

Moriah College New STEaM Building and Independent Learning Centre

SSD -10352 Architectural Design Statement

Moriah War Memorial College

fjmt

fjmt studio architecture interiors urban landscape

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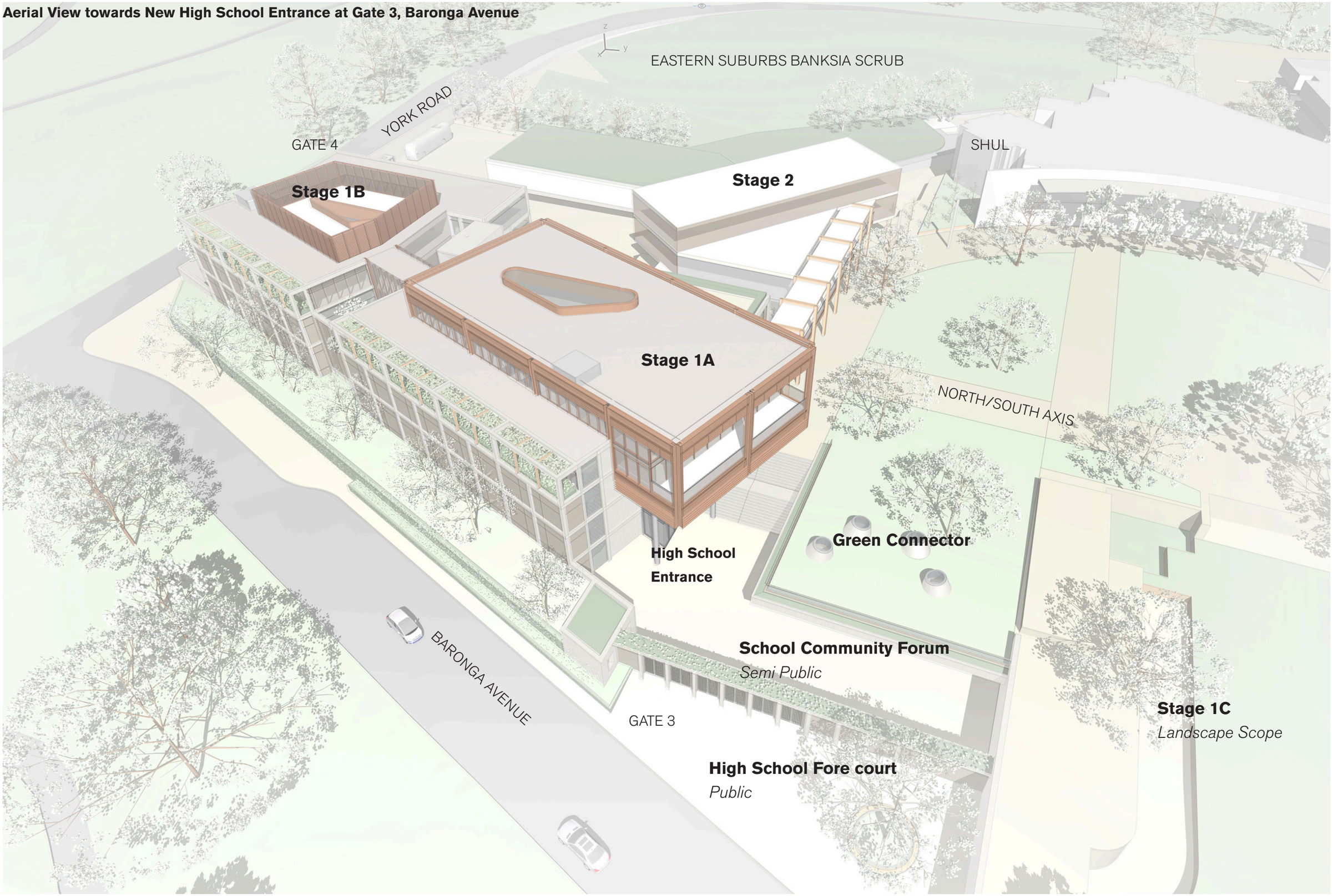
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Aerial View towards New High School Entrance at Gate 3, Baronga Avenue



KEY ACTIONS

1 Re orientate the High School Main Entrance away from the residential areas of Queen's Park. The High School Pedestrian Entrance will be at Gate 3 on Baronga Avenue and the Vehicular Entrance will be at Gate 4 on York Road, south.

2 Provide an improved traffic management system with on site Drop Off and Pick Up for the High School students and the Early Learning Centre accessed from York Road (Gate 4).

3 Provide enhanced visitor parking for after hours School Community Events accessed from Gate 4, York Road.

4 Provide a new contemporary learning facility at Stage 1 to replace existing building stock which is 25 years old. This facility will provide updated environments for STEaM and an Independent Learning Centre (including a new High School Library).

5 Provide improved external recreational areas for the school community, providing additional landscaped areas for the campus and increasing the parkland setting of the current campus.

6 Enable the growth of the student numbers to developed in stages over a period of time

1.0 Response to SEARS

SEARS Requirements (Architectural Design Statement)	Response location
Concept Proposal	
3. Operation	
_ Provide details of how the school will continue to operate during construction activities of the new primary and secondary school, including proposed mitigation measures.	Section 2 General Item 2.4 Stage and Section 19.0 Drawings_ Staging Diagrams DA 2001 - 2011.
4. Built Form and Urban Design	
_ Address the height, density, bulk and scale, setbacks and interface of the proposal in relation to the surrounding development, topography, streetscape and any public open spaces.	Section 10.0 Built Form and Urban Design Section 19.0 Drawings_ DA-3001 EAST & NORTH ELEVATION DA-3002 SOUTH & WEST ELEVATION DA-4001 LONG SECTIONS DA-4002 SHORT SECTIONS
_ Address design quality and built form, with specific consideration of the overall site layout, streetscape, open spaces, façade, rooftop, massing, setbacks, building articulation, materials, colours and colours.	Section 10.0 Built Form and Urban Design Section 11.0 Circulation Section 13.0 Public Domain Section 15.0 Materiality
_ Provide details of any digital signage boards, including size, location and finishes.	Section 13.0 Public Domain
_ Clearly demonstrate how design quality will be achieved in accordance with Schedule 4 Schools – Design Quality Principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 and the GANSW Design Guide for Schools.	Section 7.0
_ Provide detailed site and context analysis to justify the proposed site planning and design approach including massing options and preferred strategy for future development.	Section 8.0 Master Plan Stage 1 Section 9.0 Master Plan Stage 1
_ Provide a visual impact assessment that identifies any potential impacts on the surrounding built environment and landscape including views to and from the site and any adjoining heritage items.	Refer Visual Impact Assessment Report and Section 19.0 Drawings_DA 6001 and DA 6002
_ Address CPTED Principles.	Refer Section 17.0
_ Demonstrate good environmental amenity including access to natural daylight and ventilation, acoustic separation, access to landscape and outdoor spaces and future flexibility.	Section 10.0 Built Form and Urban Design
_ Detail how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development.	Section 10.0 Built Form and Urban Design Section 10.6, 10.7 Refer separate Waste Management, Traffic and Services Reports
_ Demonstrate that Aboriginal culture and heritage is considered and incorporated holistically in the design proposal.	Refer Landscape Design Report.
5. Staging	
_ Provide details regarding the staging of the proposed development (if any).	Refer Section 2.4 Staging and DA 2001 - 2011.

SEARS Requirements (Architectural Design Statement)	Response location
Concept Proposal	
6. Plans and Documents	
Design report to demonstrate how design quality will be achieved in accordance with the above Key Issues including _ architectural design statement _ diagrams, structure plan, illustrations and drawings to clarify the design intent of the proposal _ detailed site and context analysis _ analysis of options considered including building envelope study to justify the proposed site planning and design approach _ visual impact assessment identifying potential impacts on the surrounding built environment and adjoining heritage items _ summary of feedback provided by GANSW and NSW State Design Review Panel (SDRP) and responses to this advice _ summary report of consultation with the community and response to any feedback provided	GANSW_Refer Section 16.0 Community Consultation_Refer separate report.
Site Analysis Plan including: _ site and context plans that demonstrate principles for future development and expansion, built form character and open space network _ active transport linkages with existing, proposed and potential footpaths and bicycle paths and public transport links _ site and context plans that demonstrate principles for future network, active transport linkages with existing, proposed and potential footpaths and bicycle paths and public transport links	Refer Section 3.0 Site Analysis Refer Traffic Management Report for transport linkages
Shadow Diagrams	Refer Section 12.0 Overshadowing and Section 19.0 Drawings
View analysis, photomontages and architectural renders, including from those from public vantage points	Refer Visual Impact Assessment Report and Section 19.0 Drawings_DA 6001 and DA 6002
Schedule of materials and finishes.	Refer Section 15.0 Materiality

2.0 General

The brief for the Master Plan and Stage 1 is to provide a new high quality, flexible contemporary learning environment which will suit contemporary pedagogy. The focus of Stage 1 will be on both STEaM and a new Independent Learning Centre providing a vibrant new identity for the High School.

2.1 Project Background

This Architectural and Urban Design Statement has been prepared by fjmt Studio on behalf of the Moriah College (the 'Applicant'). It accompanies the Environmental Impact Statement (EIS) as prepared by Urbis in support of State Significant Development Application SSD 10352 for a new Concept Master Plan and the Development Application approval of new Science, Technology, Engineering, Arts and Mathematics (STEAM) facility and an Independent Learning Centre (ILC) for the high school.

Moriah College is an independent Jewish School established in 1943. The school has operated from the Queens Park campus since 1994 and accommodates students across preschool (The Early Learning Centre_ELC), primary and high school. Moriah College is a comprehensive school and aspires to achieve excellent academic standards by promoting the intellectual, spiritual, moral, social and physical development of students.

The College's Queens Park Campus at Queens Park Road, Bondi Junction (QPC), is owned by the Trustees of the Moriah College Building Fund. The College which is operated by the Moriah War Memorial College Association and the Moriah War Memorial Jewish College Association Limited, is supported by the Moriah College Foundation Limited. The Synagogue on the QPC, is operated by Kehillat Moriah Incorporated (Kehilla).

The College has significant links to and maintains a strong connection with the wider Sydney Jewish Community and Jewish communal organisations. The relationship between the College and the community is critical to fostering a sense of identity, community and Jewish continuity for the College's students.

As outlined in the Request for SEARS, the works proposed by Moriah College seek to achieve the following outcomes within the defined site:

- Replace dated and inefficient buildings within the site with new, modern facilities and spaces that are aligned with contemporary standards and teaching methodologies.
- Provide a new Science, Technology, Engineering, Arts and Mathematics (STEAM) facility and an Independent Learning Centre (ILC) for the high school.
- Create a new 'front door' for the Queens Park Campus on Baronga Avenue and a new entry for the High School.
- Enhance the existing Early Learning Centre (ELC).
- Increase open, green space for high school students to allow for greater social interaction and to enhance collaborative knowledge sharing.
- Meet the future needs of a growing population by providing capacity for an additional 340 (approximate) students from ELC through to high school over the next 10-15 years.
- Address vehicle circulation around Moriah College by consolidating staff and visitor parking and reorienting access away from residential areas on Queens Park Road.

The Master Plan proposal builds on previous work which has been undertaken by Gardner Wetherill over a period of 25 years. Gardner Wetherill were the original architects of the 1994 Master Plan and the initial campus design.

2.1.1 Student Numbers

The new facilities will create capacity for the College to grow sustainably over time in order to meet anticipated future demand. The current student cap is 1600 and the proposed cap is 1840. The current ELC cap is 80 and the proposed cap is 130. This will provide a total growth of 17% across the ELC & the College with a total population of 1970. The staff numbers will also increase proportionally over time.

Year	ELC	K-12	Total	Difference
Current Student Cap	80	1600	1680	-
Proposed 2024 (completion of stage 1)	80	1680	1760	+80
Proposed 2030 (completion of stage 2)	130	1760	1890	+80 +50
Proposed 2036+	130	1840	1970	+80

2.2 Existing Site

Moriah College has operated from the Queens Park campus since 1994 and currently accommodates students across the ELC, Primary and High School educational levels.

The Campus contains 18 identified buildings, ranging in height from one to three storeys, with differing provisions and facilities (refer diagrams Page 10 and 11). There are three existing vehicle entry / egress points, on York Road and Queens Park Road, and a pedestrian only entry / egress point on Baronga Avenue.

2.2.1 Building Condition

The existing rammed earth wall in the centre of the campus requires ongoing maintenance and is at the end of its life. A number of adjacent buildings and temporary demountables are outdated, do not meet the current pedagogical requirements and also require major maintenance. Remedial work and/or removal of outdated buildings is envisaged to be undertaken to provide a safe, usable and contemporary environment for students and staff either as part of the new Master Plan or progressively under a maintenance regime.

2.3 Educational Brief

The campus does not have a shortfall of classroom numbers, however does have a shortfall of appropriate learning spaces to meet contemporary educational expectations, with the existing buildings being inefficient and outdated. The brief for the Master Plan is to provide a diversity of high quality, flexible spaces to suit contemporary teaching methodologies and technologies. The school is interested in providing flexible learning hubs which can facilitate both future focussed teaching methodologies and also meet the needs of the current pedagogy. The existing spaces in the buildings which are to be retained will be either repurposed or used for appropriate pedagogical uses.

High visibility to adjacent learning areas, excellent daylight, good connections to the external environment and a diversity of learning spaces is important to meet the requirements of the College's pedagogies.

The High School does not currently have a clear identity, entry nor a shared student gathering space which can be used for both informal and formal events. The provision of a new space specifically for the High School is an important brief requirement.

An integral part of the new shared student gathering space will also be the development of a new Community Forum, to accommodate the wider school and Jewish community.

It is also important that the Master Plan provides a greater connectivity to the landscape of the campus - both through outdoor learning and also high quality passive and active recreation areas.

2.4 Staging

The Master Plan has considered a staged approach to development with 4 stages identified_ Refer DA 2001 - DA2011.

At the commencement of each stage existing buildings will be demolished and each site will be fully protected enabling the campus to continue to operate during construction.

2.4.1 Stage 1A and 1B

Stage 1A and Stage 1B works involve the construction of a new STEAM and ILC Facility which will provide new teaching spaces for design and technology, food technology, maths, science and art. It is envisaged that the learning hubs will have the potential to facilitate trans-disciplinary learning and project based learning.

The building will also provide a new Independent Learning Centre (including a Library), will consolidate the Executive Administration into an easily accessible location and will provide accommodation for a portion of the High School Administration.

Stage 1A and 1B will also include undercover parking for the teaching staff and will provide a new internalised traffic system for the High School and an enhanced system for the ELC.

The new STEAM/ILC building will be facilitated by the demolition of buildings A and B, as well as the existing tennis courts facing Baronga Avenue. Both A and B do not meet the current functional needs of the campus and are very under utilised as a result.

Stage 1A and Stage 1B have been designed to be constructed potentially as separate stages, however both are identified as the first stage and as such are presented as a detailed Development Application for approval.

2.4.2 Stage 1C

Stage 1C works will enable the external areas of the campus to be refurbished to provide high quality passive and active recreational spaces. These works will involve demolition of existing poor quality built fabric and the redevelopment of existing external areas. The brief is to provide a greater clarity and diversity to these spaces, an improved connectivity to the adjacent learning spaces and overall an improved amenity.

This stage is subject to a Landscape Master Plan which accompanies this submission.

2.4.3 Stage 2

Stage 2 works are indicated as an envelope only, however it is envisaged that Stage 2 will include a new expanded Early Learning Centre (to accommodate up to 130 students), additional Administration and Teaching Staff Accommodation and an extension to the Independent Learning Centre (the provision of multi use and technologically driven learning spaces).

The new ELC and Administration building will be facilitated by the demolition of buildings C, D and Z.

3.0 Site Analysis_general

2.5 Site Analysis

Moriah College Queens Park Campus is located in the suburb of Queens Park, approximately 6 kilometers south east of Sydney CBD. The subject site is an irregularly shaped site bounded by Queens Park Road, Baronga Avenue and York Road. It comprises of 3 lots that form the existing Moriah College Queens Park Campus.

101 York Road (Lot 22) has an approximate area of 4,830m². The lot is situated towards the southern end of the school campus and currently contains a single-storey classroom building, a hardstand amphitheater, and landscaping. There is no significant vegetation located within the lot.

1 Queens Park Road (Lot 1) has an approximate area of 1.45 hectares. The lot comprises the junior school campus for Moriah College and accommodates a series of classroom and administration buildings, and associated facilities, play-spaces, and car parking. At the western boundary of the lot is an existing entry / egress point on York Road, used for staff and visitor parking, and student drop-off and pick-up.

3 Queens Park Road (Lot 3) has an approximate area of 2.6 hectares. The lot comprises the main senior school campus for Moriah College and comprises a series of classroom and administration buildings, and associated facilities, landscaping, and car parking. At the southern end of the lot is an existing entry / egress point on York Road (known as Gate 1), used for staff car parking, and two outdoor tennis courts.

The Moriah College campus is bound by Queens Park Road to the north, Baronga Avenue to the east, and York Road to the south and west.

North of the campus is the residential area of Queens Park comprising predominately single and two storey dwellings, and further north is the Bondi Junction retail precinct which does present a larger scale of built form to the skyline. South of the campus is the residential area of Randwick - generally larger single and two story dwellings adjacent to Centennial Park.

Centennial Park is located to the west and south and the playing fields of Queens Park are located to the east.

An area of protected Eastern Suburbs Banksia Scrub is located to the south-west of the Moriah College campus. This area is managed by the Centennial Park and Moore Park Trust.

The site of the new Master Plan is focussed around both the southern portion of the site including the existing Early Learning Centre and the open recreational areas to the east adjacent to Baronga Avenue..

2.5.1 **Topography**

The Master Plan site has a gradual fall across approximately 3 -4 metres from north to south and has a fall of about 2 metres from west to east towards Baronga Avenue.

2.5.2 **Aspect**

The whole of campus site and subsequently the Master Plan has been developed in the round with a strong north/south and east/west axis and a unifying curved element which intersects with both axes. The campus is nominally divided into a Junior School to the north/west and a High School to the south/east. There are 4 point entrance points to the current school and 2 main car parking areas.

2.5.3 **Land use**

North of the campus is the residential area of Queens Park comprising predominately single and two storey dwellings, and further north is the Bondi Junction retail precinct. South of the campus is the residential area of Randwick. Centennial Park is located to the west and south and Queens Park is located to the east.

Refer to Urbis's Environmental Impact Statement for Land Use Classification.

2.5.4 **Access**

The site has good public access to all boundaries with the exception of the York Road corner which is protected by the Eastern Suburbs Banksia Scrub.

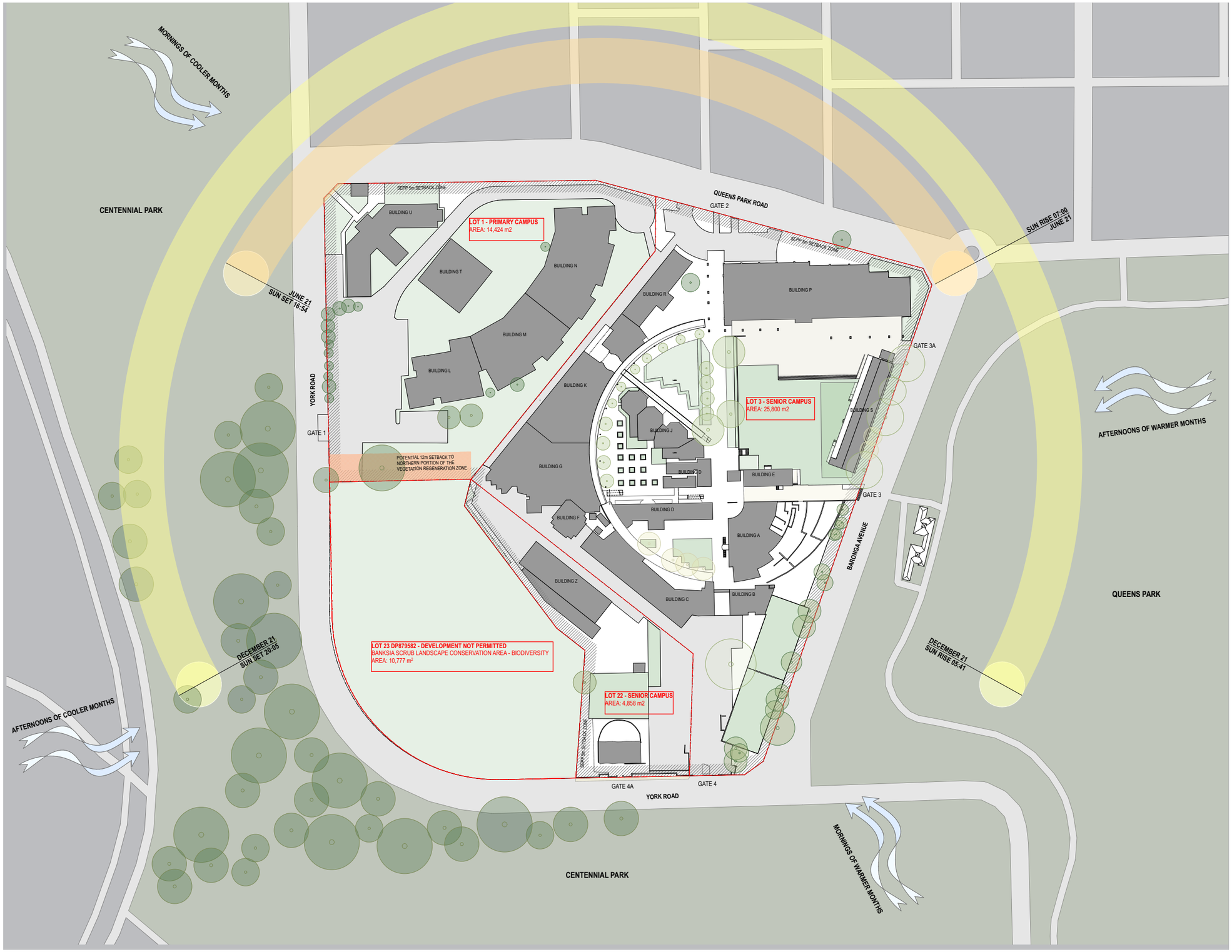
York Road is a regional road and travels along the south and west boundary of the site. Vehicle access to the primary school car park and the high school and Early Learning Centre car park is provided off York Road via Gate 1 and Gate 4 respectively. At Gate 4 there is an existing traffic lay-by zone.

Baronga Avenue functions as a local collector road, generally aligned in a north-south direction between York Road and Queens Park Road. This road predominately services school bus services, along the east boundary of the site, including a bus lay by zone, as well as local traffic in the area. No vehicle access to the school is currently provided off Baronga Avenue.

Queens Park Road, located to the north of the campus functions as a local collector road. Vehicle access to the north car park is provided off Queens Park Road via Gate 2.

Refer Traffic Report for additional detail.

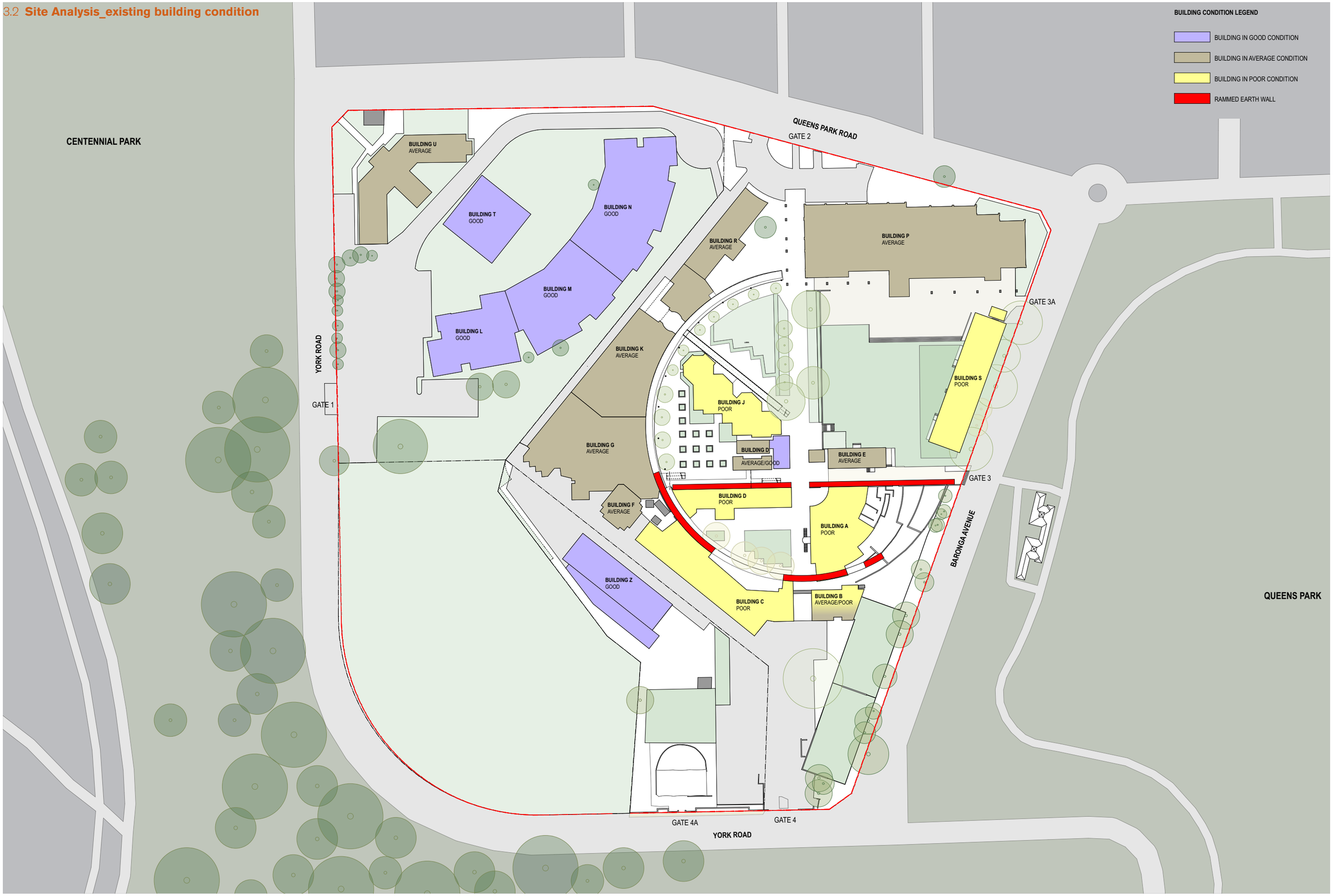


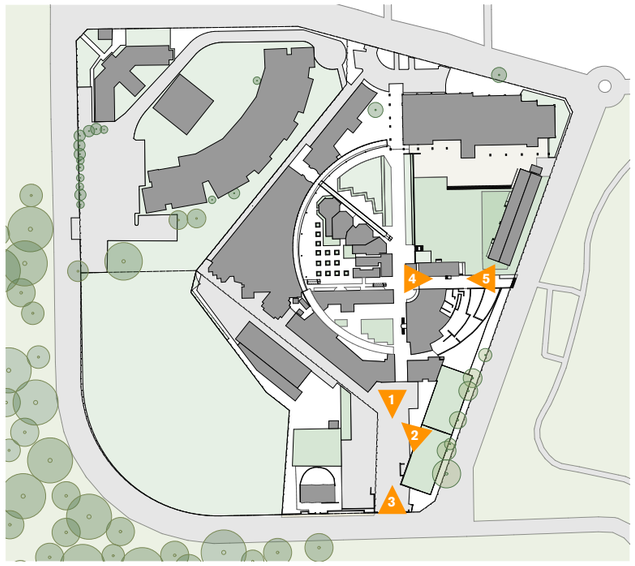

MORNINGS OF COOLER MONTHS
CENTENNIAL PARK
QUEENS PARK ROAD
GATE 2
SEPP 5m SETBACK ZONE
SUN RISE 07:00
JUNE 21
JUNE 21
SUN SET 16:54
LOT 1 - PRIMARY CAMPUS
AREA: 14,424 m2
BUILDING U
BUILDING T
BUILDING N
BUILDING M
BUILDING L
BUILDING R
BUILDING P
GATE 3A
YORK ROAD
GATE 1
BUILDING K
LOT 3 - SENIOR CAMPUS
AREA: 25,800 m2
BUILDING S
BUILDING J
BUILDING G
BUILDING H
BUILDING E
POTENTIAL 12m SETBACK TO NORTHERN PORTION OF THE VEGETATION REGENERATION ZONE
GATE 3
BUILDING F
BUILDING D
BUILDING A
BARONGA AVENUE
BUILDING Z
BUILDING C
BUILDING B
QUEENS PARK
LOT 23 DP879582 - DEVELOPMENT NOT PERMITTED
BANKSIA SCRUB LANDSCAPE CONSERVATION AREA - BIODIVERSITY
AREA: 10,777 m²
DECEMBER 21
SUN SET 20:05
DECEMBER 21
SUN RISE 05:41
LOT 22 - SENIOR CAMPUS
AREA: 4,858 m2
SEPP 5m SETBACK ZONE
AFTERNOONS OF COOLER MONTHS
AFTERNOONS OF WARMER MONTHS
GATE 4A
GATE 4
YORK ROAD
CENTENNIAL PARK
MORNINGS OF WARMER MONTHS

3.1 Site Analysis_existing buildings



3.2 Site Analysis_existing building condition





KEY PLAN



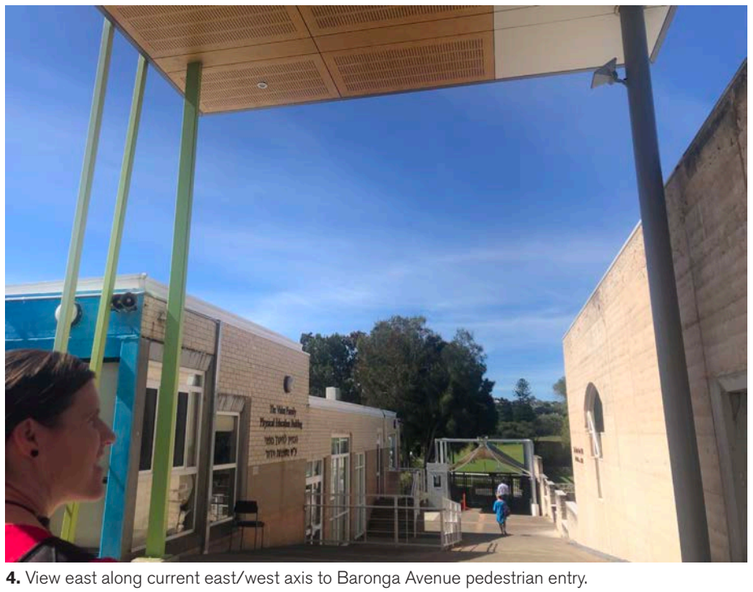
1. View south across existing carpark to York Road and Centennial Park beyond.



2. View across carpark to Early Learning Centre [Z] and Design and Technology Centre [C]. This area is currently used for school owned bus parking.



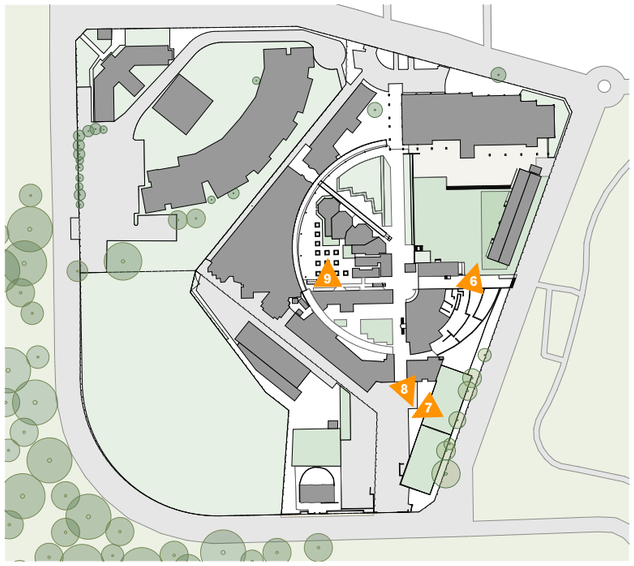
3. View north from carpark looking towards main north/south link. Building B is to the right and Building C is to the left. Note the condition of the existing curved rammed earth wall.



4. View east along current east/west axis to Baronga Avenue pedestrian entry.



5. View west from Baronga Avenue pedestrian entry. Building A is to the left and Building E is to the right.



KEY PLAN



6. View north towards Sporting Complex. Building S (a demountable) is to the right and Building P (Gymnasium and Swimming Pool) is in the distance.



7. View across existing carpark to the Early Learning Centre [Z] and Design and Technology Centre [C] to the right.



8. View across carpark east to the existing Tennis Courts alongside Baronga Avenue .



9. View north of Main Campus. Building D is to the right and Building C to the left.

4.0 Site Opportunities

Through a detailed analysis of the site and the outcome of continued consultation with the school community, a number of constraints and opportunities have been identified which are to be addressed in the new Master Plan and the first stage of development.

3.4 Site Opportunities

Moriah College, was developed in 1994, 25 years ago. The intent of the original master plan has remained essentially unchanged with the exception of the insertion of the Early Learning Centre and demountables (Building S).

The site is connected to two extensive urban parks and is surrounded by four roads - two residential in character and two related to the adjacent parks. There are several opportunities that have been considered in the site planning of the new campus:

1. Fostering a greater connection between the park and the campus. This key concept for the project not only underpins the educational aims of the College but also is a key urban design and landscape principle. By locating new buildings in such a way that the open space of the school is physically and visually connected to the park, the school community and the wider community will gain a greater sense of open space and an appreciation as to how the campus sits within its landscaped context. The new "Green Connector" will provide a new identity for the Master Plan, marrying the existing with the new.

2. Improvement to existing Traffic Management for the High School. The development of a new Master Plan enables the current traffic situation to be substantially improved. It is intended to provide the majority of traffic management for the High School on site with the existing lay by on York Road used for over flow only. The new system will also provide an improved internal access system for ongoing maintenance access and emergency vehicle access, staff and visitor parking.

3. Creation of a new Community Forum. Supporting the strong community nature of the school, the site planning considers the location of a new shared community forum that is both an outdoor and an indoor precinct connected to the new High School entrance and to Queen's Park. The Forum can be used by both the school and also the wider community and is a large flexible gathering space. It location provides a transition between private and public and is envisaged to be a new face for the school. It will accommodate a population of 250 - 400 pax.

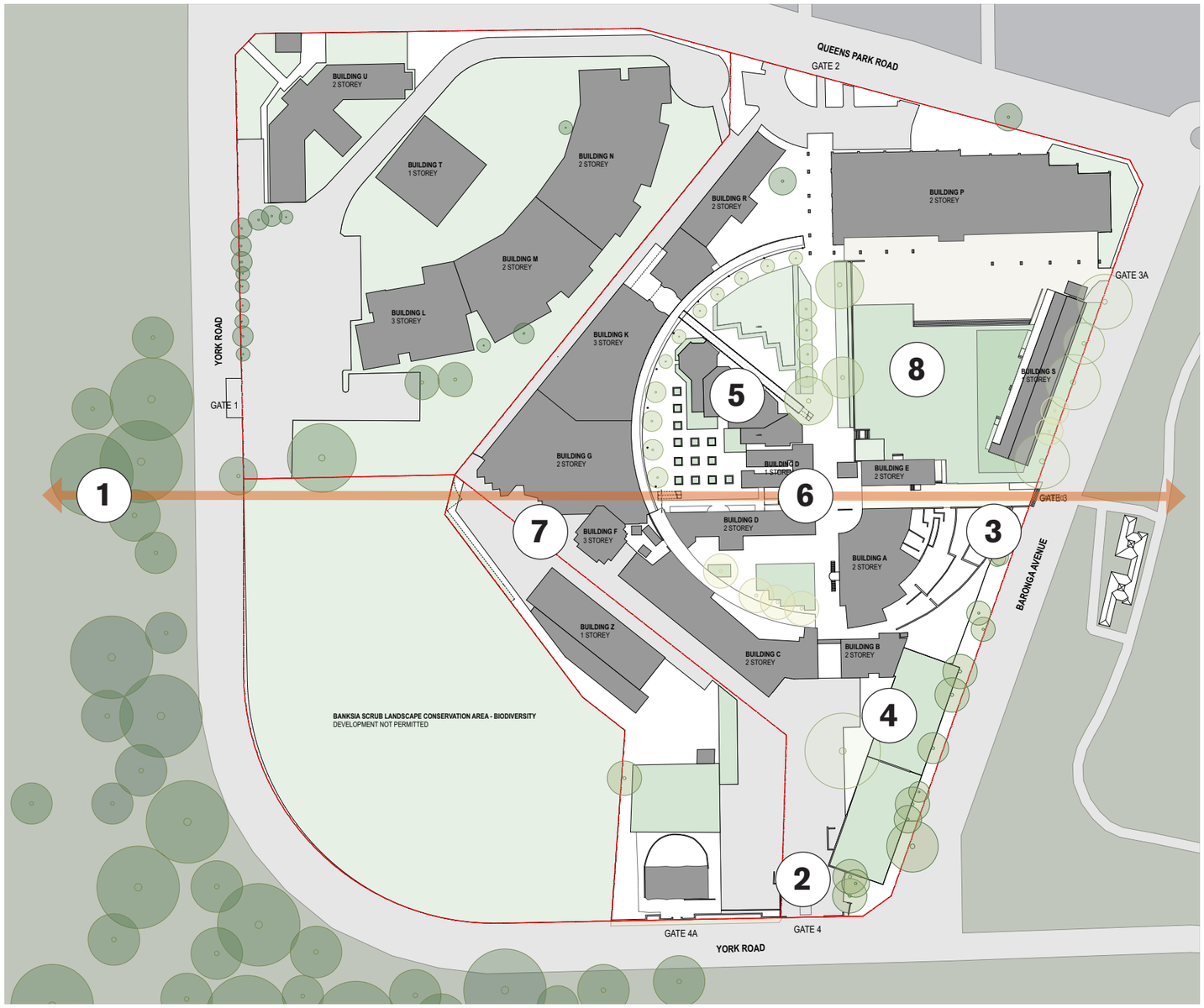
4. Provision of contemporary, adaptable and flexible learning environments. The modifications to the existing Master plan through the careful demolition of existing fabric and the construction of new buildings will facilitate a new era for the campus and will provide updated facilities to align with changing pedagogies. With some internal modifications, the existing facilities which remain will still remain in use and will enable a greater diversity of learning and support spaces to be provided.

5. Simplification of all open space areas in the school to maximise usability. It is critical that the new development does not lead to pockets of the site that are small and unable to be supervised, thus the creation of a consolidated approach to built elements and the creation of the new "Green Connector" through the length of the site is critical. This ultimately leads to a careful zoning of uses that allows an equality of access to key facilities. The enhancement of connections to the outdoor environment is key to the future of learning at the College.

6. Consideration of through site links and clarity of way finding. The new Master Plan will provide an enhanced ability to orientate through the campus and improve accessibility and way finding. This is important for students, staff and visitors to the campus to assist with the creation of a safe and inclusive environment.

7. Landscape design considers the opportunities that would arise from a unified approach to the school site and the park. The ability to acknowledge the previous Master Plan and to provide a new contemporary response to the integration of built form and landscape will give a richness to the connection of the school to its place. Through the landscape design, there is the opportunity to connect the Jewish faith with the stories of the indigenous community and make an authentic and lasting relationship between school and place.

8. Creation of an upgraded sporting hub. Building upon the existing facilities and through careful demolition of existing fabric in poor condition, there is an opportunity to create a revitalised sporting hub adjacent to the current Gymnasium and Swimming Pool Complex.



5.0 Design Principles

Following the detailed analysis of the site and the outcome of continued consultation with the school community as well as an understanding of the Constraints and Opportunities of the site, has enabled a series of design concepts to be developed which respond to the various constraints and opportunities which have been identified.

Each of these concepts has considered the Design Principles in their formulation.

4.1 SEPP Design Quality Principles

Reference has been made to the design quality principles as documented in the Education SEPP and the GANSW Better Schools Design. Refer Section for additional detail.

The principles include:
- Context, built form and landscape
- Sustainable, efficient and durable
- Accessible and inclusive
- Health and safety
- Amenity
- Whole of life, flexible and adaptive
- Aesthetics

4.2 Project specific design principles

Contemporary Learning Practices
- Diverse and Flexible learning spaces
- Engaging and Welcoming
- Stimulating and Emotionally Positive
- Incidental and Experiential Learning
- Learning that is Visible

Place and Identity_ creation of strong identity and address
- Create a campus arrival marked by a series of clear and distinctive open spaces and connected buildings.
- Enhancement of the unique character of the campus and the influence of its historical and cultural context; enhancing the campus with reference to the natural topography.
- Reinforcement of inclusive sense of place and identity; a campus for all.

Sustainable Learning Environments _a campus which leads by example
- Connection to the environment
- Inclusive and Accessible
- Passive design and consideration of proportions of new built form to maximise amenity
- Future proofing
- Promote the use of new buildings as learning tools

A New Gathering Focus and Community
- A strengthening of Moriah's original Master Plan and connection to the wider context of Sydney
- A new focus on open spaces which can sustain college life
- A new shared space connected and unifying the geographic centre of the campus, respecting the old whilst encouraging the new

Safety and Security
- Prioritise pedestrian experience
- Promote safety and accessibility, both internally and externally
- The removal of internal barriers to create a truly integrated seamless campus.

Connection and Orientation _ a collective and connected campus
- Provide a clarity of way finding and clarity of entry sequence
- Provide a hierarchy of access ways and entrances.
- Aspire to provide at least one weather protected route to all buildings.
- Provide visible open spaces and access ways that strengthen connections between learning environments.
- Seamless connection of interior and exterior function.

Hierarchy and Integration
- clear delineation between public and private
- understanding of way finding

Religious and Cultural Identity
- integration of artwork to enhance cultural connections: Jewish, Aboriginal and local
- interface with curriculum with specific reference to Jewish studies
- the opportunity for an ongoing and unique engagement with the broader school community

Reference image: Learning that is visible; the use of writable surfaces as a learning tool.



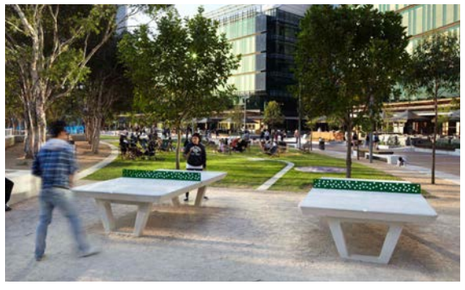
Reference image: a range of loose furniture options to promote collaborative ways of learning.



Reference image: a diversity of learning spaces; open collaborative learning



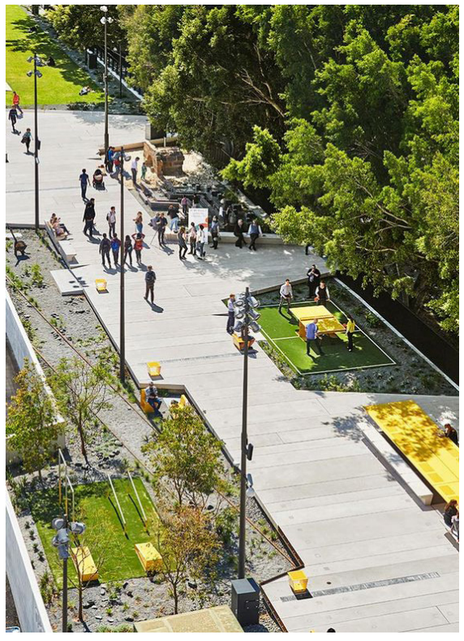
Reference image: use of outdoor spaces in innovative and engaging ways.



Reference image: the use of passive design elements to provide an understanding of sustainability.



Reference image: the creation of clear and open pathways enhancing the existing system of connections.



The incorporation of Jewish and Indigenous species in landscape design



The creation of spaces to promote the integration of cultural activities into the curriculum.



6.0 Concept

The development of a concept for the new Master Plan and the Stage 1 Development Application is drawn from the Project Brief and an analysis of the existing site. The concept addresses the question of the College - *Why develop*?

- To inspire and innovate teachers and learners
- To create a contemporary environment for education
- To provide adaptable and technology rich spaces
- To replace dilapidated buildings
- To re orientate the campus and to provide a new focus for the High School
- To provide an accessible environment of well-being, safety and security
- To lower running costs / sustainability
- To enable a more efficient use of the site enabling increased and consolidated green spaces

The original Master Plan was developed with a strong central idea - two main axes intersected with an organising arc. Since the initial conception of the Master Plan a number of new structures including demountables have been inserted into the campus which have eroded the clarity of the plan. The new Master Plan aims to re establish this clarity, to inspire the school community and to create a connected and contemporary learning environment which is also outward looking.

The concept draws upon the unique siting of the campus - sitting between Queens Park and Centennial Park and provides a new link through the campus to visually and conceptually connect these two green spaces - a new “Green Connector”.

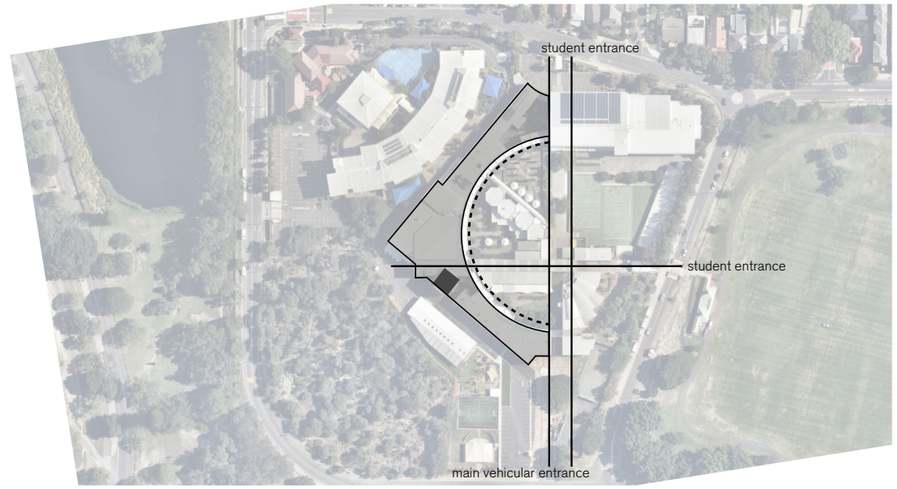
The Master Plan is envisaged in 3 main stages:
- Stage 1A/1B_ the new STEaM and Independent Learning Centre. This stage strongly references the alignment of Baronga Avenue.
- Stage 1C_ revitalised landscaping including a new outdoor sports court complex, new learning gardens and new circulation pathways. (Refer Landscape Master Plan)
- Stage 2_ a new Early Learning Centre and Learning Hub which references the Shul and places the Shul in the “Green Connector”.

The intention is that the new built forms are simple and strong, organised by the new Green Connector and the existing north/south link. Stage 1 will create a new entry for the High School and as such will include a symbolic elevated form which is orientated both to the park and also to the current campus.

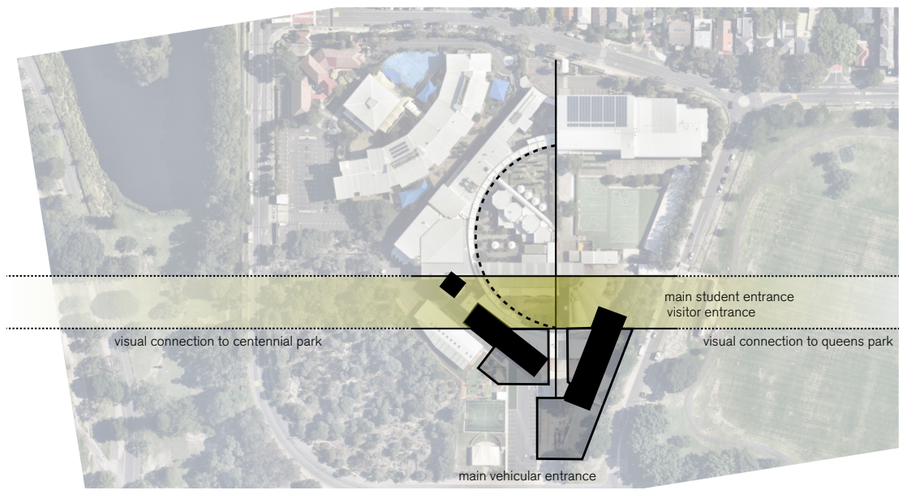
Stage 2 will include a similar orientation device acknowledging the importance of the Shul.



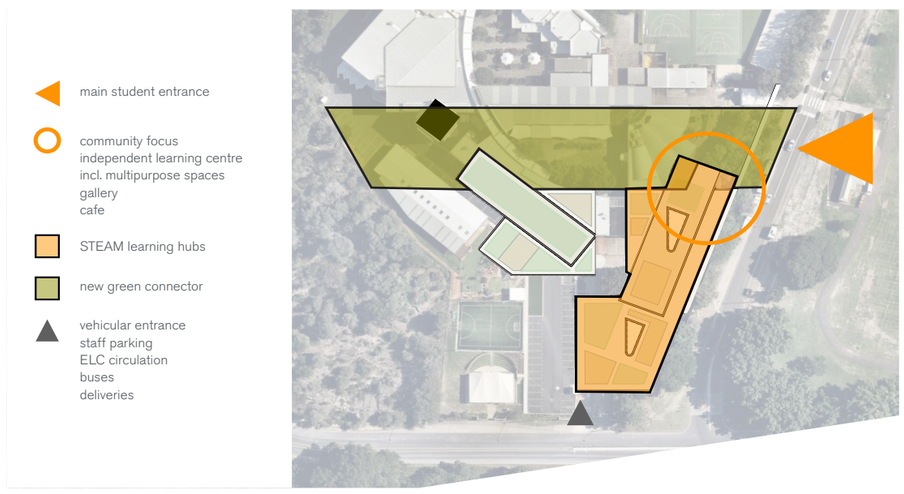
1. Conceptual linkages



2. 1994 Gardner Wetherill Master Plan



3. New Master Plan Diagram



4. New Master Plan Diagram Detail

7.0 Response to Education SEPP and Design Guide for Better Schools [GANSW]

The Education SEPP Design Quality Principles and Design Considerations as outlined in Design Guide for Better Schools [GANSW] have been addressed in the design of the Master Plan and Stage 1 and our response is summarised as follows.

6.1 Context Built Form and Landscape

The Master Plan has sought to respond and enhance both the existing context of the school campus and the wider context of the surrounding park lands.

The new "Green Connector" references the strength of the previous Master Plan and provides a contemporary response. The "Green Connector" also connects the campus directly to the landscape. The landscape is integrated with the built form, through courtyards and terraces - both internal and external.

The dual ground plane is directly related to the topography of the site and is best understood at the main entrance to the High School. Here the upper ground level which aligns with the main north/south axis of the school is overlaid above the main entrance fore court at the lower ground level.

The siting of the Master Plan built form responds to the Eastern Suburbs Banksia Scrub to the south/west of the site and is set back to minimise overshadowing.

Major circulation spines including the staircases connecting each level within the built form reference the landscape either through physical or visual connections.

The landscape design will integrate Aboriginal cultural heritage of the site through species selection. Refer Landscape Architects' Report for further detail.

6.2 Sustainable Efficient and durable

Embodied in the brief is the aspiration for a positive environmental, social and economic outcome. In Stage 1 the layouts are efficient with clear way finding: access stairs are egress stairs, always with a connection to the landscape; the internal voids and courtyard enables light to penetrate deep into the interior and the facades are shaded to provide good penetration of daylight yet mitigate thermal gain.

The materiality selection is simple and durable: off form concrete, timber, glazing and powder coated steel.

The structural grid and the location of support facilities such as services risers, amenities, stores and vertical circulation enables future reconfigurations of the layout plans, as do the regular sizes of the learning spaces.

Stage 1 will include a mixed mode mechanical ventilation system and passive design principles with a focus on high performing facades which will be incorporated into the design.

6.3 Accessible and inclusive

The main entrance to the school demonstrates Moriah's commitment to the wider school community by providing a shared zone which enables a transition between public to private. The main entrance is connected through voids to the upper levels, enabling clear way finding and orientation.

There is good visibility across the campus so that the students and staff can understand their movement patterns and also have an appreciation of the activities in different parts of the building.

Undercover access, at two levels is provided to the southern side of the "Green Connector" and connects into the existing curved walkway system of the campus. This integrated approach enhances both the new and the old.

6.4 Health and Safety

Security and safety of pedestrians is fundamental and the new car parking/traffic system acknowledges the necessity for a structured system which manages traffic and also provides adequate parking for the Early Learning Centre Drop Off and Pick Up (both current and for the future population), internal student drop off and pick up, staff parking, maintenance and delivery vehicles, garbage pick up and bus parking. Pedestrians are always separated from vehicular traffic.

The design of the Master Plan provides a hierarchy of access from public to private, enabling the students to be safe and secure within their learning hubs, but to still have a connection to their environs.

In Stage 1, student amenities will be designed as separate facilities with a water closet and a basin, rather then shared facilities. The amenities are located in visible areas to provide adequate surveillance and to dis encourage bullying.

A greater transparency across the learning spaces - both between levels and across the floor plates will enable a more inclusive learning environment.

6.5 Amenity

The purpose of the Master Plan and the development of Stage 1 is to upgrade the existing facilities on the campus to elevate the level of amenity for the High School students. Important aspects which will be considered in the design are:

- a diversity of learning spaces (availability of spaces of differing scale),
- open or enclosed spaces,
- spaces which are interconnected and
- spaces with a strong connection to the landscape.

The acoustics of the learning spaces is very important and internal acoustics will be mitigated through absorptive wall, floor and ceiling treatments. Open plan areas should be off set by more intimate enclosed rooms to provide learning diversity.

6.6 Whole of life, flexible and adaptable

The development of a new Master Plan for the site demonstrates a commitment to the importance of site wide strategic and spacial planning. Externally the Master Plan has considered site wide access strategies, future growth and is developed as part of Stage 1 to provide an improved traffic management system at the outset.

Because the pedagogy of the school will change over time, it is important that the new buildings are as flexible as possible - clear circulation, good access to daylight, generous floor to floors to provide adequate space for services reticulation and a simple structural grid which is to the perimeter of zones.

6.7 Aesthetics

The design of the new Master Plan has considered the existing campus and rather than providing a new contrasting aesthetic, is developed to be complementary to the proportions, scale and materiality of the existing buildings.

The integration of landscape is very important and the Master Plan was initially generated by the divisive move of the new "Green Connector" which boldly cuts across the existing curve and creates a new geometry for the site. Although the existing curve is interrupted, the strength of the connection to the adjacent park lands and the ability to better integrate landscape into the new and the existing campus, only benefits the old and the new.

The built form is scaled to respond to the existing campus - both Stage 1 and Stage 2 are predominately 3 story with the 2 upper most levels set back and rotated to reduce the massing.

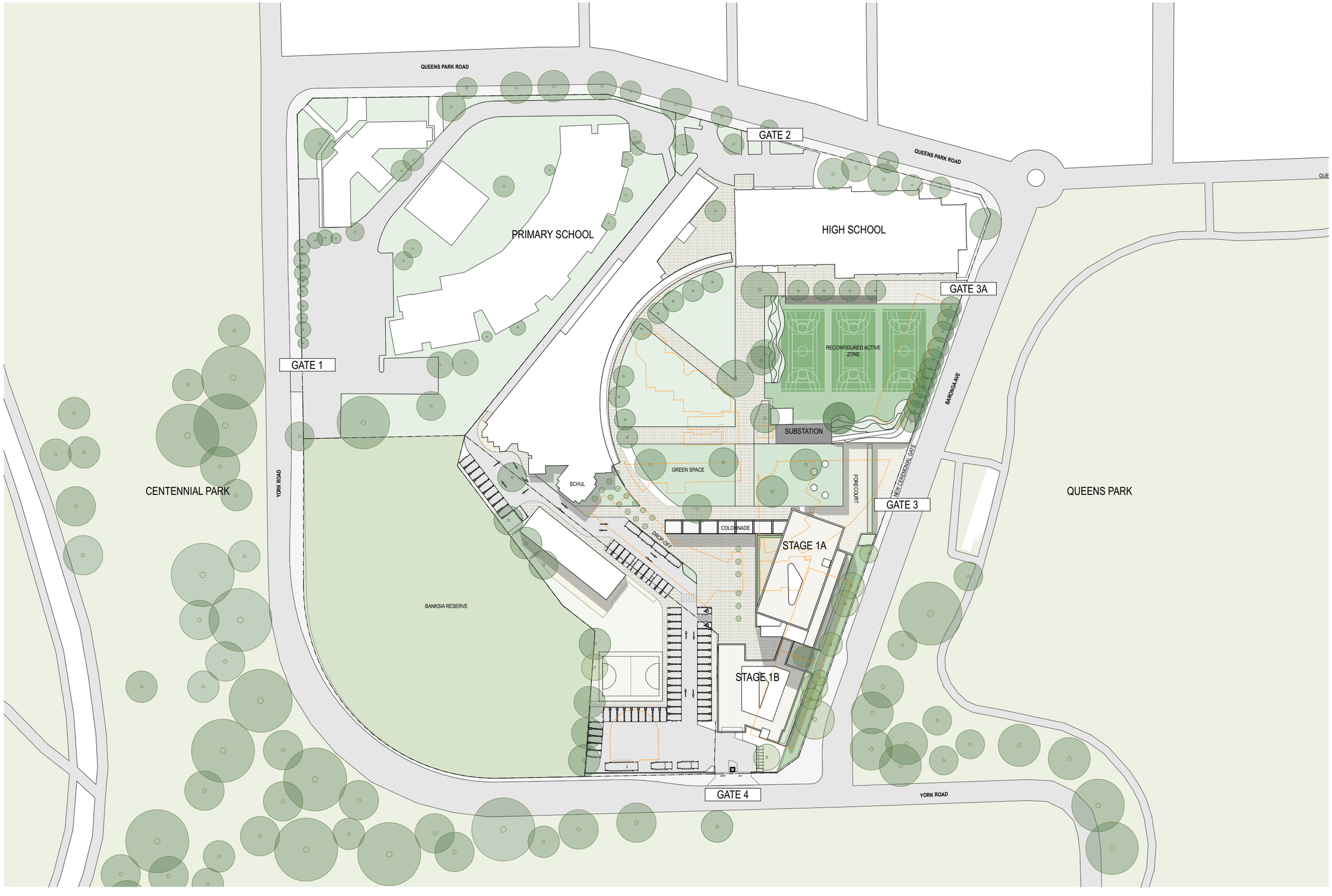
Although a brief requirement, is to provide a high level of security, the security is generally achieved through the built form rather than fencing. This provides a more welcoming approach to the campus.

The new High School Fore court provides an opportunity for Public Art. The intention is to develop art based on the 5 values of the school:

- Commitment
- Respect
- Kindness
- Integrity
- Responsibility

with related imagery symbolic of the past and future Jewish faith and also of the contemporary and global world in which the students will inhabit once they have completed school.

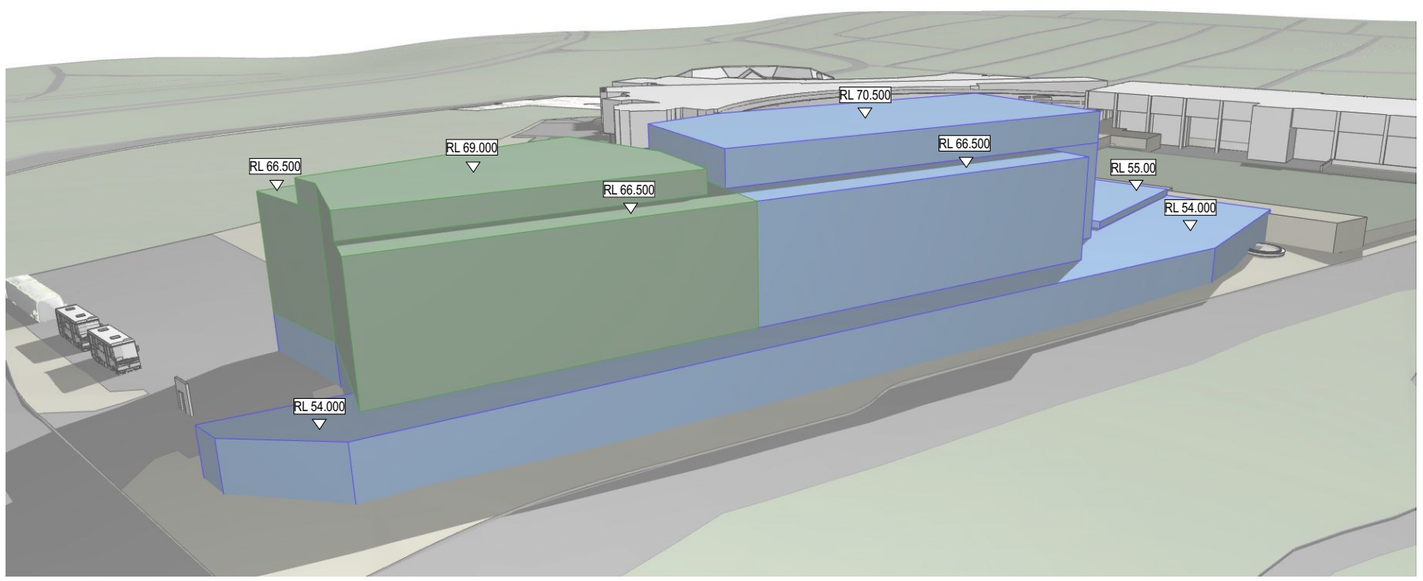
8.0 Master Plan Stage 1



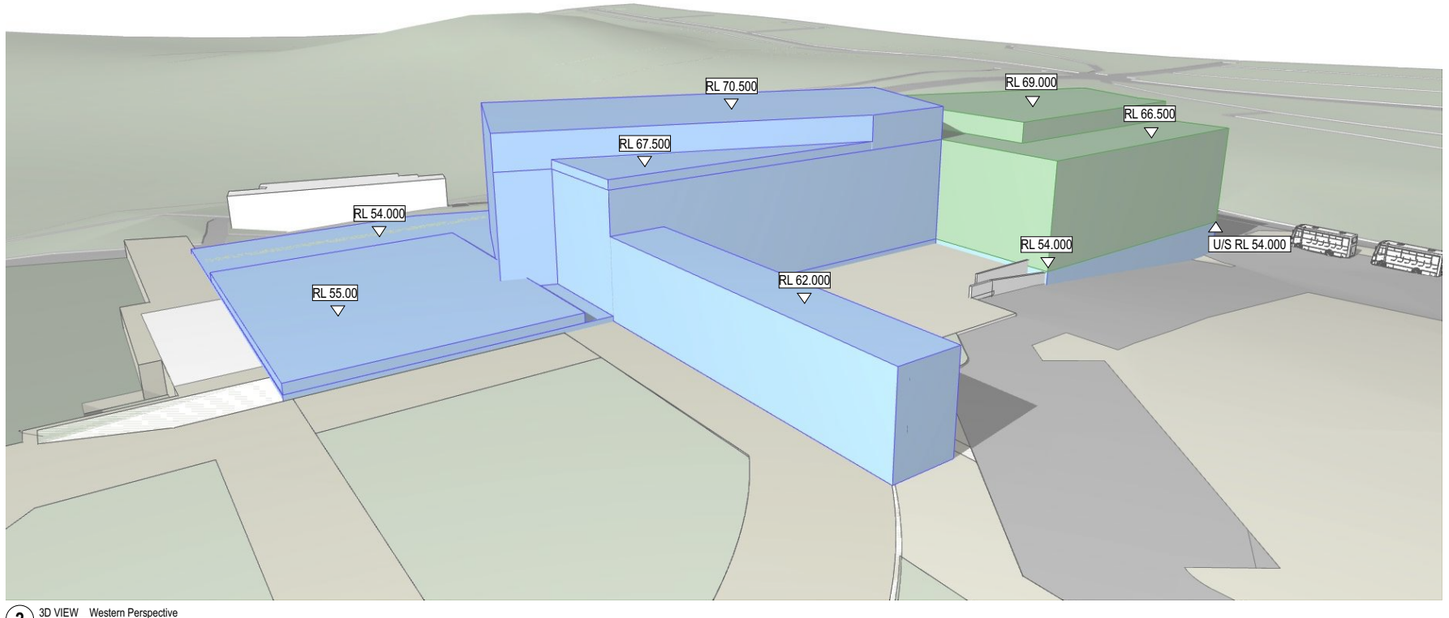
8.1 **Master Plan Stage 1_ Envelope**



8.2 **Master Plan Stage 1_ Massing**

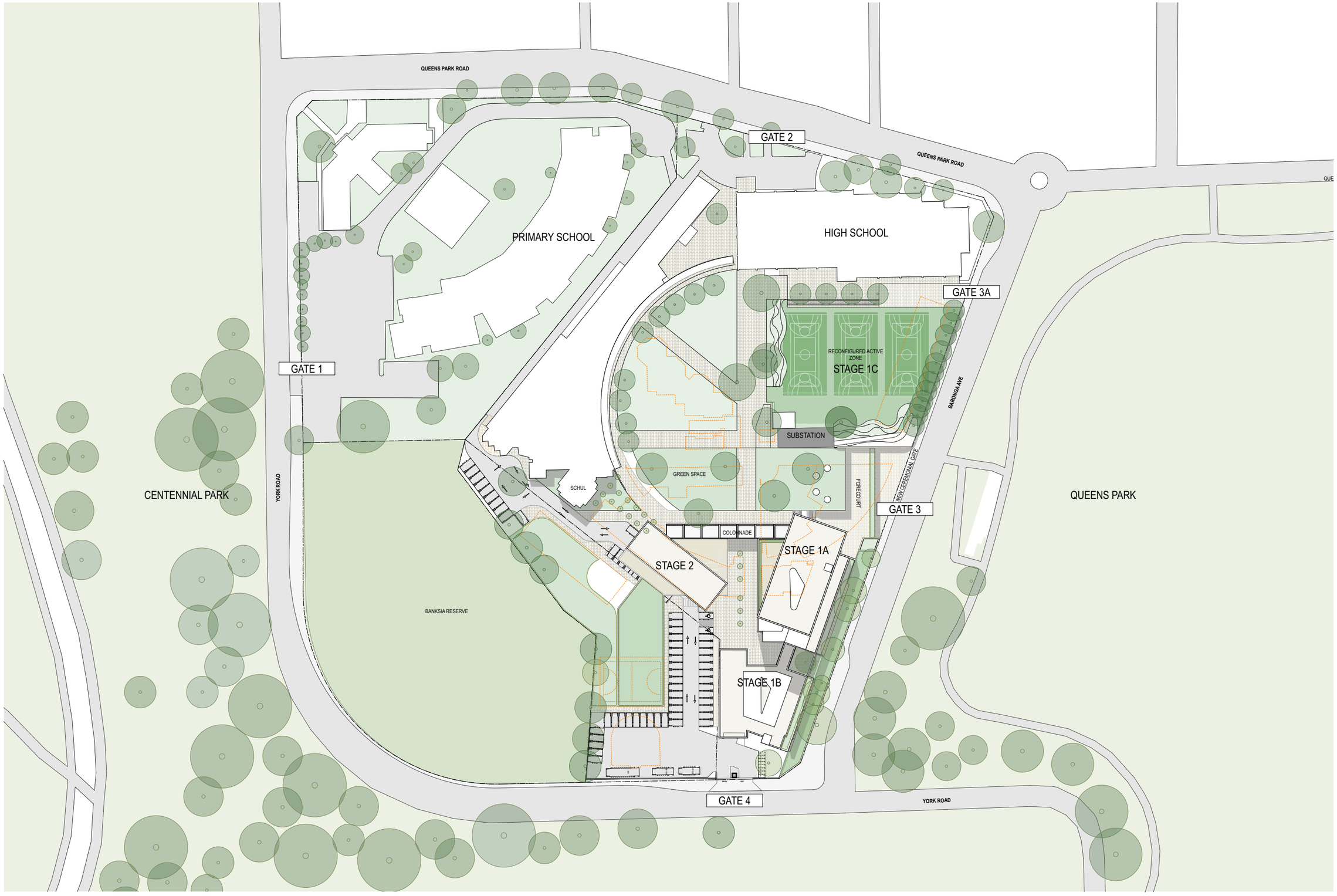


1 3D VIEW Eastern Perspective
NTS



2 3D VIEW Western Perspective
NTS

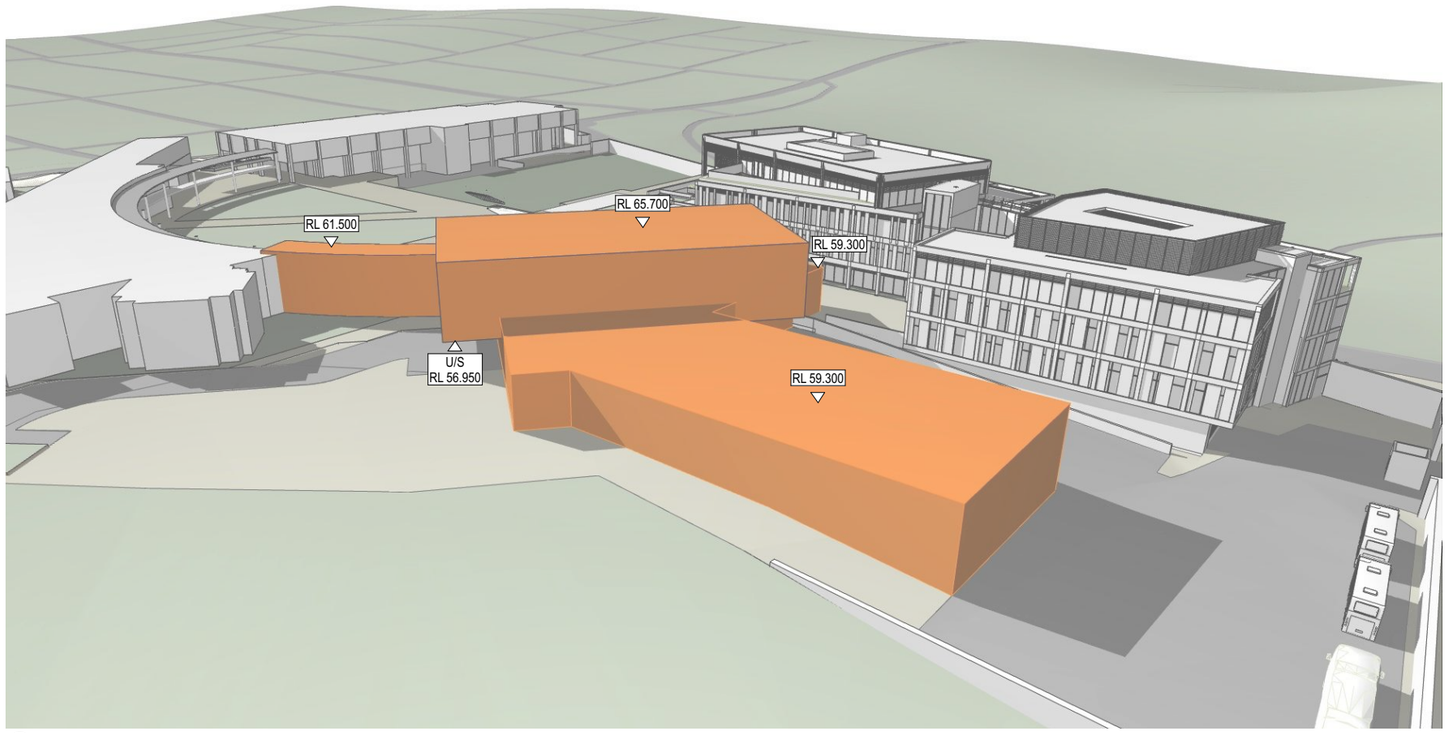
9.0 Master Plan Stage 2



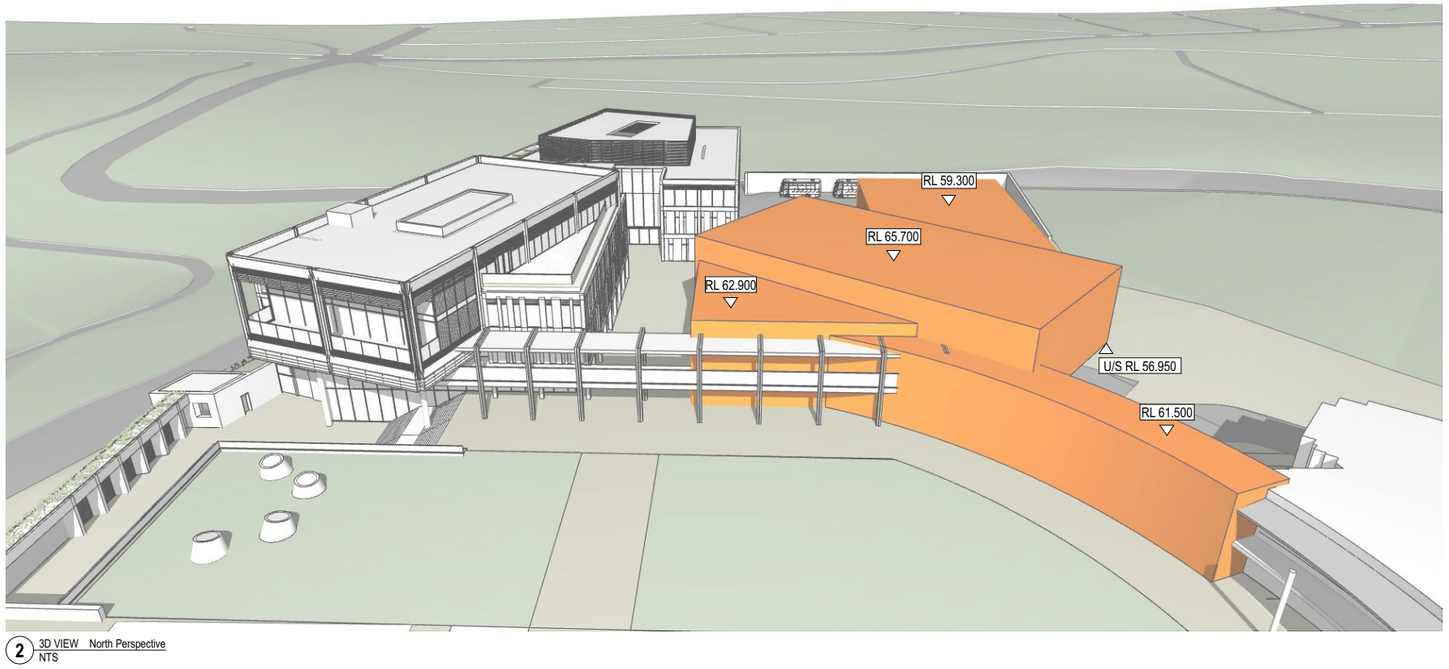
9.1 **Master Plan Stage 2_ Envelope**



9.2 **Master Plan Stage 1_ Massing**



1 3D VIEW South West Perspective
NTS



2 3D VIEW North Perspective
NTS

10.0 Built Form and Urban Design

The area surrounding the site is characterised by the open parklands of both Queens Park and Centennial Park. It is important that any new development responds to not only the strength of the existing Master Plan but also the dominant landscaped setting of the context.

The Master Plan Proposal has identified two development sites. As the Master Plan is over an extended period of time, the building use for Stage 2 has not been finalised, however a suggested use has been proposed to test the envelope.

Each built form is described in terms of:
- Height and Topography
- Density
- Bulk and Scale
- Massing and Setbacks
- Interfaces with the surrounding development
- Streetscape and
- Public Open Space

The design quality of the proposal is described including its:
- functional layout and response to brief
- facade articulation
- materials and colours

10.2.1 **Building Heights**

The levels and the relationship to the existing site and the surrounding context of both Stages have been determined by the topography of the site, the connections with adjoining and immediately adjacent buildings and the scale of the current campus.

Stage 1A/B has two “ground” levels - Lower Ground which connects with the vehicular entrance from York Road at RL 49.500 and the new High School Entrance on Baronga Avenue at RL 49.305 and Upper Ground which connects with the main North/South Spine at RL 53.500.

The ground level of Stage 2 is located at RL 53.500 aligning with the new level of the new Green Connector and with the main North/South Spine. This level also aligns with the existing Shul.

10.2.2 **Floor to Floor Heights**

Floor to floor heights are typically 4 metres. This allows flexibility for a range of teaching and learning spaces, including highly serviced science laboratories and Design and Technology Learning Spaces. It also enables a services stratification and the provision of ceiling fans to promote natural ventilation. The floor to floor height also provides for set downs for landscaped terraces - vital for accessible connections to outdoor learning.

An indicative stratification, assuming exposed services is as follows:
- Landscaped terrace setdown_50mm
- Floor to underside of ceiling fan zone_3000mm minimum
- Ceiling fan_200mm
- Services zone_550mm
- Structural slab zone including floor finshes_200mm

10.2.3 **Siting**

The siting of both Stage 1 and Stage 2 relate to the new Green Connector, the existing campus elements (the curved walkway and the Shul) and the alignment of the existing roads. Stage 1 is parallel to Baronga Avenue and is set back by 6 - 12.5m to provide an appropriate security buffer addressing campus wide security requirements. This set back also acknowledges the 5m landscape buffer set back along Baronga Avenue (CDC Compliance).

Stage 2 is sited to minimise overshadowing of the Eastern Suburbs Banskia Scrub, to provide adequate dedicated external recreational area for the ELC and to create a strong relationship with the Green Connector and the curved walkway of the existing campus.

Stage 1 is dividing into 2 sub stages - 1A provides the greater amount of accommodation and is up to 4 stories in height + Basement, noting that the upper 2 levels are substantially set back. Stage 1B is 3 levels + Basement to minimise bulk on the corner of York and Baronga. It is appropriate to have a higher scale towards the centre of the campus - creating a new identity for the high school. The north end of Stage 1A also acts as the mitigator between the upper campus to the north and the lower campus to the south - 1 floor level change in height.

10.2.4 **The Green Connector**

The new Green Connector acts as the organisational element for the new Master Plan (similar to the previous curved rammed earth wall) and provides a strong message of open landscaped space and a connection to the environment for the campus.

10.1 Stage 1A/B

The proposed development has considered the character of the immediate landscaped precinct, the need for a new future focused educational facility, the need to facilitate a connection with the existing campus, an important new face for the high school and a new gathering space for the wider school community,

The design is underpinned by the following key urban design principles:

10.1.1 **Bulk and Scale**

The proposed development of Stage 1A/B ranges in height from 3 to 4 stories + Basement with Stage 1A/B rising 3 stories from the York/Baronga junction and 4 stories at the new High School Entry. The stories are named: Lower Ground (or Basement), Upper Ground, Level 1, Level 2 and Level 3. The upper most storey, Level 3, is located only over Stage 1A to reduce the scale to the south of the site.

The mass of the building has been consolidated to 4 levels + Basement and increased in height over and above the current height limit for the site (8.5m) to provide an increased access to outdoor space. With the configuration of the existing Master Plan (the curved wall) and also with the introduction of the new Green Connector, vital to providing a campus with an excellent connection to outdoors, it is important that this clarity of open space is maintained. Limiting the building mass to a smaller footprint will facilitate this.

The built form is articulated as interconnecting forms to provide a reduction in the overall scale. The building is stepped back from Baronga Avenue to reduce the scale when viewed from Queen’s Park and is divided into three smaller parts when viewed from York Road.

10.1.2 **Massing (Form)**

The Stage 1 building form is conceived as a series of elements to break down the scale of the built form when viewed both against the skyline from the east (Queen’s Park) and from the junction of York Road and Baronga Avenue. The length of the built form is parallel to Baronga Avenue and built edge to the boundary and a landscaped wall, acting as a security line.

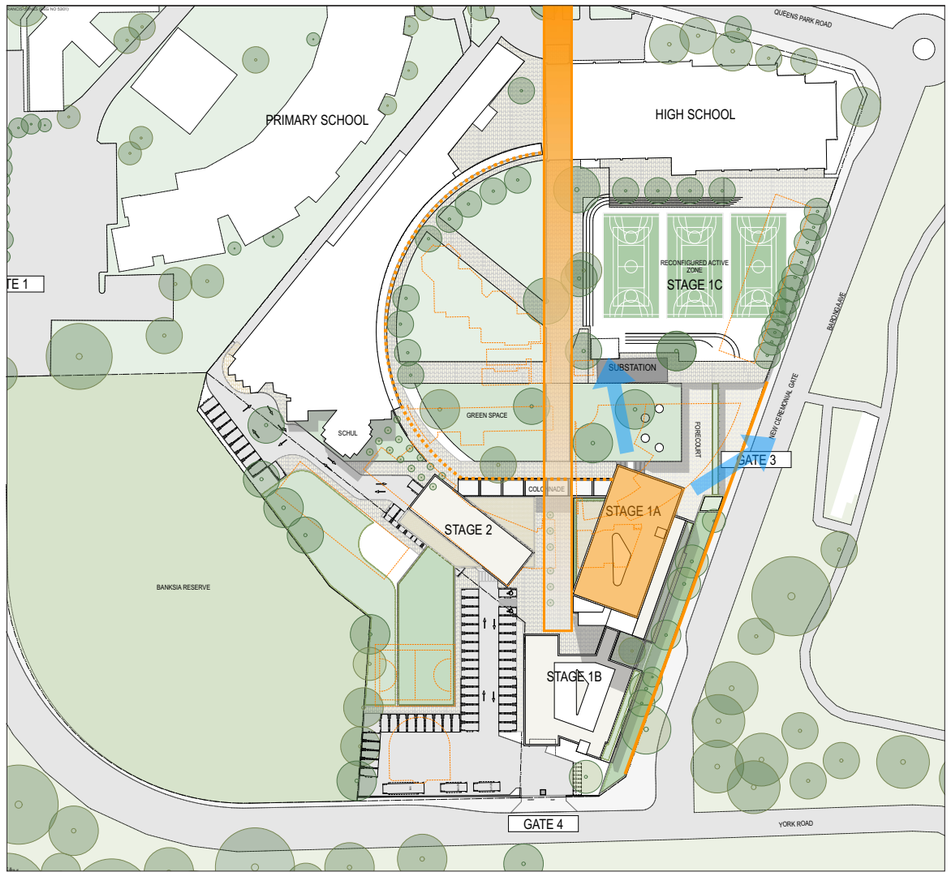
The eastern elevation (of Upper Ground and Level 1) is divided into two. This reduces the scale of the facade and also provides the opportunity to enable a visual connection into the campus and daylight penetration into the interiors. A screen wall breaks the two forms and the screen will provide a street edge to a new landscaped court.

Level 2 is further set back along Baronga Avenue and is expressed as a landscaped terrace. This terrace is not accessible, therefore will be planted with low maintenance, drought resistant planting, referencing the indigenous planting of the Coastal Banksia Scrub.

The upper most level (Level 3), cantilevers over the main form and signifies the new identity for the high school. This form is setback to 12.5m from the boundary to further mitigate the scale.

10.1.3 **Setbacks**

The proposed Stage 1 development maintains a good setback from both the eastern and the southern boundaries



Stage 1 Massing

- The higher form to the north of Stage 1A is appropriate to “announce” the new High School entry to the campus. The 2 upper most levels as set back 12.5m from the boundary to minimise bulk.

between 6 and 15 m respectively. The form is further set back to the east from Level 2 to 3 up to 12.5m.

The western edge of Stage 1 is offset from the existing Building C, to enable this building to be maintained during the construction phase.

10.2 **Interfaces with the surrounding development**

The siting of Stage 1 has considered the 1994 and the new Master Plan and through its alignment with both the new Green Connector and the north/south axis has enhanced way finding and orientation for the High School. The elevated and setback Level 3 (which contains a shared use of the Library) provides a new identity for the High School and looks both out towards the existing campus and Queen's Park.

10.2.1 **Streetscape/A new entry**

The new Public Forecourt at the new High School Entry provides a more welcoming and inclusive approach to the campus. The boundary wall will provide an opportunity for Public Art and Signage and will be softened with landscape. A new Community Forum with access to a large, flexible flat floor hall and an adjacent outdoor area provides a new meeting space for the Jewish Community within the campus grounds.

10.2.2 **Functional Layout_General**

The internal layout of Stage 1 is clear and simple with the intent to provide maximum flexibility and amenity.

Circulation

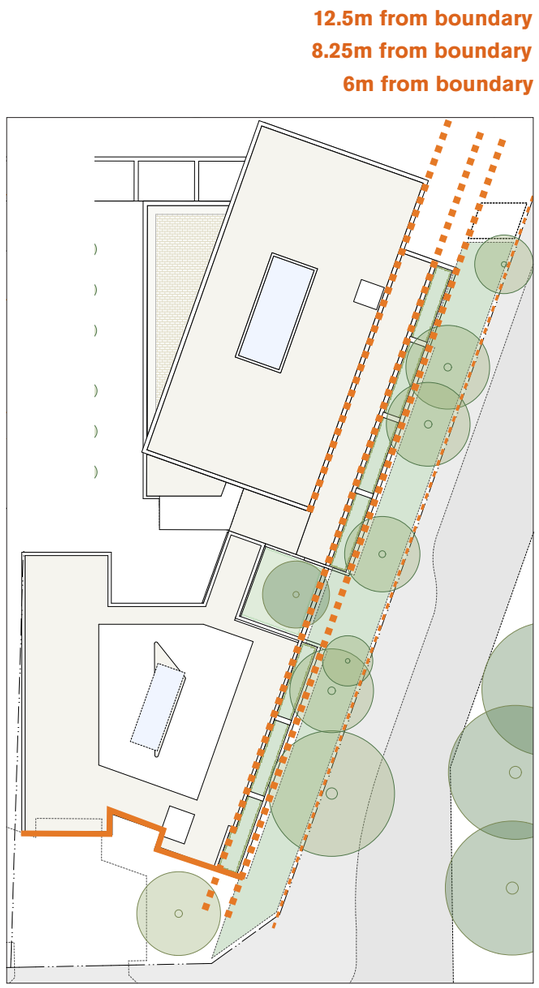
Stage 1 is divided into two parts each supported by vertical stairs located to the north and south of the site. These stairs act as both egress and access and have views out to the park lands beyond. A central stair is located in the courtyard which provides a landscaped relief.

Support Areas

Stores and support areas are located either adjacent to these stairs or in centralised locations.

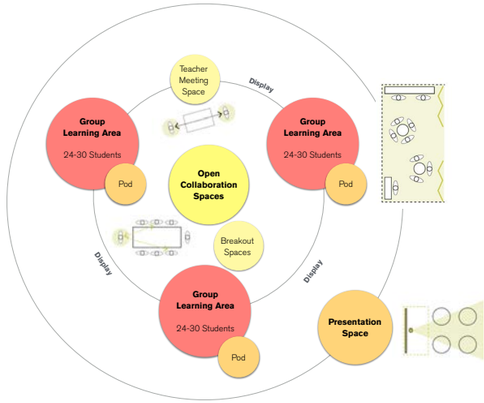
A diversity of learning spaces

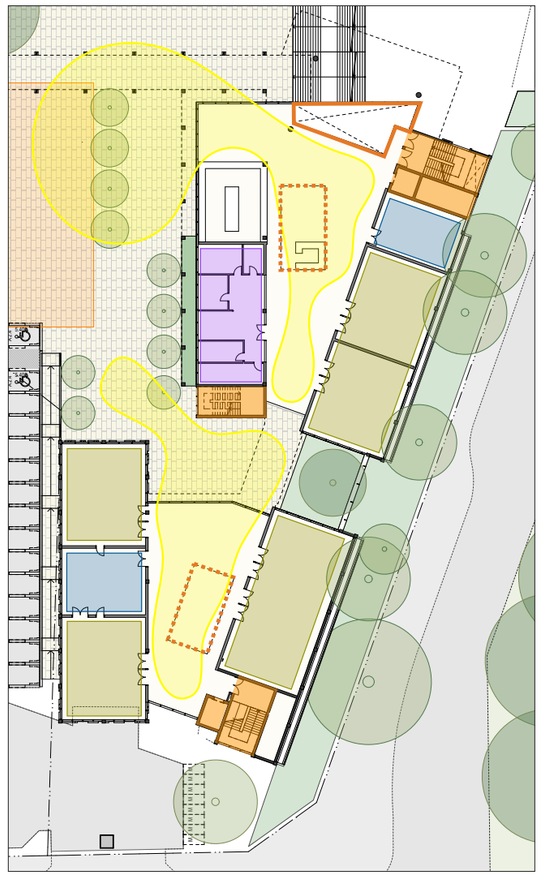
Contiguous learning spaces are located to the east and west of each wing with a centralised open learning zone between. The learning spaces can be either fully enclosed or opened up with sliding glazed walls to the adjacent collaboration spaces.



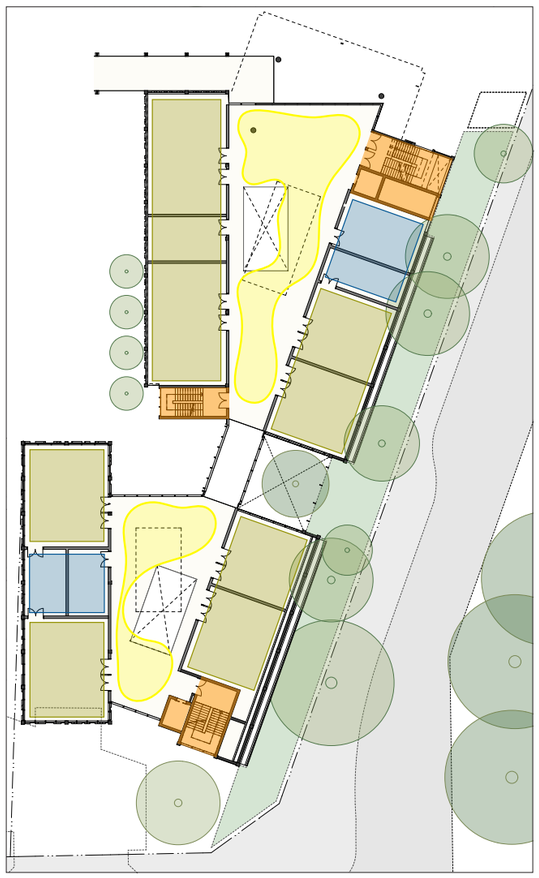
Stage 1 Set backs

This diagram demonstrates one of the pedagogical models which can be used within the new facility.





Stage 1A/1B_Functional Layout Zones Upper Ground



Stage 1A/1B_Functional Layout Zones Level 1

Smaller seminar rooms (12 - 15 students) will also be provided to support the curriculum.

The large laboratory zones will consist of fixed benching with equipment, flexible learning spaces and support areas for preparation rooms, storage areas and machinery requiring supervision.

The open learning will be either used as breakout from the more enclosed spaces or for time tabled group work. Smaller areas (ie: nooks) and enclosed interview/withdrawal rooms are located within the open learning zones to provide a diversity of learning spaces.

Structural Grid

The structure is located on the edges of learning spaces to enable operable walls to provide additional flexibility. Aligning with the carpark grid below the structure system is simple and efficient with minimum transfers.

Voids

Large staggered voids provide connection between levels and high light to the open plan areas. These voids will be protected to provide a safe environment.

Future Flexibility

In any new campus building which provides accommodation for learning, flexibility is key. The layout for Stage 1 has considered future reconfiguration of departments, class sizes and a diversity of room types. The voids between levels and the circulation systems located to the perimetre of each floor plate enable good connection between levels.

10.3 **Functional Layout Description**

Lower Ground (Basement)

The lower ground level provides vehicular entry into the site from the south and pedestrian entry from the north. This entire level along with the entire Upper Ground Level will be complete in Stage 1A and will provide the support framework for the learning hubs above.

The eastern side will provide storage accommodation for Design and Technology and Visual Arts as well as dedicated zones for HSC D&T Studies. All of these store rooms have direct access to both lifts and loading. Trucks are able to enter and leave the site in a front wards direction. Diffuse high light is provided through light scoops located in the eastern wall.

A Waste Storage Facility is located to the south of the carpark. Refer the Traffic Management Report and the Waste Report for details.

The High School Reception and Support Administration are located to the north of the site, adjacent to the new Main Entrance. A large void at the entrance provides a visual connection with the Upper Ground Level.

The new Multipurpose Hall is supported by storage and amenities and has direct access to a partially covered internal courtyard for pre functions and breakout. The Hall is 250m2. Large cylindrical skylights provide high light from the Green Connector.

Bicycle parking provides an option for future expansion as does the storage area behind the hall.

Upper Ground

The Upper Ground Level is the main student zone. Grand external stairs or the internal main circulation stairs and lift connect the two levels. The open plan area will accommodate a Cafe Function which can expand once Building D (which houses the current cafeteria) is demolished. This zone is directly connected to the external courtyard at the end of the North/South Axis.

The two Art Studios open out onto this area and can be combined to provide an exhibition area.

The Executive area has also been located on this level to provide an inclusive and engaged face to the High School.

Stage 1B to the south provides accommodation for an exciting Design and Technology Hub with enclosed Studios, a Fabrication Lab, an Industrial Workshop and Teacher Support. Direct access to external learning courts is provided.

Level 1

Level 1 has been designated as a Science Learning Hub containing Laboratories, Staff Areas, Seminar and Breakout Rooms, Open Learning and Support areas.

The labs are generously proportioned providing for a diversity of learning settings. Indicatively fixed furniture and equipment will be to the perimeter allowing for flexible seating within.

The walkway to the north will connect to the future Stage 2.

Level 2

Level 2 is seen as a STEaM Hub with generic laboratory and collaboration spaces, a Food Technology zone, general purpose teaching (Maths) and associated open learning and 4 seminar rooms which are associated with the Independent Learning Centre.

Elements of the ILC will occupy the Open Learning Zone.

Level 3

Level 3 will accommodate the upper level of the Independent Learning Centre. It is essentially a large open area with two large external terraces - one to the west and one to the north..

A central void with an additional inter connecting stair provides access to Level 2.

The southern portion of the site at this level will provide location for external plant only. The plant is screened and is substantially set back from the facades to minimise visual impact.

10.4 **Sustainability**

Refer ESD Report as prepared by Northrop.

The siting of the buildings, the relationship to the landscape, the design of the facades and the design and layout of the internal spaces along with systems and material selection have considered environmentally sustainable design principles.

Sustainable strategies such as mixed mode ventilation systems incorporating both natural ventilation and air conditioning, good access to day lighting with glare reduction, good acoustic amenity and water efficient fittings and fixtures will be standard.

As a STEaM building it is important that demonstrable sustainable principles can be incorporated into the curriculum and it is intended that these will be showcased as a part of the design..

10.5 **Compliance**

Type of Construction: A
Rise in Storey: 5
Storeys contained: 5
Effective Height: < 25 m
Classification:
Lower Ground: Class 7a carpark, Class 9b
Upper Ground to Level 3: Class 9b, Class 5

10.6 **Waste**

A centralised Waste Storage Facility for Stage 1 and 2 will be developed as part of Stage 1A and is located to the south of the carpark. General waste will be transported via lifts from the levels above to the Lower Ground and transferred to the holding room. A designated waste pick up for the entire campus will be located in the carpark and will be accessed by the College's existing private contractor.

Recycling bins will be provided at each vertical circulation zone as well as in the Waste Holding Room.

Refer the Traffic Management Report and the Waste Report for details.

10.7 **Servicing Strategies**

Mechanical Systems and Natural Ventilation

Due to the site's parkland location and distance from sensitive residential receptors it is intended that a mixed mode ventilation system will be achievable. The dimensions of the floor plates and the insertion of internal voids and the central courtyard will facilitate cross ventilation. To maintain cost efficiency the mechanical system which is envisaged will use roof mounted condenser units and ducted fan coil units located within the open plan areas. The final selection of equipment is subject to further design development.

The facades will be shaded to the north and west and screened with indirect access to daylight only to the east.

Provision will be made to service the technical areas and the required mechanical systems (ie: dust extraction and fume cupboards) incorporated into the design. As there are no residential properties in close proximity to the site the exhaust from these systems will have minimal including visual, impact to the public domain.

Hydraulic

Refer Hydraulic Report as prepared by JHA.

It is understood that the site can be easily serviced by both Sydney Water Mains and gas which are available on York Road. To provide potable water and fire services the water main will require an extension. The following systems will be incorporated into the design during the next stage:

- Fittings and fixtures will be high efficiency.
- Rainwater from the roofs will be reused for irrigation and will also be stored for future reuse in water tanks.
- Water sensitive urban design (WSUD) principles will be applied.
- Use of hot water will be minimised

Electrical

Refer Electrical Report as prepared by JHA.

There is an existing 1000KVa Chamber Substation which serves the campus and it is envisaged that this will be adequate to service Stage 1. The existing easements and a consideration of access will be both retained and incorporated into the design.

Fire Services

To provide a fully complaint solution Stage 1 will be sprinklered with a performance based mechanical smoke exhaust system and stair pressurisation system to maintain flexibility. This will be confirmed during further design development and the detailed FEB and FER phase.

10.8 **Amenity**

Acoustics

Refer Acoustic Report as prepared by JHA.

External:
Acoustic monitoring has been undertaken for the site and the acoustic impact is expected to have either no impact or minimal impact.

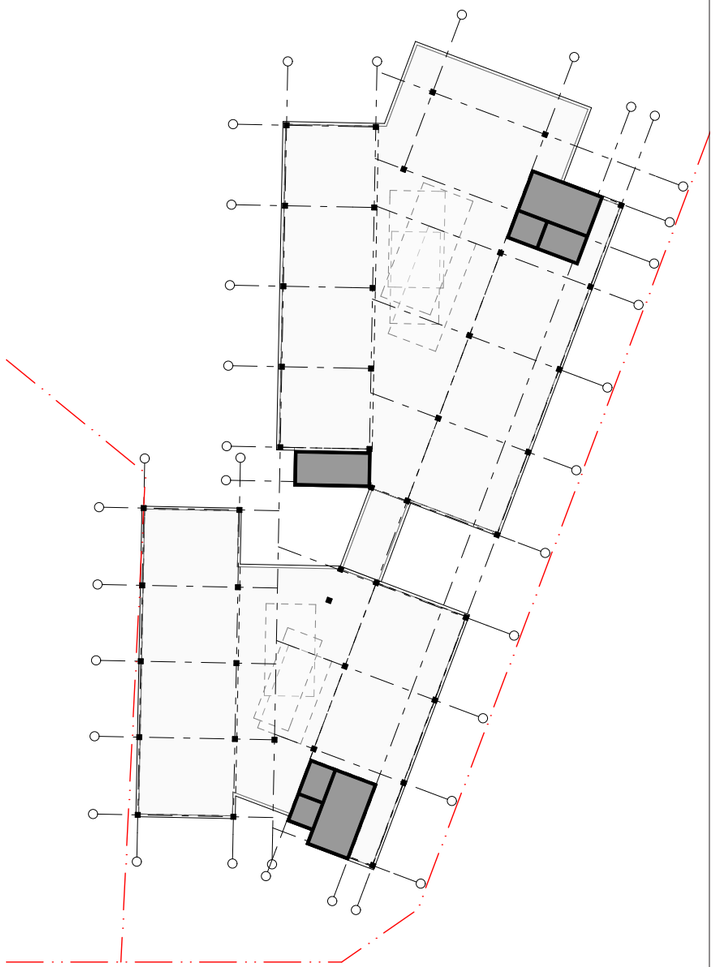
Internal:
The acoustic design of the learning spaces will be critical to provide a level; of amenity which is appropriate for learning. Acoustic absorption will be located on walls, floors and ceilings as required in both the open plan areas and the enclosed rooms.

Daylighting

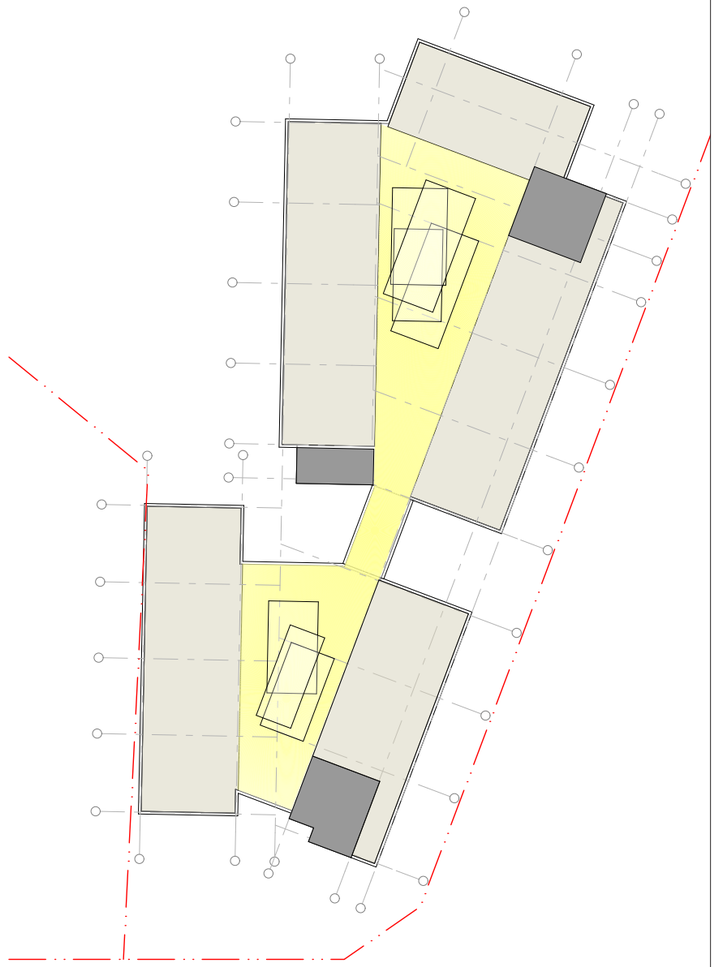
The intention is that the learning spaces will have a high level of daylighting. All facades, with the exception of the southern facade will be shaded with external shading devices - these will provide protection from thermal gain and also glare.

Floor to ceiling glazing will be provided to the open learning zones and to the majority of the enclosed learning spaces to west of the floor plates. Daylight will be provided to the eastern facade through concealed light scoops which will provide access to daylight whilst providing a secure boundary response.

Generally the wall to the perimetre learning spaces, adjacent to the open learning will be sliding glazed walls providing additional flexibility and amenity.



1. STRUCTURAL GRID:
FLEXIBLE FLOOR PLATES - PERIMETER STRUCTURE
VERTICAL CIRCULATION CORES AT ENDS OF PLATES FOR LATERAL STABILITY

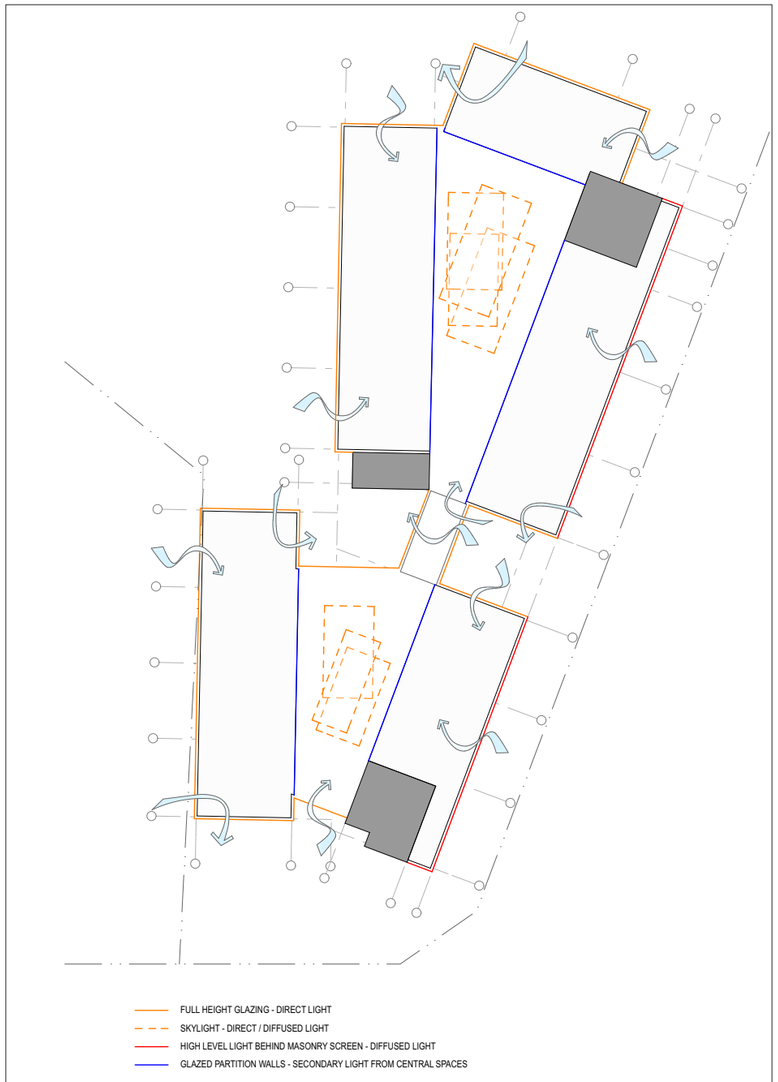


2. CENTRAL FLEXIBLE SPACE & VOID STRATEGY:
CENTRAL BREAKOUT SPACES THAT ARE SUNLIT
PROVIDE ADDITIONAL LEARNING SPACES FOR INDEPENDENT LEARNING AND COLLABORATION



3. CONTIGUOUS TEACHING VOLUMES :
PERIMETER STRUCTURE FOR FUTURE FLEXIBILITY
CIRCULATION & SERVICING FROM FLOORPLATE ENDS

- A mixed mode (natural ventilation and mechanical air conditioning) will be incorporated into the design. High level windows or louvres will be used to provide natural ventilation.
- The use of ceiling fans will promote air movement. Ceiling fans to be mounted ideally at 3000mm to provide a safe environment.



4. ACCESS TO AMENITY:
DIRECT & DIFFUSED LIGHT AND NATURAL VENTILATION

- A connection to the environment - either physically or visually will be provided at each level.
- The central courtyard will provide a green break accessed by all users.
- on grade terraces or upper level terraces will provide opportunities for outdoor learning



5. CONNECTION TO OUTDOORS AND NATURE:
LANDSCAPE INTEGRATION INTO THE BUILDING
COURTYARD AND VERANDAH ASPECTS TO ENJOY SETTING, FLEXIBLE LEARNING ENVIRONMENTS

10.9 **Stage 2**

The proposed development for Stage 2 has been indicated as an envelope.

10.9.1 **Bulk and Scale**

Stage 2 is a total of 3 stories high.

10.9.2 **Massing (Form)**

The Stage 2 building form is conceived as three interlocking forms. The form to the south is single story with an activated and landscaped roof; the form to the north spans over the new internal access roadway which is developed in Stage 1 and addresses the new Green Connector and the upper most form is angled to minimise overshadowing and respond to the Shul.

10.9.3 **Setbacks**

Stage 2 is setback substantially from the site boundaries, therefore has minimal impact. The ELC open recreation area is located to the west to provide a landscaped buffer to the Eastern Suburbs Banksia Scrub. The lower form is located to the west of the Stage 2 site to minimise overshadowing.

10.9.4 **Interfaces with the surrounding development**

The siting of Stage 2 has considered the 1994 and the new Master Plan and through its alignment with both the new Green Connector and the north/south axis has enhanced way finding and orientation for the High School. The elevated and setback Level 2 has a relationship with the Shul and is also angled to minimise overshadowing to the Eastern Suburbs Banksia Scrub zone.

10.9.5 **Streetscape**

Stage 2 is setback substantially from the streetscape, therefore has minimal impact.

10.9.6 **Floor to floor heights**

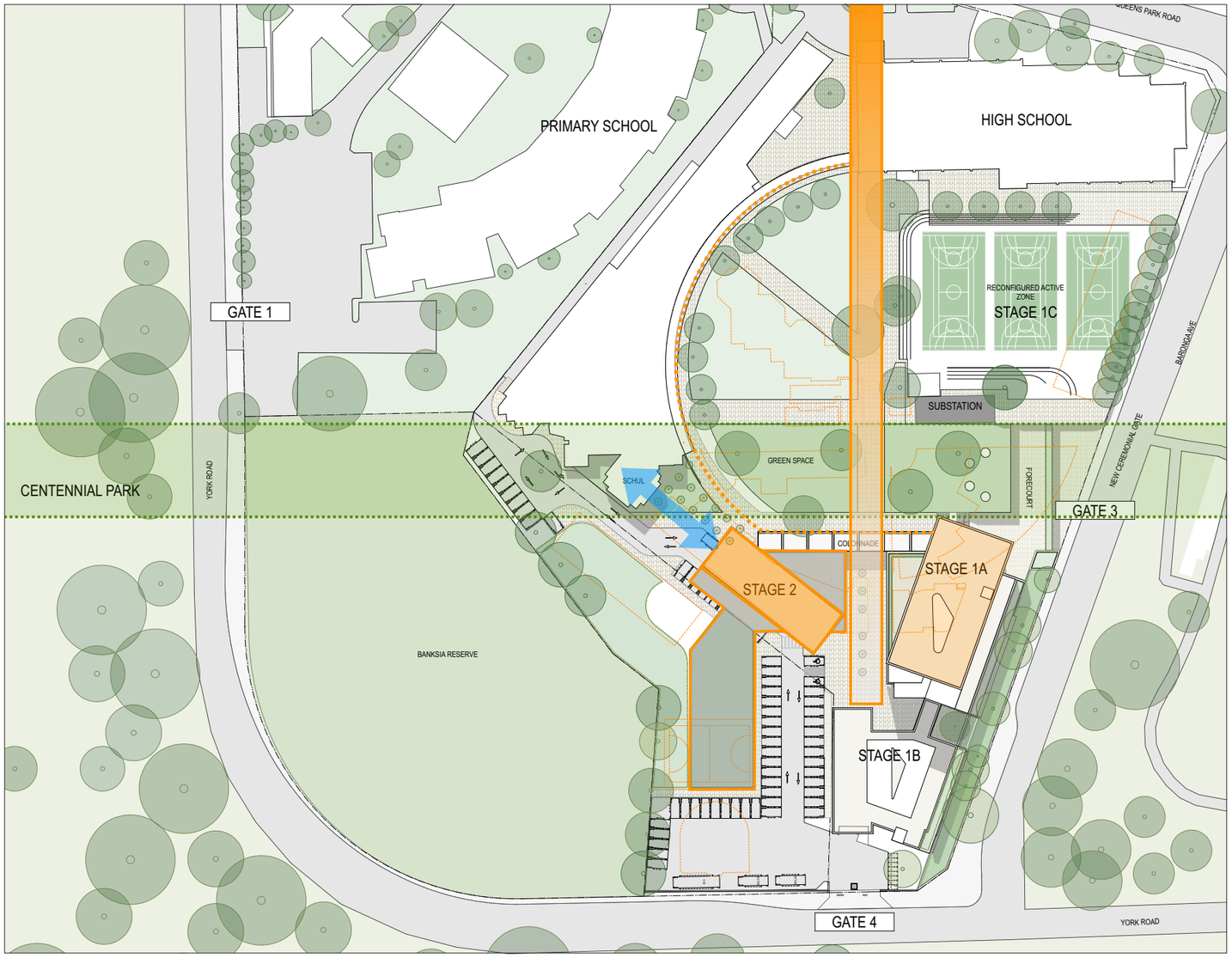
The floor to floor height of Stage 2 will algin with Stage 1.

10.9.7 **Functional Layout**

Stage 2 will indicatively provide accommodation for a new 130 pax Early Childhood Centre, additional area for the Independent Learning Centre and staff workplace. The ELC will have access to on grade and roof top recreational play area.

A landscape deck will also be located on the north/east corner addressing the Green Connector.

Stage 1 and 2 are connected at the upper level via the new covered walkway which is constructed in Stage 1.



Stage 2 Massing

11.0 Circulation

Currently, there are multiple entries to the campus and there is no clearly defined High School Entrance. The Master Plan simplifies the entrances for the High School to two points - a vehicular entrance from York Road and a Pedestrian Entrance from Baronga Avenue.

10.10 **Pedestrian _ new High School Entry**

The new High School Entrance is symbolic of the connection with the school community. A new urban fore court provides a zone for waiting and provides a relief from the continuous landscaped wall aligning with the eastern boundary of the site.

It is proposed to provide a new signature tree within this Fore court which is framed by the gateway portal beyond.

The Gateway Portal, in itself a landscaped element provides the required line of security for the entrance with security gates and an adjacent masonry wall which will be used for signage and possible public artwork.

A discrete security post is inserted into the landscaped buffer to the south of the entrance

10.10.1 **Circulation Networks**

Three access/egress stairs provide vertical circulation to all levels. These stairs are adjacent to lifts to provide equitable access.

10.10.2 **Wet Weather**

Wet weather access is provided from the current campus via a new double level covered walkway which links to the existing curved walkway.

10.11 **Vehicular and Pedestrian Site Access**

As identified in the Traffic Report vehicle access to the site will largely remain the same as per existing conditions. Access to the site will continue to be provided off the three existing vehicle access gates along York Road and Queens Park Road.

Pedestrian access would continue to be provided as per existing pedestrian site access gates with an enhanced pedestrian access via Baronga Road (Gate 3 identified as the new High School Entrance.

As part of Stage 1, it is proposed to provide an additional 17 on site car parking spaces to cater for the increased staff numbers and ELC provisions. No on-site car parking would be provided for College students as per existing conditions.

In addition to this, it is proposed to provide a new dedicated drop-off/pick-up area to relocate the existing York Street designated drop-off/pick-up area within the site. Access to this designated drop-off/pick-up area will be provided off York Road via Gate 4. The proposed Gate 4 parking layout and drop-off/pick-up area will ensure that queues on the road are not significantly worse than the present conditions.

The vehicular entry off York Road at Gate 4 provides access for the following functions

- Preschool drop off and pick up (Drivers park cars and enter ELC)
- High School Drop Off and Pick Up (Drivers remain with cars)
- Bus parking
- Garbage Pick up
- Service vehicle access and parking
- Staff parking

The final vehicular system is completed in Stage 1 and will link into the existing campus system.

The location of the entrance is off York Road and is generally in the same location as the existing cross over. A new security post will be provided with the provision to turn around if access is denied.

The grade of the existing carpark is maintained to the west and a new internal loop roadway is provided for High School Drop Off and Pick Up.

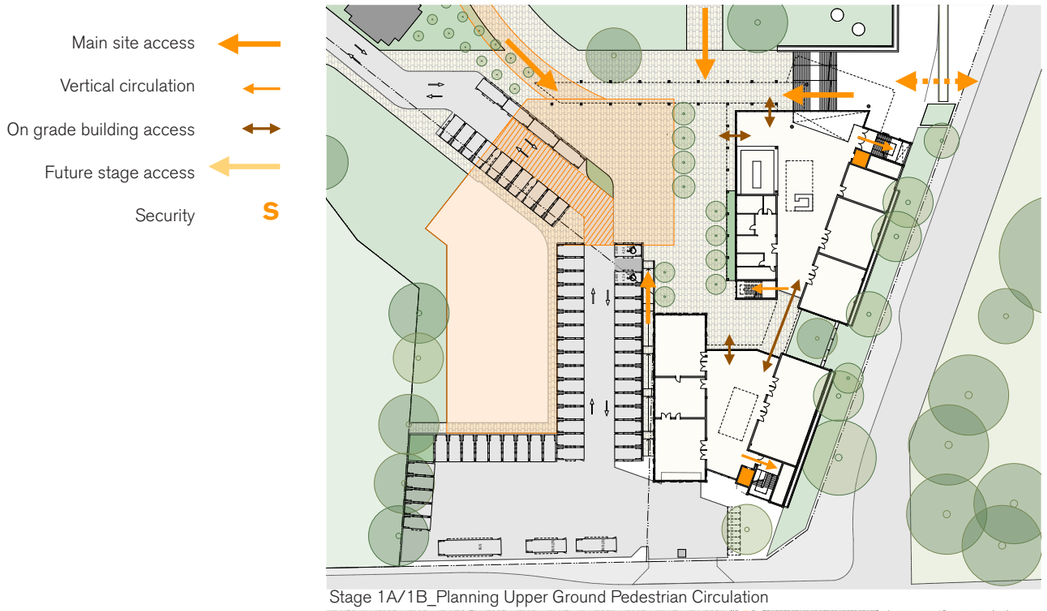
The Master Plan will provide for the following:

LOWER GROUND
25 Car spaces
6 Accessible spaces
= 31 Car Parks
+ 5 Motorbikes
+ 108 Bicycle spaces located both on Lower Ground Stage 1 and adjacent to the Fink Building (P) as part of Stage 1C.

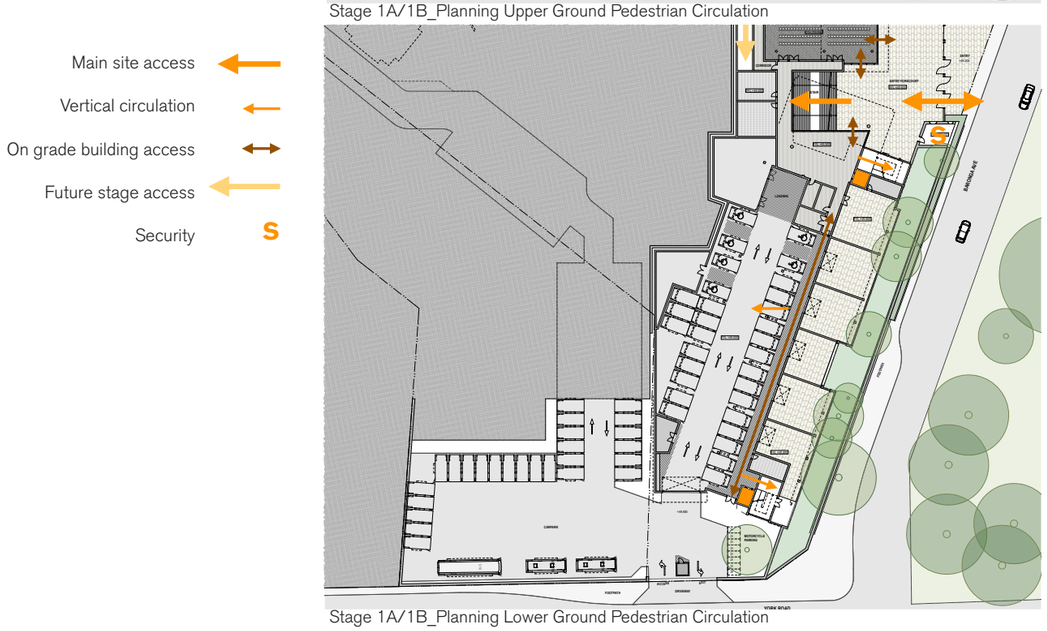
UPPER GROUND
67 Car spaces
2 Accessible
= 69 Car spaces

TOTAL **100** CAR SPACES AND **5** MOTOR CYCLE SPACES

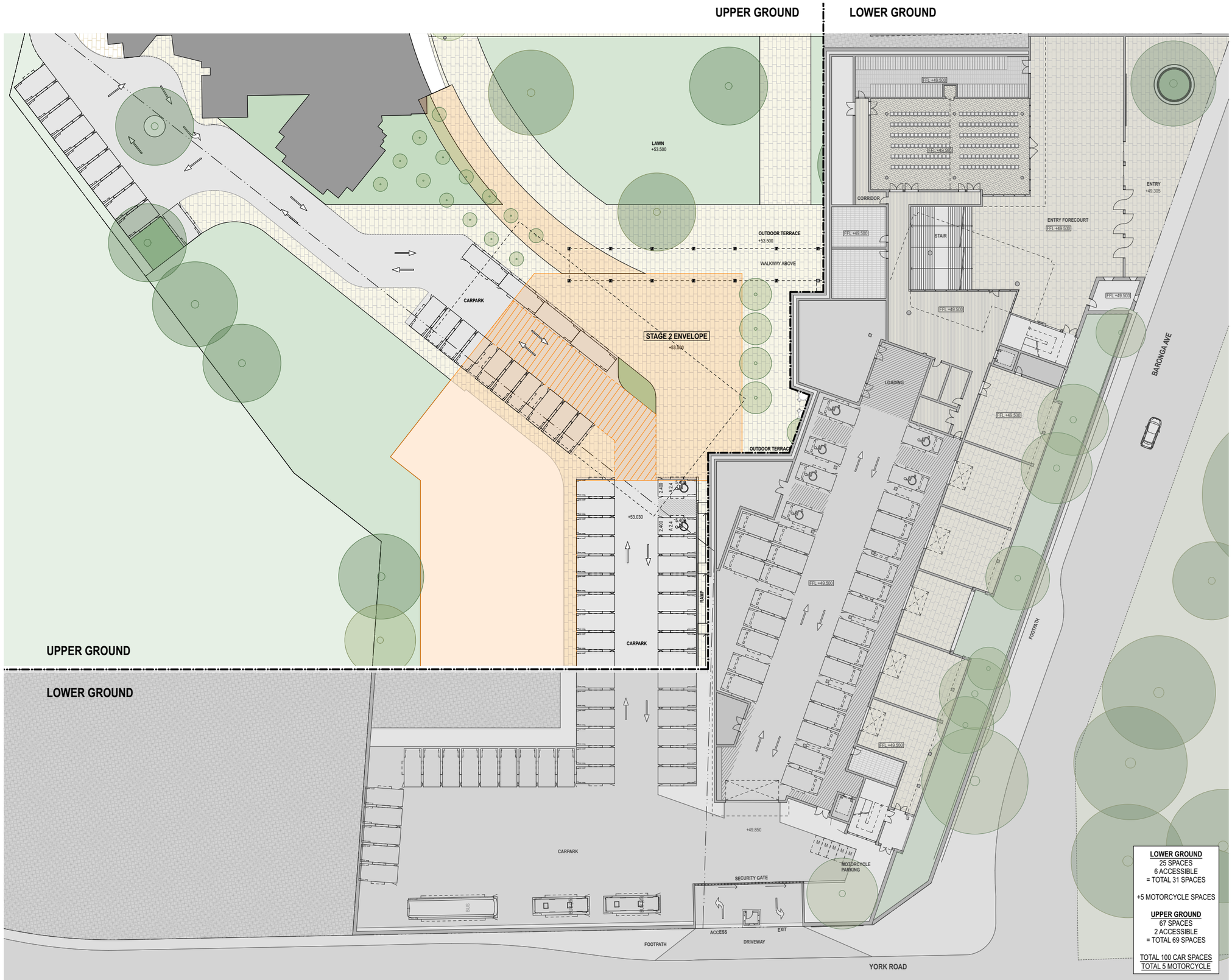
Please refer to adjacent diagram and Traffic Consultant's report for detailed metrics.



Stage 1A/1B_Planning Upper Ground Pedestrian Circulation



Stage 1A/1B_Planning Lower Ground Pedestrian Circulation


UPPER GROUND
LOWER GROUND
LAWN
+53.500
OUTDOOR TERRACE
+53.500
WALKWAY ABOVE
CARPARK
STAGE 2 ENVELOPE
+53.500
+53.030
RAMP
CARPARK
UPPER GROUND
LOWER GROUND
CARPARK
+49.850
SECURITY GATE
ACCESS
EXIT
DRIVEWAY
FOOTPATH
YORK ROAD
CORRIDOR
FFL +49.500
STAIR
ENTRY FORECOURT
ENTRY
+49.305
LOADING
BARONGA AVE
FOOTPATH
MOTORCYCLE PARKING
LOWER GROUND
25 SPACES
6 ACCESSIBLE
= TOTAL 31 SPACES
+5 MOTORCYCLE SPACES
UPPER GROUND
67 SPACES
2 ACCESSIBLE
= TOTAL 69 SPACES
TOTAL 100 CAR SPACES
TOTAL 5 MOTORCYCLE

12.0 Overshadowing

The building massing has been developed to minimise over shadowing to the public domain.

12.1 **Stage 1**

The main impact of Stage 1 is from 2pm in June on to the south western corner of Queen's Park. This area is heavily planted therefore the overshadowing has a negligible effect on the public domain.

12.2 **Stage 2**

The main impact of Stage 2 overshadowing at 9am - approx. 10.15 - 10.30am in June on to the south/eastern edge of the Eastern Coastal Banksia Scrub. This is considered to be negligible.

Refer to Architectural Drawings for all overshadowing diagrams.



1 PLAN Existing Sunstudy21stJune_0900
NTS



2 PLAN Proposed Sunstudy21stJune_0900
NTS



1 PLAN Existing Sunstudy21stJune_0900
NTS



2 PLAN Proposed Sunstudy21stJune_0900
NTS



1 PLAN Existing Sunstudy21stJune_1100
NTS



2 PLAN Proposed Sunstudy21stJune_1100
NTS



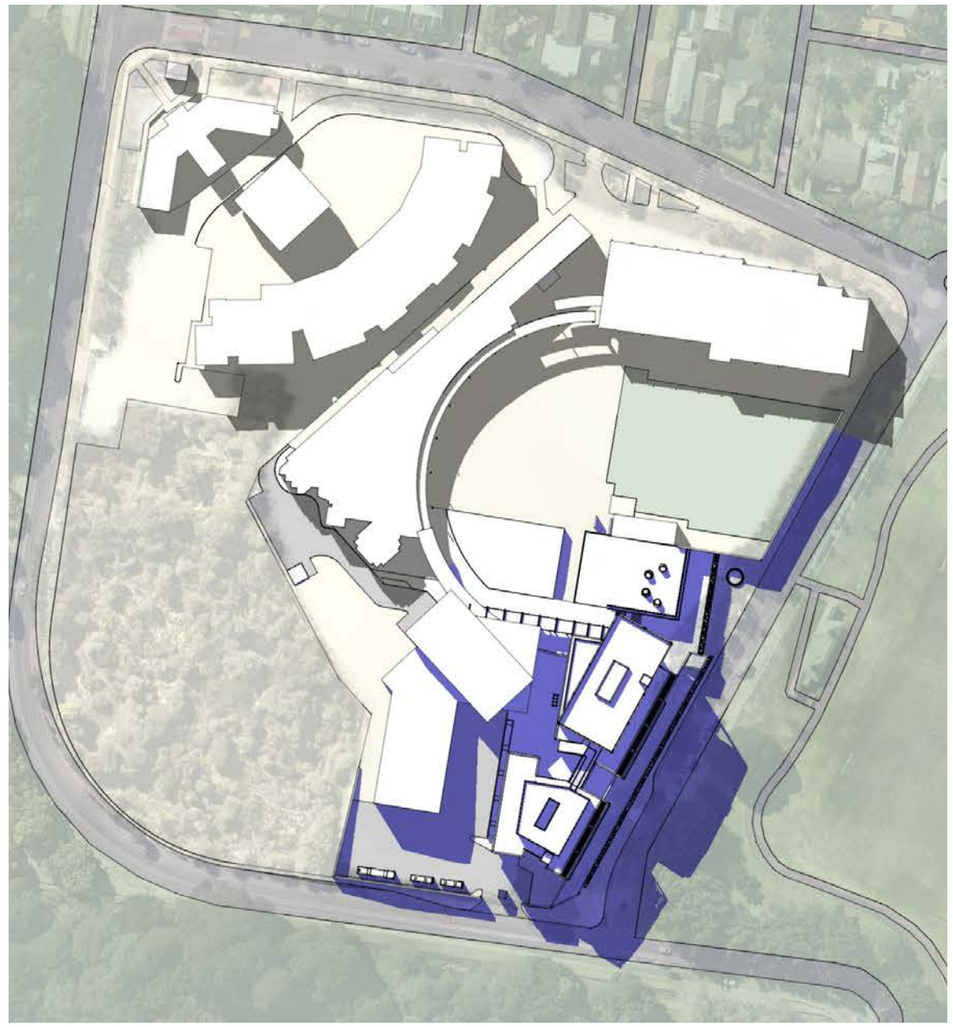
1 PLAN Existing Sunstudy21stJune_1200
NTS



2 PLAN Proposed Sunstudy21stJune_1200
NTS



1 PLAN Existing Sunstudy21stJune_1400
NTS



2 PLAN Proposed Sunstudy21stJune_1400
NTS



1 PLAN Existing Sunstudy21stJune_1500
NTS



2 PLAN Proposed Sunstudy21stJune_1500
NTS

13.0 Public Domain and Community Uses

A key concept for this redevelopment is provision of a high quality public domain interface between the school, the school community and the wider Jewish community.

12.3 Approach

This is a fundamental demonstration of the strength of the school community and has resulted in the creation of a high quality and animated fore court and new address for the High School.

The approach to security is graded from public to semi public to private.

The new "Forum" area will be used by the wider Jewish community and will enable access to the campus without compromising the security of the wider campus.

The refurbished sporting facilities, a future stage of the master Plan are accessed from either the existing Gate adjacent to the Fink Building (accommodating the existing sporting facilities - gymnasium and swimming pool) or from the new "Green Connector". These facilities will maintain their existing operational conditions.

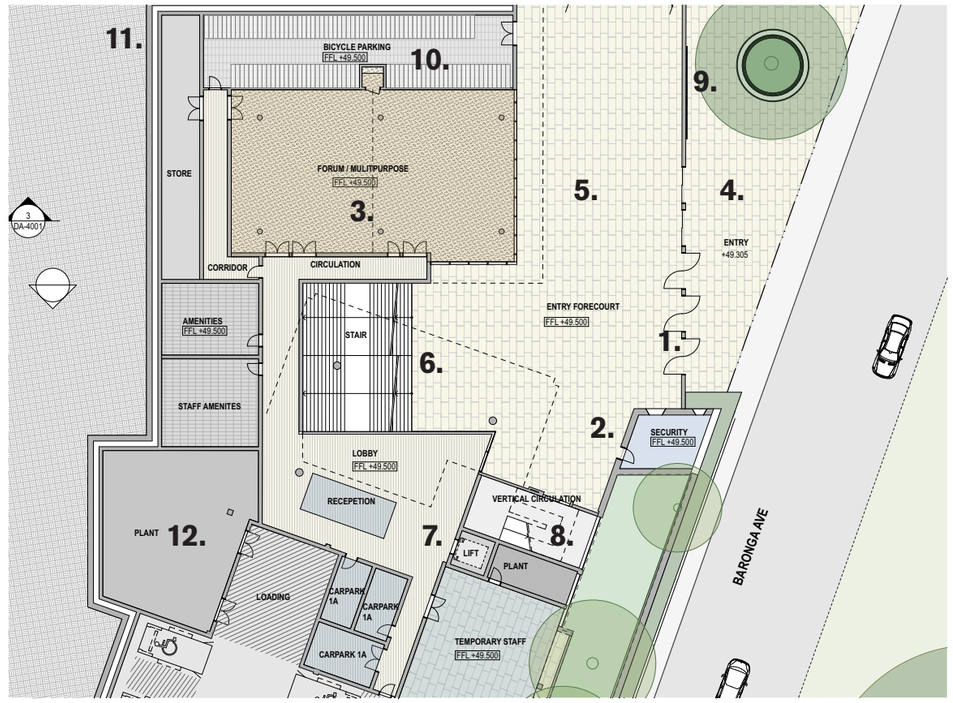
12.4 After Hours Use

After hours there will be a graded approach to security:

Level 1_access to Lower Ground Level Community Forum, internal fore court and support facilities (amenities and stores)

Level 2_ access to Lower Ground Level Community Forum, internal fore court and support facilities (amenities and stores) and Green Connector to access the Shul.





12.5 Signage

A main building sign will be located at Gate 3 on the new masonry wall adjacent to the entry. It is proposed that the sign will align with the new building colours and the existing campus - a natural palette, warm bronze hued tones. The sign will be metal and will be back lit to provide a subtle glow in the evenings.

An similar sign will be located on the masonry wall adjacent to Gate 4.

1. Main High School Entry
2. Security Post
3. School Community Forum (250 pax)
4. Public Fore court
5. Semi Public Fore court
6. Access stairs to new "Green Connector"
7. Lift
8. Main access/egress stairs
9. Signage/Artwork wall
10. Bicycles and End of Trip
11. Future access to existing campus
12. Plant and Back of House



14.0 Public Artwork Integration

An important part of the cultural integration of the campus is the incorporation of Public Art.

Reference has been made to the documents:
- Waverley Council DCP Section B13 and
- Waverley Council Public Art Policy in Private Developments.

The objectives of the Public Art in the Private Domain guidelines are to:
- assist developers in the procurement of excellent public artwork that raises the profile of their development in the local and greater Sydney area
- encourage creative collaborations between artists, designers architects and landscape architects in the development and implementation of cutting-edge public and private spaces within the fabric of the site
- create professional opportunities for artists and designers
- ensure consistency of the overall quality in public art works in the Waverley LGA
- align with the vision of Waverley Council's overarching Public Art Policy
- enrich the Waverley area by adding to the collection of artwork available for public viewing

The College's Artwork Objectives

To align with the deep culture and history of Moriah College, any public art should reflect this culture and potentially reference the past, present and future of collegiate life.

An important aspect of the art for the Master Plan will also be the acknowledgement of the Aboriginal peoples of the area and also an acknowledgment of the natural context of the site.

The objective of the college with regards to the procurement of artworks is to:
- integrate the art works into the architectural and the landscape architecture so that both compliment each other
- develop a durable and maintenance free artwork which will last for the duration of the building's life
- ensure that the functionality of the space is not compromise by the artwork
- engage with the extended Jewish school community, both current and past, for the procurement of the artworks.
- to promote the cultural offering of the college and to align with the traditions of the college alumni it is the intention of the college to work with an artist who has a close connection with the school community.

Proposed Locations

Two main areas have been identified within the Public Domain for the integration of public art:
- the metal entrance gates
- the masonry wall to the eastern boundary of the refurbished sports courts (Stage 1C)

Additional artwork integration is also proposed within the landscaped open areas of the campus. Refer to the Landscape Design Report for further details.

Initial Concepts

The College has proposed an initial concept which is based on the 5 values of the College:
- Commitment
- Respect
- Kindness
- Integrity
- Responsibility

These values are represented through the Jewish culture through symbols or objects which could be developed into an artwork in consultation with an artist and the School community.

Commitment
- Purim mask
  Worn during the Jewish festival of Purim, symbolising the custom to dress up.
- Torah
  The most central Jewish text, contains Jewish law and consists of 5 books.
- Shabbat Candles
  A minimum of 2 candles lit each week by Jewish women to mark the beginning of the weekly Sabbath.
- Matzah
  Unleavened bread eaten during the festival of Pesach (Passover) commemorating exodus from Egypt.

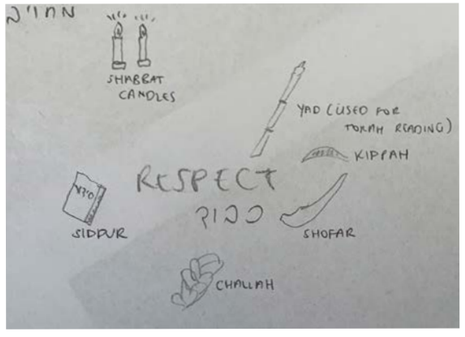
Respect
- Siddur
  Jewish prayer book used in daily prayer.
- Challah
  Ritualistic bread blessed and eaten each Friday night/Saturday during Shabbat (Sabbath) meals.
- Shofar
  Rams horn that is sounded for the Jewish New Year.
- Kippah
  Skull-cap worn by Jewish males symbolising the presence of God above us.
- Yad
  Pointer used in synagogue when reading from the Torah.

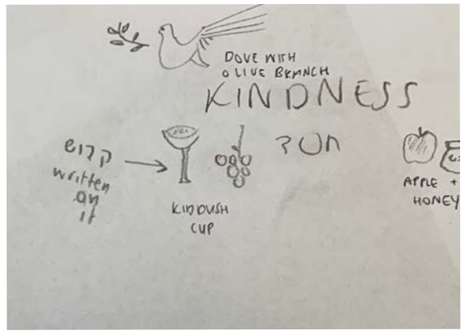
Kindness
- Kiddush Cup
  A special cup from which ritualistic wine is drunk at special occasions e.g. Sabbath, festivals and other festive ceremonies.
- Apple + honey
  Traditional foods eaten on Jewish new year to symbolise the coming of a sweet and wholesome, fulfilling year.
- Dove + olive branch
  Symbol of peace, originating in the Biblical story of Noah and the flood.
- Tzedakah box
  Money collection box used for collecting charity.

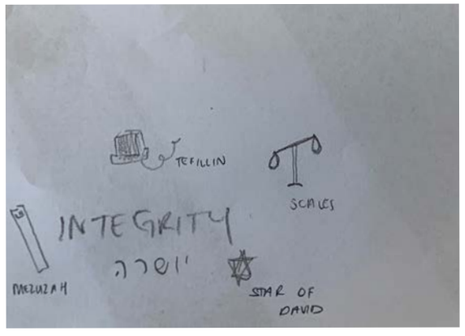
Responsibility
- Chanukiah
  Candelabra that is lit during the festival of Channukah, the festival of lights.
- Lulav + Etrog
  4 species blessed during the festival of Succot, each symbolising a different type of Jewish person.
- 10 Commandments
  Tablets received on Mt Sinai during revelation containing the 10 commandments whose fulfilment is required by adherents.
- Hebrew alphabet
  Ancient Hebrew language taught at Moriah daily.

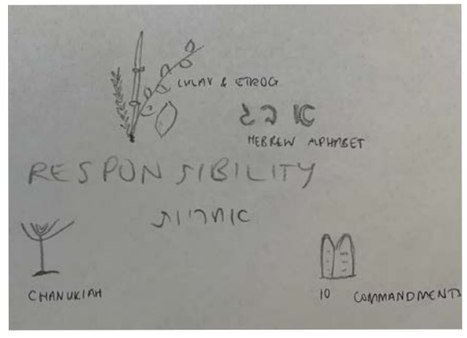
Integrity
- Tefillin
  Phylacteries worn by Jewish men after the age of 13, having become of age.
- Scales
  Representative of the Day of Judgement, Yom Kippur in which our yearly sins are weighed and judged.
- Mezuzah
  Scroll placed on each doorpost containing a holy scroll – kissed each time one enters the room.
- Magen David (Star of David)
  Symbol that was on the shield of David, has become a universal Jewish symbol (on the Israeli flag).

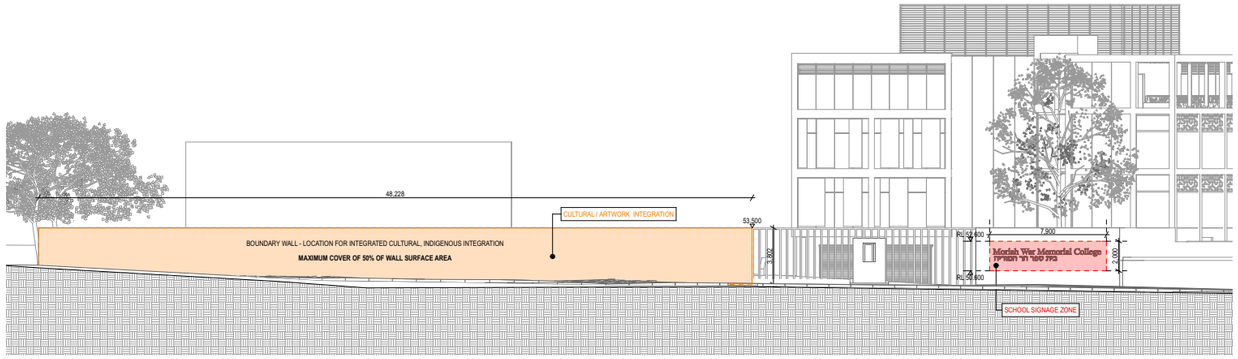




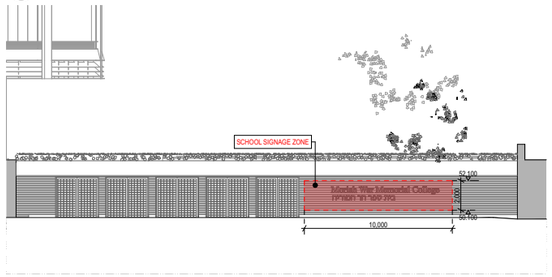




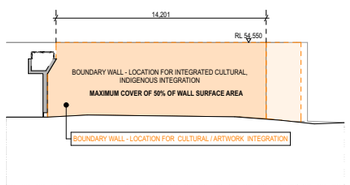




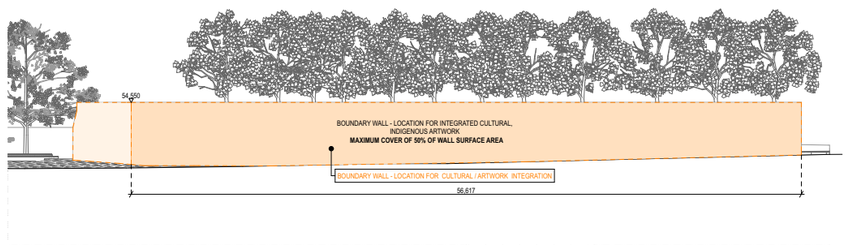
1 ELEVATION Southern Signage Elevation
1:200



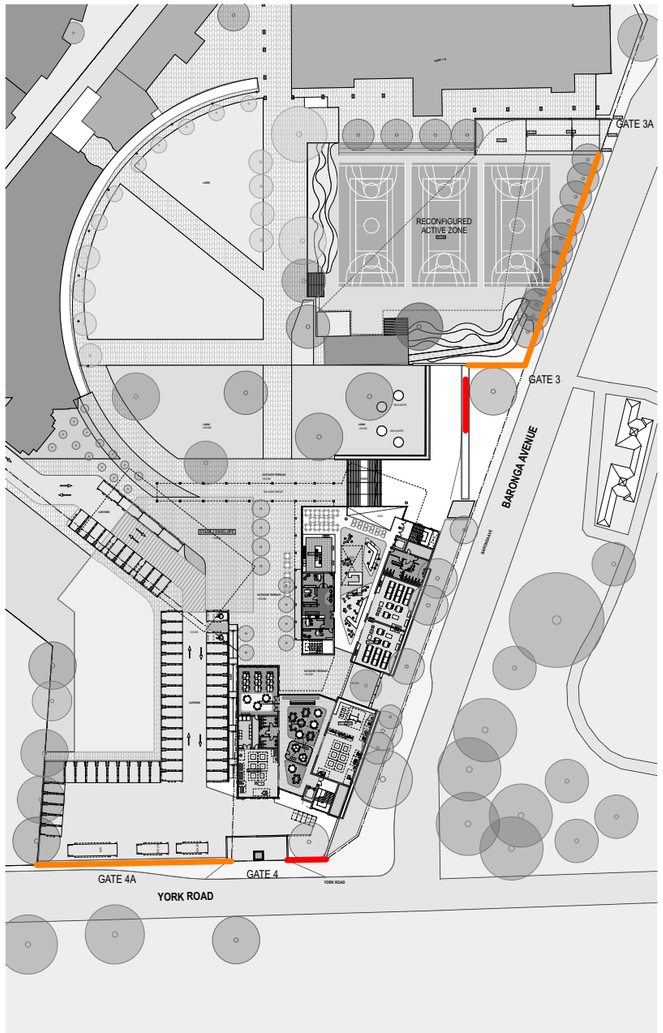
2 ELEVATION Main Gate Signage Elevation
1:200



3 ELEVATION Eastern Signage Elevation 01
1:200



4 ELEVATION Eastern Signage Elevation 02
1:250



5 PLAN Signage Zones
1:750

FACADE TYPES LEGEND

FT01	Aluminium sheet trim to reveals. Aluminium framed floor-by-floor glazed system with louvres and external battens.
FT02a	Perforated brick on stainless steel shelf angles inset in concrete framing
FT02b	Face & perpend brick on stainless steel shelf angles inset in concrete framing
FT03	Perforated screen (blast proof)
FT04a	Aluminium framed floor-by-floor glazed system inset in concrete framing
FT04b	Aluminium framed floor-by-floor glazed system with face brick inset in concrete framing
FT05	Aluminium framed floor-by-floor glazed system - dark glass
FT06	Aluminium framed floor-by-floor glazed system - clear glass
FT07	Composite timber and steel open walkway colonnade
CON01	Coloured concrete
CON02	Concrete finish - grey
BAL01	Clear glazed balustrade
BAL02	Tinted glazed balustrade
GAT01	Metal gate
TRL01	Timber trellis within concrete framing structure
LV01	Roof top plant enclosure. Colour to match **FT01**
LV02	Plant louvres - dark aluminium
SKY01	Cone skylights

15.0 Materiality and Facades

The material selection is complementary to the existing palette of light toned, warm brickwork and rammed earth.

14.1 Stage 1

The materiality of the proposal is complimentary with the existing materiality of the campus - painted white steel, light coloured two toned brickwork and rammed earth.

The new STEaM and Independent Learning Centre will have an exposed structure of off form coloured concrete with either rendered masonry or face brick in fill.

All glazing with be aluminium framed with either a dark bronze toned powder coat finish and the north facing balconies will be protected by a fine grained stainless steel mesh or similar to provide both fall protection and also solar shading. The facade to the northern and southern stairs will be protected by a high performance glazing to provide the appropriate solar performance.

The accessible roof scape is either paved or planted and the plant areas will be screened with aluminium louvres and screening elements.

Reflectivity

The materials selected will have a compliant level of reflectivity and are consistent with the objectives of the Waverley Council DCP.

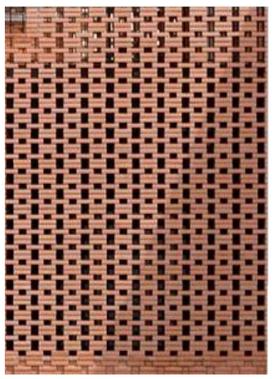


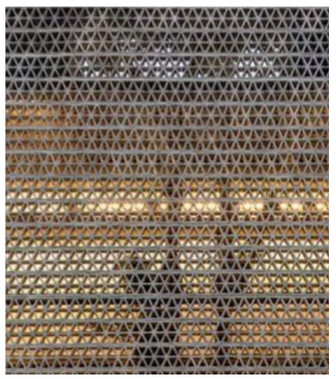
FACADE TYPES LEGEND

FT01	Aluminium sheet trim to reveals. Aluminium framed floor-by-floor glazed system with louvres and external battens.
FT02a	Perforated brick on stainless steel shelf angles inset in concrete framing
FT02b	Face & perpend brick on stainless steel shelf angles inset in concrete framing
FT03	Perforated screen (blast proof)
FT04a	Aluminium framed floor-by-floor glazed system inset in concrete framing
FT04b	Aluminium framed floor-by-floor glazed system with face brick inset in concrete framing
FT05	Aluminium framed floor-by-floor glazed system - dark glass
FT06	Aluminium framed floor-by-floor glazed system - clear glass
FT07	Composite timber and steel open walkway colonnade
CON01	Coloured concrete
CON02	Concrete finish - grey
BAL01	Clear glazed balustrade
BAL02	Tinted glazed balustrade
GAT01	Metal gate
TRL01	Timber trellis within concrete framing structure
LV01	Roof top plant enclosure. Colour to match **FT01**
LV02	Plant louvres - dark aluminium
SKY01	Cone skylights


Existing rammed earth

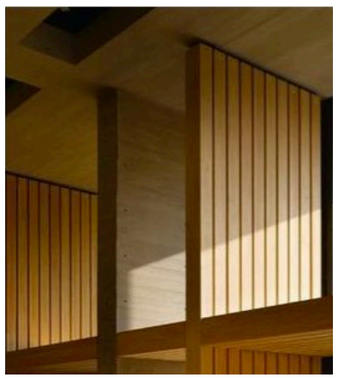

Off form concrete


Masonry screen



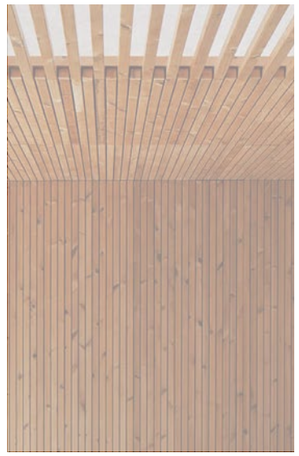

Existing brickwork

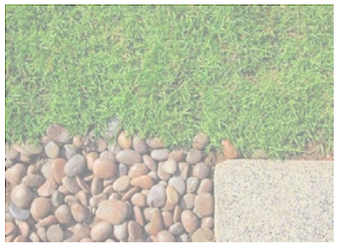

Timber battens

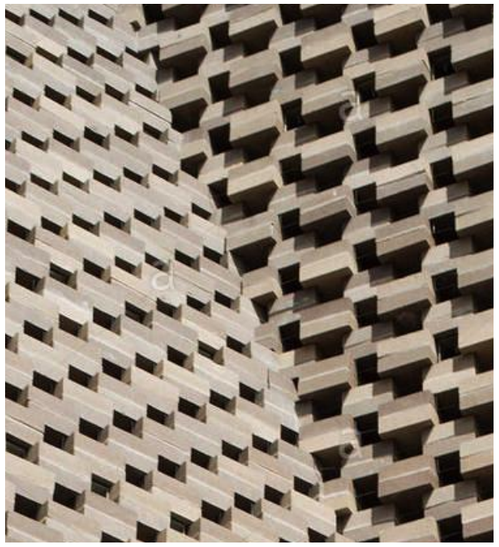

Composite Timber/Steel

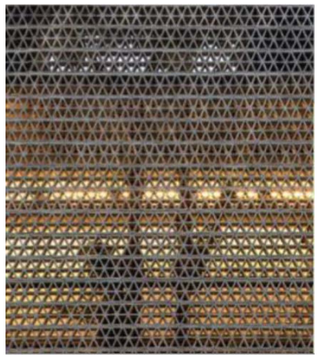

Painted steel



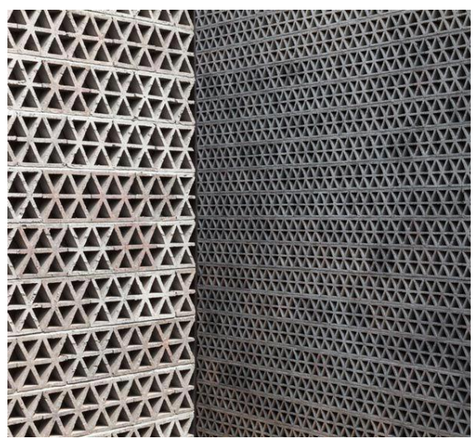


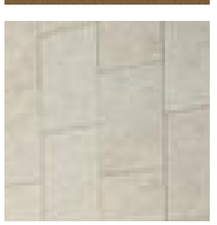


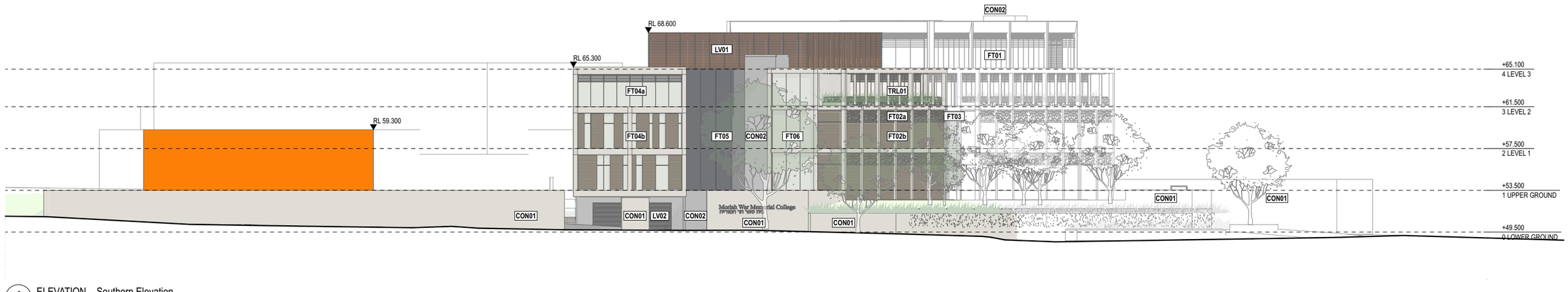



1. CLEAR GLAZING
2. TEXTURED BRICKWORK
3. ALUMINIUM CLADDING AND FRAMING
4. TIMBER FEATURE FACADE OR PANELING
5. DARK ALUMINIUM CLADDING OR FRAMING
6. LIGHT COLOURED PAVING
7. ALUMINIUM CLADDING AND FRAMING
8. LANDSCAPE SURFACE AND ROOF TREATMENT
9. SCREEN
10. SELECTED FACE BRICK
11. OFF FORM GREY CONCRETE
12. ALUMINIUM OR STEEL SCREEN
13. GOLD / BRASS ALUMINIUM
14. STONE WORK / PAVERS
15. TIMBER OR TIMBER LOOK COMPOSITE SOFFITS
16. ALUMINIUM CLADDING
17. PLANTING TREATMENT

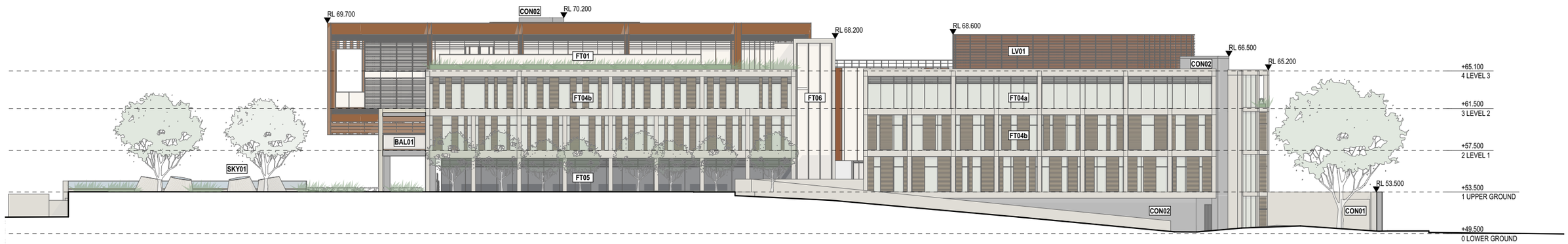




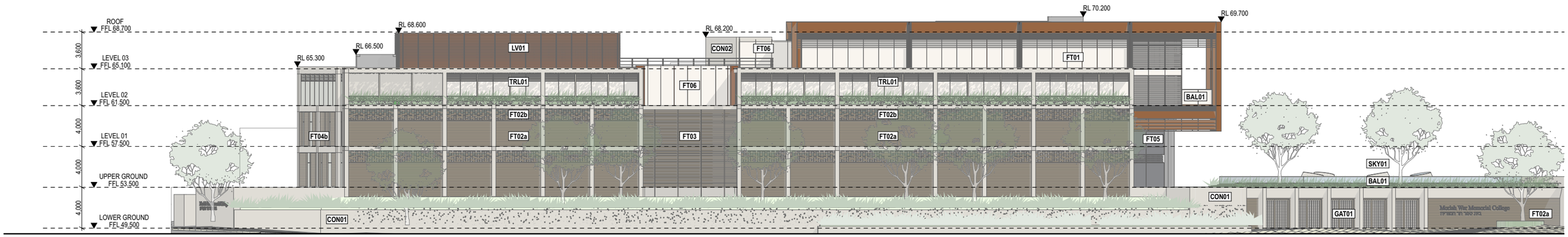


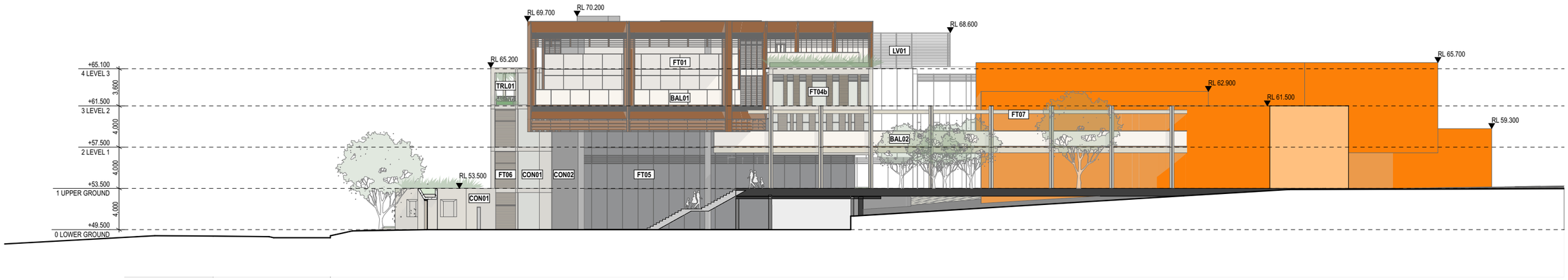
1 ELEVATION Southern Elevation



2 ELEVATION Western Elevation



1 ELEVATION Eastern Elevation



2 ELEVATION Northern Elevation

View from corner of York Road and Baronga Avenue

LV02_POWDERCOAT METAL PLANT LOUVRES SETBACK FROM MAIN FACADE ALIGNMENT

FT04B_PERFORATED MASONRY SCREEN WITH HIGH LIGHT BEHIND

CON02_OFF FORM CONCRETE FRAME

FT04A_CLEAR GLAZING TO LEARNING HUBS AND ACCESS/EGRESS STAIR

FT04A_GREY TINTED GLAZING TO OPEN LEARNING

FT03_MASONRY SCREEN TO LANDSCAPED COURTYARD BEHIND

FT04B_LEVEL 3 GLAZING SETBACK AND SHADED BY **TRL01** PERGOLA STRUCTURE.

FT01_LEVEL 4 SETBACK



16.0 GANSW Consultation

16.1 GANSW Feedback

Three sessions have been held with the GANSW:
- 190708 General Information (Pre Briefing)
- 190807 First Briefing (Feedback provided on 08/08)
- 190919 Second Briefing (Feedback provided on 25/09)

Key points from 07/08 session - items as addressed in 19/09 session have been identified in orange:

The GANSW supported the following aspects of the proposal:

- *Overall master planning approach which provides clarity to the site.*
- *Opportunity for the campus to express a unique cultural character specific to its unique history, program and spatial quality.*
- *Approach to built form and materiality.*
- *Changes to the entrance off Baronga Avenue, including the introduction of a fore court and increased number of openings.*
- *Landscape approach, in particular the proposed green band connecting Queens Park and Centennial Park via the school.*
- *Proposed increase in court space and adjacent tiered amphitheatre (noting this is part of a future phase).*

The following commentary was provided including recommendations for design development:

- *Improve the integration between the architecture and landscape to ensure outdoor spaces are easily accessible from classrooms. Additional detail provided to demonstrate*
  The upper ground level is envisaged as an open level which is predominately naturally ventilated and open to the landscaped terraces. Upper level learning spaces will have access to the central courtyard or the northern verandahs.
- *Provide stronger emphasis of the green band connecting Queens Park and Centennial Park via the school. The landscape response should acknowledge the obstruction of proposed buildings to the west of the site and introduce measures to enhance this green connection. This could include planting of native species, reflecting those in Queens and Centennial parks, which would also provide necessary shade for students.*
  The landscape design and the siting of Stage 2 was modified to provide a stronger response to the Green Connector to the west.
- *Introduce landscaping to soften periphery walls.*
  The eastern wall has been divided into 2 to provide a landscaped courtyard. In addition the upper level of this wall will be a landscaped terrace with Level 4 setback. This terrace, although not generally accessible will provide outlook and will be planted with drought resistant plantings.
- *Implement an integrated art programme along periphery walls, entrance gates and into the campus.*
  It is suggested that the eastern wall of Stage 1C will provide an excellent opportunity for Public Art. Similarly it is proposed to develops design for the metal entrance gates with artists associated with the College.
- *Express the unique cultural character of the campus, including Aboriginal and Jewish histories, in the architecture (e.g. form and materials) and landscape (e.g. selection of plant species).*
  Refer Landscape Design Report
- *Explore options for external play space for the ELC where overshadowing is limited.*
  The ELC (Stage 2 form) has been relocated in response to this comment.
- *Maintain existing tree canopy along Baronga Avenue. Where trees are removed, new trees must be provided.*
  We confirm that this will be implemented. Refer Landscape Design Report
- *Provide further shading across the campus to encourage use of green spaces and courts by students.*
  Refer Landscape Design Report

In addition a concern was raised with regards to the perceived height of the development:

We understand the maximum height of buildings on the site is 8.5m and that the proposed STEAM building exceeds this by 1 – 2 storeys. Shadow diagrams show that overshadowing to Queens Park as a result of this building is limited to the existing clump of trees to the edge of the park and paths and useable space are not impacted. However, visual impacts across the valley of Queens Park and Centennial Park remain a concern. To limit these impacts the design team is encouraged to reduce the height by reducing or relocating the extent of program accommodated by the STEAM building.

In response to the GANSW's concern the overall height and also massing (width) of Stage 1 has been reduced. the following specific design revisions have been implemented:
- The uppermost storey has been limited to Stage 1A only.
- The southern end of Stage 1B has been articulated to minimise bulk and further setback from the York Road boundary
- Roof top plant elements on Stage 1B have been substantially setback.
- A new landscaped courtyard has been introduced along the eastern elevation to reduce the overall perception of scale
- A new welcoming fore court has been introduced to increase the setback of the entrance from the public domain. This positive move provides a landscaped buffer to Baronga Avenue and introduces additional vegetation to the public domain.

Following a further session on 19/09 the following commentary was received:

The GANSW supported the following aspects of the proposal:
- revised entry fore court, which provides a larger gathering space before entering the school proper
- reduction in built form to York Road, which retains an existing tree and reduces bulk
- increased courtyard to separate built form to Baronga Road, which improves indoor/outdoor connections and reduces bulk
- increased articulation of built form, which reduces bulk to Baronga and York roads
- reduction in built form to northern end of level 3, which reduces bulk
- relocation of the ELC which ensures external play space is not overshadowed.

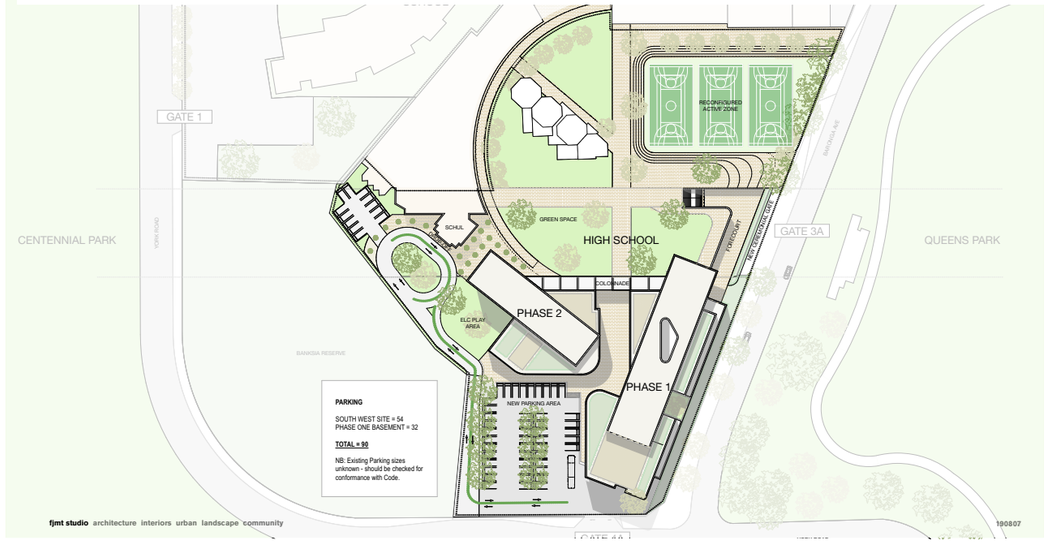
The following commentary was provided including recommendations for design development:

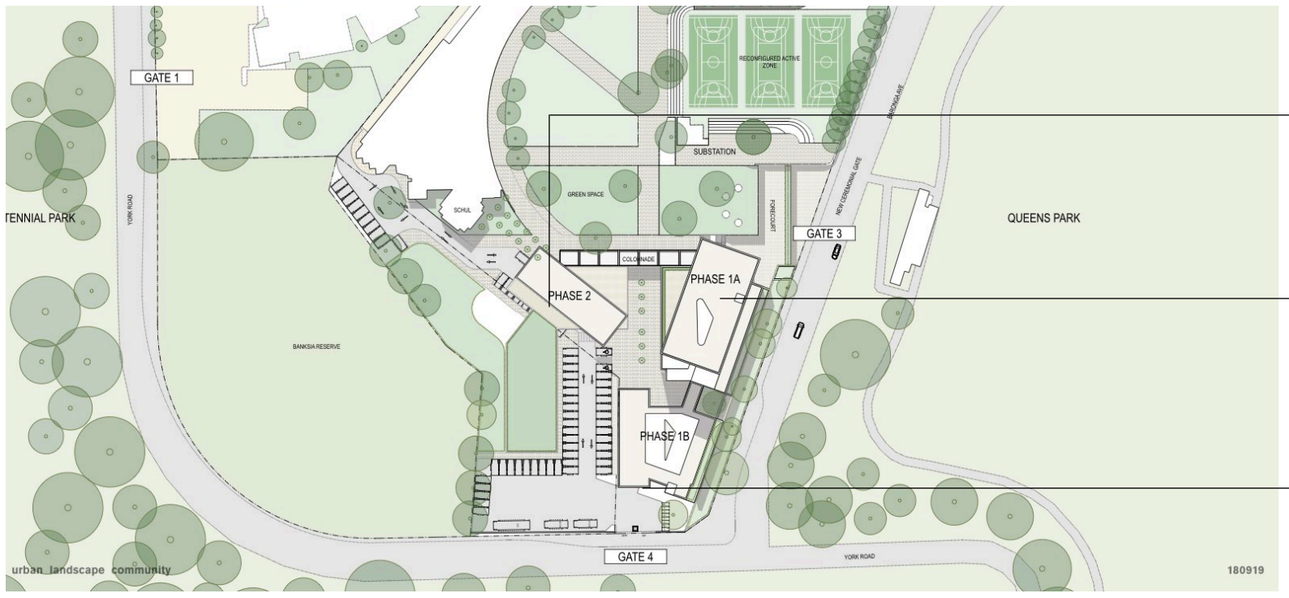
- *enhancing the green connection between Queens Park and Centennial Park via the school, including through planting of native species, reflecting those in Queens and Centennial parks, which would also provide necessary shade for students*
  [Refer Landscape Design Report]
- *softening periphery walls through landscaping*
  [The eastern facade has been softened through both the incorporation of landscape to the base of the screen wall but also to the first setback level where a timber trellis will include low maintenance planting]
- *integrating an art programme along periphery walls, entrance gates and into the campus*
  [Refer Landscape Design Report. Discussions have been commenced with the College with regards to the incorporation of an Art Project. The main entry wall and the northern section (Stage 1C) boundary masonry wall have been identified for future artwork]
- *expressing the unique cultural character of the campus, including Aboriginal and Jewish histories, in the architecture (e.g. form and materials) and landscape (e.g. selection of plant species).*
  [The screen wall will be developed to incorporate an appropriate cultural motif to represent the Jewish culture. The Landscape Report has identified the use of Jewish/ Aboriginal and Indigenous planting]
- *We support the changes made to set back and reduce the extent of built form as seen from York and Baronga roads, but note the height of the STEAM building still exceeds the maximum permissible on site. The impact on views across the valley of Queens Park and Centennial Park will need to be evaluated once the visual impact analysis has been finalised.*
  [Refer Visual Impact Assessment Report]





MASTERPLAN





Phase 2 reconfigured to retain existing carpark configuration, improve Green Connection and reduce overshadowing.

Upper level revised in proportions to reduce bulk to the south

South elevation dividing into 3 distinct parts to minimise impact on York Road. Southern end of Stage 1B reduced in length.

17.0 CPTED

17.1 Objectives

The objectives of the CPTED are to create a safe, crime free environment that:
- Increases detection and apprehension of offenders,
- Maximises efforts required to commit crime ,
- Minimise environments and conditions which may instigate unacceptable behaviour, and
- Reduce the actual and perceived benefits of crime.

The “Safer by Design” guidelines have been adopted following the following design principles;
- Surveillance
- Access control
- Territorial reinforcement
- Space management

An independent report has been prepared by M.I.P Security which outlines good design principles for a secure campus. The report notes that *the NSW Jewish Community faces threats and security concerns that are distinctly different to the wider general community. Those threats have been analysed by the Communal Security Group (CSG), in conjunction with the Police and Federal Intelligence Agencies, and they give rise to the need for a unique, sensitive and measured approach in selecting the elements required to combat them.*

Two of those key elements are physical and technical security. The design of a building and the use of various construction methods and materials will have an enormous impact on an institutions ability to withstand the threats that it faces.

17.2 Legislative Requirements and Guidelines

The report has been complied in accordance with the NSW Department of Urban Affairs and Planning Crime Prevention Through Environmental Design (CPTED) guideline. The guidelines assess the appropriateness of proposed developments to provide a safe, crime free environment.

17.3 Principles

Surveillance

Natural and technical surveillance are important and focus on ensuring that people can see what other people are doing. Typically public areas need to be over viewed by others with clear sight lines from private to public areas, effective lighting of public places and landscaping which does not provide areas for people to hide or entrap victims.

Electronic surveillance is used both as a further deterrent, particularly effective where cameras are visible, for broader surveillance where natural surveillance cannot be achieved, as well as an evidence tool used by police.

The following provides an assessment of the proposed facility against the surveillance principle;

- Clear sightlines have been provided between public and functional spaces for example, the location of the Community Forum and the glazing and void to the Upper Level Ground allows for passive surveillance from both the Lower Ground Reception but also the upper shared student level.
- Internal and external pathways and circulation areas are wide and open. Constrained corridors are minimised. External pathways are 3500mm width allowing clear sight lines to shared users.
- Terrace access is limited allowing for surveillance from users of the adjacent rooms.
- External lighting is consistent along pathways with increased lighting at facility entries.
- Egress paths are open and integrated into the overall design - access is egress.
- The enclosed carpark is connected to the Lower Ground Reception and also areas which are regularly used.
- CCTV cameras provide additional active surveillance to deter unacceptable behaviour.

Access Control

Public areas and educational facilities need to be clear in the definition of where people can and cannot go and to define boundaries.

The use of physical barriers (e.g. fencing, walls and locked doors) and symbolic barriers (e.g. landscaping and changes in level) are important in access control. This is equally important for primary and ancillary areas (e.g. carpark, garbage collection area, storage areas etc.)

The following provides an assessment of the proposed facility against the access control principle;

- Fencing provisions restrict access. Fencing between the proposed building and the boundary to York Road restricts access to the site. The new entry gates and masonry wall to the eastern boundary provides a secure enclosure.
- Landscaping design responds to pedestrian movement paths and guides people to entries and public spaces. Landscaping enhances pathway boundaries and shields visual connections to limited access areas.
- Carpark access is limited to operation hours. The entrance gates will close when operating times cease to eliminate any ‘out-of-hours’ access.
- Lift orientation is restricted to within the building extents and as such only operational during opening hours.
- External and internal way finding signage will assist in access legibility and pathways.

Territorial reinforcement

Areas that are well-maintained and well-used generate a feeling of “ownership” and thus reduce opportunities for criminal activity. Public areas need to clearly define their intended use and encourage community activity.

The following provide an assessment of the proposed facility against the territorial reinforcement principle;

- Consistent maintenance, graffiti and damage monitoring and management will be provided as outlined in the Preliminary Operational Management Plan.
- The very visible and central location of the High School Gate and Forecourt provides an informal gathering space. Upon entry into the campus wayfinding is extremely clear.
- The new Green Connector brings together both sides of the campus and reinforces the identity of the College.

Space management

Areas need to be attractive and well-maintained with regular removal of waste, mowing, removal of graffiti, repair of vandalism and the refurbishment of old equipment/furniture. This applies to both public and communal “private” areas.

The following provide an assessment of the proposed facility against the space management principle;

- Management methodologies have an emphasis on damage, graffiti and maintenance management to ensure the facility presents a clean, cared-for environment. Detailed requirements are outlined in the Preliminary Operational Management Plan.
- Selection of materials, furniture, fitments and fittings will have a emphasis on reducing vandalism to assist in space management.
- Gathering spaces will be integrated into the design, minimising vandalism.

17.4 Specific Design Criteria

The following recommendations from the independent report have been incorporated into the design:
- Positioning & orientation within the site
- Landscaping
- Construction method
- Dimensions
- Vehicle entry
- Parking positioning and vehicle flow
- Structural scheme
- Characteristics of envelope walls, windows and facades
- Location of classrooms and gatherings within the building
- Play areas
- Security systems

18.0 Areas

AREA SCHEDULE : SENIOR CAMPUS

	SITE FOOTPRINT (m2)	GROSS FLOOR AREA (m2)	NUMBER OF STORIES	CLASSROOM (m2)	TO GROSS FLOOR (%)	ADMIN (m2)	TO GROSS FLOOR (%)	AMENITIES (m2)	TO GROSS FLOOR (%)	STORAGE (m2)	TO GROSS FLOOR (%)	INTERNAL CIRCULATION (m2)	TO GROSS FLOOR (%)
BUILDING A	587	800.65	2	226.47	28.286	42.88	5.3556	28.17	3.5184	64.85	8.0997	0	0
BUILDING B	188	338.9	2	54.86	16.188	85.06	25.099	8.62	2.5435	0	0	6.39	1.8855
BUILDING C	940	1130.24	2	748.47	66.222	259.24	22.937	0	0	72.95	6.4544	16.39	1.4501
BUILDING D	450	779.49	2	332.33	42.634	219.76	28.193	0	0	0	0	0	0
BUILDING E	145	261.26	2	138.06	52.844	0	0	0	0	80.2	30.697	0	0
BUILDING F	150	327	3	65.33	19.979	0	0	0	0	0	0	25.31	7.7401
BUILDING G	1096	1757.44	2	183.85	10.461	50	2.845	142.1	8.0856	114.75	6.5294	153.60	8.74
BUILDING J	509	825.35	2	659.31	79.882	0	0	0	0	12.26	1.4854	134.52	16.299
BUILDING K	782	1634.78	3	887.36	54.82	269.31	16.474	61.1	3.7375	60.24	3.6849	34.24	2.0945
BUILDING P	2019	4981.36	2	1690.35	33.934	224.49	4.5066	262.65	5.2727	296.84	5.959	738.42	14.824
BUILDING R	281	537.53	2	39.44	7.3373	314.6	58.527	6.11	1.1367	0	0	112.88	21
BUILDING S	445	430.27	1	388.03	90.183	0	0	0	0	37.32	8.6736	0	0
BUILDING Z	512	492.88	1	0	0	363.67	73.785	27.19		11.93	2.4205	76.47	15.515
TOTAL EXISTING	8104	14297.15		5413.86		1829.01		535.94		751.34		1298.22	
TOTAL DEMOLISHED	**3186**	**4367.51**		**2021.44**		**970.61**		**63.98**		**161.99**		**233.77**	
REMAINING AFTER DEMO	**4918**	**9929.64**		**3392.42**		**858.4**		**471.96**		**589.35**		**1064.45**	
STAGE 1A	1994.3	5018.2	5	971.5	19.4%	712.3	14.2%	518	10.3%	478.5	9.5%	1108	22.1%
STAGE 1B	989.7	2444.3	4	1385.2	56.7%	126.2	5.2%	112.9	4.6%	7.8	0.3%	508.5	20.8%
STAGE 2	1599.2	1603.6	3	1267.2	79.0%	474.1	29.6%	0	0.0%	0	0.0%	103.1	6.4%
TOTAL PROPOSED	**4583.2**	**9066.1**		**3623.9**		**1312.6**		**630.9**		**486.3**		**1719.6**	
TOTAL SCHOOL AREA EXISTING POST DEMO & PROPOSED	**9501.2**	**18995.74**		**7016.32**		**2171**		**1102.86**		**1075.65**		**2784.05**	
DIFFERENCE + OR -	1397.2	4698.59		4994.88		1200.39		1038.88		913.66		2550.28	

AREA SCHEDULE : PRIMARY CAMPUS

	SITE COVERAGE (m2)	GROSS FLOOR AREA (m2)	NUMBER OF STORIES	CLASSROOM (m2)	TO GROSS FLOOR (%)	ADMIN (m2)	TO GROSS FLOOR (%)	AMENITIES (m2)	TO GROSS FLOOR (%)	STORAGE (m2)	TO GROSS FLOOR (%)	CIRCULATION (m2)	TO GROSS FLOOR (%)
BUILDING L	551	1270.69	3	610.62	48.054	207.47	16.327	34.68	2.7292	17.86	1.4055	318.77	25.086
BUILDING M	933	1757.44	2	993.52	56.532	47.9	2.7256	56.19	3.1973	21.37	1.216	230.35	13.107
BUILDING N	987	1881.19	2	1445.96	76.864	21.77	1.1572	67.74	3.6009	32.79	1.743	262.84	13.972
BUILDING T	555	518.07	1	0	0	12.76	2.463	36.8	7.1033	47.74	9.215	0	0
BUILDING U	781	838.12	2	0	0	419.9	50.1	0	0	7.1	0.8471	176.52	21.061
TOTAL EXISTING	**3807**	**14297.15**		**3050.1**		**709.8**		**195.41**		**126.86**		**988.48**	

FLEXIBLE LEARNING (m2)	TO GROSS FLOOR (%)	AUDITORIUM (m2)	TO GROSS FLOOR (%)	ACCOM (m2)	TO GROSS FLOOR (%)	CANTEEN (m2)	TO GROSS FLOOR (%)	LIBRARY (m2)	TO GROSS FLOOR (%)	SERVICES (m2)	TO GROSS FLOOR (%)	ARCHIVE (m2)	TO GROSS FLOOR (%)	SPORTS (m2)	TO GROSS FLOOR (%)	MAINTENANCE (m2)	TO GROSS FLOOR (%)
0	0	0	0	0	0	0	0	415.11	51.847	0.58	0.0724	0	0	0	0	0	0
0	0	0	0	157.22	46.391	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	2.47	0.2185	0	0	0	0	0	0
0	0	0	0	0	0	211.36	27.115	0	0	4.63	0.594	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	35.79	13.699	0	0	0	0	0	0
0	0	225.81	69.055	0	0	0	0	0	0	10.1	3.0887	0	0	0	0	0	0
0	0	958.54	54.542	0	0	14.78	0.841	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0.71	0.086	0	0	0	0	0	0
0	0	211.29	12.925	0	0	0	0	0	0	30.15	1.8443	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	81.75	1.6411	0	0	1290.72	25.911	30.61	0.6145
0	0	0	0	0	0	0	0	0	0	27.64	5.142	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0
0		1395.64		157.22		226.14		415.11		193.82		0		1290.72		30.61	
0		**0**		**157.22**		**211.36**		**415.11**		**8.39**		**0**		**0**		**0**	
0		**1395.64**		**0**		**14.78**		**0**		**185.43**		**0**		**1290.72**		**30.61**	
211.4	4.2%	298.7	6.0%	0	0.0%	379.3	7.6%	1037	20.7%	348.2	6.9%	0	0.0%	0	0.0%	0	0.0%
290.8	11.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	499.2	20.4%	0	0.0%	0	0.0%	0	0.0%
0	0.0%	0	0.0%	0	0.0%	181.8	11.3%	0	0.0%	0	0.0%	0	0.0%	2171.9	135.4%	0	0.0%
502.2		**298.7**		**0**		**561.1**		**1037**		**847.4**		**0**		**2171.9**		**0**	
502.2		**1694.34**		**0**		**575.88**		**1037**		**1032.83**		**0**		**3462.62**		**30.61**	
502.2		1694.34		-157.22		364.52		621.89		1024.44		0		3462.62		30.61	

FLEXIBLE LEARNING (m2)	TO GROSS FLOOR (%)	AUDITORIUM (m2)	TO GROSS FLOOR (%)	ACCOM (m2)	TO GROSS FLOOR (%)	CANTEEN (m2)	TO GROSS FLOOR (%)	LIBRARY (m2)	TO GROSS FLOOR (%)	SERVICES (m2)	TO GROSS FLOOR (%)	ARCHIVE (m2)	TO GROSS FLOOR (%)	SPORTS (m2)	TO GROSS FLOOR (%)	MAINTENANCE (m2)	TO GROSS FLOOR (%)
0	0	0	0	0	0	0	0	0	0	4.44	0.3494	0	0	0	0	0	0
0	0	0	0	0	0	0	0	346.52	19.717	2.51	0.1428	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	3.28	0.1744	0	0	0	0	0	0
0	0	0	0	0	0	20.51	3.9589	0	0	0	0	0	0	391.47	75.563	0	0
0	0	0	0	92.35	11.019	0	0	0	0	4.37	0.5214	82.15	9.8017	0	0	0	0
0		**0**		**92.35**		**20.51**		**346.52**		**14.6**		**82.15**		**391.47**		**0**	

19.0 Drawings

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architecture
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GENERAL NOTES

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legend

MORIAH COLLEGE NEW STEaM BUILDING & INDEPENDENT LEARNING CENTRE



Current Revision			
Subset ID and Name	**Layout ID**	**Layout Name**	**Revision ID**
1000 Cover Sheet			
	DA-1001	COVER SHEET & DRAWING SCHEDULE	A
1200 Site Plan			
	DA-1201	EXISTING SITE PLAN	A
	DA-1202	SITE ANALYSIS	A
	DA-1203	BUILDING CONDITION	A
	DA-1204	PROPOSED SITE PLAN 1A	A
	DA-1205	PROPOSED SITE PLAN 1B	A
	DA-1206	PROPOSED SITE PLAN 2	A
	DA-1207	STAGE 1 ENVELOPE PLAN	A
	DA-1208	STAGE 1 ENVELOPE MASSING	A
	DA-1209	STAGE 2 ENVELOPE PLAN	A
	DA-1210	STAGE 2 ENVELOPE MASSING	A
2000 Staging & Demolition Plans			
	DA-2001	DEMOLITION 1	A
	DA-2002	DEMOLITION 2	A
	DA-2003	DEMOLITION 3	A
	DA-2004	DEMOLITION 4	A
	DA-2005	DEMOLITION 5 (LANDSCAPING)	A
	DA-2006	PHASE 1A COMPLETE	A
	DA-2007	PHASE 1B CONSTRUCTION	A
	DA-2008	PHASE 1A & 1B COMPLETE	A
	DA-2009	PHASE 2 CONSTRUCTION	A
	DA-2010	PHASE 2 ELC DEMO	A
	DA-2011	PHASE 2 COMPLETE	A
2100 General Arrangment Plans			
	DA-2101	LOWER GROUND	A
	DA-2102	UPPER GROUND	A
	DA-2103	FIRST FLOOR	A
	DA-2104	SECOND FLOOR	A
	DA-2105	THIRD FLOOR	A
	DA-2106	ROOF PLAN	A
2200 Detail General Arrangment Plans			
	DA-2201	NEW AUSGRID ACCESS	A
2300 GFA/GBA Plans			
	DA-2301	LOWER GROUND	A
	DA-2302	UPPER GROUND	A
	DA-2303	FIRST FLOOR	A
	DA-2304	SECOND FLOOR	A
	DA-2305	THIRD FLOOR	A
3000 Elevations 1:250			
	DA-3001	EAST & NORTH ELEVATION	A
	DA-3002	SOUTH & WEST ELEVATION	A
	DA-3003	LEP HEIGHT ELEVATIONS	A
3100 Detail Elevations 1:200			
	DA-3101	DETAIL SIGNAGE ELEVATIONS	A
4000 Sections 1:250			
	DA-4001	LONG SECTIONS	A
	DA-4002	SHORT SECTIONS	A
5000 Shadow Diagrams			
	DA-5001	JUNE SHADOW DIAGRAMS 9AM	A
	DA-5002	JUNE SHADOW DIAGRAMS 10AM	A
	DA-5003	JUNE SHADOW DIAGRAMS 11AM	A
	DA-5004	JUNE SHADOW DIAGRAMS 12PM	A
	DA-5005	JUNE SHADOW DIAGRAMS 1PM	A
	DA-5006	JUNE SHADOW DIAGRAMS 2PM	A
	DA-5007	JUNE SHADOW DIAGRAMS 3PM	A
	DA-5008	EQUINOX SHADOW DIAGRAMS 9AM	A
	DA-5009	EQUINOX SHADOW DIAGRAMS 10AM	A
	DA-5010	EQUINOX SHADOW DIAGRAMS 11AM	A
	DA-5011	EQUINOX SHADOW DIAGRAMS 12PM	A
	DA-5012	EQUINOX SHADOW DIAGRAMS 1PM	A
	DA-5013	EQUINOX SHADOW DIAGRAMS 2PM	A
	DA-5014	EQUINOX SHADOW DIAGRAMS 3PM	A
	DA-5015	DECEMBER SHADOW DIAGRAMS 9AM	A
	DA-5016	DECEMBER SHADOW DIAGRAMS 10AM	A
	DA-5017	DECEMBER SHADOW DIAGRAMS 11AM	A
	DA-5018	DECEMBER SHADOW DIAGRAMS 12PM	A
	DA-5019	DECEMBER SHADOW DIAGRAMS 1PM	A
	DA-5020	DECEMBER SHADOW DIAGRAMS 2PM	A
	DA-5021	DECEMBER SHADOW DIAGRAMS 3PM	A
6000 Visual Impact Photomontages			
	DA-6001	VISUAL IMPACT PHOTOMONTAGES	A
	DA-6002	VISUAL IMPACT PHOTOMONTAGES	A
9000 GFA Schedule			
	DA-9001	GFA SCHEDULE	A
	DA-9002	AREA COMPARISON SCHEDULE	A
9100 Exterior Finishes Schedule			
	DA-9101	EXTERIOR FINISHES BOARD	A
9900 For Information Presentation Plans			
	DA-2151	LOWER GROUND	A
	DA-2152	UPPER GROUND	A
	DA-2153	FIRST FLOOR	A
	DA-2154	SECOND FLOOR	A
	DA-2155	THIRD FLOOR	A
	DA-2156	ROOF PLAN	A
	DA-2157	COMPOSITE PARKING PLAN	A

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Cover Sheet
COVER SHEET & DRAWING SCHEDULE

scale	Not to Scale	first issued	10/10/19

project code	sheet no.	revision
MSMSC	DA-1001	A

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1 PLAN Existing Site Plan
1:750

0 7.5 15 30m

GENERAL NOTES

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legend

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Site Plan
EXISTING SITE PLAN

scale	1:750 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-1201		A

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0 7.5 15 30m

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legend

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project
MORIAH COLLEGE
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title
Site Plan
SITE ANALYSIS

scale	1:750 @ A1	first issued	10/10/19
project code		sheet no.	revision
MSMSC		DA-1202	A

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legend

BUILDING CONDITION LEGEND

- BUILDING IN GOOD CONDITION
- BUILDING IN AVERAGE CONDITION
- BUILDING IN POOR CONDITION
- RAMMED EARTH WALL

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Site Plan
BUILDING CONDITION

scale	1:750 @ A1	first issued	10/10/19

project code	sheet no.	revision
MSMSC	DA-1203	A

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0 7.5 15 30m

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legend

DEMOLISHED BUILDINGS
FOR DETAIL REFER TO DEMOLITION PLANS *SERIES 2000 - STAGING & DEMOLITION*

1 PLAN Site Context Plan (1A)
1:750

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Site Plan
PROPOSED SITE PLAN 1A

scale	1:750 @ A1	first issued	10/10/19

project code	sheet no.	revision
MSMSC	DA-1204	A

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0 7.5 15 30m

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legend

DEMOLISHED BUILDINGS
FOR DETAIL REFER TO DEMOLITION PLANS *SERIES 2000 - STAGING & DEMOLITION*

1 PLAN Site Context Plan (1B)
1:750

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project
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title
Site Plan
PROPOSED SITE PLAN 1B

scale	1:750 @ A1	first issued	10/10/19

project code	sheet no.	revision
MSMSC	DA-1205	A

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0 7.5 15 30m

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legend

DEMOLISHED BUILDINGS
FOR DETAIL REFER TO DEMOLITION PLANS *SERIES 2000 - STAGING & DEMOLITION*

1 PLAN Site Context Plan (2)
1:750

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project
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1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Site Plan
PROPOSED SITE PLAN 2

scale	1:750 @ A1	first issued	10/10/19

project code	sheet no.	revision
MSMSC	DA-1206	A

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1 PLAN Stage 1 Envelope plan
1:300

GENERAL NOTES

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legend

- STAGE 1A ENVELOPE
- STAGE 1B ENVELOPE
- STAGE 2 ENVELOPE

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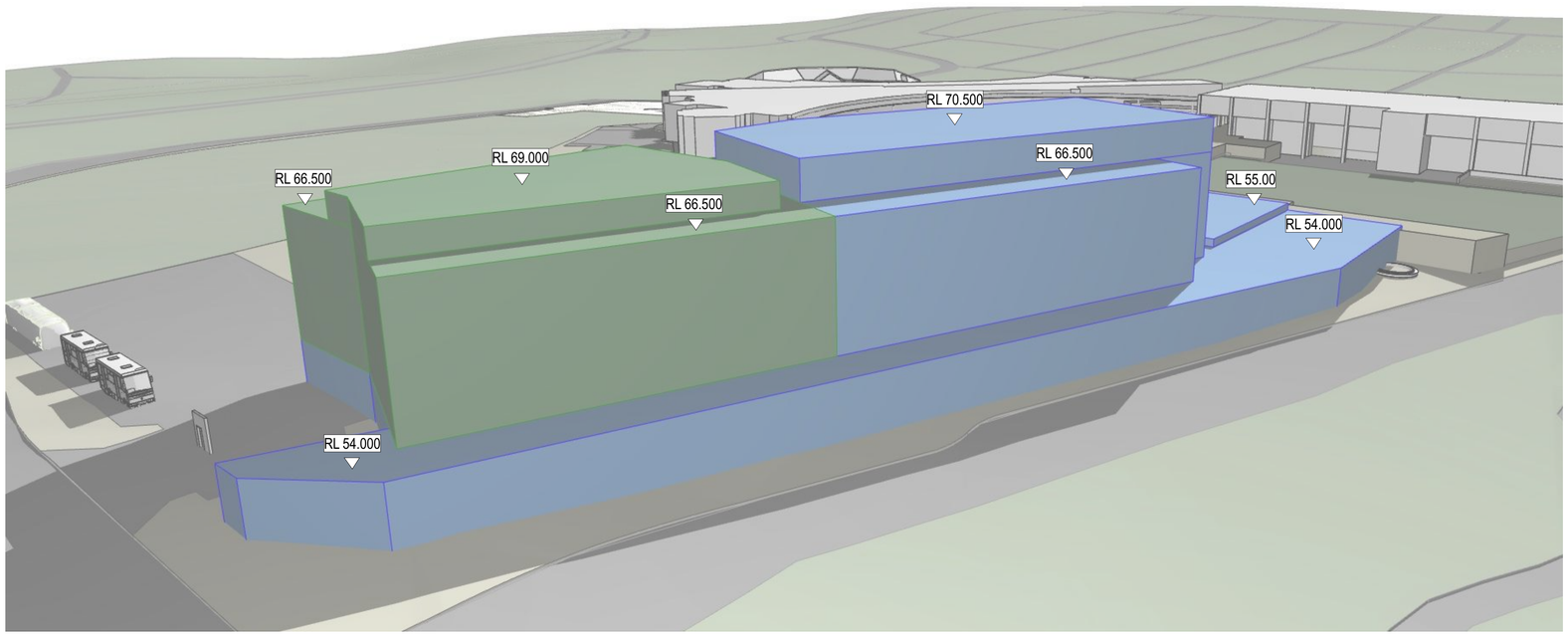
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Site Plan
STAGE 1 ENVELOPE PLAN

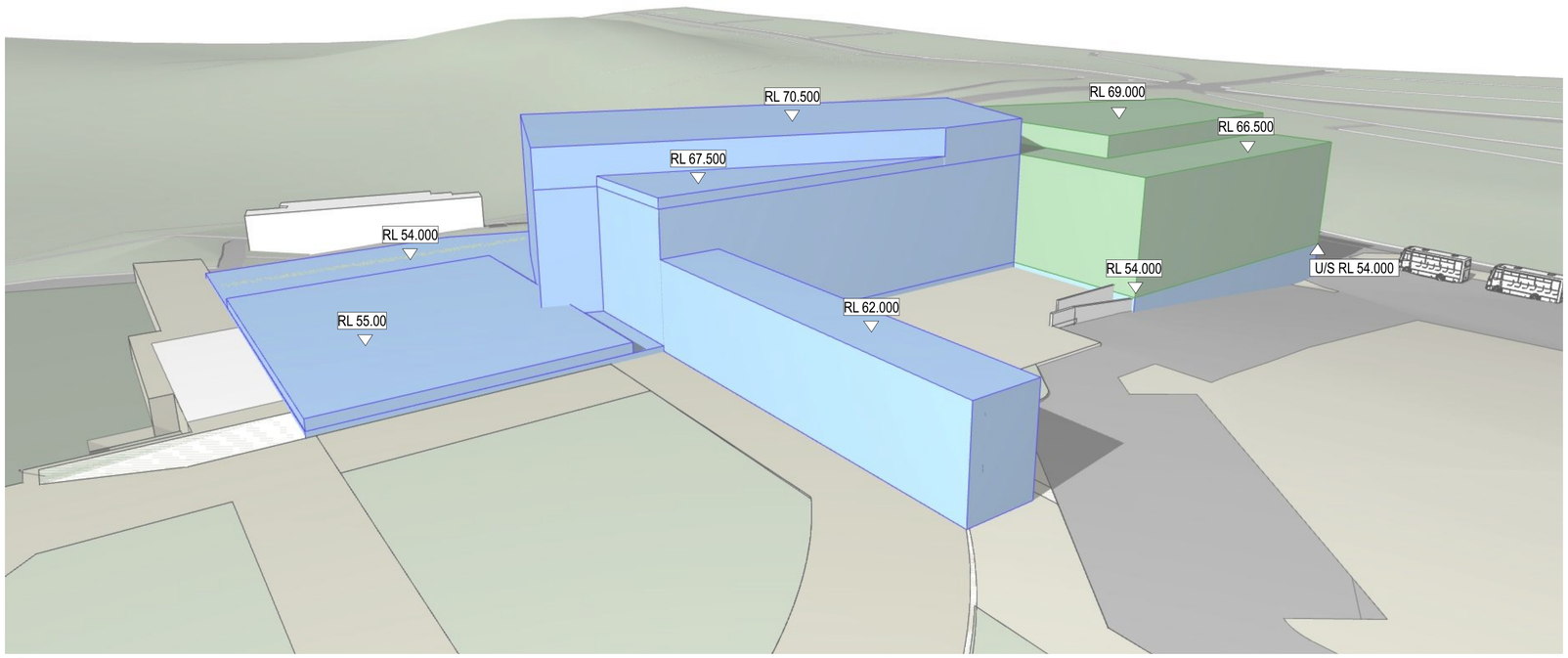
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project code	sheet no.		revision
MSMSC	DA-1207		A

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1 3D VIEW Eastern Perspective
NTS



2 3D VIEW Western Perspective
NTS

GENERAL NOTES

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legend

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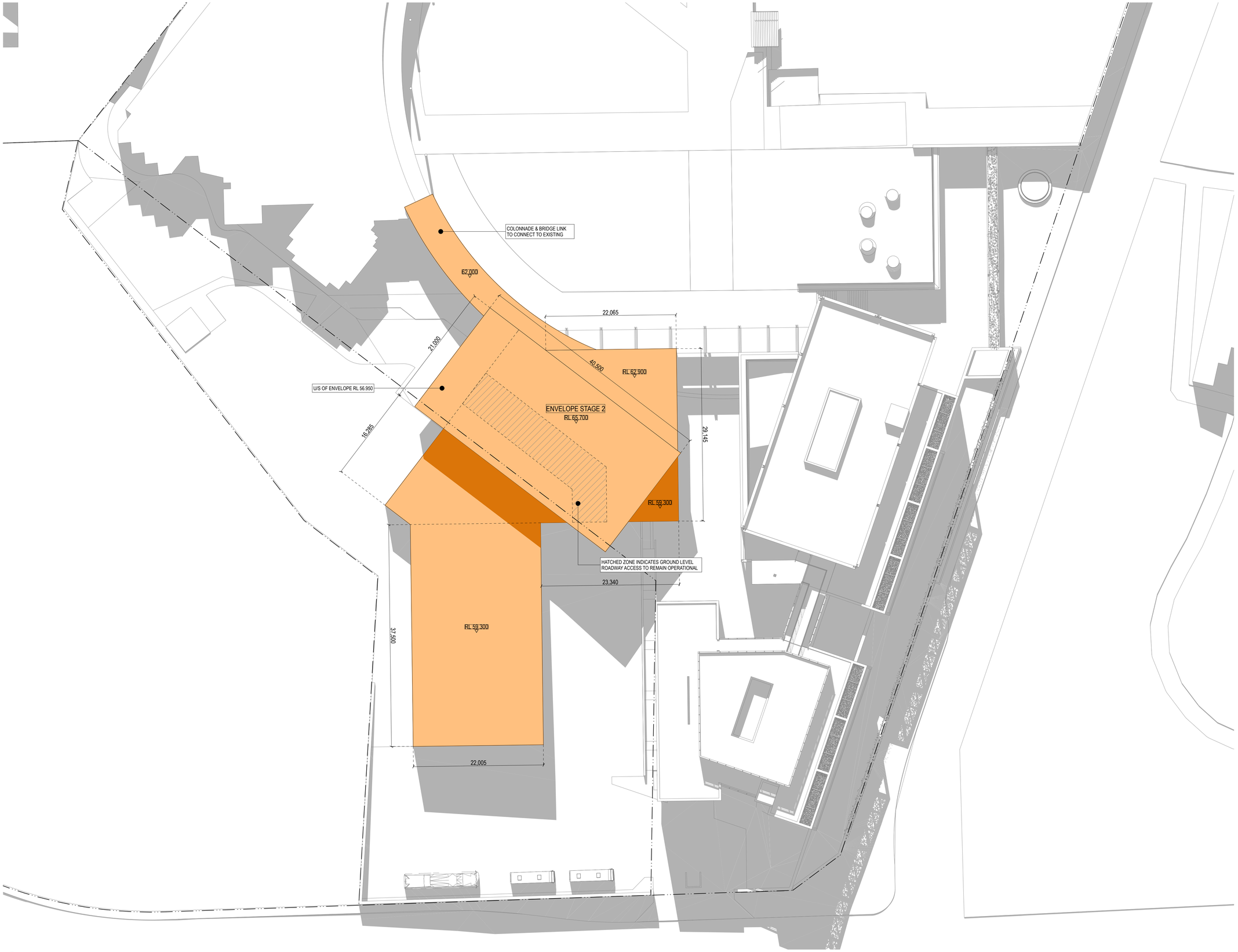
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Site Plan
STAGE 1 ENVELOPE MASSING

scale	first issued	revision
Not to Scale	10/10/19	
project code	sheet no.	
MSMSC	DA-1208	A

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1 PLAN Stage 2 Envelope plan
1:300

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legend

- STAGE 1A ENVELOPE
- STAGE 1B ENVELOPE
- STAGE 2 ENVELOPE

For Approval

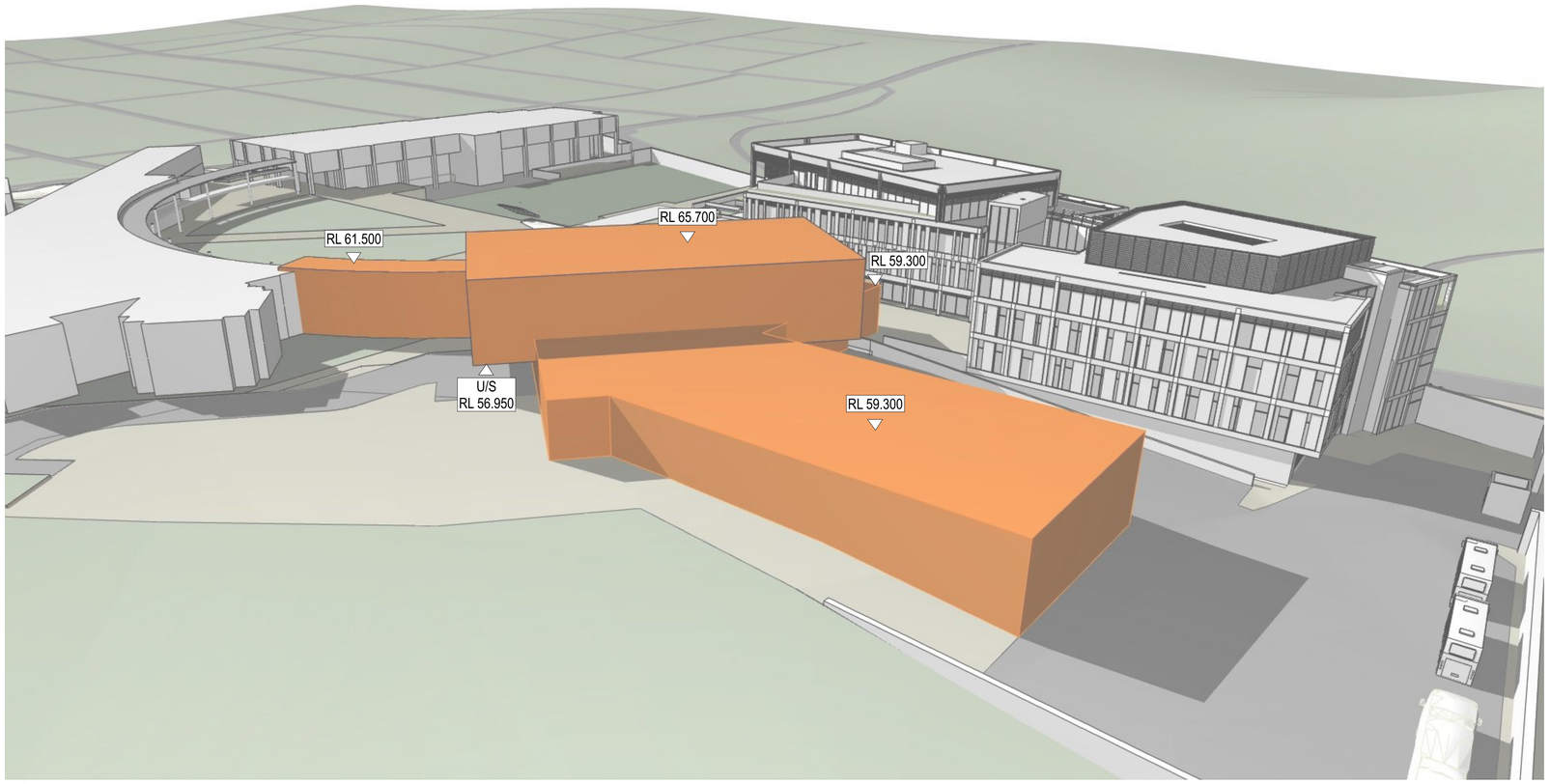
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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

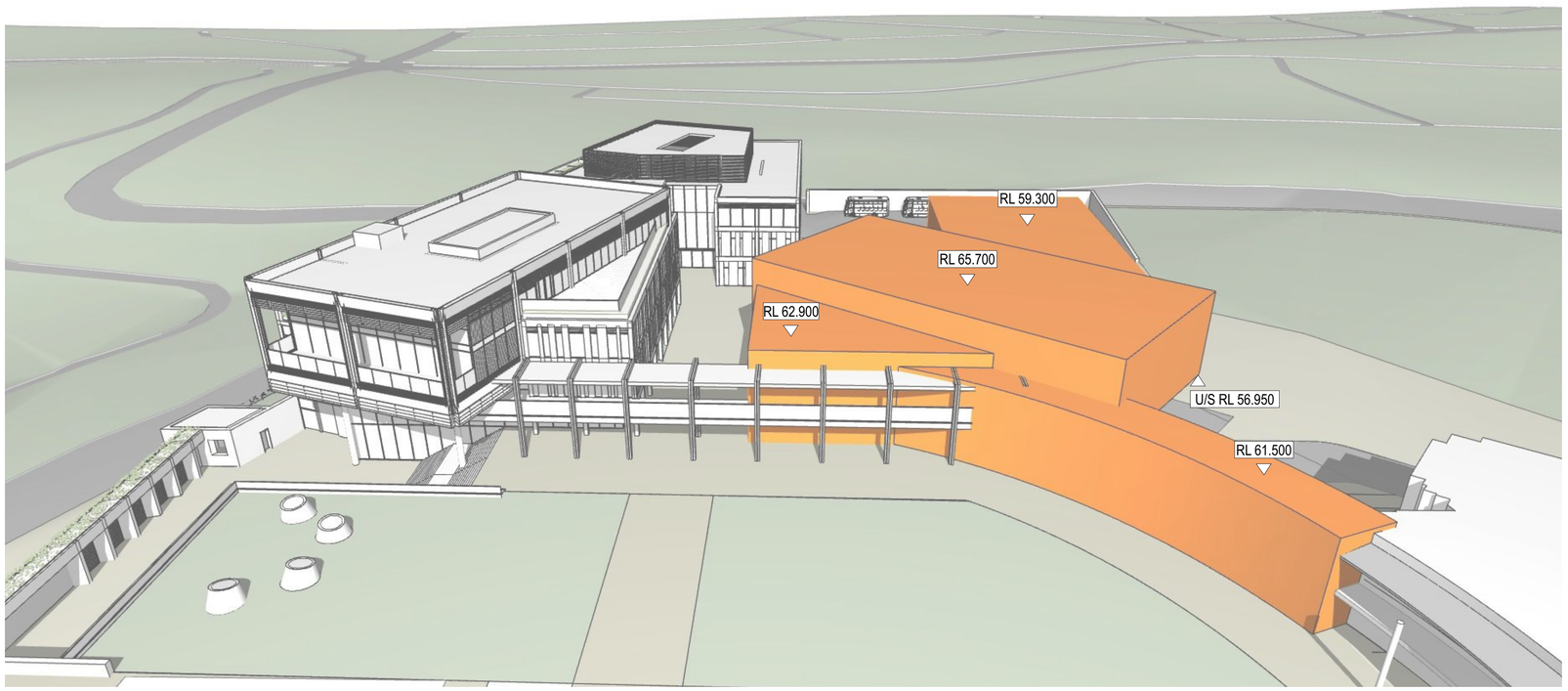
title
Site Plan
STAGE 2 ENVELOPE PLAN

scale	1:300 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-1209		A

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1 3D VIEW South West Perspective
NTS



2 3D VIEW North Perspective
NTS

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legend

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fjmt

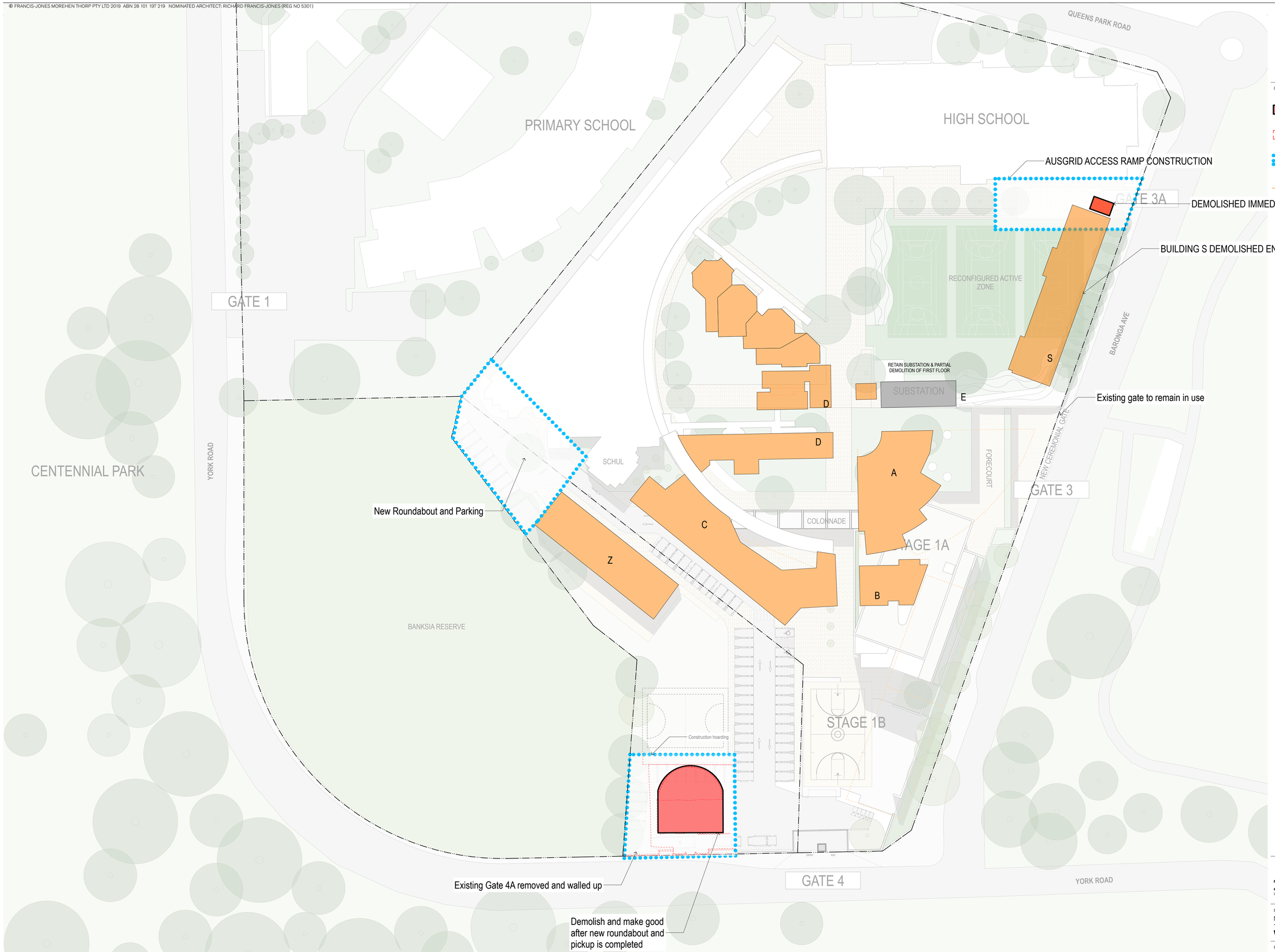
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Site Plan
STAGE 2 ENVELOPE MASSING

scale	Not to Scale	first issued	10/10/19
project code		sheet no.	revision
MSMSC		DA-1210	A

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0 5 10 20m

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legend

- BUILDING TO BE DEMOLISHED
- ELEMENT TO BE DEMOLISHED
- STAGING / CONSTRUCTION SITE AND HOARDING
- BUILDING PREVIOUSLY DEMOLISHED

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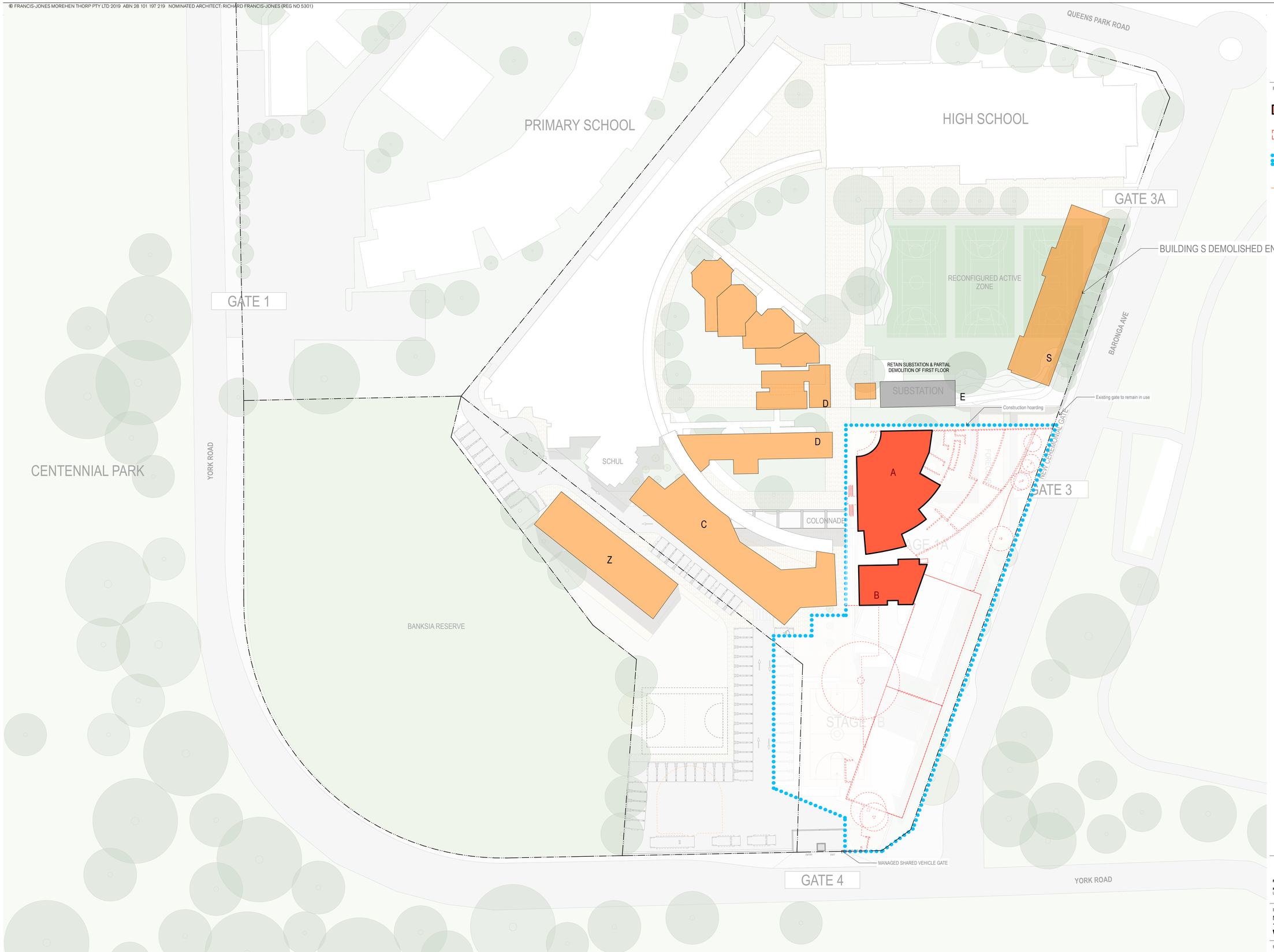
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Staging & Demolition Plans
DEMOLITION 1

scale	1:500 @ A1	first issued	10/10/19
project code	sheet no.	revision	
MSMSC	DA-2001	A	

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0 5 10 20m

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legend

- BUILDING TO BE DEMOLISHED
- ELEMENT TO BE DEMOLISHED
- STAGING / CONSTRUCTION SITE AND HOARDING
- BUILDING PREVIOUSLY DEMOLISHED

For Approval

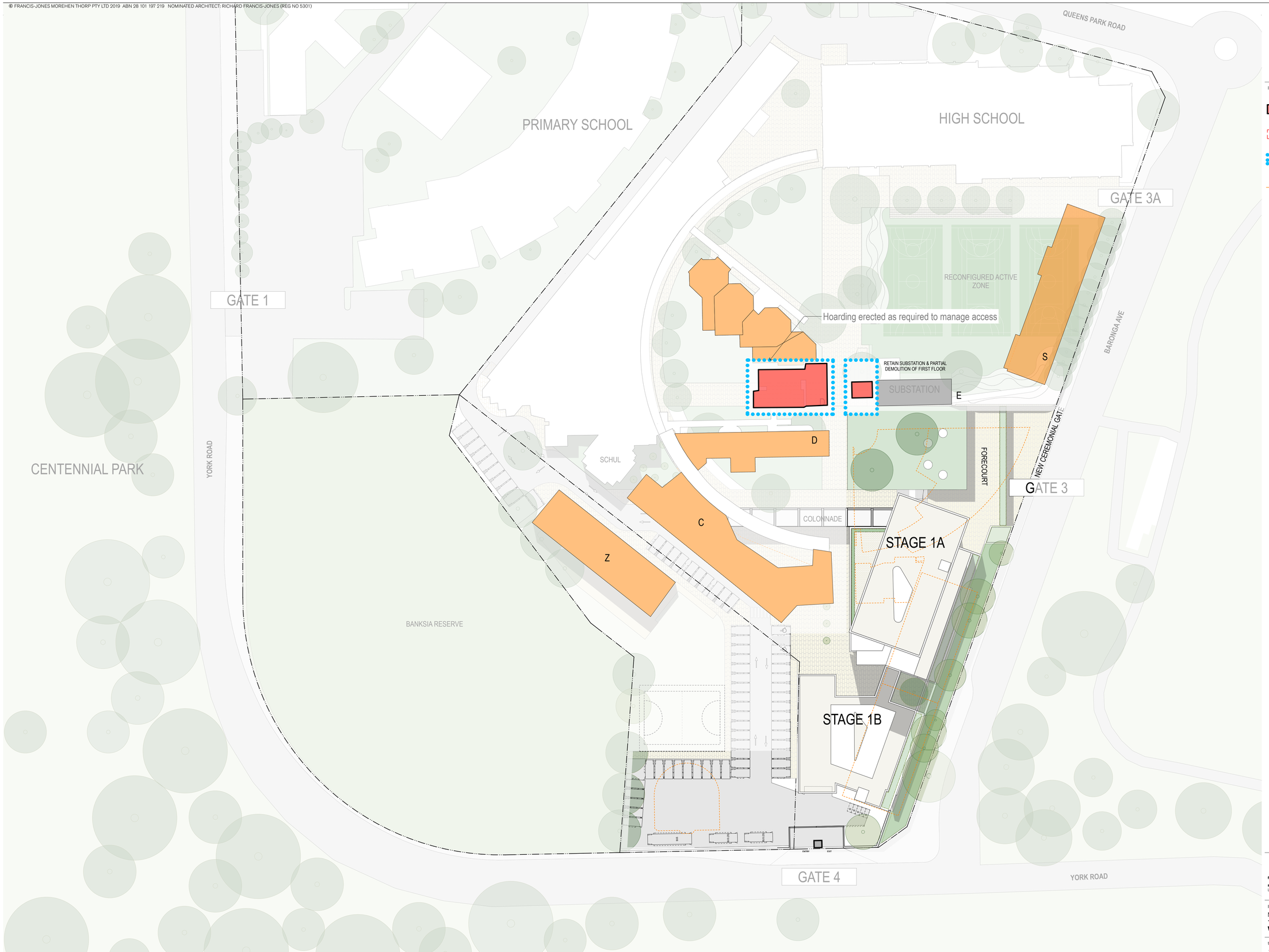
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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Staging & Demolition Plans
DEMOLITION 2

scale	first issued	
1:500 @ A1	10/10/19	
project code	**sheet no.**	**revision**
MSMSC	DA-2002	A

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0 5 10 20m

GENERAL NOTES

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- ALL LEVELS RELATIVE TO 'AUSTRALIAN HEIGHT DATUM'.
- DO NOT SCALE DRAWINGS. USE FIGURED DIMENSIONS ONLY.

legend

- BUILDING TO BE DEMOLISHED
- ELEMENT TO BE DEMOLISHED
- STAGING / CONSTRUCTION SITE AND HOARDING
- BUILDING PREVIOUSLY DEMOLISHED

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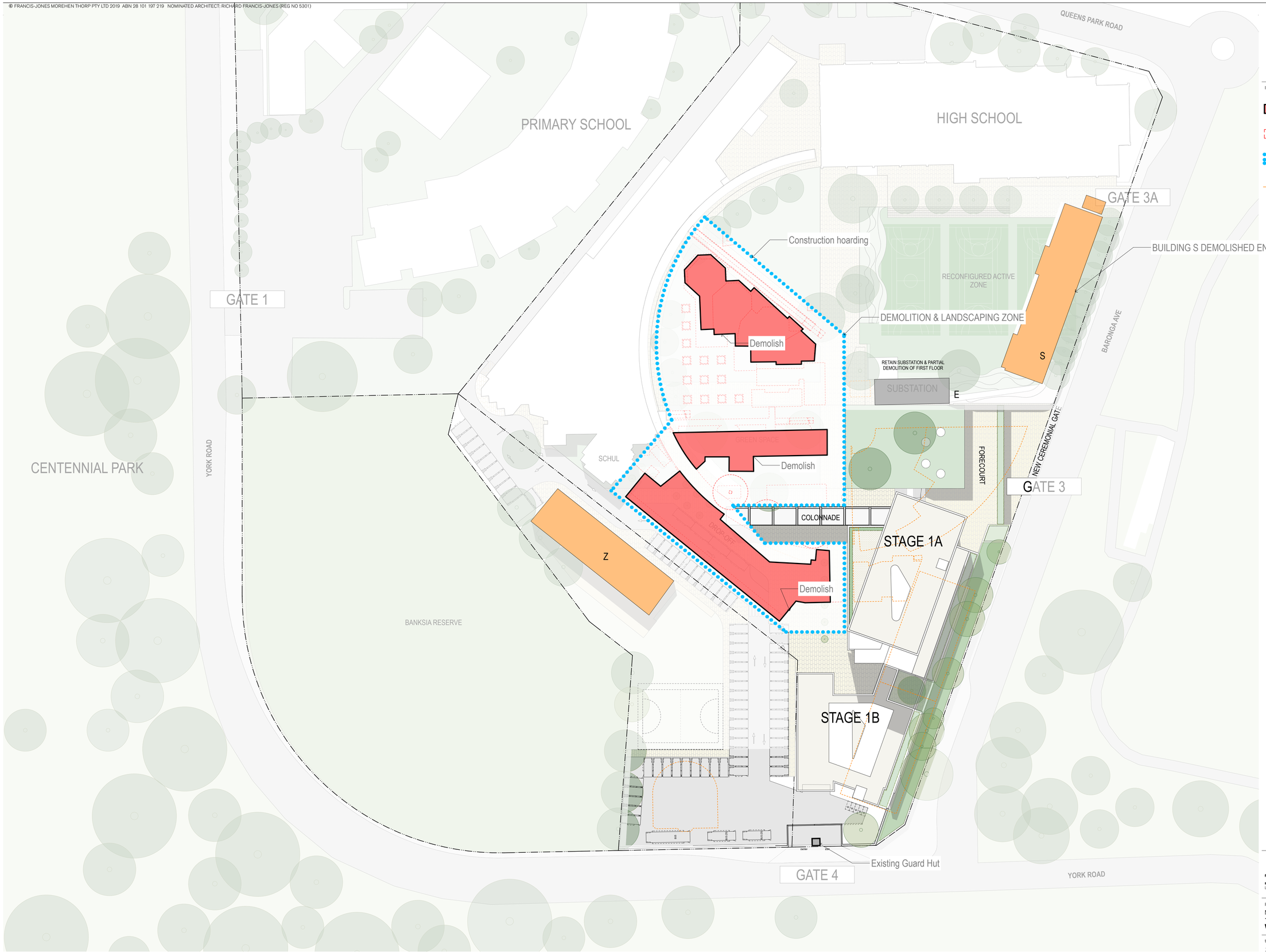
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Staging & Demolition Plans
DEMOLITION 3

scale	1:500 @ A1	first issued	10/10/19
project code		sheet no.	revision
MSMSC		DA-2003	A

For Approval

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0 5 10 20m

GENERAL NOTES

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legend

- BUILDING TO BE DEMOLISHED
- ELEMENT TO BE DEMOLISHED
- STAGING / CONSTRUCTION SITE AND HOARDING
- BUILDING PREVIOUSLY DEMOLISHED

For Approval

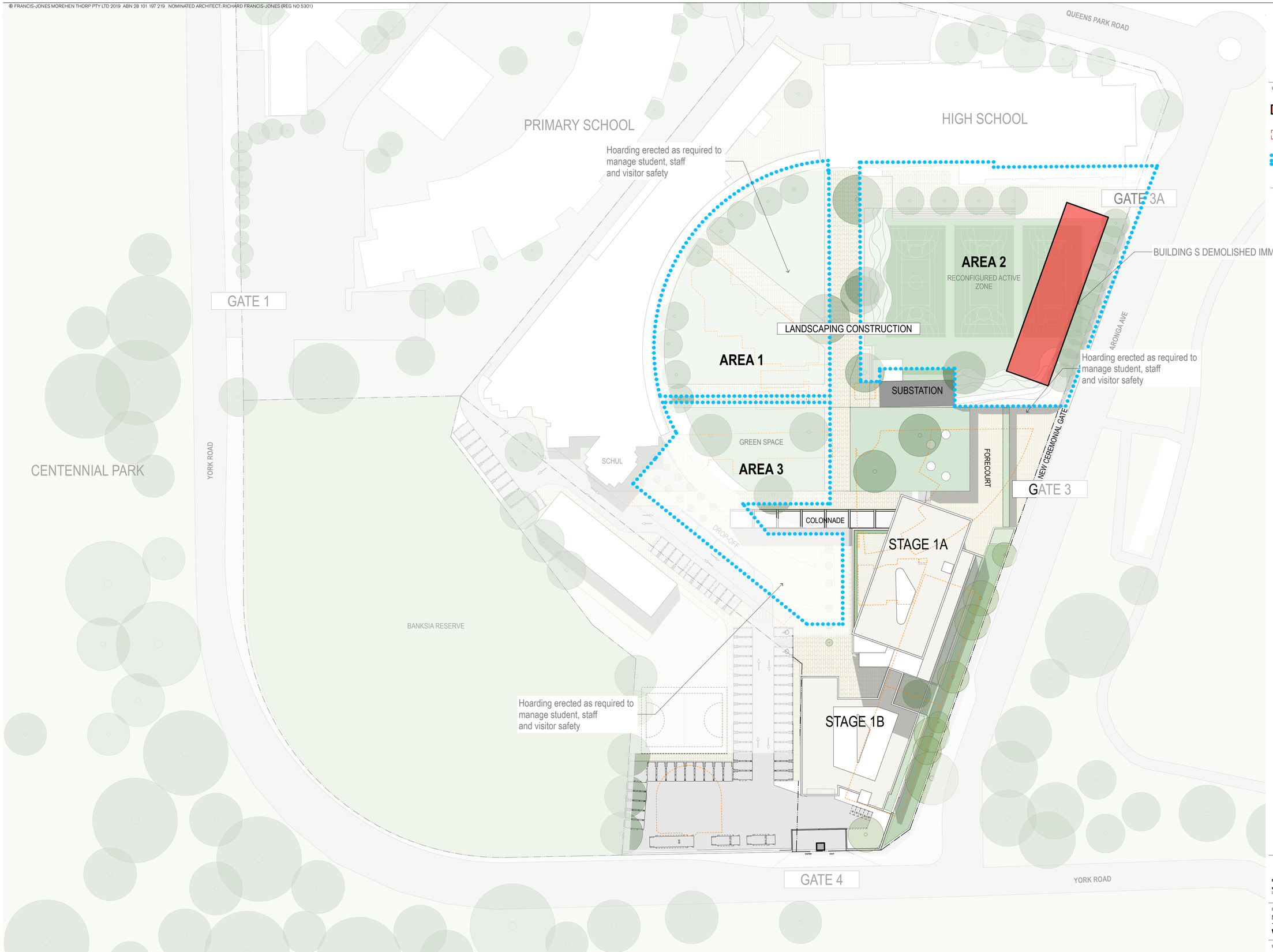
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sydney melbourne uk
Level 5, 70 King Street t +61 2 9251 7077 w fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Staging & Demolition Plans
DEMOLITION 4

scale	1:500 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2004		A

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- ALL LEVELS RELATIVE TO 'AUSTRALIAN HEIGHT DATUM'.
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legend

- BUILDING TO BE DEMOLISHED
- ELEMENT TO BE DEMOLISHED
- STAGING / CONSTRUCTION SITE AND HOARDING
- BUILDING PREVIOUSLY DEMOLISHED

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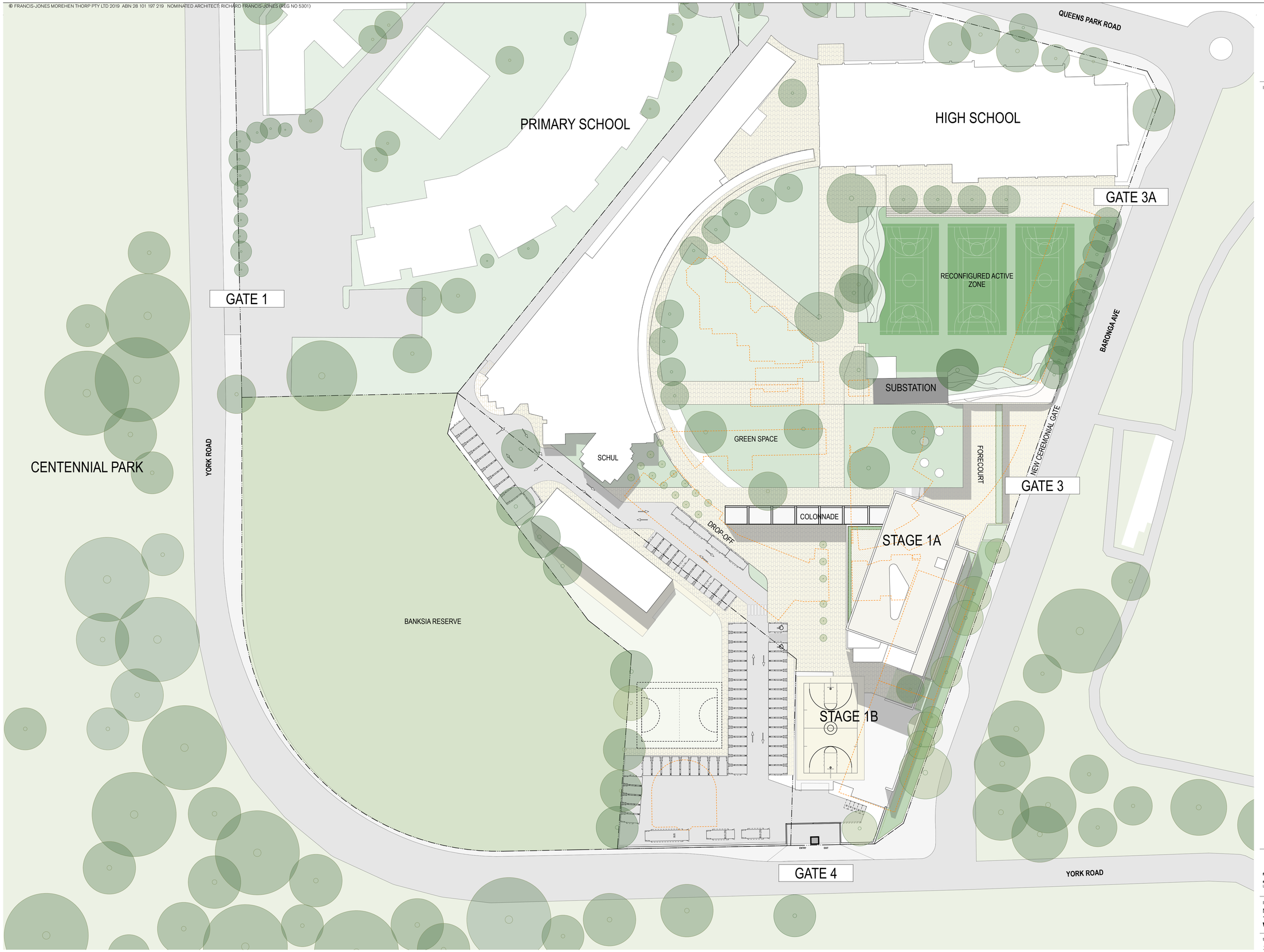
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Staging & Demolition Plans
DEMOLITION 5 (LANDSCAPING)

scale	1:500 @ A1	first issued	10/10/19
project code		sheet no.	revision
MSMSC		DA-2005	A

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GENERAL NOTES

- ALL DIMENSIONS AND EXISTING CONDITIONS SHALL BE CHECKED AND VERIFIED BY THE CONTRACTOR BEFORE PROCEEDING WITH THE WORK.
- ALL LEVELS RELATIVE TO 'AUSTRALIAN HEIGHT DATUM'.
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legend

DEMOLISHED BUILDINGS
FOR DETAIL REFER TO DEMOLITION PLANS *SERIES 2000 - STAGING & DEMOLITION*

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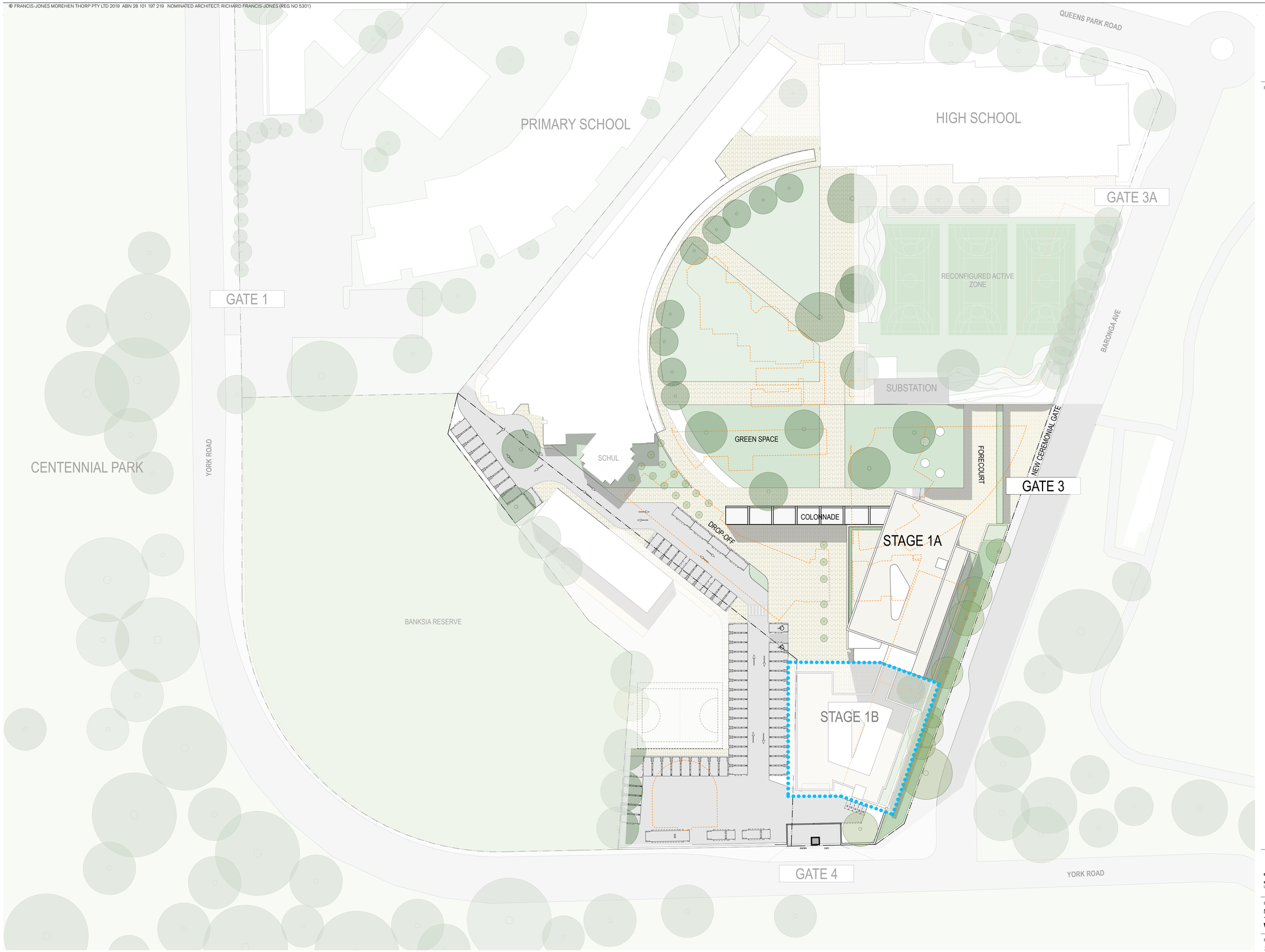
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Staging & Demolition Plans
PHASE 1A COMPLETE

scale	1:500 @ A1	first issued	10/10/19
project code		sheet no.	revision
MSMSC		DA-2006	A

For Approval

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GENERAL NOTES

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legend

DEMOLISHED BUILDINGS
FOR DETAIL REFER TO DEMOLITION PLANS *SERIES 2000 - STAGING & DEMOLITION*

For Approval

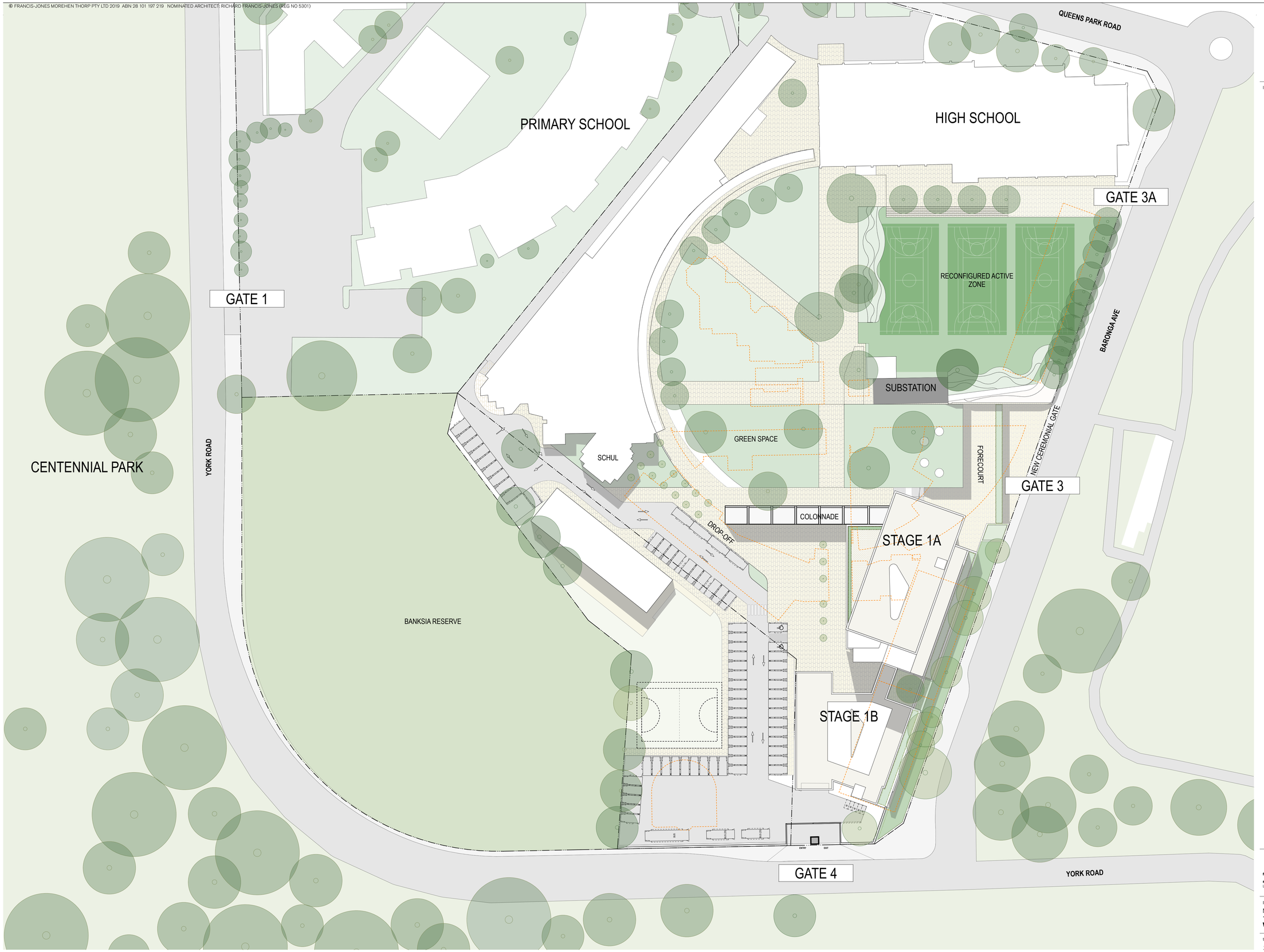
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sydney melbourne uk
Level 5, 70 King Street **t** +61 2 9251 7077 **w** fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Staging & Demolition Plans
PHASE 1B CONSTRUCTION

scale	1:500 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2007		A

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legend

DEMOLISHED BUILDINGS
FOR DETAIL REFER TO DEMOLITION PLANS *SERIES 2000 - STAGING & DEMOLITION*

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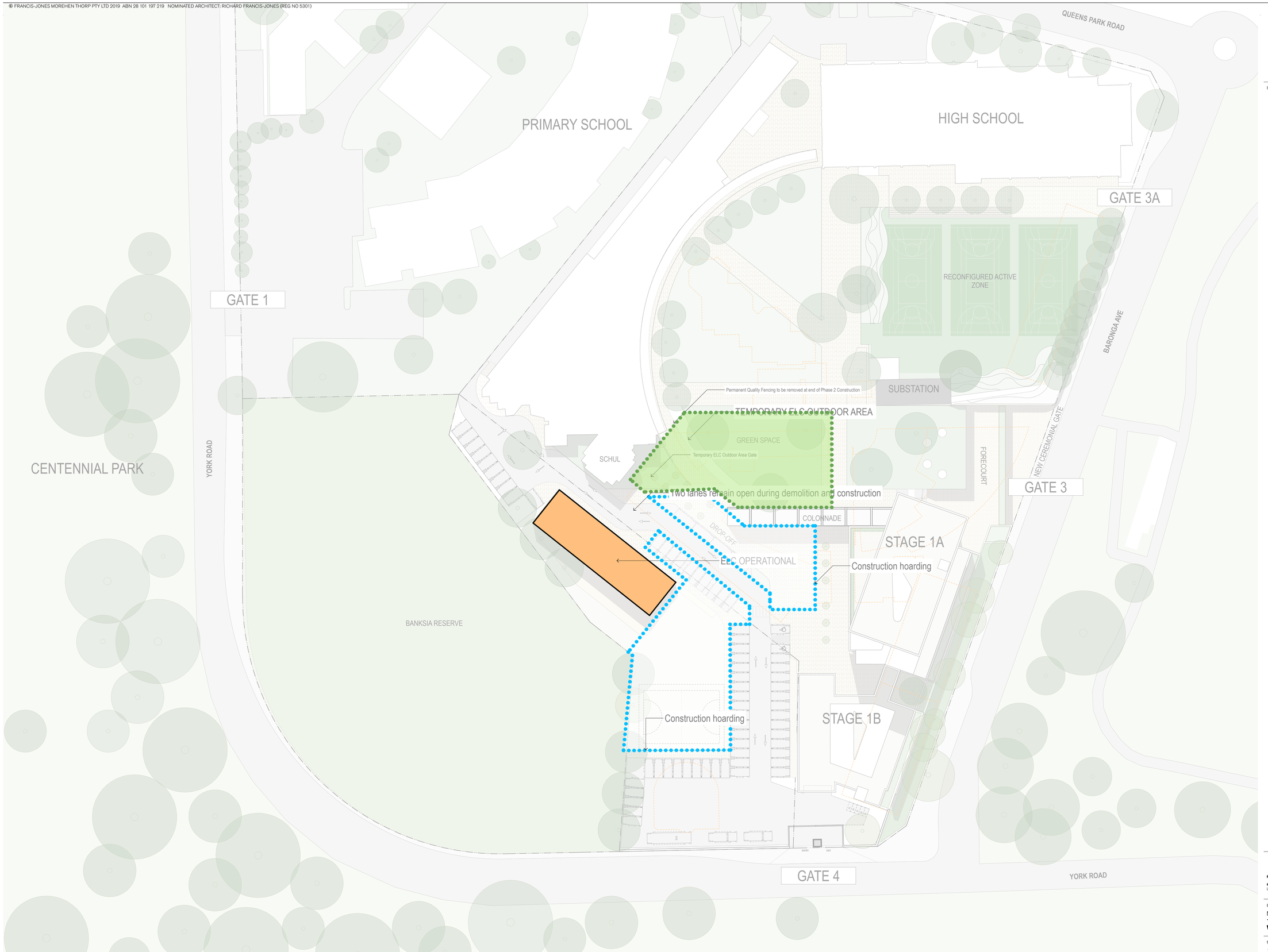
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Staging & Demolition Plans
PHASE 1A & 1B COMPLETE

scale	1:500 @ A1	first issued	10/10/19
project code		sheet no.	revision
MSMSC		DA-2008	A

For Approval

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GENERAL NOTES

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legend

DEMOLISHED BUILDINGS
FOR DETAIL REFER TO DEMOLITION PLANS *SERIES 2000 - STAGING & DEMOLITION*

For Approval

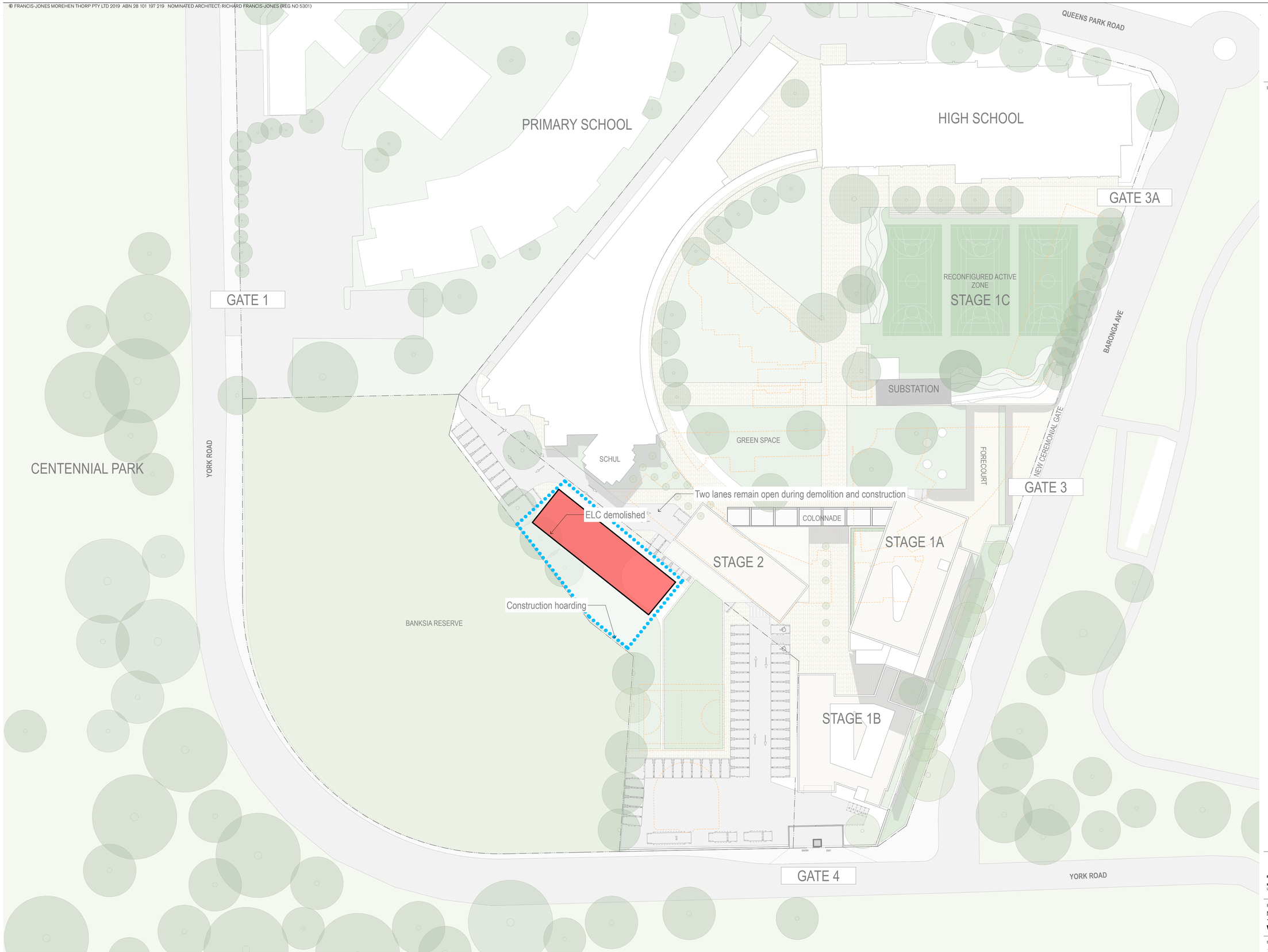
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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Staging & Demolition Plans
PHASE 2 CONSTRUCTION

scale	1:500 @ A1	first issued	10/10/19
project code		sheet no.	revision
MSMSC		DA-2009	A

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legend

DEMOLISHED BUILDINGS
FOR DETAIL REFER TO DEMOLITION PLANS *SERIES 2000 - STAGING & DEMOLITION*

For Approval

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Staging & Demolition Plans
PHASE 2 ELC DEMO

scale	1:500 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2010		A

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GENERAL NOTES

- ALL DIMENSIONS AND EXISTING CONDITIONS SHALL BE CHECKED AND VERIFIED BY THE CONTRACTOR BEFORE PROCEEDING WITH THE WORK.
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legend

DEMOLISHED BUILDINGS
FOR DETAIL REFER TO DEMOLITION PLANS *SERIES 2000 - STAGING & DEMOLITION*

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Staging & Demolition Plans
PHASE 2 COMPLETE

scale	1:500 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2011		A

For Approval

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legend

- Student Hub - Cafe + Collaboration Space + Breakout
- Student Hub - Forum / Multipurpose Space
- Learning Community - Design + Technology
- Learning Community - Visual Arts
- Learning Community - Food Technology
- Learning Community - Science
- Learning Community - Maths
- Learning Community - Library
- Administration / Staff Hub
- Circulation
- Amenities + Services + Storage + Carpark + Plant

BASEMENT PARKING
25 SPACES
6 ACCESSIBLE SPACE
= TOTAL 31 SPACE

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sydney melbourne uk
Level 5, 70 King Street t +61 2 9251 7077 w fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
General Arrangment Plans
LOWER GROUND

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2101		A

For Approval

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legend

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- Learning Community - Science
- Learning Community - Maths
- Learning Community - Library
- Administration / Staff Hub
- Circulation
- Amenities + Services + Storage + Carpark + Plant

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sydney melbourne uk
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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
General Arrangment Plans
UPPER GROUND

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2102		A

For Approval

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GENERAL NOTES

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legend

- Student Hub - Cafe + Collaboration Space + Breakout
- Student Hub - Forum / Multipurpose Space
- Learning Community - Design + Technology
- Learning Community - Visual Arts
- Learning Community - Food Technology
- Learning Community - Science
- Learning Community - Maths
- Learning Community - Library
- Administration / Staff Hub
- Circulation
- Amenities + Services + Storage + Carpark + Plant

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sydney melbourne uk
Level 5, 70 King Street t +61 2 9251 7077 w fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
General Arrangment Plans
FIRST FLOOR

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2103		A

For Approval

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legend

- Student Hub - Cafe + Collaboration Space + Breakout
- Student Hub - Forum / Multipurpose Space
- Learning Community - Design + Technology
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- Learning Community - Food Technology
- Learning Community - Science
- Learning Community - Maths
- Learning Community - Library
- Administration / Staff Hub
- Circulation
- Amenities + Services + Storage + Carpark + Plant

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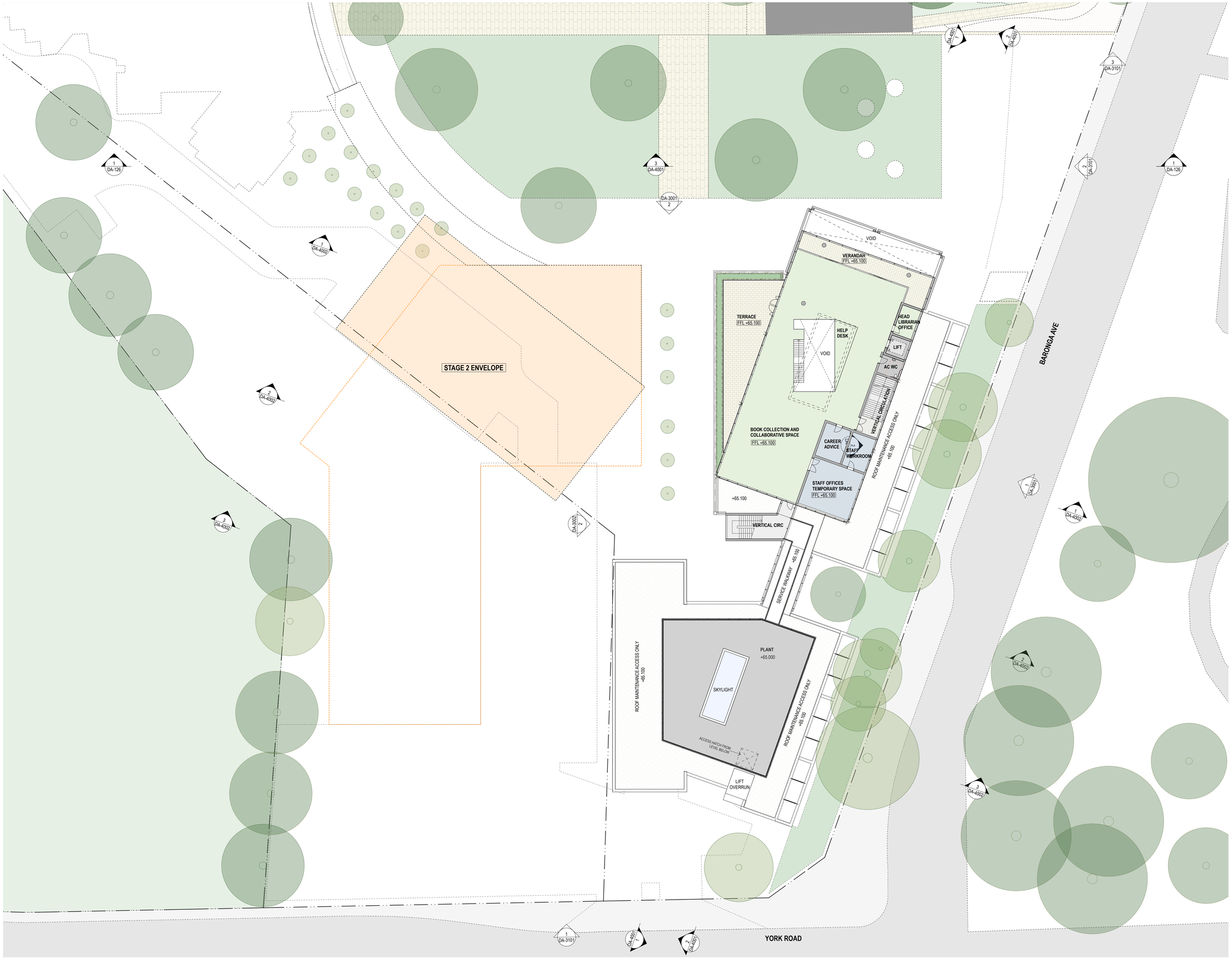
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
General Arrangment Plans
SECOND FLOOR

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2104		A

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legend

- Student Hub - Cafe + Collaboration Space + Breakout
- Student Hub - Forum / Multipurpose Space
- Learning Community - Design + Technology
- Learning Community - Visual Arts
- Learning Community - Food Technology
- Learning Community - Science
- Learning Community - Maths
- Learning Community - Library
- Administration / Staff Hub
- Circulation
- Amenities + Services + Storage + Carpark + Plant

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
General Arrangment Plans
THIRD FLOOR

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2105		A

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legend

- Student Hub - Cafe + Collaboration Space + Breakout
- Student Hub - Forum / Multipurpose Space
- Learning Community - Design + Technology
- Learning Community - Visual Arts
- Learning Community - Food Technology
- Learning Community - Science
- Learning Community - Maths
- Learning Community - Library
- Administration / Staff Hub
- Circulation
- Amenities + Services + Storage + Carpark + Plant

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

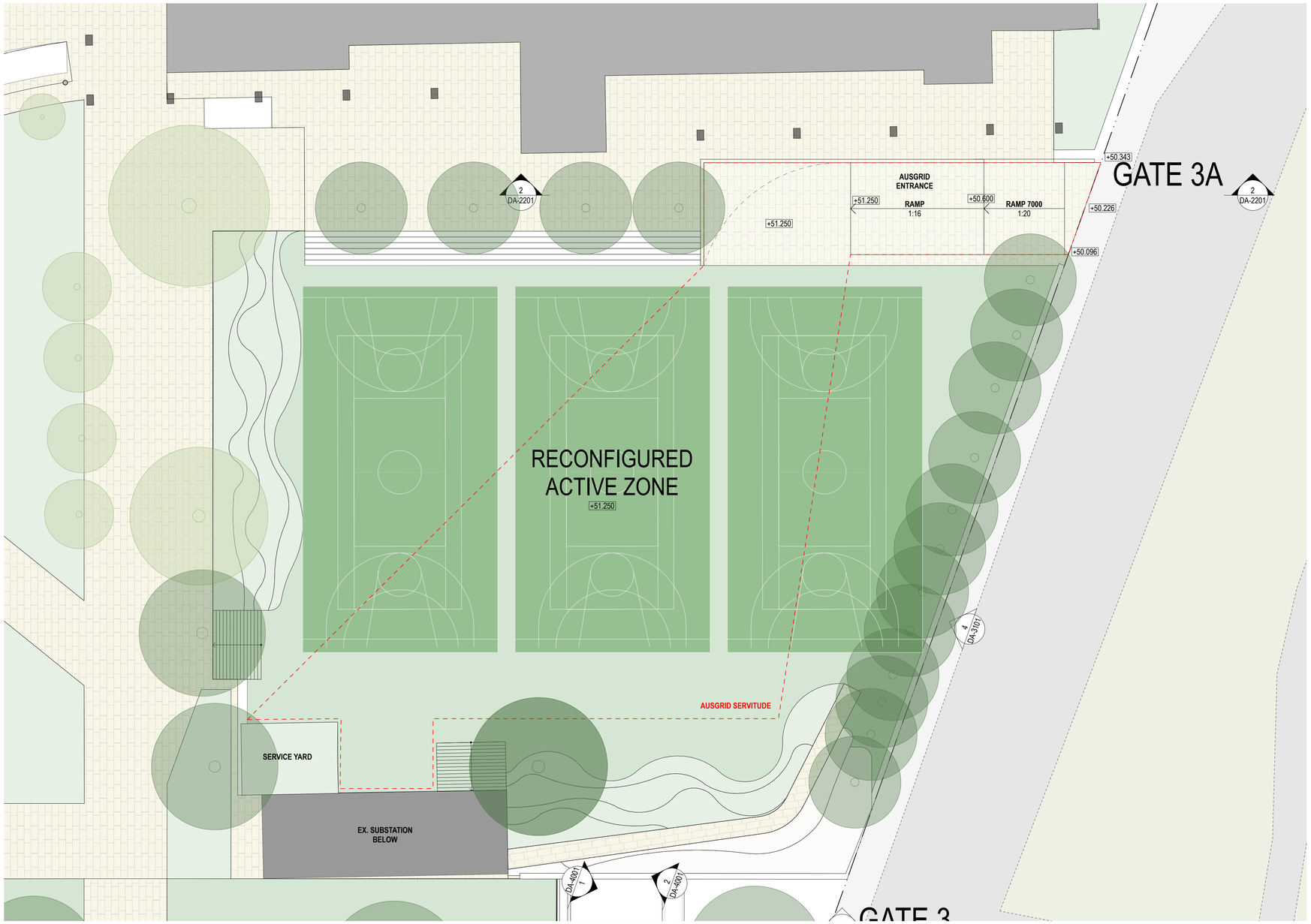
title
General Arrangment Plans
ROOF PLAN

scale	1:250 @ A1	first issued	10/10/19

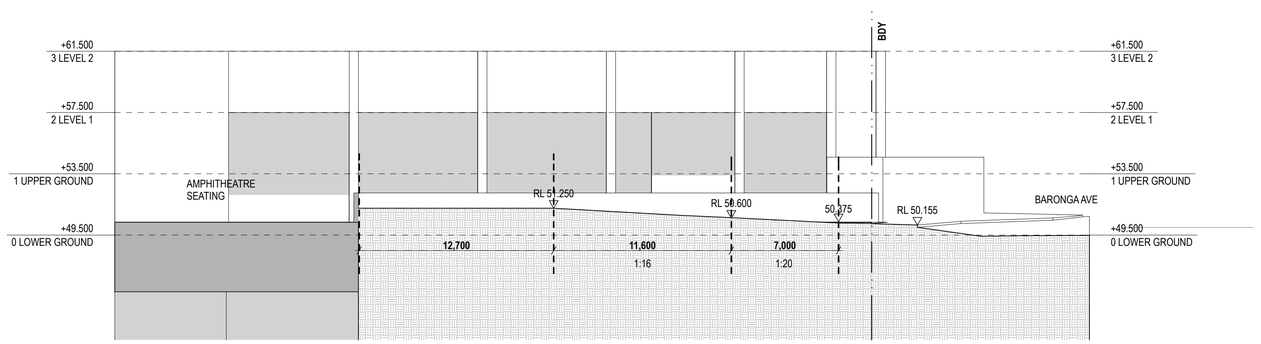
project code	sheet no.	revision
MSMSC	DA-2106	A

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1 PLAN UPPER GROUND AUSGRID ACCESS
1:200



2 SECTION AUSGRID NEW ACCESS
1:200

0 2 5 10m

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legend

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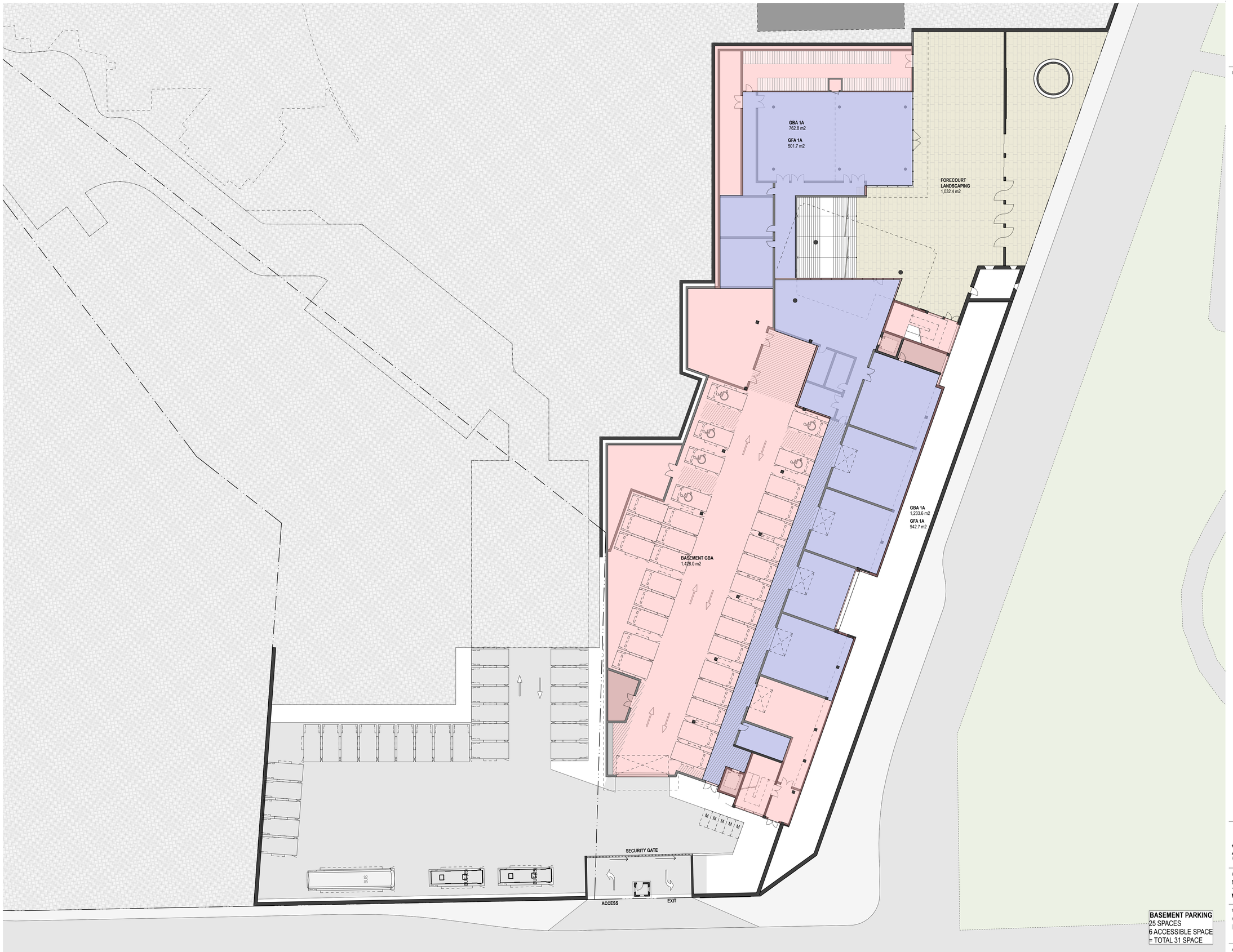
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Detail General Arrangment Plans
NEW AUSGRID ACCESS

scale	1:200 @ A1	first issued	10/10/19
project code		sheet no.	revision
MSMSC		DA-2201	A

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legend

BASEMENT PARKING
25 SPACES
6 ACCESSIBLE SPACE
= TOTAL 31 SPACE

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sydney melbourne uk
Level 5, 70 King Street **t** +61 2 9251 7077 **w** fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
GFA/GBA Plans
LOWER GROUND

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2301		A

For Approval

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legend

UPPER GROUND PARKING
67 SPACES
2 ACCESSIBLE SPACE
= 69 TOTAL

For Approval

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sydney melbourne uk
Level 5, 70 King Street **t** +61 2 9251 7077 **w** fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
GFA/GBA Plans
UPPER GROUND

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2302		A

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- ALL LEVELS RELATIVE TO 'AUSTRALIAN HEIGHT DATUM'.
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legend

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project

MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title

GFA/GBA Plans
FIRST FLOOR

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2303		A

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0 2.5 5 10m

GENERAL NOTES

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- ALL LEVELS RELATIVE TO 'AUSTRALIAN HEIGHT DATUM'.
- DO NOT SCALE DRAWINGS. USE FIGURED DIMENSIONS ONLY.

legend

fjmt studio architecture interiors landscape urban community
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Level 5, 70 King Street **t** +61 2 9251 7077 **w** fjmtstudio.com

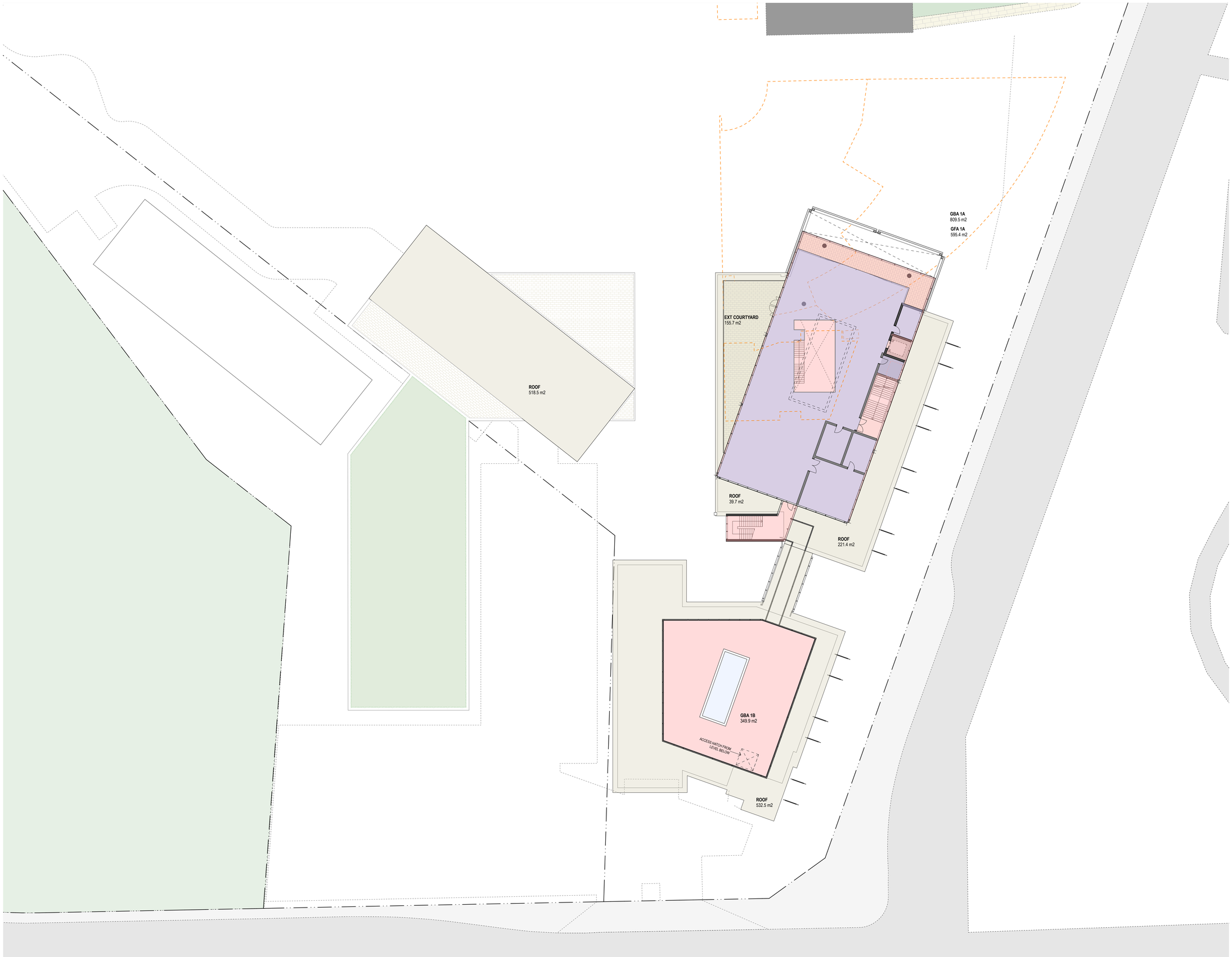
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
GFA/GBA Plans
SECOND FLOOR

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2304		A

For Approval

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0 2.5 5 10m

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legend

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sydney melbourne uk
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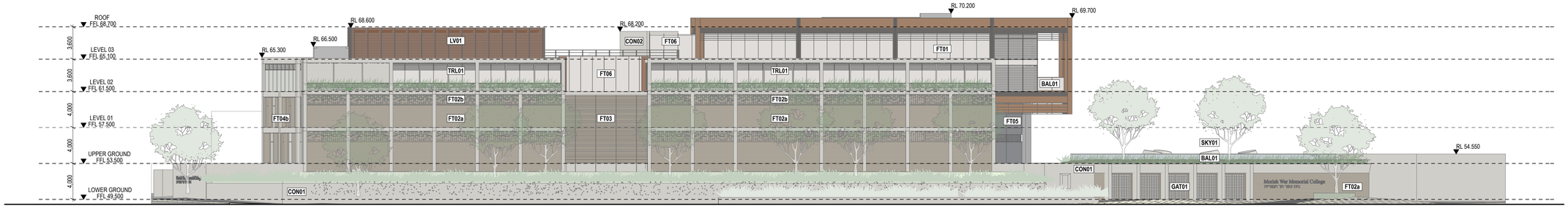
project
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1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
GFA/GBA Plans
THIRD FLOOR

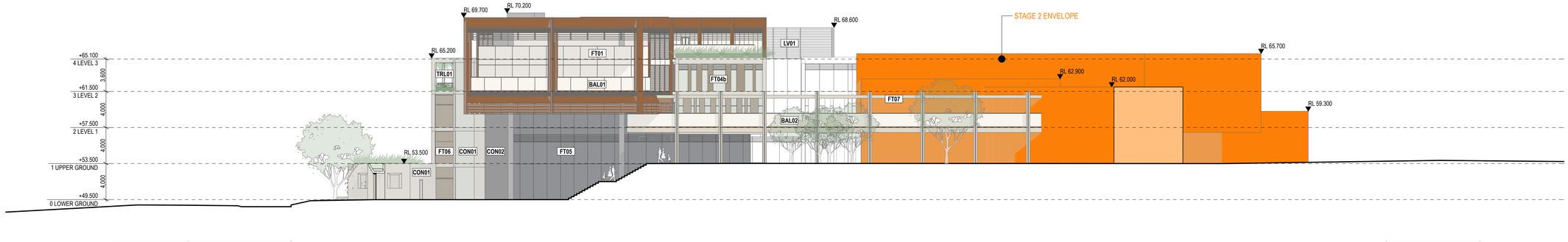
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MSMSC		DA-2305	A

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1 ELEVATION Eastern Elevation



2 ELEVATION Northern Elevation
1:250

0 2.5 5 10m

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legend

FACADE TYPES LEGEND

FT01	Aluminium sheet trim to reveals. Aluminium framed floor-by-floor glazed system with louvres and external battens.
FT02a	Perforated brick on stainless steel shelf angles inset in concrete framing
FT02b	Face & perpend brick on stainless steel shelf angles inset in concrete framing
FT03	Perforated screen (blast proof)
FT04a	Aluminium framed floor-by-floor glazed system inset in concrete framing
FT04b	Aluminium framed floor-by-floor glazed system with face brick inset in concrete framing
FT05	Aluminium framed floor-by-floor glazed system - dark glass
FT06	Aluminium framed floor-by-floor glazed system - clear glass
FT07	Composite timber and steel open walkway colonnade
CON01	Coloured concrete
CON02	Concrete finish - grey
BAL01	Clear glazed balustrade
BAL02	Tinted glazed balustrade
GAT01	Metal gate
TRL01	Timber trellis within concrete framing structure
LV01	Roof top plant enclosure. Colour to match **FT01**
LV02	Plant louvres - dark aluminium
SKY01	Cone skylights

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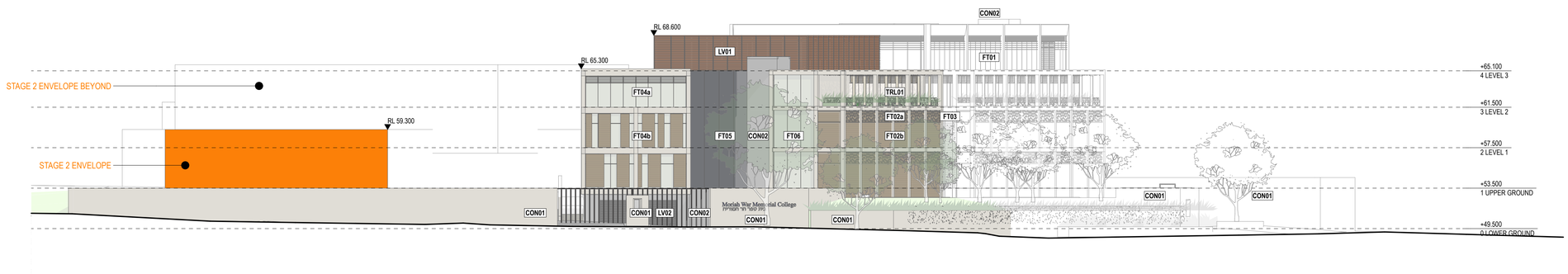
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Elevations 1:250
EAST & NORTH ELEVATION

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-3001		A

For Approval

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1 ELEVATION Southern Elevation
1:250



2 ELEVATION Western Elevation
1:250

0 2.5 5 10m

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BAL01	Clear glazed balustrade
BAL02	Tinted glazed balustrade
GAT01	Metal gate
TRL01	Timber trellis within concrete framing structure
LV01	Roof top plant enclosure. Colour to match **FT01**
LV02	Plant louvres - dark aluminium
SKY01	Cone skylights

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sydney melbourne uk
Level 5, 70 King Street t +61 2 9251 7077 w fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Elevations 1:250
SOUTH & WEST ELEVATION

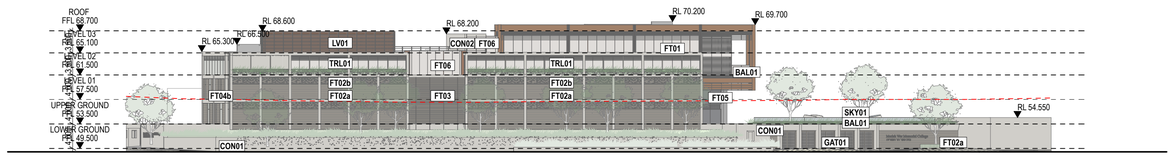
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MSMSC		DA-3002	A

For Approval

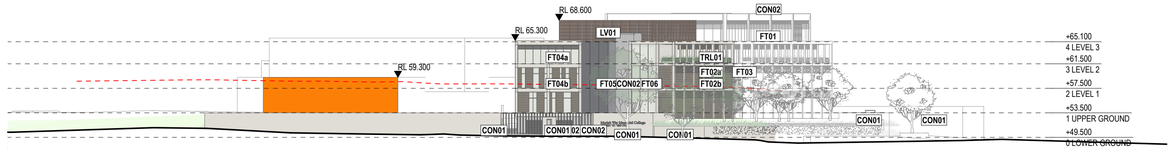
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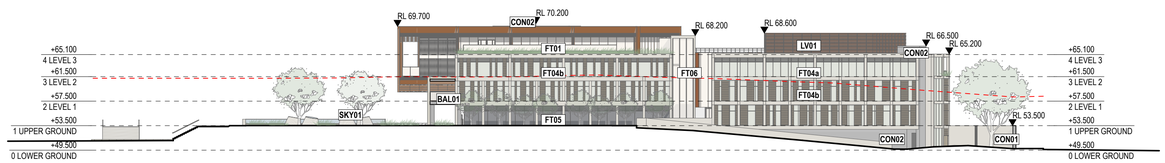
1 ELEVATION Northern Elevation (1)
1:500



2 ELEVATION Eastern Elevation (1)
1:500



3 ELEVATION Southern Elevation (1)
1:500



4 ELEVATION Western Elevation (1)
1:500

0 5 10 20m

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GAT01	Metal gate
TRL01	Timber trellis within concrete framing structure
LV01	Roof top plant enclosure. Colour to match **FT01**
LV02	Plant louvres - dark aluminium
SKY01	Cone skylights

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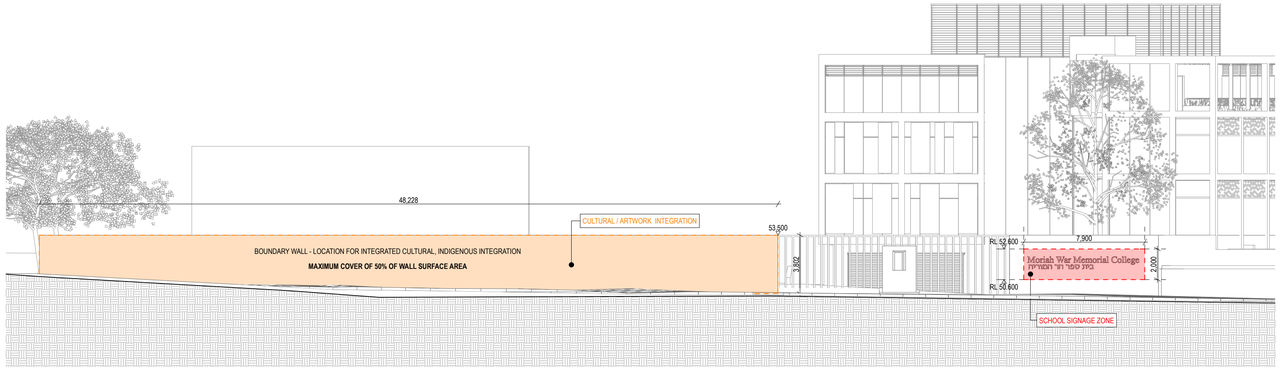
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Elevations 1:250
LEP HEIGHT ELEVATIONS

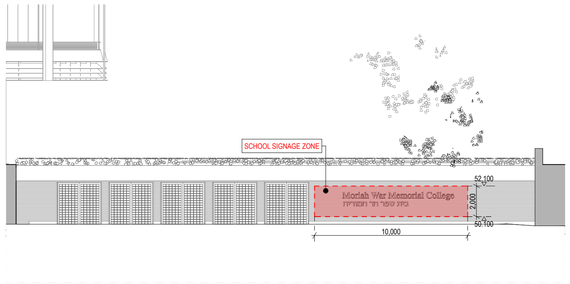
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For Approval

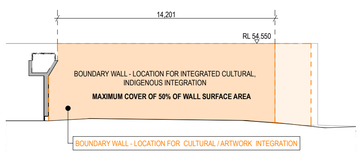
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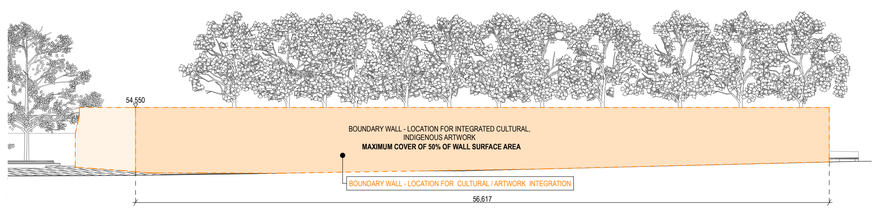
1 ELEVATION Southern Signage Elevation
1:200



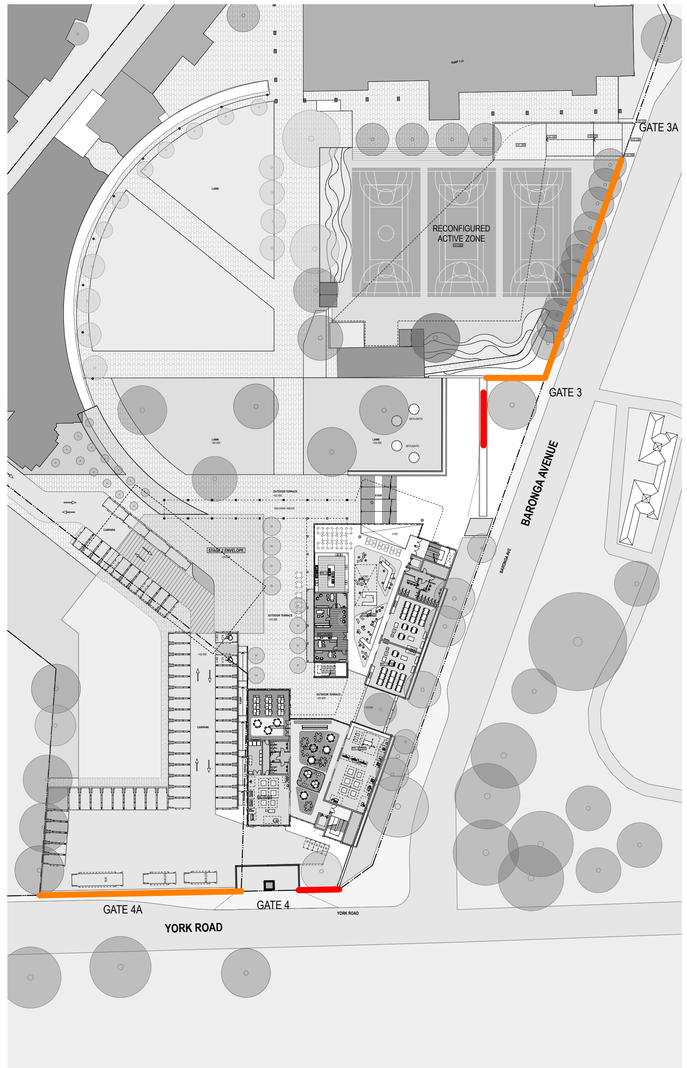
2 ELEVATION Main Gate Signage Elevation
1:200



3 ELEVATION Eastern Signage Elevation 01
1:200



4 ELEVATION Eastern Signage Elevation 02
1:250



5 PLAN Signage Zones
1:750

0 2.5 5 10m

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legend

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SKY01	Cone skylights

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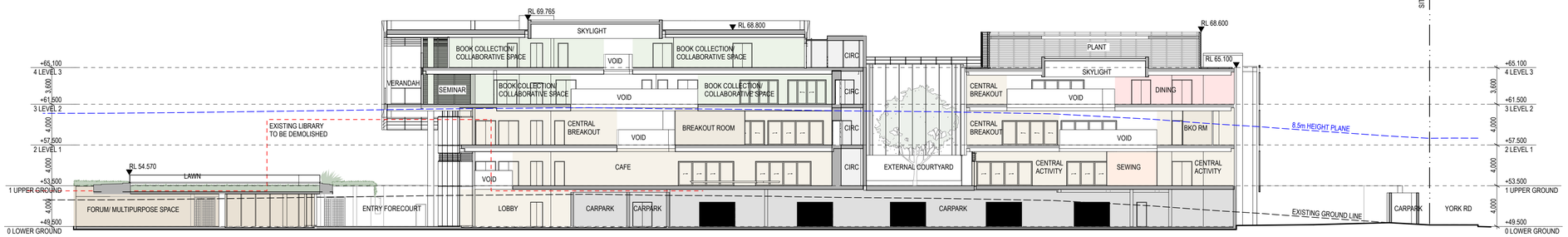
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Detail Elevations 1:200
DETAIL SIGNAGE ELEVATIONS

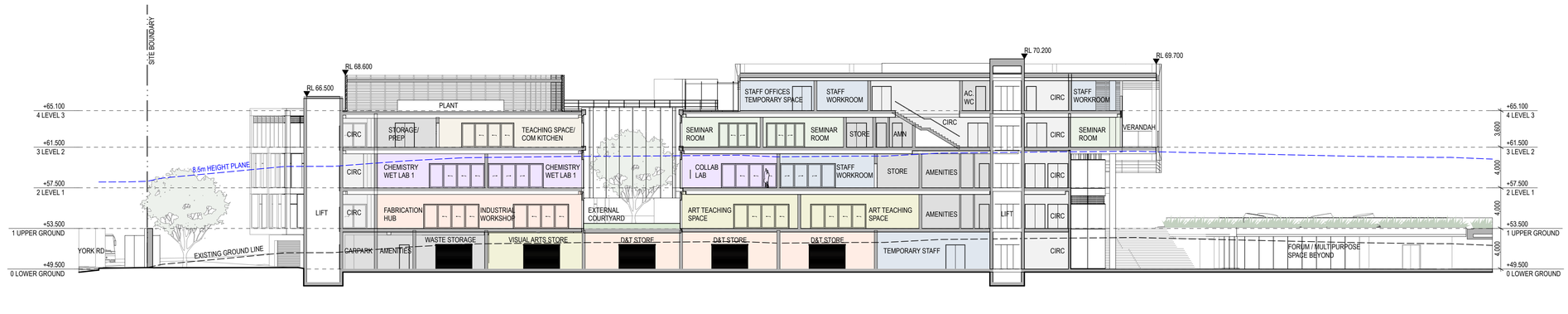
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MSMSC	DA-3101		A

For Approval

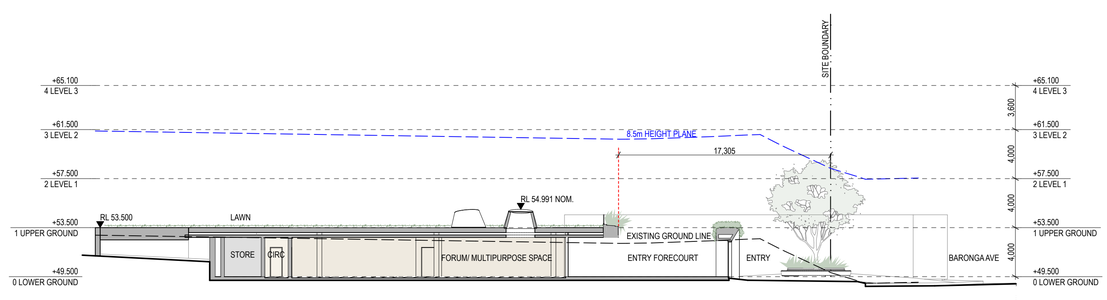
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1 SECTION North South Long Section 01



2 SECTION North South Long Section 02



3 SECTION Forum Section

0 2.5 5 10m

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legend

- Student Hub - Cafe + Collaboration Space + Breakout
- Student Hub - Forum / Multipurpose Space
- Learning Community - Design + Technology
- Learning Community - Visual Arts
- Learning Community - Food Technology
- Learning Community - Science
- Learning Community - Maths
- Learning Community - Library
- Administration / Staff Hub
- Circulation
- Amenities + Services + Storage + Carpark + Plant

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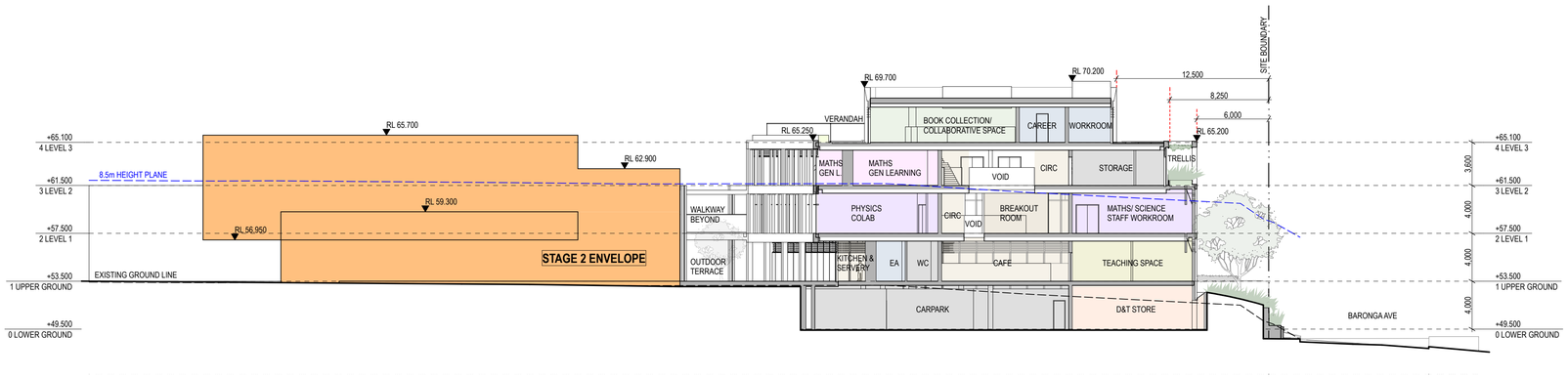
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Sections 1:250
LONG SECTIONS

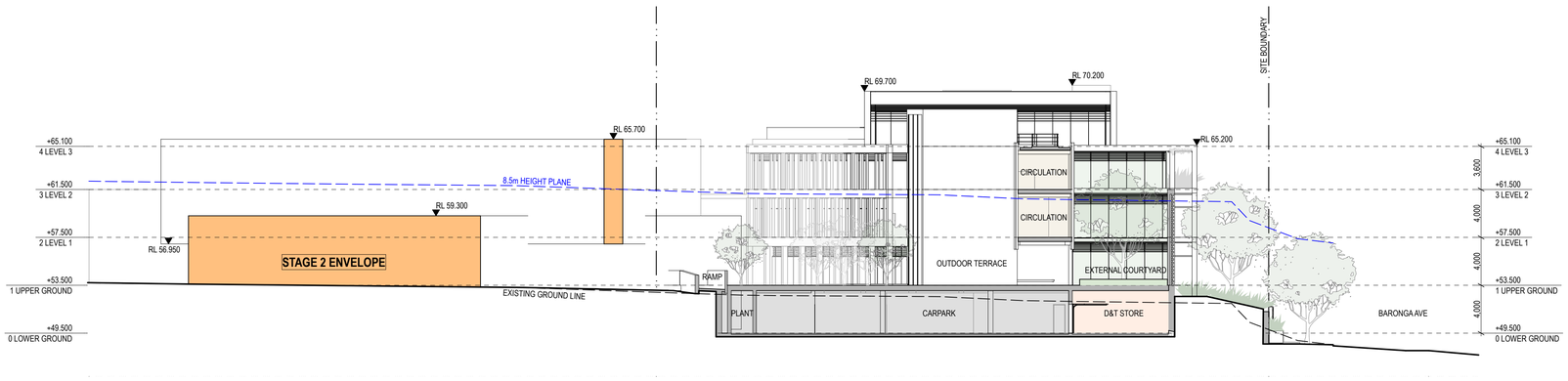
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project code	sheet no.	revision	
MSMSC	DA-4001	A	

For Approval

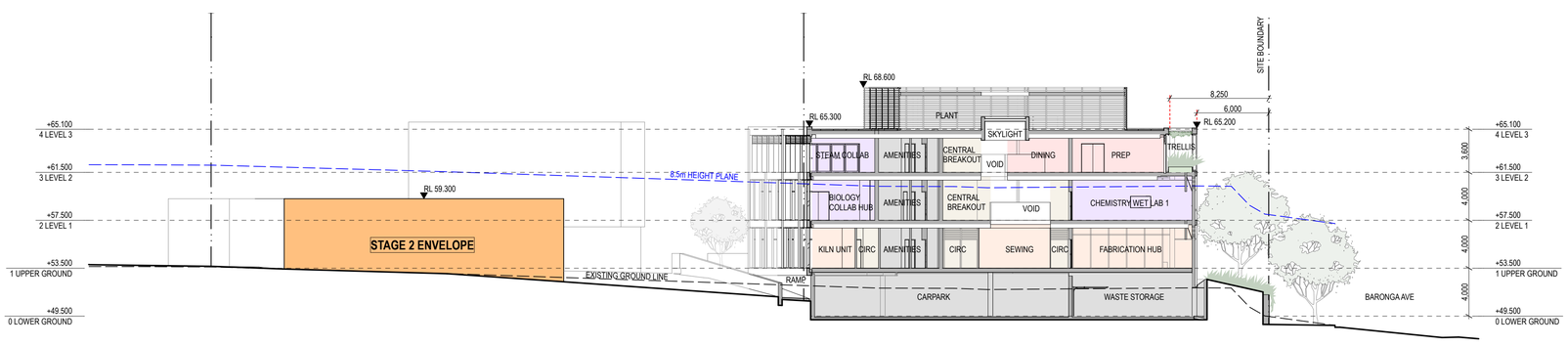
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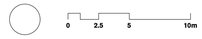
1 SECTION East West Section 01



2 SECTION East West Courtyard Section 02



3 SECTION East West Section 03



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- Amenities + Services + Storage + Carpark + Plant

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sydney melbourne uk
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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Sections 1:250
SHORT SECTIONS

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.	revision	
MSMSC	DA-4002	A	

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legend



1 PLAN Existing Sunstudy21stJune_0900
NTS



2 PLAN Proposed Sunstudy21stJune_0900
NTS

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sydney melbourne uk
Level 5, 70 King Street **t** +61 2 9251 7077 **w** fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
JUNE SHADOW DIAGRAMS 9AM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5001	A

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legend



1 PLAN Existing Sunstudy21stJune_1000
NTS



2 PLAN Proposed Sunstudy21stJune_1000
NTS

Fo For Approval

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sydney melbourne uk
Level 5, 70 King Street t +61 2 9251 7077 w fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
JUNE SHADOW DIAGRAMS 10AM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5002	A

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legend



1 PLAN Existing Sunstudy21stJune_1100
NTS



2 PLAN Proposed Sunstudy21stJune_1100
NTS

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Level 5, 70 King Street **t** +61 2 9251 7077 **w** fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
JUNE SHADOW DIAGRAMS 11AM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5003	A

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legend



1 PLAN Existing Sunstudy21stJune_1200
NTS



2 PLAN Proposed Sunstudy21stJune_1200
NTS

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sydney melbourne uk
Level 5, 70 King Street **t** +61 2 9251 7077 **w** fjmtstudio.com

fjmt

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
JUNE SHADOW DIAGRAMS 12PM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5004	A

Fo For Approval

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legend



1 PLAN Existing Sunstudy21stJune_1300
NTS



2 PLAN Proposed Sunstudy21stJune_1300
NTS

Fo For Approval

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Level 5, 70 King Street t +61 2 9251 7077 w fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
JUNE SHADOW DIAGRAMS 1PM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5005	A

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GENERAL NOTES

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- ALL LEVELS RELATIVE TO 'AUSTRALIAN HEIGHT DATUM'.
- DO NOT SCALE DRAWINGS. USE FIGURED DIMENSIONS ONLY.

legend



1 PLAN Existing Sunstudy21stJune_1400
NTS



2 PLAN Proposed Sunstudy21stJune_1400
NTS

fjmt studio architecture interiors landscape urban community
sydney melbourne uk
Level 5, 70 King Street t +61 2 9251 7077 w fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
JUNE SHADOW DIAGRAMS 2PM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5006	A

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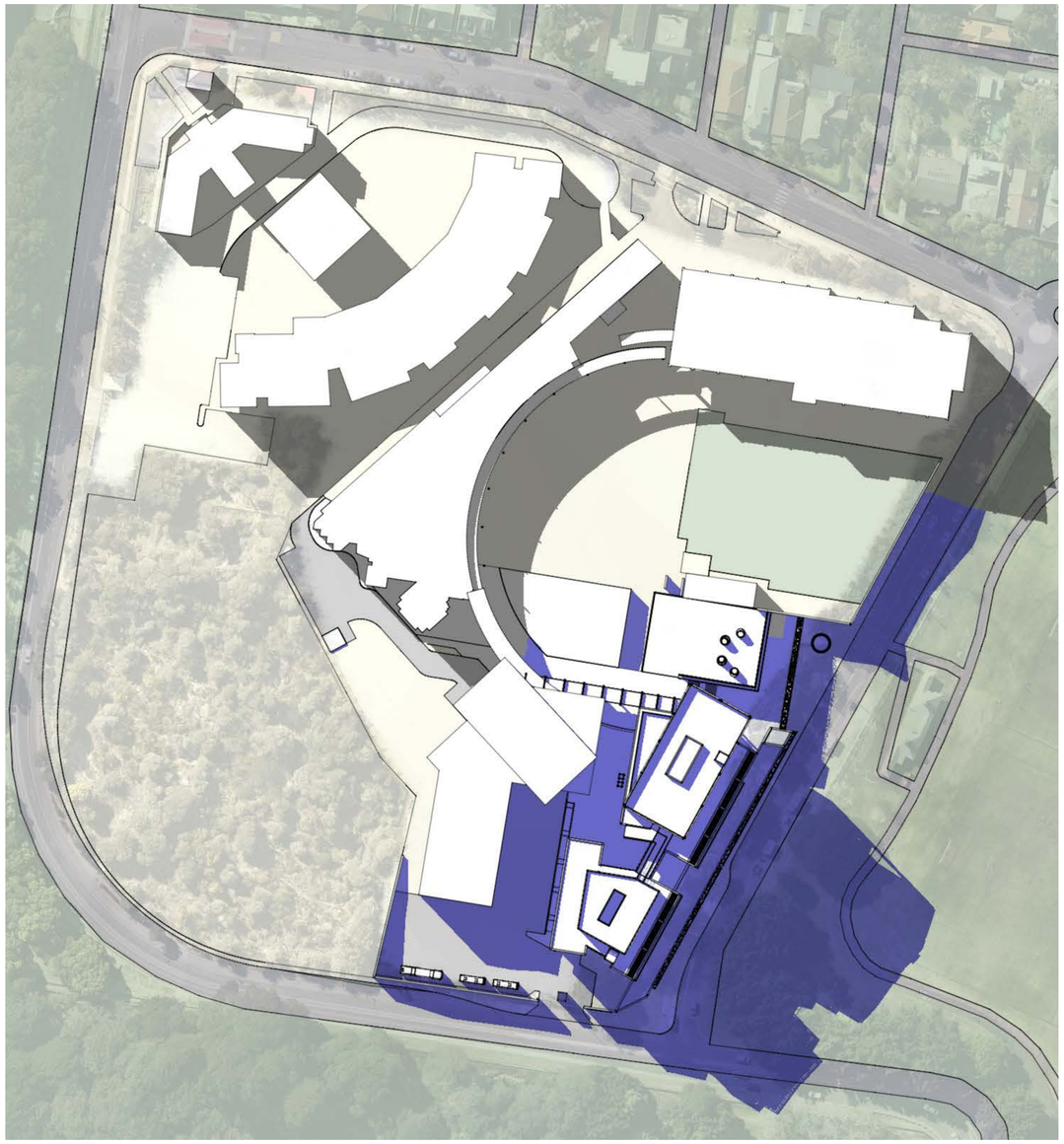
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legend



1 PLAN Existing Sunstudy21stJune_1500
NTS



2 PLAN Proposed Sunstudy21stJune_1500
NTS

Fo For Approval

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sydney melbourne uk
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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
JUNE SHADOW DIAGRAMS 3PM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5007	A

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legend



1 PLAN Existing Sunstudy21stMarch_0900
NTS



2 PLAN Proposed Sunstudy21stMarch_0900
NTS

fjmt studio architecture interiors landscape urban community
sydney melbourne uk
Level 5, 70 King Street **t** +61 2 9251 7077 **w** fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
EQUINOX SHADOW DIAGRAMS 9AM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5008	A

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legend



1 PLAN Existing Sunstudy21stMarch_1000
NTS



2 PLAN Proposed Sunstudy21stMarch_1000
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
EQUINOX SHADOW DIAGRAMS 10AM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5009	A

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legend



1 PLAN Existing Sunstudy21stMarch_1100
NTS



2 PLAN Proposed Sunstudy21stMarch_1100
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
EQUINOX SHADOW DIAGRAMS 11AM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5010	A

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legend



1 PLAN Existing Sunstudy21stMarch_1200
NTS



2 PLAN Proposed Sunstudy21stMarch_1200
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
EQUINOX SHADOW DIAGRAMS 12PM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5011	A

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legend



1 PLAN Existing Sunstudy21stMarch_1300
NTS



2 PLAN Proposed Sunstudy21stMarch_1300
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
EQUINOX SHADOW DIAGRAMS 1PM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5012	A

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legend



1 PLAN Existing Sunstudy21stMarch_1400
NTS



2 PLAN Proposed Sunstudy21stMarch_1400
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
EQUINOX SHADOW DIAGRAMS 2PM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5013	A

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1 PLAN Existing Sunstudy21stMarch_1500
NTS



2 PLAN Proposed Sunstudy21stMarch_1500
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
EQUINOX SHADOW DIAGRAMS 3PM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5014	A

For Approval

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legend



1 PLAN Existing Sunstudy21stDecember_0900
NTS



2 PLAN Proposed Sunstudy21stDecember_0900
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
DECEMBER SHADOW DIAGRAMS 9AM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5015	A

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legend



1 PLAN Existing Sunstudy21stDecember_1000
NTS



2 PLAN Proposed Sunstudy21stDecember_1000
NTS

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fjmt

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
DECEMBER SHADOW DIAGRAMS 10AM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5016	A

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1 PLAN Existing Sunstudy21stDecember_1100
NTS



2 PLAN Proposed Sunstudy21stDecember_1100
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
DECEMBER SHADOW DIAGRAMS 11AM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5017	A

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1 PLAN Existing Sunstudy21stDecember_1200
NTS



2 PLAN Proposed Sunstudy21stDecember_1200
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
DECEMBER SHADOW DIAGRAMS 12PM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5018	A

For Approval

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1 PLAN Existing Sunstudy21stDecember_1300
NTS



2 PLAN Proposed Sunstudy21stDecember_1300
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
DECEMBER SHADOW DIAGRAMS 1PM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5019	A

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1 PLAN Existing Sunstudy21stDecember_1400
NTS



2 PLAN Proposed Sunstudy21stDecember_1400
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
DECEMBER SHADOW DIAGRAMS 2PM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5020	A

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1 PLAN Existing Sunstudy21stDecember_1500
NTS



2 PLAN Proposed Sunstudy21stDecember_1500
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Shadow Diagrams
DECEMBER SHADOW DIAGRAMS 3PM

scale	Not to Scale	first issued	3/10/19
project code		sheet no.	revision
MSMSC		DA-5021	A

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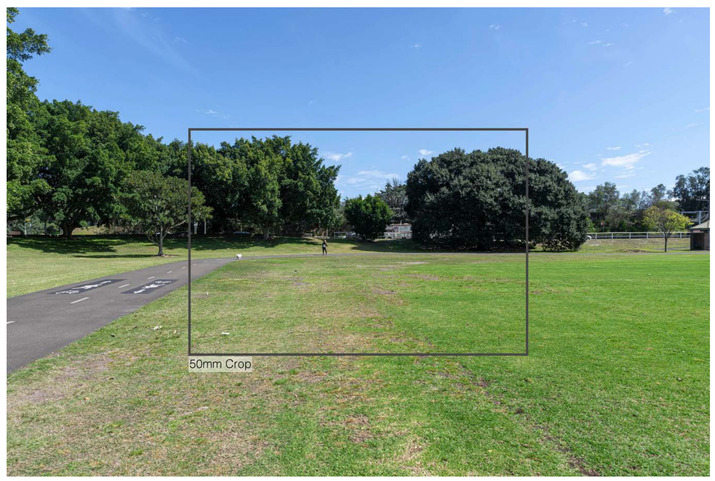
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legend



1 PHOTOMONTAGE Cam 01_Orignal photo
NTS



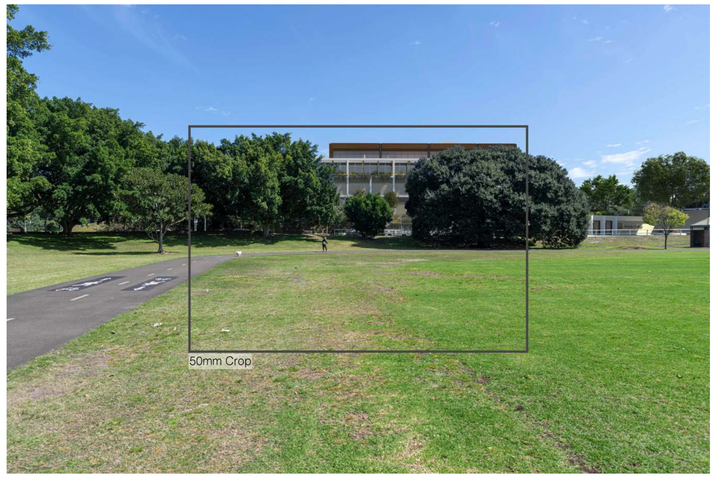
2 PHOTOMONTAGE Cam 03_Orignal photo
NTS



3 PHOTOMONTAGE Cam 04_Orignal photo
NTS



4 PHOTOMONTAGE Cam 01_Rev A_with crop lines
NTS



5 PHOTOMONTAGE Cam 03_RevA_with crop lines
NTS



6 PHOTOMONTAGE Cam 04_RevA_with crop lines
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Visual Impact Photomontages
VISUAL IMPACT PHOTOMONTAGES

scale	Not to Scale	first issued	10/10/19
project code		sheet no.	revision
MSMSC		DA-6001	A

For Approval

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legend



1 PHOTOMONTAGE Cam 05_Orignal photo
NTS



2 PHOTOMONTAGE Cam 06_Orignal photo
NTS



3 PHOTOMONTAGE Cam 09_Orignal photo
NTS



4 PHOTOMONTAGE Cam 05_RevA_with crop lines
NTS



5 PHOTOMONTAGE Cam 06_RevA_with crop lines
NTS



6 PHOTOMONTAGE Cam 09_RevA_with crop lines
NTS

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project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Visual Impact Photomontages
VISUAL IMPACT PHOTOMONTAGES

scale	Not to Scale	first issued	10/10/19
project code		sheet no.	revision
MSMSC		DA-6002	A

For Approval

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GFA SCHEDULE

project	MORIAH COLLEGE

code	MSMSC
revision	A
date	10/10/19
doc number	DA-9001

PHASE	Zone Category	Floor (Story)	Room Name	Area
A-Area-GFA, PHASE 2				
	GFA	LEVEL 2	GFA 2	387.8
	GFA	LEVEL 1	GFA 2	525.6
	GFA	UPPER GROUND	GFA 2	690.2
				1,603.6 m²
A-Area-GFA, PHASE 1B				
	GFA	LEVEL 2	GFA 1B	780.4
	GFA	LEVEL 1	GFA 1B	843.5
	GFA	UPPER GROUND	GFA 1B	820.4
				2,444.3 m²
A-Area-GFA, PHASE 1A				
	GFA	LEVEL 3	GFA 1A	595.4
	GFA	LEVEL 2	GFA 1A	1,001.3
	GFA	LEVEL 1	GFA 1A	1,032.0
	GFA	UPPER GROUND	GFA 1A	945.1
	GFA	LOWER GROUND	GFA 1A	1,444.4
				5,018.2 m²
				9,066.1 m²

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AREA COMPARISON SCHEDULE

project MORIAH COLLEGE

code MSMSC
revision A
date 10/10/19
doc number DA-9002

AREA SCHEDULE : SENIOR CAMPUS

	SITE FOOTPRINT (m2)	GROSS FLOOR AREA (m2)	NUMBER OF STORIES	CLASSROOM (m2)	TO GROSS FLOOR (%)	ADMIN (m2)	TO GROSS FLOOR (%)	AMENITIES (m2)	TO GROSS FLOOR (%)	STORAGE (m2)	TO GROSS FLOOR (%)	INTERNAL CIRCULATION (m2)	TO GROSS FLOOR (%)	FLEXIBLE LEARNING (m2)	TO GROSS FLOOR (%)	AUDITORIUM (m2)	TO GROSS FLOOR (%)	ACCOM (m2)	TO GROSS FLOOR (%)	CANTEEN (m2)	TO GROSS FLOOR (%)	LIBRARY (m2)	TO GROSS FLOOR (%)	SERVICES (m2)	TO GROSS FLOOR (%)	ARCHIVE (m2)	TO GROSS FLOOR (%)	SPORTS (m2)	TO GROSS FLOOR (%)	MAINTENANCE (m2)	TO GROSS FLOOR (%)
BUILDING A	587	800.65	2	226.47	28.286	42.88	5.3556	28.17	3.5184	64.85	8.0997	0	0	0	0	0	0	0	0	0	0	415.11	51.847	0.58	0.0724	0	0	0	0	0	0
BUILDING B	188	338.9	2	54.86	16.188	85.06	25.099	8.62	2.5435	0	0	6.39	1.8855	0	0	0	0	157.22	46.391	0	0	0	0	0	0	0	0	0	0	0	0
BUILDING C	940	1130.24	2	748.47	66.222	259.24	22.937	0	0	72.95	6.4544	16.39	1.4501	0	0	0	0	0	0	0	0	0	0	2.47	0.2185	0	0	0	0	0	0
BUILDING D	450	779.49	2	332.33	42.634	219.76	28.193	0	0	0	0	0	0	0	0	0	0	0	0	211.36	27.115	0	0	4.63	0.594	0	0	0	0	0	0
BUILDING E	145	261.26	2	138.06	52.844	0	0	0	0	80.2	30.697	0	0	0	0	0	0	0	0	0	0	0	0	35.79	13.699	0	0	0	0	0	0
BUILDING F	150	327	3	65.33	19.979	0	0	0	0	0	0	25.31	7.7401	0	0	225.81	69.055	0	0	0	0	0	0	10.1	3.0887	0	0	0	0	0	0
BUILDING G	1096	1757.44	2	183.85	10.461	50	2.845	142.1	8.0856	114.75	6.5294	153.60	8.74	0	0	958.54	54.542	0	0	14.78	0.841	0	0	0	0	0	0	0	0	0	0
BUILDING J	509	825.35	2	659.31	79.882	0	0	0	0	12.26	1.4854	134.52	16.299	0	0	0	0	0	0	0	0	0	0	0.71	0.086	0	0	0	0	0	0
BUILDING K	782	1634.78	3	887.36	54.82	269.31	16.474	61.1	3.7375	60.24	3.6849	34.24	2.0945	0	0	211.29	12.925	0	0	0	0	0	0	30.15	1.8443	0	0	0	0	0	0
BUILDING P	2019	4981.36	2	1690.35	33.934	224.49	4.5066	262.65	5.2727	296.84	5.959	738.42	14.824	0	0	0	0	0	0	0	0	0	0	81.75	1.6411	0	0	1290.72	25.911	30.61	0.6145
BUILDING R	281	537.53	2	39.44	7.3373	314.6	58.527	6.11	1.1367	0	0	112.88	21	0	0	0	0	0	0	0	0	0	0	27.64	5.142	0	0	0	0	0	0
BUILDING S	445	430.27	1	388.03	90.183	0	0	0	0	37.32	8.6736	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BUILDING Z	512	492.88	1	0	0	363.67	73.785	27.19		11.93	2.4205	76.47	15.515	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0
TOTAL EXISTING	8104	14297.15		5413.86		1829.01		535.94		751.34		1298.22		0		1395.64		157.22		226.14		415.11		193.82		0		1290.72		30.61	
TOTAL DEMOLISHED	**3186**	**4367.51**		**2021.44**		**970.61**		**63.98**		**161.99**		**233.77**		**0**		**0**		**157.22**		**211.36**		**415.11**		**8.39**		**0**		**0**		**0**	
REMAINING AFTER DEMO	**4918**	**9929.64**		**3392.42**		**858.4**		**471.96**		**589.35**		**1064.45**		**0**		**1395.64**		**0**		**14.78**		**0**		**185.43**		**0**		**1290.72**		**30.61**	
STAGE 1A	1994.3	5018.2	5	971.5	19.4%	712.3	14.2%	518	10.3%	478.5	9.5%	1108	22.1%	211.4	4.2%	298.7	6.0%	0	0.0%	379.3	7.6%	1037	20.7%	348.2	6.9%	0	0.0%	0	0.0%	0	0.0%
STAGE 1B	989.7	2444.3	4	1385.2	56.7%	126.2	5.2%	112.9	4.6%	7.8	0.3%	508.5	20.8%	290.8	11.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	499.2	20.4%	0	0.0%	0	0.0%	0	0.0%
STAGE 2	1599.2	1603.6	3	1267.2	79.0%	474.1	29.6%	0	0.0%	0	0.0%	103.1	6.4%	0	0.0%	0	0.0%	0	0.0%	181.8	11.3%	0	0.0%	0	0.0%	0	0.0%	2171.9	135.4%	0	0.0%
TOTAL PROPOSED	**4583.2**	**9066.1**		**3623.9**		**1312.6**		**630.9**		**486.3**		**1719.6**		**502.2**		**298.7**		**0**		**561.1**		**1037**		**847.4**		**0**		**2171.9**		**0**	
TOTAL SCHOOL AREA EXISTING POST DEMO & PROPOSED	**9501.2**	**18995.74**		**7016.32**		**2171**		**1102.86**		**1075.65**		**2784.05**		**502.2**		**1694.34**		**0**		**575.88**		**1037**		**1032.83**		**0**		**3462.62**		**30.61**	
DIFFERENCE + OR -	1397.2	4698.59		4994.88		1200.39		1038.88		913.66		2550.28		502.2		1694.34		-157.22		364.52		621.89		1024.44		0		3462.62		30.61	

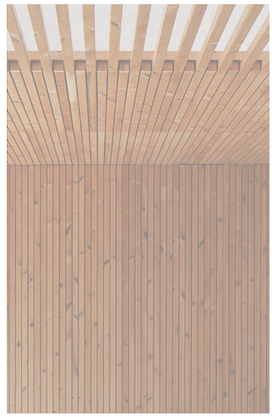
AREA SCHEDULE : PRIMARY CAMPUS

	SITE COVERAGE (m2)	GROSS FLOOR AREA (m2)	NUMBER OF STORIES	CLASSROOM (m2)	TO GROSS FLOOR (%)	ADMIN (m2)	TO GROSS FLOOR (%)	AMENITIES (m2)	TO GROSS FLOOR (%)	STORAGE (m2)	TO GROSS FLOOR (%)	CIRCULATION (m2)	TO GROSS FLOOR (%)	FLEXIBLE LEARNING (m2)	TO GROSS FLOOR (%)	AUDITORIUM (m2)	TO GROSS FLOOR (%)	ACCOM (m2)	TO GROSS FLOOR (%)	CANTEEN (m2)	TO GROSS FLOOR (%)	LIBRARY (m2)	TO GROSS FLOOR (%)	SERVICES (m2)	TO GROSS FLOOR (%)	ARCHIVE (m2)	TO GROSS FLOOR (%)	SPORTS (m2)	TO GROSS FLOOR (%)	MAINTENANCE (m2)	TO GROSS FLOOR (%)
BUILDING L	551	1270.69	3	610.62	48.054	207.47	16.327	34.68	2.7292	17.86	1.4055	318.77	25.086	0	0	0	0	0	0	0	0	0	0	4.44	0.3494	0	0	0	0	0	0
BUILDING M	933	1757.44	2	993.52	56.532	47.9	2.7256	56.19	3.1973	21.37	1.216	230.35	13.107	0	0	0	0	0	0	0	0	346.52	19.717	2.51	0.1428	0	0	0	0	0	0
BUILDING N	987	1881.19	2	1445.96	76.864	21.77	1.1572	67.74	3.6009	32.79	1.743	262.84	13.972	0	0	0	0	0	0	0	0	0	0	3.28	0.1744	0	0	0	0	0	0
BUILDING T	555	518.07	1	0	0	12.76	2.463	36.8	7.1033	47.74	9.215	0	0	0	0	0	0	0	0	20.51	3.9589	0	0	0	0	0	0	391.47	75.563	0	0
BUILDING U	781	838.12	2	0	0	419.9	50.1	0	0	7.1	0.8471	176.52	21.061	0	0	0	0	92.35	11.019	0	0	0	0	4.37	0.5214	82.15	9.8017	0	0	0	0
TOTAL EXISTING	**3807**	**14297.15**		**3050.1**		**709.8**		**195.41**		**126.86**		**988.48**		**0**		**0**		**92.35**		**20.51**		**346.52**		**14.6**		**82.15**		**391.47**		**0**	

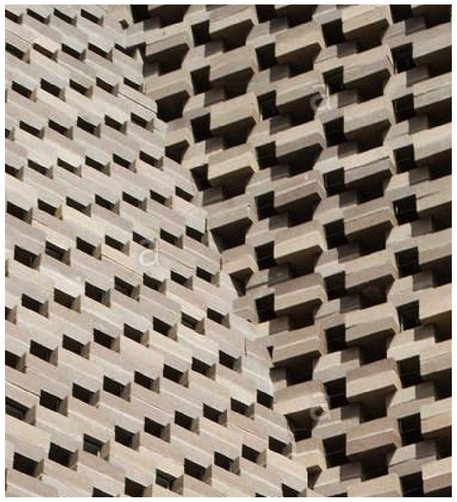
NOTE: NO PROPOSED CHANGE TO PRIMARY CAMPUS

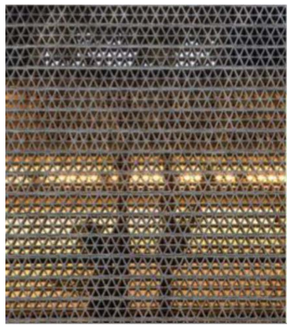
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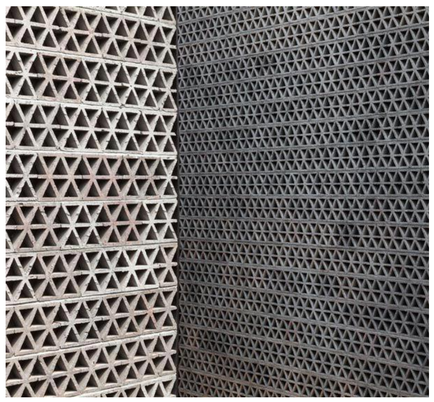
















1. CLEAR GLAZING
2. TEXTURED BRICKWORK
3. ALUMINIUM CLADDING AND FRAMING
4. TIMBER FEATURE FACADE OR PANELING
5. DARK ALUMINIUM CLADDING OR FRAMING
6. LIGHT COLOURED PAVING
7. ALUMINIUM CLADDING AND FRAMING
8. LANDSCAPE SURFACE AND ROOF TREATMENT
9. SCREEN
10. SELECTED FACE BRICK
11. OFF FORM GREY CONCRETE
12. ALUMINIUM OR STEEL SCREEN
13. GOLD / BRASS ALUMINIUM
14. STONE WORK / PAVERS
15. TIMBER OR TIMBER LOOK COMPOSITE SOFFITS
16. ALUMINIUM CLADDING
17. PLANTING TREATMENT

1	4	10	15
2	5	8	11
	6		12
			16
3	7	9	13
			14
			17

GENERAL NOTES

- ALL DIMENSIONS AND EXISTING CONDITIONS SHALL BE CHECKED AND VERIFIED BY THE CONTRACTOR BEFORE PROCEEDING WITH THE WORK.
- ALL LEVELS RELATIVE TO 'AUSTRALIAN HEIGHT DATUM'.
- DO NOT SCALE DRAWINGS. USE FIGURED DIMENSIONS ONLY.

legend

FACADE TYPES LEGEND

FT01	Aluminium sheet trim to reveals. Aluminium framed floor-by-floor glazed system with louvres and external battens.
FT02a	Perforated brick on stainless steel shelf angles inset in concrete framing
FT02b	Face & perpend brick on stainless steel shelf angles inset in concrete framing
FT03	Perforated screen (blast proof)
FT04a	Aluminium framed floor-by-floor glazed system inset in concrete framing
FT04b	Aluminium framed floor-by-floor glazed system with face brick inset in concrete framing
FT05	Aluminium framed floor-by-floor glazed system - dark glass
FT06	Aluminium framed floor-by-floor glazed system - clear glass
FT07	Composite timber and steel open walkway colonnade
CON01	Coloured concrete
CON02	Concrete finish - grey
BAL01	Clear glazed balustrade
BAL02	Tinted glazed balustrade
GAT01	Metal gate
TRL01	Timber trellis within concrete framing structure
LV01	Roof top plant enclosure. Colour to match **FT01**
LV02	Plant louvres - dark aluminium
SKY01	Cone skylights

fjmt studio architecture interiors landscape urban community
sydney melbourne uk
Level 5, 70 King Street t +61 2 9251 7077 w fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
Exterior Finishes Schedule
EXTERIOR FINISHES BOARD

scale	first issued	10/10/19
project code	sheet no.	revision
MSMSC	DA-9101	A

For Approval

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0 2.5 5 10m

GENERAL NOTES

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legend

BASEMENT PARKING
25 SPACES
6 ACCESSIBLE SPACE
= TOTAL 31 SPACE

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sydney melbourne uk
Level 5, 70 King Street **t** +61 2 9251 7077 **w** fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
For Information Presentation Plans
LOWER GROUND

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2151		A

For Information

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0 2.5 5 10m

GENERAL NOTES

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legend

UPPER GROUND PARKING
67 SPACES
2 ACCESSIBLE SPACE
= 69 TOTAL

For Information

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sydney melbourne uk
Level 5, 70 King Street **t** +61 2 9251 7077 **w** fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
For Information Presentation Plans
UPPER GROUND

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2152		A

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0 2.5 5 10m

GENERAL NOTES

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legend

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sydney melbourne uk
Level 5, 70 King Street t +61 2 9251 7077 w fjmtstudio.com

project

MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title

For Information Presentation Plans
FIRST FLOOR

scale	1:250 @ A1	first issued	10/10/19
project code		sheet no.	revision
MSMSC		DA-2153	A

For Information

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0 2.5 5 10m

GENERAL NOTES

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legend

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sydney melbourne uk
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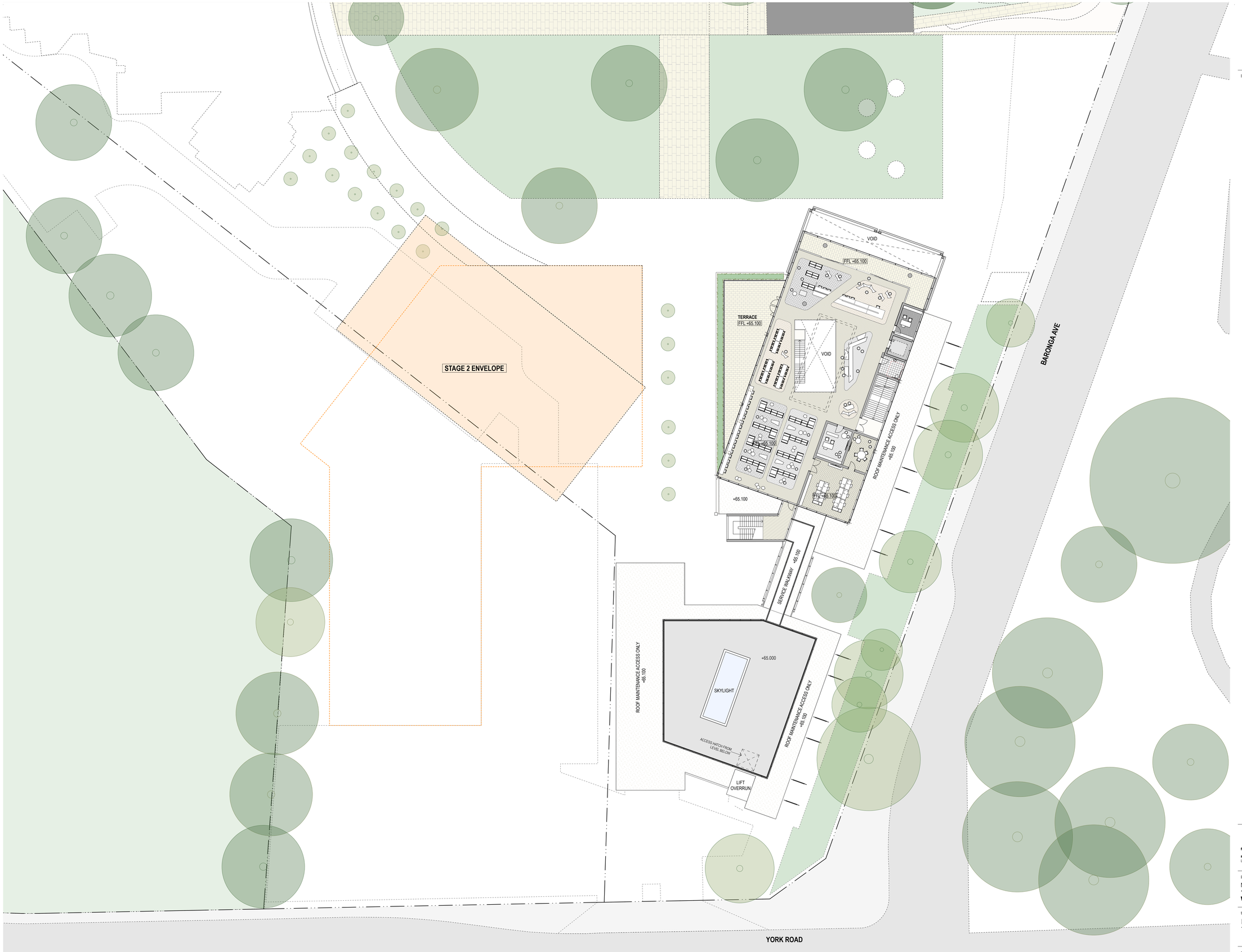
project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
For Information Presentation Plans
SECOND FLOOR

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2154		A

For Information

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0 2.5 5 10m

GENERAL NOTES

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- ALL LEVELS RELATIVE TO 'AUSTRALIAN HEIGHT DATUM'.
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legend

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sydney melbourne uk
Level 5, 70 King Street **t** +61 2 9251 7077 **w** fjmtstudio.com

project

MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title

For Information Presentation Plans
THIRD FLOOR

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2155		A

For Information

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0 2.5 5 10m

GENERAL NOTES

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legend

fjmt studio architecture interiors landscape urban community
sydney melbourne uk
Level 5, 70 King Street t +61 2 9251 7077 w fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
For Information Presentation Plans
ROOF PLAN

scale	1:250 @ A1	first issued	10/10/19
project code		sheet no.	revision
MSMSC		DA-2156	A

For Information

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LOWER GROUND
25 SPACES
6 ACCESSIBLE
= TOTAL 31 SPACES

+5 MOTORCYCLE SPACES

UPPER GROUND
67 SPACES
2 ACCESSIBLE
= TOTAL 69 SPACES

TOTAL 100 CAR SPACES
TOTAL 5 MOTORCYCLE

0 2.5 5 10m

GENERAL NOTES

- ALL DIMENSIONS AND EXISTING CONDITIONS SHALL BE CHECKED AND VERIFIED BY THE CONTRACTOR BEFORE PROCEEDING WITH THE WORK.
- ALL LEVELS RELATIVE TO 'AUSTRALIAN HEIGHT DATUM'.
- DO NOT SCALE DRAWINGS. USE FIGURED DIMENSIONS ONLY.

legend

For Information

fjmt studio architecture interiors landscape urban community
sydney melbourne uk
Level 5, 70 King Street t +61 2 9251 7077 w fjmtstudio.com

project
MORIAH COLLEGE
1-3 Queens Park Road & 101 York Road
WAVERLY NSW 2022

title
For Information Presentation Plans
COMPOSITE PARKING PLAN

scale	1:250 @ A1	first issued	10/10/19
project code	sheet no.		revision
MSMSC	DA-2157		A