

From: [Jack Bruderlin \(Jack Bruderlin\)](#)
To: nahid.mahmud@dpie.nsw.gov.au; Aditi.Coomar@planning.nsw.gov.au
Cc: [Alejandra Rojas](#); [Spedding, Stephen @ Sydney](#); [Carmody, Greg @ Sydney](#); [Lawler, Nicholas @ Sydney](#); [Chris McGillick](#); [Ella Coleman](#); [Rossi, Steph @ Sydney](#)
Subject: RE: RFI - DPIE further comments
Date: Thursday, 27 January 2022 12:26:54 PM
Attachments: [image004.jpg](#)
[Attachment A - Future Preschool Test Fit.pdf](#)
[Attachment B - Unencumbered Play & Tree Canopy.pdf](#)
[Attachment C - Site Plan for Waste.pdf](#)
[Attachment D - Connecting with Country Engagement Strategy.pdf](#)
[Attachment E - Connection to Country Opportunities.pdf](#)
[Attachment F - Western facade shading statement.pdf](#)
[Attachment G - Wall Sections for Shading.pdf](#)
[Attachment H - Booster Concealment Advice.pdf](#)
[image006.png](#)
[image007.jpg](#)

Good Afternoon Nahid,

Alejandra is currently on leave and not returning until Monday. In her absence please find responses to your queries below and attached for your review. Alejandra tried to organise a session to discuss last week, however I am aware you and your team have been unwell. Please let me or Alejandra know a suitable time to run through and we can schedule something in next week.

Look forward to hearing from you.

Regards,

Jack Bruderlin

Project Director | School Infrastructure NSW

M: [REDACTED] | **E:** jack.bruderlin@det.nsw.edu.au | **W:** schoolinfrastructure.nsw.gov.au
Level 8, 259 George Street, Sydney, NSW 2000

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I acknowledge the homelands of all Aboriginal people and pay my respect to Country.

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From: Rossi, Steph @ Sydney <Steph.Rossi@cbre.com>
Sent: Thursday, 27 January 2022 10:58 AM
To: Alejandra Rojas <Alejandra.Rojas1@det.nsw.edu.au>
Cc: Spedding, Stephen @ Sydney <stephen.spedding@cbre.com.au>; Carmody, Greg @ Sydney <Greg.Carmody@cbre.com>; Jack Bruderlin (Jack Bruderlin) <Jack.Bruderlin@det.nsw.edu.au>; Lawler, Nicholas @ Sydney <Nicholas.Lawler@cbre.com>; Chris McGillick <CMcGillick@ethosurban.com>; Ella Coleman <EColeman@ethosurban.com>
Subject: RE: RFI - DPIE further comments

[External Email] This email was sent from outside the NSW Department of Education. Be cautious, particularly with links and attachments.

Hi Alejandra,

Please find below the Project Team proposed response to each of the items requested by DPIE. As noted earlier in

Monday's meeting, please issue these responses via email as a draft submission to confirm our responses are appropriate before we provide a formal submission on letterhead.

1. *The Department previously requested details of internal layout of Childcare Centre and internal play spaces. This information has not been provided. Please submit amended plans with the internal layout with test fit concept plan to demonstrate compliance with the required play area for 40 preschool children.*

Test fits were included in the architectural documentation included in the last submission, however for ease of reference please refer to **ATTACHMENT A** which outlines a test fit of the preschool, providing dimensions compliant with the required play area.

2. *The submitted drawing no NLPS-AR-DRG-0203 showing unencumbered play area for childcare centre in a narrow strip and the drawing no NLPS-LA-SSD-3600-DRG showing the trees planting/landscaping on the play area. The narrow strip is not suitable for play for the children. Amended drawings are required to show the proposed/future childcare centre complies with the State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (Education SEPP) and the Department's guidelines.*

Refer to **ATTACHMENT B**, showing the amended play area excluding the narrow landscaped zone, achieving the required play area for the future preschool.

3. *The submitted drawing no NLPS-AR-DRG-0203 shows the manoeuvring of MRV vehicle's turning path. The Department notes that the allocated hardstand space is not sufficient for MRV manoeuvring and that the MRV would encroach into the waste area. Please address this issue and relocate/resize the hardstand area or relocate the vehicle turning circle area to allow for adequate manoeuvring of MRV within the site.*

Refer to **ATTACHMENT C**. The bin storage area and surroundings have been reconfigured to show the bins to the south of the hardstand and therefore provide increased manoeuvrability for a medium rigid vehicle. The bins and bin wash area have been shown on the plan in accordance with the requirements of the Waste Management Plan.

4. *Submitted flood evacuation plan does not have a physical evacuation plan. The flood evacuation plan should describe the evacuation assemble point, evacuation path, priority group and overall strategy of evacuation.*

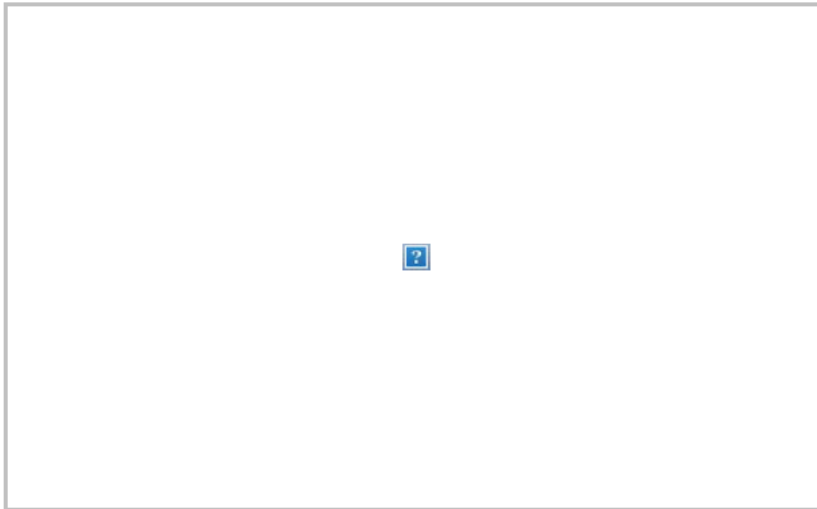
The Preliminary Flood and Emergency Evacuation Plan states that the flooding from the Georges River typically occurs after prolonged heavy rainfall over the catchment, which warnings provided from the Liverpool pier, which in the case of a PMF event is triggered at 8.1m and would result in notifications from appropriate authorities (SES, DoE) for personnel including students to not attend the NLPS site. This warning is activated at a major flood level warning of 4.5m, where the site is not yet impacted by flood levels given the relative levels of Georges River and rail corridor. There is therefore no need for physical evacuation in these events as sufficient warning will be in place to ensure nobody will be on-site. Section 4.3 'RECOMMENDED RESPONSE MEASURES' outlines the recommendation to seek shelter in the upper levels of the school in the unlikely event that a person is on site during a flood.

If unacceptable, the Project will accept a condition to provide this information to the satisfaction of the Planning Secretary prior to occupation.

5. *The Department requested additional information regarding parking facility for the preschool users or else an alternate area is to be identified where parents can park during arrival / departure (when coinciding with the school drop-off/pick-up times). Please address this issue. The response to RFI letter says designated preschool parking spaces of 15mins length of stay will be provided between the hours of 7am to 8:15am and 4pm to 6pm adjacent to the school on Burnside Drive. A detailed study is required for capacity of parking on burnside drive between this time.*

It is proposed that four spaces on Burnside Drive within the school K&D zone will be sign posted as 15 minute spaces outside of key school zone hours, therefore being between 7am to 8am and 4pm to 6pm. It is also noted that there is currently no parking provision on Burnside Drive and the installation of kerbside parking on the western side of Burnside Drive will be primarily for the school and preschool use. Therefore, preschool use will have access more spaces than just the 4 proposed designated preschool spaces outside of peak school drop off and pick up.

In addition to respond to DPIE's request during school drop off and pick up hours, 3 designated 15 minute preschool on-street parking spaces are proposed on Lachlan Street between the times of 8am- 9:30am and 2:30pm to 4pm to accommodate preschool drop off and pick up should it be required to coincide with the school drop off and pick up. Noting that Preschool pick up and drop off will be discouraged during this time to assist in reducing traffic congestion around the school at these key busy periods.



6. *Liverpool Council requested an Aboriginal Archaeological Testing Report for further comments. The Aboriginal Archaeological Testing Report and the results of the test excavation are provided. The test excavation report recommends “Aboriginal archaeological salvage excavations should be undertaken in consultation with the Registered Aboriginal Parties”. Further clarification is required whether test excavation would be done separately or under this application.*

The Project will accept a condition of consent prior to commencement of works, requiring salvage to be undertaken in consultation with RAPs.

7. *The areas and dimension for waste storage should be shown on the architectural plans. The dimensions and area have not been shown clearly.*

As typical of SINSW schools, the strategy for this school is that waste is removed from classrooms and other building areas by the cleaners and transported directly to the external waste area for collection by an MRV. Hard paved surfaces have been provided along the route from the building to the waste area to enable easy movement of the cleaners’ waste trolley. Refer to **ATTACHMENT C** for revised layout of the waste area.

8. *NSW South western Health Local District have advised that their comments to the EIS have not been adequately addressed. Please provide evidence of consultation with the public authority and the outcome of such consultation including addressing each of their earlier comments to the EIS.*

A meeting held 13 January 2022 between SINSW and SWLHD Executive officers confirmed that SWLHD will provide a letter of endorsement for the Burnside Drive REF and use of Burnside Drive for school kiss and drop. The matters raised in the Health submission informed by the PTC review have been discussed over the course of multiple meetings with agreement reached on a way forward for all items.

In relation to the Review of Environmental Factors application for works to Burnside Drive, SWLHD request a program setting out design, approvals and construction including landowner's consent required prior to proceeding with any works.

As discussed at our meeting on 15 December 2021, we request that a condition be incorporated in the final determination notice which requires an operational Kiss & Drop zone prior to the commencement of school operations. This will provide SINSW and NSW Health with the necessary time required to finalise any minor details on the kiss and drop operation.

9. *The Government Architect NSW (GANSW) have reviewed the RTS and raised several pending concerns regarding the design. These concerns and requested information are listed below:*

- *Submitted strategy report ‘Connection to Country’ does not demonstrate any date of engagement and how the engagement will be influenced holistically. The Secretary’s Environmental Assessment Requirements (SEARs) required the application to demonstrate that Aboriginal culture and heritage has been considered and incorporated holistically in the design.*

Refer to the revised Connecting with Country Strategy at **ATTACHMENT D** with additional details including proposed dates of engagement opportunities and details of engagement undertaken to date. Refer to the plan at **ATTACHMENT E** which has been provided by the architects illustrating opportunities for specific Aboriginal elements to be incorporated into the design during the detailed consultation and future design phases.

- *the western façade should have additional external sun shading and drawings should be amended to include this feature. The submitted documents does not show locations and sizes of shading devices. Amended*

architectural drawings do not demonstrate that any shading devices have been added.

The building facades have been designed based on input from the ESD engineer (refer statement from Steensen Varming at **ATTACHMENT F**) to balance the priorities for daylight, solar ingress, thermal performance, natural ventilation, and glare control among other competing factors. Refer drawing at **ATTACHMENT G** for detailed sections showing extent of shading proposed.

- *the details of the proposed percentage of tree canopy cover should be provided. The proposal should target a 40% canopy cover, particularly due to the hot and dry context to help reduce temperatures. To meet the canopy target, the oval should be bordered with appropriately selected trees to create shade for spectators. The amended architectural drawings and submitted documents says only 26% mature canopy cover is provided. The proposed development does not demonstrate alternative way to minimise temperature during hot and dry seasons. Therefore you are requested to amend the landscape drawing to increase canopy cover.*

The Project will accept a condition of consent, however, please refer to attached drawing at **ATTACHMENT B** which shows initial and mature tree coverage calculations.

- the booster near the main entrance, should be concealed to improve the amenity of this public zone.

As per the Booster Concealment Advice provided by the PCA (included at **ATTACHMENT H**), a cabinet can be used however further concealment is not appropriate and would not be supported by the relevant agency. It is mandatory that the hydrant booster is visible from the school entry and not obstructed. Advice from the PCA clarifies that “the only method of concealing a fire brigade booster assembly permitted by AS 2419.1 - 2005 is via a cabinet designed in accordance with this standard (50mm high signage, clear space in front of the assembly maintained, cabinet generally painted red, etc.)”.

If this response is not acceptable, the Project will accept a condition. However, it is suggested that authorities will deem this unacceptable.

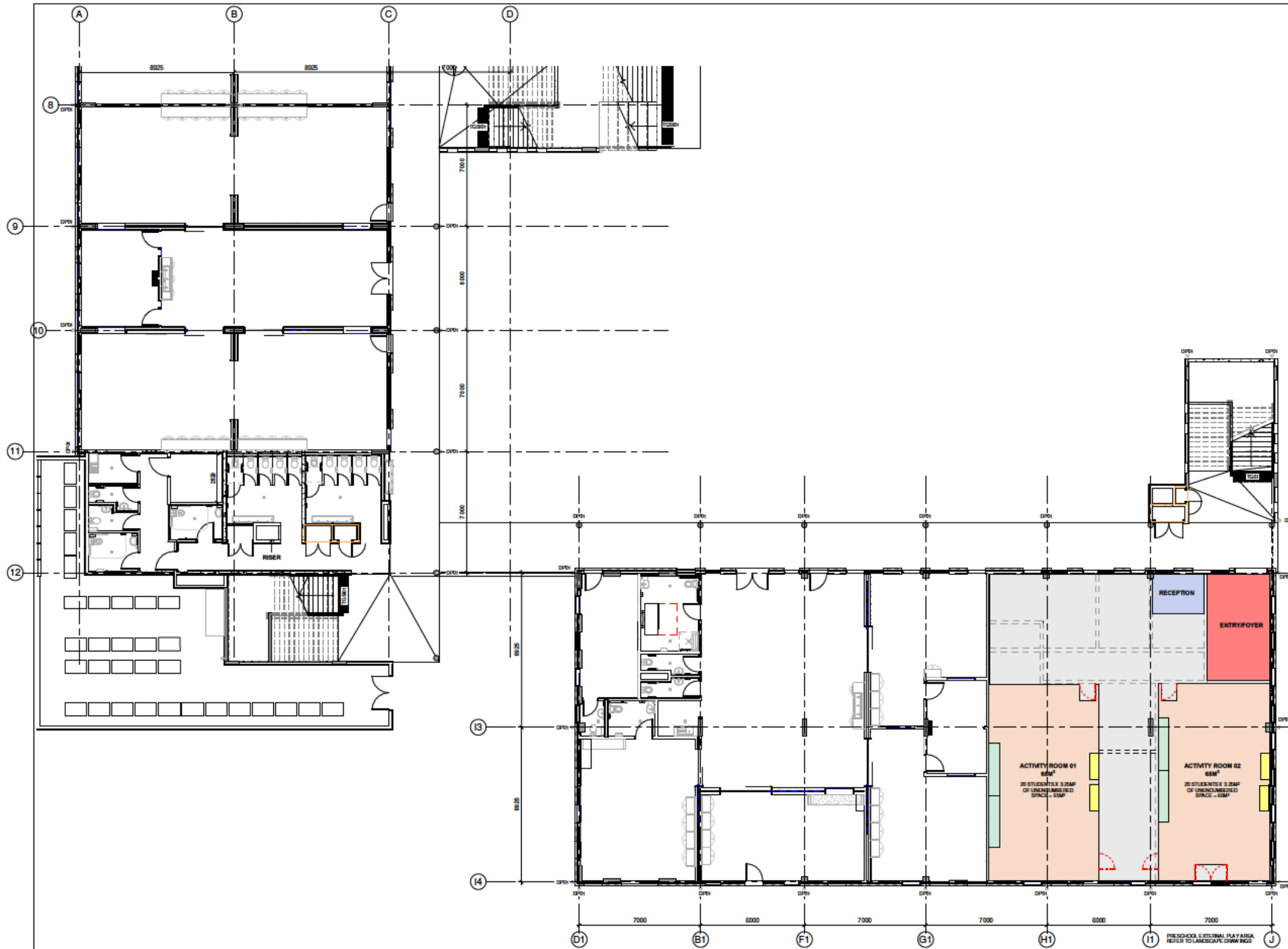
Kind regards,

Steph Rossi

Assistant Project Manager | Health & Higher Education
CBRE | Project Management | Pacific
Level 21, 363 George Street | Sydney NSW 2000

Steph.Rossi@cbre.com

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ISSUE No.	Date	Description	CHG
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Architect
NBRS

Project No. EY 25022 2344 nbsrarchitectura.com

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Approved Architect: Andrew Duffin-NBW 1002 AIN 10 002 247 262

Project: NLPS

at Larch Street Liverpool, NSW 2170

for ADGO Constructions Pty Ltd

Drawing Title: FUTURE PRESCHOOL USABLE AREA CALCULATION

Date: 25/01/2022 5:57:00 PM

Scale: 1 : 100 @ A1

Drawing Reference: NLPS-AR-DRG-XXXX

Revision

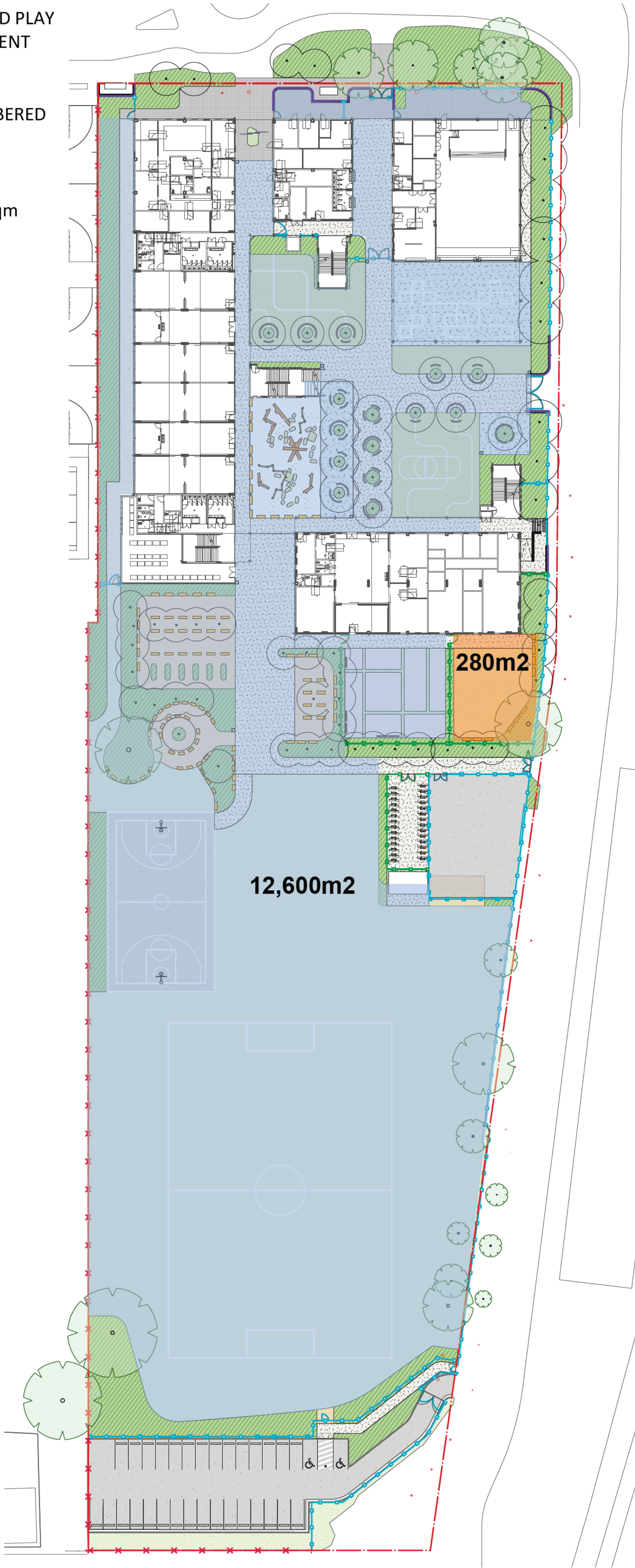
1 2 3 4 5 6 7 8 9 10 11 12

PRIMARY SCHOOL UNENCUMBERED PLAY SPACE REQUIREMENT 10M2/STUDENT
1240 STUDENTS = 12,400sqm

PRE SCHOOL STUDENT UNENCUMBERED PLAY SPACE 7M2/STUDENT
40 STUDENTS = 280sqm

TOTAL SCHOOL TARGET = 12,680sqm

TOTAL ACHIEVED = 12,880sqm



MATURE CANOPY COVER

TOTAL SITE AREA (EXCLUDING BUILT FORM) = 12,615sqm

MATURE CANOPY COVER = 3,275sqm

PERCENTAGE OF CANOPY COVER = 26%



PROJECT TEAM

ARCHITECT
NBRS ARCHITECTURE
4 Glen St, Milsons Point NSW 2061
02 9552 2344

PROJECT MANAGER
ADCO
Level 1, 7-9 West Street, North Sydney NSW 2060
02 8437 5000

CIVIL ENGINEER
Meinhardt Bonacci
Level 4, 66 Clarence St, Sydney NSW 2000
02 5017 8600

ISSUE	DATE	DESCRIPTION	BY	APPD
A	16/12/2021	SSD RFI ISSUE	.JK	.JK
B	25/01/2022	SSD RFI ISSUE	.JK	.JK

Landscape Architect

NBRSARCHITECTURE.
LANDSCAPE

NBRS & PARTNERS Pty Ltd
Level 2, 4 Glen Street, Milsons Point NSW 2061
T: 61 2 9552 2344 F: 61 2 9552 1338 W: www.nbrsarchitecture.com
E: architecture@nbrsarchitecture.com
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21385

NEW LIVERPOOL PRIMARY SCHOOL

at

Lachlan Street and Burnside Drive, Liverpool

for

SCHOOLS INFRASTRUCTURE

DRAWING TITLE
UNENCUMBERED PLAY & TREE CANOPY

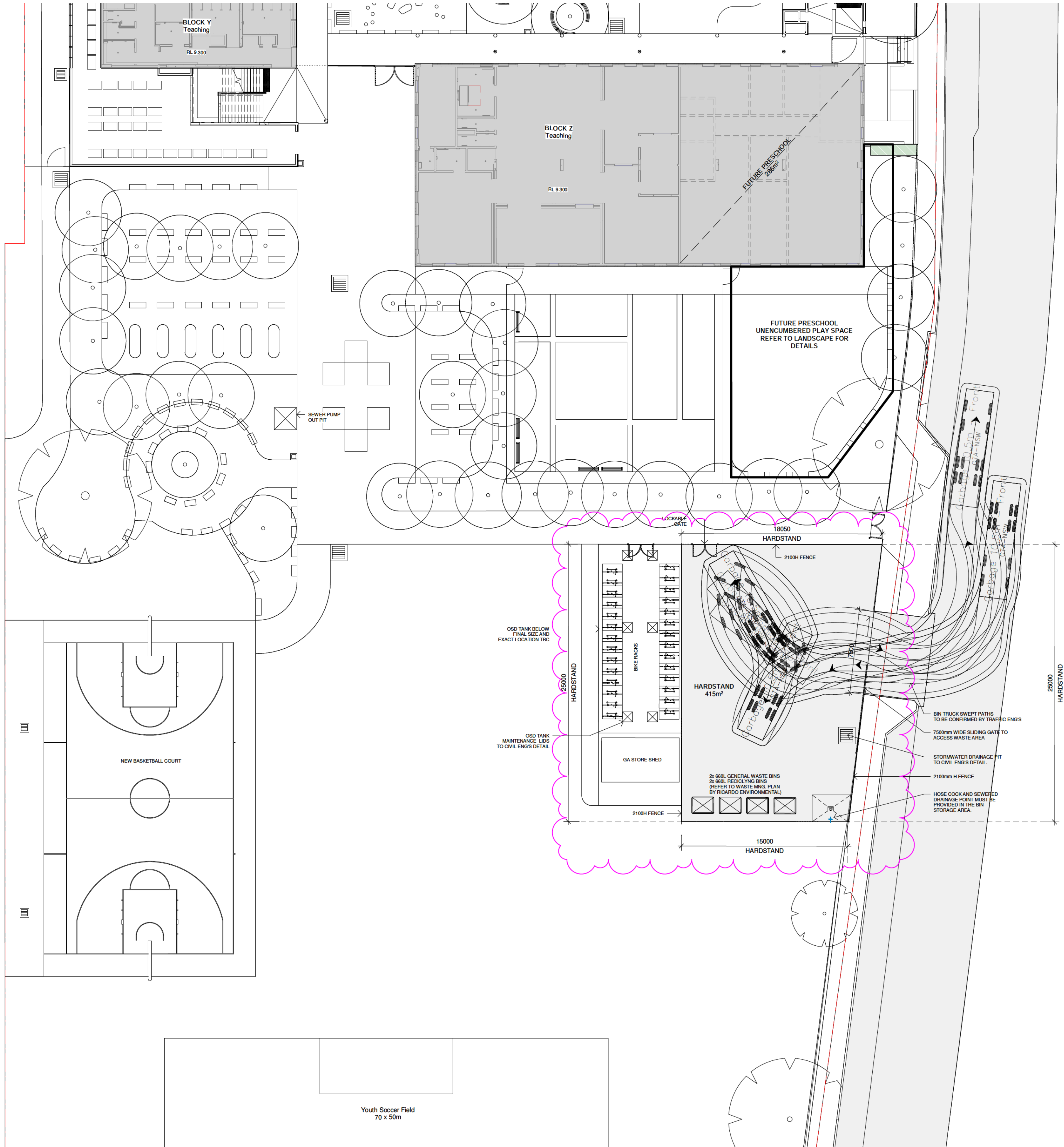
PROJECT STAGE
SSD RFI ISSUE ON

NOT FOR CONSTRUCTION

NORTH
SCALE
1:400
SHEET SIZE
A1

DRAWING NUMBER
NLPS-LA-SSD-3620-DRG

ISSUE
B



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Issue No.	Date	Description	Chkd
P1	09/10/2021	FOR COORDINATION	
P2	19/10/2021	FOR COORDINATION	
P3	17/12/2021	RESPONSE TO SSDA SUBMISSION	
P4	25/01/2021	SSDA RFI RESPONSE	

Architect
NBRS
Sydney
61 2 9922 2344
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Nominated Architect:
Andrew Duffin NSW 5602
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Project
NLPS
at
Lachlan Street Liverpool, NSW 2170
for
ADCO Constructions Pty Ltd

Drawing Title
SITE PLAN - SOUTHERN PART

Date 25/01/2022 9:26:48 PM
Scale 1:200 @ A1

Drawing Reference
NLPS-AR-DRG-0203
Revision
P4

0 2m 4m 6m 8m 10m 12m 14m 16m 18m 20m

Connecting with Country

Project Engagement Strategy

Southern Suburbs Cluster, New Liverpool Primary School
Lot 1 DP1137425
January 2022

1. Introduction

The NSW Government has invested more than \$7 billion to deliver 119 new and upgraded schools since 2017. Additional funds in the 2021-22 NSW Budget include \$7.9 billion worth of investment over the next four years, making this a \$15 billion.

School Infrastructure NSW (SINSW) aims to deliver school infrastructure to meet the needs of a growing population, and support modern, flexible teaching and learning. SINSW are delivering more than 200 new and upgraded schools while maintaining a portfolio of 2,200+ schools around the state and ensuring they're safe and fit-for-purpose spaces.

New Liverpool Primary School (NLPS) is one of two individual school projects to be delivered in the Liverpool CBD area as part of SINSW's Southern Suburbs Schools Cluster (SSC). SSC is comprised of NLPS and Liverpool West Public School which is being delivered under separate planning approvals.

This engagement report has been prepared to outline the proposed Connecting with Country engagement approach for NLPS and seek agreement on the next steps. The delivery of this engagement will provide inputs for the New Liverpool Primary School. This will assist the project team in addressing the Government Architect NSW and Department of Planning Infrastructure Environment submissions in response to the NLPS State Significant Development Application.

2. Background

2.1. Connecting to Country Draft Framework

The Connecting with Country Draft Framework is a framework for developing connections with Country that can inform the planning, design, and delivery of built environment projects in NSW.

The objective of Connecting with Country is that everyone who is involved in delivering government projects will adopt the following commitment:

Through our projects, we commit to helping support the health and wellbeing of Country by valuing, respecting, and being guided by Aboriginal people, who know that if we care for Country – it will care for us.

The framework is informed by, and supports, a wider range of policies and objectives as show in the image below.



Source: *Connecting to Country*, NSW Government Architect (2020).

SINSW is committed to delivering on the framework through our school development projects. This reflects our Aboriginal Education Policy which includes a commitment to ensure that:

The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.

This process is in addition to statutory requirements to assess development sites for evidence of Aboriginal Cultural Heritage.

2.2. Liverpool City Council

The project site is located within Liverpool City Council (LCC) LGA.

LCC acknowledges the original inhabitants of the Liverpool LGA being the Darug and Dharawal Aboriginal People. Aboriginal culture continues to strengthen and enrich the community and supports and encourages Aboriginal and non Aboriginal people working together towards reconciliation.

LCC commits to preserve past, present and future identified Aboriginal sites and cultural landscapes, and to recognise and accept the significance of the Georges River as a 'Meeting Place' for the Darug, and Dharawal Aboriginal people.

Liverpool is one of the first official settlements in Australia, built by convicts and free settlers, and has become home to people from more than 150 nations. LCC recognises the diversity of many cultures who share the values of tolerance and respect for one another. This diversity of this community is a great strength and LCC commit to working together to advance the interests of all residents.

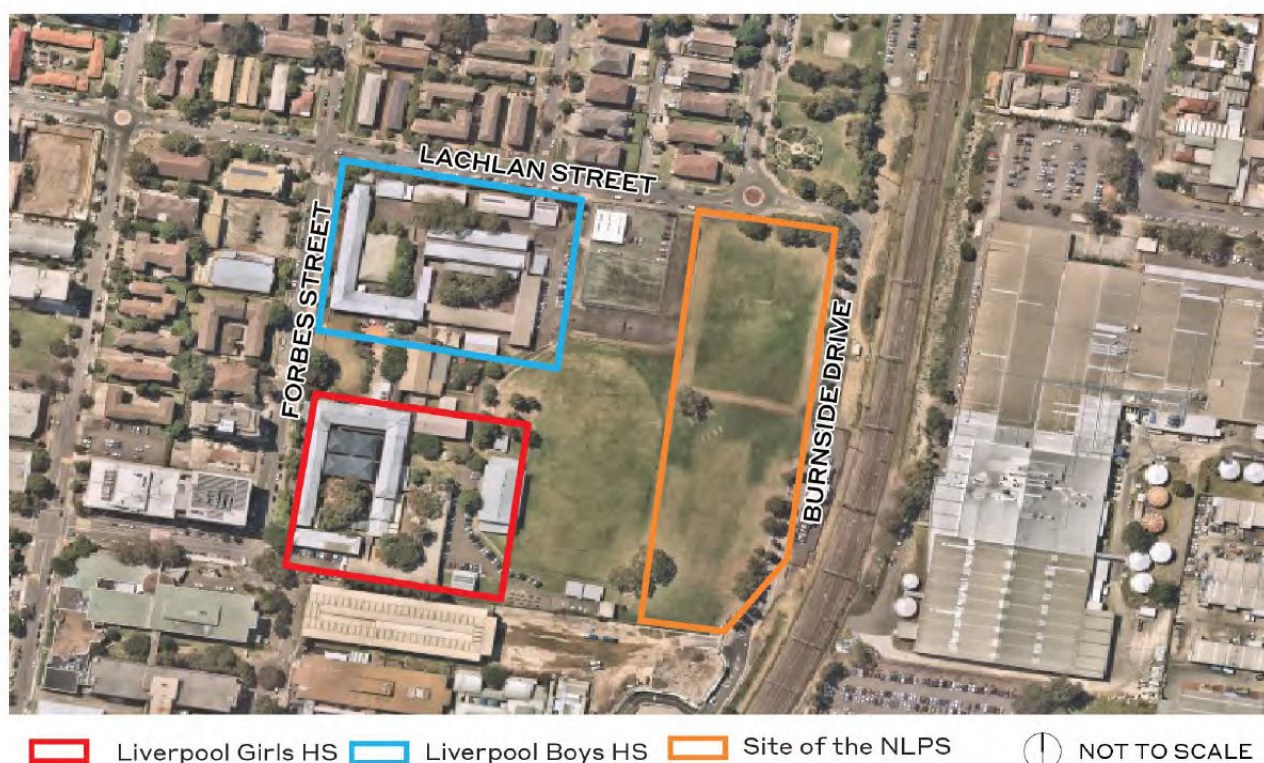
The NLPS Project Team is committed to engaging with LCC to embed the principles relating to Aboriginal Cultural Heritage within the design in planning and decision making.

2.3. Project Description

The proposed New Liverpool Primary School is located on the north-east portion of the Liverpool Boys and Liverpool Girls High Schools land. The site sits within the Cumberland plain and within an area with significant Darug History.

The new school will support high-quality educational outcomes to meet the needs of students within the local community and deliver innovative learning and teaching spaces as follows:

- Construction of a new 2-3 storey primary school building, including 44 mainstream teaching spaces, 4 support units, 4 special programs units, 2 preschool units (cold shell) and core facilities to Core 35 standard.
- Operation for 1,280 including 1,200 students, 40 support unit students and 40 preschool students.
- Associated site landscaping and open space improvements.
- Other works on the NLPS not delivered under the SSDA planning pathway include infrastructure services upgrade works, playing field and carpark works, and road works on the adjacent Burnside Drive including a kiss and drop and a new roundabout.



Due to the value of the project, it is categorised as State Significant Development and will be assessed and determined by the NSW Department of Planning, Infrastructure and Environment. A key requirement of all SSD projects is that they demonstrate meaningful attempts to interpret the Aboriginal cultural heritage significance of the place into the development.

3. Proposed Engagement Approach

3.1. Objectives of Engagement

- To deliver on our commitment to Connect with Country.
- To engage meaningfully with local elders and our Aboriginal community leaders.
- To explore opportunities to reflect Country in our School Infrastructure projects.
- To contribute to the process of healing through a commitment to reconciliation.

3.2. Key Stakeholders

The key stakeholders are considered to include the following:

- Aboriginal Education Consultative Group – Liverpool Region (AECG)
- Registered Aboriginal Parties (from ACHAR)
 - Goodradigbee Cultural Heritage
 - Kamilaroi Yankuntjatjara Working Group
 - Didge Ngunawal Clan
 - A1 Indigenous Services
 - Dharug Ngurra Aboriginal Corporation
 - Darug Aboriginal Cultural Heritage Assessments
 - Darug Custodian Aboriginal Corporation
 - Gandangara Local Aboriginal Land Council.
 - Liverpool City Council Aboriginal Consultative Committee
 - Cubbitch Barta
 - Waawaar Awaa
- SINSW Project Team - SINSW (Delivery, Communications and Planning)

3.3. Proposed Method

The design has been considered to date in a manner that is sensitive to the cultural heritage of the site, with a fundamental building design and colour palette predominantly focused on alignment with the natural landscape. Similarly, the landscape has been designed with Indigenous species and in a manner that is considerate of the natural environment. Aboriginal Cultural Heritage Consultant, Comber, completed significant consultation with the Registered Aboriginal Parties (RAPs) during the early phases of the project, as detailed in the Aboriginal Cultural Heritage Assessment Report, to both ascertain the significance and sensitivity of the site, develop mutual awareness, and ensure that appropriate archaeological investigation and salvage processes were implemented through the course of the works. Comber's consultation processes are detailed in the ACHAR.

A specialised Connecting with Country / Aboriginal Community Consultation consultant will be engaged during the detailed consultation and design phases, to assist in ensuring a comprehensive and inclusive process is conducted. The selected Consultant will be an Aboriginal Business (a registered Supply Nation supplier).

Within the design, significant consideration has been given to ensuring that specific opportunities are available to provide tangible Aboriginal elements throughout the building and landscaping works. The intention is that each of the proposed opportunities will be the subject of rigorous consultation and meaningful interaction between the Aboriginal stakeholders, the constructors and the school community.

The proposed engagement process is provided below and will run concurrently with the delivery and commissioning phase.

- ***Initial Workshop (target date: mid-February 2022)***

This activity will be to describe the process, agree on the approach to the engagement and how future engagement will occur.

- ***Mini Connecting to Country Workshop (target date: early March 2022)***

This workshop will be co-designed with key stakeholders with a view to describing the stories and themes that are of significance to the place. This should include a Walking with Country activity.

- ***Follow-up Workshop (target date: late March 2022)***

The project team will use this material from the workshop and outline the opportunities for reflecting these stories and themes in the project. The items will be costed and prioritised and presented back to the group for endorsement.

The preferred item/items would then be incorporated into the final design of the upgrades or identified as projects that the School will deliver in the short, medium and long term with the stakeholder group.

Engagement Administration

- Regular meetings will be held as required in between key engagement sessions to refine ideas and clarify options.

The method of delivery of the specific Aboriginal elements within the buildings (for example, artworks) will be developed in collaboration with stakeholders and wherever possible produced by appropriate members of the Aboriginal community.

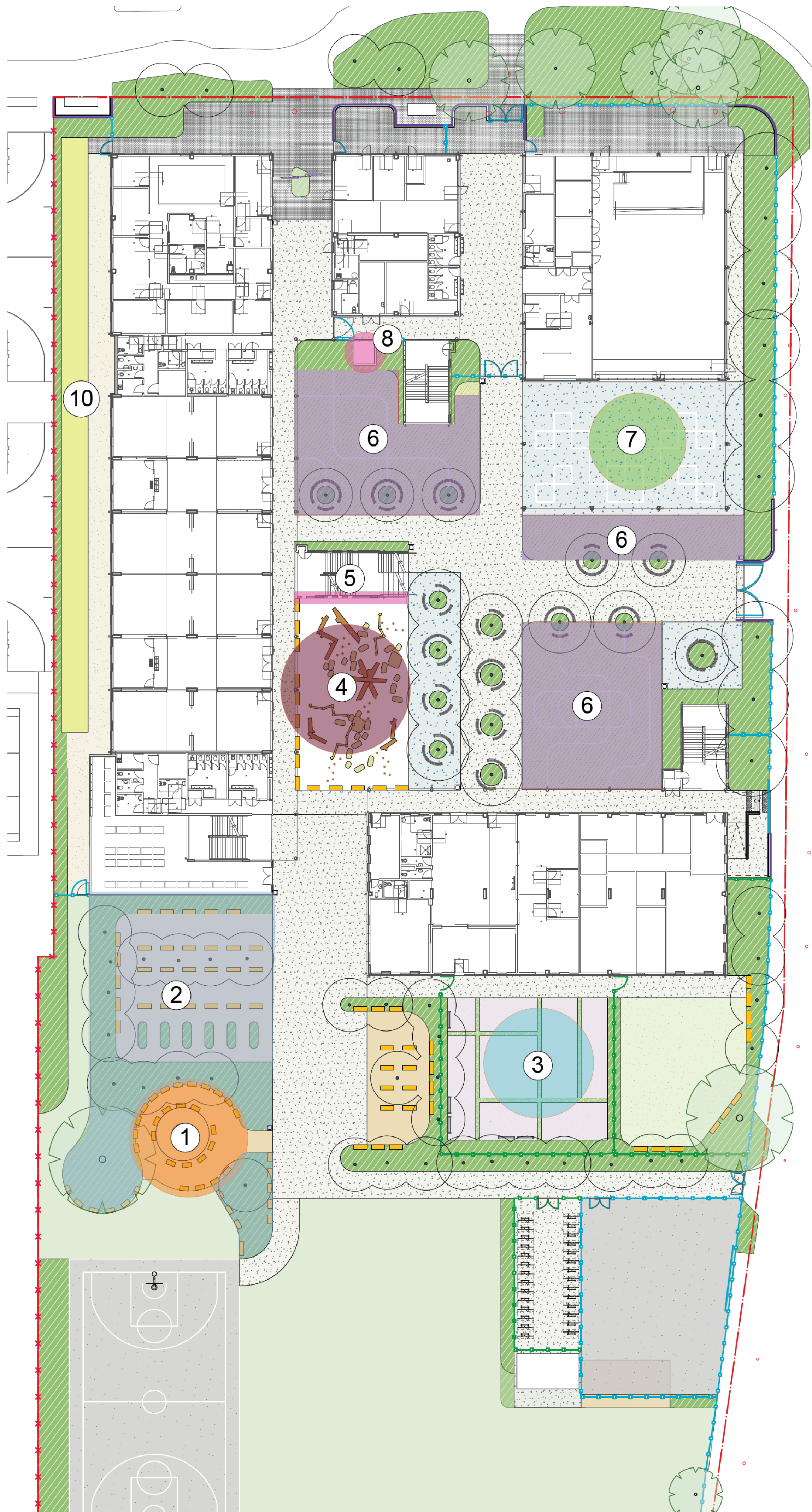
3.4. Emerging themes and suggested initiatives

Emerging themes and suggested initiatives will be tracked in the following table:

Emerging themes and suggested Initiatives	Description
River, Ocean, People	Stories, symbols and the like.
Naming of Buildings	Representatives to nominate proposed names for particular buildings or classrooms.
Signage & Language	Wayfinding signage in local language, informed by the local Aboriginal groups and the narrative for the site. Building signage and wayfinding signage locations to be agreed. Planting signage.
External Meeting / Waiting Areas	Welcoming space appropriate for all visitors, with appropriately located Aboriginal elements visible through key circulation routes.
Aboriginal Murals incorporated into Building Fabric	A number of locations are proposed throughout the building as potential locations for Aboriginal artworks produced by respected artists within the Aboriginal community. The exact locations will be finalised during future consultation but may include: <ul style="list-style-type: none">- Artwork to face/s of lift core (this being a prominent, highly visible location within the school);- Artwork to face/s of stair 2 (this again being a prominent, highly visible location within the school);- Incorporation of significant murals onto the library bulkheads;- Incorporation of aboriginal patterning into softfall within the landscape.
Surface Patterns/colour palette	The colour and material palette has been developed in a manner sensitive to the indigenous context and native landscape. This will be finetuned during further consultation to ensure a combination of colours and materials to add interest and connection to the local Aboriginal narrative.
Animal Totems / Imagery	Information on particular totems to be obtained and incorporated into the school imagery and wayfinding.
Welcome Sign	Local language greeting/s to be shown at entrance.
Yarning Circle	Yarning circle design and location to be developed in consultation with the stakeholders in a prominent location within the landscape. Consultation will also be completed to arrange initial events upon completion of the yarning circle (for example, a smoking ceremony and education session).

Flora & Fauna - Landscaping & Gardens - Caring for Country	Resilient practices for preservation of the landscape, Connection to yarning circle. Wellness theme. Opportunities for education groups. A plaque with a description of the planting.
Flag Poles	Flag poles to be provided, including an Aboriginal flag, with uplighting. Allowance for a group to gather.
Event Activities	<ul style="list-style-type: none"> - Smoking Ceremonies at key project milestones. - Sod Turning. - Community Information Day - Flag Raising - Naidoc Week (various ceremonial and educational events throughout the week to be organised by the construction contractor with input from the Aboriginal community). - Reconciliation Day events.

Table to be updated in workshops.



CONNECTION WITH COUNTRY OPPORTUNITIES

- 1) YARNING CIRCLE - LOCATED ADJACENT THE RETAINED EXISTING EUCALYPTUS THE YARNING CIRCLE WILL PROVIDE GATHERING & SEATING OPPORTUNITIES FOR STUDENTS TO LEARN ABOUT THE INDIGENOUS CULTURE. NATURAL BUILDING MATERIALS ARE PROPOSED TO PROVIDE A STRONGER LINK TO NATURE/COUNTRY.
- 2) NATIVE PRODUCTIVE GARDENS - THE AREAS SURROUNDING THE YARNING CIRCLE WILL BE PLANTED WITH NATIVE FOOD, MEDICINAL AND LOCALLY SIGNIFICANT SPECIES (FOLLOWING CONSULTATION WITH THE LOCAL INDIGENOUS COMMUNITY) TO FORM A NATIVE PRODUCTIVE GARDENS. NATURAL ELEMENTS WILL BE INCLUDED TO PROVIDE HABITAT TO LOCAL FAUNA & INSECTS INCREASING BIODIVERSITY AND PROVIDING EDUCATIONAL OPPORTUNITIES.
- 3) GRAPHICS IN SOFTFALL - OPPORTUNITY FOR GRAPHICS TO BE INCORPORATED INTO THE SUPPORT UNIT SOFTFALL AREA. THE GRAPHICS WOULD BE SELECTED FOLLOWING CONSULTATION WITH THE LOCAL INDIGENOUS COMMUNITY.
- 4) ANIMAL ENGRAVINGS - OPPORTUNITY TO ENGRAVE LOCAL ANIMAL GRAPHICS INTO THE NATURE PLAY SANDSTONE & TIMBER ELEMENTS (FOLLOWING CONSULTATION WITH THE LOCAL INDIGENOUS COMMUNITY).
- 5) STAIRWELL GRAPHICS - THE VERTICAL FACADE OF THE STAIRWELL WILL PROVIDE AN OPPORTUNITY FOR A GRAPHIC DISPLAY. THE GRAPHIC & THE MATERIALITY WOULD BE DETERMINED FOLLOWING CONSULTATION WITH THE LOCAL INDIGENOUS COMMUNITY.
- 6) GRAPHICS IN SYNTHETIC TURF - OPPORTUNITY FOR GRAPHICS TO BE INCORPORATED INTO THE SYNTHETIC TURF AREAS WITHIN THE MAIN QUADRANGLE. THESE GRAPHIC COULD RELATE TO THEMES RAISED IN CONSULTATION WITH THE LOCAL INDIGENOUS COMMUNITY.
- 7) COLA CEILING GRAPHIC - THERE IS POTENTIAL FOR THE CEILING OF THE COLA TO INCLUDE A GRAPHIC OR FINISH TO RELATE TO INDIGENOUS ASTRONOMY/NAVIGATION OF CREATION STORIES (GRAPHIC TO BE DETERMINED FOLLOWING CONSULTATION WITH THE LOCAL INDIGENOUS COMMUNITY.
- 8) LIFT WELL - THE VERTICAL FACADE OF THE LIFTWELL WILL PROVIDE AN OPPORTUNITY FOR A GRAPHIC DISPLAY. THE GRAPHIC & THE MATERIALITY WOULD BE DETERMINED FOLLOWING CONSULTATION WITH THE LOCAL INDIGENOUS COMMUNITY.
- 9) LIBRARY LIGHT WELL - OPPORTUNITY TO PROVIDE A GRAPHIC OR ELEMENT TO THE AREA TO CREATE A FEATURE WITH CONNECTION TO THE LOCAL INDIGENOUS COMMUNITY.
- 10) NATURE WALK - AN EDUCATIONAL TRAIL SHOWCASING LOCAL SIGNIFICANT FLORA SPECIES WITH HABITAT FOR LOCAL FAUNA & INSECTS (BUG HOTELS & NATIVE STINGLESS BEES) TO INCREASE THE SITES BIODIVERSITY.
- 11) LOCAL AND REGIONAL PLANTING (SITE WIDE) - THE LANDSCAPE PLANTING DESIGN IS COMPRISES OF LOCAL & REGIONAL NATIVE SPECIES THAT RELATE TO THE SITE. ADDITIONAL SPECIES CAN BE INCLUDED FOLLOWING CONSULTATION WITH THE LOCAL INDIGENOUS COMMUNITY.

PROJECT TEAM

ARCHITECT
NBR
ARCHITECTURE
4 Glen St, Milsons Point NSW 2061
02 9552 2344

PROJECT MANAGER

ADCO
Level 1, 7-9 West Street, North Sydney NSW 2060
02 8437 5000

CIVIL ENGINEER

Meinhardt Bonacci
Level 4, 66 Clarence St, Sydney NSW 2000
02 9251 8400

ISSUE	DATE	DESCRIPTION	BY	APPD
A	25/01/2022	SSD RFI ISSUE	JK	JK

Landscape Architect

NBR
ARCHITECTURE.
LANDSCAPE

NBR & PARTNERS Pty Ltd
Level 2, 4 Glen Street, Milsons Point NSW 2061
T: 02 9552 2344 F: 02 9552 1308 W: www.nbrarchitecture.com
E: architecture@nbrarchitecture.com
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21385

NEW LIVERPOOL PRIMARY SCHOOL

at
Lachlan Street and Burnside Drive, Liverpool
for
SCHOOLS INFRASTRUCTURE

DRAWING TITLE

CONNECTION TO COUNTRY
OPPORTUNITIES

PROJECT STAGE

SSD RFI ISSUE ON
NOT FOR CONSTRUCTION

NORTH



DRAWING NUMBER
SK-07

SCALE
1:400

SHEET SIZE
A1

ISSUE
A

Light is really the source of all being...
all materials in nature are made of light
which has been spent, and this crumpled
mass called material casts a shadow, and
the shadow belongs to light.
Louis Kahn

Mechanical Engineering
Lighting Design
Sustainable Design
Electrical Engineering

Copenhagen
London
Sydney
Hong Kong
New York

Level 8, 9 Castlereagh Street
Sydney, NSW, 2000, Australia
ABN 50 001 189 037
t : +61 / 02 9967 2200
e : info@steensenvarming.com

ADCO
LEVEL 2, 7-9 WEST STREET
NORTH SYDNEY NSW 2060

STEENSEN VARMING

Att. Elizabeth Creswell

Response to: "Western Façade should have additional external sun shading"

Sydney December 17, 2021

The building façade must balance the priorities for daylight, solar ingress, thermal performance, natural ventilation, and glare control among other competing factors.

Ben Jones
Associate Director

It is acknowledged that the proposed shading on the Western façade could be more effective, however, vertical shading (unless angled and of a reasonable size) will be of limited performance, due to the high extent of changes in the altitude and azimuth of the sun's position.

ben.jones@steensenvarming.com
+61 / 02 9967 2200

Large shading devices which would effectively shade the Western façade are likely to compromise good levels of daylight, views, and ventilation. As such, the proposed solution was to:

- 1) Increase the glazing performance on the West from a purely compliant (NCC 2019) SHGC of greater than 0.6, to an SHGC of approx 0.5 (final values to be confirmed)
- 2) To avoid unwanted thermal loads (conduction and solar) and glare concerns, the recommendation for the glazing percentage (window to wall ratio) on the East and West façades, was to be in the order of 25-35%. The initial concept proposed 45%, this has subsequently been reduced to 23%.

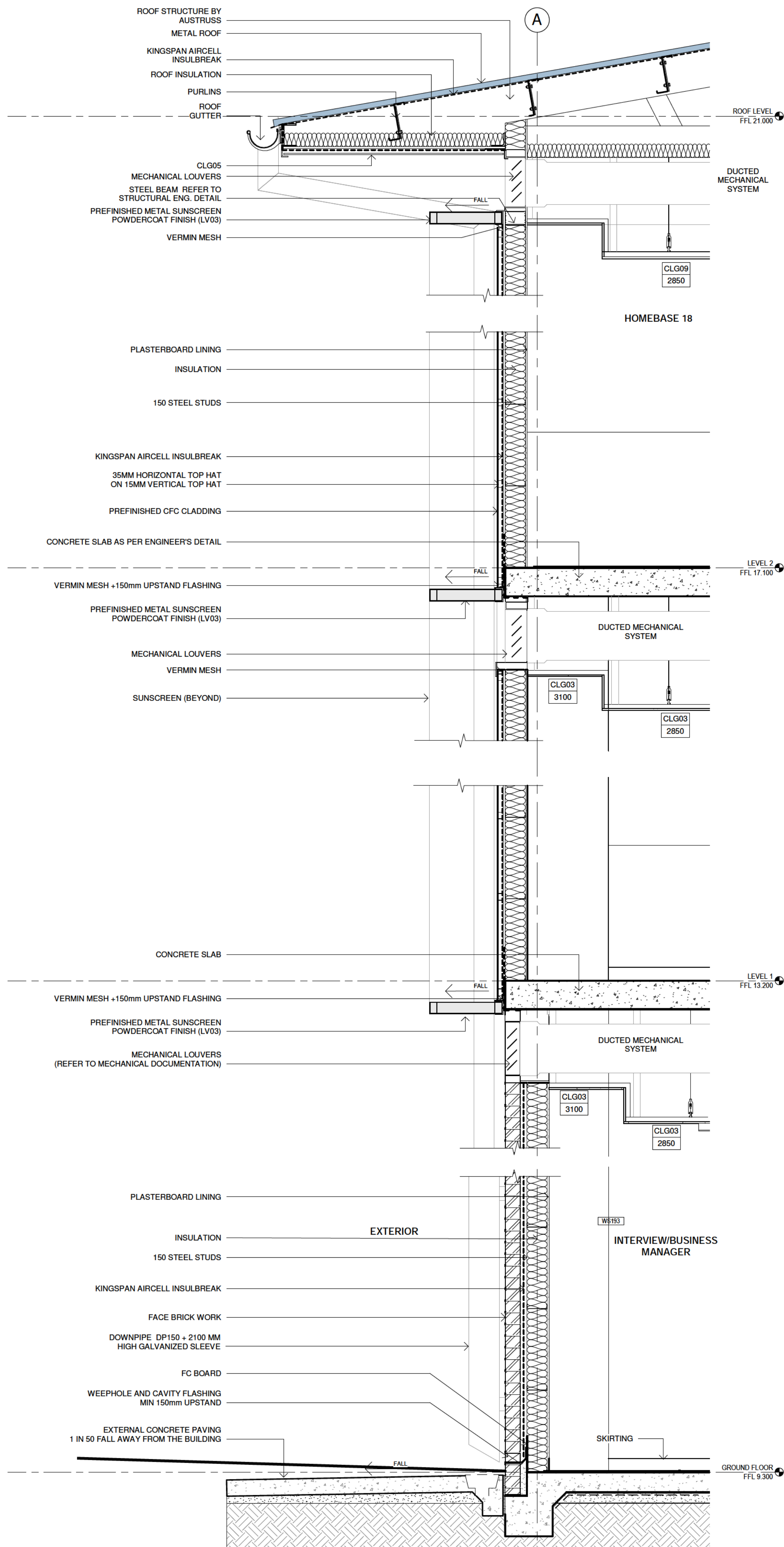
Daylight studies have confirmed that with the proposed glazing ratio on the West (23%), the classrooms achieve good levels of daylight (160 lux over 80% of the time in 40% of the nominated areas), as per the EFSG requirements. Sun studies have been undertaken to assess the impact of the sun on the Western façade. When the shading is not effective, blinds will assist for the remaining hours of the school day (up to 15:30).

Kind regards

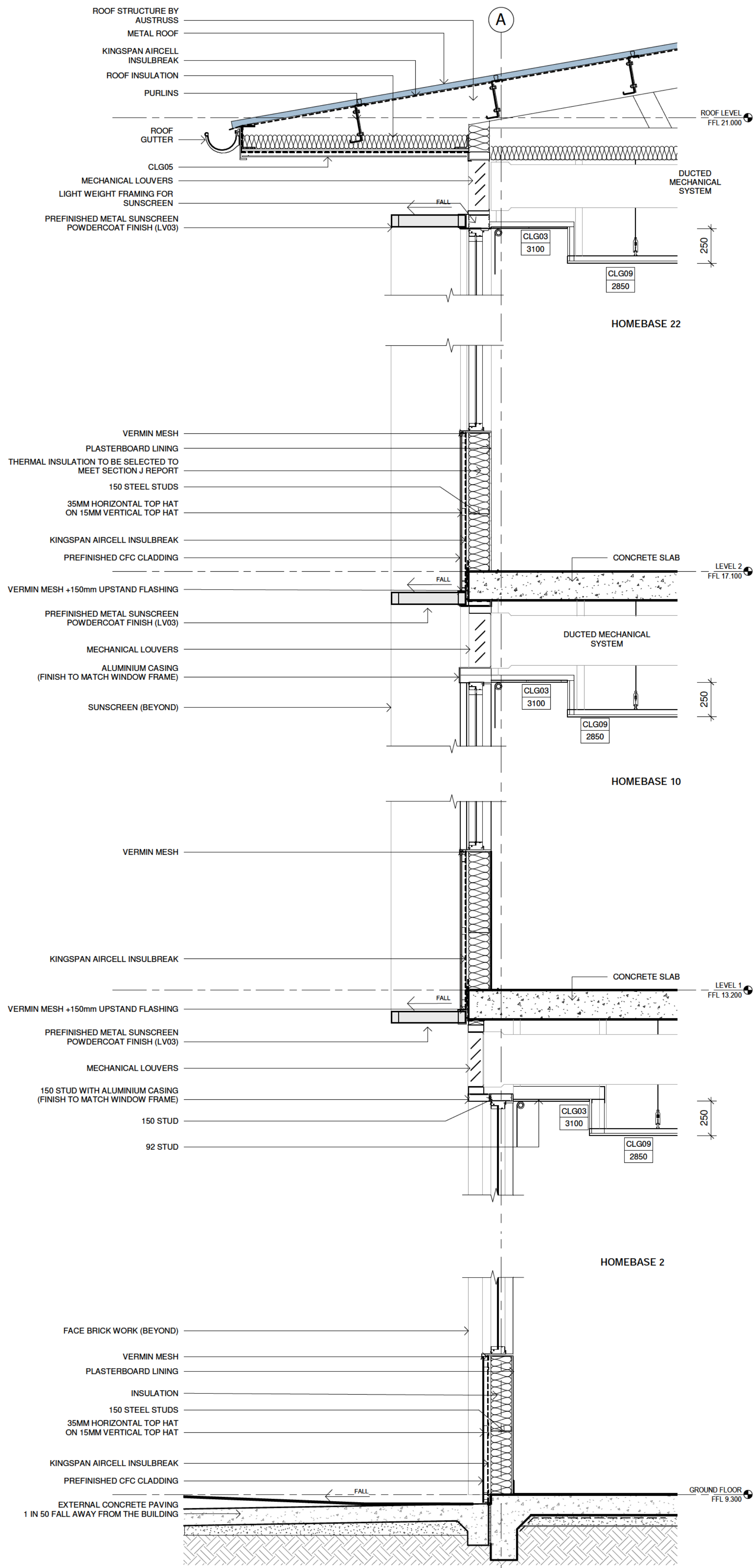


Ben Jones
Associate Director

100% FOR EFSG



1 BLOCK Y- SECTION 1
1 : 20



2 BLOCK Y - SECTION 2
1 : 20

ISSUE			
No.	Date	Description	Chkd
P1	30/11/2021	100% EFSG SUBMISSION	

Architect
NBRARCHITECTURE.

Sydney
61 2 9922 2344
nbrsarchitecture.com
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Nominated Architect:
Andrew Duffin NSW 5602
NBRARCHITECTURE Pty Ltd VIC 51197
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Project
NLPS

at
Lachlan Street Liverpool, NSW 2170
for
ADCO Constructions Pty Ltd

Drawing Title
WALL SECTIONS - BLOCK Y SHEET
1

Date 30/11/2021 8:59:09 PM
Scale 1 : 20 @ A1

Drawing Reference
NLPS-AR-DRG-5402
Revision
P1

0 10 20 30 40 50 60 70 80 90 100

(3512) Southern Schools Cluster (SSC)
79-81 Hoxton Park Road Liverpool
Forbes St Liverpool
Liverpool
NSW 2170 Australia



MAIL TYPE
General Correspondence

MAIL NUMBER
BM+G-GCOR-000066

REFERENCE NUMBER
ADCO Con-GCOR-000839

Re: GANSW Comment on Booster for NLPS SSD

From Mr Antonio Canuto - Blackett Maguire + Goldsmith Pty Ltd
To Elizabeth Creswell - ADCO CONSTRUCTIONS PTY LIMITED
Cc (5) Ms Philippa Walker - Blackett Maguire + Goldsmith Pty Ltd (+4 more...)
Sent Friday, 17 December 2021

MESSAGE

Hi Elizabeth,

My understand is that the only method of concealing a fire brigade booster assembly permitted by AS 2419.1 - 2005 is via a cabinet designed in accordance with this standard (50mm high signage, clear space in front of the assembly maintained, cabinet generally painted red, etc.).

There would be no opportunity to provide any further shielding or screening as this would obstruct the clear space between the booster and the hardstand (the road). Further noting that providing any form of landscaping in front of the booster would not meet FRNSW's operational requirements (based on past experience of having to concrete areas in front of booster assemblies where FRNSW has picked this up as an issue on site).

Note that this is more of a fire services designer question so they should also review and provide any further comment if necessary.

Regards,

Antonio Canuto

Senior Building Surveyor



M: 0472 722 160 T: 02 9211 7777 E: antonio@bmplusg.com.au W: bmplusg.com.au L: Connect on LinkedIn



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210557

From: E Creswell
Sent: 17/12/2021 10:49:37 AM AEDT (GMT +11:00)
To: Antonio Canuto, Bree Jachin, Philippa Walker
Cc: Andrew Healy, Jon Kane, James Kim, Paulo Ruiz
Mail Number: ADCO Con-GCOR-000839
Subject: GANSW Comment on Booster for NLPS SSD

Hi Antonio,

We have received the below comment on the NLPS SSD from the Government Architect's Office.

the booster near the main entrance, should be concealed to improve the amenity of this public zone.

S



Are you able to provide a very brief statement today explaining to GANSW that, from a compliance perspective, we cannot screen the front of the booster?

Thanks

Elizabeth Creswell

Senior Design Manager

ADCO Constructions Pty Ltd

Level 2, 7-9 West Street, North Sydney NSW 2060

T 02 8437 5000 **M** 0418 592 825

W www.adcoconstruct.com.au

