



EDUCATION

CAPABILITY STATEMENT

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PLAN E, an innovative landscape architectural studio committed to delivering creative, provocative, inspiring and socially relevant solutions for all our clients.

We seek to instil a unique character into each project that responds to the individuality of the client's brief, project budget and specific site conditions, whilst providing pride and joy today and long into tomorrow.

Our commitment is to always be competitive on price, deliver the highest quality product and provide an exemplary level of service. Since our inception in 1996, plan e has developed an enviable portfolio of work across a diverse range of projects.

COLLABORATE + CREATE + EXCEL

“ I want to make special mention of the Landscape Architect for the project, Adam Lange, who took the thoughts, needs and definite ‘don’t wants’ on board during the initial steps of consulting with Early Educators. “We had seen some of the wonderful spaces that PLAN E has designed, with numerous nature-based parks around Perth. It was clear they have a thorough understanding of the importance of play spaces that provide a good variety, and balance, of challenging natural elements. ”

Mary Bizzaca

Principal
St John's Primary School

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Greater emphasis than ever before is being placed on good landscape design in all levels of education facilities, in recognition of the importance of creating stimulating, engaging spaces that address a variety of needs, including outdoor learning, play, activity and socialisation, as well as quieter spaces for contemplation, reflection and retreat. The landscape must not only be functional and robust to successfully accommodate the intense, high use demands placed on it, but must also create an attractive setting and environment for the facility that addresses the diverse needs of students, teachers and visitors, including parents.

PLAN E has considerable experience in designing beautiful, engaging and functional environments across the full range of education facilities, from child care to primary and secondary schools and tertiary campuses.

“ A collaborative design approach is essential to ensure holistic, well-considered master planning and design of the campus that considers and addresses the site conditions and context, social and cultural influences and needs ”



Butler College

A collaborative design approach is essential to ensure holistic, well-considered master planning and design of the campus that considers and addresses the site conditions and context, social and cultural influences and needs, the client and user requirements, and budgetary constraints. This approach is becoming increasingly important with the growing trend to integrate education facilities more into the community and opening them for greater community use.

Close coordination with the architect and other consultants will result in a well-integrated design where the architecture and landscape work in harmony to create a functional, seamless environment that acknowledges and respects the surrounding social, cultural and built-form context.



Dalyelup College



“ A landscape for the new buildings that responds to the architectural expression and incorporates themes and materials that relate to the existing characteristics of the site. ”

The landscape design for Stage 2 of the Dalyellup College project creates a landscape for the new buildings that responds to the architectural expression and incorporates themes and materials that relate to the existing characteristics of the site.

The setting for the new buildings was based on a “Buildings in a Landscape Setting” theme, incorporating a new ‘East-West Spine’ integrating an avenue of deciduous trees linking the new buildings and creating a series of courtyard spaces along its length. The design also allows for a strong physical and visual connection to the adjoining sports fields which are also used by local community groups.

A series of unique courtyard spaces that reflect the adjoining building uses and provide numerous opportunities for both structured and spontaneous forms of learning, activity and play have been designed as a means to create interest and to ensure the physical well-being of students and staff.

The landscape is based on environmentally sustainable principles including the predominant use of native plant species, retention of significant existing trees as a means to shelter the site from the harsh climatic conditions, and the use of contemporary water wise irrigation techniques.

Drainage from the site is directed into an on site drainage system that provides nutrient stripping functions. The incorporation of materials for paving and site furniture are suitable for use in this intensive school environment and are in-keeping with the overall Architectural character.



Status: Ongoing



Team: Andrew Baranowski, Adam Lange



Role: Project Landscape Architects for planning and project development, schematic design, design documentation and contract documentation.



“ The creation of a “central spine” to define the major circulation route in a bold way, through the use of geometric paving patterns and avenues of deciduous trees ”



This secondary education facility in the northern suburbs of Perth incorporates facilities for a variety of student needs, including flexible play spaces, external learning areas, spill-out zones, seating opportunities, and a “chill-out” or “quiet” area for the higher needs children. A strong circulation hierarchy was imperative to integrate the needs of the variety of students anticipated to be using the campus.

Establishment of a vegetation “buffer” to the perimeter of the site using WA coastal species, to blend the site with the surrounding coastal landscape was achieved using informal mass planting of trees and low native understorey within an undulating dunal landform to buffer the site from prevailing salt-laden winds. This included revegetation of the existing drainage easements in consultation with the City of Wanneroo.



The design features a “Central Spine” to define the major circulation route in a bold way, through the use of geometric paving patterns and avenues of deciduous trees.



Status: Completed 2012



Team: Andrew Baranowski, Sarah Cooney, Shari Peters



Role: Landscape Architects for schematic design, design documentation and contract documentation.

BALDIVIS SECONDARY COLLEGE

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“ A strong robust design, in response to the unique architectural language of the buildings ”

The external landscape of Baldivis Senior High School required a strong, robust design in response to the unique and bold architectural language of the buildings. The theme of a “Native Forest Campus” was created through the use of dense native tree planting in a grid formation, to frame and provide a “green” setting for the Campus architecture, and to integrate the school facility with its natural dampland setting.

The external spaces comprise native gardens, courtyards, seating nodes, intensive landscape areas, parkland and paths using feature planting to define the main pedestrian entry points into the site.

A strong circulation hierarchy for the site is established using linear and angular paving patterns linking the main buildings of the Campus, enhanced with amenity and feature lighting, and robust furniture design.

Within the internal courtyard and school areas a series of formal Western Australian native tree ‘bosques’ has been planted to define outdoor space, create shade and shelter, soften the impact of the buildings, and to assist with ground-water absorption as part of the overall sustainability initiatives for the site.

Permaculture and horticultural practices in courtyard areas take advantage of captured stormwater in the creation of a “living garden” in which students, staff and visitors can enjoy learning opportunities and become involved in the gardens and landscape of the campus.



Status: Completed 2013



Team: Andrew Baranowski, Sarah Cooney, Jules Bulleid



Role: Landscape Architects for schematic design, design documentation and contract documentation.

EDITH COWAN UNIVERSITY - LIBRARY

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“ The array of levels create different outdoor rooms that have been designed to offer a variable protected external area that is seen as an extension of the internal library space ”

PLAN E was engaged to assist with the new library complex on ECU's Joondalup Campus. The landscape was designed to intergrate with the existing themes and material palettes of the site.

The Level 1 courtyard was designed to create a strong landscape setting that complemented the new library building, with a series of raised timber seating platforms, table facilities and other informal meeting spaces designed on different levels in response to the sunken nature of the space.

The array of levels create different outdoor rooms that have been designed to offer a variable protected external area that is seen as an extension of the internal library space.



Status: Completed 2006



Team: Andrew Baranowski, Sarah Cooney



Role: Landscape Architects for schematic design, design documentation and contract documentation.

ECU – BUILDING B34

EDUCATION



“ The space is punctuated by a tree grove that emerges from the ground-plane and extends through an opening in the podium structure above. ”

The primary objectives of the landscape treatment of Building 34 were to create a highly aesthetic, comfortable and functional environment, mitigating harsh climatic conditions, and minimising the recurrent expenditure through the establishment of a low maintenance landscape, particularly the use of an efficient irrigation system throughout.

The location and orientation of Building 34 have resulted in the creation of distinct landscape precincts, namely the Forum, Market Place, North Entry Court, Kurongkurl Katitjin Court, Northern Court, Perimeter Landscape, and the Level 2 Podium. These zones are linked using a consistent materials palette, thereby creating a coherent and functional design, whilst displaying their own character to suit the individual forms and functions of each space. Introduction of seating nodes and umbrellas adjacent the Lecture Theatre and near Building 5 courtyard creates additional seating/gathering opportunities for students and staff.

The Forum acts as a main focal point for the site with outdoor theatre incorporating stage and screen, terraced decking, open lawn area and shade trees. Spotted Gums planted at Level 1 and extending through the opening in the podium deck, form one of the distinct features of this space. The forum is intended to provide students/staff with a major day and night social gathering space.

The Market Place comprises an open flexible space that acts primarily as a gathering and meeting place with access to the building and external areas for the majority of the time, yet has been designed to accommodate a market function at set times. The space is punctuated by a tree grove that emerges from the ground-plane and extends through an opening in the podium structure above.



Status: Completed 2015



Team: Andrew Baranowski



Role: Landscape Architects for schematic design, design documentation and contract documentation.