



Australian Turkish Maarif Foundation Limited
c/- PMDL Architects
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ATTN: Deborah Yong

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Re: IMSA Gallipoli Campus – State Significant Development Application

LANDSCAPE DESIGN STATEMENT

IMSA – Gallipoli Campus, Auburn

Introduction

This report forms part of the above application in relation the works proposed for the above. IMSA is undertaking a building program that provides a new educational campus. This campus includes new building educational facilities, carpark, open space for a range of age groups and educational activities.

The Proposal

The site is currently an industrial building/ warehouse with on grade carparking. The existing buildings and carparking are to be demolished through stages and replaced by a new school. The new building and outdoor spaces will incorporate educational facilities, classrooms, activity zones, circulation spaces and breakout areas for a range of age groups and educational requirements. External areas include informal hard paved areas for informal play multipurpose courts and supporting ancillary areas.

A new pedestrian pathway, driveway access and ancillary landscape forms part of the application. In relation to the proposed external environment, the landscape proposal provides the following aspects in relation to this application. The issues addressed as part of this application are the following:

- 1 Respond to its natural environment including scenic value, local landscape setting and orientation.

The landscape design strengthens and diversifies the existing landscape of the area by retaining mature trees to the northern boundary of the site and introducing new specimen planting that reinforces the quality of the pedestrian environment and assists in the comprehension and legibility of the site by developing on the existing landscape patterns and integrating those patterns into the overall framework of the proposal.

It achieves this by the careful selection and placement of a range of tree species, both deciduous and evergreen supplemented with extensive planters to Percy Street and elevated planters to the open space areas to the upper levels of the proposal. These proposed landscape patterns acknowledge and add to the existing landscape patterns of the locality and the general environment around the school. By so doing these planting, the existing landscape setting and scenic values are enhanced and strengthened.

- 2 Include tree planting and other planting that enhances opportunities for play and learning. Shade, texture, protection from the sun and integration with the existing and proposed built form are critical to create sustainable environments that enhance play and learning opportunities.

The landscape design provides opportunities through the creation of sheltered and canopied areas that acknowledge the seasonal needs of shade in summer and warm, sheltered areas in winter. Further, the provision of low sitting walls, play equipment, a range of coloured soft fall surfaces and multiple areas of appropriately scaled environments to the specific age groups facilitate opportunities to sit and congregate for informal socialisation.

- 3 Ensure landscaping improves the amenity within school grounds and for uses adjacent to the school.
The planting to the new building and its surrounds supplements the new built form and as such creates an appropriate diversity and character to the landscape open space of the school. Careful design of the open space areas provides an integrated open landscape form and character to the proposal complementing the existing and future character of the place and adjacent parkland. The amenity of Percy Street, immediately adjacent to the new built form is enhanced by the retention of the existing street trees and the extensive landscape planters and vertical green elements that form an integrated landscape and built form to the streetscape. This design approach forms an appropriate scale and character to the street, whilst acknowledging the scale and height of the proposed built form.
- 4 Integrate landscape, planting and Water Sensitive Urban Design (WSUD) principles to enhance amenity and building performance.
- 5 Prioritise pedestrians and avoid conflicts between vehicles and people. The school is a pedestrian priority campus and as such a clear hierarchy has been established across the campus to minimize potential conflicts. The play and pedestrian areas are separate from vehicular access with the exception of the service zone where vehicles will be appropriately managed to the northern portion of the open space area. The campus pedestrian network will be clearly demarcated enhancing the legibility of the network and assisted with the proposed planting character and form.

- 6 Incorporate Crime Prevention Through Environmental Design (CPTED) principles. In relation to CPTED design guidelines, clear sightlines integrated into the landscape design through the careful design of trees, shrubs and groundcovers. Ongoing maintenance strategies will ensure the shaping of trees for clear stems under canopies, the trimming of shrubs and integration with lighting design so to minimize dark areas and shadows in low light conditions such as evenings and at night.
- 7 Provide buffer planting in setbacks where appropriate to reduce the impact of new development.

As part of the management strategy of the school, water catchment and reuse are used to supplement existing precipitation patterns thus ensuring the landscape proposed will thrive and provide the appropriate amenity to the proposal. All garden beds are irrigated with sub surface emitters thus ensuring minimal evaporation and deep watering. Appropriate commercially available mulches, soil mixes and ground preparation assist with this strategy through matching the needs of the proposed landscape.

Trees retained along the northern boundary will be complemented with new plantings within the campus providing shade, identity, colour and texture to the campus and contributing to the overall amenity of the area. Buffer planting will be provided along the Percy Street frontage to create a “green wall” and amenity.

Conclusion

The implementation of the overall landscape strategy ensures that an integrated and considered landscape design will enhance the existing and proposed environment. Where there is an existing situation which is the result of a sometimes-ad hoc approach, the proposal provides landscape rhythms that recognize and develop the established designed landscape patterns of the school and its surrounds. Through this strategy, there is an overall increase in the landscape area and amenity with a diverse range of horticultural expression that strengthens the rich planting palette of the school and its surrounds.