023 Supplemental Traffic Impact Assessment dated October 2023 Water Management Strategy dated July 2023 Acoustic Report dated October 2023 Bushfire Management Plan and Bushfire Emergency Plan dated July 2023 Additional information pertaining to the provision of roundabout and footpath infrastructure dated 23 January 2024
-------------------------	--

- b. Prior to lodgement of a Building Permit, a detailed Stormwater Management Plan must be submitted to and approved by the Shire of Serpentine Jarrahdale, on advice of the Department of Water and Environmental Regulation. The Stormwater Management Plan should be developed in accordance with Local Planning Policy 2.4: Water Sensitive Urban Design Guidelines.

- c. The vehicle parking areas, accessways, internal roads and crossover must:
  - i. Be designed in accordance with the relevant Australian/New Zealand Standard;
  - ii. Include a suitable number of car parking spaces dedicated to people with disability designed in accordance with the relevant Australian/New Zealand Standard;
  - iii. Be constructed, sealed, kerbed, drained, marked and thereafter maintained.

Plans depicting these works are to be submitted to and approved by the Shire prior to the issue of a Building Permit. The works are to be completed prior to operation of the development, and thereafter maintained.

- d. Prior to lodgement of a Building Permit, a Lighting Plan is to be submitted to and approved by the Shire of Serpentine Jarrahdale. The Lighting Plan shall demonstrate the provision of lighting to all access ways, car parking areas, the exterior entrances to all buildings and the extent to which light from all external light sources is cast. The Lighting Plan must demonstrate lighting not causing an adverse amenity impact on the surrounding area. Once approved, lighting is to be installed and maintained in accordance with the Plan.
- e. Prior to lodgement of a Building Permit, plans of public art shall be provided to and approved by the Shire of Serpentine Jarrahdale, in accordance with Local Planning Policy 1.6 - Public Art. Such art is to be established prior to occupation of the development.
- f. Prior to issue of a Building Permit, an application to construct or install an apparatus for the treatment of sewage and the disposal of effluent and liquid wastes must be submitted to and approved by the Shire of Serpentine Jarrahdale, in accordance with the Health (Treatment of Sewage and Disposal of Effluent and Liquid Waste) Regulations 1974.
- g. Prior to issue of a Building Permit, a Signage Strategy must be submitted to and approved by the Shire of Serpentine Jarrahdale. The Strategy should demonstrate compliance with Local Planning Policy 4.11 - Advertising Signs. Once approved, signage shall be displayed and maintained in accordance with the Strategy.
- h. Prior to the commencement of the development, a Waste Management Plan must be submitted to and approved by the Shire of Serpentine Jarrahdale. Once approved, development must be in accordance with the approval Waste Management Plan.
- i. Prior to the commencement of the development, a Construction Management Plan must be submitted to and approved by the Shire of Serpentine Jarrahdale. The Construction Management Plan must be prepared to address dust and noise from construction and traffic management during the peak periods. Once approved, the Construction Management Plan shall be adhered to at all times.
- j. Prior to the lodgement of a Building Permit, an amended Bushfire Attack Level Assessment shall be provided to the Shire of Serpentine Jarrahdale. An updated vegetation and topography map and table shall be provided identifying separation distance measurements from buildings to the classified vegetation, to the satisfaction of the Shire of Serpentine Jarrahdale.

- k. Prior to the lodgement of a building permit, a Landscaping Plan shall be submitted to and approved by the Shire of Serpentine Jarrahdale. The Landscaping Plan shall detail the following, to the satisfaction of the Shire of Serpentine Jarrahdale:
  - i. Provision of vegetative landscaping within the adjoining verges of the site, and the full management of verges adjoining the site;
  - ii. Detailed planting regime and plans, identifying the number of plants, species, size of tubs;
  - iii. A schedule of planting including the how vegetation is planted, monitored for failure and replaced where required.

Once approved, the Landscaping Plan shall be implemented prior to occupation and maintained thereafter.

- l. Prior to the lodgement of a Building Permit, updated plans and information shall be submitted to and approved by the Shire of Serpentine Jarrahdale, detailing the following:
  - i. Perimeter fencing to the satisfaction of the Shire of Serpentine Jarrahdale;
  - ii. An amended layout of pedestrian infrastructure connecting the school site to car parking areas, bus stop locations and the required connection to upgraded pedestrian infrastructure connecting into the site;
  - iii. Provision of bicycle parking in accordance with Local Planning Scheme No. 3; and
  - iv. A school bus turnaround onsite.
- m. Prior to the commencement of the development, a Mosquito Management Plan must be submitted to and approved by the Shire. The Mosquito Management Plan shall demonstrate appropriate management of artificial water bodies or drainage basins created as part of the development, to avoid conditions that may generate mosquito breeding.
- n. Prior to the lodgement of a Building Permit, a detailed Noise Management Plan must be prepared by a suitably qualified acoustic consultant, and submitted to and approved by the Shire of Serpentine Jarrahdale. The Noise Management Plan shall address the following to the satisfaction of the Shire of Serpentine Jarrahdale:
  - i. Adoption of recommendations of the stamped Acoustic Report;
  - ii. Where necessary, the provision of additional design measures to mitigate amenity impacts to nearby sensitive receptors to ensure compliance with the Environmental Protection (Noise) Regulations 1997; and
  - iii. Appropriate restrictions and measures to manage noise generated from afterschool activities or events that occur outside of normal school hours;

Once approved, the Noise Management Plan shall be implemented prior to occupation and maintained thereafter.

- o. Prior to the commencement of the development, a revised Bushfire Emergency Plan shall be submitted to and approved by the Shire. The Bushfire Emergency Plan shall demonstrate appropriate emergency management measures in accordance with State Planning Policy 3.7 - Planning in Bushfire Prone Areas and Clause 5.5.4 of the Guidelines for Planning in Bushfire Prone Areas.

- p. Satisfactory arrangements being made with the Shire of Serpentine Jarrahdale, to cede 2,167.58m<sup>2</sup> of land from Lot 218 on Deposited Plan 202681, free of cost, as required by the Hypergrowth Road Project to enable the construction of the Abernethy Road roundabout.
- q. Prior to the lodgement of a Building Permit, plans are to be submitted to and approved by the Shire of Serpentine Jarrahdale demonstrating the provision by the applicant of a roundabout at the intersection of Abernethy Road and Kargotich Road. This roundabout must be fully constructed by the applicant, at its cost, in accordance with the approved plans prior to the commencement of the development's operations. Should the Shire receive a grant for the roundabout prior to the applicant commencing works on the roundabout, the applicant shall instead provide a monetary contribution to the Shire to cover any residual amount not covered by the grant, to fully deliver the roundabout.
- r. Prior to the issue of a Building Permit, plans are to be submitted to and approved by the Shire of Serpentine Jarrahdale demonstrating the provision of a suitable footpath along Abernethy Road, which links the development to the principal shared path designed along the Tonkin Highway extension. The footpath shall be fully constructed by the applicant and must be completed prior to the commencement of the school's operations.
- s. Prior to commencement of school operations, the school entering into a shared use agreement with the Shire of Serpentine Jarrahdale. This is to secure broader community use of the school oval and associated parking and change room facilities, for both active and passive community recreation use outside of school hours. The agreement is to be prepared to the satisfaction of the Shire at the cost *of the school*.
- t. Prior to commencement of the school operations, the school shall establish and maintain a Community Reference Group, based on terms of reference to be submitted to and approved by the Shire. The CRG's purpose is to act as an open and transparent forum for nearby landowners to discuss any issues or exchange any suggested solutions, to issues that may be impacting the amenity of the locality. The CRG is to be in place from the commencement of construction, until 24 months after the first student intake.

**Advice Note:**

- a. In relation to Condition I (i), the Shire would be seeking high quality fencing, in keeping with the rural aesthetic of the locality.

Where an approval has so lapsed, no development shall be carried out without further approval having first been sought and obtained, unless the applicant has applied and obtained Development Assessment Panel approval to extend the approval term under regulation 17(1)(a) or local government approval under regulation 17A of the *Planning and Development (Development Assessment Panels) Regulations 2011*.