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Architectural Design Report

Project International Chinese School
211 Pacific Highway, St. Leonards NSW
Job No 2417.19
Date June 2019

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1.0 Introduction

1.1 Purpose of this Statement

This Architectural Design Report has been prepared for the proposed International Chinese School in support of the project's State Significant Development Application (SSDA) submitted to the Department of Planning, Industry & Environment (DPIE).

This report provides supplementary information to the Environmental Impact Statement prepared by Ethos Urban and outlines additional architectural content for the above development proposal. The SSDA seeks approval for a new Kindergarten to Year 6 [K to 6] educational facility and outdoor playing area at 211 Pacific Highway St. Leonards.

This report serves to address architectural considerations of the 'Key Issues' within the Planning Secretary's Environmental Assessment Requirements (SEARs) for the proposed new School and should be read in conjunction with the drawings and reports accompanying the application.

1.2 Planning Secretary's Requirements

Planning Secretary's Environmental Assessment Requirements (SEARs) for the development proposal were issued on 18 April 2019 which included the following 'Key Issues';

1. Statutory and Strategic Content

State Environmental Planning Policy (SEPP)

- Schedule 4 School – Design Quality Principles of the Education SEPP.

2. Policies

- Better Placed: An Integrated Design Policy for the Built Environment of New South Wales

4. Built Form and Urban Design

- Landscape Strategy
- CPTED Principles

5. Environmental Amenity

- Amenity Impacts
- Lighting Strategy

15. Waste

- Waste Management

In addition to the above, the SEAR's also include the following requirements;

Plans and Documents

- Architectural drawings;
- Site Plan, Floor Plans, Sections & Elevations

All drawings and documentation prepared to meet these requirements have been included in the appendices of the EIS document. The architectural drawings are included in the appendices of this report.

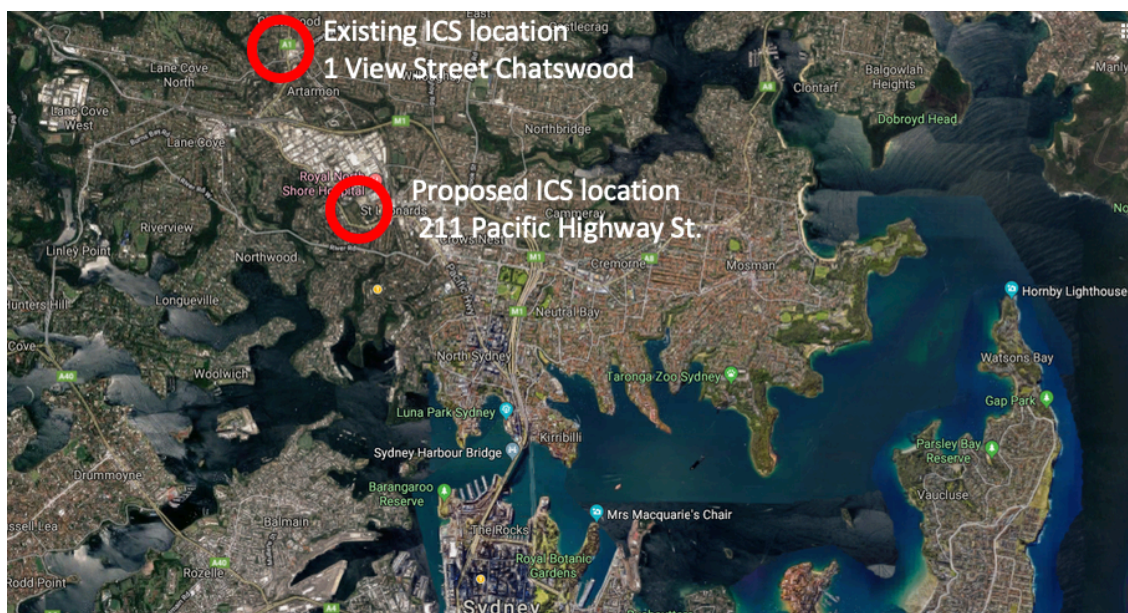
1.3 International Chinese School

The International Chinese School has been located on the church grounds at 1 View Street, Chatswood since 2014 and serves the local north shore community. The School has an important role in the surrounding community, and there is current and future demand for school places in the existing catchment.

At present, International Chinese School provides primary education facilities to 50 students from years K to 4 with expansion to a full K to 6 school with a maximum of 210 students proposed.



It is essential that the school relocates from its current site and continues to operate from its new site within the lower Northshore area. It is proposed that the new location will safeguard the future of this educational establishment by providing appropriate facilities to meet the demand within the existing school catchment.



Aerial view of school site relocation

1.4 Development Proposal Overview

The SSDA seeks approval for the 'change of use' of the existing commercial premises to a new K-6 school campus, associated outdoor learning & play area and a new 'kiss & drop' driveway, to be procured in one stage, with adequate internal space for the growth of the School over time. The new school is proposed on the single land allotment known as 211 Pacific Highway, St. Leonards.

The proposed new International Chinese School will provide a single 2 storey modern, well-equipped building and grounds to accommodate that planned expansion of school enrolments from the current 50 student Primary school [currently K-4] to a 210 student K-6 facility.

2.0 Context

2.1 Locality & Urban Context

St. Leonards is located approximately 5km north of Sydney CBD and the proposed school site is located 500m west of St. Leonards train Station. The areas surrounding the site are Gore Hill Cemetery to the north, Gore Hill Oval to the East and a mix of commercial and residential development the south.

The site benefits from direct access off the Pacific Highway, the regional road network which provide direct access to the north and south and linkages to the east and west.



Aerial view of 211 Pacific Highway St Leonards - Surrounds

2.2 International Chinese School Proposed Site

The proposed site for the new school campus is located on the northern side of the Pacific Highway, it is located on the left-hand side heading citybound. There is no direct vehicle access heading in a northerly direction.



Aerial view of 211 Pacific Highway St Leonards - Site



3.0 The Site

3.1 The School Site

The proposed site for the new school campus is located on the Pacific Highway known as 211 Pacific Highway St. Leonards.

The site was formerly the Sexton Cottage for the adjoining Gore Hill Cemetery and has undergone changes in recent years. The site is currently an unoccupied commercial premises undergoing substantial renovation works due for completion late 2019.

The site has an existing vehicle access link road from the adjoining Council carpark, connecting it to the Pacific Highway, which is proposed to service both the building carpark and the proposed 'kiss & drop'.

It is proposed that the school will accommodate a 210 student capacity, years K - 6.

3.2 Surrounding Development

The proposed new School site is bounded by; the existing Gore Hill Cemetery to the north; the existing Gore Hill Oval to the east; and existing commercial and residential development to the south and west on the opposite side of the Pacific Highway.

3.3 Topography

The site terrain of School falls gently towards the east towards 'the Avenue' however is generally level within the site. The general topography is dealt with by an existing brick fence and landscaped area between the site and 'The Avenue'.

3.4 Existing Vegetation

The site is currently vegetated with mature trees and palms. The existing landscaping is to be retained and further embellished by proposed landscaping to the existing open space and create an outdoor learning & play area environment.

3.5 Access

The site is currently served by 2 pedestrian entry points; one directly from the Pacific Highway footpath and an alternate entry from 'The Avenue'. The site also incorporates a vehicular access via the adjoining Council Car Park.

4.0 Development Proposal

4.1 Project Overview

The SSDA seeks approval for a new Kindergarten to Year 6 [K to 6] educational facility and outdoor playing area, to be procured in a single stage. The new school is proposed on a single parcel of land known as 211 Pacific Highway St. Leonards. The proposed new International Chinese School will provide a modern, well-equipped building and grounds to accommodate the planned expansion of school enrolments from the current 000 student [K-4] primary school to a 210 student cap, years K-6 facility.

4.2 Project Objectives

It is envisaged that the new International Chinese School campus will provide a modern educational facility to accommodate the growth of the School from its current population to an 000 student Kindergarten to Year 4 [K-4] community to a 210 student Kindergarten to Year 6 [K-6]. The new School seeks to foster community/public interaction with the campus embracing the surrounding history & community facilities. The new campus will comprise a well-equipped freestanding 2 storey building and grounds designed to express a complete learning environment.

The siting of the 'School' is designed to achieve; open outdoor space; large glazed areas to take advantage of good solar and daylight access; appropriate existing presentation to surrounding streetscape and public domain;



good connectivity to the surrounding environs.

The school will be served by 'The Avenue' providing for 'kiss and drop' zone and access to the existing basement parking. The school will enjoy an internal outdoor play space with both learning and recreational zones against a backdrop of existing native vegetation.

4.3 Visual Privacy

The site planning of the existing building seeks to maximise the extent of visual privacy to its surrounds by virtue of existing established landscaping. The internal layout of the school has been generated through the design process to create learning spaces that provide both separate learning and shared learning areas, focus can be altered by furniture layout to create both private learning settings or settings with an outlook.

The existing tree canopy provides a separation to the adjoining sites and maintains an appropriate level of amenity. It should be noted that the site is bounded by a cemetery, playing fields & green spaces and commercial precinct directly opposite, there are no residential dwellings within the immediate vicinity. The proposed outdoor open space is shielded on two sides with screen planting, this contributes to a good level of visual protection and privacy for the students from external vantage points.

4.4 Acoustic Privacy

To be read in conjunction with the Acoustic Report prepared by Acoustic logic.

Consideration has been given in the design process for the accommodation of appropriate mechanical plant and equipment. The nature and type of the mechanical system necessitates that equipment be located on the ground subsequently the units are located in a service 'back of house' area screened from view and away from any populated learning zones.

As with 4.3 Visual Privacy, the site is bounded by a cemetery, playing fields & green spaces and commercial precinct directly opposite, there are no residential dwellings within the immediate vicinity that would be impacted by the school proposal.

A noise impact assessment was carried out for the school fitout design proposal with recommendations of construction noise reduction and treatments to the building to reduce noise impacts including ongoing management procedures, glazing and insulation specifications.

4.5 Lighting

The building has full perimeter external lighting ensuring safety and security. Entry lighting is also included in the proposal for continuous safety from the site entry into the building.

4.6 External Materials and Finishes

As part of the existing DA2014/301, the building will have the following materials; face brickwork to match existing building, painted fc sheet, powder coated aluminium framed windows and pre-finished metal clad roof. This material selection has been influenced by the need for low-maintenance, robust materials appropriate to a school environment. Materials have also been selected for their appropriateness to a contemporary building expression.

Colours for the nominated external materials have been considered in the articulation of the building facades and architectural expression. Colours are integral to the materials or pre-finished for maintenance reasons.

4.7 Sustainability

The new building located at 211 Pacific Highway will incorporate a range of sustainable design measures into its overall design. The building is designed to maximise the provision of natural ventilation and controlled solar ingress to the internal spaces. Good cross ventilation opportunities are particularly available into the GLA spaces. The design provides for generous daylighting into the buildings to reduce reliance on artificial lighting during the day.



The new building has been designed to comply with the sustainability requirements of Section J of the Building Code of Australia. Consideration has been made in the design process for energy requirements which include; building fabric; glazing; building sealing; air-conditioning and ventilation systems; lighting and power and hot water supply.

Measures to be integrated from conforming with the above requirements include; appropriate thermal insulation incorporated into the external building envelope; maximised use of energy efficient light fittings; and maximised used of water efficient fixtures.

Finishes and materials in the building are proposed to incorporate low VOC paint products, and low environmental impact products suitable for educational environments, as far as possible.

4.8 Landscape Design

To be read in conjunction with the Landscape Plan prepared by Inview

The existing building is surrounded by existing landscaping consisting of native & exotic trees that will remain.

The outdoor learning, open space and play area has been designed with direct access from the school building to allow space for play and learning, active and passive. Features include turfed surfaces, paving, screen planting, trees and low-level planting.

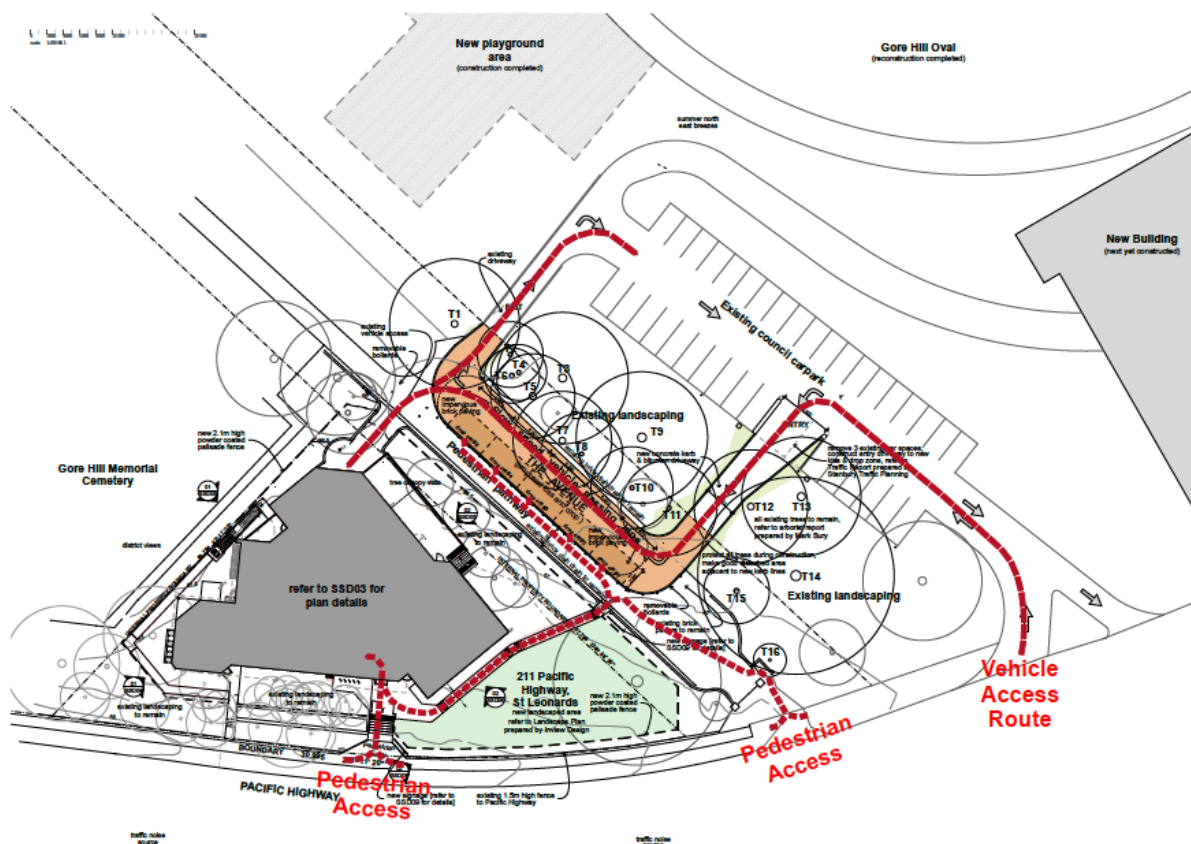
4.9 Access and Transport

To be read in conjunction with the Traffic Report prepared by Stanbury Traffic Planning and with the Access Report prepared by Lindsay Perry.

The new school includes three main point of access; the main pedestrian entry is off the northern pedestrian footpath on the Pacific Highway; The second main pedestrian entry, which will be used the most frequently, is located off 'The Avenue', an existing right of way sited between No. 211 and Gore Hill Oval car park; And the third point of access is vehicular into the basement car parking area.

The existing pedestrian access to the site will remain the same for the proposed school with the main point of entry being via 'The Avenue' – this point being directly located adjacent to the proposed 'kiss & drop'. The connectivity to the building within the site is via a ramp directly from the public domain to the schools main entry and Administration. The main entry will comply with AS1428.1.

Vehicular entry to the campus basement will be via the existing access road, 'The Avenue'. Vehicular movement within the basement level has been designed to incorporate an 'access' car space facility and direct access into the school building via a stair and lift. The school site will also be serviced by existing bus transport networks operating in the locality and St Leonards train station approx. 400m to the east.



4.10 Waste Management

4.11 CPTED Principles

Surveillance:

Access Control:

Landscape treatment to the curtilage areas of the site is also designed to screen and mitigate unwelcome access to the grounds. The main pedestrian entry is the main interface with the public domain and has security entry devices to monitor who enters the site.



Territorial Reinforcement:

The main pedestrian entry to the southside off the Pacific Highway is the formal address for the school however the main pedestrian thoroughfare is at the eastern side of the site off 'The Avenue'./ both entry points will feature security devices to monitor those who obtain entry to the site.

Space Management:

Both the 'public' and private spaces across the campus will be managed by the School, including landscape care and general maintenance. It is anticipated that the Gore Hill oval grounds, along with the Cemetery upkeep surrounding the campus will assist in fostering cleanliness in the public domain and reinforce territorial ownership within the community.

5.0 Design Quality Principles [Education SEPP]

5.1 Context, Built Form & Landscape

Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage. The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate.

Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.

The proposed building is located at 211 Pacific Highway, St. Leonards. The building exists in its current setting between a heritage cemetery and a sporting oval facility. The design, by necessity of its function and location, references both low scale and modern roof lines aiding in its deceptive scale and incorporates materiality and new landscaping to breakdown and integrate its form and scale into the landscape.

The existing building has been designed, when viewed from Pacific Highway, to architecturally 'sit' in the site:

- Utilising architectural façade treatments to breakdown the bulk and scale of the building.
- Offsetting the single storey element and using low sweeping roof pitches.
- Maintaining the existing landscape curtilage.

5.2 Sustainable, Efficient & Durable

Good design combines positive environmental, social and economic outcomes. Schools and school buildings should be designed to minimise the consumption of energy, water and natural resources and reduce waste and encourage recycling. Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.

The proposed design incorporates the following environmental and sustainable features:

- Verandahs and roof overhangs providing sheltered, shaded and secure connections around the building facades.
- Large glazed areas attracting natural light and ventilation to all learning spaces.
- The building has a clear, albeit irregular, footprint with large span support system. The internal wall structure is light weight stud partitioning to allow for the future ease of adaptability and longevity of the structure.

The proposed external building materials palette includes face brickwork, Compressed painted board, prefinished aluminium cladding, windows and screens. These materials are selected for their appropriateness to the existing heritage conservation setting, robustness for utilization within their context, durability and low maintenance.

5.3 Accessible & Durable

School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.



Note. Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space.

Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.

The buildings main site entry is located directly off Pacific Highway however the most accessible pedestrian school entry will be off 'The Avenue' where the kiss & drop zone is proposed. The proposed new access path connects directly from the kiss & drop to the school Administration & Entry. The circulation within the new building is located centrally within the building footprint. Externally the outdoor learning and play space has direct access from the main entry and is level including spaces for all.

5.4 Health & Safety

Good school development optimises health, safety and security within its boundaries and the surrounding public domain, and balances this with the need to create a welcoming and accessible environment.

The building and its associated site works have been designed to ensure the safety and security of its students. The following design features have been included as follows:

- The proposed building will be fully fenced and will have a line of security along the Pacific highway and 'The Avenue', with intermediate fencing between the building and out of bounds areas to provide visual secured areas.
- Verandahs are to be fully enclosed by balustrades without climbable elements to ensure that students with a propensity to climb cannot injure themselves on the first floor.
- Kiss & Drop zone to have a bollard line separating the movement of vehicles with pedestrians. Contrasting paving materials will provide visual clarity to these areas.

5.5 Amenity

Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood.

Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.

The new school works will provide a range of learning and social gathering spaces for the International Chinese School community both within and outside of the new building. The ground floor of the proposed school has been designed to integrate with the proposed playground landscape providing additional learning & informal assembly spaces. The play area is in one parcel with different zones within to respond to the different ages and activity needs of the students. The proposal intentionally retains all of the existing trees and proposes to add additional landscaping within the play area to embellish the quality of the overall environment.

The school also proposes to use the publicly available outside spaces that are offered at the Gore Hill Oval facility including the adjoining green space and playground area.

As previously noted, all new learning, activity and gathering spaces have good ventilation, supervision and outlook.

5.6 Whole Life, Flexible & Adaptive

School design should consider future needs and take a whole-of-life-cycle approach underpinned by site wide strategic and spatial planning. Good design for schools should deliver high environmental performance, ease of adaptation and maximise multi-use facilities.

As noted in 5.2, the existing building has the potential for 'reuse' as the floor plates offer a clear large span with the use of an economic column support structure. The internal walls are proposed as 'light weight' stud partitioning to allow for the future ease of adaptability and longevity of the structure.



Services are independently located within the building for ease of access, serve and replacement.

5.7 Aesthetics

School buildings and their landscape setting should be aesthetically pleasing by achieving a built form that has good proportions and a balanced composition of elements. Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood.

The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood, and have a positive impact on the quality and sense of identity of the neighbourhood.

The building is designed to respond to the site's existing settings and surrounds. The design references the adjoining context by using a variety of building materials and a layered building form to breakdown and integrate its form and scale into the landscape.

6.0 Better Placed

6.1 Good design Outcomes

- Objective 1 – Better Fit – contextual, local and of its place

Good design in the built environment is informed by and derived from its location, context and social setting. It is place-based and relevant to and resonant with local character, heritage and communal aspirations. It also contributes to evolving and future character and setting.

The International Chinese School has chosen this location as 'best fit' in relation to its size, location and setting. The building is 'existing' and has a setting that is appropriate for the proposed school, it offers a unique setting in a prime location close to green space and transport hubs. The building sits in a landscaped setting and is conducive to focused learning. The proposed population of the school matches the size of the building in both indoor and outdoor space.

- Objective 2 – Better Performance – sustainable, adaptable and durable

Environmental sustainability and responsiveness is essential to meet the highest performance standards for living and working. Sustainability is no longer an optional extra, but a fundamental aspect of functional, whole life design.

This report has discussed topics of sustainability and adaptivity in points 4.7 Sustainability, point 5.2 Sustainable, Efficient & Durable. Basic principles of good design are standard in the proposed building; natural light and ventilation and the inclusion of energy saving measures; thermal insulation, energy efficient light fittings and water efficient fixtures. Compliance with the requirements of Section J of the Building Code of Australia which include; building fabric; glazing; building sealing; air-conditioning and ventilation systems; lighting and power and hot water supply. Materials & finishes incorporate low VOC paint products, and low environmental impact products suitable for educational environments, as far as possible.

- Objective 3 – Better for Community – inclusive, connected and diverse

The design of the built environment must seek to address growing economic and social disparity and inequity, by creating inclusive, welcoming and equitable environments. Incorporating diverse uses, housing types and economic frameworks will support engaging places and resilient communities.

The immediate local area contains business, residential, health and recreational facilities. The proposal fits in with the district's future health and education super precinct strategies. The proposed school offers a diverse learning pedagogy and adds to the already diverse communities in the area.

- Objective 4 – Better for People – safe comfortable & liveable

The built environment must be designed for people with a focus on safety, comfort and the basic requirement of using public space. The many aspects of human comfort which will affect the usability of a space must be addressed to support good places for people.



Being a school, the emphasis is always on safety and the aspect of the 'place' being 'livable' for a student to be in an environment that is conducive to learning, creativity, nurture and interaction. Safety is controlled by virtue of the size of the existing building and its relationship to the outdoor play area and access to and from the school. Pedestrian access is contained to 2 zones both with visual connections to staffed areas of the building. Access to the adjoining green open spaces are an important aspect to the school's location.

- Objective 5 – Better Working – functional, efficient and fit for purpose

Having a considered, tailored response to the program or requirements of a building or its place, allows for efficiency and usability with the potential to adapt to change. Buildings and spaces which work well for their proposed use will remain valuable and well utilised.

The existing building has a large open floor space with services and amenities located to its edges, this allows for the customized internal partitioning of the proposed learning spaces [GLA's] to cater for the schools needs as they are needed. Planning has the potential to be altered with minimum fuss by adjusting internal walls to suit the schools needs and teaching pedagogy.

- Objective 6 – Better Value – creating and adding value

Good design generates ongoing value for people and communities and minimizes the costs over time. Creating shared value of place in the built environment raises standards and quality of life for users, as well as adding return on investment for industry.

Northern Metropolitan Cemeteries Land Manager [NMCLM] supports the establishment of the International Chinese School, the school will be entering into a ground-lease and in turn will ensure ongoing funds that will contribute to the maintenance of the cemetery. The school will add value to the area and is in line with current strategy of establishing a health and education precinct.

- Objective 6 – Better Look & Feel – engaging, inviting and attractive

The built environment should be welcoming and aesthetically pleasing, encouraging communities to use and enjoy local places. The feel of a place and how we use and relate to our environments is dependent upon the aesthetic quality of our places, spaces and buildings. The visual environment should contribute to its surroundings and promote positive engagement.

With its choice of materials, angled geometry and mix of pitched roofs, the building sits within the site comfortably. The mix of face brickwork, painted cladding surfaces, metal, glass along with its landscaped setting on all sides, the building has its home.

Stanton Dahl Architects