

SAMUEL GILBERT PUBLIC SCHOOL

Sate Design Review Panel – Response to Advice Schedule

Item No.	SDRP Advice	Response
1c	The design team presented several previous options. The Panel considered Option 2 as worthy of returning to as it retains buildings D and F, which would reduce costs and maintain the masterplan composition of diagonal buildings nestled into the site contours.	Please refer to item 1a
1d	The Panel remains concerned by the verandah depth at Building P and N. The Panel questioned the ability of the deep floor plates to provide natural ventilation and light and questioned the effectiveness of the light well.	The layout of the verandahs have been reconsidered and adjusted to reduce their overall depth. The verandahs have been redesigned to step back in response to the building form. In doing so they create smaller functional gathering spaces rather than the consolidated outdoor teaching space. This modification will improve the natural light and ventilation to the teaching spaces. It also provides a better connection with the overlapping courtyards that are to be created in the adjacent landscaping (refer to item 3a)
2 - Massing and Scale		
2a	The Panel suggested the proponent develop an approach to the roof structure that is sympathetic to the scale and mass demonstrated by the spatial planning.	The form of the roof was designed in order to minimise complexity in terms of the structural systems, maintenance requirements and visual impact of the roof. It was felt that a broken roof form in conjunction with the stepping forms of the plan was adding complication to the form that wasn't necessary. In response to the SDRP comments we have reviewed potential ways of breaking the roof form and stepping the heights of the roof planes along the length of the building. However, the result allowed for minimal overlapping layers to the roof which did not have a major visual impact on the building form when read from the street level (human scale). It was felt that retaining a simple roof form was the best response in this circumstance.
2b	The Panel considers the mass, bulk and scale of the buildings N and P are not sensitive to the primary school age user or the context of the existing school buildings. The south elevations could be reconsidered as they are dark grey in colour and overly shaded. The composition and scale of the fenestration for the buildings could be reconsidered to reduce the appearance of a large, commercial building.	Following the presentation to the SDRP further discussions have been held to review the external materials and colours with the school community. These modifications have been incorporated into the revised drawings and the updated 3D imagery included in the architectural documents. In relation to the external materials we would note the following – - The main blades along the Southern face of the building are natural finish zincalume. We feel that this was not accurately represented by the 3D images that were included in the SDRP presentation. The imagery has been updated to better reflect this finish. We believe that this greatly reduces the perceived darkness of this façade. - The window boxes and expressed Withdrawal space boxes to the Southern façade have been included in recognition of the scale of students using this facility. - The colours of the feature window boxes have been revised from what was presented to the SDRP. In consultation with the school these colours have been limited to the school colours (dark blue, light blue and yellow). This provides a connection with the existing school as well as a playful element on the Southern façade.

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		- The layout of the fenestration to the Southern façade has been carefully considered in order to – - o Maximise the amount of natural light introduced to the classroom spaces by providing glazing down to the lowest height possible (while still maintaining the fire rated spandrel requirements) and to the highest level possible (up to the ceiling level). - o Allow for the maximum amount of louvres to be included in order to maximise the openable area of the windows. According to the requirements of the Department of Education louvres can only be included above 1600mm. - o Allow for openable sliding windows below 1600mm in order to maximise the openable area afforded by the windows. In order to retain the above design parameters we believe the glazing should be retained in its current configuration.
3 – Landscape and Context		
3a	The Panel understands that manipulating the levels is key and is reasonably well conceived. However, the landscape is a missed opportunity that may benefit from design development as it does not yet reflect the existing interlocking, built form geometry.	We have considered this issue further and, in response, we have reviewed the landscaping further in order to articulate the landscaping – particularly the space between buildings A and N – as a series of interlocking courtyards in keeping with the existing geometry of the site. We have also reviewed the remainder of the landscaping in greater detail to consider further ways of applying this concept. We believe the result is a greater level of connection between the new development and the existing buildings on the site.
3b	The outdoor areas are lacking clarity and fine grain detail, opportunities for indoor-outdoor learning and should be revisited. The outdoor areas could incorporate a greater level of playfulness in materials, texture and colour.	As discussed above (in item 3a) we have reviewed and updated the landscape plan for the development to incorporate these comments.
3c	The Panel understands the school is bounded by the bushland fire source, Oval, and significant vegetation zone and questions whether there are missed opportunities in connecting to these areas.	We believe the inclusion of the 'Concourse' space in the development increases the level of connection for the overall site to the playing field and (as a result) the vegetation beyond. Further to this, we believe the articulation of the way the buildings address the landscaping (particularly the significant vegetation area on the corner of Ridgecrop Drive and Gilbert Road) increases the opportunity for students to engage and interact with this vegetation. The project does not include major development to the West of the existing site into the large vegetation area because it is not part of the scope of works (as defined by the Department of Education). However, we agree that there are significant opportunities for the school to engage with this area in the future.

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3d	The Panel queried the retention or removal of existing trees and require clarification on the strategy.	The buildings have been located in order to minimise the impact of the new buildings on the existing trees. This is aided by the fact that the buildings are 3 storeys tall – thereby minimising their footprint. Levels have also been considered in order to minimise the impact on the ground plane – and therefore the vegetation. Existing trees have only been removed where absolutely necessary to facilitate the building works. The extent of trees to be removed is outlined in architectural drawing SD 1609 and on the Landscape Architect's drawings.
3e	The Panel suggested that the remnants of built form could be reflected in the landscape strategy so that the footprint of buildings demolished are reinterpreted to enrich the circulation spine and provide for finer grain materiality.	As discussed in item 1b this has been incorporated into the revised landscaping plans.
4 - Materials		
4a	The Panel support the proposal as one that should recede into the natural setting. However, the proposed colour selections lack impact or connection to the context on the south elevation. The Panel suggested a stronger connection and relationship, either visual or textural, between the existing and new buildings and the landscape.	We have considered these comments and note the following – - The buildings are intended to respond the existing buildings in terms of materials – through the use of brickwork to the base of Buildings N and P as well as the use of metal wall cladding – which is prominent on the existing buildings. - The use of colour to the outside of the building is intended to connect to the existing school through the use of the school colours. - We believe that the revised response to landscaping will provide a greater level of connection between the new buildings and the existing composition of buildings (as discussed above in item 3a). - During the design phases there was consideration given to taking cues from the forms of the existing building. However, given the 3 storey nature of the new buildings it was felt that this wasn't appropriate. - In finalising the exterior colour selections for the building consideration was given to referencing the existing colours of the existing buildings (orange brick and red window frames), however, this was not supported by the school community.
5 – Design Excellence		
5a	The Panel would like to understand the methodology for ensuring design excellence.	The issues discussed above will be reviewed and considered further as the detailed design is progressed. Our processes also require internal design reviews to be undertaken at regular intervals in order to improve design excellence.