SSDA Response to GANSW Letter dated 03/03/2021		
Comment	**GroupGSA Response (on pages 85-86 of SSDA Report)**	**SSDA Report / drawing references**
Masterplanning		
The design should be better integrated with the existing topography of the site. Demonstrate how the changes to the levels will allow for tree retention	Site levels respond to the function of the building as an School for students with Special Needs which will be attended by students with special needs, many of whom are wheelchair users. Consequently the design has minimised falls across the play area with a gradient of 1:40 to the courtyard playground. This functional requirement has impacted the extent to which the existing site levels can be maintained. Adjustments following the first review with GANSW include: •Number of new trees increased •More existing trees retained around the Productive garden by introduction of low height retaining wall structures Presentation of the buildings and boundary treatment to the existing roads has been considered. Planting has been used to screen fences and soften level changes. Refer to Landscape section of SSDA Report for further information.	Refer to: - SSDA Report page 85 for response to GANSW - Landscape Site Plan drawing L-2001 - Tree Management Plan drawing L-0002 - SSDA Report Page 69 for Landscape Sections - SSDA Report Page 64 for Vegetation Strategy
The edge condition to the east of the site and visibility into the homebases from the elevated pedestrian path requires further resolution	The pathway to the eastern side of the Budawang School site lies outside the site boundary and does not form part of this application. Fencing has been selected to provide adequate privacy to and from the outdoor learning spaces located behind the homebases. Planting is also being use for screening to this fencing. Refer to Landscape section of SSDA Report for further information.	Refer to: - SSDA Report page 85 for response to GANSW - SSDA Report pages 61-62 for Fencing Strategy
Community access to the Hydrotherapy Pool is supported. Provide a management plan indicating which facilities are accessible by the broader commuity and how these are accessed. More detail resolution is required to pedestrian access as well as drop off arrangement for the pool.	Due to the disabilities of people attending the pool it is expected that people using the facility will arrive by either car or taxi. From the car park access to the Hydrotherapy Pool is via a footpath to a signposted entry. Footpath arrangements have been amended to improve access from the car park to the Pool.	Refer to: - SSDA Report page 85 for response to GANSW - Drawing SSDA-2000 for Site Plan - Drawings SSDA-2800 and SSDA-2801 for signage information
While we acknowledge tree covereage has increased to 23% of the site and the concerns of the PRG, we encourage an increase in planting in this rural setting to deliver on state targets. Consider tree species that respond to the concerns of the PRG	Refer to Planting Schedules within Landscape section of SSDA Report.	Refer to: - SSDA Report page 85 for response to GANSW - SSDA report pages 64-67 for Planting Strategy and Schedules
The Hydrotherapy Pool is encouraged to have a more open and generous relationship to the street, consider perforations in the blank façade or other solutions	Privacy for people attending the pool is a key requirement for the design. This wall provides a buffer zone for the pool maintaining privacy from the street. The swimming pool faces towards green spaces to create a calming therapeutic environment. Functional adjacency of the plant room with the car park meant that the plant room is located adjacent to Croobyar Road. It has been suggested that the Hydrotherapy street frontage could include a mural depicting local or indigenous themes.	Refer to: - SSDA Report page 85 for response to GANSW - SSDA Report page 62 for boundary treatment information
The proposed scale of the car park and its proximity to the street do not deliver good urban design outcomes. Consider alternative options for car parking and access that allow the school and the hydrotherapy pool to have a public address to the street	Buildings that create a public façade for the school also require adjacency with the car park for ease of access both during and outside school hours. Site constraints have resulted in the need to locate these core facilities and consequently the car park to the front of the site. To diminish any adverse visual impact of the car park on Croobyar Road the following changes to the plans are being implemented and can be viewed within the SSDA drawings: •Eight parking spaces removed from the car park to the front of the site and relocated to the site access road to the west and will be constructed if required in the future. •Twenty two new trees planted within the car park to replace those removed •Planting to the street boundary fencing to obscure views of the car park •Street frontage of Hydrotherapy building used as site boundary •Suggestion for Hydrotherapy street frontage to include a mural depicting local or indigenous themes. •Location of the car park is based on the functional relationship of pick up and drop off, combined with achieving a connection to other educational facilities within the wider DoE site. •Best use of available land, achieving Government value for money objectives.	Refer to: - SSDA Report page 85 for response to GANSW - Architectural Site Plan drawing SSDA-2000 - Landscape Site Plan drawing L-2001 - SSDA Report page 62 for boundary treatment information

Explore opportunities to incorporate views out to the landscape and open space	Maximisation of passive surveillance has informed the design, leading to the arrangement of linear blocks around a courtyard, which results in strong internal/external views. The Hydrotherapy Pool has been designed and orientation to benefit from views southwards over the productive garden, so that building occupants can enjoy views of nature whilst swimming or undertaking therapy. Homebases have wide windows from AFFL900mm to 2700AFFL, which maximise views over the attached outdoor learning spaces and central courtyard. Learning spaces including the Library, Lifeskills Room and Multipurpose Hall all benefit from strong physical and visual connections to adjacent outdoor learning spaces, so that learning can flow between indoor and outdoor learning spaces. Sensory Playground benefits from views out towards the Creek, and surrounding existing vegetation.	Refer to: - SSDA Report page 85 for response to GANSW - SSDA Report page 44 for information on site connectivity from indoors to outdoors. - SSDA Report page 40 for information regarding visual connectivity to the landscape from the homebases - SSDA Report page 41 for diagrams illustration passive surveiliance (views) over the playground landscape.
The proposed pedestrian access to the future school is still not supported as there is no surveillance and lacks amenity. Consider other design solutions that allow for the separation of pedestrian and vehicular movement	The eastern pathway does not form part of this application - if required it will form part of a future application. This pathway ensures that no pedestrians cross vehicular paths, which is a chief consideration for SINSW. Street frontage to the site is limited. Consequently the ability to separate traffic from pedestrians has limitations. Pedestrians accessing the site will typically be from The Princes Highway to the east. Consequently all pedestrian access has been located to this side of the site to avoid conflicts between vehicles and pedestrians. A combination of factors including easements, existing site road, riparian corridor, and flood levels associated with the creek mean that it is not possible to move the Budawang School site boundary further west.	Refer to: - SSDA Report page 85 for response to GANSW Note that this pathway is not shown on the Architectural and Landscape Site Plans.
Architectural Expression		
More details are required on the architectural expression to the school including materiality. The awning elements to the pathways as well as the COLA need further detail and illustration	Long , simple rural forms have been adopted. The architecture is a domestic scale in order to be familiar to the special needs student. Natural materials are calming and timber effect soffits are proposed for the overhangs, COLA and Porte Cochere. The use of timber effect panels is reflective of the forest and timber getting early European history of the area. Masonry walls are precast concrete with a colour additive and texture reflecting the Sandstone of Budawang Ranges and Clyde River containment of sandstone cliffs. The surface coloration is to resemble a rammed earth wall and the colours of the sandstone to the nearby heritage bakery.	Refer to: - SSDA Report page 86 for response to GANSW - SSDA Report pages 46-49 for information regarding materiality and use of colour.
Provide more details on the thresholds of inside to outside and "pause spaces"	Each function has an entry space. The size of these spaces reflect the primacy of the entry. The Homebase outdoor learning spaces and pause spaces associated with the homebase block entrys are illustrated in the SSDA Report.	Refer to: - SSDA Report page 86 for response to GANSW - SSDA Report page 42 for location of pause spaces - SSDA Report page 70 for pause spaces associated with homebase blocks
The plenums to the homebases appear to be significantly oversized for the room volume. We understand the desire to create a feeling of differentiation in the space however this can be achieved in other ways which do not affect solar access and daylighting to these deep floor plates. The reduced ceiling heights to the withdrawal rooms will make tight enclosed spaces.	The ceiling to the back of the homebases and Withdrawal Rooms is 2700mm high. Ceiling height to the front of the homebases is around 4200mm. This is to create a variety of different scales of space. Withdrawal rooms are used within Schools for Students with Special Needs to decompress and calm; these are not intended to be large spaces. Rooflights have been included within the homebases to allow daylight into the centre of the homebases.	Refer to: - SSDA Report page 86 for response to GANSW - Architectural drawings SSDA-3111 and SSDA3112 for sections through homebases - Architectural drawings SSDA-2012 and SSDA-2013 for position of homebase rooflights
The fencing requirements to the outdoor learning spaces require resolution to prevent the effect of "fences within fences". Consider other ways to separate these outdoor spaces through planting, programming of student groups or moveable fences.	The outdoor learning spaces attached to the homebases are a request from the PRG dating from the earliest masterplan stage and serve a pedagogical function of allowing students a calm space that provides a more gradual transition between indoors and outdoors to enable them to control aggressive behaviours and enter the homebaes at their own pace. Additionally these spaces allow students to undertake lessons or play outdoors if preferred. These spaces are used for break out as a means of separating students for safety reasons. Fencing to these spaces is a safety function associated with separation of students The selection of fencing material has considered maximisation of the views from homebases out to the courtyard. Planting of a height sufficient to create a barrier would obstruct views over the central courtyard. The design of these spaces and the request from the PRG to include them within the landscape plan results from a review of other designs for School for students with Special Needs.	Refer to: - SSDA Report page 86 for response to GANSW - SSDA Report pages 61-62 for Fencing Strategy - SSDA Report page45 for Homebase Configuration information

Aboriginal Cultural Heritage		
As 20% of the students are anticipated to be Indigenous, the response to Aboriginal Cultural Heritage is considered critical. The current proposed "yarning circle" has become a one-size-fits-all approach to school design. Consider a site specific response through local consultation and the specific needs of this school.	Indigenous Cultural Heritage is being considered as part of the design, however discussions are still underway with the relevant community members to determine the most appropriate approach to integrate Indigenous Heritage into the design. The “yarning circle” will serve a pedagogical function as a gathering space within nature. Indigenous and endemic planting is used throughout the site. Refer to Indigenous consultation report. Further consultation will be undertaken as the project progresses.	Refer to: - SSDA Report page 86 for response to GANSW - Landscape Site Plan drawing L-2001 - SSDA report pages 64-67 for Planting Strategy and Schedules
The Indigenous landscaping components should be considered as an integrated whole rather than a discrete element of the landscape design	Indigenous and endemic planting is used throughout the site.	Refer to: - SSDA Report page 86 for response to GANSW - SSDA report pages 64-67 for Planting Strategy and Schedules
The importance of water to the local Aboriginal culture and the presence of watercourses on the site could inform the design	Indigenous Cultural Heritage is being considered as part of the design, however discussions are still underway with the relevant community members to determine the most appropriate approach to integrate Indigenous Heritage into the design.	Refer to: - SSDA Report page 86 for response to GANSW
Sustainability and Environmental Aspects		
Adopt a more rigorous approach to addressing solar access and daylighting into the classrooms	A rigorous approach to solar access and daylighting has been adopted . Roof lights have been included to homebases located within the centre of blocks. The roof shape opens to the courtyards to emphasise the connection with place. The roof overhangs are calculated to allow solar access in Winter and exclude it in Summer during school hours. External vertical louvres allow individual homebase control over daylighting and solar access.	Refer to: - SSDA Report page 86 for response to GANSW - Architectural drawings SSDA-3111 and SSDA-3112 for sections through homebases - Architectural drawings SSDA-2012 and SSDA-2013 for position of homebase rooflights - SSDA Report pages 76-77 for information on Environmental Strategy
Explore opportnities for each classroom to have a mixed mode system advising occupants on the optimal method of passive climate control.	A mixed mode system is being applied.	Refer to: - SSDA Report page 86 for response to GANSW - SSDA Report pages 76-77 for information on Environmental Strategy
Clarify the quantum of how the ESD goals are to be achieved. Show where the water tanks, PVC etc, are located and how many there are.	Integration of ESD elements such as solar panels and rainwater tanks has been considered as part of the design. Solar panels are to be located on the roof of block A facing north towards Croobyar Road. In addition to being the optimal position, this also expresses the school’s environmental credentials to the community. Rainwater tanks will harvest water to irrigate the landscape; these are located to the backs of the homebases. An additional tank is located within the Productive Garden, which will be used as part of the pedagogical processes of growing and learning about food.	Refer to: - SSDA Report page 86 for response to GANSW - SSDA Report pages 76-77 for information on Environmental Strategy - SSDA Report page 79 for location of services infratructure such as rainater tanks.