

09 May 2018

Noble Haddad  
Program Director  
School Infrastructure NSW  
Department of Education

Via email –  
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au

**PROJECT: MEADOWBANK SCHOOLS PROJECT**  
**RE: SDRP SESSION 01 - 02.05.18**

Dear Noble,

Thank you for the opportunity to review the above project at this early stage in the design process. Please find below a summary of advice and recommendations arising from the design review session held on Wednesday 02 May.

Please note that this letter and subsequent letters of advice relating to the SDRP will be distributed to the meeting attendees listed herein.

Overall, the panel support the design direction to consolidate and hybridise the built form and to integrate it with the landscape, in response to the opportunities and constraints of the site. We highly commend the aspiration of the brief to explore an education campus design approach to the site and its connection with Meadowbank TAFE.

The panel have made a number of recommendations to support the achievement of these aspirations and of a high level of design quality generally. We anticipate that the presentation from the design team at the next SDRP session (date and time to be confirmed by the GANSW design advisor) will respond to the following advice:

### **Concept**

In general, the panel support the intent to use biophilic and environmentally sustainable design to shape the architectural proposal. It is recommended that the design team establish clear principles to guide the implementation of these design approaches and assess the proposal against.

### **Siting**

The panel strongly support the vision of an education precinct for the combined site and adjoining TAFE, however aspects of the design contradict this. Of particular concern is the fencing between the oval and the schools, and between the primary and senior schools themselves. The proposed fencing would create an extensive series of low-quality visual barriers, interrupting the continuity of views and access across the site, limit the opportunities for shared use of open space and other facilities and create operational challenges.

The panel recommend that the brief requirement to operationally separate each school is further developed and interrogated through the architecture, specifically through the strategic use of architectural elements, manipulation of

the built form and its integration with the landscape. Further, the panel recommend consulting with TAFE NSW to coordinate the proposal with future intentions for the oval adjoining the TAFE site, with a view to achieving an integrated outcome for the broader site and surrounding community over time.

We anticipate that the next stages of design and presentation at the subsequent SDRP session will address these considerations and provide further information on the following:

- Integration of schools within the site and the broader context over time, responding to future plans for the TAFE and aspirations for the shared public use of the oval, precinct wide open space and other site features.
- The sequence of arrival to each of the schools from Rhodes Street and Meadowbank train station. The panel support the pathway from the station and recommend the design builds on the experience of the existing landscape character and form of the site.
- Strategies to manage and minimise the impact of carparking and increased traffic on Rhodes Street and pedestrian entrances into the school grounds.
- Review of the extent and nature of fencing to separate the schools and TAFE from each other, and the site from the general public.

### **Landscape**

The panel support the integrated landscape strategy and encourage further use of landscape design to leverage the sites natural topography to meet the brief requirements through the design intent. We recommend the following be addressed and presented at next design review meeting:

- For the reasons previously noted, the panel strongly recommend fencing is minimised and deleted altogether internally on the site. The panel encourage secure lines and physical separation is designed through other means such as ground plane level changes and the location of built form along boundaries. We note that ramping should be graded and designed to eliminate the need for handrails, balustrades and excessive landings including to trafficable roofs.
- The design strategy for the pedestrian pathway from Meadowbank station and its integration with the site's natural topography and trees.
- Landscape architecture drawings indicating the close coordination and detail of the design with the existing topography, landscape features, setbacks to protect trees and flood level constraints.

### **Form and mass**

The panel support the hybridised building typology to accommodate area requirements in a lower rise solution that responds to the site's landscape characteristics. However, parts of the building and outdoor areas, are impacted by overshadowing from the proposed mass including the primary school courtyard, roof terrace and north edge of the oval. The mass of the building along Rhodes Street is currently considered monolithic and over-scaled in relation to the neighbouring context. The panel recommend these issues are addressed along with the following:

- Development of the hybridised building form through modulation of heights and massing, in particular the central section of the top-most mass (levels 5-8) and consideration of the Rhodes Street elevation.
- Break-up of the built form, enlargement and reorientation of the central courtyard to achieve better passive design outcomes, including increased direct sunlight to the courtyard.

- Review overshadowing impacts on the oval and future plans for the TAFE grounds.
- Inclusion of sun angles and other key empirical data in the site analysis drawings and shadow diagrams.

### **Architecture**

The panel commend and support the provision of shared uses and spaces between schools and the public. It was noted that the floor plans provided lacked sufficient detail to enable evaluation of the proposed building depth and vertical circulation alongside the functioning and layout of each floor level. The panel recommend the preliminary design initiatives are further developed through the following:

- Establishment of principles and objectives for proposed shared spaces.
- Develop options for shared uses and their architectural implications. eg. library, canteen, performance space etc.
- Community uses – further develop the sharing strategy in the design.
- Use of vertical circulation as an integrated design feature of the building including opportunities for the dynamic co-location of stairs with breakout and play spaces as part of the learning environment.
- Incorporation of plantings, landscape and built-in outdoor seating to realise the biophilic theme as part of the building itself, in particular along external floor edges to reduce the extent of balustrading.
- Present diagrams that test and explain the circulation strategy.
- Schematic floor plans and sections that show the spatial organisation of brief requirements, indoor/outdoor spaces and circulation.

### **Aboriginal cultural heritage**

The panel note the project is not yet demonstrating a response to culture and heritage through the design. The panel encourage the project team to engage and consult with the local aboriginal community to incorporate site specific histories and narratives into the design at this early stage in the project. GANSW is available to provide assistance for this.

### **Project procurement**

The panel request further information relating to the proposed procurement process for the delivery of the building and how this will ensure design excellence is achieved.

In addition to the information requested above, the next presentation should also include: empirical data including sun angles in the site analysis information; developed floor plans, circulation diagrams and landscape architecture drawings.

Sincerely,



Olivia Hyde  
Director of Design Excellence - Government Architect NSW  
Chair, Meadowbank Schools SDRP

## CC

NSW SDRP Panel members	Ashley Dunn, Helen Lochhead, Matthew Pullinger, Mark Tyrell, Olivia Hyde (Chair – GANSW)
Department of Planning & Environment	Andrew Beattie
Schools Infrastructure NSW	Noble Haddad
Department of Education	Erik Maranik
Woods Bagot Pty Ltd	Georgia Singleton
Woods Bagot Pty Ltd	Alan J Duffy
Blue Visions Management Pty Ltd	Matt Rheuben
Blue Visions Management Pty Ltd	Howard Morris
Urbis Pty Ltd	Peter Strudwick
Urbis Pty Ltd	Alaine Roff

19 June 2018

Noble Haddad  
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**PROJECT: MEADOWBANK SCHOOLS PROJECT**  
**RE: SDRP SESSION 02 – 13.06.18**

Dear Noble,

Please find below a summary of advice and recommendations arising from the design review session held on Wednesday 13 May. This is the second review of this proposal.

Please note that this letter of advice relating to the SDRP will be distributed to the meeting attendees listed herein.

Overall, the panel support the amendments to the proposal made following the first review session. We anticipate that the presentation from the design team at the next SDRP session (date and time to be confirmed by the GANSW design advisor) will focus on detailed resolution of the scheme prior to EIS submission incorporating the advice below.

### **Concept**

In general, the panel support the intent to use biophilic and environmentally sustainable design to shape the architectural proposal. We support the design principles, and note that these principles should guide the detailed development and resolution of the proposal in the following stages.

### **Siting**

The panel support the vision of an education precinct for the combined site and adjoining TAFE. We also strongly support the current engagement with Meadowbank TAFE and response to the future development plans of the TAFE campus. We encourage the continuation of this engagement. There remain some aspects of the design which contradict the likely consolidation of this precinct. Further consideration should be given to:

- Desire lines between station, TAFE and school campus including the sequence of arrival to each of the schools from Rhodes Street and Meadowbank train station - we recommend further refinement in light of the overall proposal development;
- The detailed resolution of fencing to separate the schools and TAFE from each other, and the site from the public;
- Strategies to manage and minimise the impact of carparking and increased traffic on Rhodes Street and pedestrian entrances into the school grounds.

We remain of the view that the requirement to operationally separate each school should be further explored through the architecture, to ensure future shared operations are clearly and unequivocally enabled, specifically through the strategic use of architectural elements, manipulation of the built form and its integration with the landscape.

### **Landscape**

The panel support the integrated landscape strategy and acknowledge the development of the proposal to leverage the natural topography of the site. We recommend the following issues should be further resolved and would benefit from further design review:

- Further detail as to the integrated fencing and landscape, which is supported in principle;
- Consideration of the grade and design of ramping in order to eliminate the need for handrails, balustrades and excessive landings - including to trafficable roofs.
- Detailed information demonstrating coordination of the existing topography, landscape features, setbacks to protect trees and flood level constraints. This may include integration of existing or new trees or planting within architectural forms in consideration of biophilia opportunities.

### **Form and mass**

In general, we support the approach to form and massing presented in the revised scheme, specifically amendments to the modulation and orientation of upper levels, provision of an entry courtyard and smaller scaled entry building along Rhodes Street, improved solar access to the principle courtyard and consideration of overshadowing impacts to the TAFE campus and masterplan.

Further empirical evidence is required to demonstrate thermal performance and solar access in drawings and diagrams.

### **Architecture**

The panel commend and support the provision of shared uses and spaces between schools and the public. We note however that the floor plans and other documentation provided lacked sufficient detail to enable detailed evaluation of the proposed building depth and vertical circulation alongside the functioning and layout of each floor level. We remain of the view that the following issues require further consideration and development:

- Establish principles and objectives for proposed shared spaces;
- Develop options for shared uses and their architectural implications. eg. library, canteen, performance space etc.
- Further clarification of design strategies to accommodate community access and other shared uses;
- Use of vertical circulation as an integrated design feature of the building including opportunities for the dynamic co-location of stairs with breakout and play spaces as part of the learning environment.
- Incorporation of plantings, landscape and built-in outdoor seating to realise the biophilic theme as part of the building itself, in particular along external floor edges to reduce the extent of balustrading.

- Clear articulation of the circulation strategy including location of cores and corridors;
- Develop the breezeway concept in response to requirements for circulation and thermal performance including permeability of outer building skin;
- Consideration of light penetration and sun shading through permeable building skins and layered facades

Consideration should also be given to how the scale of the overall complex is broken down in each space, appropriate to primary and secondary aged students.

### **Aboriginal cultural heritage**

The panel note the project is not yet demonstrating a response to culture and heritage through the design. The panel encourage the project team to engage and consult with the local aboriginal community to incorporate site specific histories and narratives into the design at this early stage in the project.

In addition to the advice provided and information requested above, the next presentation should include:

- Plans of the proposal including key dimensions (overall building dimensions, setbacks, etc.), RLs, and indicative furniture layouts of key / typical spaces;
- Sections and elevations of the proposal incorporating site context, key dimensions, materials and finishes proposed, key RLs;
- An integrated landscape plan that includes detail of existing and new planting, shade structures, materials and finishes proposed;
- Detailed plan and summary that describes the after-hours and community use strategy;
- Site and context plans that demonstrate active transport strategies and linkages with existing, proposed and potential footpaths and bicycle paths;
- Outline of sustainability targets in response to empirical data including sun angles and demonstrated expression of these in design approach;
- Circulation diagrams;
- Further resolved 3D studies to demonstrate developed response to scale, materiality and detailing;
- Detailed sections that demonstrate typical cladding, window and door details and general construction quality and materials.

Sincerely,



Olivia Hyde  
Director of Design Excellence - Government Architect NSW  
Chair, SDRP

CC



NSW SDRP Panel members	Ashley Dunn, Matthew Pullinger, Mark Tyrell, Olivia Hyde (Chair – GANSW)
Department of Planning & Environment	Jason Maslen
Schools Infrastructure NSW	Noble Haddad
Woods Bagot Pty Ltd	Georgia Singleton
Woods Bagot Pty Ltd	Alan J Duffy
Blue Visions Management Pty Ltd	Matt Rheuben
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15 August 2018

Noble Haddad  
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School Infrastructure NSW  
Department of Education

Via email –  
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PROJECT: MEADOWBANK SCHOOLS PROJECT  
RE: SDRP SESSION 03 – 08.08.18

Dear Noble,

Please find below a summary of advice and recommendations arising from the design review session held on Wednesday 8 August. This is the third review of this proposal.

Please note that this letter of advice relating to the SDRP will be distributed to the meeting attendees listed herein.

Overall, the panel support the architectural intent of the project however feel the proposal lacks detailed resolution beyond diagrammatic development. For the project to progress, there needs to be a commitment by the client around decisions regarding servicing, circulation and materials to enable detailed design resolution of planning, cross sections and façades.

In addition, the panel do not currently support the landscape approach or resolution which relies heavily on ramping to provide equitable access across the site and in doing so creates a series of disconnected and unusable spaces.

We anticipate that due to program constraints, the design team will lodge the EIS submission next month incorporating the advice below. A presentation from the design team to the SDRP (date and time to be confirmed by the GANSW design advisor) specifically to review the revised landscape approach is advised during the Response to Submission stage. The next SDRP presentation should also focus on the detailed resolution of the scheme in response to ongoing concerns raised by the panel. This should include presentation of detailed architectural drawings including plans, sections and elevations at legible scale.

The panel noted the following concerns:

#### Landscape

The panel do not support the landscape approach and request that the design team to reconsider their current strategy which relies heavily on ramping to negotiate the topography of the site and provide equitable access. This is particularly evident in the primary school playground zone.

Generally simpler gestures consistent with the architectural approach and logic of the courtyard typology should be considered. The panel suggested that this

may include integrating accessible paths of travel into the building plan, freeing up the playground spaces of ramps and associated retaining walls and handrails. Mass earthworks and planting could also be utilised to negotiate changes in levels across the site to create less structured, more informal opportunities for play and learning.

Further detail on the following should also be provided at the next SDRP session:

- clear approach to retaining or removing existing trees and proposed new trees on the site
- integrated fencing and landscape strategy;
- detailed plans and sections demonstrating coordination of landscape and architectural strategies noting topography, landscape features, setbacks and flood level constraints. This may include integration of existing and new trees and integrated façade planting.

#### Community Access

The panel strongly supports community access to the site outside of school hours, acknowledging constraints around site access during school time and security of the built facility. This should be further considered during the development of the revised landscape proposal.

#### Environmental Control

The panel support the implementation of a mixed mode solution for environmental control however noted the lack of detail around the architectural implications of system selection. It was noted that the building systems selections will govern the final planning and massing resolution including detailed façade development.

In addition, consistent with previous advice further empirical evidence is required to demonstrate environmental performance and solar access to all spaces in detail drawings and diagrams.

#### Circulation

The panel noted the reliance on curriculum planning for functionality of the high school over 8 storeys. The panel suggested the project team reflect on recent NSW high rise school projects as suitable precedents for vertical circulation systems and break out areas.

The panel encourage the development of the vertical circulation strategy as an integrated design feature of the building including opportunities for the dynamic co-location of stairs with breakout and play spaces as part of the learning environment. Clear articulation of the circulation strategy including location of cores and corridors should be included in the developed design drawings.

#### Amenity of internal learning spaces

The panel noted concerns regarding the internal focus of some rooms and hubs with limited external outlook. Further detail of these spaces in regards access to natural light and ventilation should be further developed.

#### Facades

The panel were encouraged by the approach to the façade development including material selection and scale of openings to reveal activities within however noted that further development of the elevations could not take place without certainty around circulation, services and detailed planning.

The panel were generally supportive of planted elements incorporated into the facades but require further detail on proposed species, installation and maintenance. The panel would also support the use of timber cladding in these areas.

In addition, further consideration should be given to the institutional nature of the user groups when proposing areas of operable facades to ensure the management and effective use of these systems for climate control and thermal performance.

#### Entry

The panel are strongly in support of the proposed public forecourt at school entry and encouraged the design team to also consider opportunities for limited active recreation in this zone and drop off and pick up times.

The panel raised concerns regarding the closed presentation of the Communal School Hall “Drum” building within the street address and encourage the design team to consider opportunities for this building to address the public domain and main entry to provide a strong visual connection into the school.

In addition, and consistent with our previous advice, the following concerns have not yet been adequately addressed in the proposal:

#### Siting and Approach

The panel support the vision of an education precinct for the combined site and adjoining TAFE. Further consideration should be given to:

- Desire lines between station, TAFE and school campus including the sequence of arrival to each of the schools from Rhodes Street and Meadowbank train station - we recommend further refinement in light of the overall proposal development;
- Strategies to manage and minimise the impact of carparking and increased traffic on Rhodes Street and pedestrian entrances into the school grounds.

We remain of the view that the requirement to operationally separate each school should be further explored through the architecture, to ensure future shared operations are clearly and unequivocally enabled, specifically through the strategic use of architectural elements, manipulation of the built form and its integration with the landscape.

#### Architecture

We note that the floor plans and other documentation provided lacked sufficient detail to enable detailed evaluation of the proposed building depth and vertical circulation alongside the functioning and layout of each floor level.

Consideration should be given to how the scale of the overall complex is broken down in each space, appropriate to primary and secondary aged students.

#### Aboriginal cultural heritage

The panel note the project is not yet demonstrating a response to culture and heritage through the design. The panel encourage the project team to engage and consult with the local aboriginal community to incorporate site specific histories and narratives as an integrated design strategy.

In addition to the advice provided and information requested above, the next presentation should include:

- Plans of the proposal including key dimensions (overall building dimensions, setbacks, etc.), RLs, and indicative furniture layouts of key / typical spaces;
- Sections and elevations of the proposal incorporating site context, key dimensions, materials and finishes proposed, key RLs;
- An integrated landscape plan that includes detail of existing and new planting, shade structures, materials and finishes proposed;
- Detailed plan and summary that describes the after-hours and community use strategy;
- Site and context plans that demonstrate active transport strategies and linkages with existing, proposed and potential footpaths and bicycle paths;
- Outline of sustainability targets in response to empirical data including sun angles and demonstrated expression of these in design approach;
- Circulation diagrams;
- Further resolved 3D studies to demonstrate developed response to scale, materiality and detailing;
- Detailed sections that demonstrate typical cladding, window and door details and general construction quality and materials.

Sincerely,



Olivia Hyde  
Director of Design Excellence - Government Architect NSW  
Chair, SDRP

CC

NSW SDRP Panel members

Ashley Dunn, Matthew Pullinger, Mark Tyrell, Helen  
Lochhead, Olivia Hyde (Chair – GANSW)

Department of Planning &  
Environment

Jason Maslen

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Mark Kuhne

14 February 2019

Justin Barrett  
Senior Project Director  
Schools Infrastructure NSW

Via email –  
Justin.barrett6@det.nsw.edu.  
au

PROJECT: Meadowbank Public School, Meadowbank  
RE: SDRP SESSION 24 – 06.02.19 (fourth review)

Dear Justin,

Thank you for the opportunity to review the above project. Please find a summary of advice and recommendations arising from the design review session held on 06.02.19.

The panel appreciates the opportunity to review the revised design for this project at an early stage.

The panel supports the revised approach for this project. In particular, the following aspects of the design proposal are supported:

1. Simpler and clearer building forms and organisation on the site;
2. The application of a regular grid system with the ability to provide flexibility within the internal spaces;
3. Simpler vertical circulation;
4. Connectivity between buildings and access to the landscape;
5. Conceptual landscape approach which includes generous planting on and through the building;
6. Integration of the school buildings with the TAFE campus and the broader precinct masterplan;
7. Basic sustainability approach including slender buildings, orientation and opportunities for passive design;
8. Community access to school facilities;
9. Concentration of uses and circulation along the TAFE shared corridor and link across the railway. The option of a tunnel crossing is not supported.

The following commentary provides advice for improving the project:

1. Investigate how differentiation between primary and high school spaces and the specificity of learning environments can be achieved within the regular grid layout.
2. The scheme is defined by a singular large outdoor space – articulate how this slope will be used and how will definition for different age groups be achieved.
3. Clarify and illustrate the design and function of gathering spaces to cater for 2,500+ students as well as the larger community both during and outside of school hours.
4. Clarify how the slope interfaces with the sides of the building, how will access to natural light be achieved for the library and other areas within or next to the slope.
5. Clarify the relationship between inside and outside across the central landscape and whether this is achieved through terraces or sloping ground planes.

6. Clarify the vertical circulation strategy and whether this will be achieved with a central lift core or a series of lifts.
7. Clarify issues around 1:100 PMF, including impact on location, design and serviceability of lifts.
8. Clarify how the envisioned building planting will be installed and how these areas will be reached for ease of maintenance, noting that management may be outsourced to a third party.
9. Investigate and detail opportunities to incorporate aboriginal cultural heritage, the story of the existing landscape with its submerged creek, and how this story can be told through the building and landscape treatments.
10. Develop a whole-of-site stormwater, OSD and irrigation strategy for all outdoor areas. Investigate options for integrating waterflows and detention as part of the landscape/active play areas.
11. Pursue opening up of the pinch point at the eastern end of the buildings and clarify circulation at the entry to both primary and high schools.
12. Minimise and seek to eliminate perimeter fencing. Investigate options for utilising the building as the secure line and options for camouflaging fences within the landscape where they cannot be removed.
13. Investigate options for use of the rooftop as a trafficable space and/or landscape area.

The following material should be provided at the next SDRP:

1. Detail floor plans, cross sections and 3D views, including detail typical cross sections at the interface between the building and the 'sloped' landscape.
2. Detail landscape plan clearly indicating existing and new planting, levels, shade structures, materials and finishes proposed, indoor/outdoor relationships, access and circulation.
3. Detail sustainability strategies including solar access diagrams and sections of both internal and external spaces at equinox and solstices.

Please contact GANSW Design Advisor, Carol Marra  
(Carol.Marra@planning.nsw.gov.au), if you have any queries regarding this advice.

Sincerely,



Olivia Hyde  
Acting Government Architect NSW  
Chair, SDRP

CC

NSW SDRP Panel members

Ashley Dunn, Matthew Pullinger, Mark Tyrell, Olivia Hyde (Chair – GANSW)

GANSW Design Advisor

Carol Marra

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Jason Maslen

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02 April 2019

Justin Barrett  
Senior Project Director  
Schools Infrastructure NSW

Via email –  
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PROJECT: Meadowbank Public School, Meadowbank  
RE: SDRP SESSION 27 – 27.03.19 (fifth review)

Dear Justin,

Thank you for the opportunity to review the above project. Please find a summary of advice and recommendations arising from the design review session held on 27.03.19.

The panel supports the general direction of design development for this project. The following commentary provides advice and recommendations for the project:

1. The central landscape space between the two buildings requires further clarification and resolution to demonstrate an equivalent level of precision and buildability as the architecture proposal.
2. Clarify access for maintenance, erosion control and planting scheme for the various slopes (1:2, 1:3) proposed, noting that concerns were raised for any slope greater than 1:4.
3. Illustrate options for connecting the central landscape space to the Library levels, both visually and physically.
4. Clarify the ESD proposal with regards to zoning, location of plants, peak and non-peak loads, and acoustic treatments/natural ventilation.
5. Clarify and illustrate how the circulation of 2000+ students is expected to be distributed across the site.
6. Clarify extent of rooftop to be used as a trafficable space and landscape area.
7. Clarify extent and design of fencing throughout the site.

The panel recommends the project proceed to an in-house review at GANSW on 10.04.19, 2.30-4.00pm, with the following material provided:

1. Detail cross and long sections demonstrating resolution of the items raised for the central landscape.
2. Detail landscape plans addressing the items above.
3. Details of the sustainability strategies addressing the items above.

Please contact GANSW Design Advisor, Carol Marra (Carol.Marra@planning.nsw.gov.au), if you have any queries regarding this advice.

Sincerely,



Olivia Hyde



Director of Design Excellence  
Chair, SDRP

CC

NSW SDRP Panel members

Ashley Dunn, Matthew Pullinger, Mark Tyrell, Olivia  
Hyde (Chair – GANSW)

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