



Morris Goding  
Access Consulting

Kate Bimson  
Pymble Ladies College  
Avon Road  
Pymble NSW 2073

28 February 2022

**RE: SSD-17424905**

**Project: Pymble Ladies College – Grey House Precinct**

Dear Kate,

Morris Goding Access Consulting (MGAC) has been engaged to provide an accessibility review of the proposed Grey House Precinct Development located within the grounds of Pymble Ladies College (PLC) at Pymble.

A submission has been made by PLC to the Department of Planning, Industry & Environment (DPIE) for approval. The following has been provided by MGAC in response to DPIE's request for additional information:

#### **DPIE's Comment – Traffic Impacts, Item 7:**

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*The location of the disabled car parking spaces is not clear in the submitted plans. The parking spaces would be located about 74m away from the proposed buildings, which is not conducive for the persons with disability. You are requested to address this issue.*

#### **MGAC's Response:**

The existing accessible path of travel from the accessible car parking spaces to the Grey House Precinct complies with the current AS 1428.1 (2009), Amendment 1 & 2, requirements for paths, ramps and walkways based on the documentations provided.

Specifically, the accessible path of travel achieves the following:

1. A 1 in 20 walkway gradient with 1200 mm landing length between.
2. Gradients and crossfalls appear appropriate with no steeper than 1:40 grades.



In addition to the above, various resting spots exist along the existing pathway. An existing seating area is also provided adjacent to the top of the walkway should a person with a disability require resting. This is similar to, and in line with AS 1428.1 (1992), *Design for access and mobility, Part 2: Enhanced and additional requirements – buildings and facilities*, Note to Clause 7:

*In areas of high use by people with ambulatory disabilities, such as areas frequent by elderly people, seats should be provided no more than 60 m apart alongside paths of travel.*

Refer to supplied plans as attached for further information.

#### **DPIE's Comment – Accessibility, Item 1:**

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*SDRP have requested that details of accessibility at all levels of the building be provided, noting the massive change of levels within the site.*

#### **MGAC Response:**

Access has been provided through all levels of the building via a central passenger lift. This lift is accessed through the entry level on Level 1. The central passenger lift facilitates access throughout the Grey House Precinct building from Level 1 down to Level 0; and through to the external outdoor play area immediately adjacent to the proposed building. The central lift also continues through to all other levels above from the entry Level 1 through to Levels 2 to 4. Refer to attached makeups by MGAC.

Due to the vast level differences within the natural topographical settings around the PLC sites, this central lift access has been proposed to facilitate wheelchair access to various parts of the proposed Grey House Precinct building as well as being an accessibility “connector” for the future planning of the whole of the school precinct, bringing accessibility to a greater level.

The school is aware of its topographical challenges and has been working closely with all relevant design consultants to achieve a workable and practicable outcome. The central lift proposed within the Grey House Precinct, forming a part of a larger planning scheme as proposed, is a step working towards full accessibility throughout the whole of the school precinct, connecting older inaccessible buildings to the new accessible buildings. MGAC supports this strategy and encourages future reviews of the inaccessible parts of the more historical buildings.

Please refer to the attached Master Plan and further comments in Item 2 below.



- **DPIE's Comment – Accessibility, Item 2:**

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*The submitted Building Code of Australia (BCA) report (Table 14) states that a part of the building does not have continuous access pathway which does not comply with AS 1428.1-2009. The submitted BCA report recommends that the Access consultant would address with performance solution. However, the Access consultant's report does not provide any satisfactory comments regarding this issue. You are requested to provide satisfactory details to demonstrate that the building and all of the proposed uses would have satisfactory and accessible connections.*

**MGAC Response:**

Refer the following attached PLC's Master Plan, Final Report dated November 2020, in particular the following of relevance and with relation to accessibility:

- 1.01 – strategies (page 8 and 9).
- 2.02 – Fit-for-purpose Buildings (page 14).
- 3.04 – Principle 7 (page 34 and 35).
- 4.04 – Access and wayfinding (page 43).
- 4.07 strategies timeline – under the wellbeing heading (page 52).

As the School precinct has developed over time, parts of the areas and buildings that were approved under previous regulatory standards have now become outdated to current regulatory requirements and partially inaccessible for wheelchair users within parts of these older historical areas of PLC.

The school is aware of their obligations to the DDA and people with disability and have been working towards improving accessibility; as the proposed Grey House Precinct is a part of the whole of the accessibility scheme, this is an ongoing process as with any larger development precincts such as schools, universities, hospitals and the like. Refer the attached PLC's Management Plan that is in place to cater for people with disability. Should any assistance be required, the school is fully committed to provide personal assistance under an operations management procedure to address any accessibility issues arising.

This management in use plan methodology is supported by Section 23 of the DDA that recognises it may not be possible or fair to enforce the requirements of access to premises in all situations. In these types of circumstances, because the provision of full access to or use of existing premises prove too difficult, it may still be possible to address access issues in some way by providing an alternative or equivalent access to the actual service operating out of premises. Those aspects that cannot be addressed by changes to the premises may be addressed by changes to the management or operation of the premises.



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Furthermore, refer to the attached Master Plan from the school in its commitment to promote access in its future master planning scheme. It is advised the school will undertake an accessibility audit and work towards full access in the Master Planning of the school within a reasonable timeframe.

In addition to this accessibility statement and the documentations provided, the previous access and BCA report has been updated to reflect the above, a performance solution report will also be provided by a qualified access consultant at the CC stage of the design process to address the present non-accessible parts of the school buildings that will be managed under an operational management procedure.

### **DPIE's Comment – Accessibility, Item 3:**

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*The Department notes that the ELC parking would be provided within the aquatic centre. In this regard, you are requested to provide details of an accessible pedestrian pathway (for strollers as well) from the centre to the ELC including shaded paths for the amenity of the future users.*

### **MGAC Response:**

Please refer supplied documentation by BVN and OCULUS in the attachment for further information. Accessibility has been considered.

It is advised that MGAC will continue to work with the project team as the scheme progresses to ensure appropriate accessibility outcomes are achieved throughout the project through to the construction and completion stages of the project. MGAC has no hesitation in supporting the proposed Grey House Precinct development as a high level of access has been considered for this project and throughout the whole of the school precinct.

If you require further information, please do not hesitate to contact me.

Yours faithfully

Lee-May Whong  
Senior Access Consultant  
Morris Goding Access Consulting





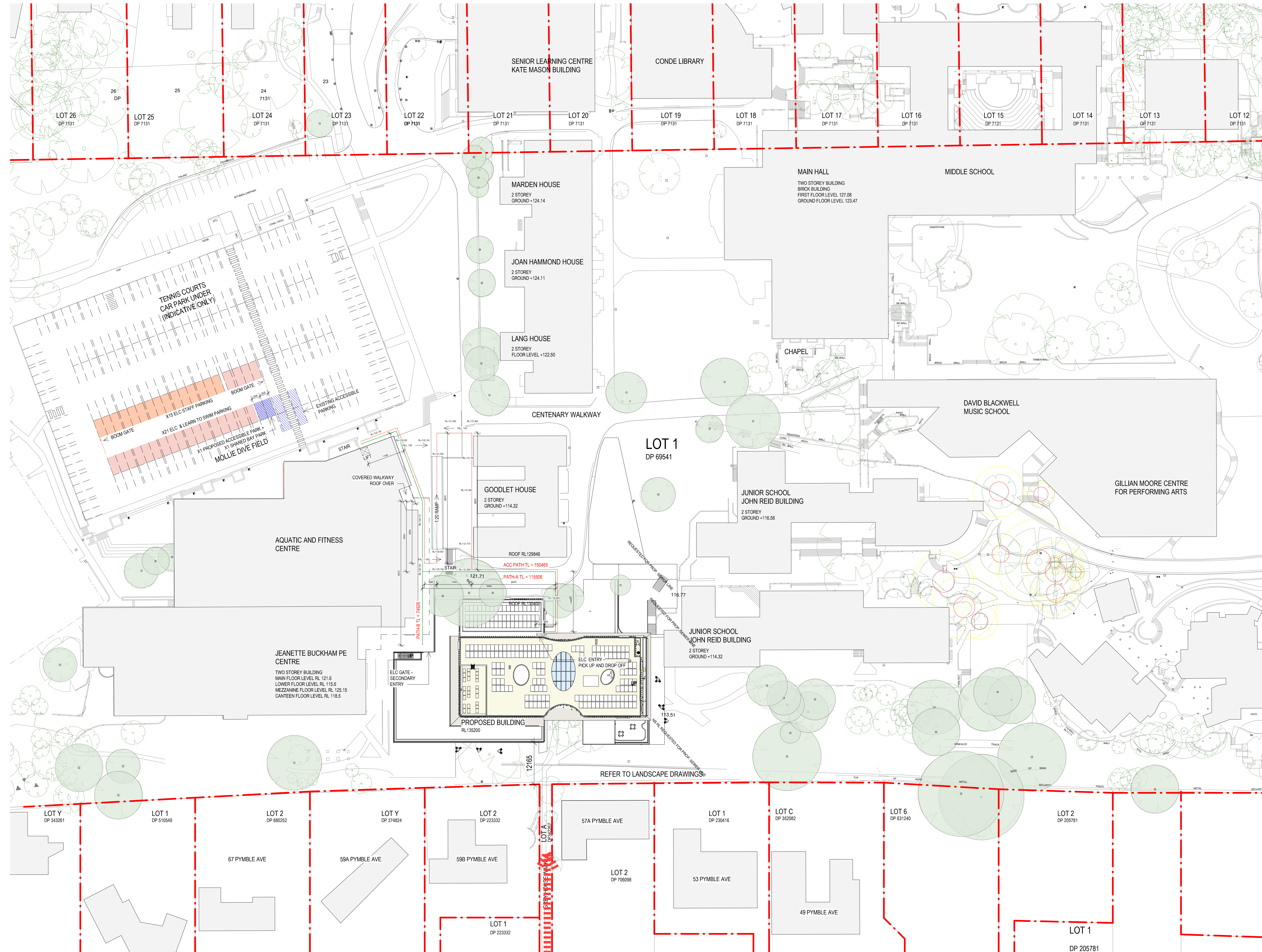
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## Attachments:



NOTE  
CONTRACTOR TO CHECK AND VERIFY ALL DIMENSIONS ON SITE PRIOR TO COMMENCEMENT OF WORK. DIMENSIONS OF WORK SHOWN ARE CONTRACT SCALE DRAWINGS.

ISSUE DATE FOR  
1 23/02/21 SPIC DO Issue  
2 09/02/21 SPIC DO Issue  
3 11/02/21 SPIC Documentation  
4 21/02/21 Civil Documentation  
5 09/02/21 For Information  
6 21/02/21 For Tender



GHP PLC - PATHS OF TRAVEL ELC  
BVN\_MARKUP 18/02/2022

- PATH A - ENTRY AND EXIT TO ELC  
TOTAL = 115506
- PATH B - SECONDARY ENTRY  
TOTAL = 74926
- ACCESSIBLE PATH  
TOTAL = 150565

- EXISTING TREES
- EXISTING BUILDINGS
- SITE BOUNDARY

MGAC Comments:  
BVN supplied markup of accessible path of travel from the accessible car parking to the entry of Grey House Print.

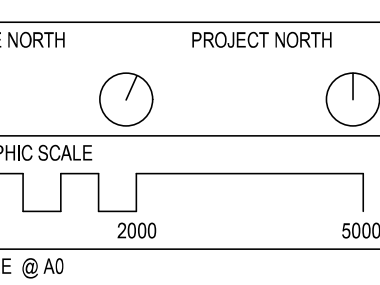
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PYMBLE LADIES COLLEGE  
CLIENT NUMBER

PROJECT  
PYMBLE LADIES COLLEGE  
GREY HOUSE PRECINCT

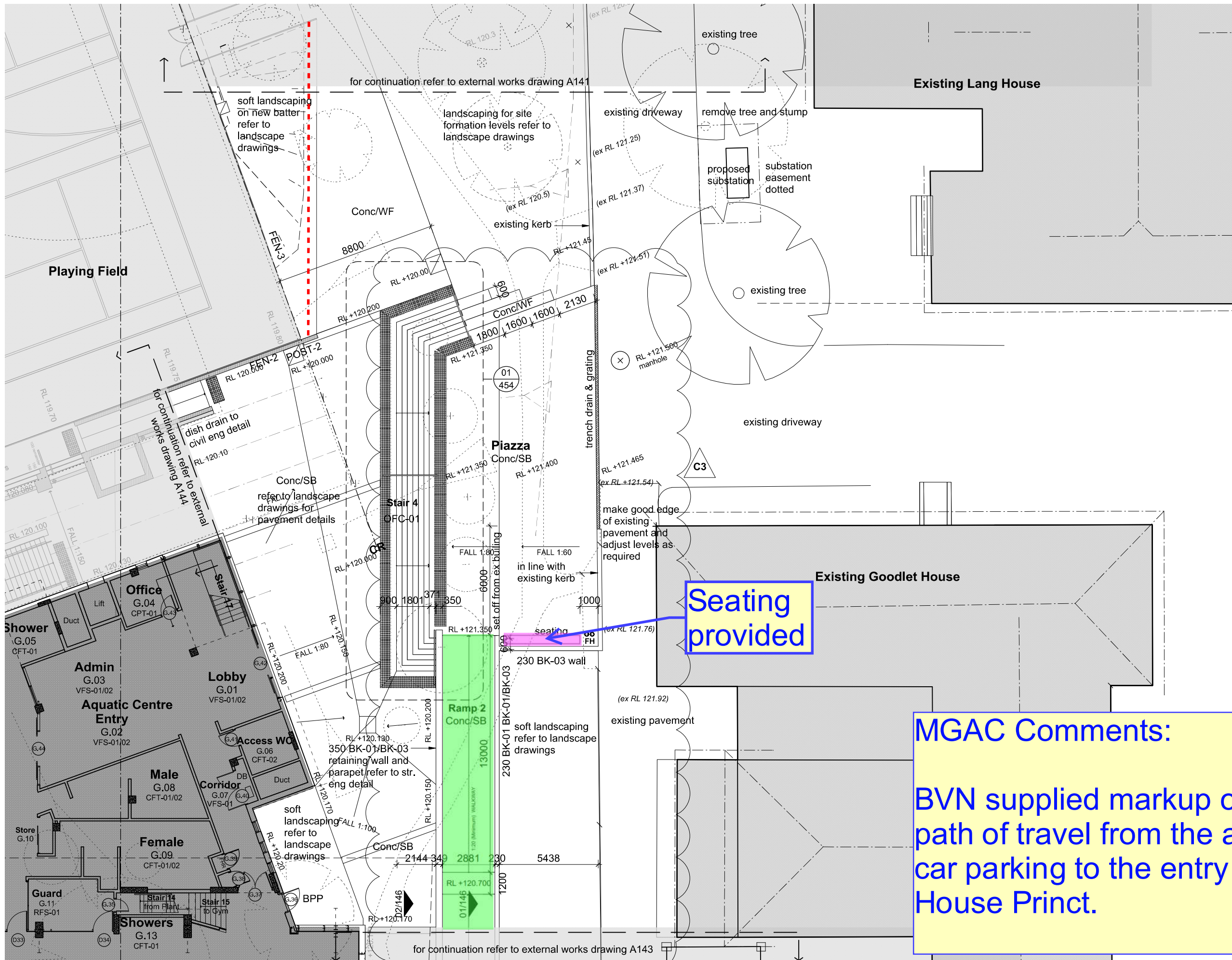
BVN PROJECT NUMBER  
2010018  
DRAWING KEY



1:500 DO NOT SCALE  
STATUS

DOCUMENTATION  
DRAWING





Seating provided

MGAC Comments:  
BVN supplied markup of accessible path of travel from the accessible car parking to the entry of Grey House Princt.

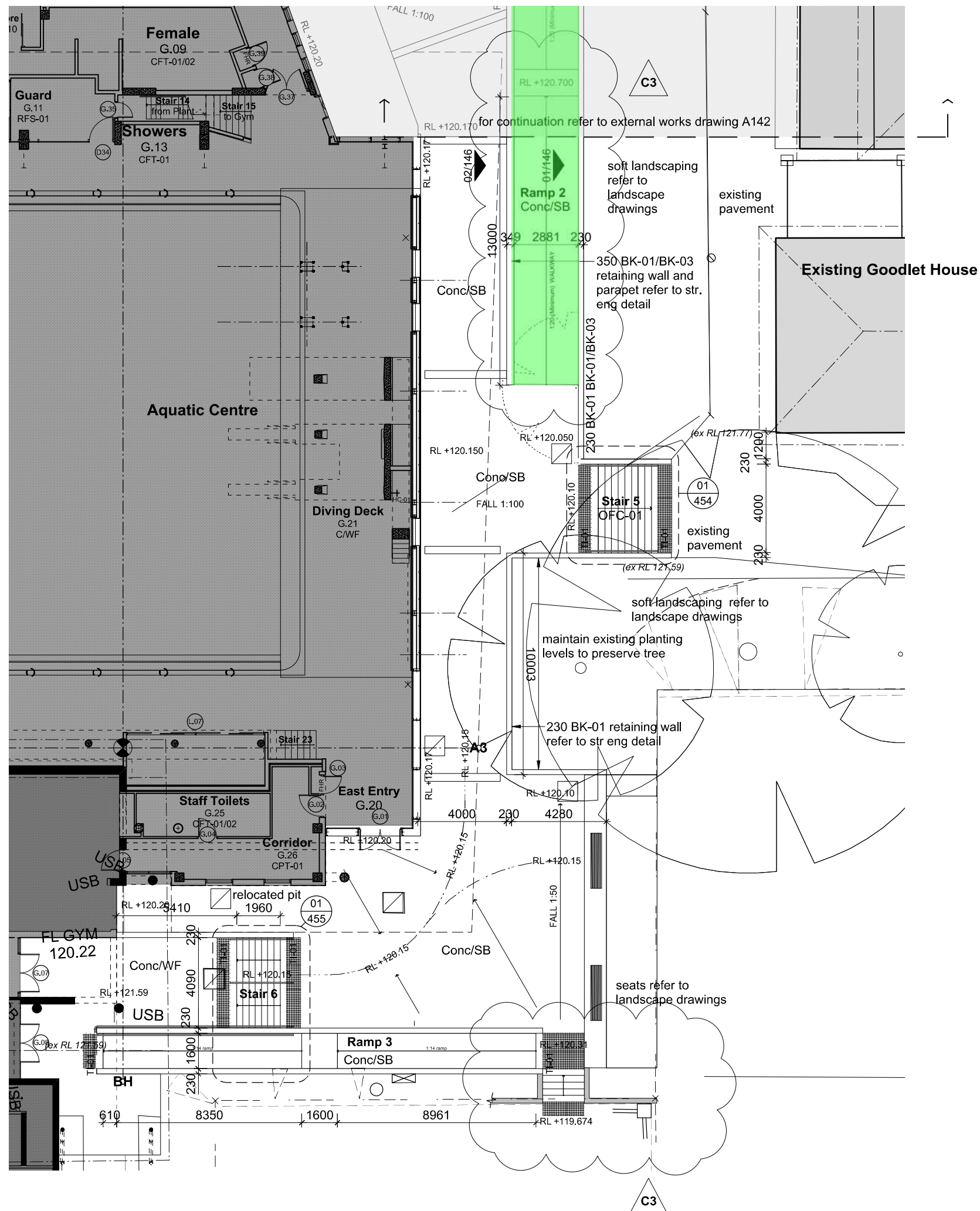
External Works Plan  
Scale: 1:200



PMDL Architecture + Design Pty Ltd		PROJECT #	2126
The Centenary Precinct		CLIENT	Pymble Ladies' College
Andrew Pender 5317 David Morris 5865 Peter Diodora 5134		DWG #	A142
Sydney Phone: +61 2 8458 5500		EXTERIOR WORKS 3	
CLIENT REF & CONTACT		DATE	20/01/2014
Avon Road, Pymble		SCALE	1:200@A3
		DESIGN	TD
		CHECK	WM
		REVISION	C3

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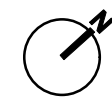
**MGAC Comments:**

Existing plans showing existing walkway along path from the accessible parking continued.

**External Works Plan**  
Scale: 1:200

C3	1/10/15	Piazza Ramp Updated & Steps at NE cm Added
C2	8/5/15	Ramp 2, Stair 5 and surrounding areas updated for Donor Walls
ISSUE	DATE	REVISION

0mm 25mm 50mm  
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PROJECT	The Centenary Precinct	PROJECT #	2126
CLIENT	Pymble Ladies' College	DWG #	A143
DWG	Exterior Works 4	DATE	20/01/2014
CLIENT REF & CONTACT	Avon Road, Pymble	SCALE	1:200@A3
SYDNEY	PHONE: +61 2 8458 5500	DATE	20/01/2014
DESIGNER	ANDREW PENDER	DATE	20/01/2014
CHECKED	DAVID MORRIS	DATE	20/01/2014
DATE	20/01/2014	SCALE	1:200@A3
DATE	20/01/2014	SCALE	1:200@A3
DATE	20/01/2014	SCALE	1:200@A3



**GENERAL ARRANGEMENT LEGEND**

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  - B45 SERIES - FORMWORK
  - B52 SERIES - WALL TYPES
  - B65 SERIES - NOT LIFTED CEILING PLANS
  - B65 SERIES - FINISHES
  - C10 SERIES - GENERAL ELEVATIONS
  - D10 SERIES - GENERAL SECTIONS
- ARCHITECTURAL SCHEDULE OF FINISHES & COMPONENTS**
- ARCHITECTURAL SPECIFICATION
  - STRUCTURAL ENGINEER'S DOCUMENTATION
  - SERVICES CONSULTANT'S DOCUMENTATION

**FIRE / SMOKE PROTECTION KEY**

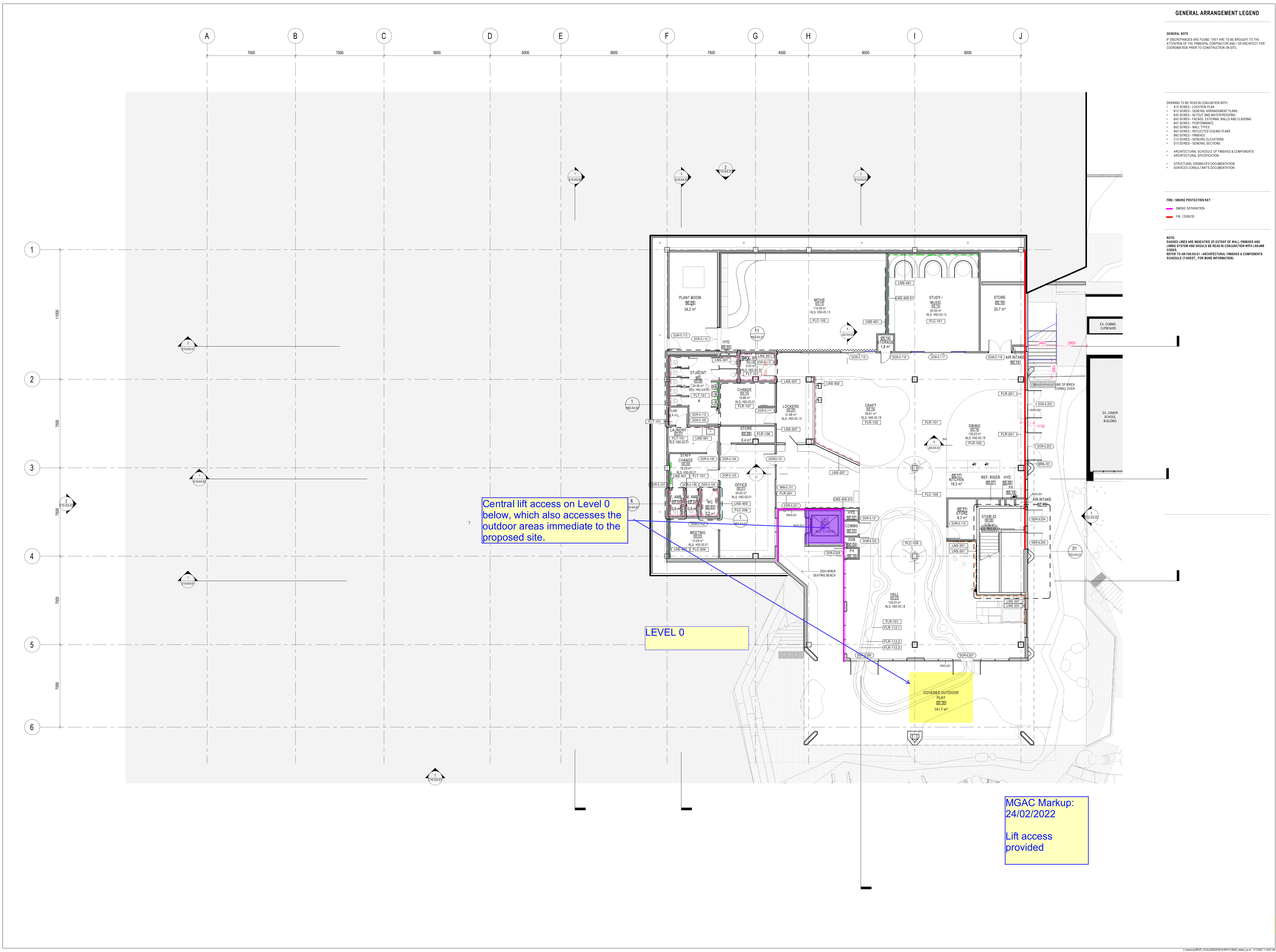
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9	20/11/21	CEH Documentation
10	06/12/21	For Information
11	21/02/22	For Tender



Central lift access on Level 0 below, which also accesses the outdoor areas immediate to the proposed site.

LEVEL 0

MGAC Markup:  
 24/02/2022  
 Lift access provided

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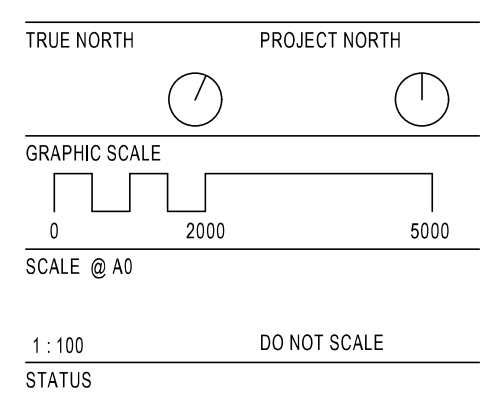
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DOCUMENTATION  
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GENERAL ARRANGEMENT LEGEND

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  - B20 SERIES - SETOUT AND WATERPROOFING
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  - B45 SERIES - PERFORMANCE
  - B50 SERIES - WALL TYPES
  - B55 SERIES - REFLECTED CEILING PLANS
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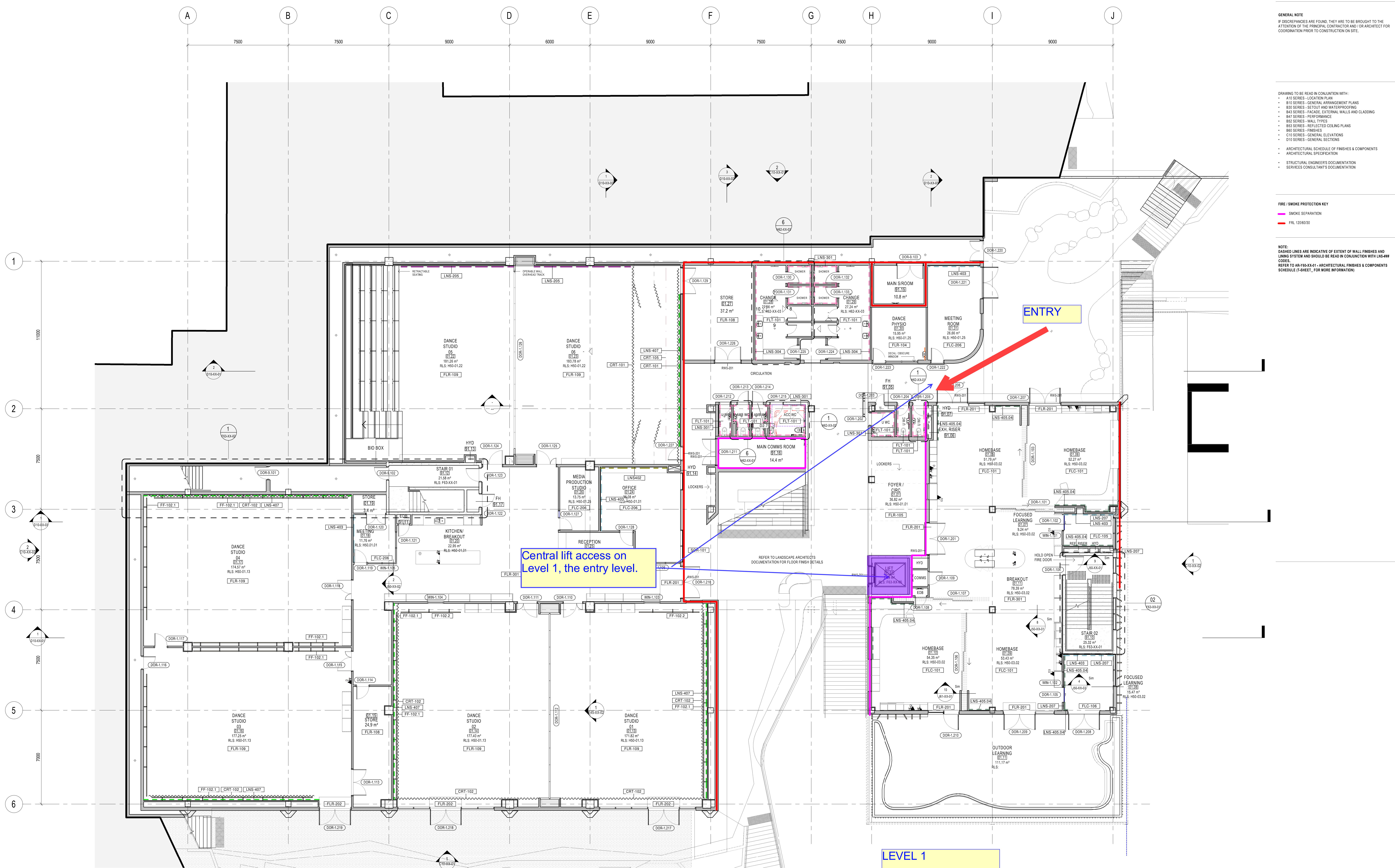
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 - SMOKE SEPARATION  
 - FRL 120/90/30

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8	03/11/21	For Information
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Central lift access on Level 1, the entry level.

LEVEL 1

MGAC Markup:  
24/02/2022  
  
Lift access provided

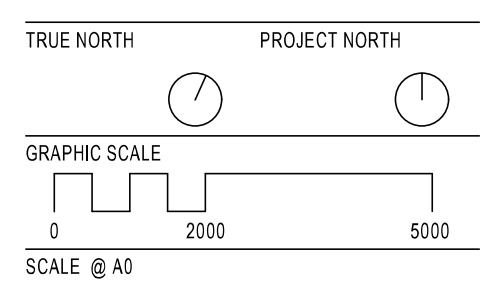
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ARCHITECTURAL SPECIFICATION
STRUCTURAL ENGINEER'S DOCUMENTATION
SERVICES CONSULTANT'S DOCUMENTATION

FIRE / SMOKE PROTECTION KEY
SMOKE SEPARATION
FRL 120/0/0

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CLIENT NUMBER

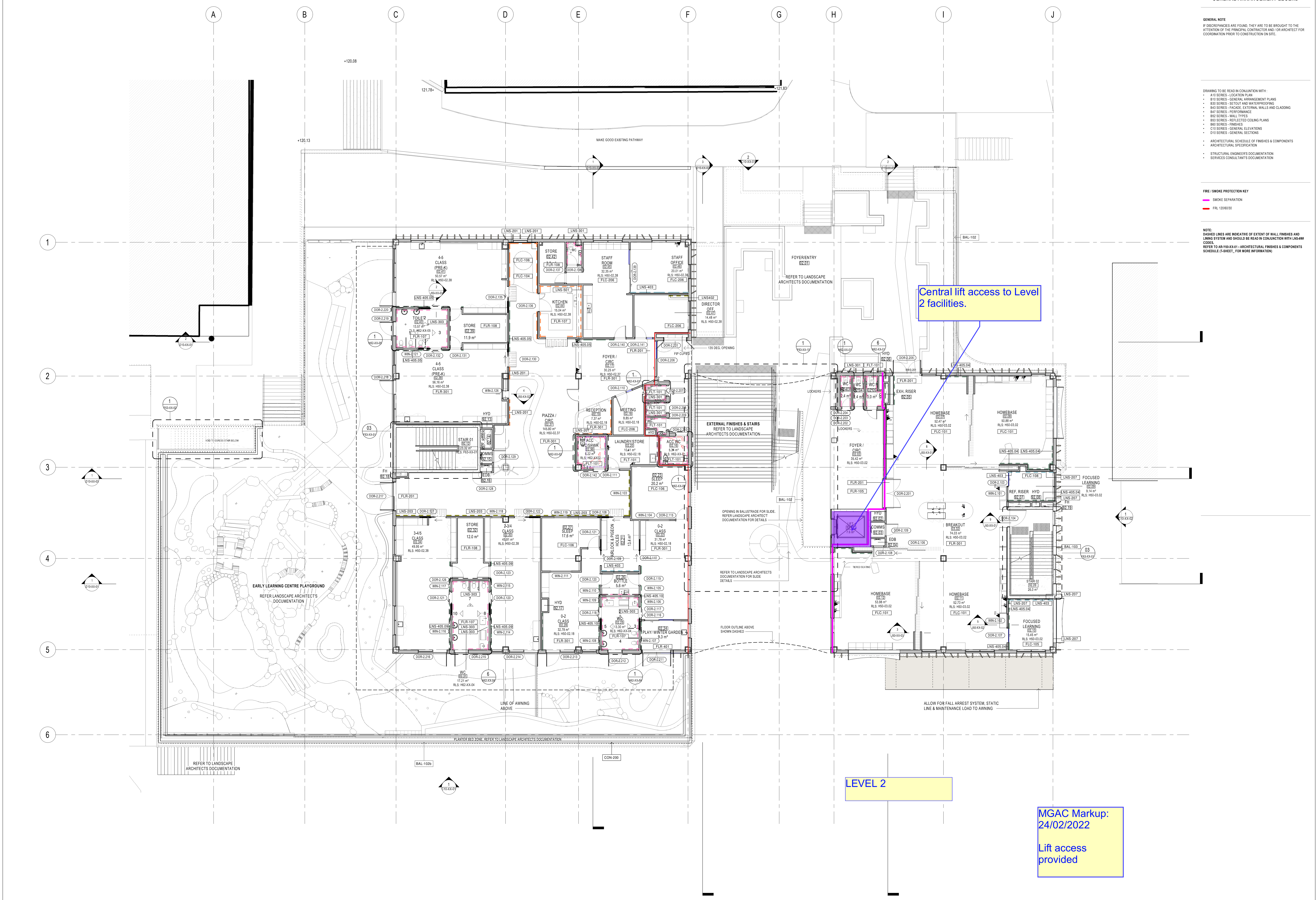
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GA PLAN - LEVEL 2

AR-B10-02-01 11



Central lift access to Level 2 facilities.

LEVEL 2

MGAC Markup: 24/02/2022
Lift access provided

- RL 118.72



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FIRE / SMOKE PROTECTION KEY
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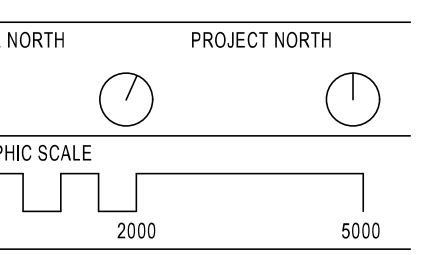
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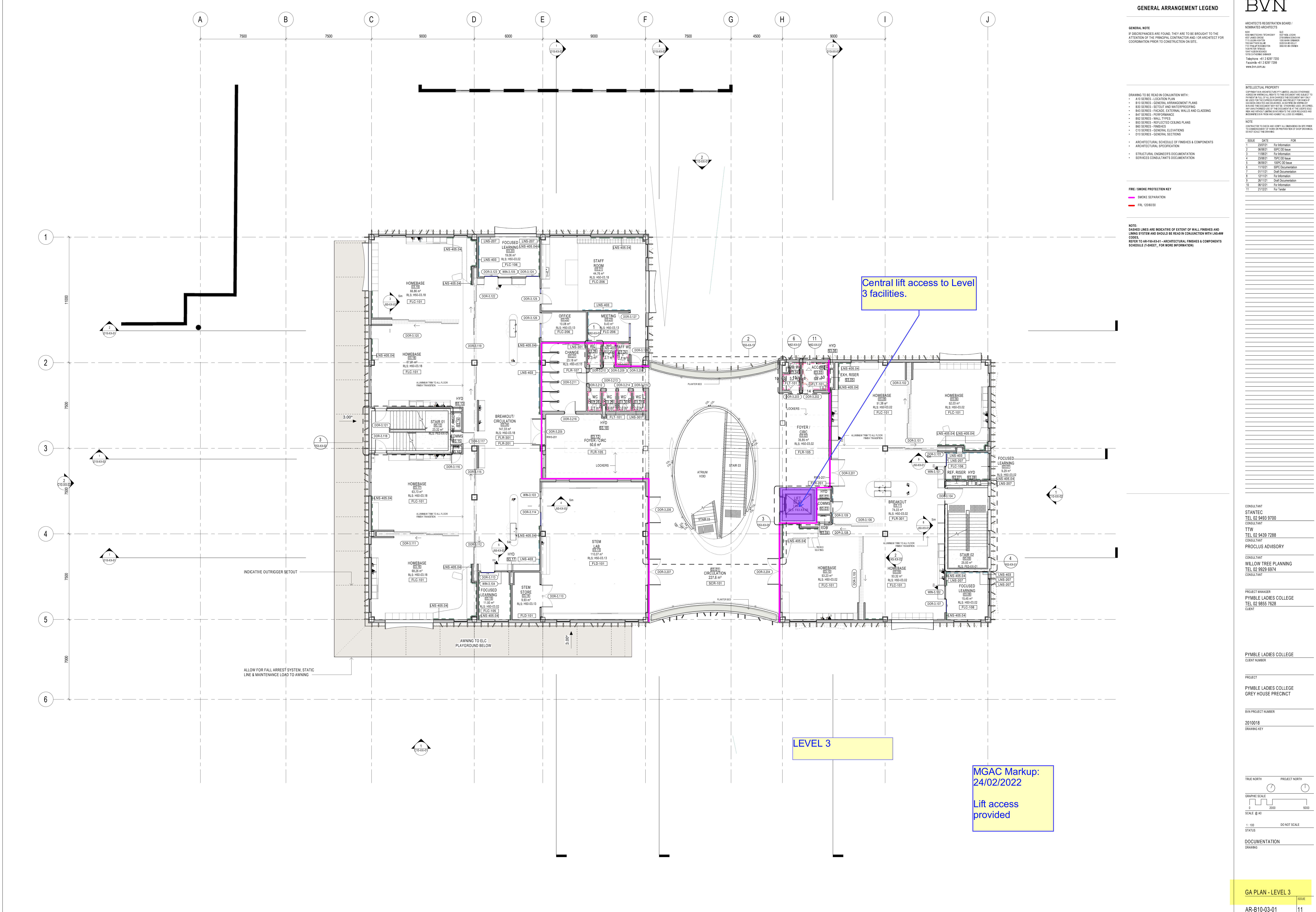
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GREY HOUSE PRECINCT

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 SERVICES CONSULTANT'S DOCUMENTATION

FIRE / SMOKE PROTECTION KEY

- SMOKE SEPARATION
- FRL 120/60/30

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7	01/11/21	CDL Documentation
8	13/11/21	For Information
9	20/11/21	CDL Documentation
10	06/12/21	For Information
11	21/02/22	For Tender

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Central lift access to Level 4 facilities.

LEVEL 4

Lift access is provided to all levels of the building facilitating wheelchair access throughout the building and immediate external to the building.

MGAC Markup: 24/02/2022

Lift access provided

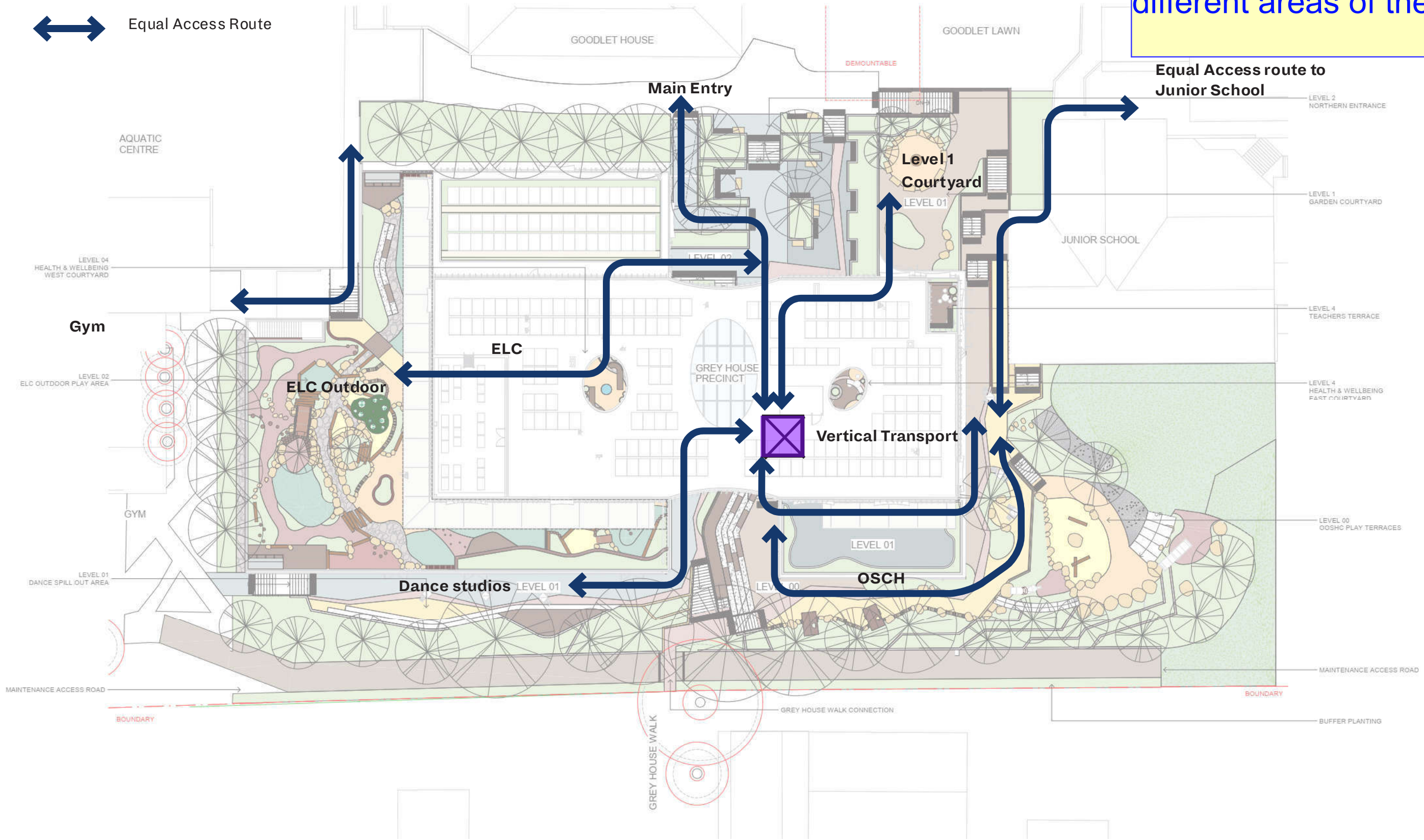


# Response

## Movement and accessibility

MGAC Comments:  
OCULUS Drawings showing lift and path access to different areas of the building.




↔ Equal Access Route

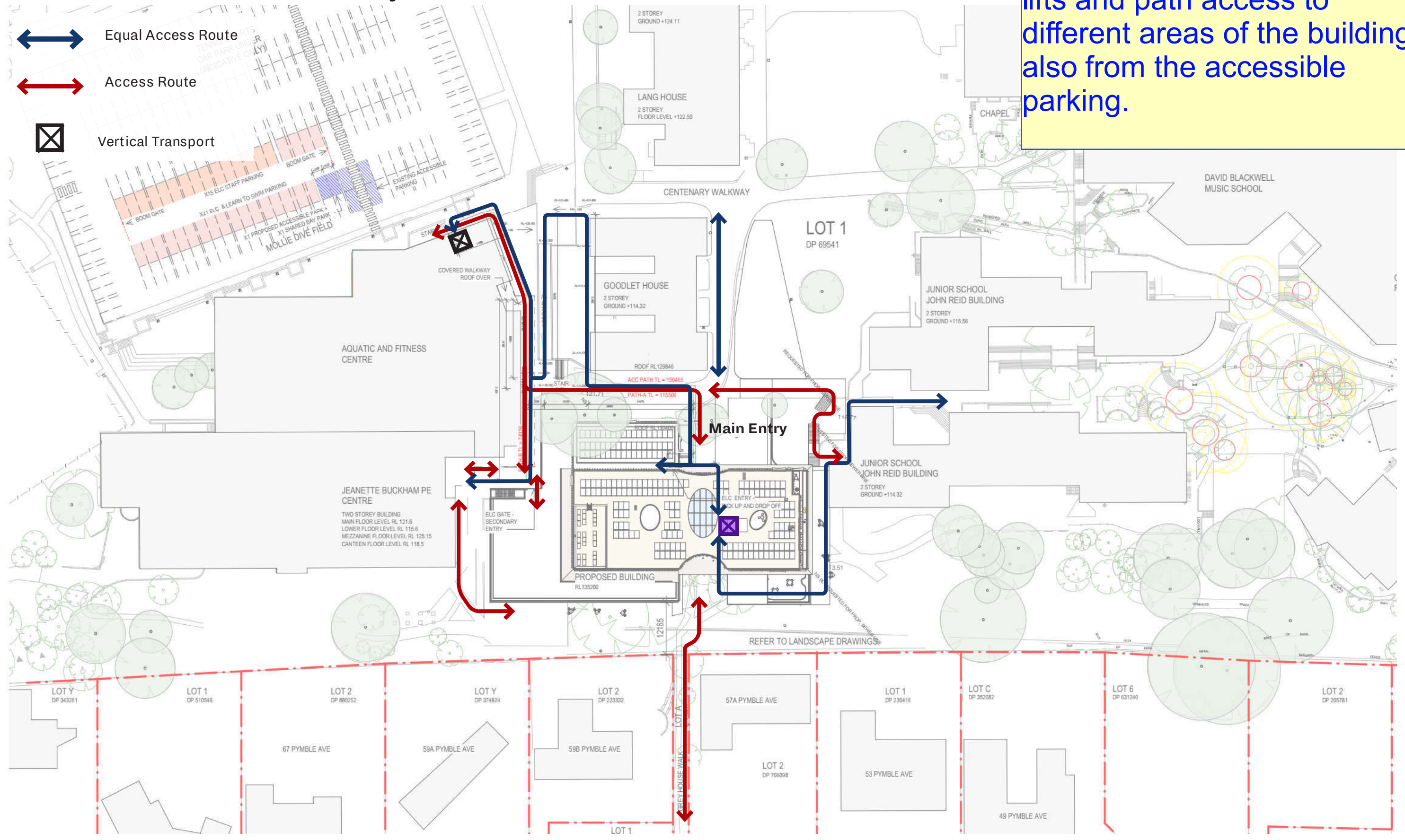




# Response

## Movement and accessibility

-  Equal Access Route
-  Access Route
-  Vertical Transport



**MGAC Comments:**  
OCULUS Drawings showing lifts and path access to different areas of the building, also from the accessible parking.

# *Pymble Ladies' College*

## **Access Management Strategy**



February 2022

**MGAC Comments:**

**PLC School Management strategy for people with disability.**

## Document Control

<b>Document Name:</b>	PLC – Access Management Strategy
<b>Document Status:</b>	Draft
<b>Version No:</b>	001
<b>Author(s):</b> <b>Position:</b> <b>Signature:</b>	Kate Bimson Project Director – Master Planning 
<b>Reviewed by:</b> <b>Position:</b> <b>Signature:</b> <b>Date Reviewed</b>	Allan Stewart Chief Operating Officer  
<b>Date of Issue:</b>	February 2022
<b>Issued by:</b>	Operations

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- 2. School Procedure ..... 3
- 3. Adjustments ..... 3
- 4. Emergency Procedures ..... 4
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# 1. Introduction

The aim of the Access Management Strategy is an opportunity to provide an open, inclusive, and supportive environment for every member of the community. Our tailored systems can support students, staff and members of the wider community to enhance our provision of inclusive education and employment opportunities. The management plan will also set out to provide a means of equitable access to the College and methods of travel within the campus ground.

## 2. School Procedure

### 2.1 Student

Pymble Ladies' College Pre-Enrolment Procedure allows parents to disclose their support needs that may be required for their daughter prior to commencing at the College. All student needs are reviewed case-by-case and solutions tailored to the individual. A Case Manager and Clinical Advisor contact the parents to coordinate a collaborative meeting to determine the extent of assistance, documentation required and to ensure support may be fulfilled. Please refer to the School's "Student Support and Disability Procedure" for further details (Appendix A).

### 2.2 Staff

As part of School procedure, Staff will undergo an induction prior to commencement to identify all accessible pathways, accessible bathrooms and lifts located nearby for use. If staff disclose to the school of any special needs required, the school may assist where possible through adjustments listed under "3.0 Adjustments".

### 2.3 Visitors

As the School is a secure environment, visitors, parents or external members of the community must communicate to the school of their visitation. The School has implemented measures online and through administration that equitable access assistance is available where it is required. Please refer to the following link: <https://www.pymblelc.nsw.edu.au/contact-us/>

## 3. Adjustments

Adjustments are actions taken in relation to teaching, learning and assessment that enable staff and students with support needs on the same basis as their colleagues and peers. Please see the considerations below that may be implemented to assist the individual. This list has been developed as a guide only. It is by no means an exhaustive list.

- As part of regular classroom practice, teachers will provide and document reasonable adjustments for students as required.
- Co-curricular staff will review information available on Edumate and if necessary, liaise with Learning Support staff to make appropriate adjustments to their activities for students with support needs.
- Some students may require an adjustment to access an assessment task. Appropriate and

reasonable adjustments will be determined on a task-by-task basis as per guidelines provided by NESAs. These adjustments are the responsibility of the teacher in consultation with the Head of Learning Area or Head of School (K-6).

- The Learning Support Department will publish appropriate teaching and learning strategies on Edumate for students requiring support. These strategies are to be used by teachers as a guide for structuring an appropriate set of adjustments for the learning and assessment of a student.
- As part of the School's 10 year Masterplan, the College will ensure that a redesign will meet the needs of the full range of students and ensure code compliance, by strengthening the early involvement of disability education specialists in our designs, builds and refurbishment work.
  - Establish a team of expert designers, planners, consultants and leaders, to work on the creation of inclusive learning spaces.
- Staff/student placements may be adjusted to be located on the Ground Floor of accessible buildings. An assessment will be made to ensure travel can be reduced where available to cater for the following:
  - Safe movement to and within a building
  - Provision of Exits
  - Paths of travel to Exits
  - Hearing Augmentation
  - Passenger lifts
  - Personal hygiene facilities/accessible toilets
- Designated accessible parking space for drive-in and drop-off for students and visitors.
- A security vehicle may be provided as an escort service for transport on campus
- Assessment for staff requiring accessible access and egress may provide car spot close to teaching locations
- Opportunities to qualified candidates to pursue additional specialist studies.
- Train school and departmental leaders in evidence-based approaches to support students with disability.
- Develop and launch a new approach to induction on supporting students with disability for all new teachers.

## 4. Emergency Procedures

In the event of an emergency, a Personal Emergency Evacuation Plan (PEEP) is developed for any person that may need assistance during an evacuation. For example, those who:

- are accompanied by a buddy
- have a guide or companion animal
- use alternative forms of communication
- have an ambulatory disability or use any form of mechanical assistance from crutches to motorised wheelchairs
- are easily fatigued
- experience acute anxiety or confusion in an emergency.

The PEEP provides guidance for the processes established for individuals and should be developed as soon as it is apparent that the person will require assistance during an evacuation. It could be for temporary

conditions such as injuries or long-term/permanent conditions. All PEEPs should be dated and include a review date. Review dates are dependent on the condition. They should be reviewed regularly to accommodate any changes to the condition, personnel or improvements necessary. Please refer to “Appendix B – Personal Emergency Evacuation Plan (PEEP)” within the Emergency Response Documentation.

# Appendix A



## Student Support and Disability Procedure

### 1. Background

- 1.1 This procedure should be read in conjunction with the *Student Support and Disability Policy*.
- 1.2 It has been developed to outline the processes used by the College for:
  - Enrolling students with support needs and/or disabilities
  - Referring existing students for support and/or assessment
  - Developing support strategies for existing students with support needs and/or disabilities
  - Adjustments made to learning and assessment, including NESA Provisions for the HSC Examination
  - Collecting data and submitting data as part of the *Nationally Consistent Collection of Data on School Students with Disability* (NCCD).

### 2 Pre-Enrolment Procedure

- 2.1 If parents make an enquiry regarding support needs for their daughter prior to commencing an *Application for Enrolment* form, they may contact the College to better understand the support model offered. This enquiry process is described in *Students with support needs: Enrolments enquiry process* (Appendix 1).
- 2.2 As part of the enrolment process parents are required to disclose and detail any known support needs and/or disabilities for their daughter on *the Application for Enrolment* form. They are to provide relevant supporting documentation at the time of the application and any updated relevant information prior to enrolment, to assist the College to identify any reasonable adjustments that may be required to meet the needs of the student.

This includes but is not limited to areas of need that may be:

- Physical
- Sensory
- Psychological
- Social
- Behavioural
- Cognitive
- Personal health care management.



2.3 Relevant supporting documentation may include:

- Health professional advice identifying the disability, including its impact on the ability of the student to access the curriculum and participate in the life of the College
- School reports, teacher reports and any previous Individual Programs (IP) or other support plans as relevant
- signed parental consent to contact professionals involved in treating and managing the needs of the student and her family
- further information regarding supportive documentation and reports is detailed in Appendix 2.

2.4 Upon receipt of such information through a completed *Application for Enrolment* form, the Enrolment Manager will follow the process outlined in the *Students with Support needs: Enrolment process* (Appendix 3).

2.5 The collection, use and disclosure of information about the child, is protected by the provisions of the College *Privacy Policy*.

### **3 Enrolment**

3.1 Following the offer and acceptance of enrolment and prior to the child starting at the College, the Head of School may contact the parents to facilitate a collaborative planning meeting with Learning Support staff, to develop a transition plan in line with updated information relating to the current needs of the student and regular review dates as appropriate.

### **4 Student Support – Learning Support and EAL/D**

4.1 The College employs specialist Learning Support and EAL/D Teachers who provide:

- In-class support for literacy and numeracy within normal timetabled lessons
- Advice to teachers in relation to implementing effective teaching strategies to meet individual needs
- Assistance to teachers in lesson and assessment adjustments
- Assistance with the development of IPs.

### **5 Referral**

5.1 Teachers and/or parents concerned about an individual student's progress in learning and/or social emotional development, can refer the student for support to the Learning Support Team or a Counsellor through the *Referral for Support Process* (Appendix 4).

5.2 Teachers and/or parents who would like to better understand the needs of a student through an external assessment, may request an assessment using the *Referral for Assessment Process* (Appendix 5).

## **6 Adjustments**

- 6.1 Adjustments are actions taken in relation to teaching, learning and assessment that enable students with support needs, to access syllabus outcomes and content on the same basis as their peers.
- 6.2 As part of regular classroom practice, teachers will provide and document reasonable adjustments for students with diagnosed disabilities in all learning activities.
- 6.3 Co-curricular staff will review information available on Edumate and if necessary, liaise with Learning Support staff to make appropriate adjustments to their activities for students with support needs.
- 6.4 Some students with disabilities may require an adjustment to access an assessment task. Appropriate and reasonable adjustments will be determined on a task by task basis as per guidelines provided by NESAs. These adjustments are the responsibility of the teacher in consultation with the Head of Learning Area or Head of School (K-6).
- 6.5 The Learning Support Department will publish appropriate teaching and learning strategies on Edumate for students requiring support. These strategies are to be used by teachers as a guide for structuring an appropriate set of adjustments for the learning and assessment of a student.
- 6.6 Additional information is available in the *Adjustments Handbook* on the Portal.
- 6.7 Refer to the *Adjustments Process* (Appendix 6).

## **7 Disability Provisions**

- 7.1 A disability provision is a practical arrangement designed to help students who could not otherwise make a fair attempt to show what they know in an exam room. This applies exclusively to the HSC examinations.
- 7.2 Stage Six students with diagnosed or temporary disabilities can apply for Disability Provisions for the HSC. A request can come from the student, parent or staff through the Senior School or Head of Learning Support. The application is submitted by the College to NESAs. NESAs are responsible for determining the appropriate provision and notifying the College. The College is responsible for the implementation of the provision.
- 7.3 Determinations made by NESAs will be upheld for the Year 12 trial examinations.

## **8 Nationally Consistent Collection of Data (NCCD)**

- 8.1 Annually, the College is required to submit to the Government, specific data regarding the support provided to students at the College.



- 8.2 The Head of Learning Support is responsible for the NCCD submission on behalf of the College.
- 8.3 Learning Support teachers will publish a list of students who qualify for the NCCD and will facilitate the process of data collection.
- 8.4 Teachers are required to maintain records of adjustments provided for students.

**9 Authorisation**



9.1 Council Chairperson..... Date 15 April 2019.....

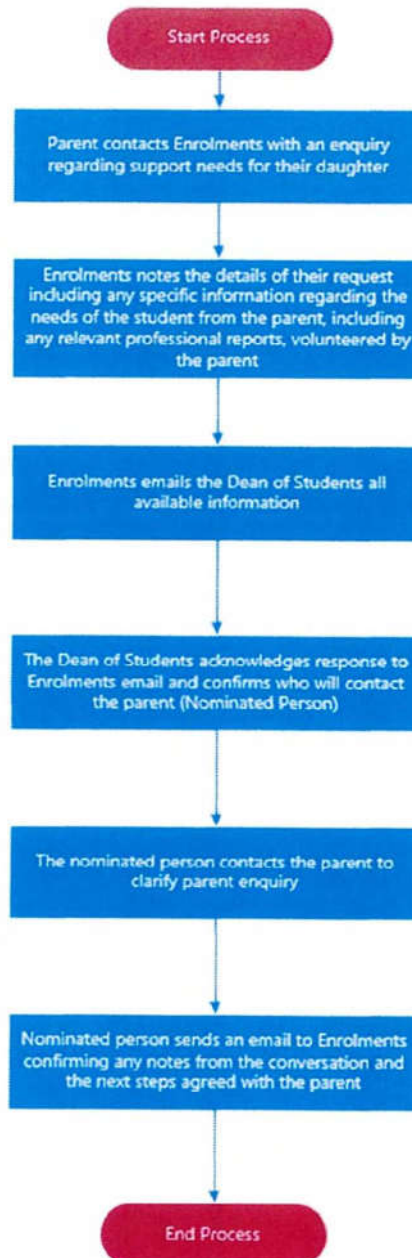
9.2 Principal.....  ..... Date 1-4-19.....

*This document is uncontrolled if printed. Please refer to the Portal for the most current version*

<b>Title</b>	Student Support and Disability Procedure
<b>Version</b>	0003
<b>Written by</b>	Dean of Curriculum Innovation
<b>Approved date</b>	March 2019
<b>Authorised by</b>	Council Chairperson Principal
<b>Scheduled review</b>	March 2021

## Students with support needs: Enrolments enquiry process

This process is applied when a prospective parent calls in, if not support needs for their daughter  
to be made known to enrolment services.



## Appendix 2

In seeking reports and advice, consideration should be given to the needs of the student now and in the future as they transition through the College and curriculum from K-12.

Reports should be on letter head, signed and dated by the health professional with their qualification.

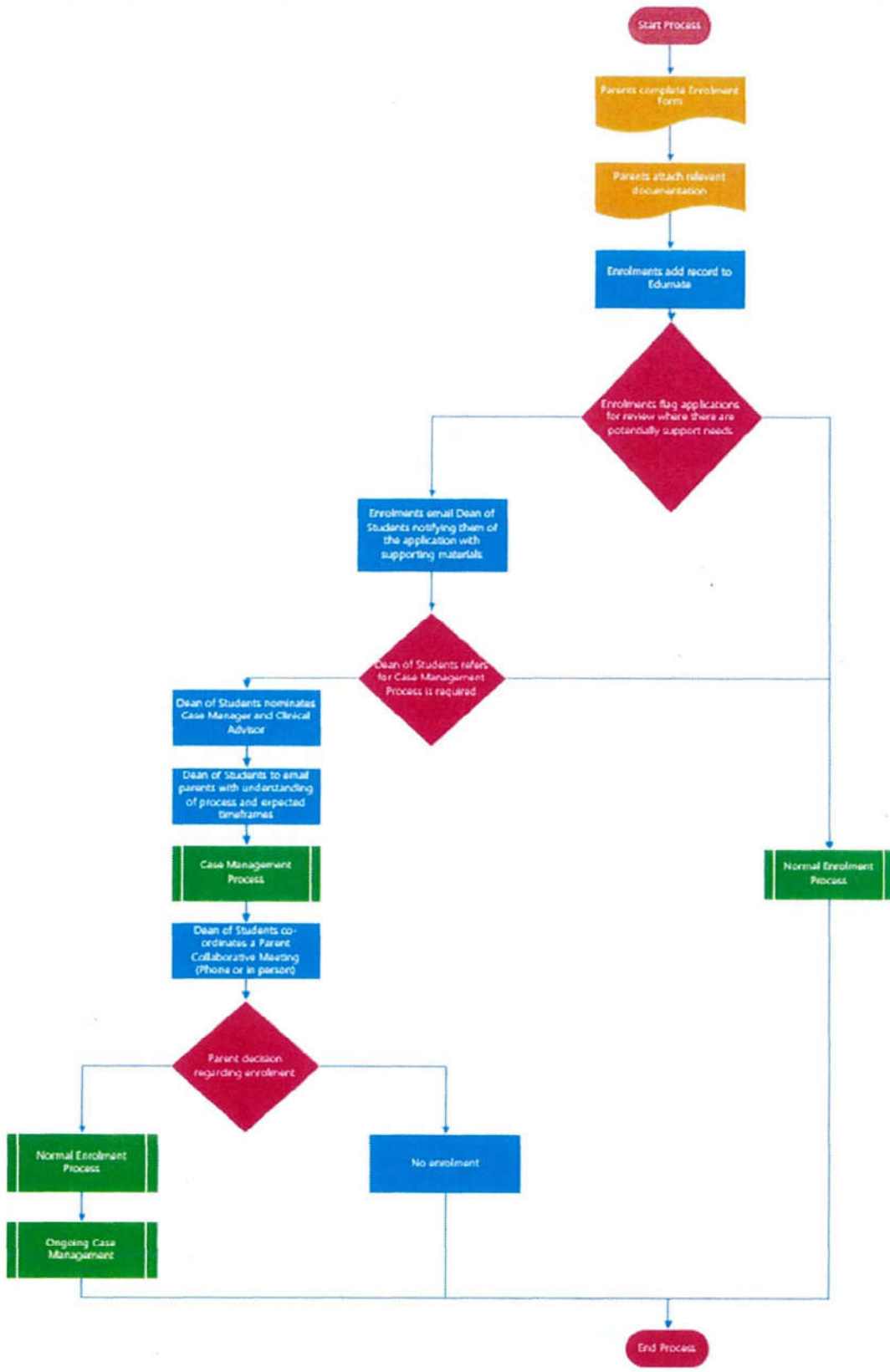
This list has been developed as a guide only. It is by no means an exhaustive list.

Need	Types of information (reports) that may be useful
Physical	<ul style="list-style-type: none"> <li>• Site access report (OT)</li> <li>• Functional skills report</li> <li>• Handwriting</li> <li>• Adaptive Technology</li> <li>• Speech and Language (Receptive and Expressive)</li> <li>• Occupational Therapist should include the following where appropriate:               <ul style="list-style-type: none"> <li>○ Manual Ability Classification System Score (MACS)</li> <li>○ Aids</li> <li>○ Upper limb and range of movement</li> <li>○ Upper limb control and reach</li> <li>○ Hand skill dominance</li> <li>○ Handwriting skills/speed</li> <li>○ Visual perceptual skills</li> <li>○ Sensory modulation</li> <li>○ Personal hygiene needs – mealtimes, dressing and toileting</li> <li>○ Personal safety – strategies for safe exiting and entry to the pool etc</li> </ul> </li> <li>• Physiotherapist should include the following where appropriate:               <ul style="list-style-type: none"> <li>○ Gross Motor Function Classification System GMFCS -a good predictor of function and level of Cerebral palsy</li> <li>○ Any manual handling issues and recommended safe practices</li> <li>○ Orthopaedic considerations – spine, lower limb range, lower limb tone.</li> <li>○ Orthotics - their use, foot posture without orthotics</li> <li>○ Standing balance</li> <li>○ Mobility and walking</li> <li>○ Fatigue</li> <li>○ Gross motor skills</li> </ul> </li> <li>• Paediatrician</li> <li>• Health care plans</li> </ul>
Sensory	<ul style="list-style-type: none"> <li>• Site access (Vision)</li> <li>• Orthoptist should include the following where appropriate:               <ul style="list-style-type: none"> <li>○ Eye condition</li> <li>○ Visual field loss</li> <li>○ Recommended font size</li> <li>○ Visual acuity</li> </ul> </li> <li>• Ophthalmologist</li> </ul>

	<ul style="list-style-type: none"> <li>• Orientation and Mobility</li> <li>• Audiologist</li> <li>• Speech and Language (Receptive and Expressive)</li> <li>• Adaptive Technology</li> </ul>
Cognitive	<ul style="list-style-type: none"> <li>• Psychometric assessment</li> <li>• Speech and Language (Receptive and Expressive)</li> <li>• Paediatrician</li> <li>• YARC assessment</li> <li>• Phonemic awareness and high frequency words</li> </ul>
Social Emotional	<ul style="list-style-type: none"> <li>• Psychometric assessment</li> <li>• Psychiatrist report</li> <li>• Psychologist report</li> <li>• Paediatrician</li> <li>• Health care plan</li> <li>• Mental health care plan</li> <li>• Vineland Adaptive Behaviour Scale</li> <li>• Functional Behaviour Assessment</li> </ul>

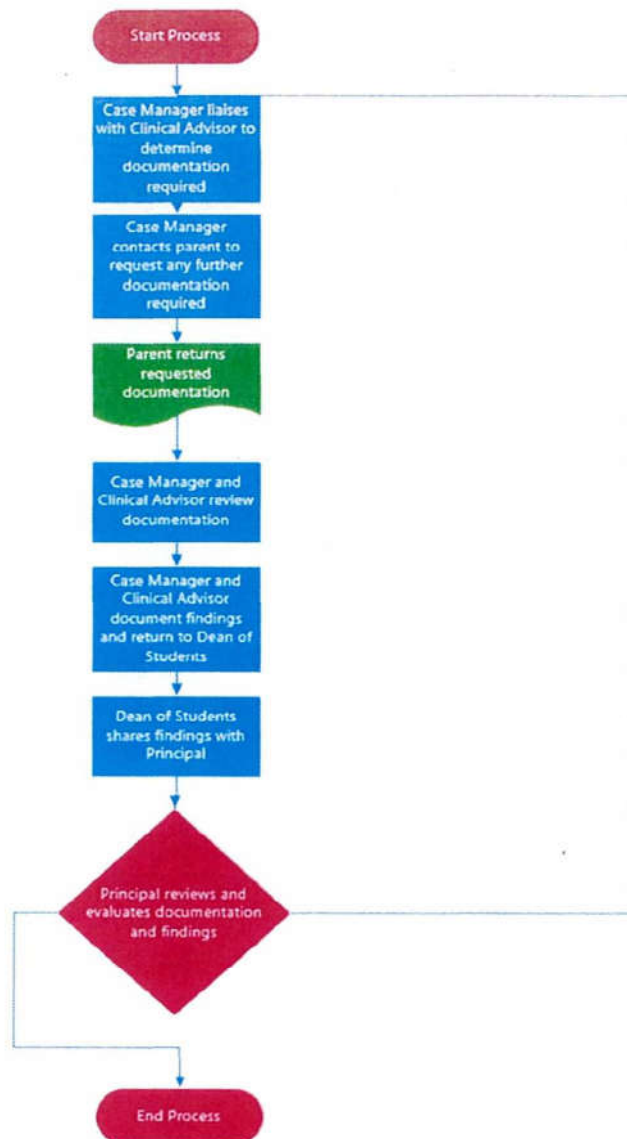
### Students with support needs: Enrolment process

This flowchart outlines the process for students with support needs. It starts with the parent completing an enrolment form and attaching relevant documentation. The enrolments team adds the record to Edumate and flags applications for review where there are potentially support needs. The Dean of Students then refers the application for Case Management if required. The Dean nominates a Case Manager and Clinical Advisor, emails parents with understanding of the process and expected timetables, and coordinates a Parent Collaborative Meeting (Phone or in person). A parent decision regarding enrolment is made, leading to either a Normal Enrolment Process (with Ongoing Case Management) or No enrolment. The process ends with the End Process step.



## Students with support needs: Case Management sub-process

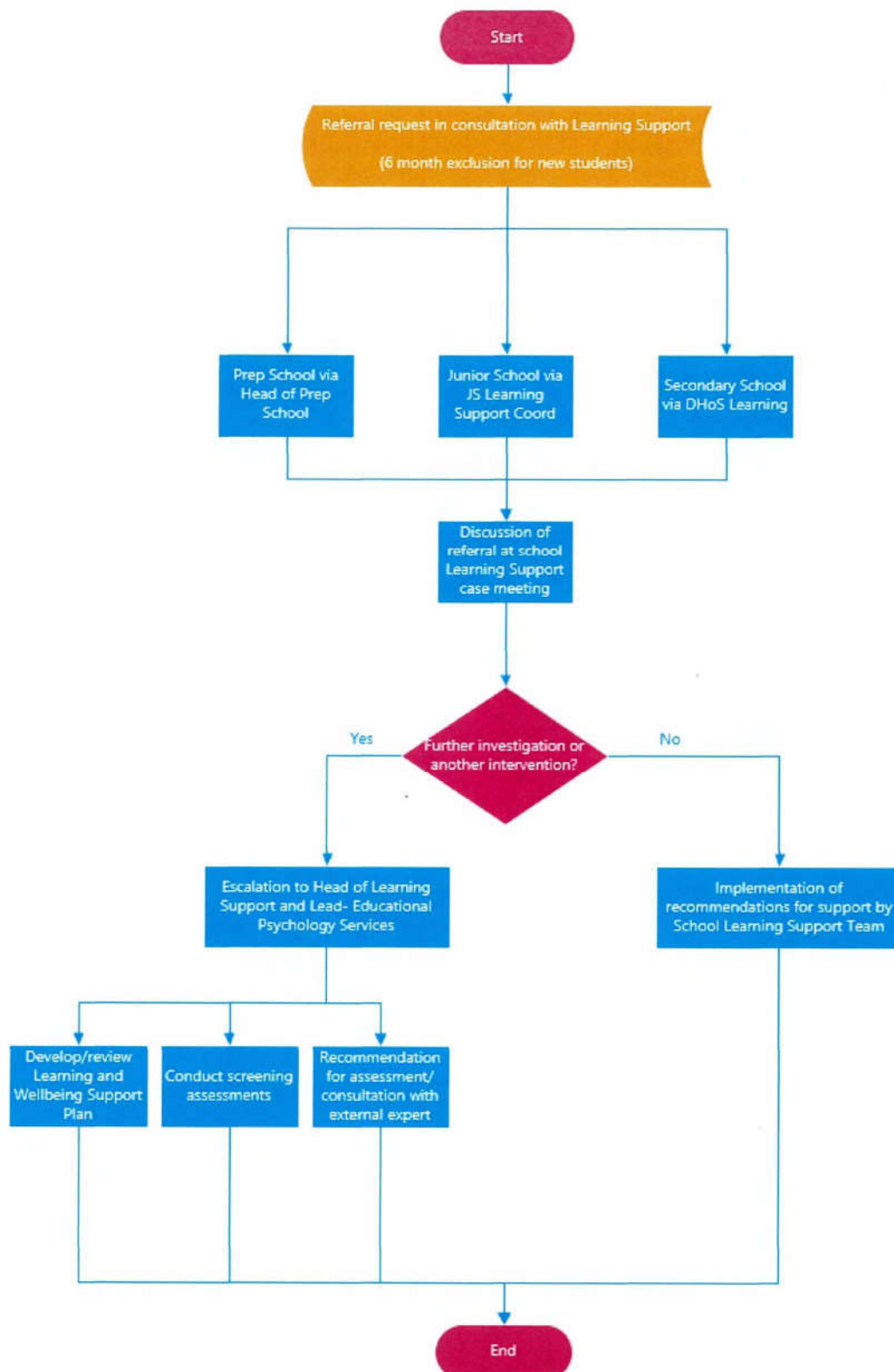
This is the case management sub-process which is related to the master enrollment process.





## Referral for Support Process

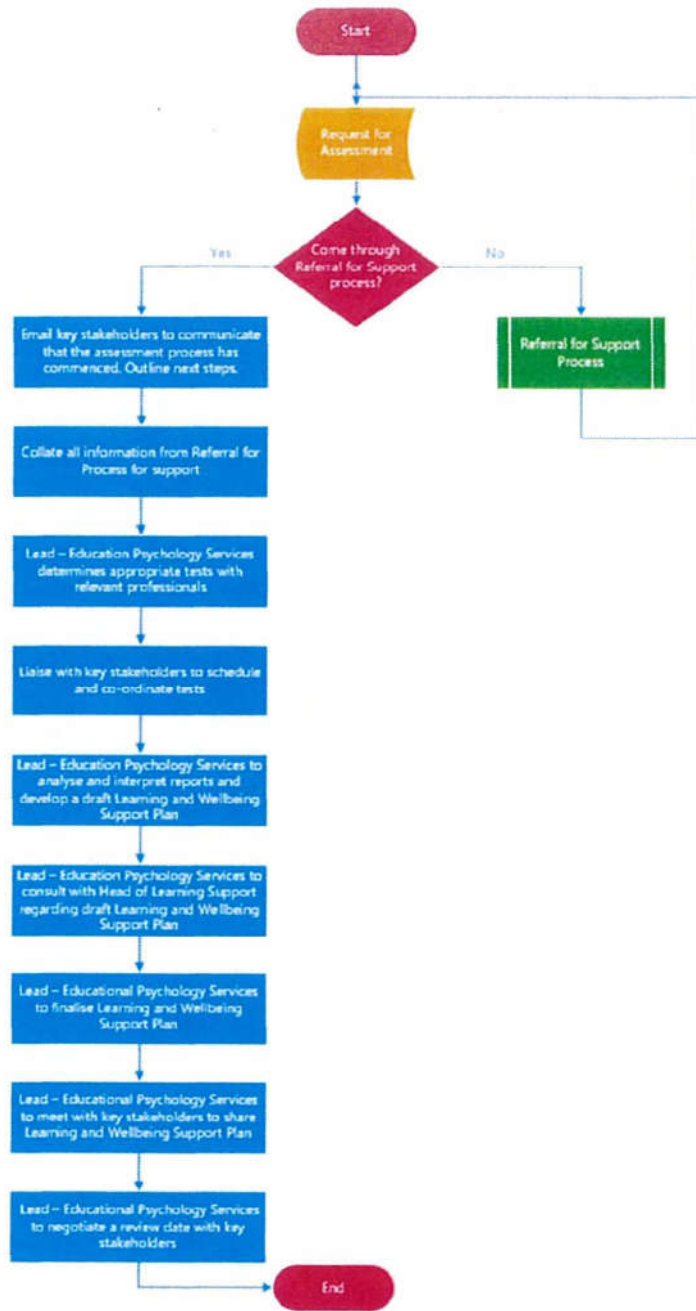
The process used to refer existing students for learning support from Learning Support Staff



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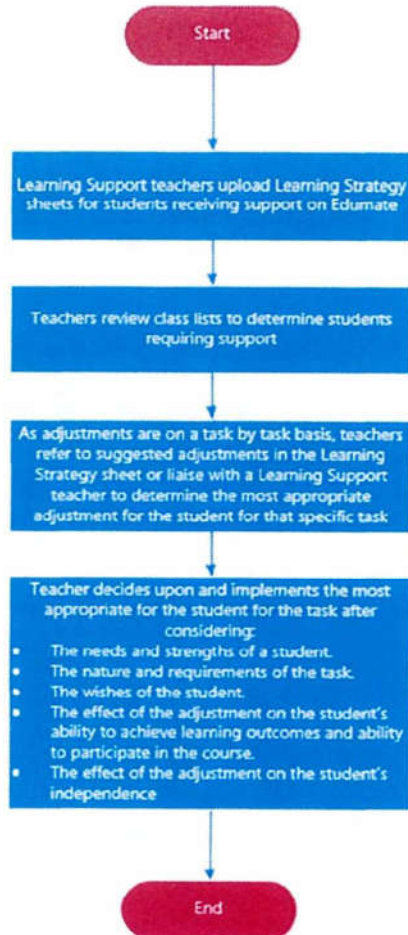


Referral for Assessment Process



## Adjustments Process

The process used by teachers to determine the measures or actions taken in relation to a student's learning and as a result that enables a student to fully engage in the learning process and participate in the learning activities of the course.



## Appendix B

# **Appendix B - Personal Emergency Evacuation Plan (PEEP)**

## **Developing a Personal Emergency Evacuation Plan (PEEP) Procedure**

### **1 Background**

- 1.1 A Personal Emergency Evacuation Plan (PEEP) is required for any person that may need assistance during an evacuation. For example, those who:
- are accompanied by a buddy
  - have a guide or companion animal
  - use alternative forms of communication
  - have an ambulatory disability or use any form of mechanical assistance from crutches to motorised wheelchairs
  - are easily fatigued
  - experience acute anxiety or confusion in an emergency.
- 1.2 The PEEP provides guidance for the processes established for individuals and should be developed as soon as it is apparent that the person will require assistance during an evacuation. It could be for temporary or long term conditions.
- 1.3 All PEEPs should be dated and include a review date. Review dates are dependent on the condition. They should be reviewed regularly to accommodate any changes to the condition, personnel or improvements necessary.

### **2 PEEP for Students**

- 2.1 The Head of School should identify students who require assistance in an emergency situation and develop a PEEP.
- 2.2 The PEEP should be developed in consultation with the student (as appropriate) and any buddy or assistant that will be assisting the person.
- 2.3 A copy of the PEEP should be included with the rolls in the Emergency Evacuation Kit.
- 2.4 Reference should be made to the template attached.

### **3 PEEP for Staff**

- 3.1 Supervisors should identify personnel who require assistance in emergency situations and develop a PEEP.
- 3.2 The PEEP should be developed in consultation with the staff member and any buddy or assistant that will be assisting the person.
- 3.3 A copy of the signed PEEP should be sent to HR for inclusion on a College Register.
- 3.4 Reference should be made to the template attached.

## Personal Emergency Evacuation Plan for Staff

A Personal Emergency Evacuation Plan (PEEP) is required for any person that may need assistance during an evacuation. For example, those who:

- are accompanied by a buddy
- have a guide or companion animal
- use alternative forms of communication
- have an ambulatory disability or use any form of mechanical assistance from crutches to motorised wheelchairs
- are easily fatigued
- experience acute anxiety or confusion in an emergency.

This PEEP provides guidance for the processes established for this person.

Details	Person requiring assistance	Designated Buddy
<b>Name</b>		
<b>Location</b>		
<b>Building</b>		
<b>Floor</b>		
<b>Contact Number</b>		
<b>Email Address</b>		

The person needing assistance and the designated  Yes  No  
buddy have been briefed.

Method for notifying the person requiring assistance  Verbal  Other  
of an emergency when the alarms cannot be  Phone Call .....  
sounded.  Braille

Equipment required for evacuation:

- |                                                                       |                                        |                                             |
|-----------------------------------------------------------------------|----------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Evacuation or fire-fighting lift             | <input type="checkbox"/> Crutches      | <input type="checkbox"/> Walking cane       |
| <input type="checkbox"/> Wheelchair                                   | <input type="checkbox"/> Two-way radio | <input type="checkbox"/> Rope to hold on to |
| <input type="checkbox"/> Evac Chair                                   | <input type="checkbox"/> Ramp          | <input type="checkbox"/> Guide dog          |
| <input type="checkbox"/> Notepad and pens, notes for hearing impaired |                                        |                                             |

Detail the type of assistance required:

.....

.....

.....

.....



**Egress procedure**

1. Upon hearing the alarm, remain calm.
2. Person requiring assistance to prepare themselves for evacuation as much as possible.
3. The buddy to collect required equipment and proceed to location of person needing assistance.
4. The person requiring assistance to proceed to nominated refuge point (**insert location of refuge point**).
5. If evacuation is required, buddy to assist person to evacuate.
6. If it is not safe or possible to evacuate, the person requiring assistance or the buddy to notify Warden, Area Warden or other person of their location so that this information can be passed on to the Chief Warden and emergency services as appropriate. If there is no one in the vicinity call 000 to advise of specific location.
7. Once evacuated and outside the building, proceed to the assembly point.

**Note:**

- 1 Sight impaired persons can be guided on level surfaces by offering an arm. On stairways and uneven surfaces, the guide should walk in front and the person following can place their hand on the guide's shoulder.
- 2 The sweeps conducted by the Wardens should identify persons still within the building. This information is advised to the Area Warden who will notify the Chief Warden, who will notify emergency services of the location of person.

Safe Routes	<b>Insert the safe and alternate routes to be taken to proceed to the assembly area</b>
Obstructions / Hazards	<b>Insert the obstructions or hazards to be aware of when proceeding to the assembly area</b>

- The designated buddy is trained in their role.  Yes  No
- The designated buddy is trained in using the evacuation equipment.  Yes  No  N/A
- The designated buddy is familiar with the use of the guide dog.  Yes  No  N/A

Developed by ..... in consultation with.....

Date PEEP to be reviewed.....

Person requiring assistance Name..... Signature ..... Date.....

Buddy Name..... Signature ..... Date .....

Supervisor Name..... Signature ..... Date .....

*A copy of this form should be provided to all of the above and to Human Resources for inclusion on the College Register.*

**Human Resource Use Only**

The PEEP has been entered into the register Yes      No

Name..... Signature..... Date .....

## Personal Emergency Evacuation Plan for Students

A Personal Emergency Evacuation Plan (PEEP) is required for any person that may need assistance during an evacuation. For example, those who:

- are accompanied by a buddy
- have a guide or companion animal
- use alternative forms of communication
- have an ambulatory disability or use any form of mechanical assistance from crutches to motorised wheelchairs
- are easily fatigued
- experience acute anxiety or confusion in an emergency.

This PEEP provides guidance for the processes established for this person.

Details	Student	Designated Adult Buddy
<b>Name</b>		
<b>Class or Connect Group</b>		
<b>Contact Number</b>		
<b>Email Address</b>		

The person needing assistance and the designated  Yes  No  
buddy have been briefed.

Method for notifying the person requiring assistance  Verbal  Other  
of an emergency when the alarms cannot be  Phone Call .....  
sounded.  Braille

Equipment required for evacuation:

- |                                                                       |                                        |                                             |
|-----------------------------------------------------------------------|----------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Evacuation or fire-fighting lift             | <input type="checkbox"/> Crutches      | <input type="checkbox"/> Walking cane       |
| <input type="checkbox"/> Wheelchair                                   | <input type="checkbox"/> Two-way radio | <input type="checkbox"/> Rope to hold on to |
| <input type="checkbox"/> Evac Chair                                   | <input type="checkbox"/> Ramp          | <input type="checkbox"/> Guide dog          |
| <input type="checkbox"/> Notepad and pens, notes for hearing impaired |                                        |                                             |

Detail the type of assistance required:

.....

.....

.....

.....

**Egress procedure**

1. Upon hearing the alarm, remain calm.
2. Person requiring assistance to prepare themselves for evacuation as much as possible.
3. The buddy to collect required equipment and proceed to location of person needing assistance.
4. The person requiring assistance to proceed to nominated refuge point (**insert location of refuge point**).
5. If evacuation is required, buddy to assist person to evacuate.
6. If it is not safe or possible to evacuate, the person requiring assistance or the buddy to notify Warden, Area Warden or other person of their location so that this information can be passed on to the Chief Warden and emergency services as appropriate. If there is no one in the vicinity call 000 to advise of specific location.
7. Once evacuated and outside the building, proceed to the assembly area.

**Note:**

- Sight impaired persons can be guided on level surfaces by offering an arm. On stairways and uneven surfaces, the guide should walk in front and the person following can place their hand on the guide’s shoulder.
- The sweeps conducted by the Wardens should identify persons still within the building. This information is advised to the Area Warden who will notify the Chief Warden, who will notify emergency services of the location of the person.
- Roll marking at the assembly area will also account for all students.

Safe Routes	<b>Insert the safe and alternate routes to be taken to proceed to the assembly area</b>
Obstructions / Hazards	<b>Insert the obstructions or hazards to be aware of when proceeding to the assembly area</b>

- The designated buddy is trained in their role.  Yes  No
- The designated buddy is trained in using the evacuation equipment.  Yes  No  N/A
- The designated buddy is familiar with the use of the guide dog.  Yes  No  N/A

Developed by ..... in consultation with.....

Date PEEP to be reviewed.....

Student requiring assistance Name.....Signature ..... Date.....  
 Buddy Name..... Signature ..... Date .....  
 Class or CG Teacher Name.....Signature ..... Date .....

*A copy of this form should be provided to all of the above and to the Head of School for inclusion in the Emergency Evacuation Kit.*

**Head of School Use Only**

The PEEP has been placed with the roll into the Emergency Evacuation Kit  Yes  No

Name..... Signature..... Date .....

# 1.01 Introduction

## Why a Master Plan?

Pymble Ladies' College is seeking a whole of campus Master Plan to ensure that future development aligns with the strategic and spatial direction of the College.

### PURPOSE AND SCOPE

In November 2019, Pymble Ladies' College in partnership with MGS Architects, embarked on a whole of campus Master Plan to inform and direct the site development of the College's campus at Pymble. The final Master Plan identifies the vision and strategies for the future development of the campus, as well as key projects.

A range of drivers for change influence the Master Plan. These include:

- The strategic focus on student engagement with real world challenges
- The changing nature of learning and teaching pedagogies
- Opportunities for institutional and industry partnerships
- Resilience and adaptation to a changing climate
- A growing co-curricular program
- A desire to provide a vibrant extended-hour campus.

The Master Plan seeks to ensure that the College's mission and values are upheld and integrated at all stages of the master planning process. As such, it is informed by extensive consultation with key internal stakeholders, including the Senior Executive, Master Plan Advisory Group, the College Council, as well as focus groups of staff and students.

### THE MASTER PLAN REPORT

The Master Plan is grounded in the findings of the College's initial Issues and Opportunities Report and Consultation Report, as well as the four themes of the College Strategy that were developed in parallel with the Master Plan. These strategic themes are outlined in more detail on the following page.

This document outlines the overarching Vision, as well as the emerging Campus Strategies and a plan for the implementation of the Master Plan over three stages. It also outlines a series of projects for the College to take forward in the initial stages of the Master Plan.

#### MASTER PLAN CONSULTANT TEAM

**MGS Architects**  
Lead Consultant and Master Planner

**Stuart Pittendrigh and Rod Wallman**  
Landscape

**Dragonfly Environmental**  
Ecology

**ARUP**  
Sustainability, Building Services and Transport

**Willowtree Planning**  
Planning

**WT Partnership**  
Cost Planning

**Barnson Engineering**  
Structural Engineer

### DOCUMENT STRUCTURE

- 1 Executive summary:** Provides an overview of the Master Plan, including strategic direction, vision and key projects.
- 2 Context and analysis:** Provides a contextual overview of Pymble Ladies' College, pertaining to its physical and strategic context, as well as the outcomes of the consultation process.
- 3 Master Plan vision:** Outlines a Vision, including nine principles, to guide the future development of the campus.
- 4 Strategies:** Proposes Campus Strategies and Design Directions for the future development of the College, under the thematic headings of learning and teaching; research and partnerships; college life; landscape and public realm; ecology; sustainability and access and wayfinding.
- 5 Implementation:** Proposes a strategy and process for the implementation of the Master Plan across three stages.
- 6 Key projects:** Provides an introduction to a series of key building, renovation and landscape projects that will be implemented in the initial stages of the Master Plan.

## 2.02 Context & analysis

### Master Plan considerations

A number of key considerations underpin the Master Plan.

#### OBJECTIVES OF THE MASTER PLAN

There are a number of key objectives of the 2020 Master Plan that have been informed by an extensive consultation process. These are outlined below:

##### Key objectives

- Respond to the emerging College Strategy
- Define and communicate the College narrative
- Account for financial considerations, and consider land optimisation
- Outline prioritisation of projects
- Ensure suitable decanting for spaces and minimal disruption to the College

#### KEY CONSIDERATIONS OF THE MASTER PLAN

The key considerations of the Master Plan are drawn from the physical implications of the College Strategy. They have formed an essential component of the spatial brief for the Master Plan and should be used to guide the ongoing development of the College grounds. These key considerations are outlined below:

##### Student and staff experience

- Ensure a safe and positive experience for staff & students on campus
- Maintain student use priority
- Consider introduction of an ELC to support staff returning to work
- Investigate shared ownership of classrooms
- Ensure a good quality dining and hospitality offering
- Promote engagement with the outdoors
- Minimise conflict between pedestrians and vehicles

#### Capacity constraints

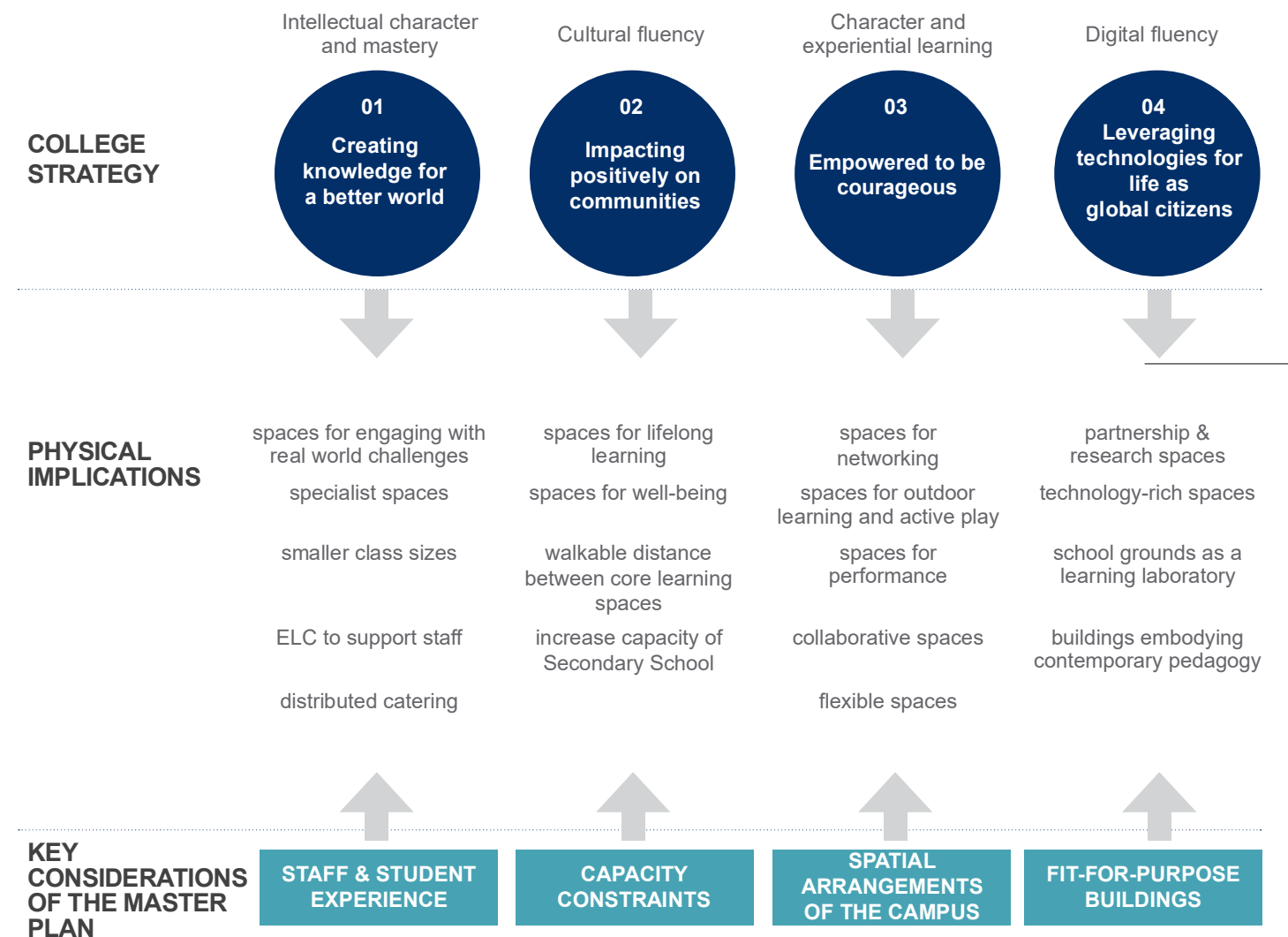
- Address growing student numbers
- Accommodate smaller class sizes
- Address existing high utilisation of all classrooms
- Address growing co-curricular demand
- Address the need for whole-of-year and whole-of-school events

#### Spatial arrangements of the campus

- Enhance key buildings of heritage significance, open spaces & views
- Retain core learning and teaching within easy walking distance
- Retain the sense of a 'learning journey' through the campus
- Retain boarding close to co-curricular facilities and classrooms
- Consider opportunities beyond the current campus

#### Fit-for-purpose buildings

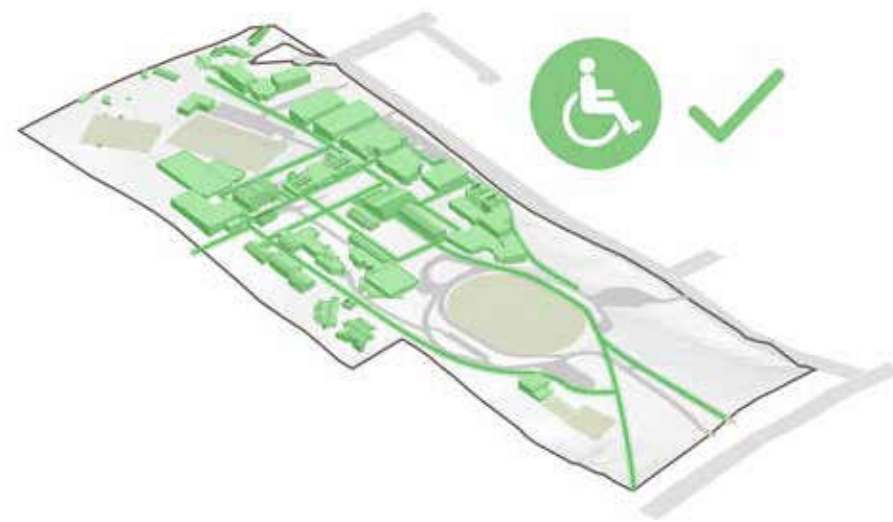
- Provide buildings suitable for contemporary pedagogy
- Address the need for specialist learning spaces
- Adaptively reuse existing buildings where possible to ensure they are fit for purpose
- Provide for acoustic separation within and between buildings
- Improve disability access on campus
- Address greater requirements for storage, lockers, bathrooms and change rooms



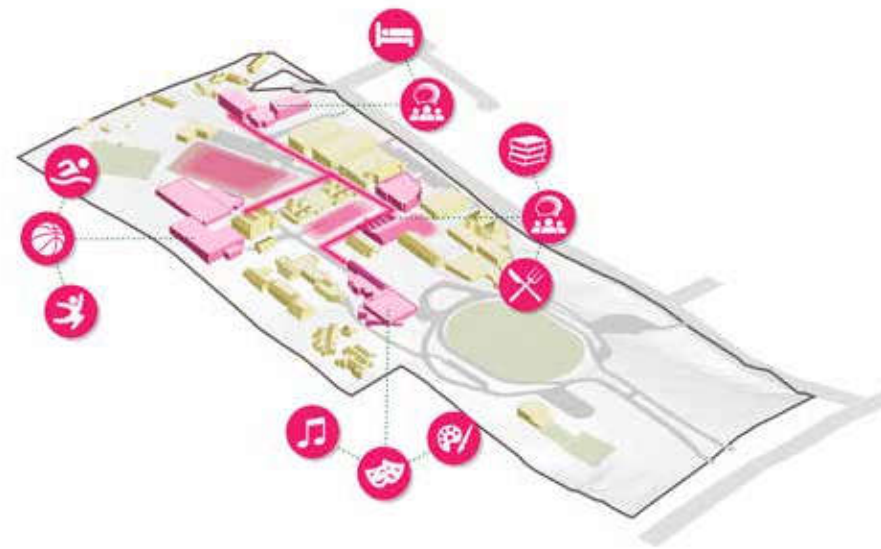


### 3.04 Master Plan Principles

College life



**PRINCIPLE 7**  
*A campus that offers inclusive access and belonging for all.*



**PRINCIPLE 8**  
*A College that is a vibrant, extended-hour community, with places to live, experiment, eat, practice, perform and socialise*



**PRINCIPLE 9**  
*A College deeply embedded in its landscape and ecology, through interpretive walks, outdoor classrooms, places for contemplation and adventure play.*

## 4.04 Strategies

### Access and wayfinding

The Master Plan will encourage and prioritise staff and student's access to the College, using sustainable modes of transport. All staff, students and visitors will move and navigate around the College safely and with ease.

#### CONTEXT

The school is situated in the relatively low density residential suburb of local roads within Ku-ring-gai Council. It is adjacent to Pymble Train Station and to a key state road, Pacific Highway. The College currently provides more parking than required in the Ku-ring-gai Development Control Plan. Walking or taking public transport currently accounts for a high percentage of student trips to and from the school.

#### DIRECTIONS

##### Direction

##### Prioritise sustainable transport options such as walking, cycling and public transport

Encourage sustainable travel habits by giving people who are walking, cycling or using public transport priority. Currently the College is dominated by vehicles especially around the morning and afternoon pick up periods.

##### Capitalise upon strong public transport mode share

Encourage students to travel to and from school via active and public transport. With the growth of staff and students planned, it is an opportunity to set mode share targets. Improving the amenity of key walking routes to the school from the train station and from the local area is recommended, including the footpath to the station and the Grey House Walk.

##### Improve pedestrian network surrounding the school

Work with Ku-ring-gai Council to improve access to the college by foot. This includes ensuring wide footpaths are along the key walking routes to the College and crossing facilities along the desire lines.

##### Support cycling for co-curricular

Introduce shared paths throughout the College grounds. Co-curricular activities including mountain bike riding for the students will require students moving around the College. Ramps and step free pathways

will also support DDA compliant access throughout the campus.

Introduce 'end-of-trip' facilities as part of change room and bathroom upgrades.

##### Support school bus services

Introduce additional bus services based on analysis of future student growth. The school successfully operates five dedicated bus routes for students in the morning and afternoon. The success of these services highlights the value they provide to families.

Move the bus layover closer to the school buildings off Avon Road. This will allow for separation of pedestrians walking to the bus stop and vehicles moving through the front of the College.

##### Reduce on-site car parking

In the longer-term, introduce a strategy for reducing reliance on car parking. Consider providing new and prospective staff with incentives to use public transport, such as a public transport allowance.

##### Move car parking facilities on the periphery of the campus

To minimise pedestrian and vehicle conflict vehicle car parking to be located on the periphery of the campus. This maintains pedestrian priority on the College grounds.

##### Separating drop off and pick up locations

Separate drop-off and pick-up loops into different parts of the school to service the various year groups.

A smaller vehicular loop, entering at Gate 1 and exiting directly through Gate 2 will improve the pedestrian experience on the College grounds, reducing conflict between pedestrians and vehicles.

In the long-term, relocate Gate 3 (to create Gate 4), in order to provide direct access to the Centenary car park, and enable the core of the College to grow to the south. A new elevated walk would provide access to new buildings along Avon Road.

##### Improve the pedestrian experience

Introduce a pedestrian spine with secondary pedestrian routes peeling off for ease of navigation around the College grounds. A pedestrian spine also creates a gathering point for the College improving the sense of community.

Upgrade pedestrian paths and consider ways to remove the potential for conflict with vehicles.

Ensure pedestrian paths are well-lit and safe.

##### Inclusive access

Implement a plan to improve access for those with a physical disability on campus with high-quality accessible paths through the campus, and new lift infrastructure to new and existing buildings. Consider an accessibility analysis or detailed audit of disability access arrangements, compliant with the Disability Discrimination Act 1992 (DDA).

##### Walking and running track

Introduce a walking and running track around the periphery of the College to encourage incidental exercise.



1



2

1 Clear pedestrian paths at UNSW, Sydney

2 Shaded pedestrian walk at University of Sydney, Camperdown



## 4.07 Strategies Sustainability

Sustainability is a focus we pursue with rigorous and disciplined intent, taking responsibility for our actions across our curriculum, our operations, our resources and our community. We encapsulate sustainability in our well-being, thoughts, processes and practices.

### CONTEXT

Pymble's Master Plan sustainability strategy will target five key areas which, taken together, comprise a holistic approach to suitability and address all nine key principles of the master plan.

These key areas will form the basis of sustainability objectives and targets which should be embedded into campus master planning and the development process of all refurbishment, new build and landscape projects.

These strategies can be delivered through a simple priority hierarchy:

1. Demand side improvements.
2. Supply side improvements and renewable opportunities
3. Offset abatement

### DIRECTIONS

#### Reduce energy usage and carbon emissions

Set a carbon emissions target for all new buildings and refurbishments (kg CO<sub>2</sub>/m<sup>2</sup>).

Adopt the following carbon emissions targets:

Carbon emission targets	
<b>For existing buildings</b>	
<b>25%</b>	reduction through efficiency upgrades
<b>35%</b>	reduction through on site renewables
<b>For new buildings</b>	
<b>10%</b>	reduction (excluding renewables) from NCC Section J 2019
<b>30%</b>	reduction through on site renewables

Track and improve electricity and gas consumption trends for individual buildings throughout the College through the instillation of sub-meter readers.

Conduct an energy audit for buildings that are performing below the benchmark and implement upgrades in response to audit findings.

Purchase new equipment and appliances for new buildings and building refurbishments that prioritise energy efficiency and cost in use.

Over time, transition campus away from natural gas and any other fossil fuels used on campus through introduction of alternative technologies such as heat pumps and solar hot water systems.

Include on-site renewables in all new buildings and/or assess all new buildings for renewable energy feasibility.

If on-site capacity has been exhausted or does not pay back, ensure greenpower purchase and/or investment in off-site renewables

#### Aim for a regenerative water design

Track and improve water consumption trends for individual buildings throughout the College through the instillation of sub-meter readers.

Specify use of water efficient equipment and appliances in new buildings and building refurbishments.

Set target for new and existing buildings for replacement of potable water in all non-potable water uses with a specified timeframe.

Set short/ medium/ long term targets for potable water use.

Ensure all landscaping is xeriscaped or low water use.

Create a non-potable water network on campus

Capture rainwater for non-potable uses.

Create a landscape design that promotes stormwater/ rainwater capture/ treatment and reuse.

Where landscape cannot be xeriscape explore greywater collection and re-use for sub-surface irrigation.

Explore opportunities with local neighbours or council to donate excess non-potable water captured if available.

#### Minimise consumption and disposal of finite resources

Review operational waste requirements for all buildings to ensure operational efficiency.

Adopt modular forms of construction and design spaces for disassembly and reuse where possible.

In the design and construction of new buildings, consider the lifespan of different building layers (structure, facade, service, fitout etc.) Building in separate layers allows each element to be repaired, replaced, moved or adapted at different stages, limiting the waste finite resources in the construction and refurbishment of buildings.

Set targets for materials and embodied carbon reduction used in new buildings, landscaping and building refurbishment.

Develop a materials procurement strategy that addresses embodied carbon, social procurement and occupant wellbeing.

Target a minimum of 90% diversion of construction waste from landfill, prioritising reuse on or nearby to the campus.

Target a minimum of 65% composting or bio digestion of food and green waste on campus.

Implement sharing economy initiatives on campus.

Utilise sustainable products (such as products with high recycled content, environmental product declarations or third party certification) in building construction and refurbishment.

Purchase carbon offsets for all new buildings to mitigate impact of embodied carbon.