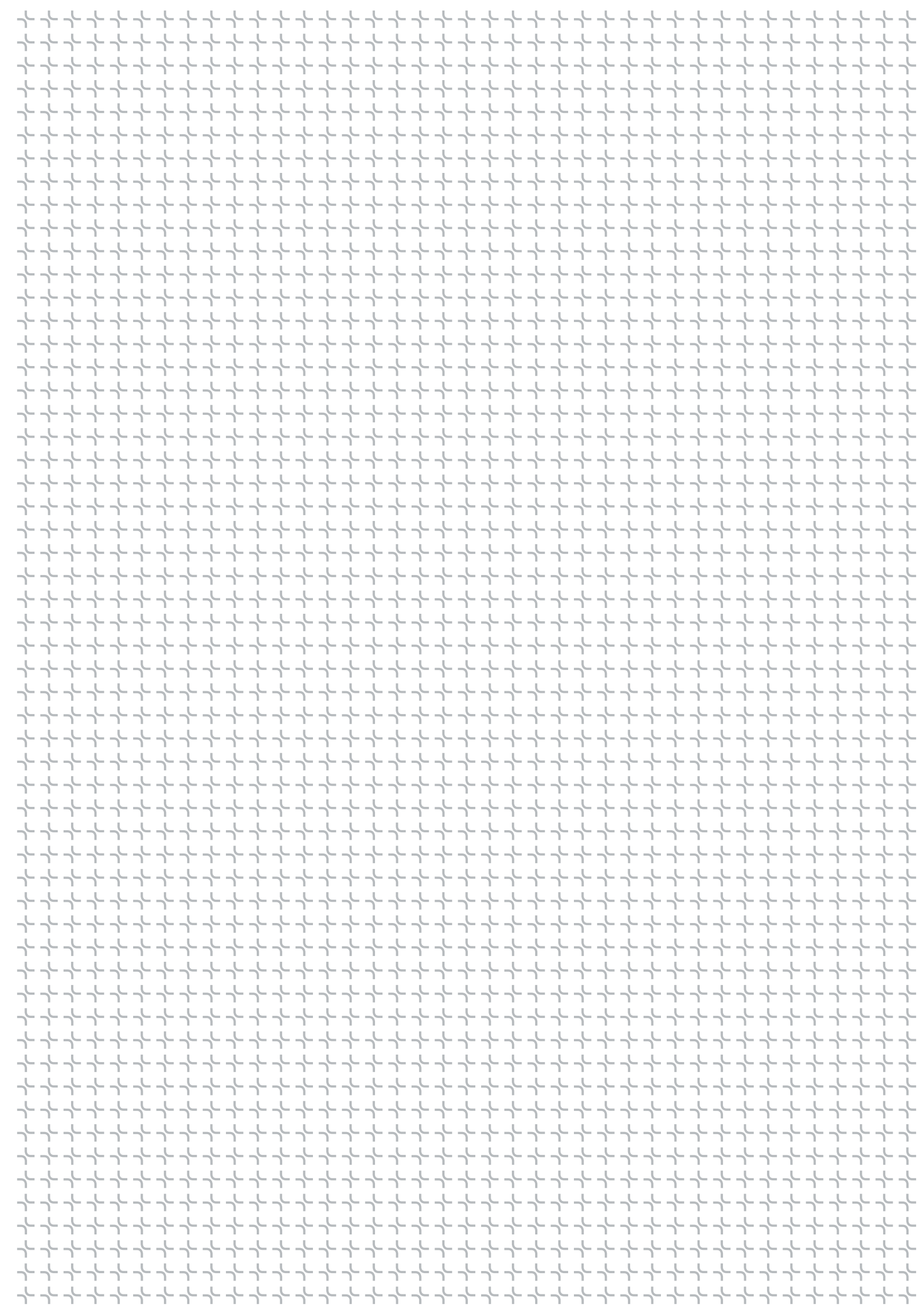
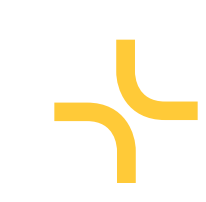




01



CONTEXT AND CHARACTER

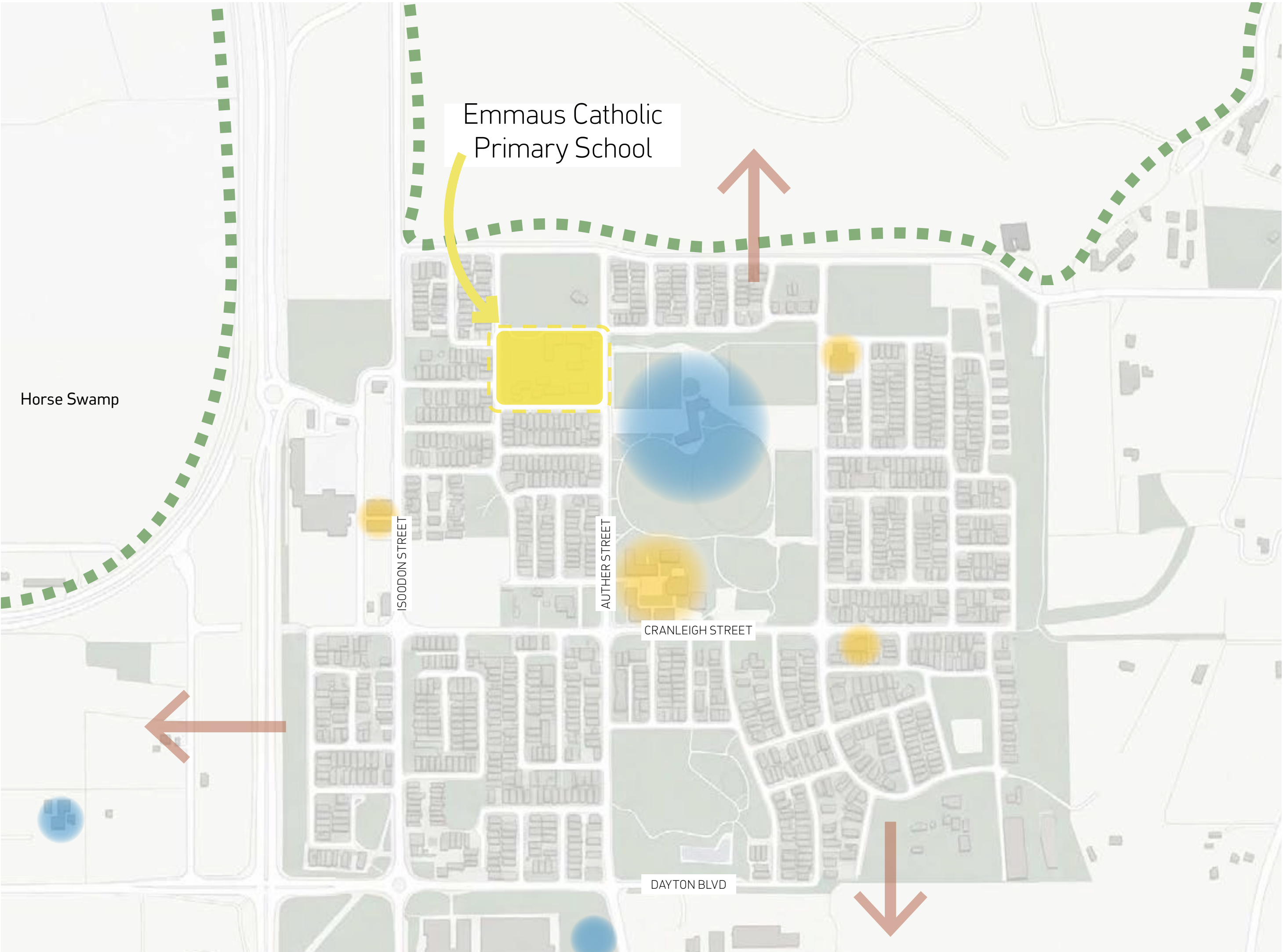
location

Dayton sits within Noongar Country, where the Whadjuk Noongar people's deep connection to the land spans tens of thousands of years. The nearby wetlands and bushland hold profound cultural significance and have been a guiding influence on the design's relationship with the natural environment.

As a rapidly growing suburb, Dayton already benefits from a rich community fabric of early childhood centres, schools, and places of worship. Emmaus adds a meaningful Catholic presence to this landscape, while its double stream capacity directly responds to the suburb's expanding population.

LEGEND

- Emmaus Catholic Primary School
- Nearby Bushland / Wetland
- Community Facilities
- Education Facilities
- Urban Expansion



the site

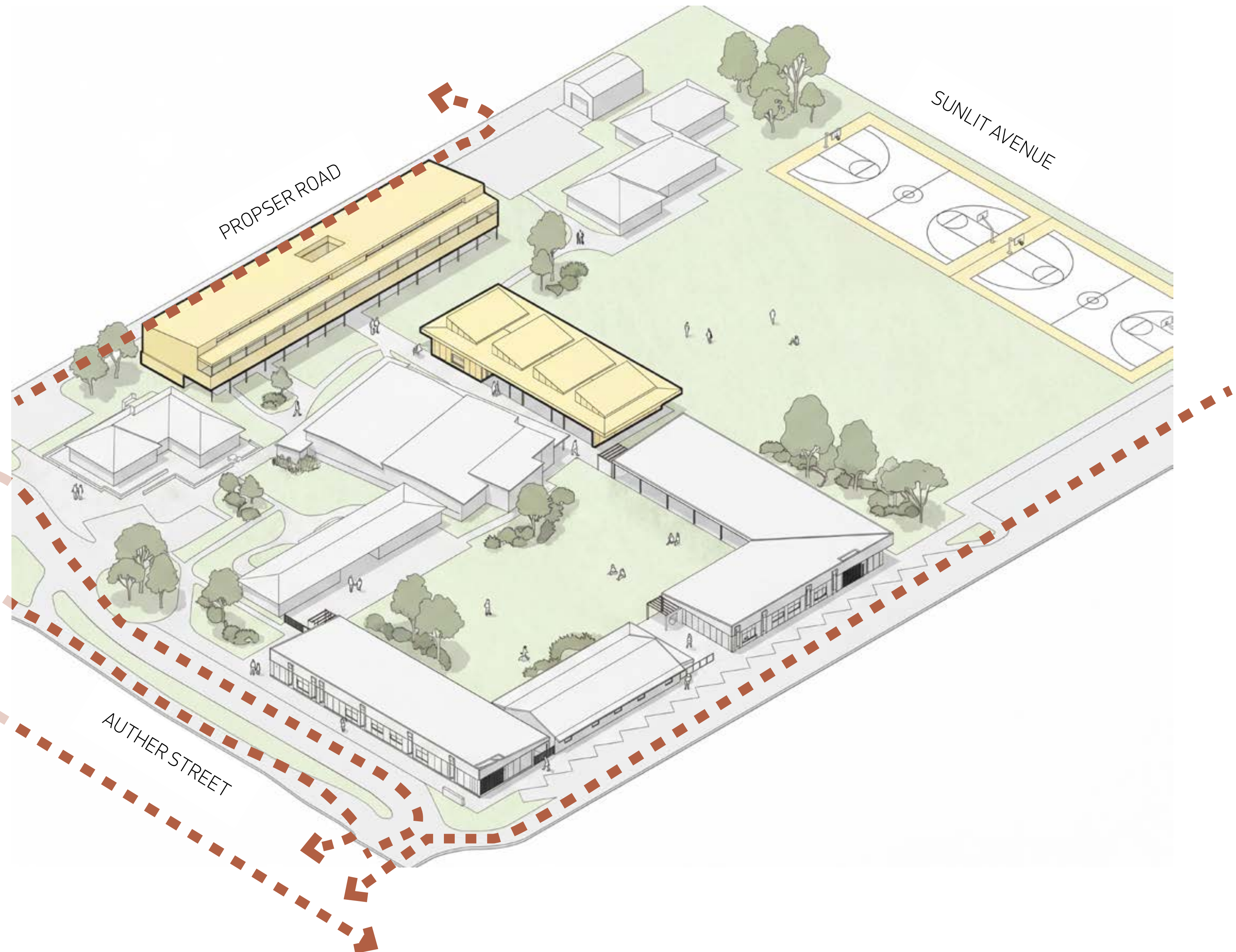
VEHICLE ACCESS

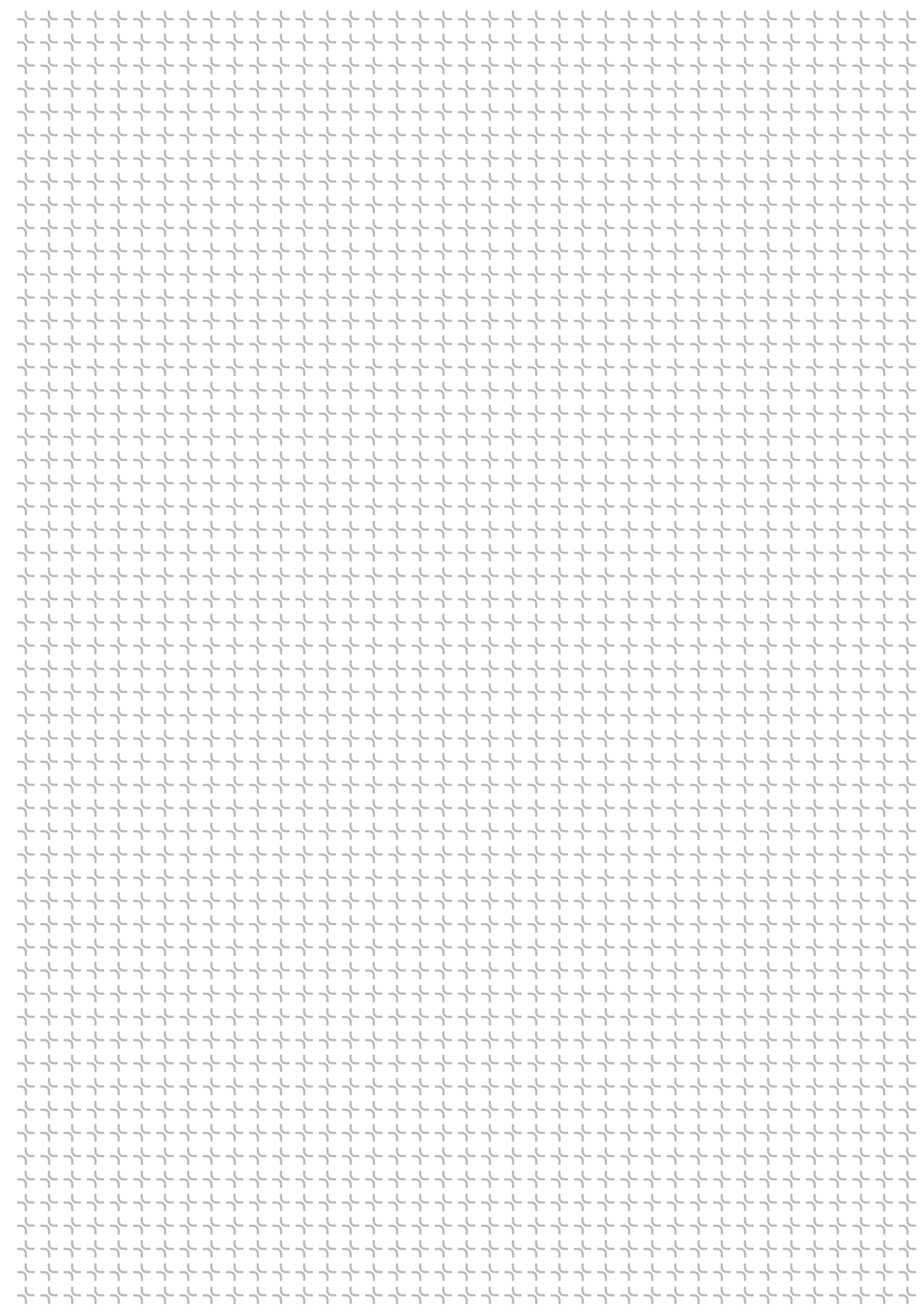
The site is accessed via two primary entry points. Arthur Street to the west serves as the main vehicle access, accommodating eight kiss-and-drop bays adjacent to the Early Childhood Centre. Sunlit Avenue to the east provides a secondary access point. Formal staff parking is located along the northern boundary, with maintenance vehicle access via Prosper Road to the south.

Arthur Street is a dominant local thoroughfare, carrying the majority of vehicular movement through the area. The community sporting complex located directly opposite reinforces the civic and community character of the streetscape, establishing a precedent for active, publicly orientated land uses along this corridor. The proposed development responds to and reinforces this established character.

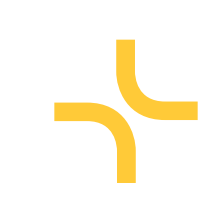
LEGEND

 Vehicle traffic circulation





02



LANDSCAPE
QUALITY

landscape quality

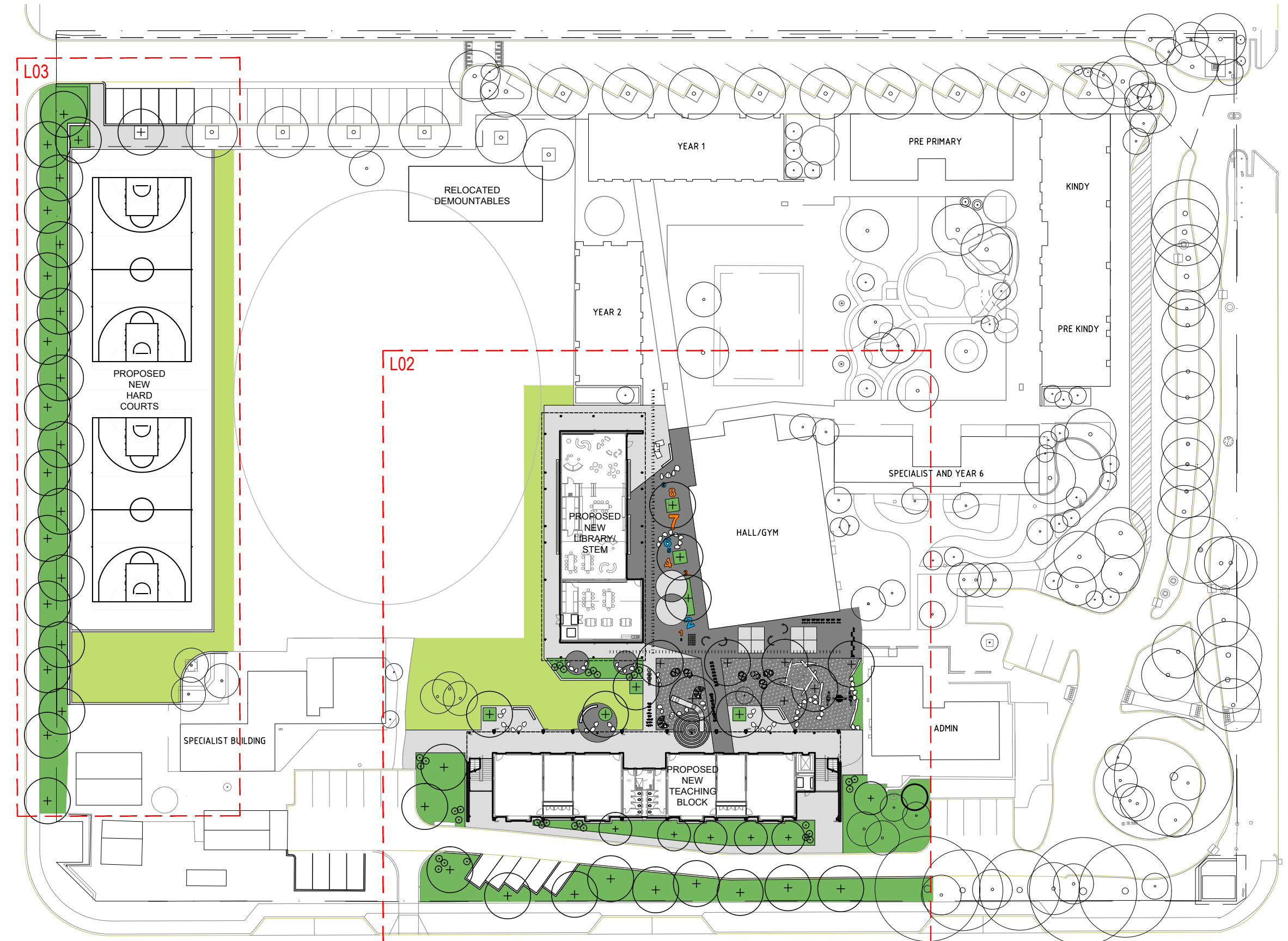
NATURE PLAY

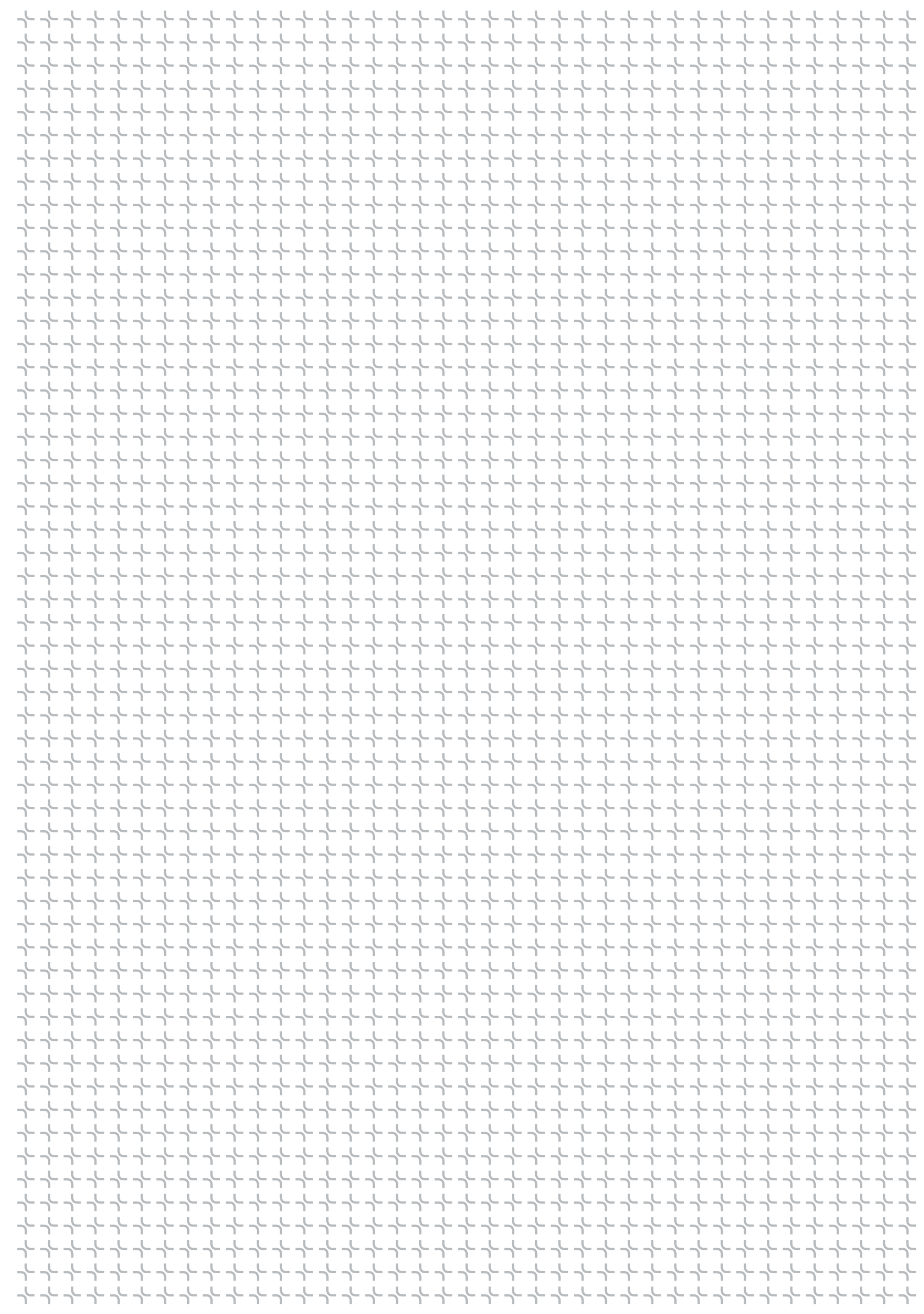
The landscape design forms a continuous green connection with Stage 2, extending the established native planting palette of local species, shrubs and groundcovers to reinforce a cohesive campus identity and support local biodiversity.

Softscapes and nature play are central to the scheme, creating varied, sensory-rich outdoor environments tailored to a primary school with a high proportion of neurodiverse students — offering spaces for active play, quiet retreat and informal learning.

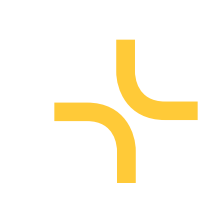
Street trees are provided along the boundary edges to enhance streetscape amenity, provide shade and soften the interface with the public realm.

Refer to the Landscape Plan included in the Appendix,





03



BUILT FORM AND SCALE

scale

BUILDING HEIGHTS

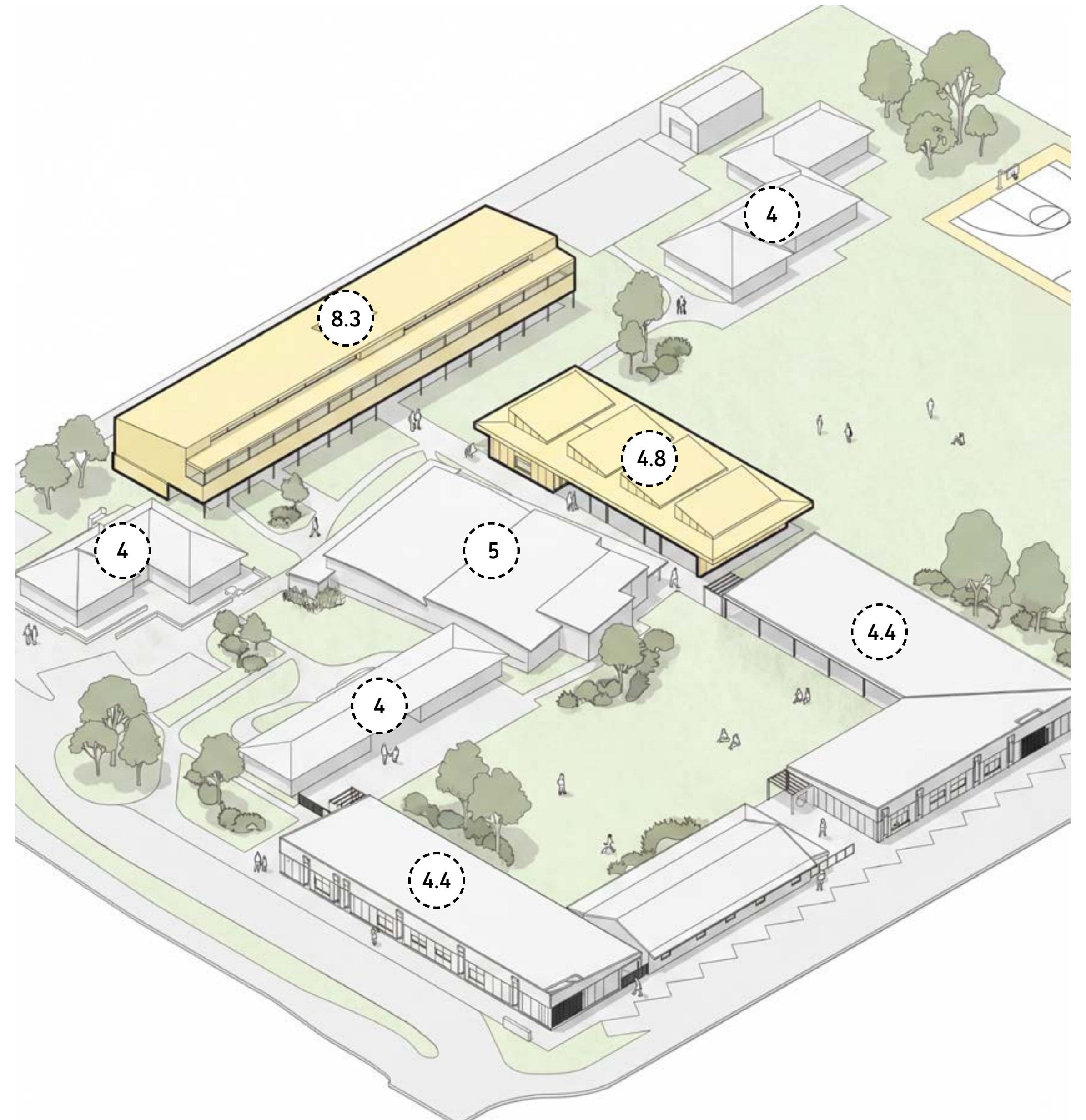
Dayton is a predominantly single-storey suburb, with adjacent residential dwellings and the existing school campus maintaining this scale.

To accommodate growing enrolment while preserving outdoor recreation space, the proposed General Learning Area building is designed as a two-storey structure positioned to the south of the site. This maximises the available oval and play areas critical to the school's daily operations.

The building is oriented along a north-south axis to optimise passive solar performance and natural ventilation, responding to the Western Australian climate.

LEGEND

 Heights in meters



OVERSHADOWING

SUMMER SOLSTICE 21ST DECEMBER



9 AM



12 PM



3 PM

OVERSHADOWING

WINTER SOLSTICE 21ST JUNE



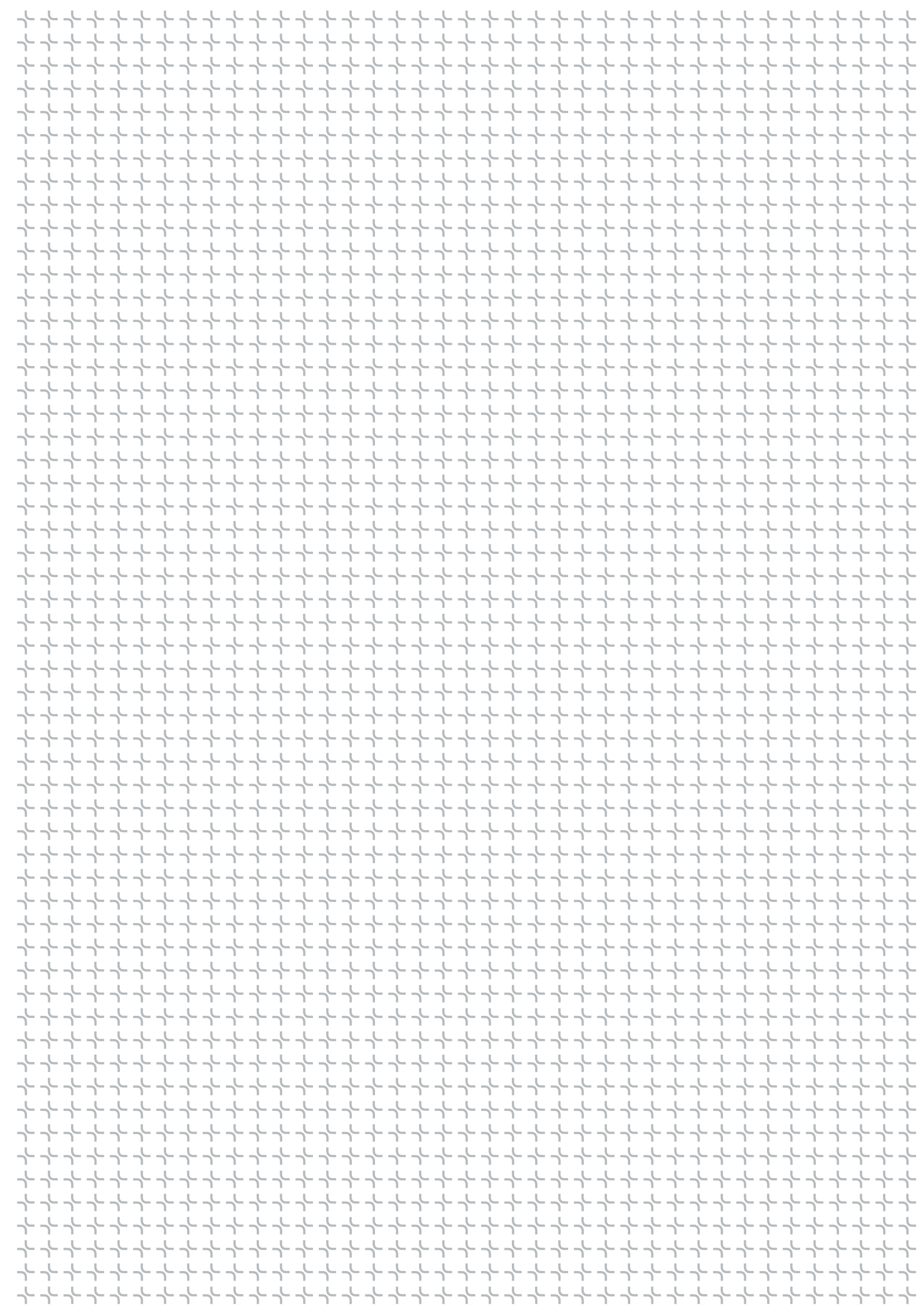
9 AM



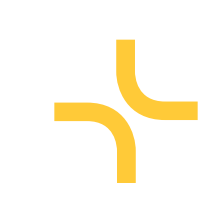
12 PM



3 PM



04



FUNCTIONALITY AND BUILD QUALITY

functionality

CIRCULATION

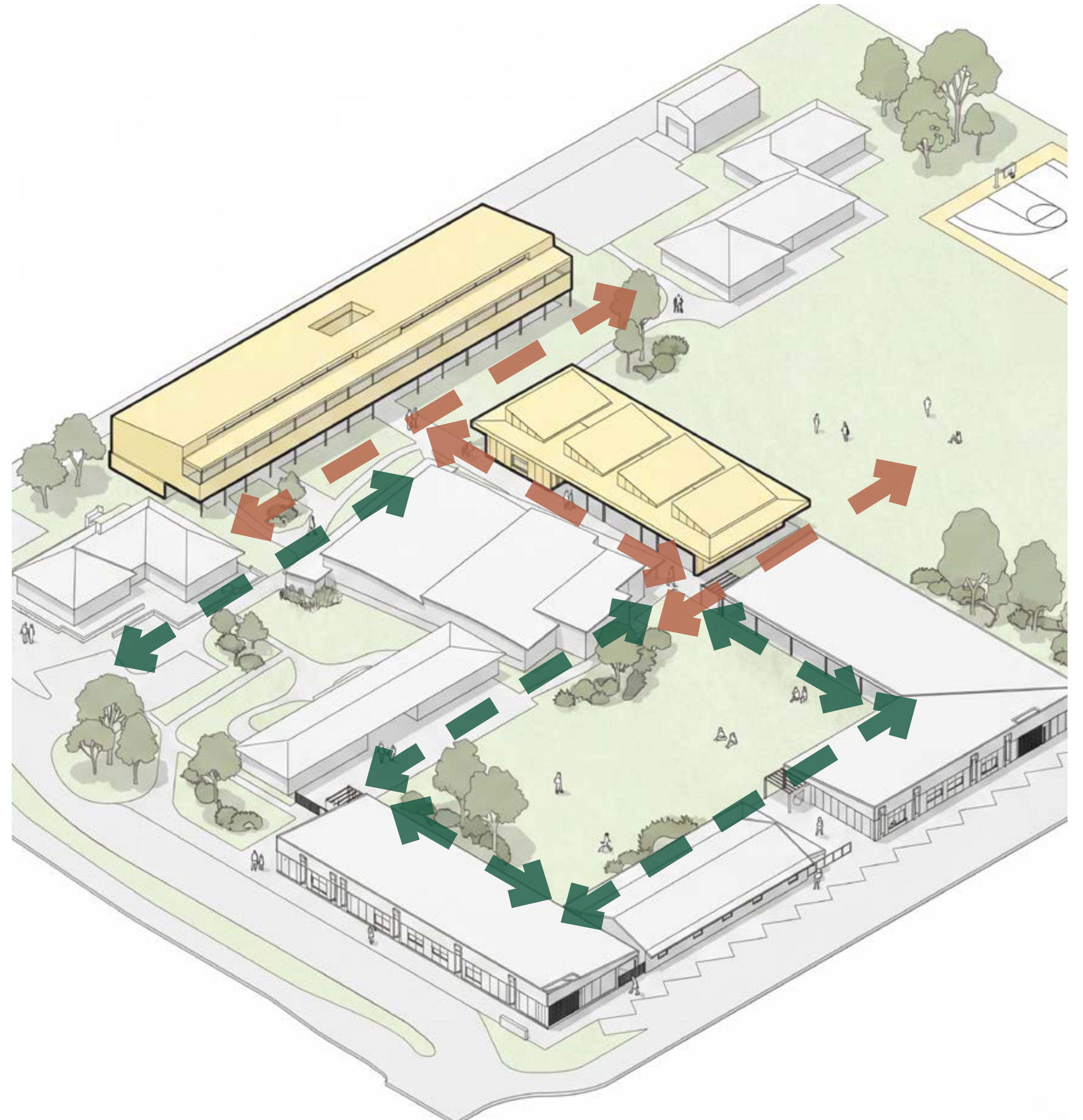
Stage 2, completed in early 2026, established strong circulation axes across the site that significantly improved movement and connectivity for students and staff. These defined pathways created a legible and functional layout that formed the backbone of the campus.

The Stage 3 design continues and extends these established axes, ensuring consistency and coherence across the growing campus. By building upon the existing circulation framework, the development maintains and enhances the overall functionality of the school grounds.

LEGEND

← → Existing Circulation

← → New Circulation

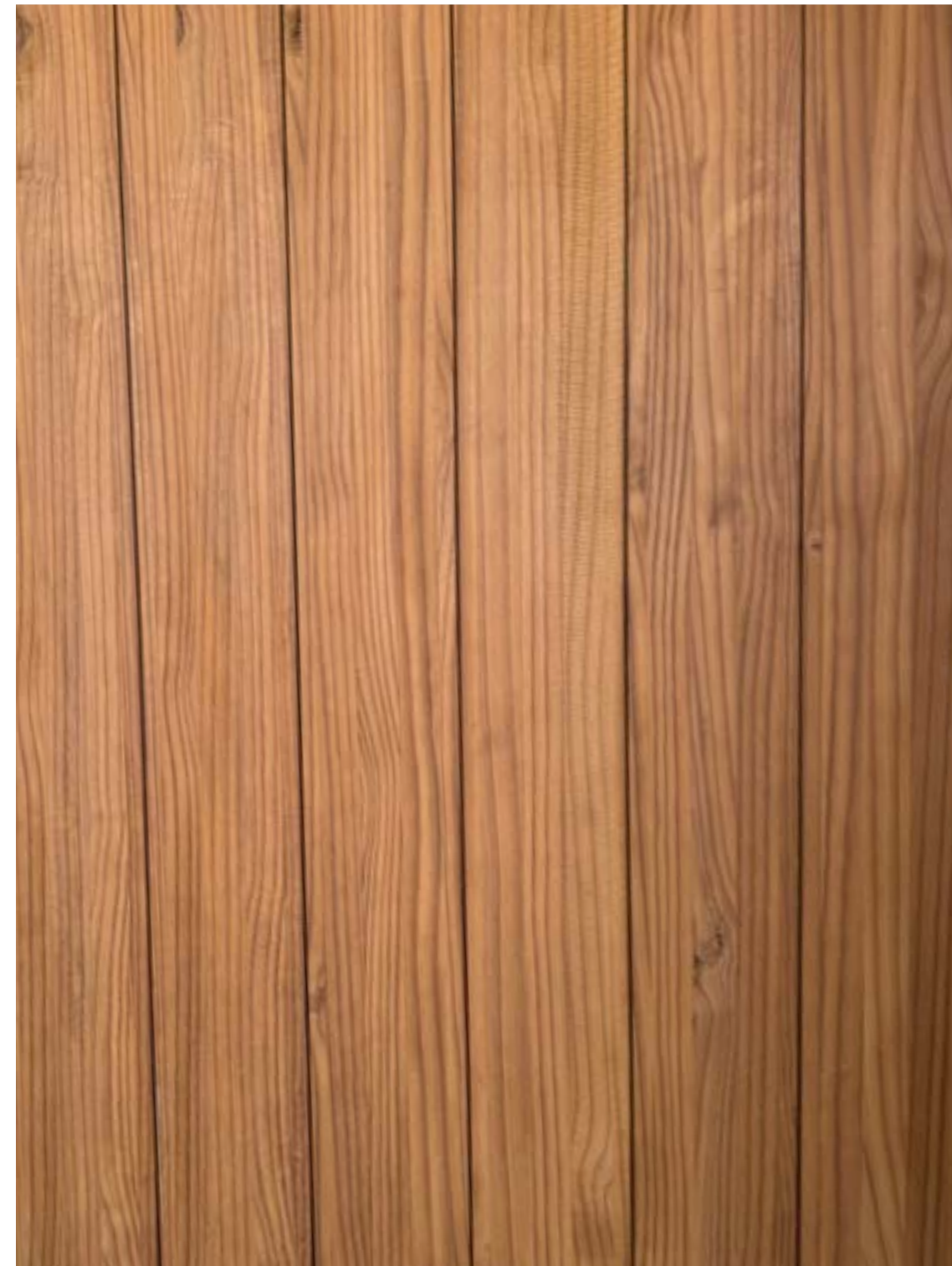


build quailty

The Stage 3 development employs durable, long-lasting materials that complement the existing campus palette, reinforcing a cohesive identity across the school. Earthy material selections draw a connection to the broader Swan Valley context, including rammed earth, timber cladding, Colorbond roofing, and fibre cement sheeting in warm beige tones.



RAMMED EARTH



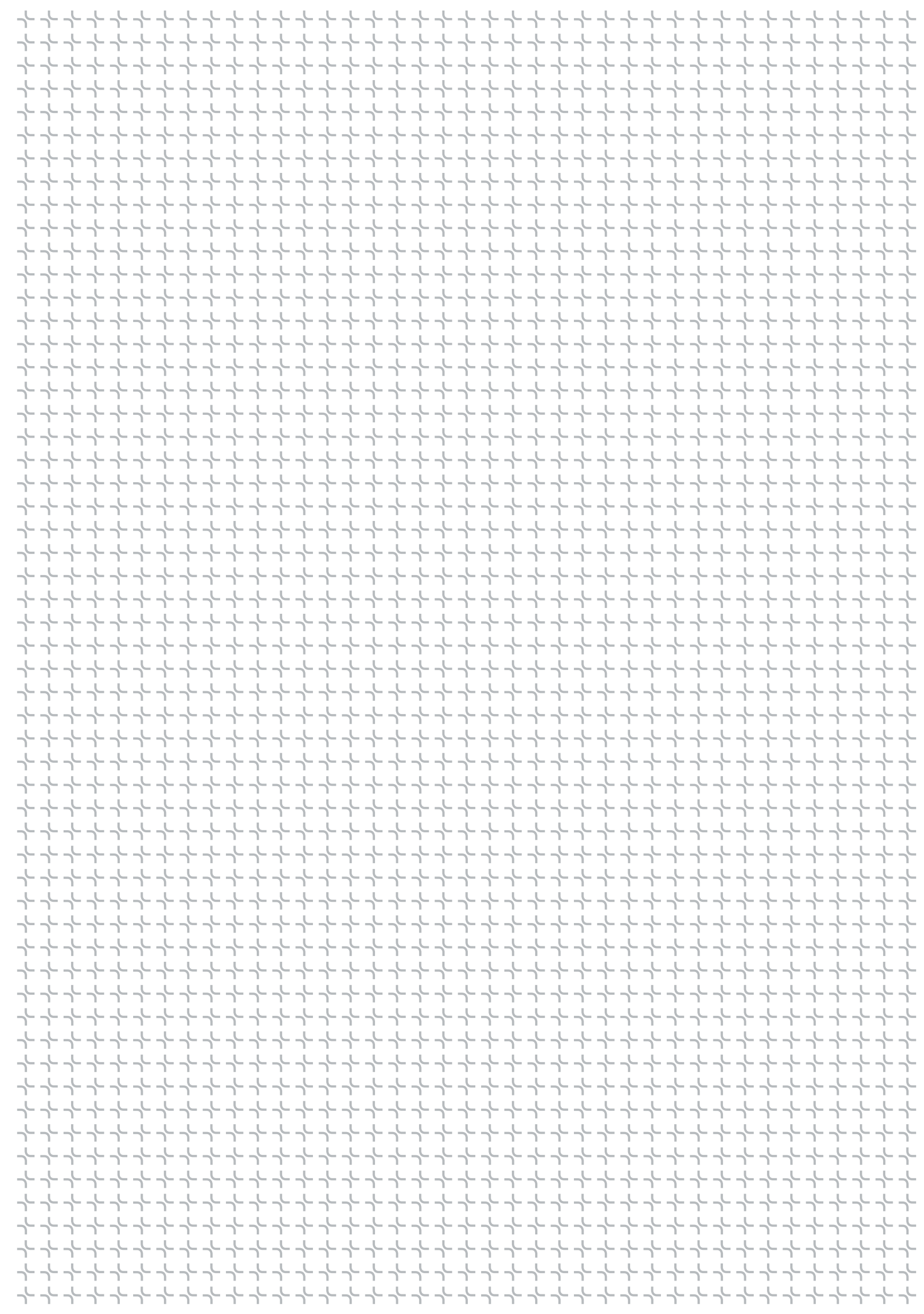
TIMBER CLADDING



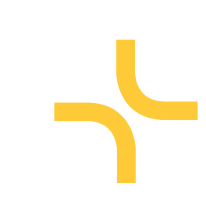
CFC SHEETING



COLORBOND ROOF DETAILS



05



SUSTAINABILITY

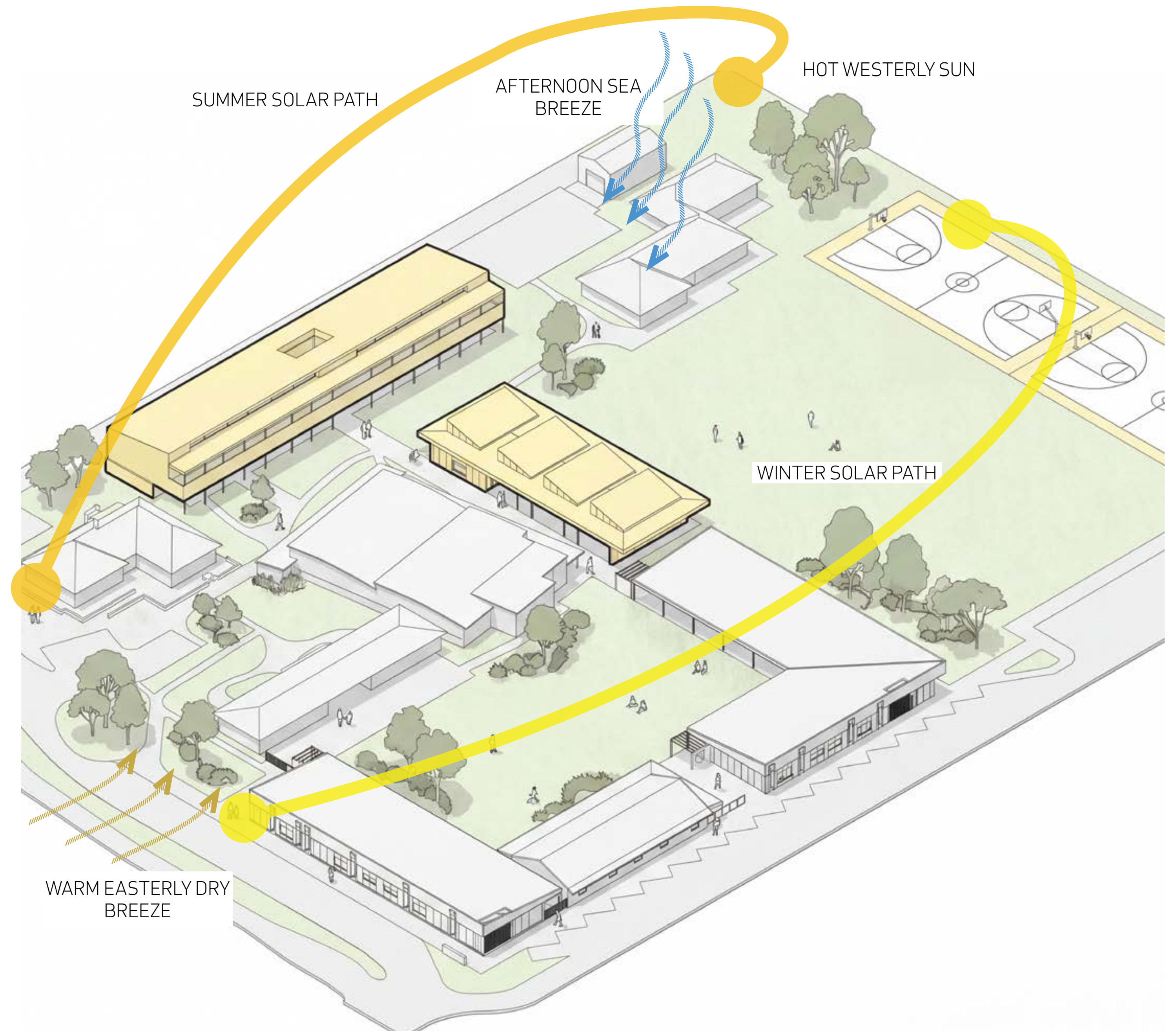
sustainability

CLIMATE

Dayton sits at $\sim 31.7^{\circ}\text{S}$ with a Mediterranean climate of hot dry summers and mild wet winters. Summer mornings bring hot easterlies; afternoons shift to a south-southwesterly sea breeze. Winter sees consistent south to southwesterly winds from cold fronts. Winds average 18–25 km/h year-round.

The sun tracks through the northern sky year-round. Summer solar altitude reaches $\sim 81^{\circ}$ at noon — steep and easy to shade with horizontal overhangs. Winter drops to $\sim 35^{\circ}$, allowing sun to penetrate deep into north-facing spaces for passive heating.

Key design response: north-facing glazing with horizontal eaves, vertical screening on east/west elevations, and cross-ventilation oriented to the afternoon southwesterly.



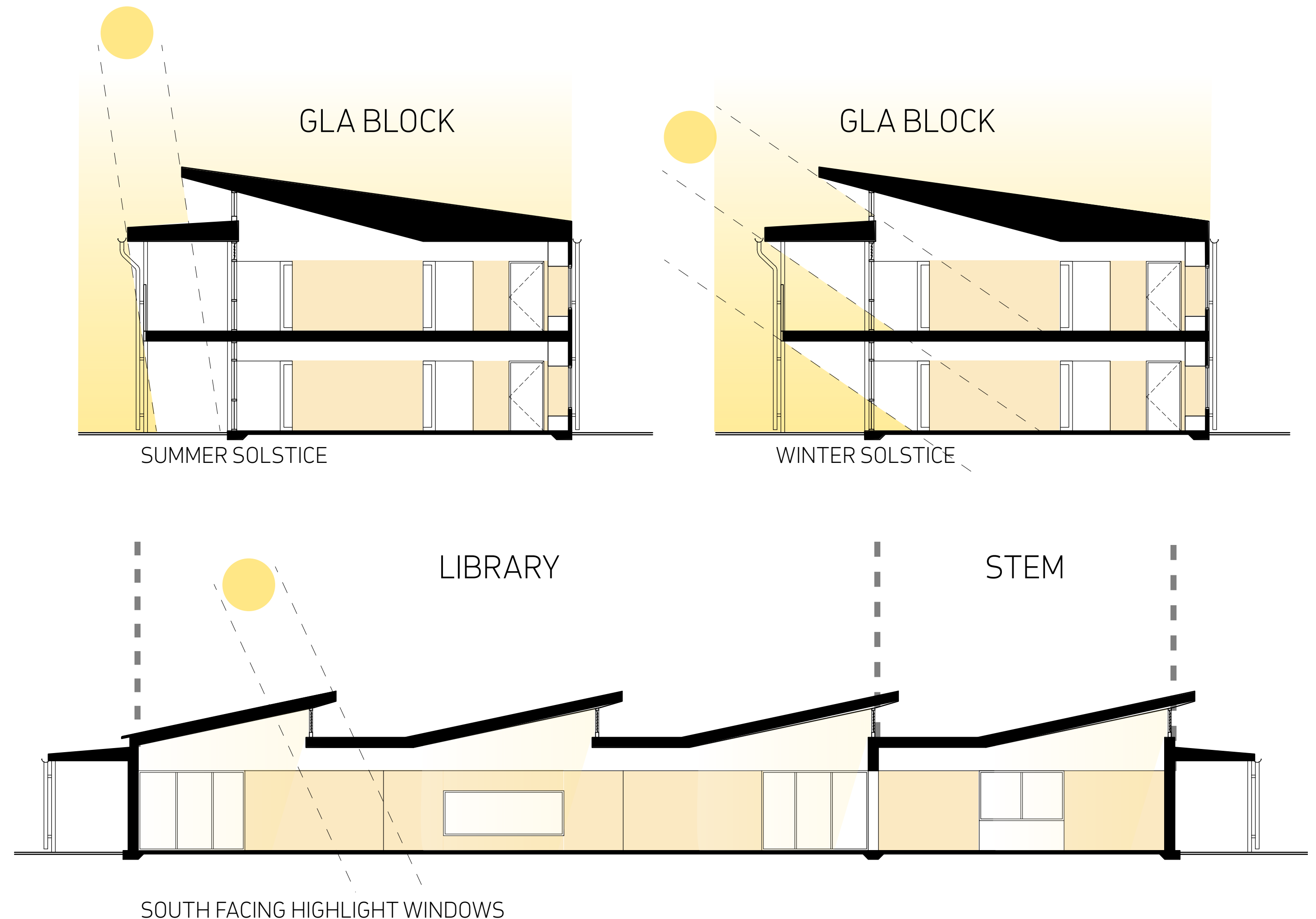
sustainability

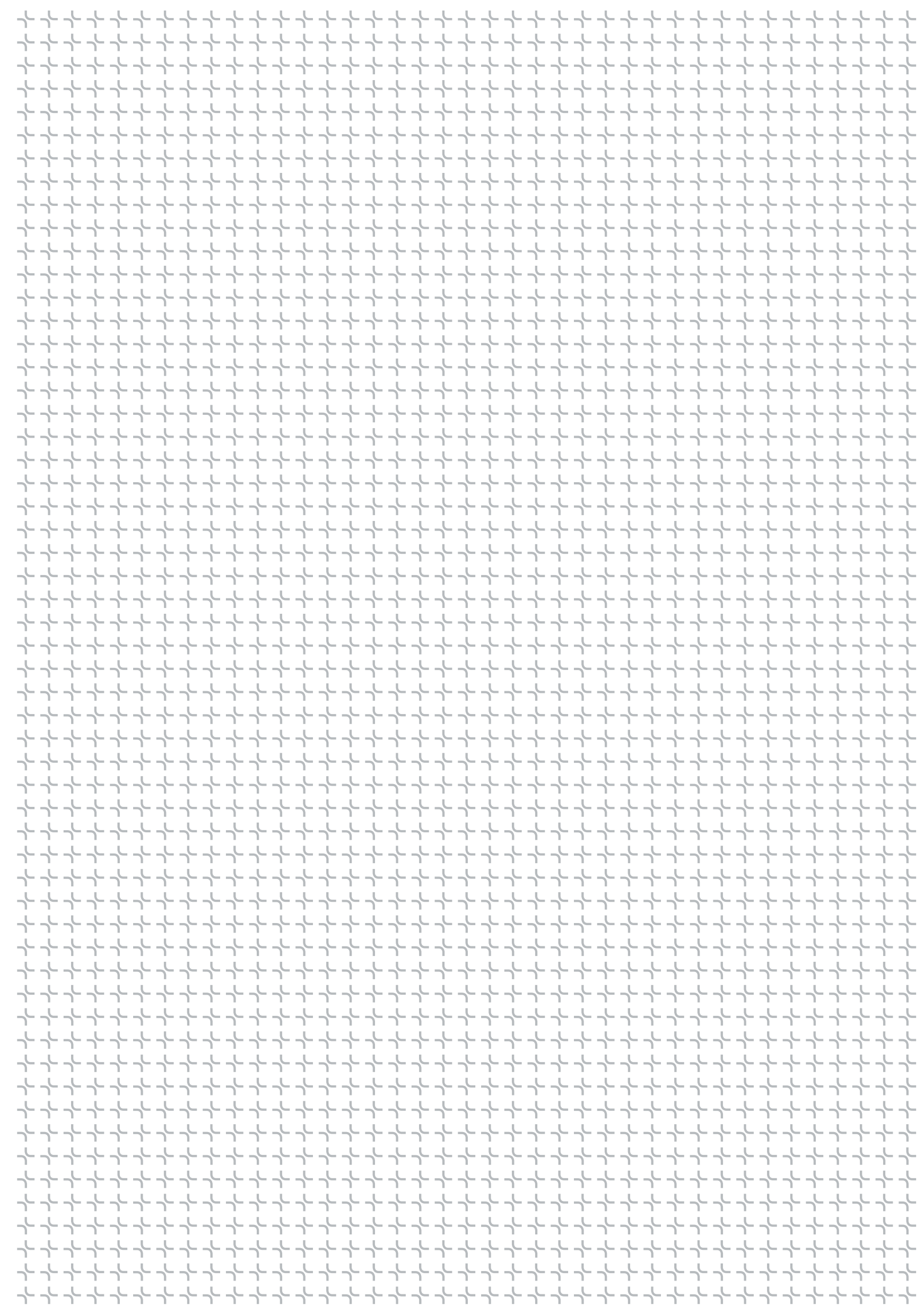
DESIGN RESPONSE

The GLA Block opens northward, with raked rooflines intercepting the high summer sun to prevent direct glare while allowing the lower winter sun to penetrate deeper into classrooms — delivering bright, controlled light year-round.

The Library and STEM Block uses south-facing highlight windows to provide soft, diffuse, glare-free light — creating a calm, settled environment suited to reading and collaborative learning.

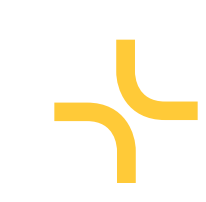
Together the two blocks offer complementary light qualities: energising northern light for active learning, and quiet southern light for reflection and focus.





06

AMENITY

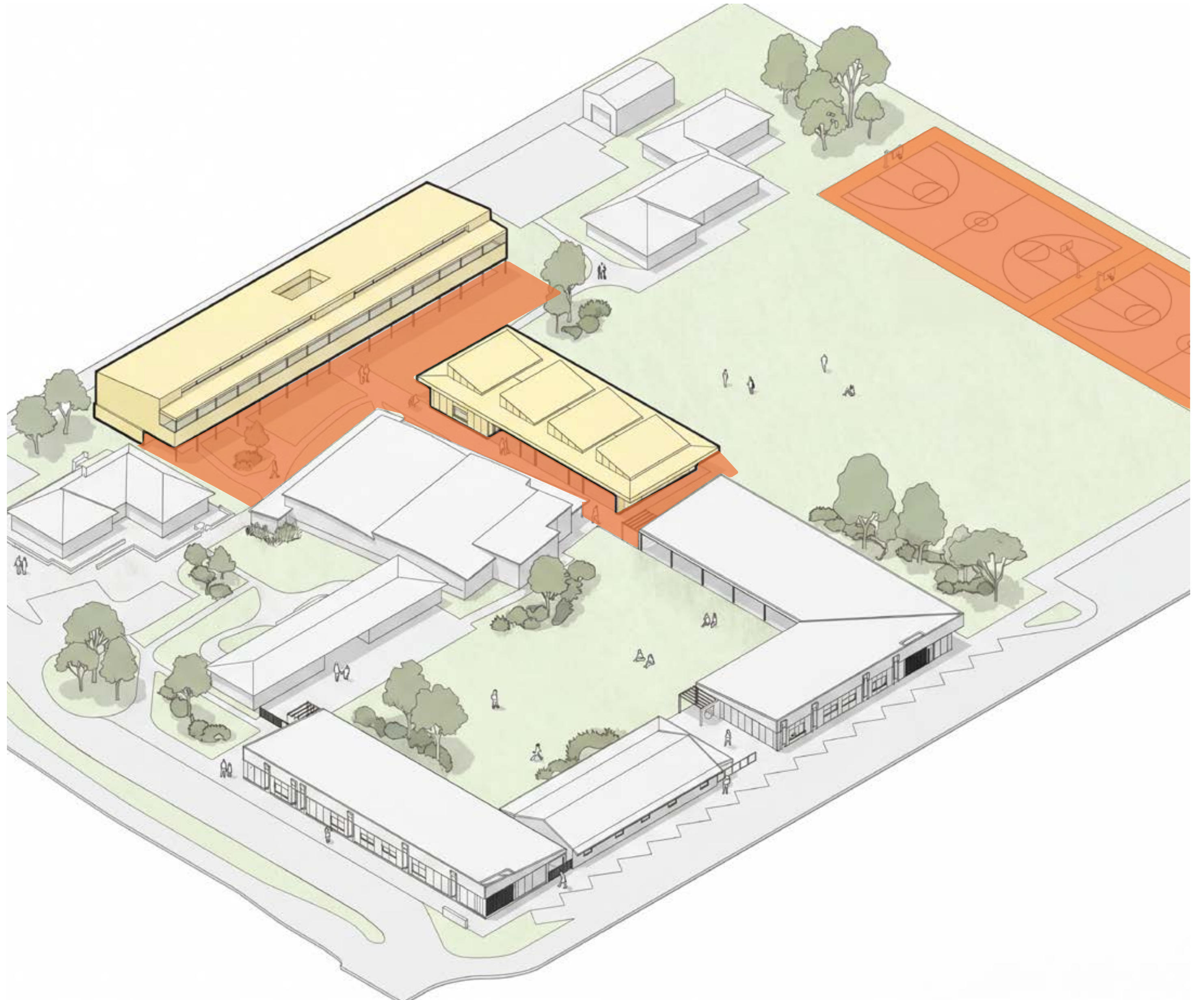


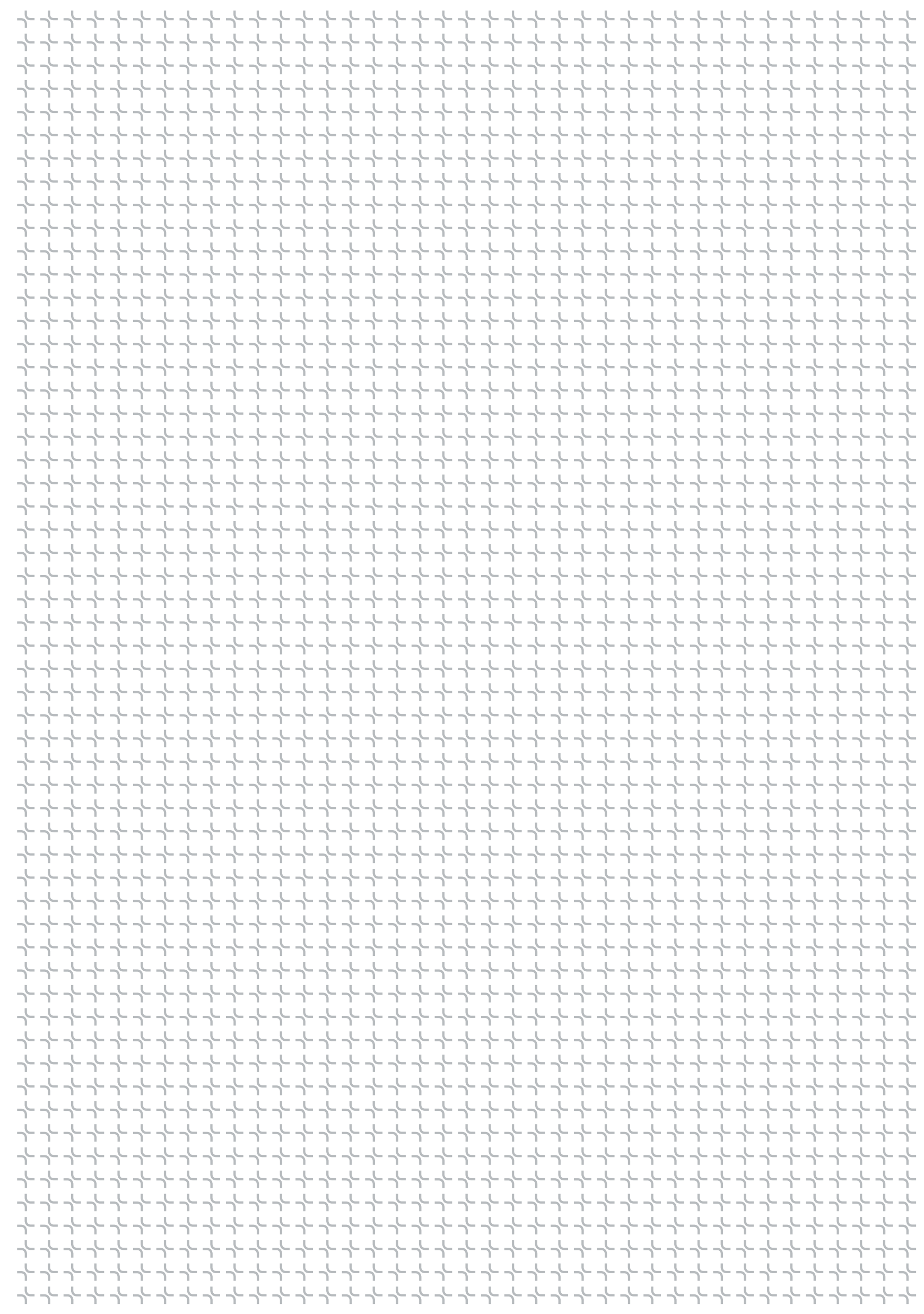
amenity.

ADDITIONAL AMENITY

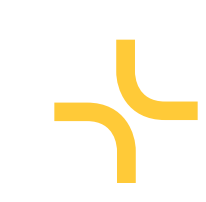
The school has identified a significant lack of shade as an existing deficiency. The Stage 3 design directly addresses this through generous verandahs to the new building and integrated landscaping elements, providing meaningful shaded outdoor areas for upper primary students.

The two new basketball courts are provided in response to the operational requirements of a double-stream primary school, delivering a direct amenity improvement to the campus and supporting the school's physical education and recreational needs.





07



LEGIBILITY

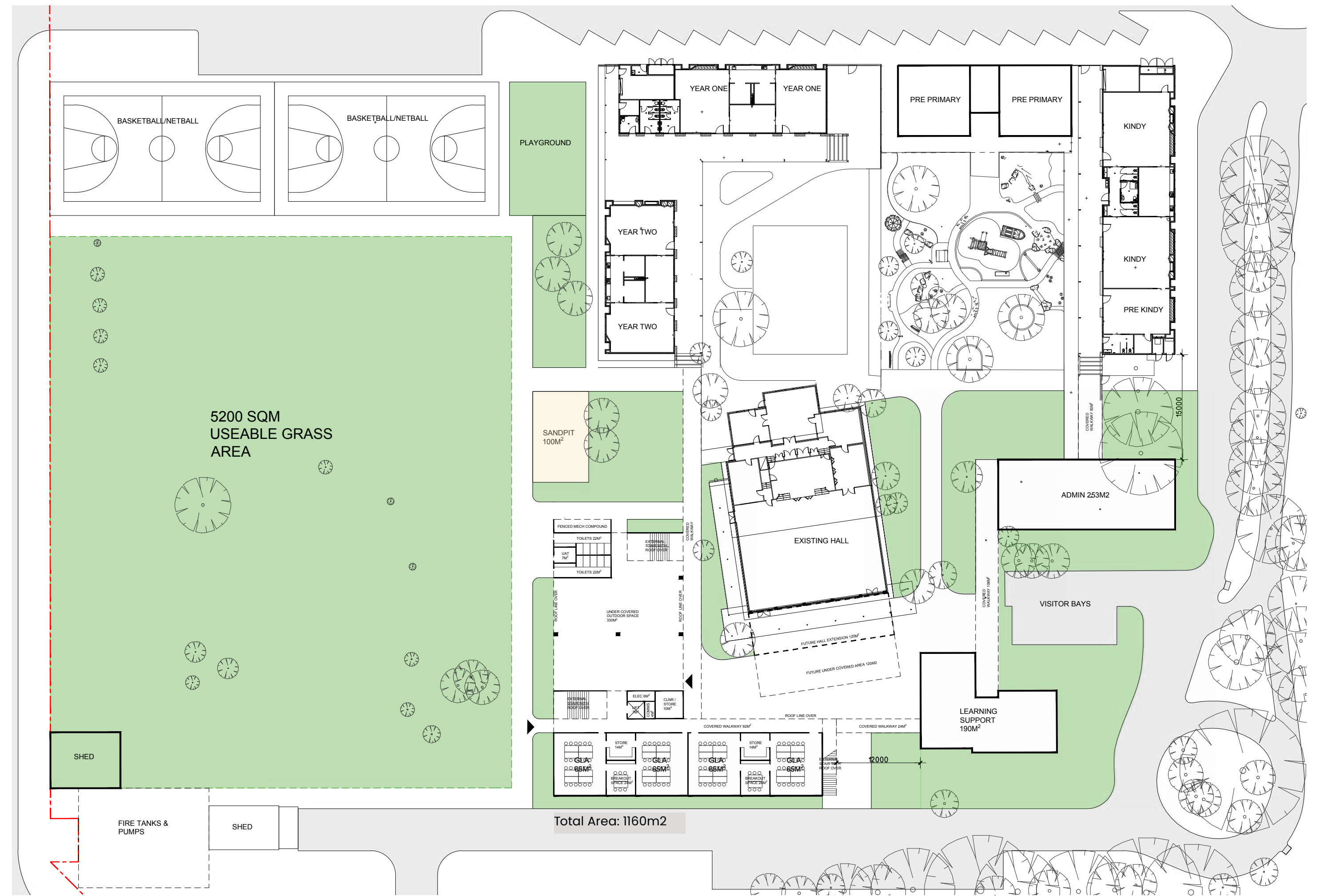
legibility

MASTER PLAN

The design builds on the previously approved master plan, retaining the established building footprints and site arrangement to maintain a clear, recognisable campus layout. The larger building forms have been broken down into simpler, more economical elements that read as a coherent collection of spaces, aiding orientation and wayfinding for students, staff and visitors.

The hardcourts have been oriented north-south, a better arrangement for student use as it avoids low morning and afternoon sun in students eyes.

Clearly defined entries, circulation paths and a logical hierarchy of indoor and outdoor spaces make the campus intuitive to navigate – an important consideration for a primary school with a high proportion of neurodiverse students, who benefit from predictable, easily understood environments.



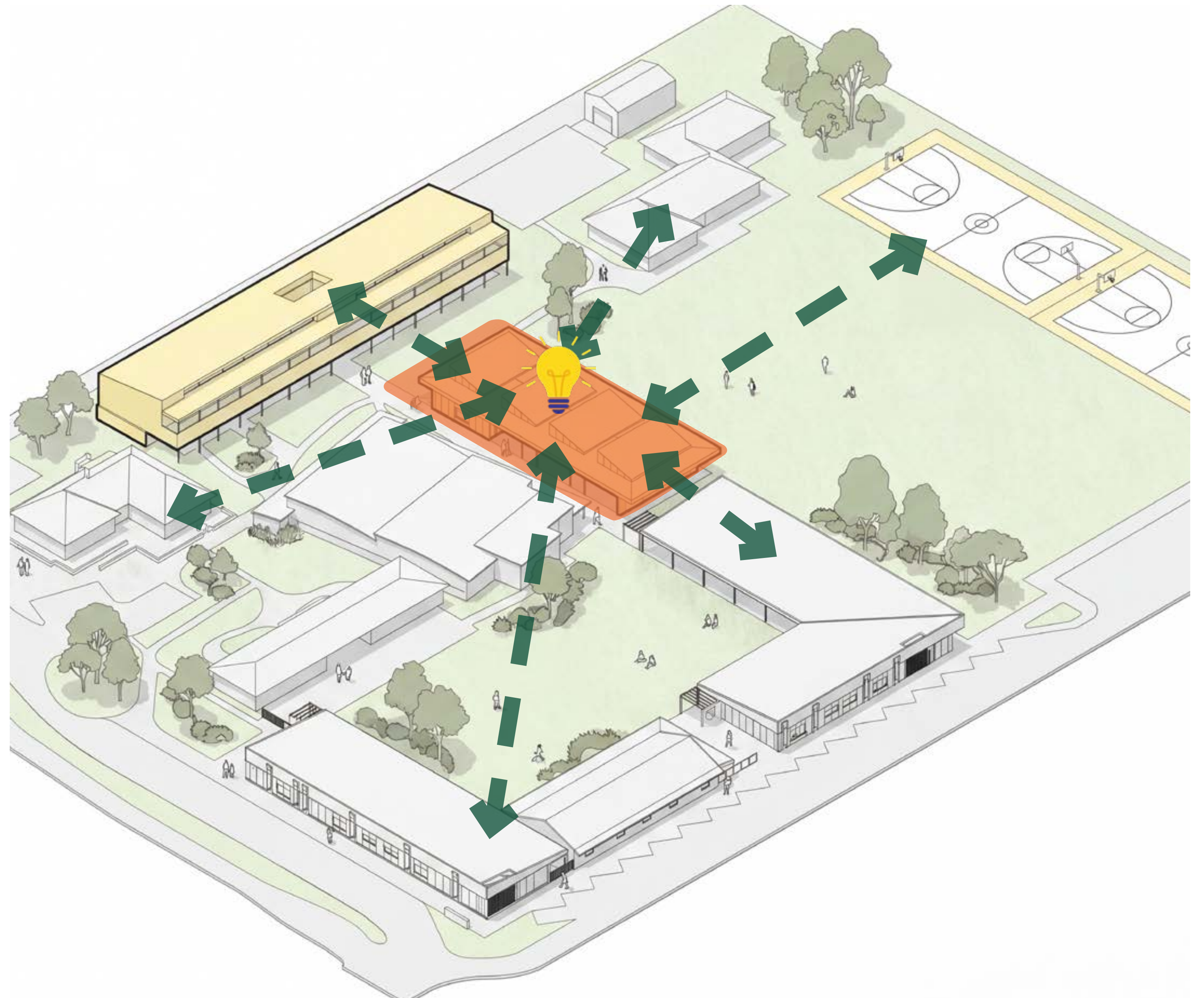
legibility

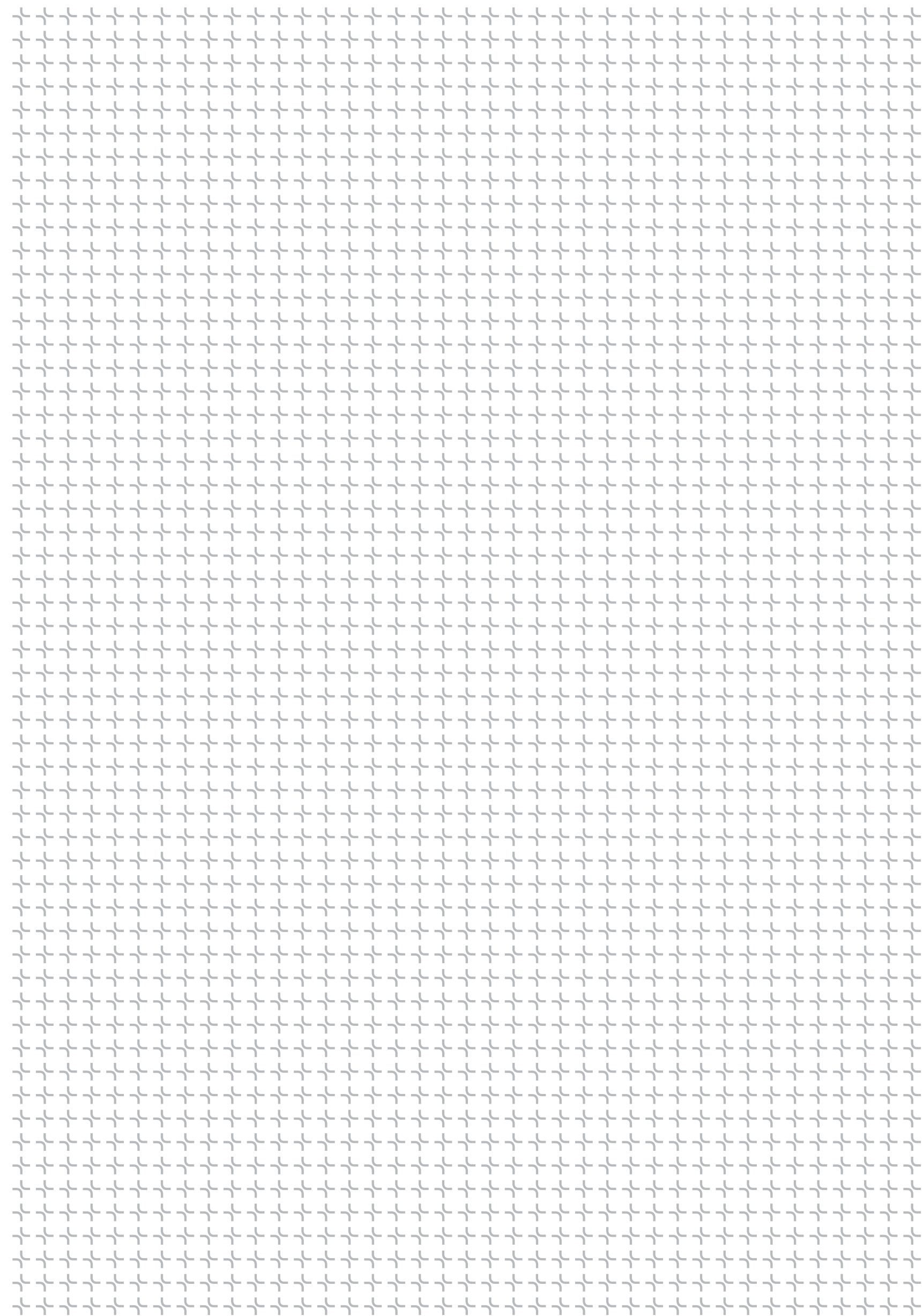
CONNECTIVITY

The campus is organised around a central learning hub, with the Library and STEM building positioned between the lower and upper General Learning Area blocks to draw the whole site together.

This central placement creates strong physical and visual links between year groups and encourages shared use of the heart of the school. Covered walkways and clear circulation routes connect the buildings and tie the indoor learning spaces to the surrounding play and open areas.

The landscape and planting strategy extends this further, forming a continuous green connection across to Stage 2 and reinforcing the campus as a single, cohesive environment.





08

SAFETY



safety

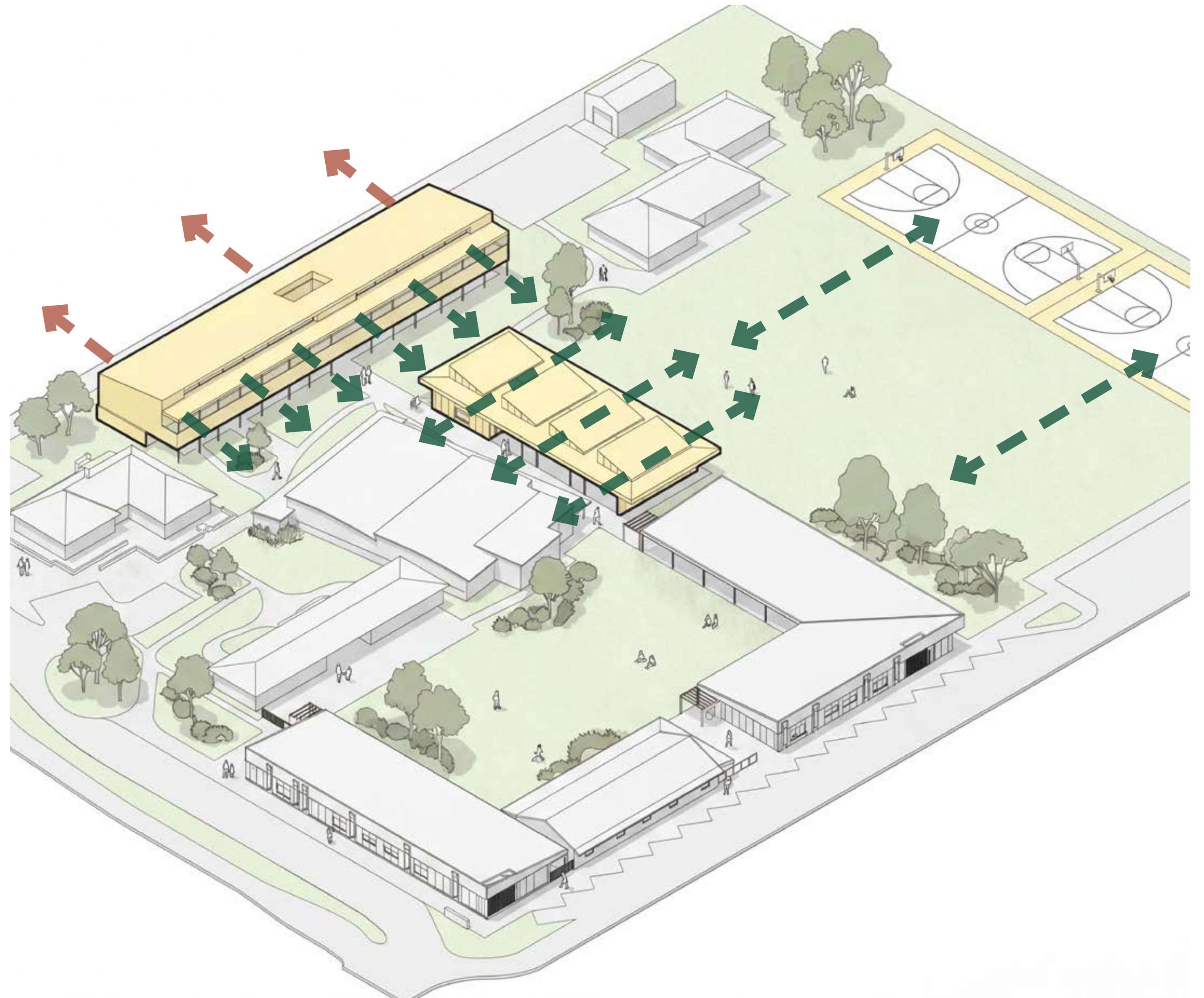
SERVEILLANCE

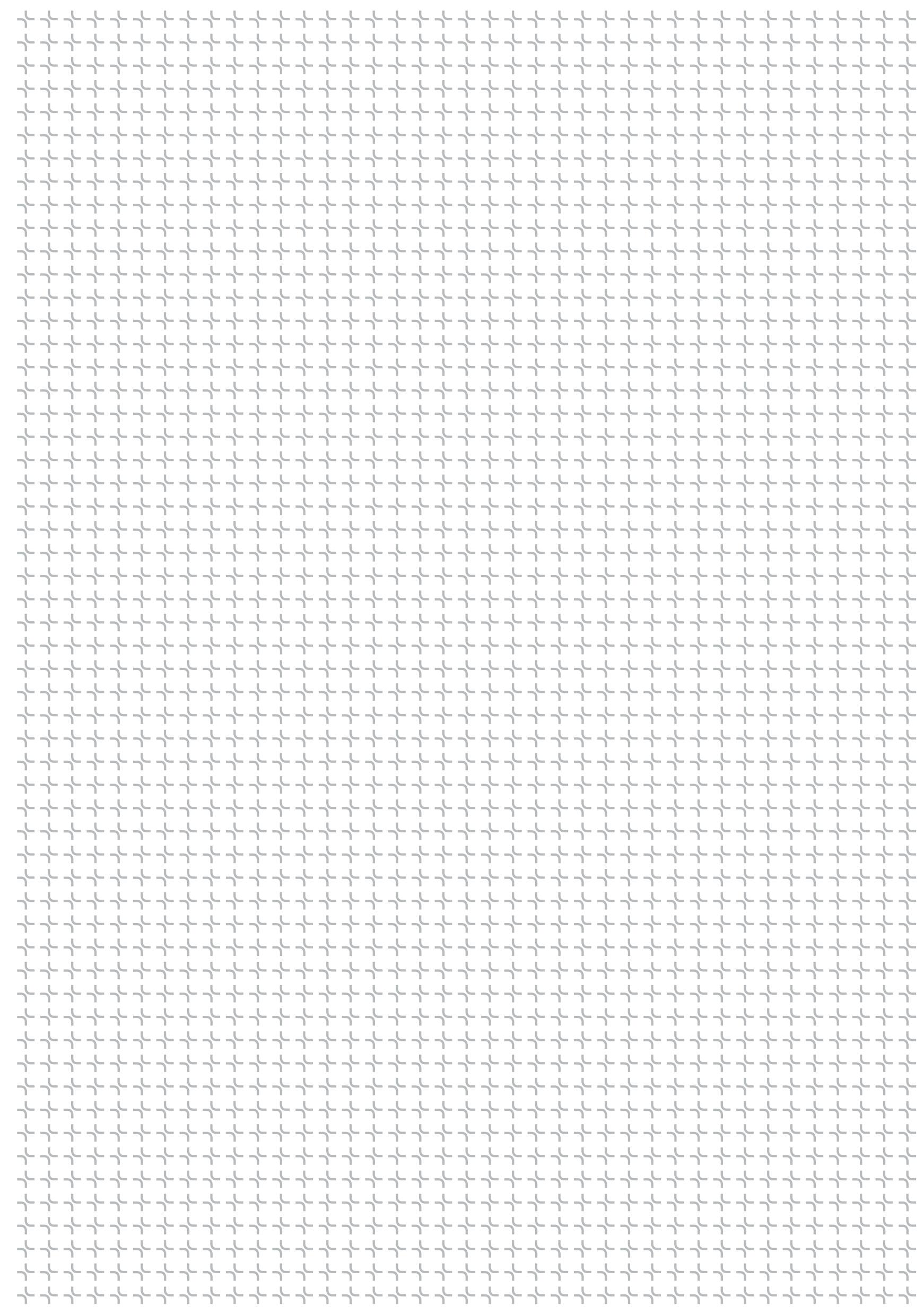
Permeability and passive surveillance were key design drivers throughout the design process. The General Learning Area building is open to the north, providing strong sightlines across the school grounds and oval, while also maintaining visibility to the south towards Prosper Road and the adjoining Dayton residents.

The Library and STEM building is oriented to provide sight lines from within the school out to the oval, ensuring passive supervision across the broader campus.

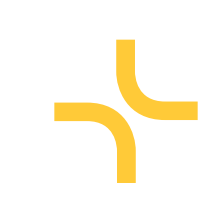
LEGEND

-  Visual surveillance of the school
-  Visual surveillance of the community





09



COMMUNITY

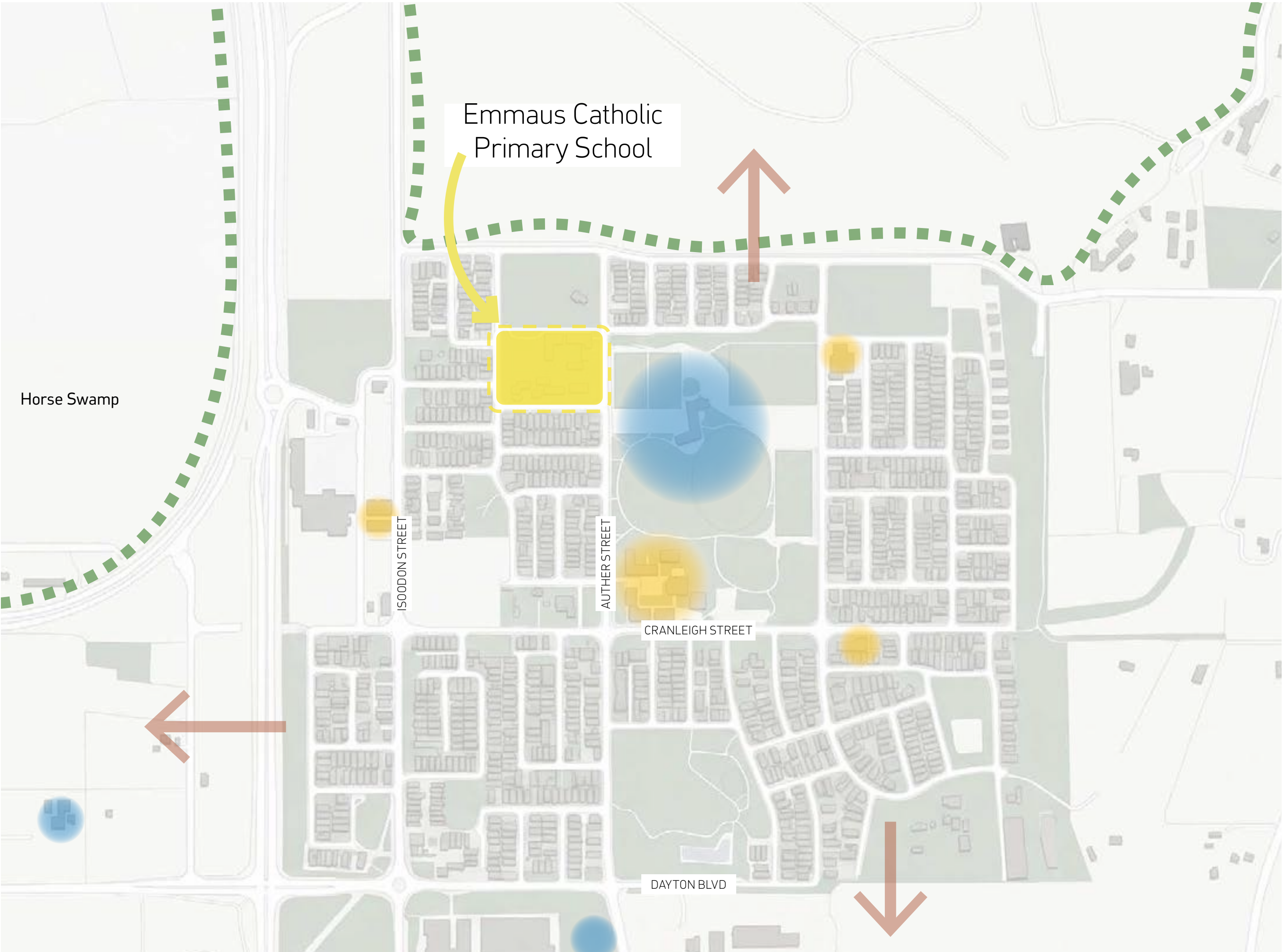
community

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LEGEND

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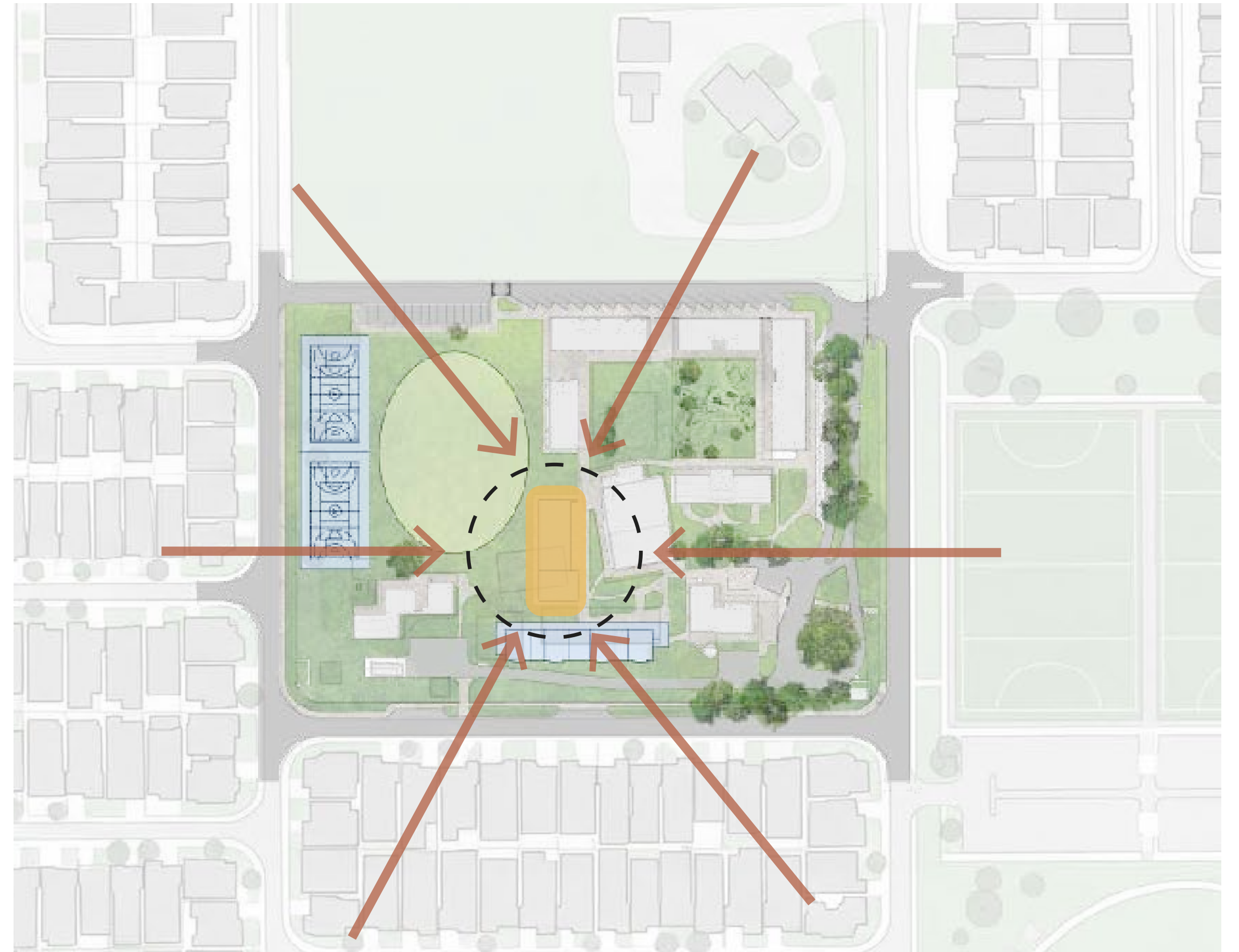
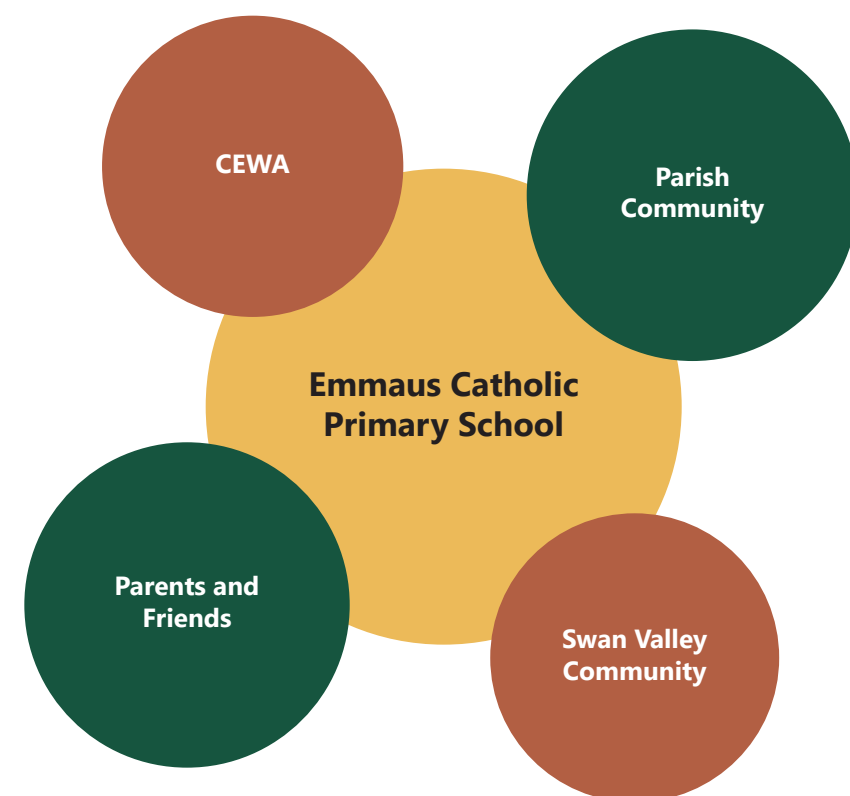


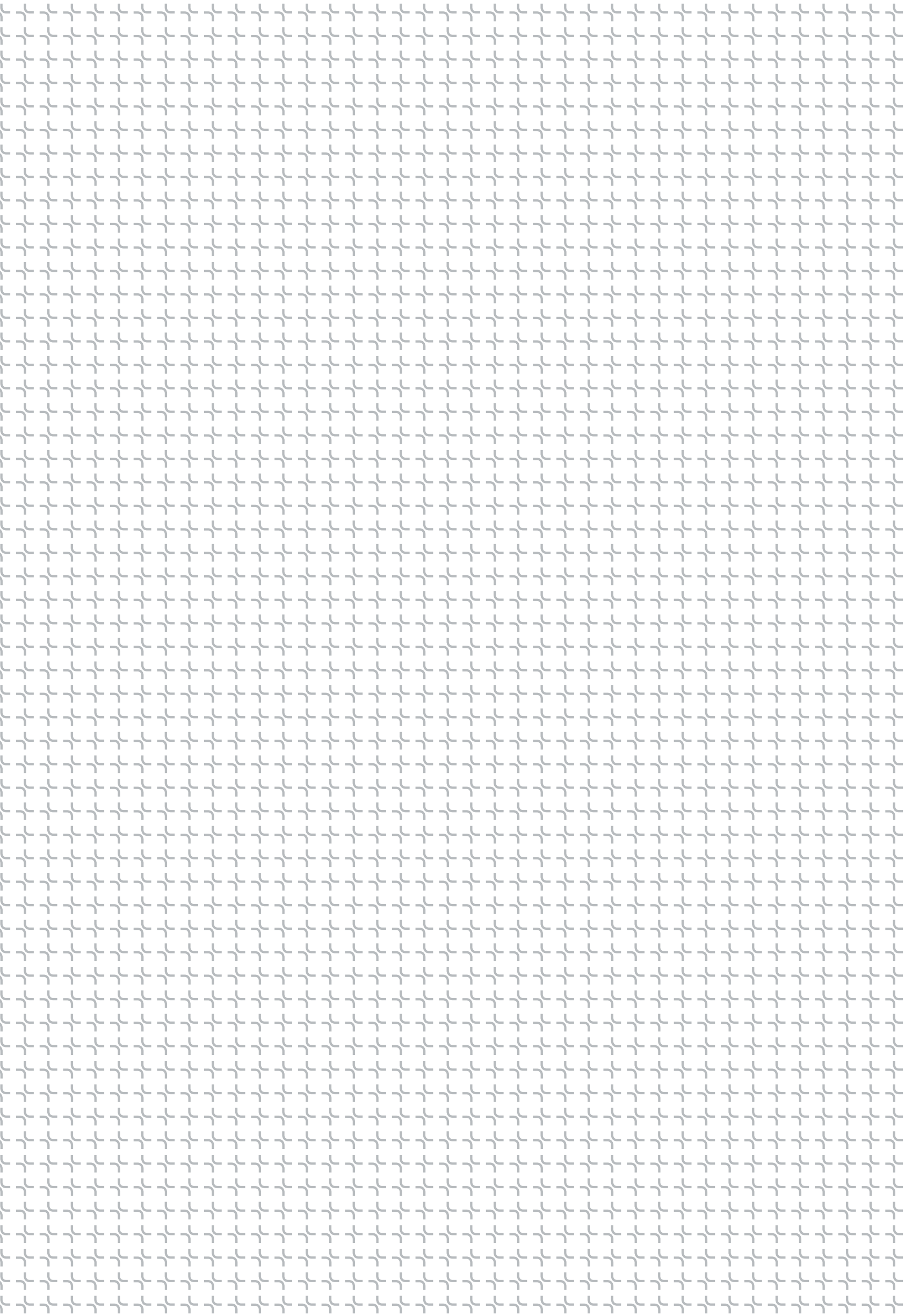
community

CONNECTION

The Library and STEM building is conceived as the central hub of both the school and the broader Dayton community. The school intends to activate this space for community events, parent-teacher evenings, pastoral care gatherings, and Catholic community functions.

By positioning this building at the heart of the campus, the design fosters a welcoming and inclusive environment that strengthens the connection between the school, its families, and the surrounding community.





10

AESTHETICS



AESTHETICS



AESTHETICS

The Stage 3 design responds to and reinforces the established architectural language of the campus, maintaining consistency in detailing and material expression. The building form is shaped by passive solar principles, with orientation and shading elements contributing positively to the overall composition.

The design works with the existing site topography and employs durable materials appropriate to a primary school environment, resulting in a cohesive and considered aesthetic outcome.





EMMAUS CATHOLIC PRIMARY SCHOOL STAGE 3

DEVELOPMENT APPLICATION - ARCHITECTURAL DRAWINGS

DRAWING LIST

SHEET	SHEET NAME	Current Revision
DA001	COVER PLAN	A
DA002	PERSPECTIVE VIEWS	A
DA003	PERSPECTIVE VIEWS	A
DA100	SITE PLAN - DEMOLITION	A
DA101	SITE PLAN - OVERALL	A
DA102	SITE SECTION	A
DA200	LIBRARY - FLOOR PLAN	A
DA201	GLA BLOCK - FLOOR PLAN	A
DA202	GLA BLOCK - ROOF PLAN	A
DA400	LIBRARY - ELEVATIONS	A
DA401	GLA BLOCK - ELEVATIONS	A



