

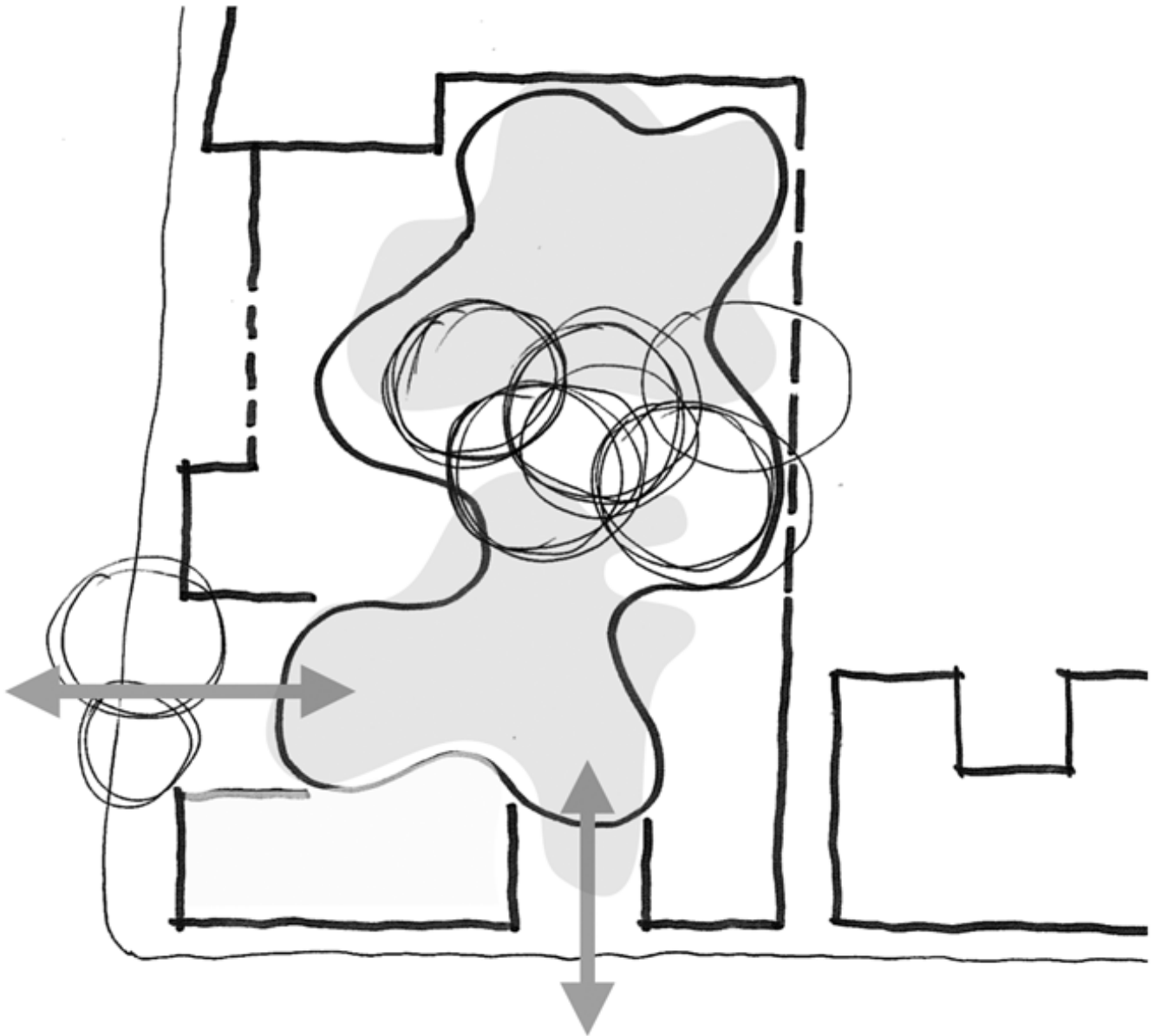
DARLINGTON PUBLIC SCHOOL REDEVELOPMENT

Appendix I — Landscape Report

SSD-9914

Prepared by FJMT

For NSW Department of Education





DARLINGTON PUBLIC SCHOOL SSD - 9914 LANDSCAPE REPORT

GOLDEN GROVE STREET, DARLINGTON, SYDNEY
Department of Education

fjmt studio architecture interiors urban landscape
28 April 2020 Rev 02

Project Name		Darlington Public School	
Project Code		DTPS	
Document Name		SSD-9914 Architectural Design Statement	
Revision	Date	Comment	Approved
01	09.04.20	Preliminary SSD Report	EC
02	17.04.20	SSD Report	EC
03	28.04.20	SSD Report Update	EC

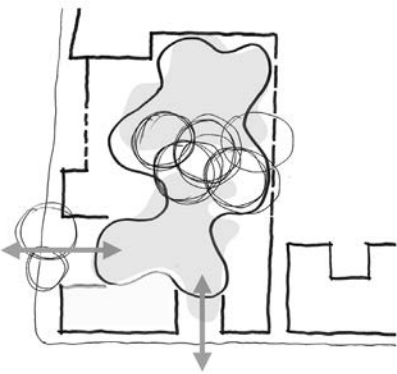
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DESIGN PRINCIPLES

Guiding Design Principles

Schools have a vital civic role, and form an important part of the community.

Schools' primary role is to deliver educational outcomes, however, they also have opportunities to engage more broadly with their communities.

The design principles included within this section aim to provide a framework for the Master Plan and to direct the development of the design solution.

They offer a high level of aspiration and quality control which will be used to test options to ensure they align with the Master Plan's intent.

The Design Principles have been grouped under the over-arching EFSG and Educational Space Planning Principles as developed by New Learning Environments and the school community.

Relationship to Darlington Public School Education Model

The Design Principles are to be considered in conjunction with the Darlington Educational Model which identifies the spatial implications of specific pedagogical approaches and the over-arching influence of the Reggio Emilia philosophy.

Education SEPP Design Quality Principles

In the new Education SEPP 2017, there are a number of design quality principles included in the legislation to encourage design excellence. Any application under this legislation will be required to provide a design statement that outlines how these principles have been incorporated.

- The SEPP Design Quality Principles include:
- Context, built form and landscape
 - Sustainability, efficiency and durability
 - Accessibility and inclusiveness
 - Health and safety
 - Amenity
 - Whole of life, flexibility and adaptability
 - Aesthetics

LANDSCAPE

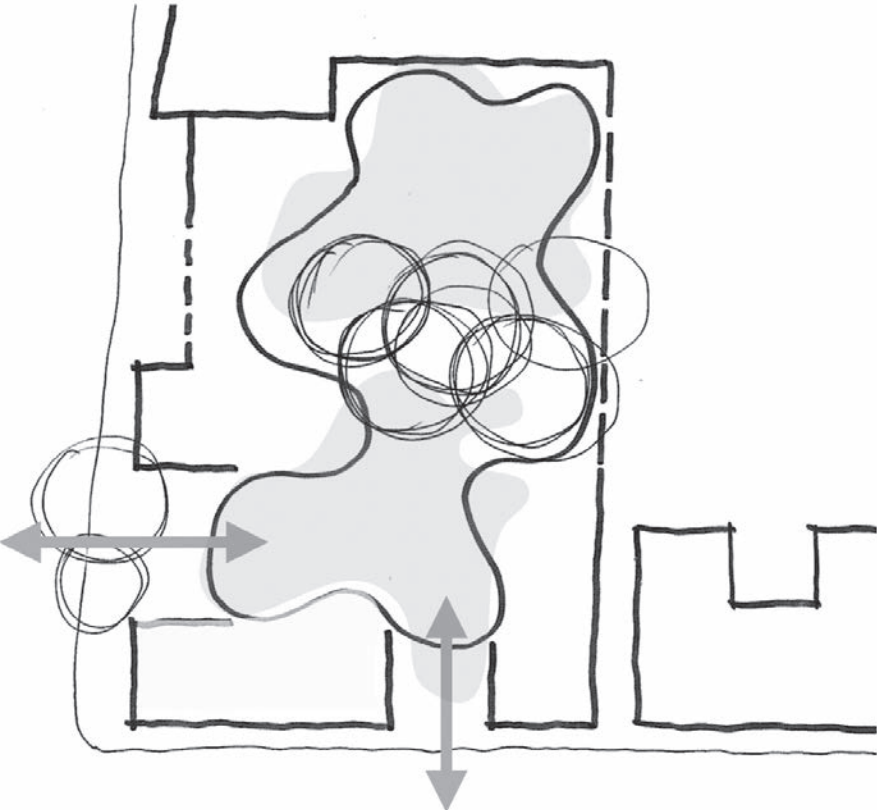
The design philosophy for the Darlington Public School playground centres around providing diverse play spaces with a variety of scales and the maximisation of functionality by providing overlays of potential uses.

The topography and grading of the site creates challenges and opportunities for the landscape design. Pedestrian movement and wheelchair access have been important drivers in creating a series of connected and functional spaces.

The playground embraces opportunities to create learning spaces, outdoor rooms and areas of active, imaginative and quiet play through the use of the connected paths and changing landforms.

Each play space is linked to possible learning games and different learning languages, featuring water, sand, rock, climbing, balls games, lines and decks, pathways and shortcuts.

The design also explores ways to embrace the indigenous culture of Darlington Public School and electorate the rich artistic heritage of the school.



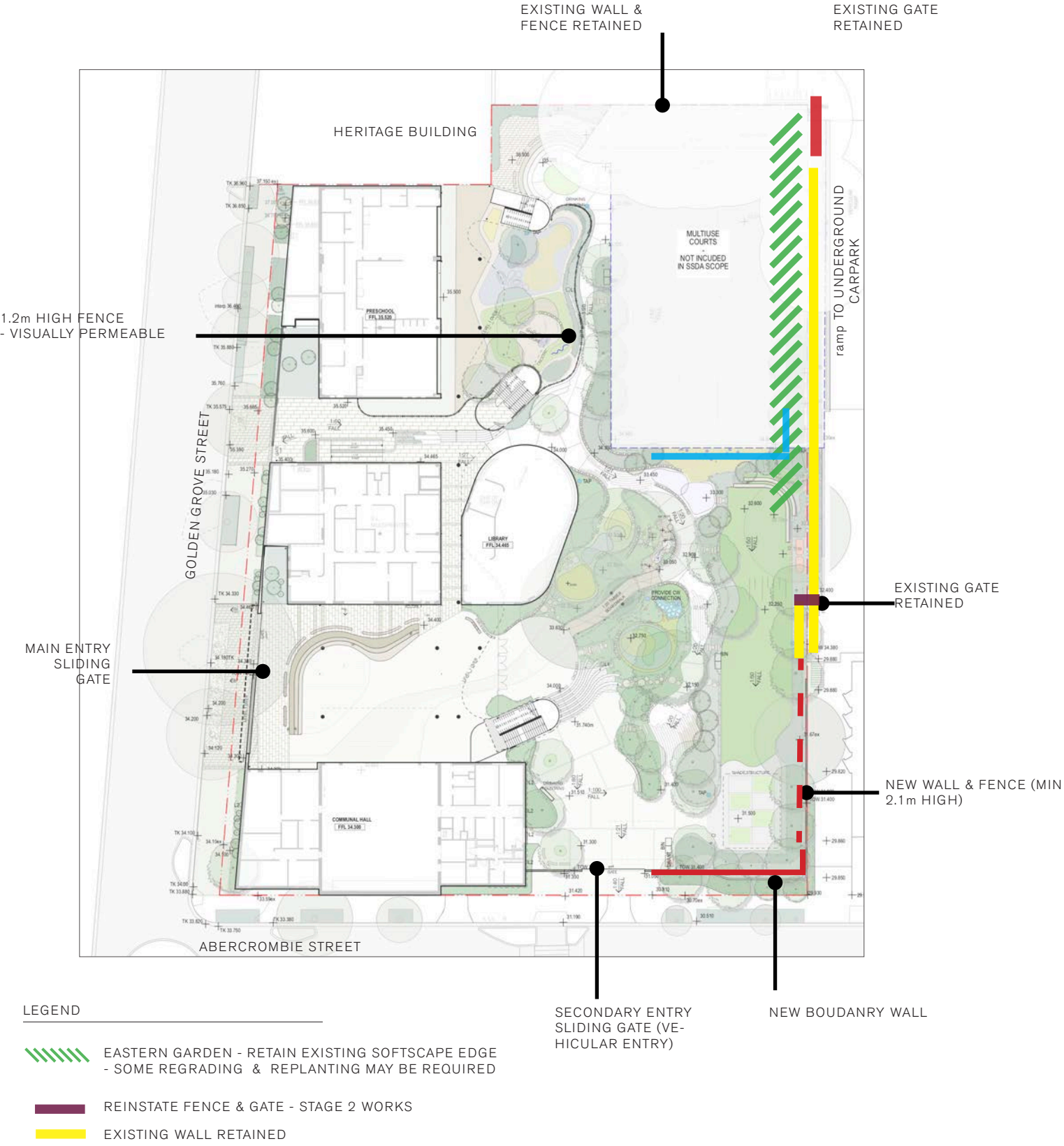
LANDSCAPE CHARACTER ZONES



COMPLETED SCHEME

- 1. COLA / Assembly Area
- 2. Nature Play / Indigenous gardens
- 3. Hardcourt / Multipurpose play
- 4. The Amphitheatre
- 5. Active Play
- 6. Active Play - Ball games
- 7. Linear Garden & Sculptural Fence
- 8. Preschool playground & garden
- 9. Climbing wall

SECURITY & FENCING



Security Strategy

The design of the new school considers the role of the building as a secure perimeter, where possible fences are minimised and the building is used as a secure line.

The new development proposes the retain existing gated access to the eastern boundary and reinstate the existing gated connection between the school and the University of Sydney building.

The new school design includes entry walls and gates to Golden Grove and Abercrombie Streets to complete the security strategy. There are described on the following page.



View to Eastern Boundary - wall to be retained



View to existing gate to be retained - eastern boundary-



View to Sydney University Student Accommodation - from Abercrombie Street

SECURITY & FENCING



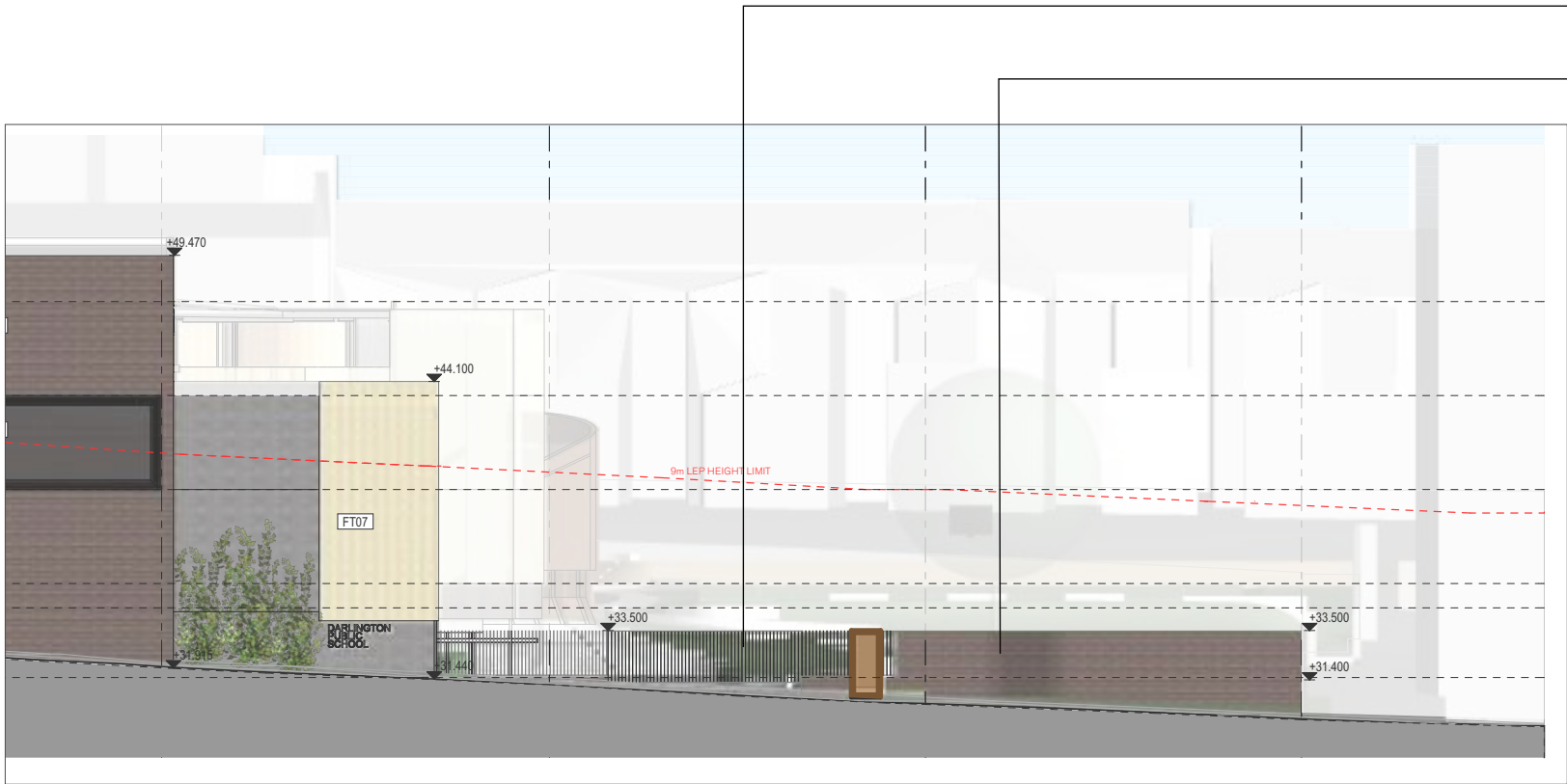
Golden Grove Street - Main Entry - Elevation

Sliding Gates
Vertical blades - powdercoat bronze to match Architectural
Entry fencing (atop brick wall)
Vertical blades - powdercoat dark grey to match Architectural

Brick wall provides protection from flood events - brick selection to match the Architectural finishes



Playground-side - bronze mesh



Abercrombie Street - Secondary Entry

Entry fencing - Vertical blades - powdercoat dark grey to match Architectural finishes
Brick wall provides secure school boundary (min 2.1 high)-brick selection to match the Architectural finishes

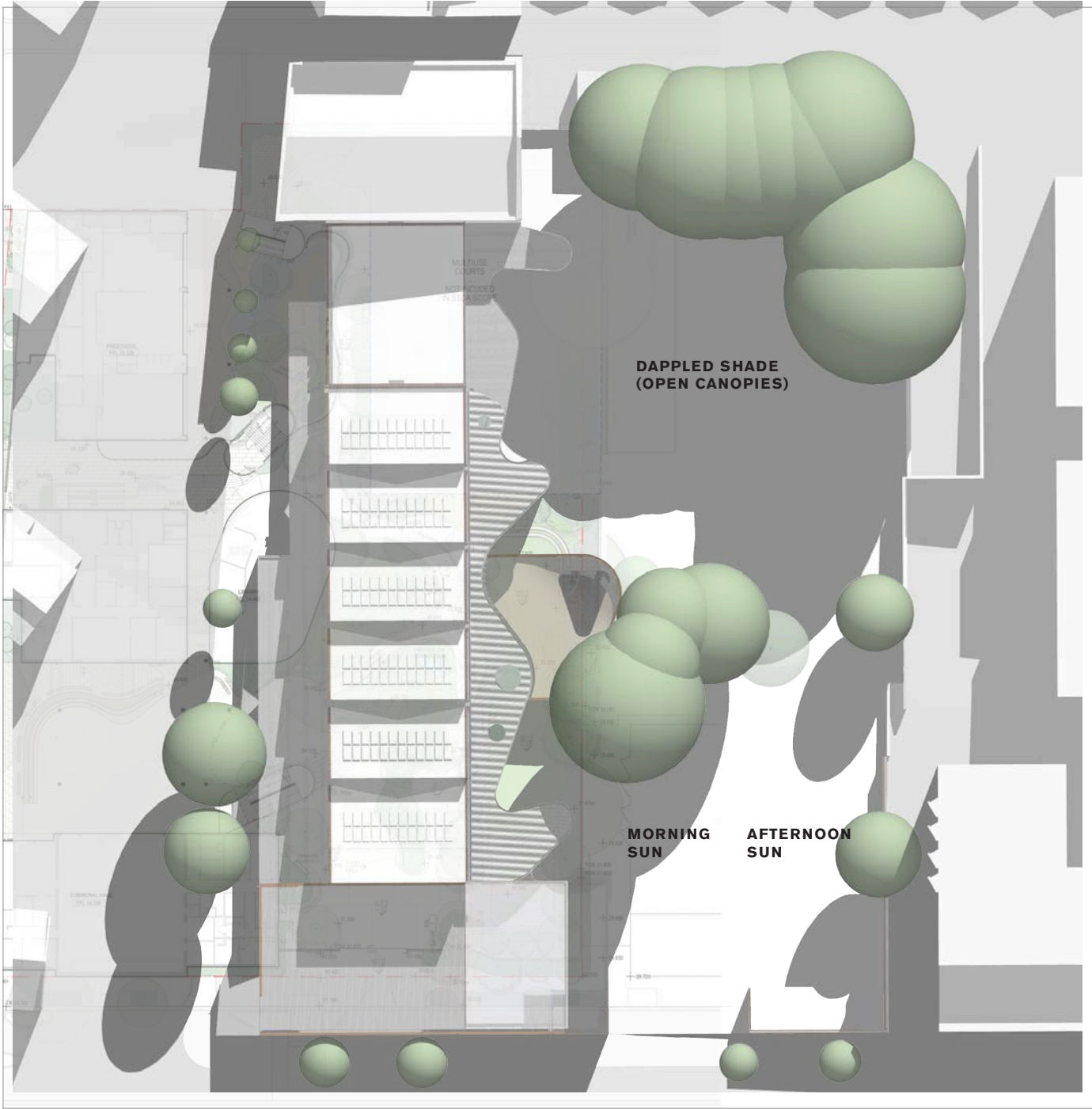


SHADE

Summer



Winter



Sun Study

- The results of the study suggest that the following should be considered in the design:
- consider deciduous tree planting adjacent the basketball court to provide additional summer shade whilst maintaining winter sunlight
 - select locations for trees on the preschool to provide afternoon summer protection, maintain a winter sun trap
 - provide additional semi-permeable shelter to provide additional shade to the soft eastern sports court.

TOPOGRAPHY

Levels



LEGEND

- +30.80ex** EXISTING LEVEL
- FFL33.650** BUILDING FINISH FLOOR LEVEL
- +30.80** DESIGN RL

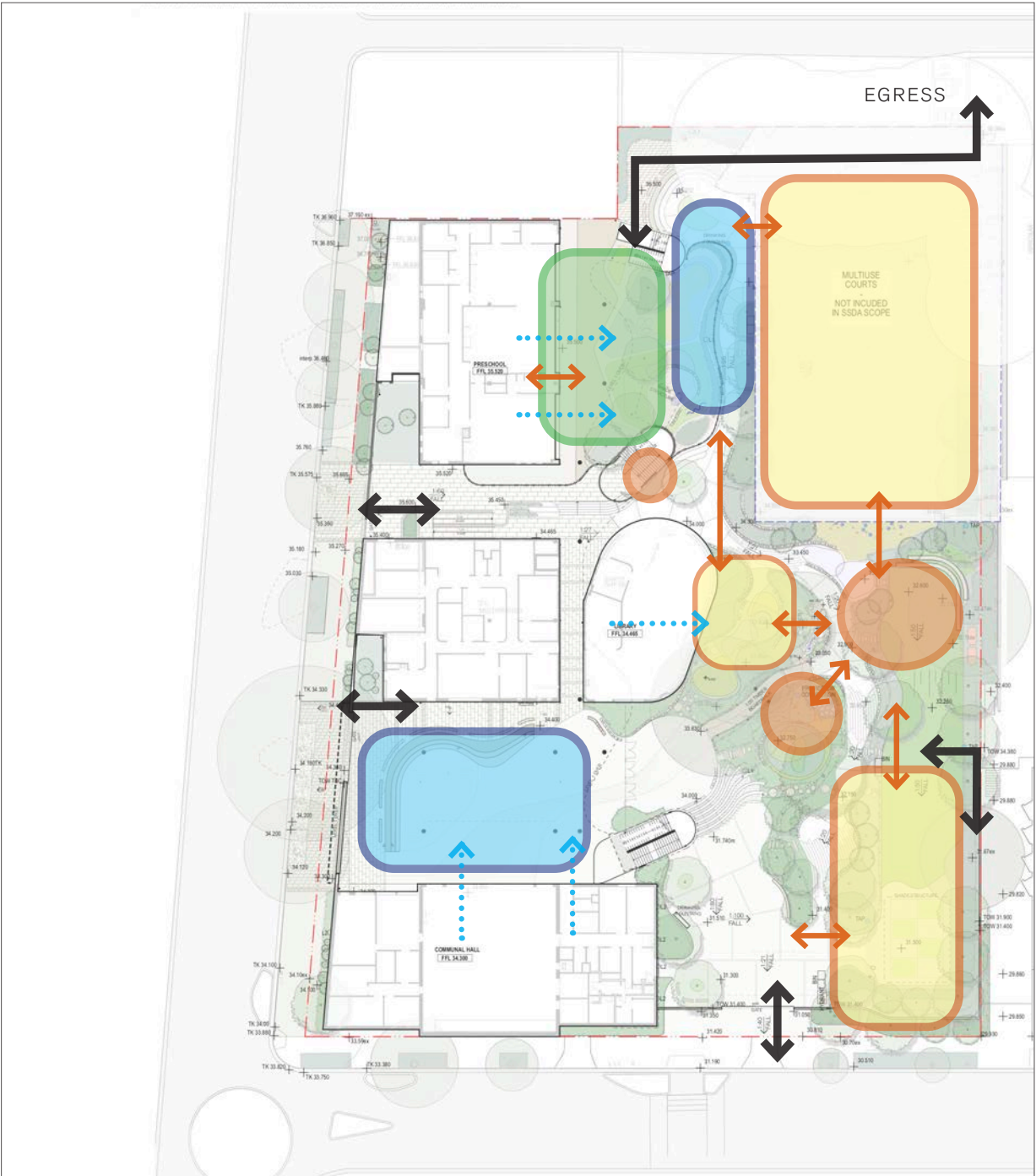
Accessible circulations



LEGEND

- WHEELCHAIR CONNECTIONS
- STEPPED/ STAIRWAY CONNECTIONS
- SCHOOL ENTRANCE
- BUILDING ENTRANCE

Areas and Connections



LEGEND

- ACCESS TO PLAY
- VIEWS
- PEDESTRIAN MOVEMENT

Indigenous Overlay and Artwork



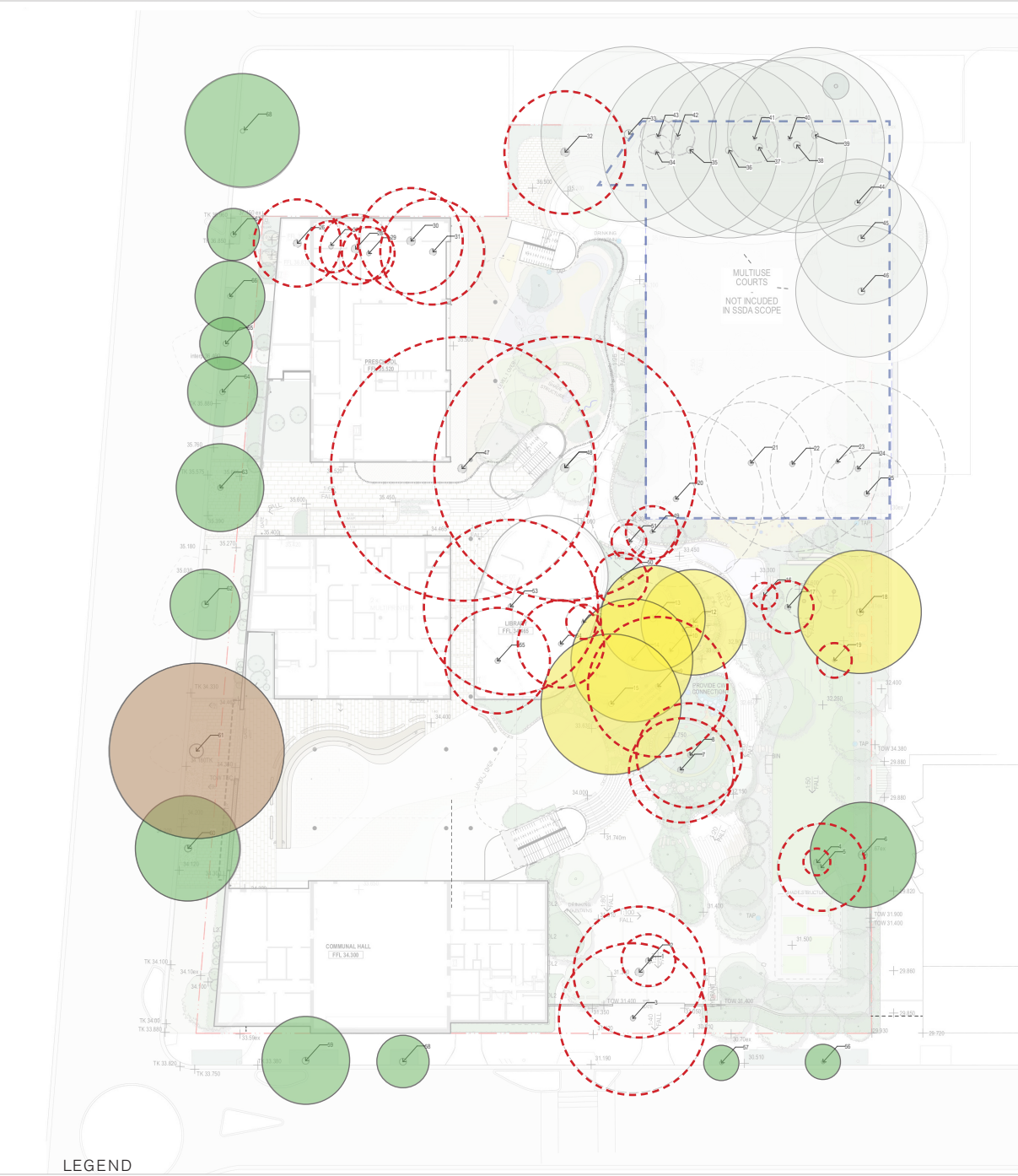
LEGEND

- ARTWORK MOUNTED TO EXISTING WALLS
- ARTWORK MOUNTED TO / OR INTEGRATED WITH NEW WALLS
- WALL ART RELAIED INTO THE FACE OF NEW TERRACE SEATS
- ART & / OR INDIGENOUS INTERPRETATION:
 - SET INTO THE UNDERCROFT OF THE ROOF ABOVE
 - INLAID INTO THE NEW PAVED COLA AREA
 - LOCATED IN THE NATURE LEARNING PLAYGROUND OR SCULPTURE GARDEN
 - INTEGRATED WITH THE SCULPTURAL FENCE

A number of opportunities for Art and Indigenous Interpretation are present in the Landscape. Existing artistic works could be salvaged and relaid / mounted into new landscape elements. New artworks could also be incorporated in the outdoor spaces.

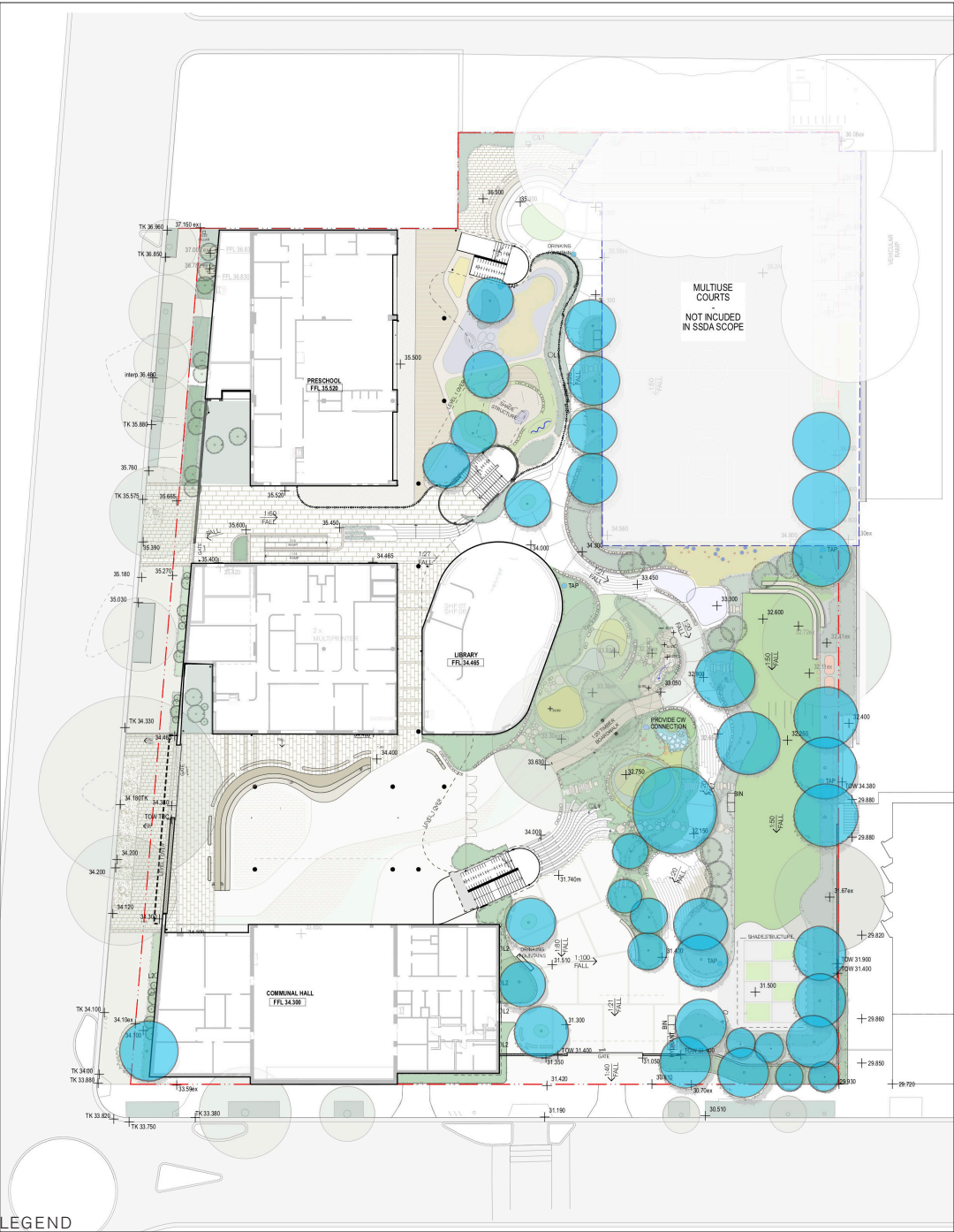
EXISTING VEGETATION

Tree management plan



	EXISTING TREE TO BE RETAINED	TOTAL TREE TO BE RETAINED: 19 TREES
	EXISTING TREE TO BE RETAINED SUBJECT TO FINAL LEVEL CONFIRMATION	
	EXISTING STREET TREE TO BE RETAINED SUBJECT TO FOOT-PATH LEVELS / ARBORIST ADVICE	
	EXISTING TREE TO BE REMOVED	TOTAL TREE TO BE REMOVED: 27 TREES
		TOTAL TREE PRE-DEVELOPMENT: 46 TREES

PROPOSED TREES



RETAINED TREES:	
6 (WITHIN SITE BOUNDARY)	
13 (STREET TREES)	
PROPOSED TREES: 38	
TOTAL TREE POST-DEVELOPMENT: 57 TREES	
	PROPOSED TREE

ESD & WSUD

Ecological Sustainable Development & Water Sensitive Urban Design



LEGEND

- ON SITE DETENTION & RAINWATER TANKS
- GAMES COURT SHED WATER TO RAINGARDENS FOR WATER QUALITY TREATMENT
- VEGGIE PATCH AND WORM FARM - ECOLOGICAL LEARNING
- PASSIVE IRRIGATION TO GARDENS ADJACENT PATHS
- IRRIGATION TO LANDSCAPE TURF & GARDEN AREAS
- STORMWATER OVERLAND FLOW

Ecological principles are integrated into the landscape design with the primary focus on water. Principles such as water sensitive urban design (WSUD), plant selection process and site micro climatic analysis inform the layout, materials selection and environmental response.

The primary landscape ESD initiatives include:
Fall paving to facilitate surface water recharge to mass planting beds to reduce potable water usage
Provide an appropriate area of planting to improve air quality and reduce the urban heat island effect;
and select hardy, low water use, indigenous plant species where possible suited to the harsh urban environment.

Water is a key sustainable focus in the Australian landscape. Although many of the plant species to be selected will have low water requirements (and therefore are inherently water conserving), water-efficient subsoil drip irrigation systems are proposed to ensure that the landscape is maintained to the high standard required.



STREETSCAPES & CONNECTIONS

A number of policy and strategy documents were reviewed in relation to the project - to confirm surrounding bicycle and pedestrian connections, planned connections and their relation to the Darling School streetscapes. The review confirmed that Golden Grove, as the main entrance to the school, is a significant link between priority pedestrian and bicycle networks. A summary of the review is provided below.

Streetscapes Codes

The Code indicates that inset concrete pavement is a suitable treatment for Local Area footpaths.

- the proposed streetscape works includes upgrades to the existing concrete footpath (to match existin and the extension of internal unit pavers to a section of the footpath to emphasize the school address to Golden Grove Street.

- the concrete footpath to Abercrombie Street will be retained / made good as required.

Street Tree Planting

A review of the City's Street Tree Masterplan indicates that:

Golden Grove - Eucalyptus microcorys

Abercrombie - Lophostemon confertus

Street trees will be retained along both streets - resin bonded gravel is proposed to the tree surrounds for the Main Entrance and the entrance to the Preschool
- this treatment is proposed to maintain oxygen and moisture to the tree whilst protecting it from high pedestrian traffic.

Any future tree planting should consider the recommendations of the Street Tree Masterplan.

CONSULTATION

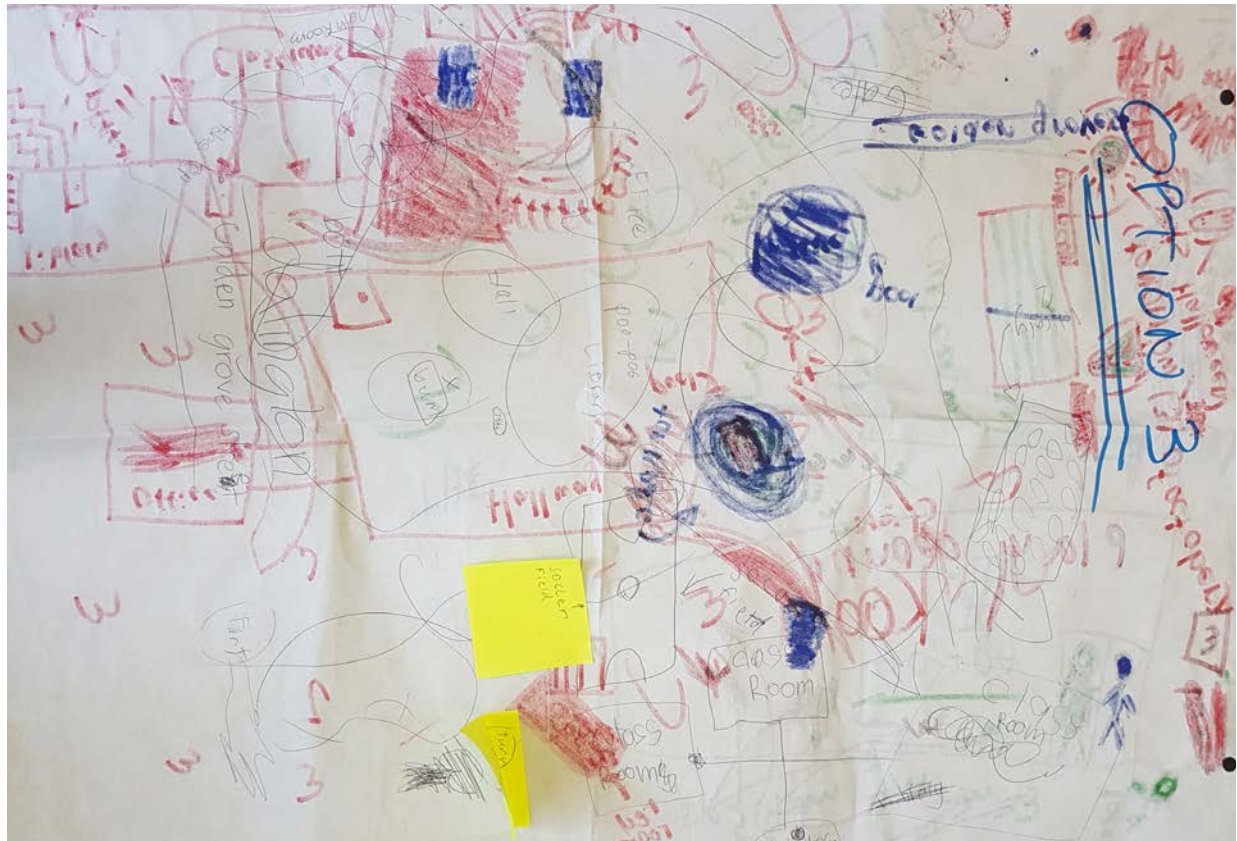
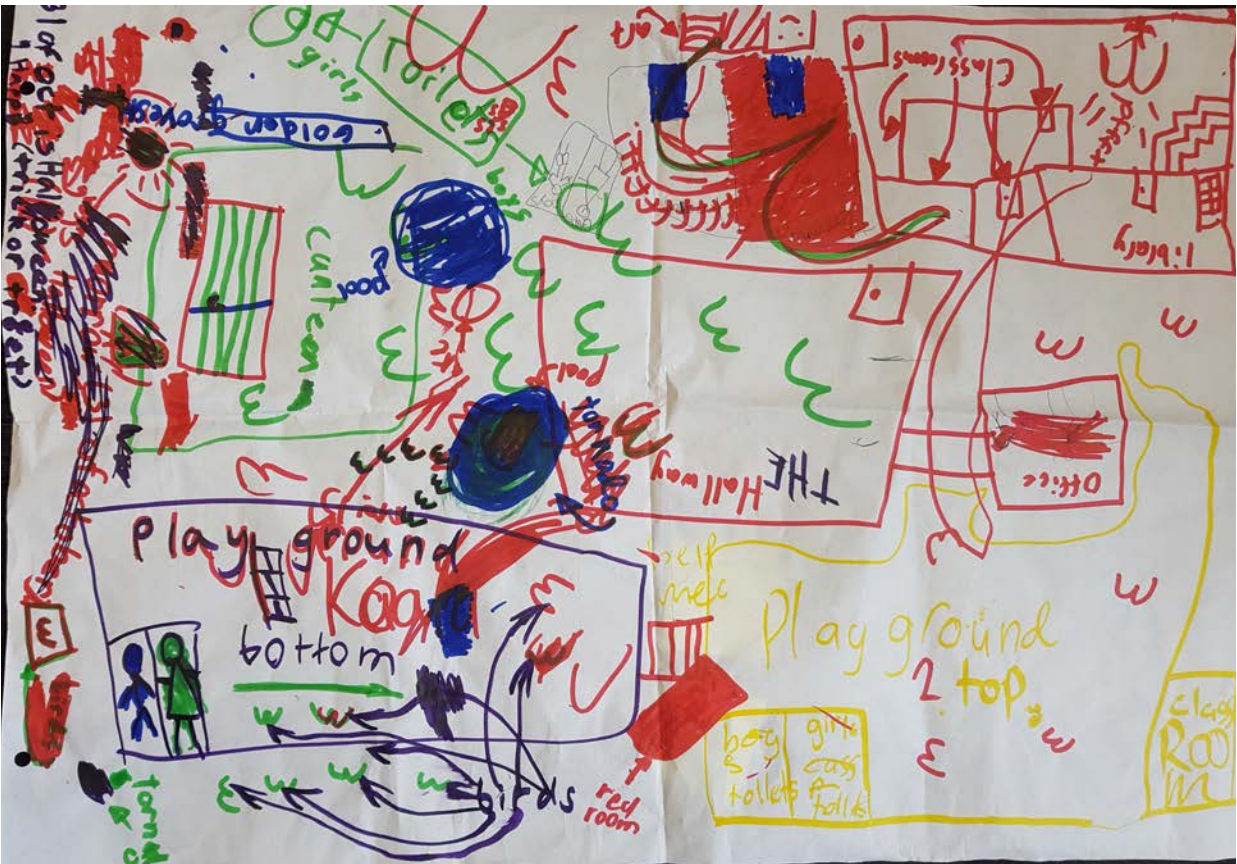
The development of the design for the proposed school included several meetings with Darlington Public School Staff & the community

A summary of consultation with the School principal and the staff representative is provided below:

- Can the design include as much kick-about area as possible, increase the size of the open area create more kick about area
- The seating and multifunctionality of the outdoor amphitheatre is good
- Preference not to retain the She Oak trees as they drop too many needles and cause slippery surfaces
- Include power outlet connections to the upper basketball court - this area is used for performances and events

The following points were raised several time as important to the students, the community and staff:

- Allow for good access, links for bikes, scooters, provide accessible connections, more than 1 entry/ exit
- Native planting, tree retention, indigenous gardens
- More kick about area, less hard paving
- More play equipment
- Good sight lines



DARLINGTON INFORMATION SESSION // FEEDBACK

Feedback summarised into reoccurring categories found in the feedback forms from Sessions 1 & 2						
STAKEHOLDERS	ACCESS	MATERIALS	LANDSCAPE	EDUCATION	PLAY	EXTRAS
COMMUNITY MEMBER / PARENT #1	Pram access throughout the site. Top to bottom access as some parents drop of at pre-school and then need to send other kids to class at bottom of campus	Brick, slatted timber	Bush garden,Integrate landscaping + play spaces	Convey indigenous culture; local indigenous kids to present to school community plants etc + how used in indigenous culture.	Open play that integrate landscaping.	Undercover bike / scooter storage
#2		Solar panels; In the detailed design phase, looking forward to learning more about solar panel installations given the location	Tree retention, but also the use of native species in the redesign & landscaping			
#3						More specific & informative. Like session on classroom design. Very positive at design level and it is evolving. Very happy to have more than the info boards and capture our feedback.
#4						Satisfied, no further comments
#5	Accessibility from hall for hire/passive income			Indigenous/food gardens for business purposes passive income		Looking at business opportunities
#6			Community garden with indigenous foods / bush tucker	Workable kitchen for extra curricular activities. Allows children to watch their fruit/vegetables grow, then prepare them in a kitchen (cooking class)	Agriculture learning experience via community garden	
#7			Rooftop garden / ground maintenance considered based on tree type and removal of branches	Composting	Casual play area for kids when parents busy at school (P&C etc)	Passive income via the garden
#8		Retain the red doors	Casuarina trees analysed, keep the tawny frog mouths and birds satisfied	Community room for elders to educate		Would like GML consultation to be used, was very happy with the GML consultation process
STUDENTS	Toilets are too far away, would like more / Seperate exit and entrance for bike storage	Retain the red doors	Community veggie garden, hardscape for play. Grassy spots for games, free play and sports	Chalkboards, outdoor learning.	Tip, soccer, handball, monkey bars, more play equipment, integrated play [like the pre-school] climbing web, tree house, play equipment, tunnels and rock climbing. Sand play,	Searching for pokemon, don't like stones or hard surfaces, more grass.
C O M M U N I T Y CONSULTANTS	80% ride / walk to school. Casual play area near the drop/pick up zones. ASC occupies hall every afternoon meaning that no one else can use it, can we create an alternative space? Agriculture learning experience via community garden. Why is the ASC not located with the Pre-school? Will the corner building at the roundabout be recessed in? She Oak trees creating maintenance issues. Seating in the middle as you can see both gates.					
Summary of Stakeholder's notes and key points to consider as these were re-iterated throughout the feedback.						
OVERVIEW	ACCESS	MATERIALS	LANDSCAPE	EDUCATION	PLAY	EXTRAS
KEY POINTS:	Access from the top to the bottom of the site which is pram friendly. Access near the hall to allow events to occur / making it easy to hire out. Access to toilets throughout the playground helpful for the children. Shortcuts that children would potential take to be considered when creating access and selecting materials.	Retain the iconic red doors at the front of the school. A modern aesthetic which isn't too 'clinical'. Suggested use of solar panels due to the schools location.	Community garden with indigenous plants which can be presented by the elders of the community. Food preparation to be incorporated into L&D. Natives, tree retention preferred, ongoing ground maintenance to be considered.	Convey indigenous culture; local indigenous kids to present to school community plants etc + how used in indigenous culture. Open the library to an outdoor area. Outdoor educational areas.	Open play that integrate landscaping. Open grass areas for sport and hardscape for other games such as handball. Play equipment is locked up in the pre-school, kids wish to continue having access to it.	Creating passive income / business opportunities.
	Bike Storage	View Points				
FURTHER DETAILS TO CONSIDER:	Undercover, to be able to ride in to the parking area and have more than one entry/exit.	The middle of the site, both gates can be viewed, good sight-lines for supervision.				