

Meadowbank Education and Employment Precinct Schools Project

Landscape Design Report

SSD 18_9343

Prepared by Urbis

For School Infrastructure NSW

21st January 2020



ISSUE AUTHORISATION

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EXECUTIVE SUMMARY

This Landscape Report has been prepared by Urbis on behalf of the NSW Department of Education (the Applicant). It accompanies an Environmental Impact Statement (EIS) in support of State Significant Development Application (SSD 18_9343) for the new Meadowbank Education and Employment Precinct Schools Project (hereafter referred to as MEEPSP) at 2 Rhodes Street, Meadowbank (the site). The K-12 Meadowbank Schools will cater for 1,000 primary school students and 1,620 high school students. The proposal seeks consent for:

- A multi-level, multi-purpose, integrated school building with a primary school wing and high school wing. The school building is connected by a centralised library that is embedded into the landscape. The school building contains:
- Collaborative general and specialist learning hubs, with a combination of enclosed and open spaces;
 - Adaptable classroom home bases;
 - Four level central library, with primary school library located on ground floor and high school library on levels 1 to 3.
 - Laboratories and workshops;
 - Staff workplaces;
 - Canteens;
 - Indoor gymnasium;
 - Multipurpose communal hall;
 - Outdoor learning, play and recreational areas (both covered and uncovered).
- Associated site landscaping and public domain improvements;
- An on-site car park for 60 parking spaces; and
- Construction of ancillary infrastructure and utilities as required.

The purpose of this landscape report is to demonstrate the landscape design intent for the subject site.

RESPONSE TO SEARS

The landscape design report is required by the Secretary's Environmental Assessment Requirements (SEARs) for SSD 18_9343. This table identifies the SEARs and relevant reference within this report.

Sears Item	Report Reference
Built Form and Urban Design – site-wide landscape strategy	Section 4.12(8) part 4
Landscape Plan identifying trees to be removed and trees to be retained	Section 4.12(8) part 4

PART A

LANDSCAPE DESIGN REPORT



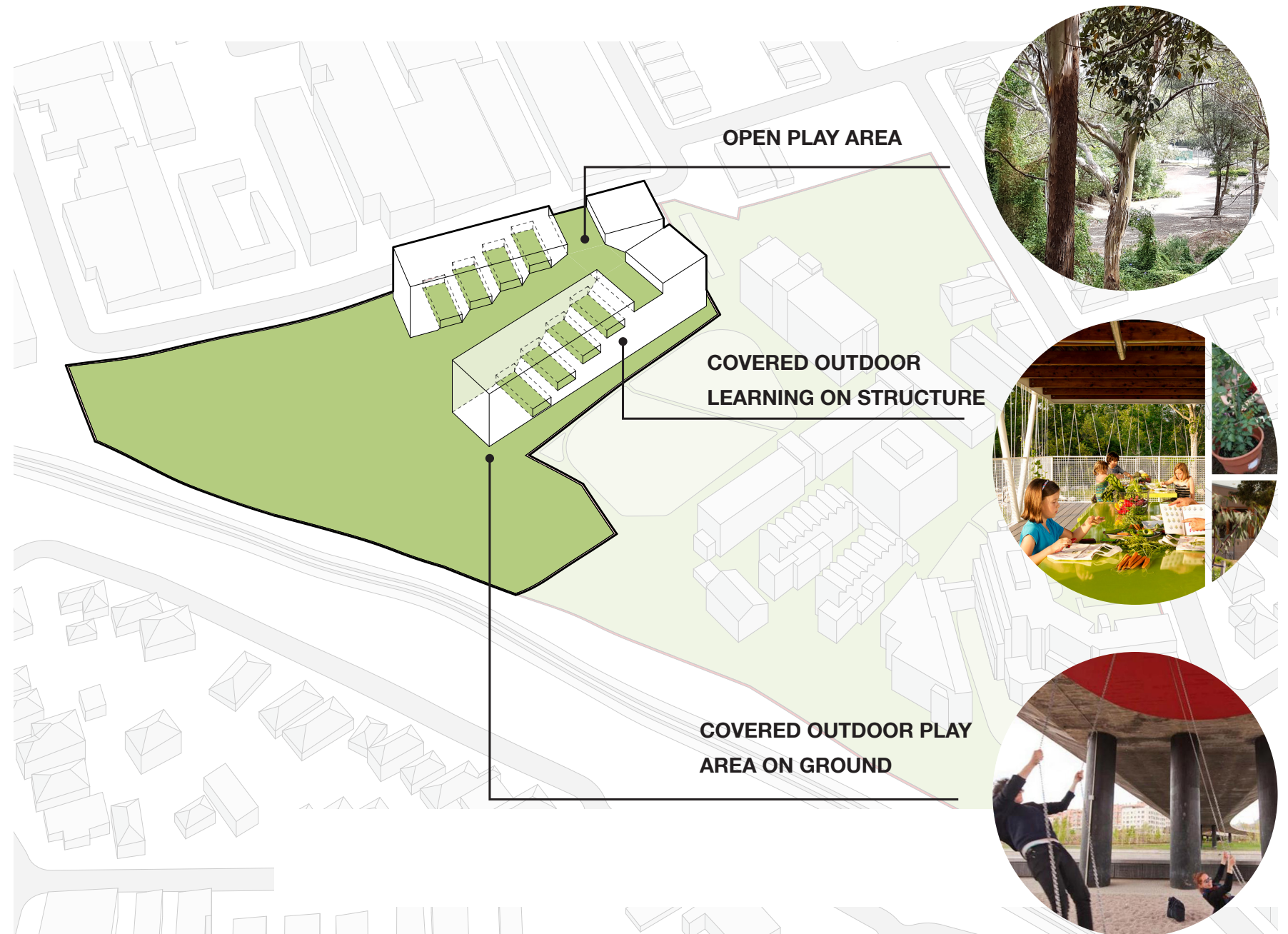
1.0 LANDSCAPE DESIGN VISION

DESIGN INTRODUCTION

Building upon the architect's design philosophy of "designing from the inside out by bringing the outside in" we have developed an integrated landscape design response which will:

- Provide multiple connections with the natural environment;
- Respond to the architectural scheme by ensuring seamless transitions from indoors to outdoors;
- Connect with the existing trees and playground environment in an engaging and playful way;
- Enrich the learning experience through an educational landscape setting which provides a variety of scales, active and passive spaces and which achieves synergy between diverse, co-located precincts;
- Maximise outdoor learning opportunities that are flexible and allow customization and
- Offers a safe and secure learning and play environment

BRINGING THE OUTSIDE IN



Source: Woods Bagot

Sketch: Alan J Duffy, Woods Bagot

DESIGN INSPIRATION : THE TREEHOUSE

"TREAT THE ENTIRE SCHOOL AS A GIANT TREE
HOUSE, THAT ENHANCES THE CONNECTIONS
WITH NATURE AND MAXIMIZES OUTDOOR
LEARNING AND PLAY OPPORTUNITIES"



OUTDOOR EDUCATION MODEL & ASSOCIATED PRINCIPLES

OUTDOOR LEARNING + BIOPHILIA



FREE PLAY



STRUCTURED PLAY/SPORTING



AGRICULTURE/PERMACULTURE



COVERED OUTDOOR LEARNING + PERFORMANCE



CIRCULATION



ARBORICULTURAL ASSESSMENT - EARTHSCAPE

Earthscape Horticultural Services have assessed the health and condition of two-hundred and seventy-five (275) trees located within the northern portion of the Meadowbank School site. Refer to the Arboricultural Assessment Report.

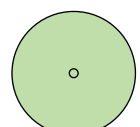
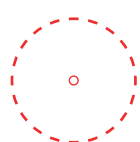
The report was to identify selected trees within the site, provide information on their current health and condition, determine their remaining Safe Useful Life Expectancy and assess their significance in the landscape in order to determine their suitability for preservation (Retention Value) in the context of any future development.

Tree Protection Zones (TPZs) and Structural Root Zones (SRZs) have also been calculated for each tree in accordance with AS 4970:2009 in order to define the constraints to any future development works and facilitate the layout and design of the site.

Refer to Earthscape's full Arborist report for additional detail.

RHODES STREET

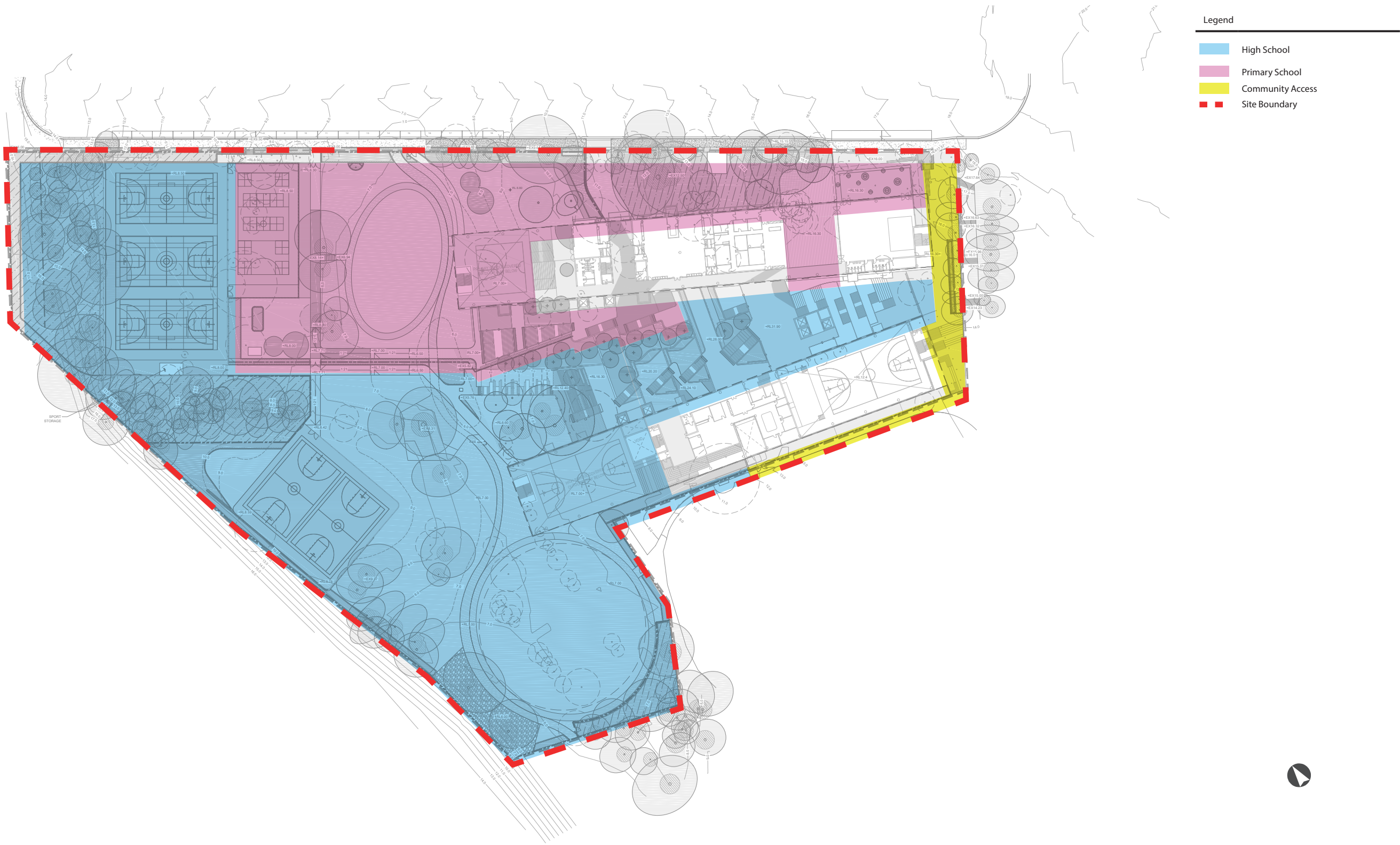
TAFE SITE

-  EXISTING TREES TO BE RETAINED
-  EXISTING TREES TO BE REMOVED



GROUND LEVEL

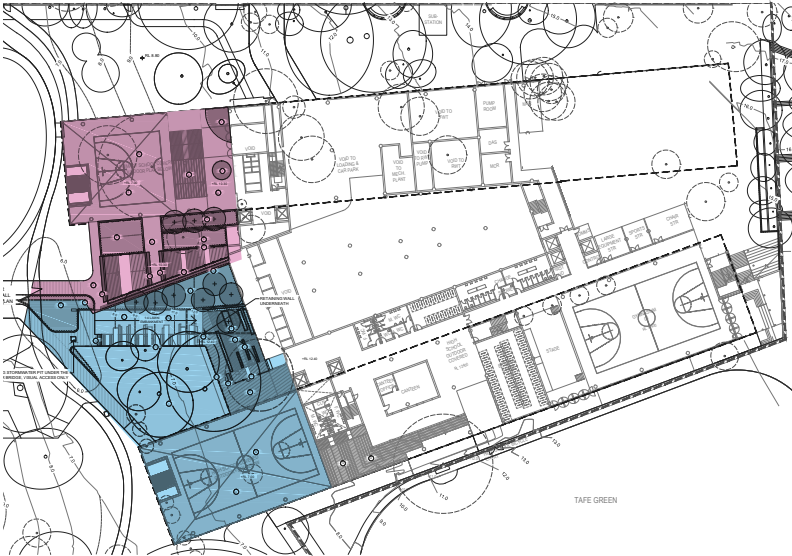
PRIMARY & HIGH SCHOOL OUTDOOR ZONES



UPPER LEVELS

PRIMARY & HIGH SCHOOL OUTDOOR ZONES

LOWER GROUND



GROUND LEVEL



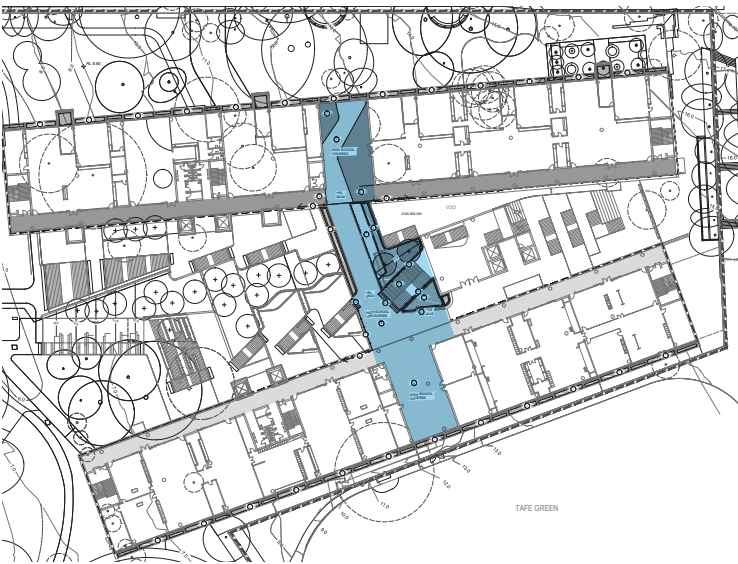
LEVEL 1



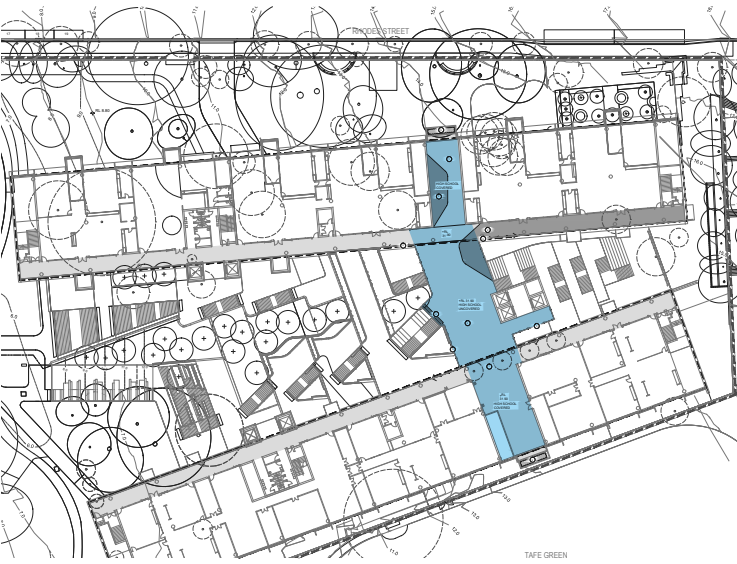
LEVEL 2



LEVEL 3



LEVEL 4



5.0 LANDSCAPE DESIGN CONCEPTS

PRIMARY SCHOOL:

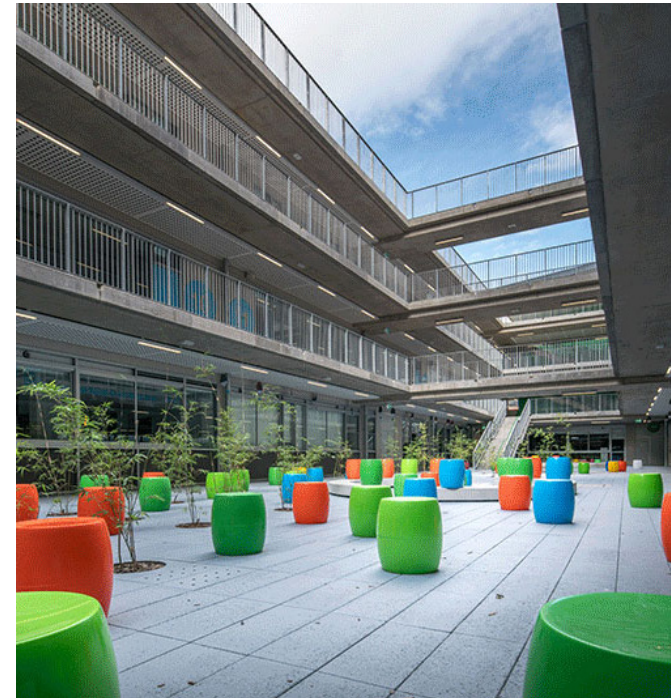
The main primary school entry off Rhodes Street leads students to an assembly courtyard prior to entering a sheltered open play area. The play area is the main connector for students, it will incorporate a variety of seating, planting and vertical greenery that brings the outside landscape into the school heart. A series of seats and platforms ensures the maximum flexibility within the space.

Steps, amphitheatre seating and a softfall play area lead the children down to two multi-purpose undercover play areas which overlook the external grassed play areas. All areas of the site have been developed to ensure flexible learning spaces.

HIGH SCHOOL:

The high school entry off Rhodes Street leads students through a shared plaza before arriving at the civic stairs and assembly area. There are views between two buildings revealing the two levels of the library with a glimpse of the green central spine beyond. The western side of the forecourt contains the green spine that divides the primary and high school. Each level of the building has a connected terrace surrounded by heavy green. At all times students are connected either physically or visually to nature. The green spine and classroom connections integrates a series of seating areas and flexible spaces.

The high school primary outdoor play and learning space is to the west of the site, incorporating free play and structured (hard courts) spaces, informal and covered outdoor learning spaces, discovery gardens and opportunities for ecological restoration and agriculture and permaculture.



GROUND LEVEL

MASTER PLAN



1:1000 @ A3



PROGRAM & DESTINATIONS



PRIMARY & HIGH SCHOOL OUTDOOR ZONES



CENTRAL TERRACED LANDSCAPE



VIEW OF THE CENTRAL LANDSCAPE FROM THE PLAYGROUND

