

11 February, 2020

Dear Emma,

PROJECT: Catherine Field Public School
RE: SDRP SESSION 41 –09.10.19 (third review)

The project team would like to thank the panel for their responses and feedback in respect to the above mentioned project. We note that the panel generally supports the design development of the project as noted in the extract below.

In particular the following aspects of the design proposal are supported:

1. Overall masterplan, clarity of site plan and design principles
2. Community access to school facilities
3. Civic presence and scale of the buildings
4. Permeability of the school grounds from the street and potential connection to future open space to the north
5. Holistic approach to topography, siting of buildings, hydrology, vegetation
6. Engagement with local Indigenous Cultural Heritage during design concept development [and ongoing]

Below are summarised our responses to the comments provided in the SDRP dated 9 October 2019.

Hall & Library

- *The canopy link between the hall and library reads as a separate element not integral to the geometry of either building. This canopy requires further refinement and rationalisation to achieve a more elegant resolution.*

Response: Noted, the design had been amended for the SSDA submission. The canopy link between block A & E forms the main entrance circulation and visual link across the site. The design identifies two separate canopies which connect and resolve the juxtaposition of the architectural forms (Block A & E). A canopy has been applied to the hall, defining the streetscape facade and strengthening the circulation path from the car parking to the main entrance. A floating canopy between block A and E creates the transitional space for student circulation and orientation point across the site.

Aboriginal Culture

- *The approach to understanding and engaging with local Aboriginal culture is commended. Provide details of how the connection to country will be made evident throughout the school grounds: for example, using landscape, materials, plant selection, art installations/murals, naming, wayfinding devices, play equipment, paving, colour, texture, and formal narratives.*

Response: The landscape schematic design report outlines the strategies for connecting to country. The architectural schematic design report outlines the wayfinding strategy that includes the elements used to acknowledge Aboriginal culture. These elements are being further refined during the detailed design development phase. The west hall elevation (Block E) indicates a screen along O'Keefe Drive. The screen details will be developed in-conjunction with the landscape and wayfinding designs to build on the local aboriginal culture story and site narrative.

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Modular Construction System

- *Further investigate opportunities to increase the ceiling height in the teaching spaces, optimising both the performance requirements and the spatial quality of spaces.*

Response: PPA has developed the ceiling details with the design team to maximise the ceiling spaces whilst maintain EFSG - DG55 Cooling Policy requirements. Within the central space of each home base we have created two raised 'pop-up' sections within the ceiling void. On the upper level the ceiling is raked and contains a double height space with glazed openings for maximum natural light and ventilation. Refer to the 3D axonometric sections.

- *Provide large cross-sections through a typical classroom block illustrating architecture, structure, mechanical systems, acoustic treatments and finishes.*

Response: Refer to submitted SSDA drawings accompanied by an ESD report prepared by Steensen Varming. The principals outlined in this report are incorporated into the design and will be refined as the design progresses.

- *Clarify ESD simulations, particularly around cross ventilation, with regard to actual ceiling height and building depth. Provide information regarding percentage of time cross ventilation will be achievable.*

Response: Refer to submitted SSDA drawings accompanied by an ESD report and the Consultant Advice Note prepared by Steensen Varming. The principals outlined in this report are incorporated into the design and illustrated in 3D axonometric sections to demonstrate the cross ventilation system and the raised ceilings opportunities.

Landscaping

- *The integrated landscape is crucial to the identity of the school and usability of outdoor spaces and must be delivered concurrently with architectural development.*

Response: Noted. The landscape design is being developed in close coordination with the architectural design.

- *Provide detail on how the heat-island effect could be further mitigated through early intervention methods, for example tree planting prior to start of construction.*

Response: The design team have developed the design to reduce the urban heat-island effect through maximising landscaped areas throughout the site as well as selecting a light coloured roof finish material. The hardscape surfaces have been minimised in area, with applied planting along the edges for additional landscape canopy coverage.

- *Minimise the extent of fencing as much as possible and articulate fencing to incorporate landscaping on both sides to reduce visual impact.*

Response: SINSW via the Schools Security Unit have given direction that a fully compliant school fence is required to the perimeter of the site and also a separate fence line between the community use areas. The site fencing has been placed at the perimeter of the site boundary. At key entrance locations to the school the fence has been setback from the site boundary by approximately 1 metre to allow for a landscape treatment to soften the fence visibility. The final fence locations will require review and sign off by SINSW security unit and therefore will be subject to their feedback.

- *Provide a staged fencing proposition as discussed in SDRP03. Clarify long-term fencing strategies for the whole site, in particular along the northern boundary and future connection to the open space.*

Response: The project team have reviewed the boundary interface details for the possible use of the open space to the northern boundary. The design has the allowance for the inclusion of a large gate along the northern boundary to facilitate the connection to the future open space. The project team is in discussions with the developer of the land to the north to facilitate the best access to the future open space for the school.

Climate Data

- *It is recommended that SINSW consider data collection of microclimate pre-construction and during the occupation of facilities to demonstrate heat-island effect reduction and determine how microclimate impacts might be mitigated in the future. East Leppington Public School and Catherine Field Public School are located on greenfield sites in newly established suburbs making them suitable projects for this type of analysis which can also form part of the building-as-learning-tool strategies.*

Response: We support the collection of data. SINSW will need to implement this as part of the operations.

Design Amendments

Below is the list of design amendments from the SSDA issue:

- Block A: Glazing modules updated on northern facade to relate to homebase facade design. Stair in front of the lift moved west to achieve circulation zone in front of the lift.
- Minor roof amendments between block A & B and block B & C.
- Block B: Louvres moved inwards to setback from the corner of the south-eastern facade.
- East Elevations: Vertical aluminium blades added to level 02 walkway to shield roof below.

Yours sincerely



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