

9th August, 2021

To the planner, for the Department of Planning, Industry & Environment,

**PROJECT: The New Primary School in Googong**

**RE: GANSW – RTS – SDRP Session 75 (first review) 28<sup>th</sup> April, SDRP Session 81 (second review) 21<sup>st</sup> July 2021,**

**SDRP Session 75 (first review) 28<sup>th</sup> April 2021**

Outlined below are Pedavoli Architects response to the letter 6<sup>th</sup> May 2021

Page reference below refer to PA GANSW presentation 21<sup>st</sup> July 2021

The design principles have been developed from concept design in consultation with local Aboriginal groups in order to strengthen our Connection with Country (CwC), A series of design initiatives and strategies (refer to design principles on page 3, landscape design on pages 14-18 and environmentally sustainable design key strategies on pages 19-24. Place based design responds to context, site and relationships with the community.

**Design Principles and Contextual Analysis**

The design responds to the context analysis through site massing, civic address, program positioning and the arrangement of green spaces. (refer page 2). Careful consideration has been undertaken to connect learning spaces with outdoor green spaces, natural light and breezes and view beyond to the surrounding hills to strengthen the connection to place.

**Connecting with Country**

*Develop a strategy for embedding what is learnt, including how to manage knowledge that is shared, how to demonstrate a response to that knowledge through the project and how to 'report back' - a continuing relationship. Refer to Draft Framework Connecting With Country on the GANSW website.*

Engagement with the local Aboriginal community is ongoing, with further collaboration underway. This collaboration includes the creation of the key design principles, outdoor learning (amphitheater / yarning circle) and landscape details, an external screen for the hall entrance, a mural for the library, development of the wayfinding and signage strategies (native planting) and the naming of key elements of the school.

Two site visits have taken place with a Ngambri Elder, this is being documented in a diary, that is being used to action advice from the elder for input into the project. This diary will be handed over to the school at the completion of the project as a record of our engagement and can be used as an ongoing learning resource for the school.

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*It is noted that this site, with its proximity to the Snowy Mountains and the seasonal ceremonial practices that would have happened there, is part of a complex network of people and language that would have shared this country. This multiplicity is part of the richness of the landscape and as such there are many truths. The strategy should respond to this and work to incorporate this knowledge.*

The Ngambri Elder's knowledge is being directly incorporated into the project through the established communication pathways set up after the first two consultations. The naming of key locations on the site; the wayfinding and signage strategies; the super graphics on site; and the viewing platforms are all progressing in direct dialogue with the Ngambri Elder. We rely on them to guide the project team through the multiplicity of groups and stories that relate to this site.

*The function of yarning circles need to be fully considered and their careful placement in the landscape. The space under a tree or a sheltered clearing could provide a similar function.*

The yarning circles on site are continuing to develop in close collaboration with the landscape architect and the Ngambri Elder. A variety of meeting nodes are provided throughout the school with structured and passive play and outdoor learning areas.

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PA will continue to develop the project narrative through the CWC consultations and aim to use audio recordings for storytelling and knowledge sharing as part of the overall strategy.

Pedavoli Architects have created the Googong Connection with Country (CWC) Diary, to capture the discussions and design details which will be passed onto the principle at the practical completion of the project.

### **Circulation around canteen/hall**

The canteen has been repositioned as part of the hall building envelope allowing for the introduction of a 'forecourt' space between block C & D. This forecourt area provides social gathering opportunities for the school and community.

### **Shared uses**

The school has been designed to allow for shared uses to be facilitated if required. The hall is located adjacent to the Googong North Village Centre, with the sports courts, carpark and fields also directly adjacent allowing for ease of access to the community geared facilities without the need to pass through the rest of the school. Multiple access points into the school allow for control of public access in and out of the school should a shared use agreement be established in the future.

### **Building Setbacks and Curtilage**

The site massing introduces building setbacks to all street frontages with a landscaping 'dry creek bed' within the curtilage of the site. The built form creates a civic address along Gorman Drive, Wilkins Way and McPhail Way offering privacy for the adjacent residential dwellings and for the student's outdoor learning and play areas.

### **Architectural expression adopting CwC principles**

The project team has taken on board this encouragement to push further the integration of CwC principles. We have worked to respond to this point through the colour palette; a mural in the library; wayfinding and signage; and through the establishment of framed views from the school to the landscape beyond, connecting the students to their surrounding landscape.

*Circulation diagrams are required to understand the movement around the campus including the carpark and bicycle parking area. There could be a conflict between the movement of teachers and students arriving by bicycle at peak times.*

Circulation diagrams have been produced, refer page 5

### **Future Expansion**

Future expansion of the school has been explored and would allow for an additional 15 homebases and amenities as required on the site for up to 404 students. The site has the available area to accommodate the additional homebases and can achieve the play space requirements

### **Modern Methods of Construction (MMoC)**

Block B & C comprise of the homebases which will be procured through volumetric DfMA. The cladding is a combination of metal and prefinished CFC, responding to its rural setting. The Hall (block D) has been designed as a 'kit of parts', with a main steel portal frame, external façade components and interior fit-out prefabricated modules.

Pedavoli Architects will create 'building as a learning tool' document which will be presented to principal on completion of the project.

### **Integration of the sustainability strategy**

The Environmental Sustainable Design Consultant has outlined the project teams sustainability strategy and its integration into the proposal. This is covered in the ESD report.

### **SDRP Session 81 (second review) 21<sup>st</sup> July 2021**

Outlined below are Pedavoli Architects response to the letter 3<sup>rd</sup> August 2021

*Consider how the northern community facilities could be used without interfacing with the other areas of the school.*  
The hall and staff carparking has been located towards the north western corner of the site to facilitate community use. There is a separate gate off McPhail Way for pedestrian access and links to Googong village centre. This provides direct access to the hall and sports court.

*Take into consideration if the school library and Special Program rooms could also be utilised for community use.*

The library and special programmes has been located within Block B, level 1, creating a unique placed based design, with a prominent civic address and opportunities for community use.

*Explore opportunities for the DFMA blocks and the architecture to have a unique site character. Some variation can be achieved through the stair and WC nodes. Explore how their form can be softened, integrated with the circulation and the landscape. Further develop views to the hills from the nodes, and look into the possibility of incorporating gathering spaces within them.*

The architectural material palette has been carefully considered and responds to the rural setting combining desaturated colours, warm textures, and custom orb metal cladding (similar to corrugated metal) creating a place-based design. The detailing and proportion of doors, windows and sunshades further develops the projects site specific design.

The stair and amenities 'nodes' with drinking troughs forms the vertical circulation for the students and create opportunities for the students to gather and have views out of the site, they are accented in a reddish colour, constructed from a prefinished panel and metal cladding. Wayfinidng with Connection with Country details will also be applied to these elements.

*Consider relocating the communication room and the mechanical plant (between blocks A and C) to another location to create a civic presence (like the space between blocks A and B).*

The EFSG require the comms room to be connected to the building it is required to service. The project team has considered these details but have decided to retain it's current location to avoid an EFSG departure.

The corner of Gorman Drive and McPhail Way (Block A and C) has an articulated architectural façade, with a generous site setback, detailed with a dry creek bed and landscaping for a prominent and well balanced civic address.

*During the detailed design phase, maintain the 4m height between floor levels to allow for enough natural light, especially for the ground level classrooms. With careful service design, high ceilings of approximately 3.2m will help the lower levels receive enough natural light.*

The learning units (homebases) will be a procured through volumetric DfMA. Due to the steel's main frame transportation constraints and DG.55 air-conditioning specifications, the main ceiling height will achieve the EFSG 2700 FCL. Where technically possible (shared practical activities areas) the ceiling will be raised in sections to achieve 3200 FCL or will have a roof 'pop up' at the upper levels.

Yours sincerely



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