

GREEN SQUARE INTEGRATED COMMUNITY FACILITY AND SCHOOL (GSICFS)

ARCHITECTURAL DESIGN REPORT

SSD-10381



PURPOSE OF THIS DOCUMENT

The report had been prepared in support of the State Significant Development Application for the new Green Square Integrated Community Facility and School, SSDA No. SSD-10381. This report has been prepared by BVN Architecture Pty Ltd with input from relevant other organisations and disciplines. It is to be read in conjunction with the architectural drawings, the EIS prepared by Architectus and accompanying appendices and reports. This report forms Appendix H of the EIS.

VERSION CONTROL

ISSUE	DATE	REASON
A	12.03.2020	ISSUE FOR REVIEW
B	08.04.2021	ISSUE FOR REVIEW
C	24.05.2021	ISSUE FOR REVIEW
D	6.08.2021	ISSUE FOR REVIEW
E	19.10.2021	SSDA

DESIGN TEAM

ORGANISATION	ROLE
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City of Sydney	Client / end user
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Colliers International	Project Manager
Turf	Landscape Architecture
Meinhardt Bonacci	Structure and Civil Engineering
Stantec	Building Services
NDY	ESD
Acoustic Logic	Acoustician
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Cost Management	MBM
Architectus	Statutory Planner

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01

01. INTRODUCTION

PROJECT DESCRIPTION

The proposed development is located at 3 Joyton Avenue Zetland. The development is known as the Green Square Integrated Community Facility and School (GSICFS). This is a joint project between School Infrastructure NSW and the City of Sydney.

The development will comprise a four-storey building made up of various indoor and outdoor functional spaces including:

- Primary education facilities for up to 600 kindergarten to year 6 students
 - Indoor and outdoor learning spaces
 - Administration and staff rooms
 - Library and School community hall
- shared multi function spaces within for school and community use
 - 2 x multipurpose community facilities rooms to be operated solely by City of Sydney
 - 2 x multipurpose rooms to be shared by the City of Sydney and the primary school
- At ground level there is:
 - play spaces which will be a shared use between school and community.
 - multi-purpose games court

AN INTEGRATED COMMUNITY FACILITY

Located in the heart of Green Square, the proposed Green Square Integrated Community Facility and School (GSICFS) is key component of this rapidly developing precinct. The new building addresses the new Zetland Avenue. To its east is the recently opened Gunyama Aquatic and Recreation Centre and to its west is the Drying Green public park (currently under construction). Along with existing nearby public facilities the GSICFS will help to knit the community together. The building supports active use throughout the day for the community via the City of Sydney managed bookable multipurpose rooms facing Zetland Avenue and the School function. After school hours the facility supports after school care (OSHC), public access to the playing court and the ground level courtyard areas.

The building has been designed to suit the local context, including heritage items. It is a four level perimeter building that wraps a central courtyard/play space. The perimeter approach creates a street wall that helps to frame Zetland Avenue and Portman Street, adding to the developing urban grain of the precinct. The street façades are wrapped in a masonry screen, who's colours are chosen to relate to the surrounding heritage buildings.

DESIGN EXCELLENCE

A Design Excellence Competition was held for the project in late 2019. This included a detailed functional brief, an educational model and reference to the various Statutory Planning Controls and Policies.

BVN won the competition and has progressed the design with the client bodies and consultant team. A description of the evolution of the design is included in this report.

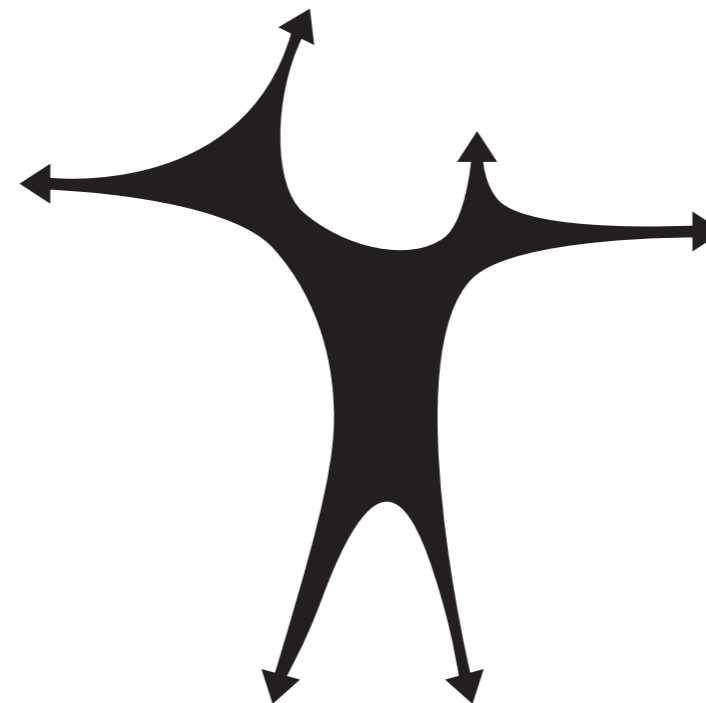
SUSTAINABILITY

The project has been designed to achieve a 5 Star Green Star v1.3 design and as-built rating. It utilises passive solar design features, natural ventilation, high-performance envelope, rainwater collection and reuse, biophilic design principles and on-site power generation via photovoltaic panels.

A CONNECTED PLACE

As part of BVN's competition submission we developed a motif for the project (shown below). This is both an abstraction of the public linkages through the site and is reminiscent of school child with arms raised, celebrating their school.

This motif represents the project's interconnection with the community. It is proposed to form part of the project's identity and signage.



01.02 SEARS ADDRESSED IN THIS REPORT

This report describes the architectural approach and design of the project that forms application SSD-10381. It should be read in parallel with the architectural drawings and associated reports. It provides a general overview to the design and its development in support of the SSDA.

It specifically addresses the following SEARS requirements:

SEARS No.	DESCRIPTION	REPORT SECTION
2	Better Placed: An integrated design policy for the built environment of New South Wales (GANSW, 2017)	• 5.01
2	Greener Spaces: GANSW	• 5.02
2	Design Guide for Schools: GANSW	• 5.03
2	Green Square Town Centre Public Domain Strategy	• 5.04
2	Green Square Community and Cultural Precinct Public Domain Coordination Plan (PDCP)	• 5.05
4	Address the height, density, bulk and scale, setbacks and interface of the proposal in relation to the surrounding development, topography, streetscape and any open public spaces	<ul style="list-style-type: none"> • General: Section 04 • Description of the design: 4.01 • Built Form, Mass and Height: 4.02 - 4.04 • Setbacks: 4.08 - 4.09
4	Address design quality and built form, with specific consideration of the overall site layout, streetscape, open spaces, facade, rooftop, massing, setbacks, building articulation, materials and colours	<ul style="list-style-type: none"> • General: Section 04 • Background to approach: 3.01, 3.03 • Streetscape, rooftop: 4.04,4.06 • Facade: 4.17 - 4.18 • Materials : 4.19
4	Provide details of any digital signage boards, including size, location and finishes	• 4.24
4	Clearly demonstrate how design quality will be achieved in accordance with Schedule 4 Schools - Design Quality Principles of <i>State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017</i> and the GANSW Design Guide For Schools	• 5.05
4	Detail how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development	• 4.15 - 4.16
4	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 02
4	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	• 6.01 - 6.08
4	Address CPTED Principles	• 4.21-4.23
4	Demonstrate good environmental amenity including access to natural daylight and ventilation, access to landscape and outdoor spaces and future flexibility	<ul style="list-style-type: none"> • General: Section 04 • Daylight, ventilation, acoustic separation: 4.11 • Future Flexibility: 4.23
4	Demonstrate that Aboriginal culture and heritage is considered and incorporated holistically in the design proposal	• 4.05
5	Part of SEARS No.5 <i>Design Excellence</i> , specifically the evolution of the design since the competition	• Section 03
6	Parts of SEARS No. 6 <i>Environmental Amenity</i> , specifically visual privacy and amenity	• 6.01
6	Amenity impacts (solar access, visual privacy, visual amenity,overshadowing and view loss	<ul style="list-style-type: none"> • General: Section 06 • Overshadowing and solar access: 6.08-6.21
6	Conduct a view analysis to the site from key vantage points and streetscape locations	• 4.03-4.07

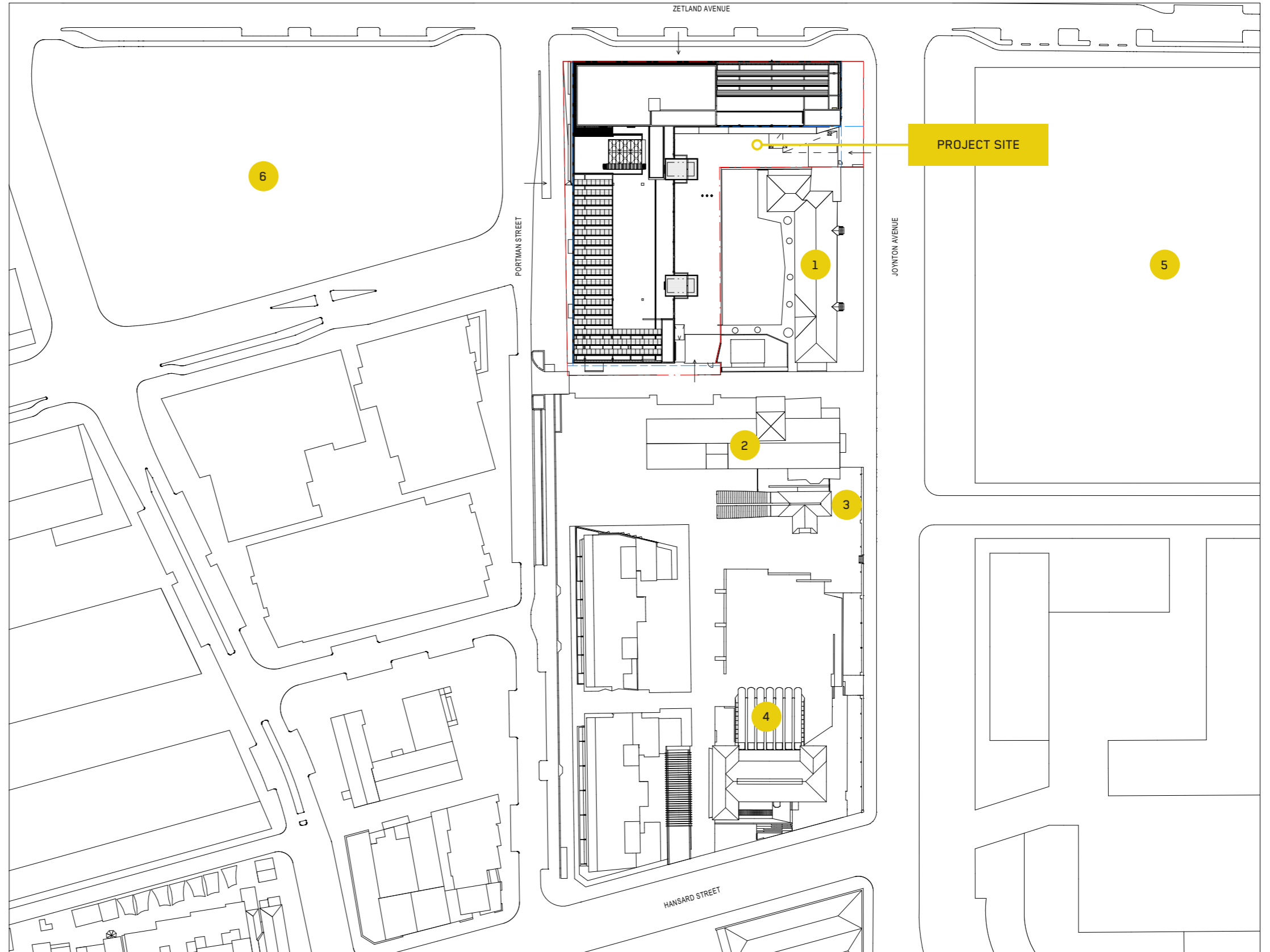
01.03 DEVELOPMENT SUMMARY

LEVEL	USE	FECA(m ²) (A)	UCA(m ²) (B)	GFA(m ²) (A+B)	PLAY SPACE (m ²)
B1	Plant space				
GROUND	Educational Facilities	1,753	1,422	3,175	
	Community facilities				
01	Educational Facilities	1,385	771	2,156	
02	Educational Facilities	1,794	833	2,627	
03	Educational Facilities	618	1,104	1,722	
TOTAL		5,550	4,130	9,680	5,387 (8.98m ² / student)
SITE AREA				2,710	
FSR				3.57:1	

NOTES:

- GFA has been measure in accordance with the City of Sydney LEP 2012
- Play Area has been measured in accordance with the EFSG from the Department of Education
- Please refer to the Landscape Architecture Report for a breakdown of the Unencumbered Play Space

01.04 SITE / CONTEXT PLAN



- 1 Waranara Early Education Centre
- 2 Green Infrastructure Centre
- 3 Banga Community Shed
- 4 Joynton Avenue Creative Centre
- 5 Gunyama Park Aquatic and recreation Centre
- 6 The Drying Green Public Park

01.05 VIEW FROM NORTHWEST



01.06 VIEW FROM NORTHEAST





02

02. SITE AND CONTEXT ANALYSIS

02.01 SITE LOCATION



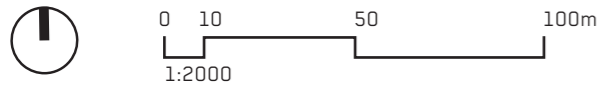
02.02 PRECINCT AERIAL PHOTO



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02.03 URBAN ANALYSIS

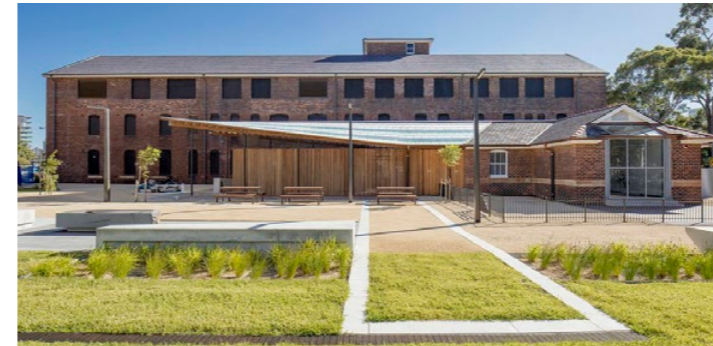


02.04 SURROUNDING BUILDINGS

The GSICFS is located on the site of the former South Sydney Hospital. A number of the former hospital buildings have been re-purposed as community facilities, each incorporating a contemporary architectural approach that complements the original building. These are:

1. The Joynton Avenue Creative Centre (The Esme Cahill Building)
2. The Banga Community Shed (The Former Pathology building),
3. The Waranara Early Childhood Centre (the Outpatients Unit), and
4. the Green Infrastructure Building (the former South Sydney Hospital Administration Building)

Between these a network of public spaces have been threaded through the block, including the Matron Ruby Grant Park, and the 'While I Live I Will Grow' artwork. The architectural approach to these and their overall form, mass and colour have influenced the design of the new building



1. BANGA COMMUNITY SHED



2. GREEN INFRASTRUCTURE CENTRE



3. WARANARA EARLY EDUCATION CENTRE



4. JOYNTON AVENUE CREATIVE CENTRE



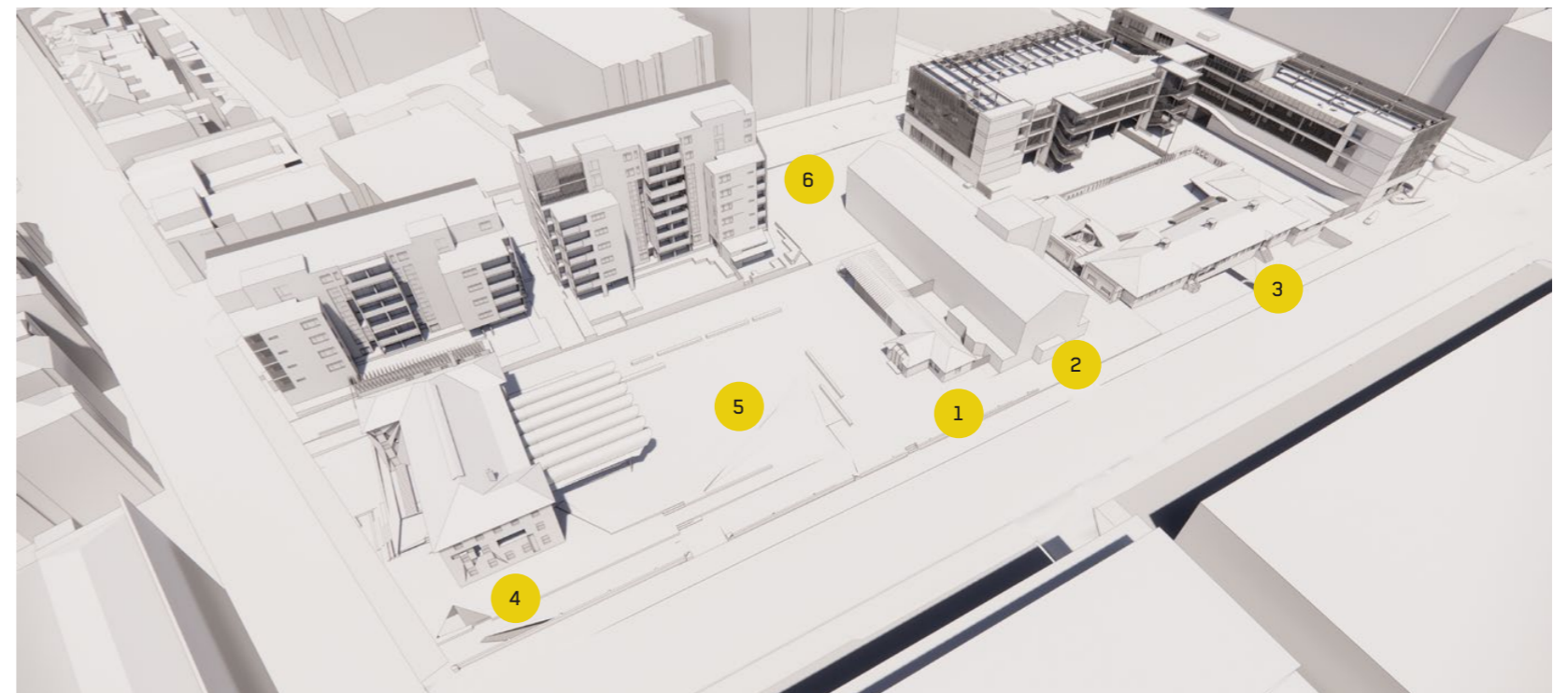
5. MATRON RUBY GRANT PARK



6. WHILE I LIVE I WILL GROW ARTWORK

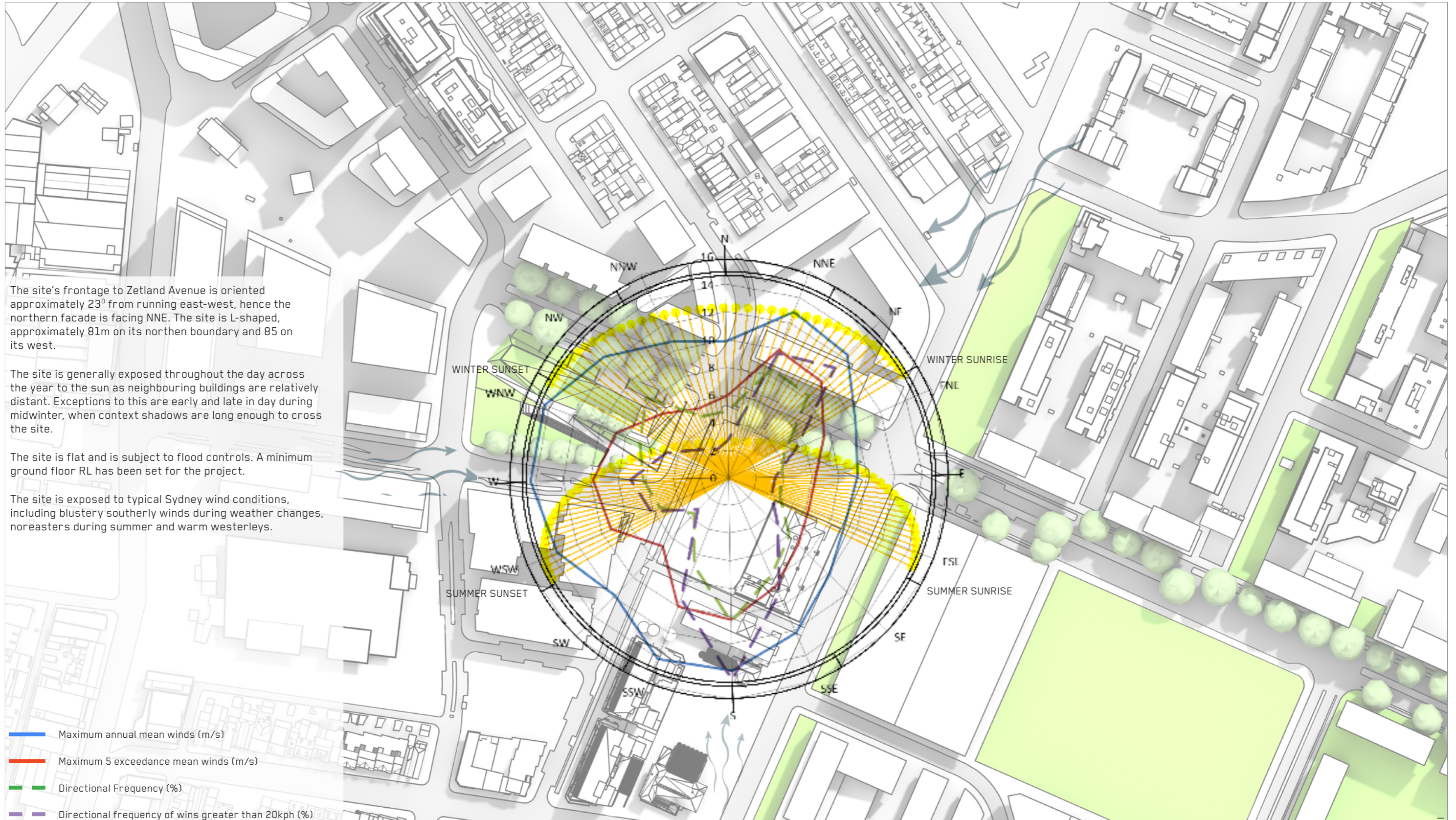


ROYAL SOUTH SYDNEY HOSPITAL CIRCA

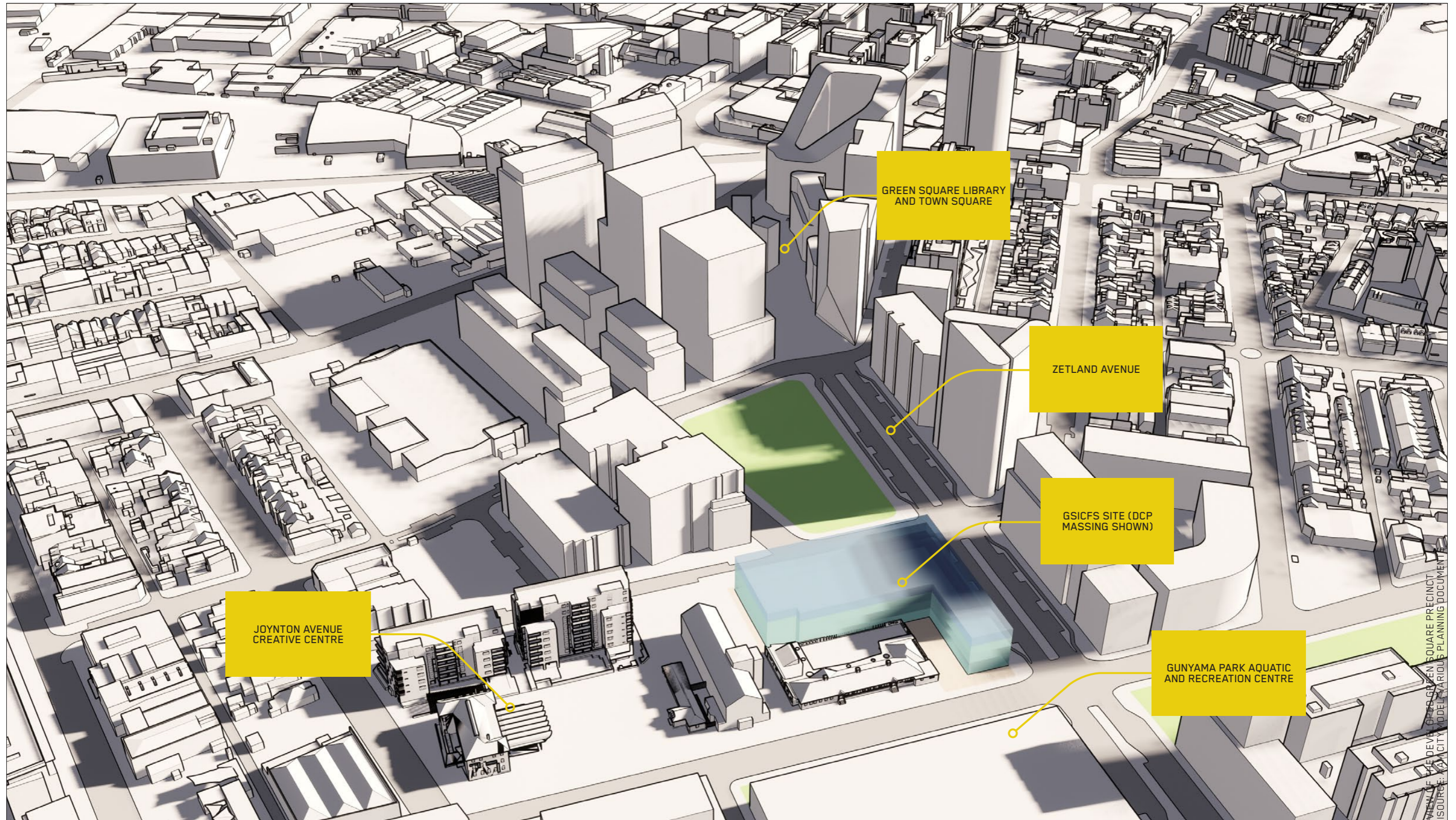


GREEN SQUARE COMMUNITY AND CULTURAL PRECINCT

02.05 ENVIRONMENTAL CONDITIONS



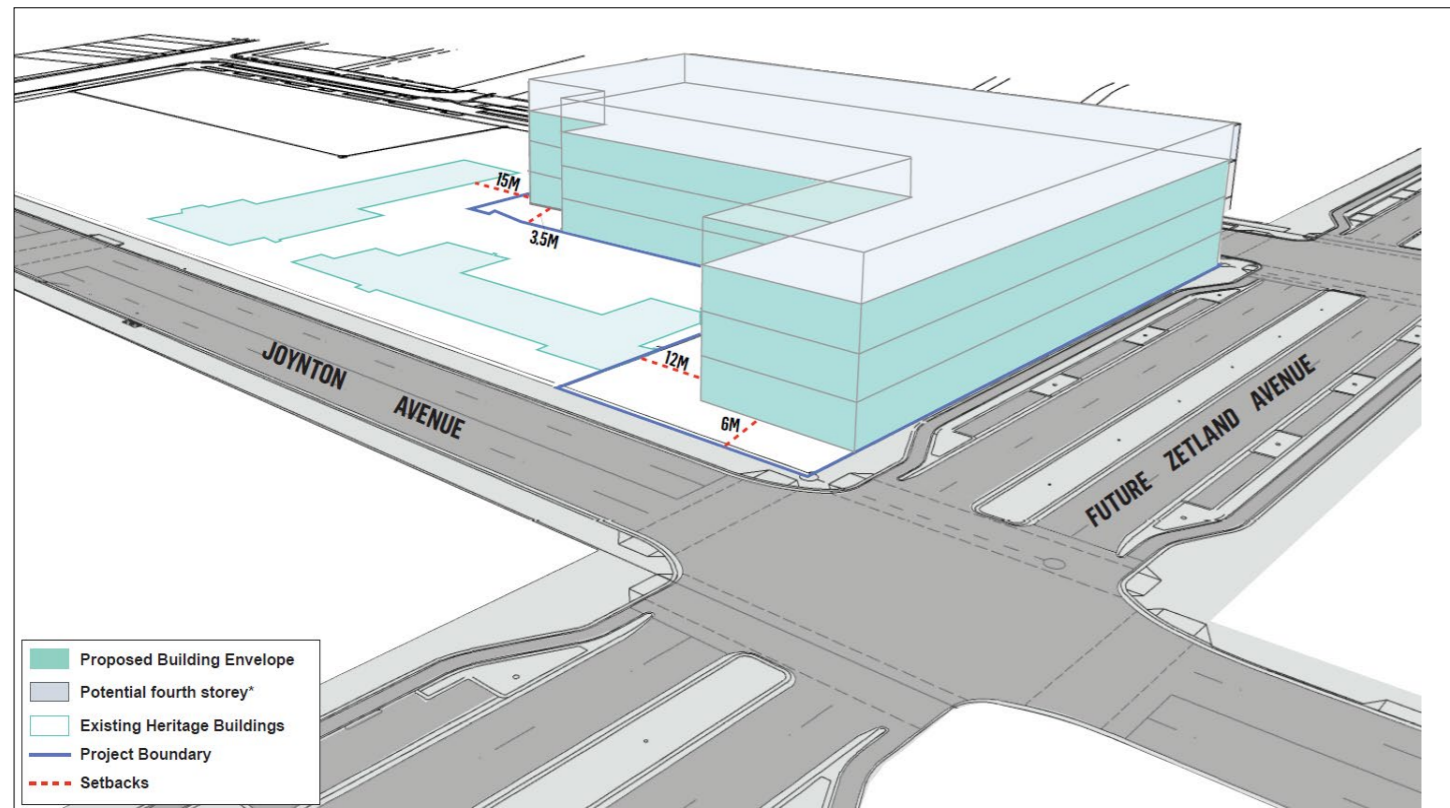
02.06 INDICATIVE FUTURE CONTEXT



02.07 SITE SETBACKS AND CONSTRAINTS

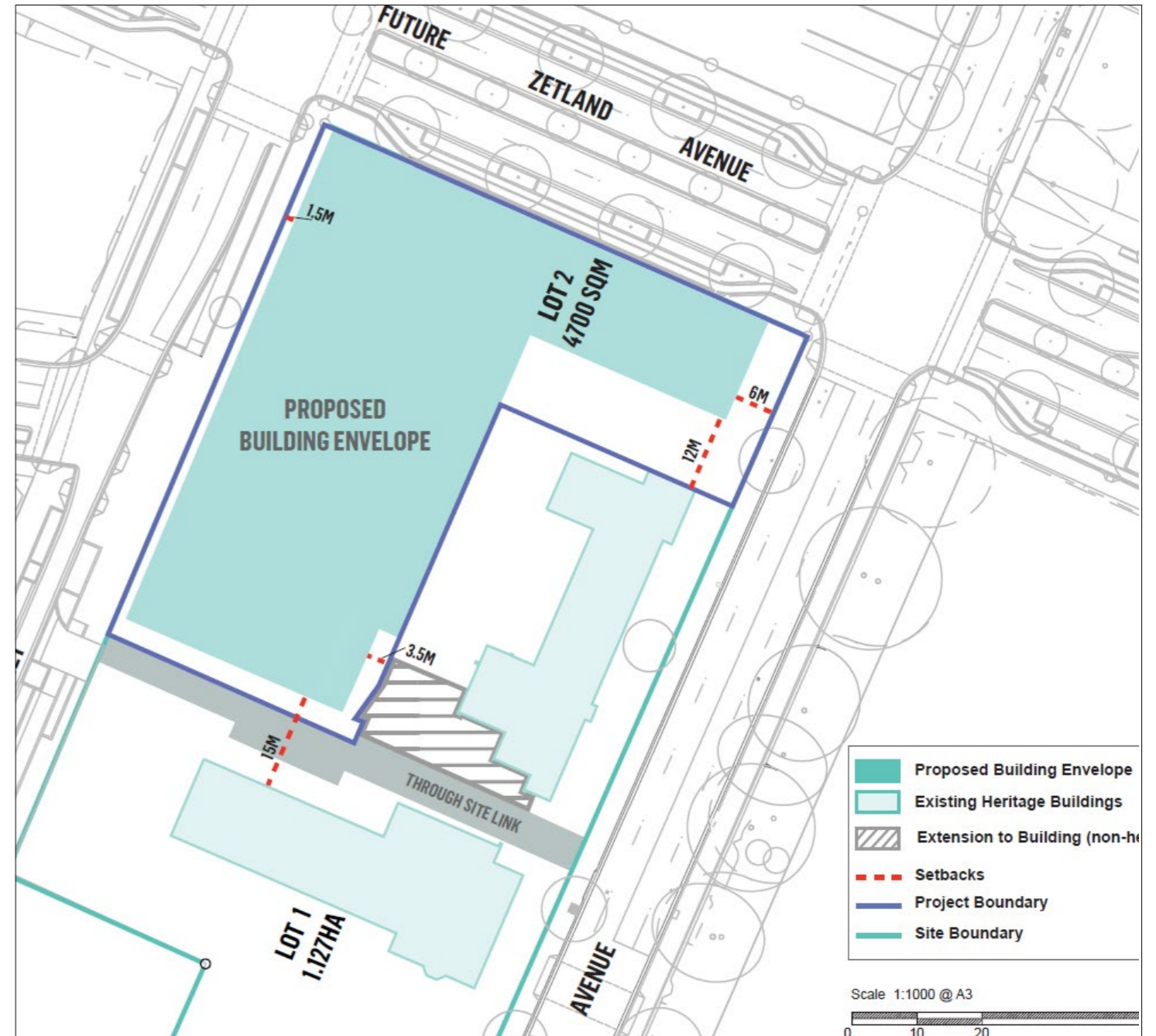
The setbacks were defined in the Design Excellence Competition Brief as:

The design is to comply with the setbacks set out below. It is noted that the setbacks to the street/site boundaries have been informed by existing street alignments, the Green Square Town Centre DCP and the setbacks to heritage buildings have been established in the RSSH Master Plan.

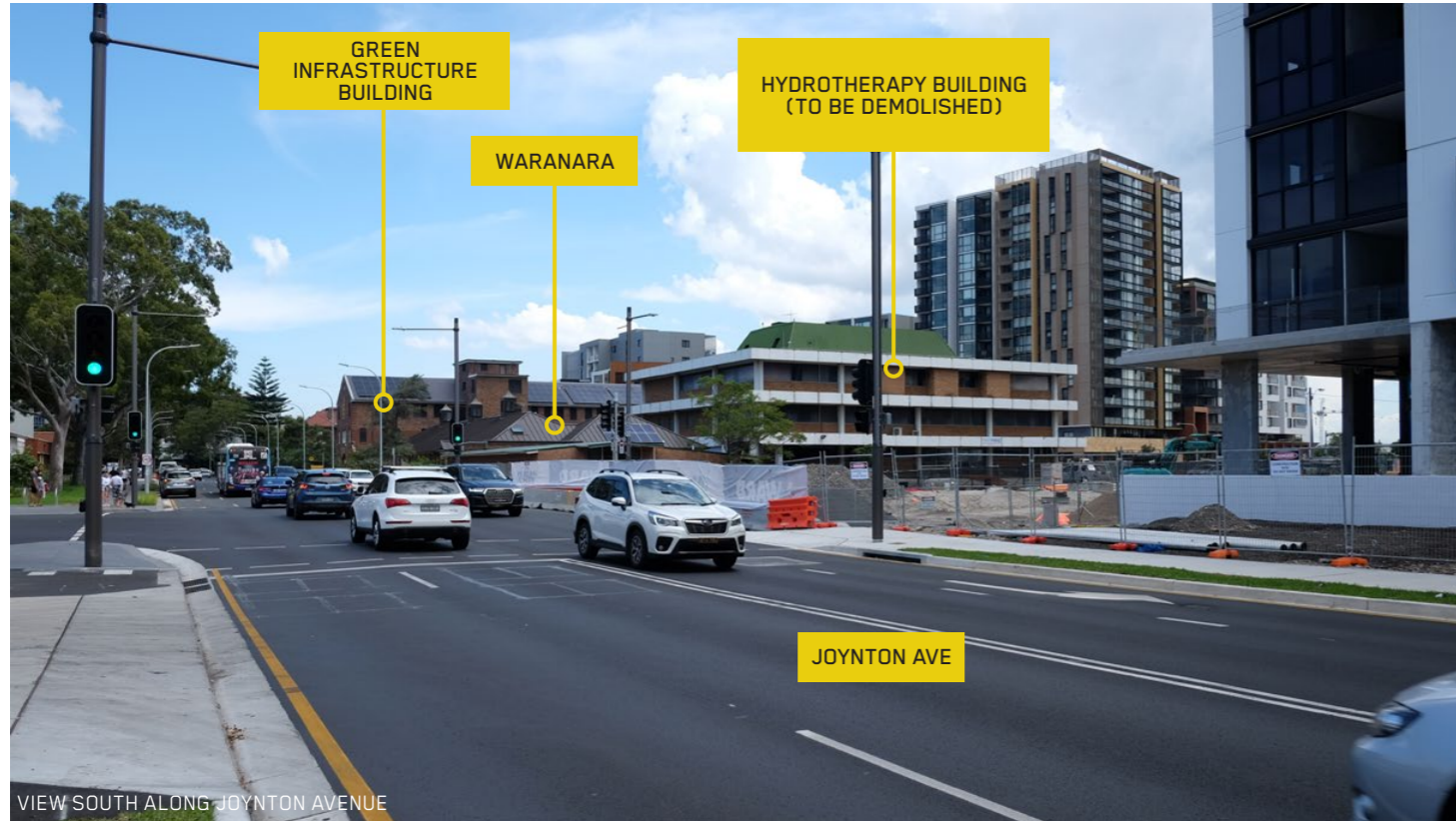


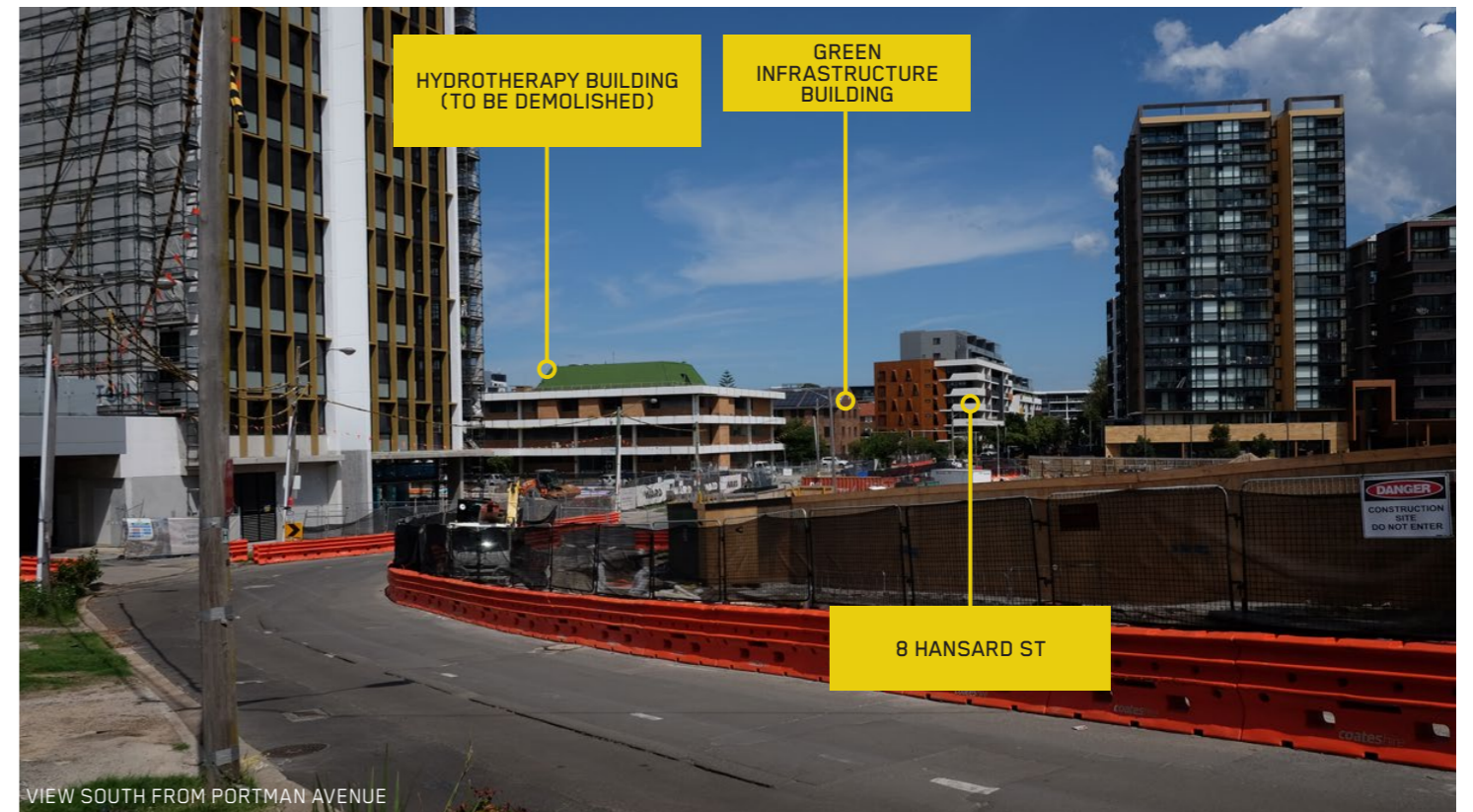
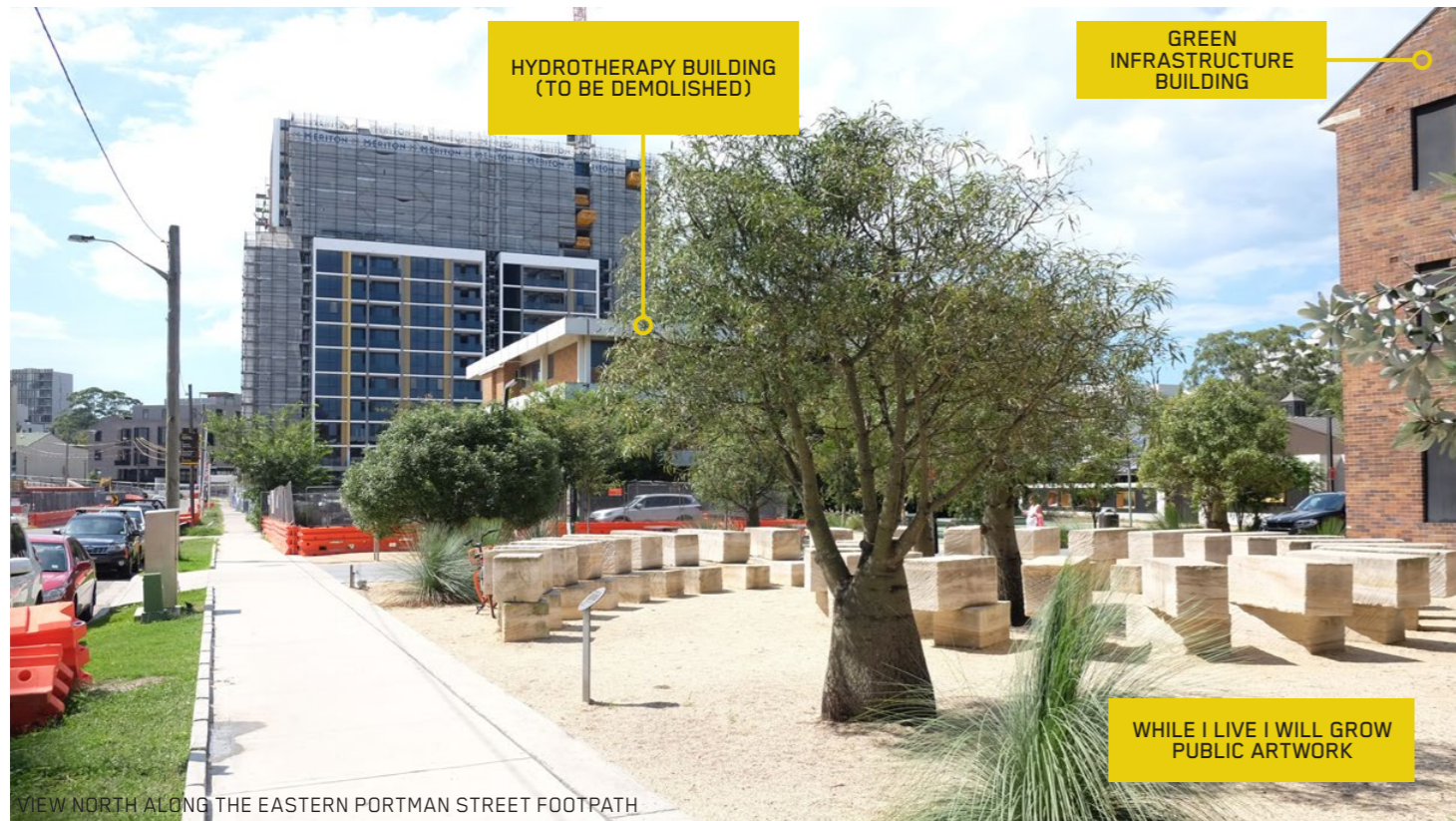
Source: Urbis

***Note:** fourth storey massing should comprise no more than 20% of the building footprint so as to avoid any additional overshadowing of the site itself and adjacent uses beyond that which would occur from the three-storey structure below.



02.08 SITE PHOTOS





03

03. DESIGN EVOLUTION

03.01 DESIGN EXCELLENCE COMPETITION

Following competitive EOI and RFT process, BVN was shortlisted to participate in a Design Excellence Competition in late 2019, managed by Urbis. The competition was undertaken in accordance with the Sydney LEP 2012 clause 6.21(4).

BVN's scheme located the Multi-purpose games court at ground level on the north-west corner of the site, across the road from the new Drying Green. Locating the court in this location enabled the possibility of community use (at suitable times) of the court in an easily managed way. It helped connect the 'green carpet' (BVN's term) of the public facilities of Green Square, that are strung along the new Zetland Avenue.

The built form of the scheme wrapped a courtyard and presented a strong, urban street wall to Zetland Avenue and Portman Street. These façades are clad in proprietary brick-screen, which is hung on tensile wires from the building's structure. The colours of the masonry elements of the screen are chosen to relate to the heritage buildings on the site.

The competition scheme included a series of community multipurpose facilities (including dedicated to the COS and shared with the School and OHSC) and contemporary teaching spaces. The competition scheme included a cross-laminated-timber structure above the ground floor, which has a long-span concrete structure to suit the needs of the multipurpose spaces.

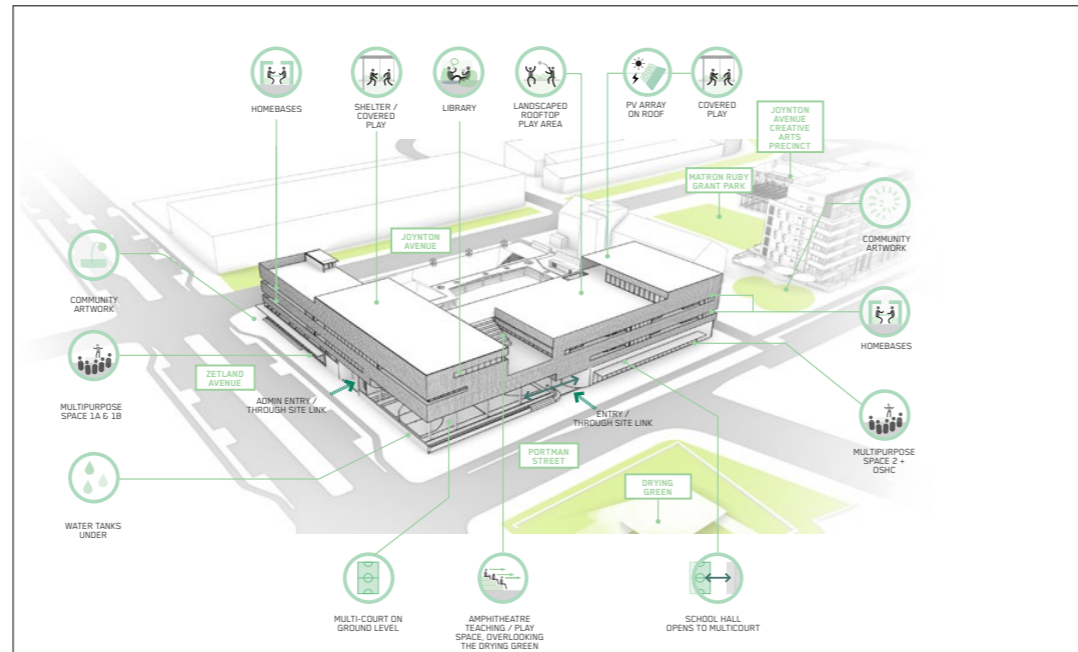
JURY COMMENTS

The jury made comments in two categories:

(A) Design elements strongly supported in the scheme that should be retained in order to achieve design excellence:

(B) Design Elements in the scheme that require satisfactory resolution

The pages overleaf address each comment and how the design has responded to them.



DESCRIPTION OF COMPETITION SCHEME, EXTRACTED FROM BVN'S SUBMISSION



03.02 JURY COMMENTS AND RESPONSE

(A) DESIGN ELEMENTS STRONGLY SUPPORTED IN THE SCHEME THAT SHOULD BE RETAINED IN ORDER TO ACHIEVE DESIGN EXCELLENCE:

JURY COMMENT	DESIGN RESPONSE
The Multi-purpose games court was deemed an integral component of the design and must be maintained in the location proposed;	The Multi-purpose games court is in the same location as the competition proposal
The Public Artwork that is integrated with the Multi-purpose games court must be maintained ,including on the eastern wall and soffit;	The Public Artwork is still proposed to be integrated into the Multi-purpose multi-purpose games court and a budget and procurement pathway has been chosen to deliver this
The relationship between the Hall and Multi-purpose games court is to be retained, especially the benefit of a large ,whole of school congregational space;	The general relationship between the Hall and Multi-purpose multi-purpose games court has been maintained. The Hall still opens towards the Multi-purpose multi-purpose games court via large operable glazing elements. However, due to security and structural requirements there is no longer a direct physical connection between these spaces. There is a visual connection
The scheme is to maintain the high level of activation to all street frontages;	The level of activation to the street frontages is per the competition scheme
The transparency and openness of the ground floor. The clear line of sight provided with respect to the east -west through site connection is to be maintained as it contributes to a very permeable ground floor;	The lines of sight through the site have improved since the competition proposal due to planning improvements following further input from specialist consultants and from the Department of Education
Maintain the visual connections throughout the building – particularly outward views;	Visual connections have been maintained
The generosity and clarity of the open space is to be retained alongside the coherent landscape strategy;	The open space and its landscape design strategy have been maintained
The Jury provide strong support for the fresh distinctive character of the cladding and request this is conceptually retained subject to material selection and sourcing;	Materials and product selections have remained consistent
The high degree of flexibility, pattern of light and shade, privacy and thermal benefits of the screen should be maintained;	The screen design has remained consistent
Retention of a north south and east west connection;	The north-south and east-west links have been maintained during agreed times
The Jury strongly support the benefits of a timber structure, particularly the aesthetic, sustainability, health and education benefits;	Following further investigation the timber structure has been replaced with a concrete structure
The flexibility of the learning areas is supported and is to be retained;	The flexibility of the learning spaces has been maintained
The location of Multi Purpose Space 2 on the corner of the shared driveway facing to the public space is a strong gesture and is to be retained;	The location of Multipurpose Space 2 has remained consistent
Principles of sustainability to be maintained in achieving the aspirations of the proponent,including the use of a hybrid concrete and timber structure	Following further investigation the timber structure has been replaced with a concrete structure. The project is pursuing a range of sustainable design principles

(B) DESIGN ELEMENTS IN THE SCHEME THAT REQUIRE SATISFACTORY RESOLUTION

JURY COMMENT	DESIGN RESPONSE
Levels and security lines, universal access at ground level to be resolved	Physical security requirements to suit the modes of use have been resolved
Resolution of the OSCH and North South access between 4:30pm and 6:00pm	The management / operation plan addresses the various times of use
Review and resolve the address and entry of Multi Purpose Spaces 1A and 1B;	Access has been resolved through the inclusion of a new loggia facing Zetland Avenue which provides Universal Access into these spaces. The reduction of the level of the ground floor to satisfy flood requirements has improved this relationship
Provision of direct access to amenities for Multi Purpose Space 1A and 1B	Each of these spaces is fully self contained with an accessible WC and two gender neutral WCs
Further refinement with respect of the Zetland Avenue access to provide visually more direct North South connections;	Changes to the admin space, lowering of the ground floor level to satisfy flood requirements and improvements to the planning at the southern end of the site have enabled a more visual direct relationship
Careful selection of materials	Material choices have remained consistent since the competition and have been chosen to suit the nature of the site and the EFSG requirements
The ground floor administration area is to be re-planned to ensure all required functions are co located;	This space has been replanned after extensive stakeholder engagement and now satisfies the functional requirements of the school
Canteen location to be revisited	The canteen has been moved to open directly onto the central courtyard, it is now located between Multipurpose Room 2 and the School Hall
Further development and detail with regard to maintenance and access between the façade screen and the internal glass line wall to be reviewed and resolved to ensure adequate space is provided;	A dedicated maintenance walkway provides secure access to the facade screen and the glazing
Exploration of options with regard to the location of the library to the satisfaction of education requirements;	The library has been replanned following extensive consultation with stakeholders
Resolve issues with respect to columns within the Multi Purpose spaces and Multi-purpose games court to ensure unobstructed spaces are provided	The structure has been redesigned in this area to remove the obstructing columns
Resolution of the location of substation to be accessed off Portman Street;	A substation is no longer required as part of the project
Look for opportunities to increase the generosity of vertical circulation;	The lift has been relocated to be obvious to all users and opens directly onto the main circulation space. The two main stairs have been designed to suit EFSG and BCA requirements and have 2m clear width
Refinements to maximise outdoor play space – it is accepted that with the planning constraints on this site that being slightly under the requirement may be acceptable;	The extent of outdoor playspace is generally consistent with the competition scheme and is slightly over 8m ² per child
Toilet numbers and locations are to be reviewed;	Toilet numbers have been addressed and agreed with stakeholders and the BCA consultant
Equitable light distribution to all classrooms throughout the school which may involve the relocation of some amenities;	Detailed planning has been undertaken with stakeholders to maximise flexibility, amenity and natural daylight into the teaching spaces, which has included changes to toilet design/location in some areas
Resolution of carparking and loading to ensure all function and operate effectively and do not block the north-south access;	Car parking and loading requirements have been resolved so that the north-south link is unencumbered. The loading space (when in use) slightly blocks the visual connection, but a clear physical link is still provided
Effective management of acoustic impacts of the Multi-purpose games court for internal school functions	Following specialist acoustic advice a retractable baffle has been included on the northern edge of the court. This, plus acoustic absorption in the walls and soffit mitigate the impact

03.03 DESIGN EXCELLENCE COMPETITION BRIEF



The Design Excellence Competition brief required that the competitors consider the relevant controls, policies and frameworks for the site and precinct.

STATUTORY PLANNING CONTROLS AND POLICIES

- SEPP (Educational Establishments and Child Care Facilities) 2017
- SEPP 55 - Remediation of Land
- SEPP (State and Regional Development) 2011
- South Sydney LEP 114
- South Sydney LEP 1998
- Royal South Sydney Hospital Site Master Plan 2013

OTHER CONSIDERATIONS

- Green Square Town Centre DCP 2012
- Design Guide For Schools - GANSW
- City of Sydney Access DCP 2004
- City of Sydney Heritage DCP 2006
- South Sydney DCP No.11 Transport Guidelines for Development 1996
- Green Square Town Centre Public Domain Strategy
- Green Square Community and Cultural Precinct Public Domain Coordination Plan
- Green Square Public Art Strategy 2012
- Eastern City District Plan
- Sydney Landscape Code Volume 2: All Development except for single dwellings
- The building design should also complement Council's Sustainable Sydney 2030 programme, local safety strategy initiatives and traffic management initiatives

EDUCATION REQUIREMENTS

- Green Square Educational Model
- Educational Facilities Standards and Guidelines (EFSG)
- Functional and spatial requirements as outlined in the brief

BUILT FORM

The brief required that:

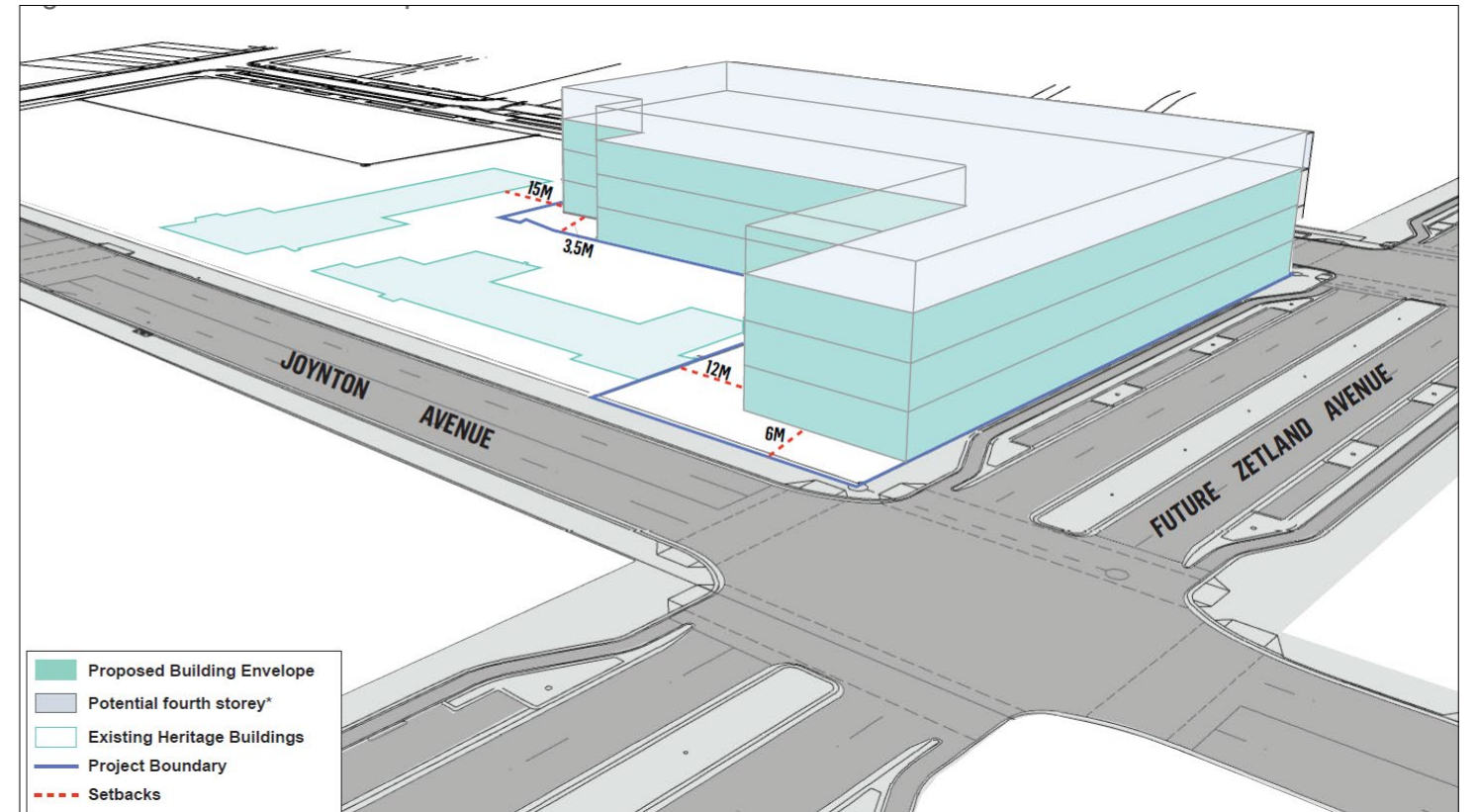
The design is to meet the following design principles for built form, which are detailed in the RSSH Master Plan.

- *The built form shall consist of perimeter block buildings that:*
- *creates internal garden spaces;*
- *form a perforated block edge that allows for view connections;*
- *provide an active interface at site boundaries and reinforce street alignments; and*
- *create a consistent height datum of 3 to 4 storey street wall buildings.*

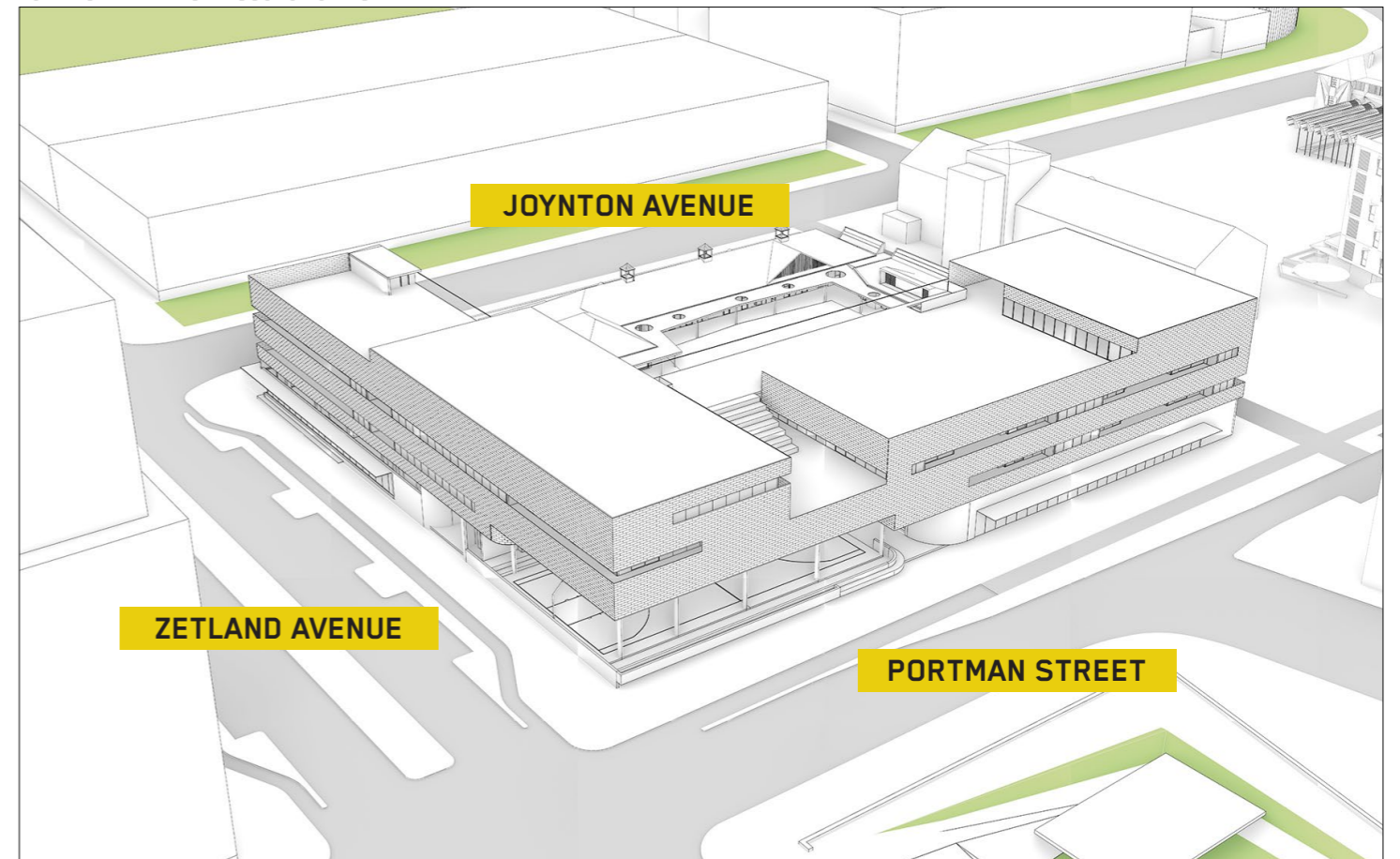
Note: fourth storey massing should comprise no more than 20% of the building footprint so as to avoid any additional overshadowing of the site itself and adjacent uses beyond that which would occur from the three-storey structure below.

Additionally, a series of setbacks were defined:

- North (future Zetland Avenue): Nil setback
- West (Portman Street): 1.5m setback
- Eastern boundary: 6m setback
- Southern boundary: as per setback to Former Main Administration Building
- a 15m setback around the Former Main Administration Building
- A minimum 12m setback from the northern elevation of the Former Outpatients Building (now Waranara Early Education Centre)
- a 6 metre setback to Joynton Avenue (with brick wall to Joynton Avenue to be retained due to its heritage significance).



BUILT FORM ENVELOPE: SOURCE URBIS



COMPETITION ENTRY: BVN

NOTE COMPLIANCE OF OVERALL FORM, STREET ALIGNMENT, HEIGHT AND MASSING WITH THE BRIEFED REQUIREMENTS

03.04 DESIGN EVOLUTION

Throughout the design process the following the competition, extensive consultations and engagement with the two client/user bodies were conducted. These include:

- PCG meetings
- DoE workshops
- CoS Workshops
- CoS and DoE Coordination meetings
- EFSG Review
- Weekly Design team Meetings with Consultants

Additionally, BVN and the consultant team continued to develop the design - taking the competition scheme and evolving it into the SSDA scheme. In BVN's opinion, the current design is in accordance with the Design Excellence Competition scheme and the architectural intent contained within it.

The Design Competition brief - Section 7.13 "Appointment of Architect of the winning submission" set out the following

To ensure that design continuity and the design excellence of the winning scheme is maintained throughout the development process, the architectural commission is to include as a minimum:

- Preparation of a Development Application for the winning scheme;
- Preparation of the design drawings for a construction certificate;
- Represent the winning scheme in meetings with the community, authorities and stakeholders, as required;
- Preparation of design drawings for the contract documentation; and
- Maintain continuity during the documentation and construction phases, through to the completion of the project.

BVN's commission includes all the items listed above. This has ensured design continuity.

ITEM	DESCRIPTION
ROOF MOUNTED PV PANELS	Addition of on-site energy generation via photovoltaic cells located above the roof-top play area. This has the additional benefit of providing shade to the play area
MASSING	Changes to the massing to suit clarifications of functional requirements/relationships, safety, buildability and architectural intent. These changes are subtle - the main difference is that there is now a consistent parapet height for the facade screen, which is an improvement on the competition scheme
CHANGE IN STRUCTURAL STRATEGY	Mass timber structure replaced with concrete structure to better suite DOE requirements
STAIRS	To meet requirements for travel distances as well as changes from concrete structural changes - main stairs and fire stair locations were developed in consultation with relevant consultants
FLOOR PLANNING	Development and re-planning of internal areas in the School through a series of workshops with stakeholders. The outcome of this is improved spaces from both a functional and amenity viewpoint
LANDSCAPE	Development of ground floor and rooftop landscape strategy, aligned with original design intent
SITE BOUNDARY	Revision of site boundary has meant changes to the southern end of the site and hence minor changes to planning and parking
MULI-PURPOSE Multi-purpose games court DIMENSION	Multi-purpose games court dimension increased to align with high school gymnasium- (EFSG reference design HS502.01)
GROUND FLOOR FINISHED FLOOR LEVEL	Updates to the flood modelling data allowed the ground floor FFL to be lowered, greatly improving accessibility into the site from the surrounding footpaths

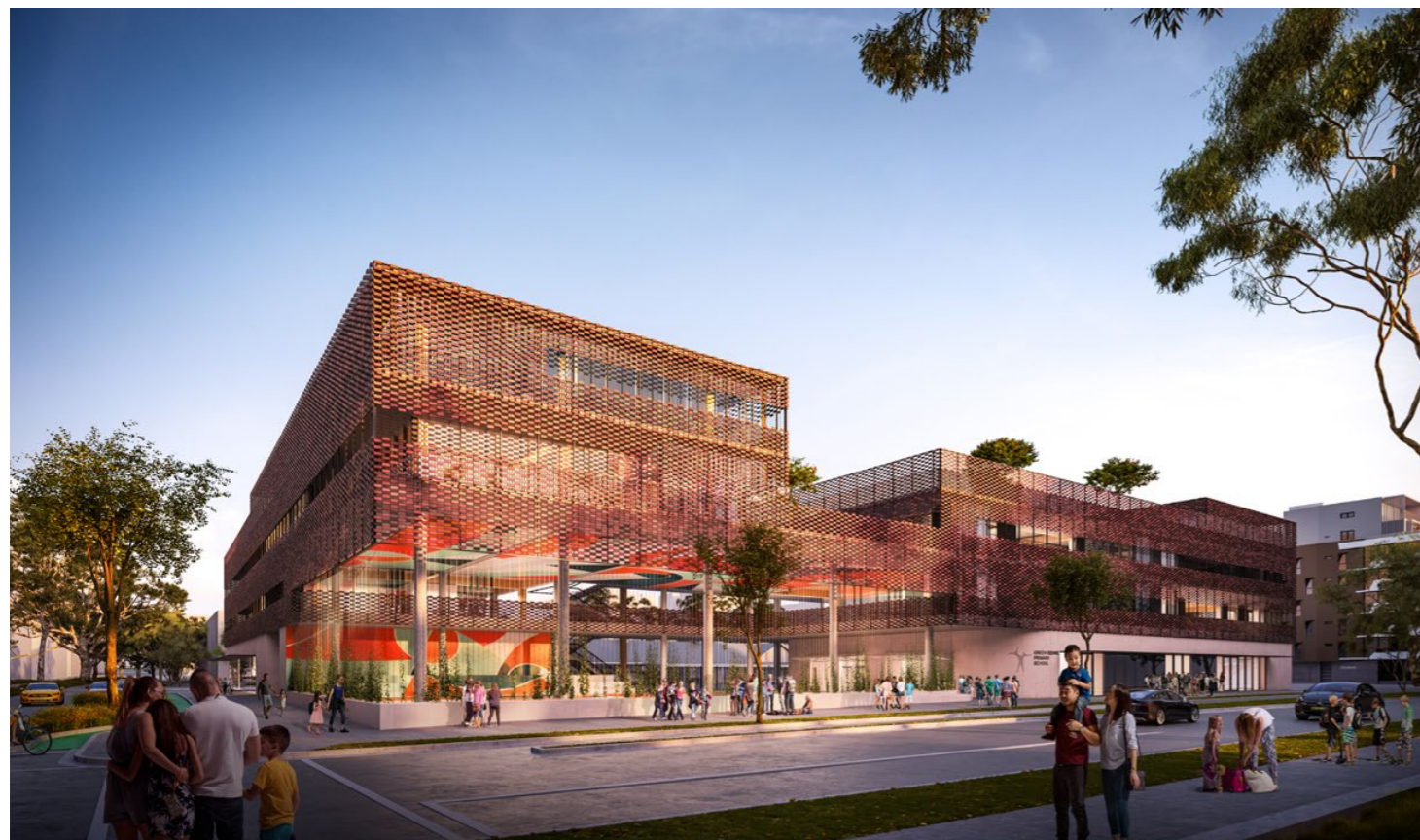
03.05 VISUALISATION COMPARISON



CURRENT SCHEME, VIEW FROM NORTHWEST



CURRENT SCHEME, VIEW FROM NORTHEAST



COMPETITION SCHEME, VIEW FROM NORTHWEST



COMPETITION SCHEME, VIEW FROM NORTHEAST

04

04. PROPOSED DEVELOPMENT

04.01 DESIGN APPROACH

Our scheme is based upon a holistic approach to the complex layers of use, aspiration, need, character and heritage of the place and brief. It recognises the needs of the two client bodies and their joint desire to create a truly great place.

ARCHITECTURAL AND URBAN CONTEXT

The site sits in the centre of the developing Green Square urban renewal area. It is surrounded by rapidly developing high-density residential projects and a new public domain. It forms the edge of the former South Sydney Hospital and presents a strong urban street wall to the new Zetland Avenue. It is also the centre of Green Square's public buildings and green spaces - the 'green carpet' that the residences surround. The buildings on the immediate site are rich in history and character - both original and new. The new building is part of this puzzle, at once a piece of the carpet and a facility with its own distinct character.

HERITAGE

The form, mass, height, modulation, colour and materials of the proposal have been designed to respect, recognise and re-interpret the existing masonry buildings on the site. Each of these has had a contemporary addition, from the Peter Stutchbury designed addition to the Joynton Avenue Creative Centre with its extraordinary outdoor room, to the Waranara Early Childhood Centre, the Banga shed interpretation of a pitched roof and the yet to be realised CHROFI designed addition to the Green Infrastructure Centre. Each intervention is bold yet respectful. Our proposal seeks to build upon these successes.

Refer to the Heritage Report prepared by City Plan for more information



PUBLIC ART

The site is part of the interlinked *Connecting Project* that weaves through Green Square, with an artwork planned for the northeast corner of the site. Additionally, our proposal includes the idea of a bold illustration (by an Australian graphic artist of the likes of Jasmine Mansbridge or Reko Rennie) in the multicourt space on the northeast corner of the site, visible from Zetland Avenue, the Drying Green and Green Square Plaza. This space, which is public or private depending on time and use is an energetic, fun and child-friendly installation.

Refer to the Art Strategy Report.

SAFETY AND SECURITY

The uses of the site vary over the course of a day and of the school year. Through-site links with clear lines of site become available after school hours, directly linking the green spaces of the Drying Green and Gunyama Park, and Zetland Avenue with Joynton Avenue Creative Centre. The scheme is designed to enable these links, recognising that active management is required to suit the circumstances of the day. Refer to the section on CPTED in this report

SUSTAINABILITY

The proposal uses passive solar design principles to reduce heat load on the building, including deep overhangs/verandas and dense sun-screening suited to the orientation. The building's section is thin to provide natural light into the teaching spaces and has abundant external learning and play areas. Internal spaces are naturally ventilated with operable glazing and Z-transition ducts to address potential acoustic impacts. Rainwater is harvested and can be reused. The design is targeted to achieve a 5 star Green Star design and as-built rating. Refer to the ESD report prepared by NDY for further information

ACCESSIBILITY

A simple approach to the building's underlying design supports universal accessibility to all spaces. This includes no steps on the ground floor, lift access to all levels including the roof, large double doors/gates, wide circulation spaces and matching levels with the surrounding footpaths with feathered grading. The site does have a fall across it, hence landscape levels are managed to provide accessible pathways. Refer to the Access report prepared by Philip Chun Accessibility.

FORM, MASS AND HEIGHT

The building is designed as a perimeter block aligned to the setbacks along the three streets. The large open space for the multi-purpose games court breaks down the apparent length of the building and provides a highly public expression to the street. To recognise the nature of the building's function, the primary masses are wrapped in a continuous masonry screen, providing visual texture and depth, sun protection and a consistent yet distinctive expression. Colours of this screen have been chosen to read as an abstraction of the heritage buildings on the site.



MATERIALS AND COLOUR

The base and solid elements of the project (lift and stair towers) are coloured concrete - robust, durable and reminiscent of the solidity of the heritage buildings on the site. Above this, simple shopfront style glazing and lightweight partition walls wrap the educational 'homebases' and administration spaces. Colours are chosen to align this building within its precinct.

EDUCATION MODEL

The scheme recognises the development of the education model for the school and interprets this in the design. Homebases are distributed around the perimeter blocks on two levels, surrounded by extensive external circulation, learning and play spaces. Individual homebases have flexible plan arrangements to enable a variety of teaching styles. Withdrawal spaces are provided against the circulation areas and are of smaller scale to other areas. The school library is located on level 3, which opens onto the rooftop play areas and an amphitheatre space that faces the Drying Green.



LANDSCAPE

Natural landscape spaces suitable for play and discovery occur on at ground and roof levels. These are connected via planters located along the external circulation. Native plants have been chosen that are low maintenance and hardy, some of which are edible.

Refer to the Landscape Architecture Report prepared by Turf.

STRUCTURE

A concrete structure is utilised. This enables the long-span spaces on the ground floor (Multi-Purpose Rooms, School Hall and the multi-purpose games court) with conventional spans for the floor above these. The concrete structure is incorporated logically into the design of the Homebases. A lightweight steel structure supports the roof-mounted photovoltaic cells, which double as shading for parts of the rooftop playground. Refer to the Structural Engineering report prepared by Meinhardt Bonacci.

SERVICES

Power, communication, hydraulic and mechanical services are provided in accordance with the brief, using a light-touch, easy maintenance approach through considered and accessible

locations of plant equipment, which is all lift-accessible or on grade at ground level

Refer to the Building Services Report prepared by Stantec for Further information

OPERATIONS

Waste management facilities have been provided adjacent to a loading area to the south of the site. This space is wide enough to allow a service vehicle to drive into the site if required. There are multiple entry points to the facility that can be individually locked depending on need.

Waste management is addressed in the same location, with a dedicated room adjacent to the loading bay. Refer to the Operational Waste Management Plan prepared by Elephants Foot.

AMENITY

A high level of amenity is provided for the various users of the facility through the provision of differing types and scales of space - covered, uncovered, protected or open. The landscape design provides areas of shade and the massing of the building provides views through the site and out to the surrounding precinct. Places of gathering and pause are provided, particularly around the multi-purpose games court.

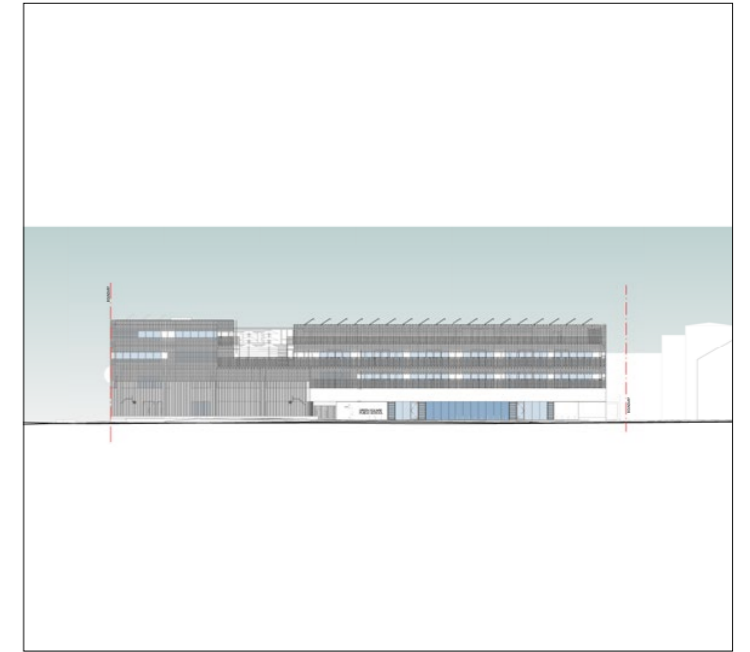
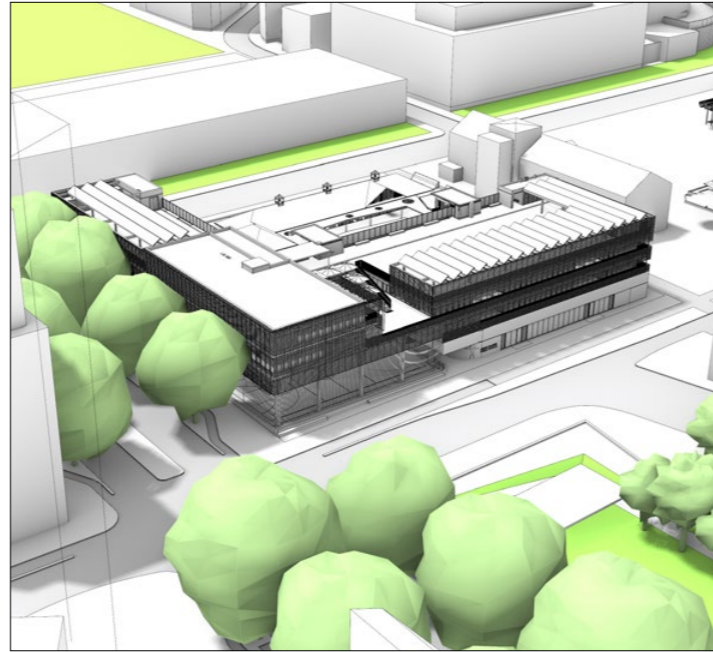
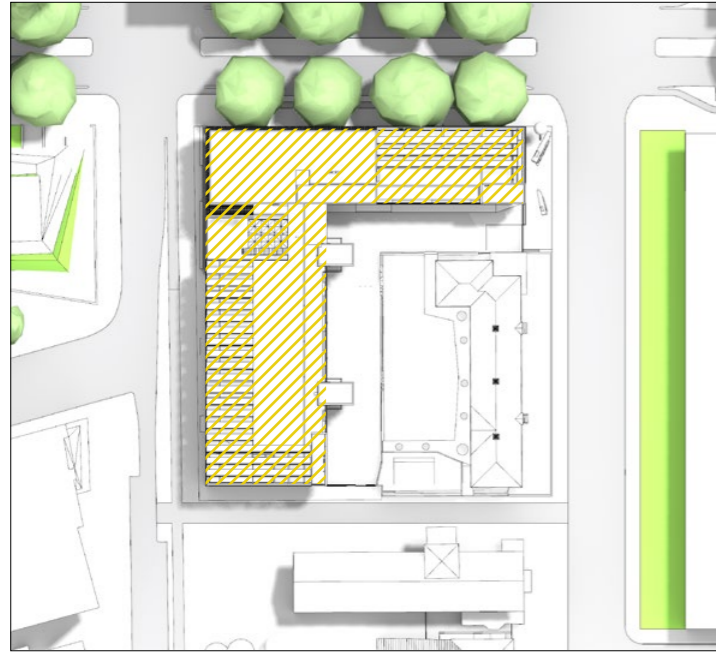
Our holistic approach balances these elements and seeks the connections between them, seeking solutions that solve multiple challenges - and hopefully taking them beyond expectation.

SITE REMEDIATION

The site has had varied uses that require remediation. Please refer to the report prepared by JBS&G.

04.02 BUILT FORM AND MASS

The built form of the proposal responds to the Green Square Community and Cultural Precinct Public Domain Coordination Plan, the site's masterplan, the Design Excellence Competition Brief and the functional and operational requirements of the school and community facilities.



FORM

The proposal is a four level perimeter building with a central courtyard. This courtyard is shared at an urban scale with the Waranara Early Learning Centre, though they are separated for safety reasons.

The form creates a strong urban street wall to Zetland Avenue and Portman Street, with a zero setback to Zetland and a 1.5m setback to the narrower Portman. The form is articulated by a differentiation in material for the ground level, eastern and southern ends compared to the masonry screen element from level 1 and above. View slots are cut into the masonry screen for the benefit of occupants.

The simple L-shaped plan is articulated on its inner faces by the primary circulation stairs and the deep verandas that provide horizontal circulation, covered outdoor learning environments and spaces for students.

MASS

Whilst the mass of the building is primarily four storeys (ground floor + three floors), the mass is articulated by:

- The third contains the school library, building services areas and extensive play spaces
- The masonry screen extends to the a constant parapet line to meet safety and security requirements for the level 43 play area, providing a changing background to the screen from glazed facade at levels 1 & 2 to open play space at level 3
- The roof plane is articulated by the solar panels, which provide sun protection to the play space
- The solid concrete ground floor with its clearly defined entry points further articulates the mass

BULK

The building presents a 73m long elevation to Zetland Avenue and a 82m elevation to the Portman Avenue. These relatively long elevations are relieved by the tall two-storey volume of the multicourt on the Zetland/Portman corner.

The overall bulk of the proposal is further broken down by the large break in the Portman elevation above the western entry, which physically separates the northern and western 'bars' of the buildings L shape. Along the northern elevation, the ground level frontage of the community Multipurpose Rooms 1a & 1b are setback from the primary building line, helping to signify there entry points and providing weather and solar protection.

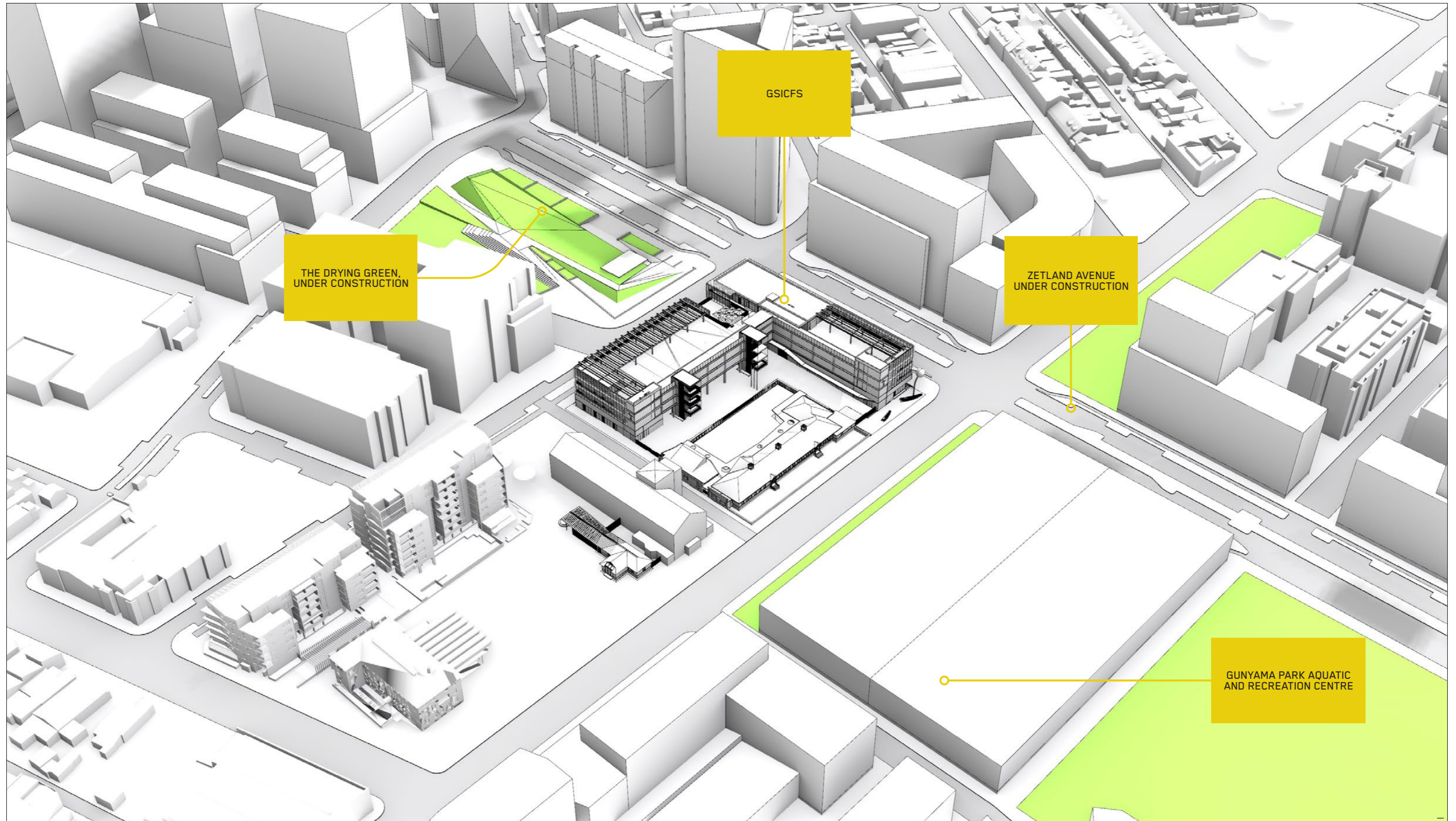
The masonry screen wraps the outward-facing elevations of the building. Behind the screen the glazed facade line steps back and forth to provide teaching spaces and a varying depth of backdrop top the screen element.

HEIGHT

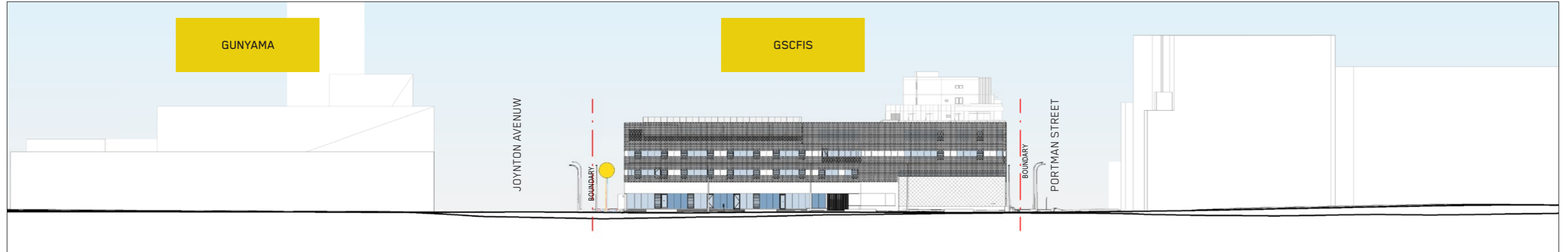
The building is approximately 17m tall. It, and the surrounding other public facilities are all of a similar height, including the Gunyama Aquatic and Recreation Centre, the Joynton Avenue Creative Centre and the Green Infrastructure Centre. Together they form a cohesive urban scale that is recognisably public, in comparison to the taller and denser residential developments.

The Warana Early Education Centre is a single storey building with a pitched roof. It, and the nearby Banga Shed form part of the mix of scales, heights, masses and bulk of the various buildings across the overall site.

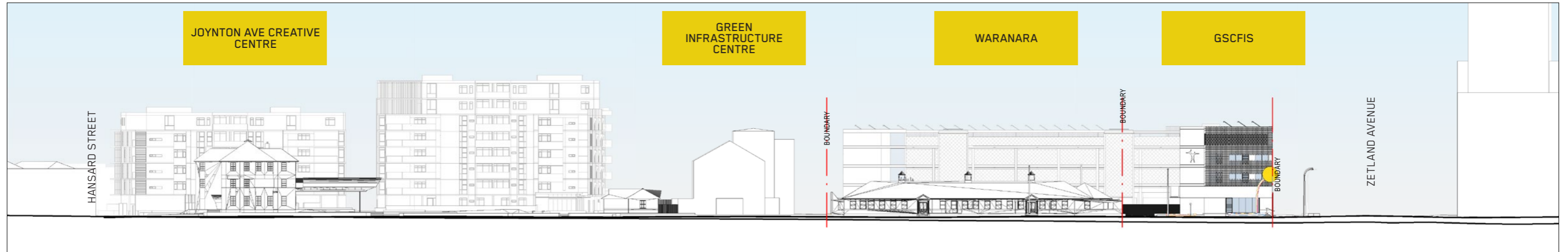
04.03 MASSING AND FORM IN CONTEXT



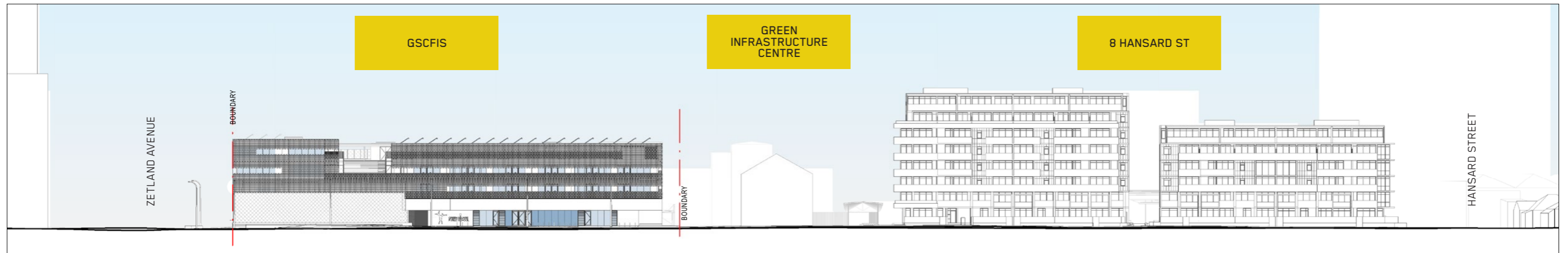
04.04 STREET ELEVATIONS



NORTH ELEVATION



EAST ELEVATION



WEST ELEVATION

Please refer to the Aboriginal Cultural Heritage Assessment Report (ACHAR) prepared by AMAC and Streat Archaeological Services for detailed information.

DESIGN FOR COUNTRY

BVN approaches the Design for Country through an evolving framework that recognises the layers of use of the site. Critically, our approach is that caring for Country is necessary to maintain a sustainable presence and keep us all alive. In minimising energy-use we reduce the draw on the energy in Country. In current times, attempts have been made to slow down the draw but there is also a growing global awareness that this is not enough. We need to bring higher ambitions that seek to not just reverse the energy draw on Country but use architecture to collect energy and put it back into the greater system. Smarter skins and material selection, smarter systems, smarter construction, and smarter design all add up to reduced energy costs and potential energy receipts affecting the overall financial bottom line of the ongoing project.

It shows what is important, what should be considered, where the prompts for design are. It also reinforces why people of that Country are critical to guiding and teaching visitors about their Country. So much knowledge is in the original language, it describes concepts and relationships that English cannot fully convey. For this reason, an understanding of Country that comes through people and their language, establishes a genuine architectural origin right here within Country.

Sustainability is also derived from a spiritual awareness and acknowledges that cultural sustenance and the greater well-being of people is also maintained by the psychological and physical conditions carried by Country. The presence of ancestral entities in the land, sea and sky, places of ceremony and ritual, and points of social gathering stretch beyond concepts of time and space to connect directly with people of that Country. One of the great possibilities of architecture is to contribute to the maintenance of these kinds of symbiotic connections between Country and people in a meaningful way.

The GSCIFS site has layers of use as detailed in the ACHAR and Heritage Impact Statement prepared by City Plan. These reports note that the site does not have specific importance, however all sites require care within the design for country framework.

A LAYERED APPROACH

We work with a layered approach to designing for Country.

LAYER 1:

Country research: to assemble an understanding of the geology, hydrology, flora and fauna and interdependence with Aboriginal people and culture. This layer is addressed in the ACHAR

LAYER 2:

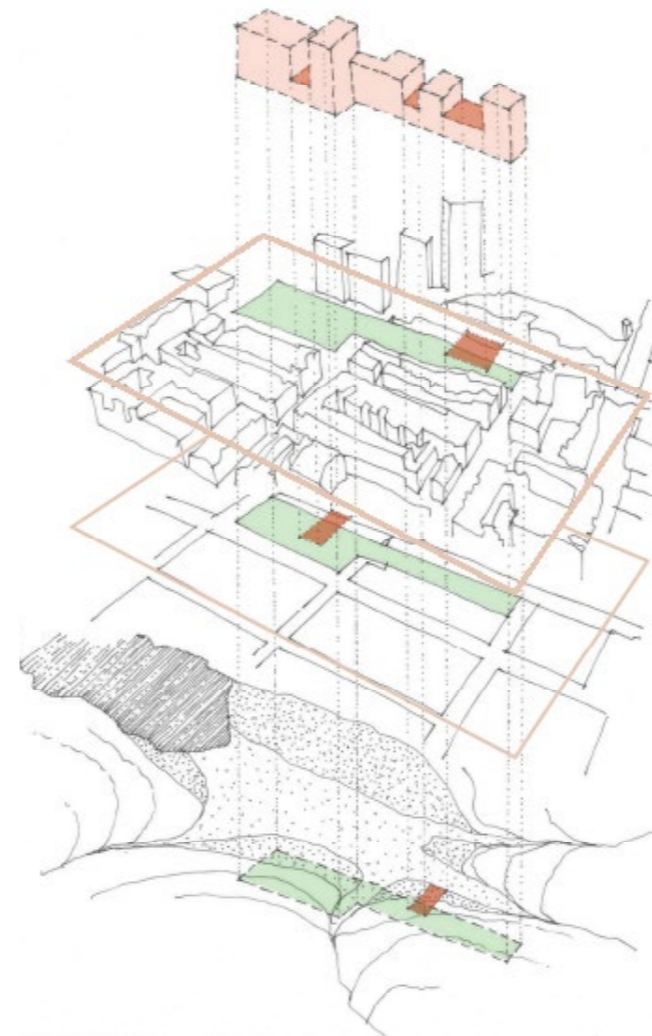
Infrastructural research: to assemble and understand the planning instruments defining and controlling the built environment and reveal constraints and opportunities. This layer is addressed in the EIS and various policy and framework documents that have informed the design

LAYER 3:

Built environment research: to assemble and understand the built environment and context; collate material to enable a comparative analysis with global bench mark projects. This layer is addressed by the project brief, the surrounding built context and evolving masterplan of the precinct

Layer 4:

Explored ideas: to explore and identify options that draw from all layers starting with Country as a place specific driver for the project. This layer is fundamentally addressed in the design of the project



USE

The use of the site as a school, public facility and public circulation path provides the opportunity for the community to engage with the site as a place of learning, play, gathering, sport and to use it to connect to other facilities. The site becomes part of the community.

CARE

Over the course of the past 200 years the site has had multiple uses. Some of these uses, and uses on surrounding site have resulted in harm to the site. As part of the project the site will be remediated to make it a healthy place for the community.

SUSTAINABILITY

The proposal is designed to be as sustainable as possible. This includes generating energy, passive solar design, biophilic principles, care for water use and considered choices of materials and systems. The project is pursuing a 5 star Green Star v1.3 rating as both design and as-built.

LANDSCAPE DESIGN

The landscape has been designed to create a vibrant and welcoming place for the community. The central courtyard space is designed to reflect the nature of the site as part of the Botany Aquifer, and it's pre-colonial character as a wetland. The landscape has spaces to gather, to play, to sit and to climb. Natural materials including sandstone have been used to create these different places. Native plant species endemic to the area have been chosen and include trees and understory.

ARCHITECTURE

The building has been designed to be a scale suitable for its use. It is clearly permeable to pedestrians from each side and has extensive external spaces at each level for circulation, learning and play. The building is purposefully architecturally 'calm', designed to form part of the greater community fabric rather than be a 'statement building'. It is intended to be part of the local community for many decades - its design approach, materials, scale and colour are reflective of this idea.

EXPLORED

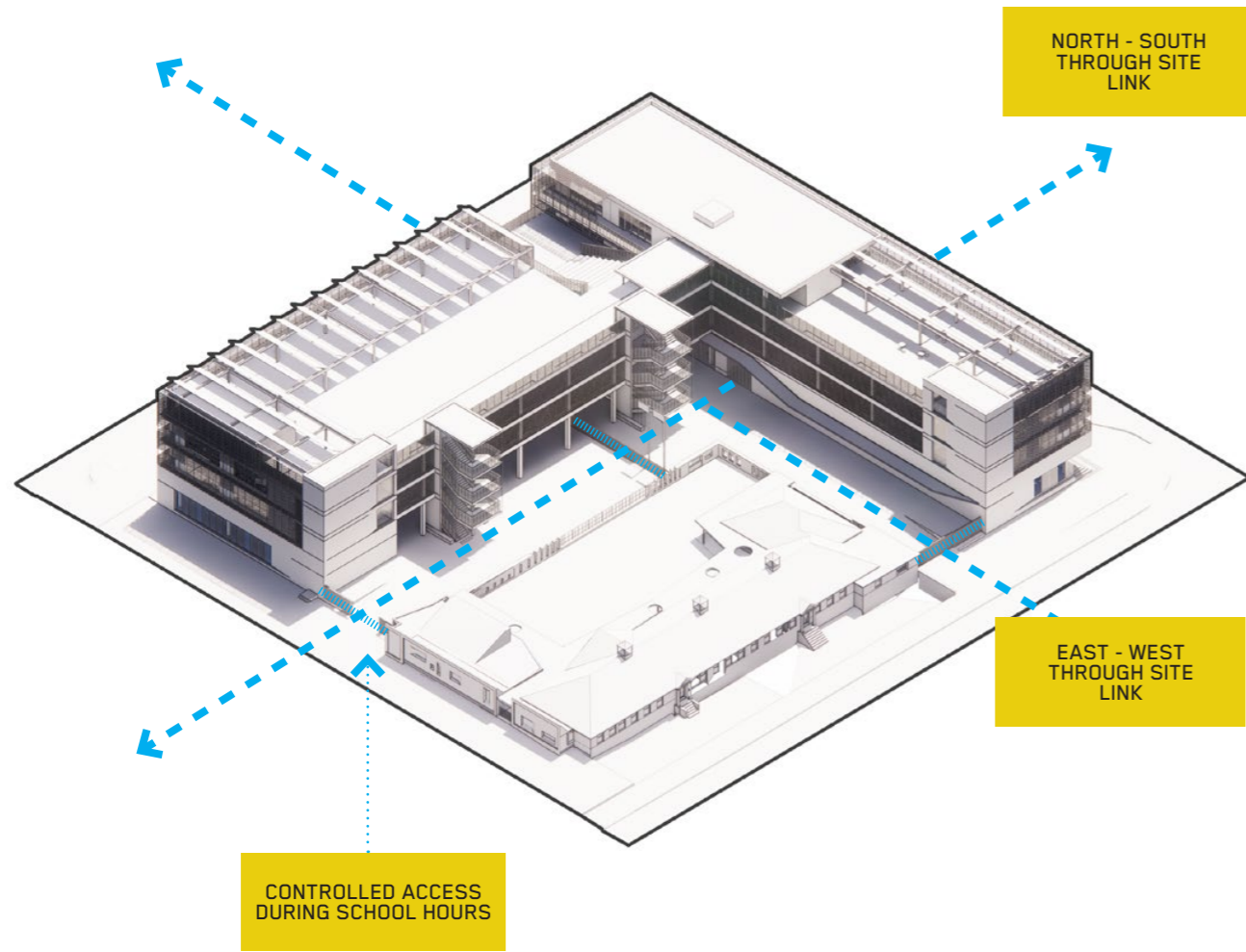
BUILT

INFRASTRUCTURE

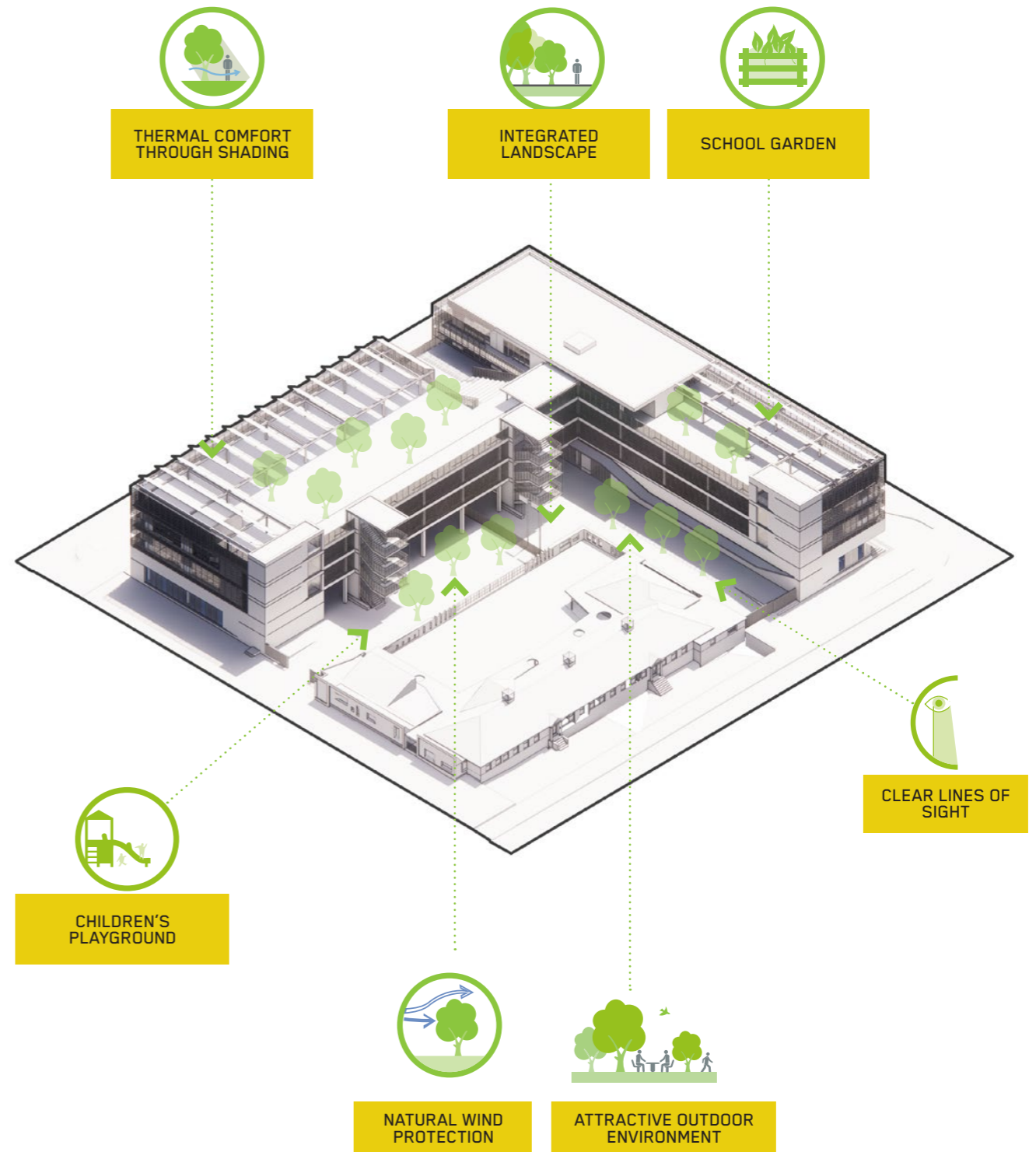
COUNTRY

04.06 DESIGN PRINCIPLES

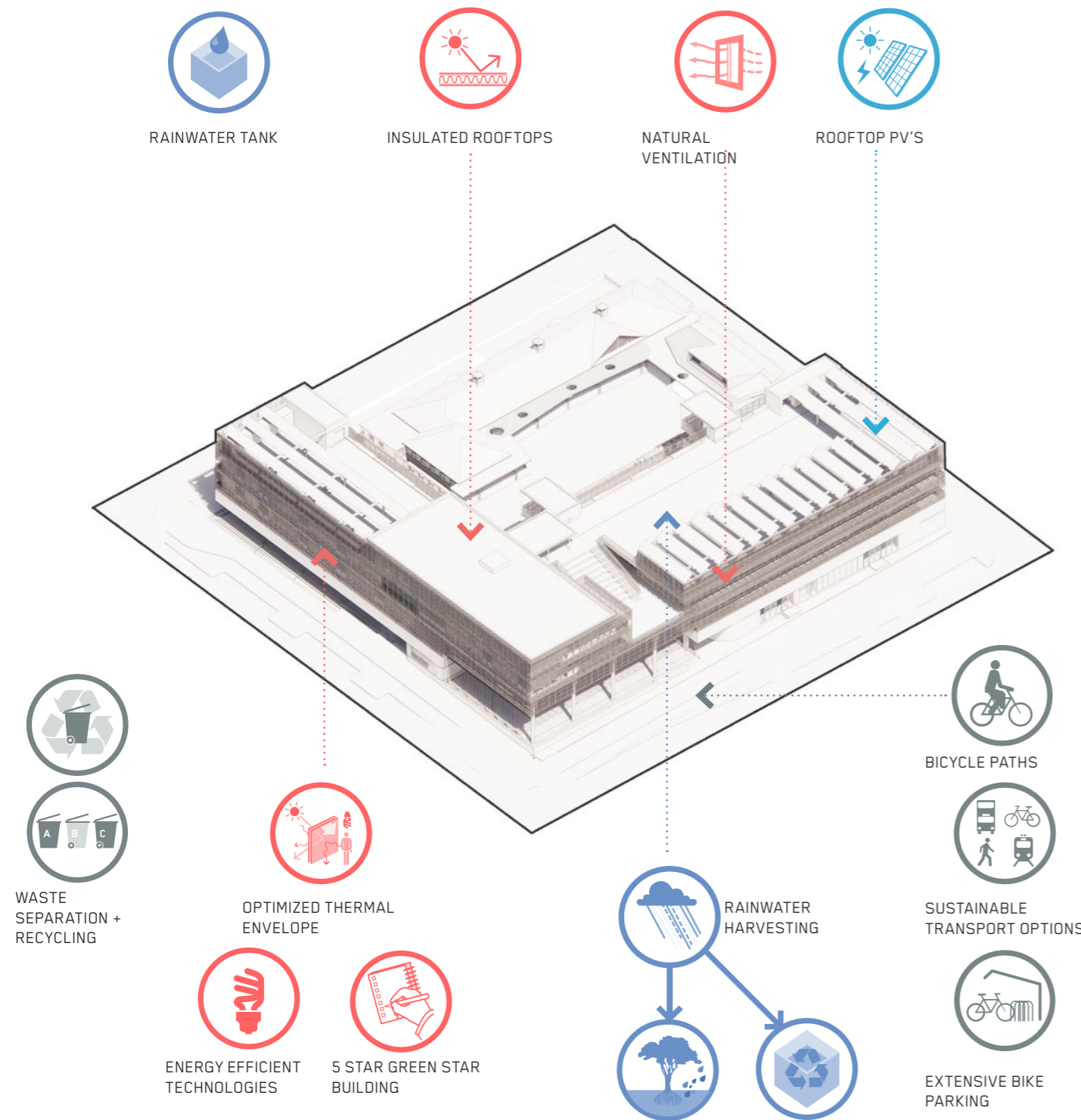
A POROUS SITE



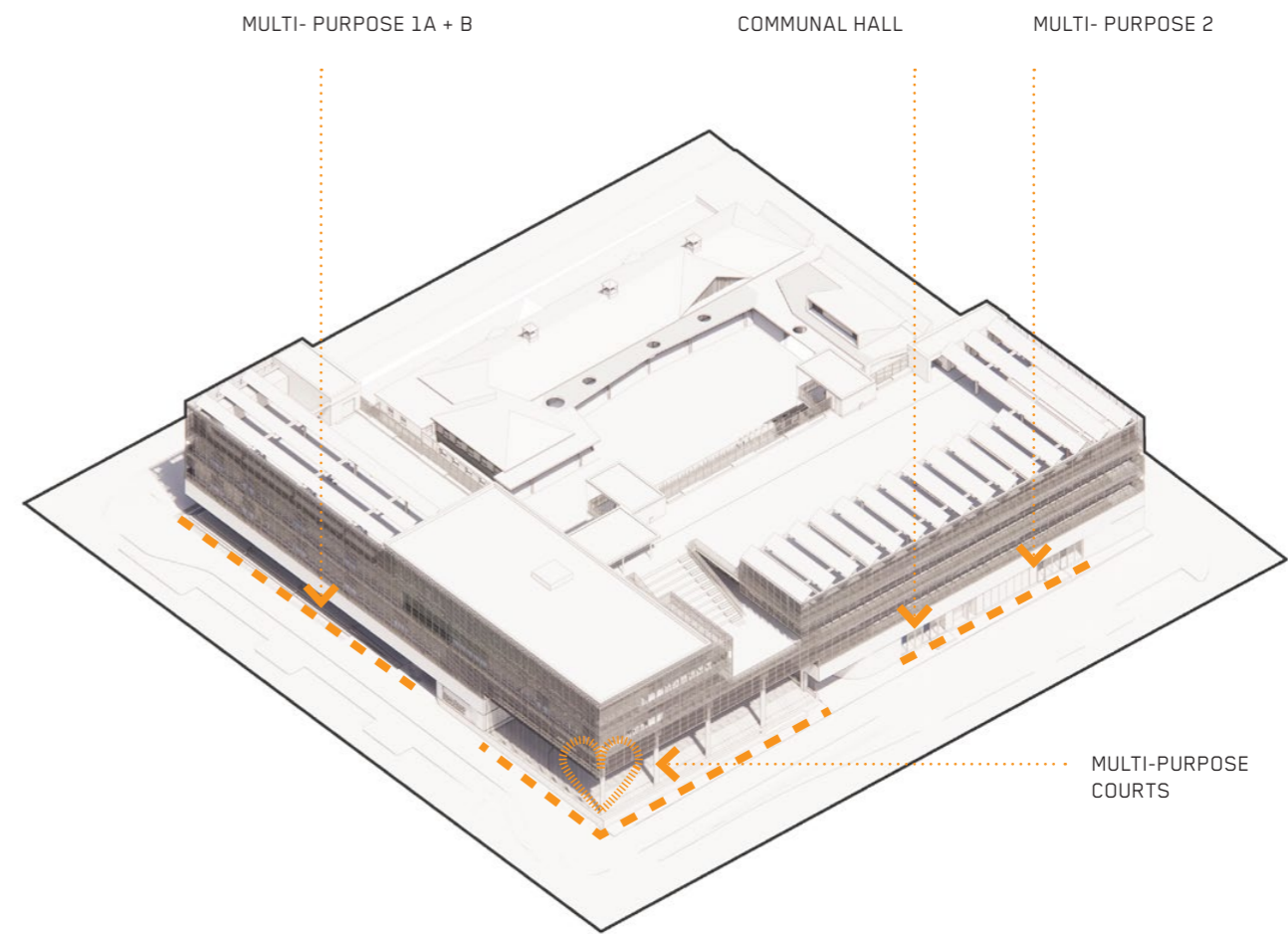
OUTDOOR SPACES



A SUSTAINABLE BUILDING



SHARED SPACES



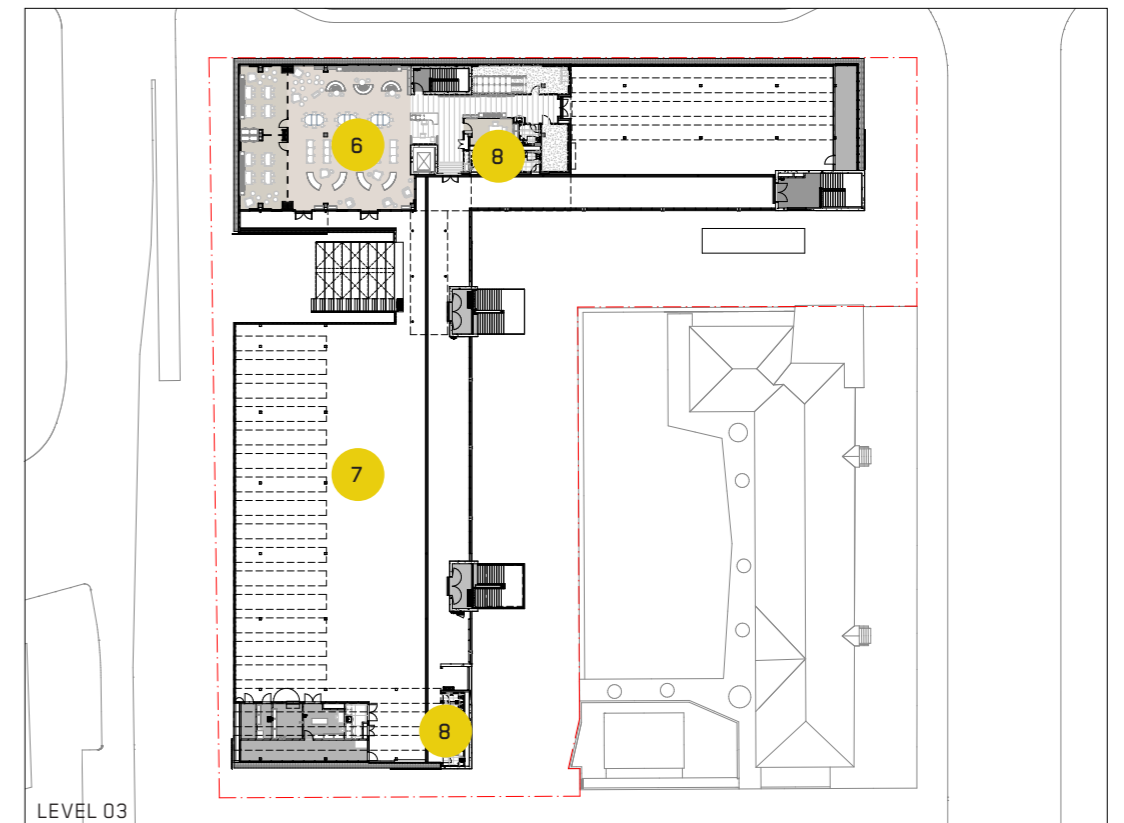
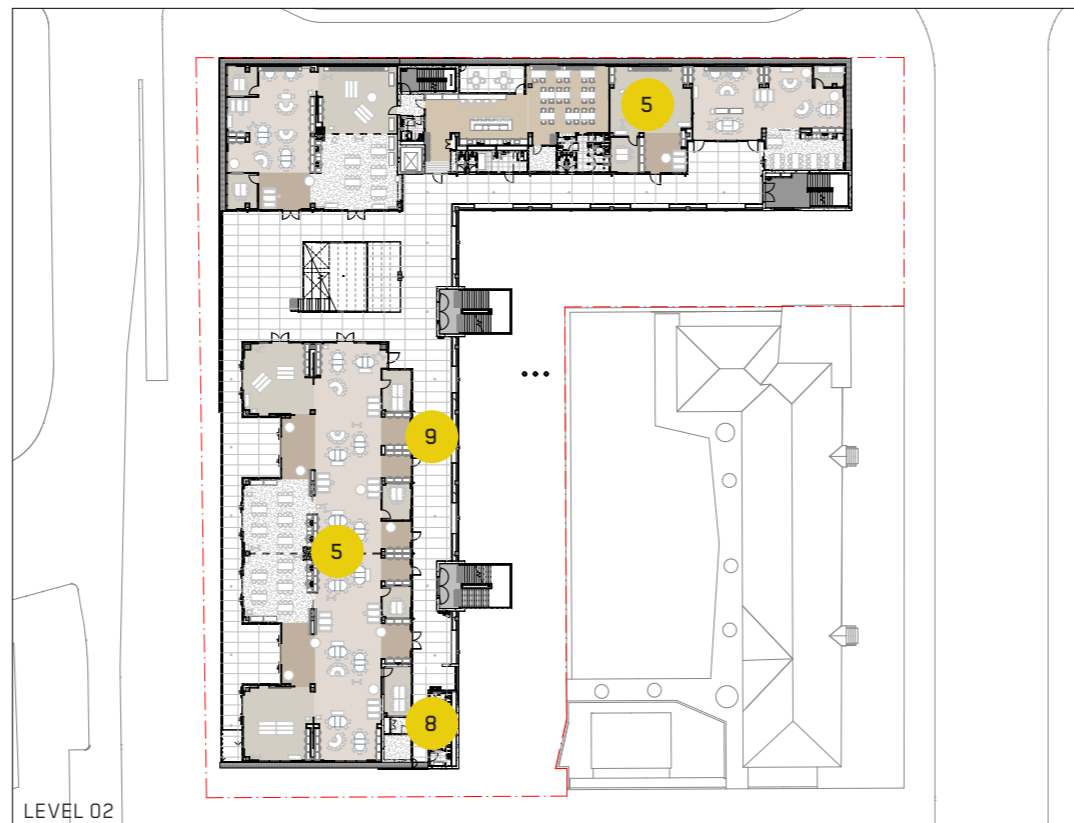
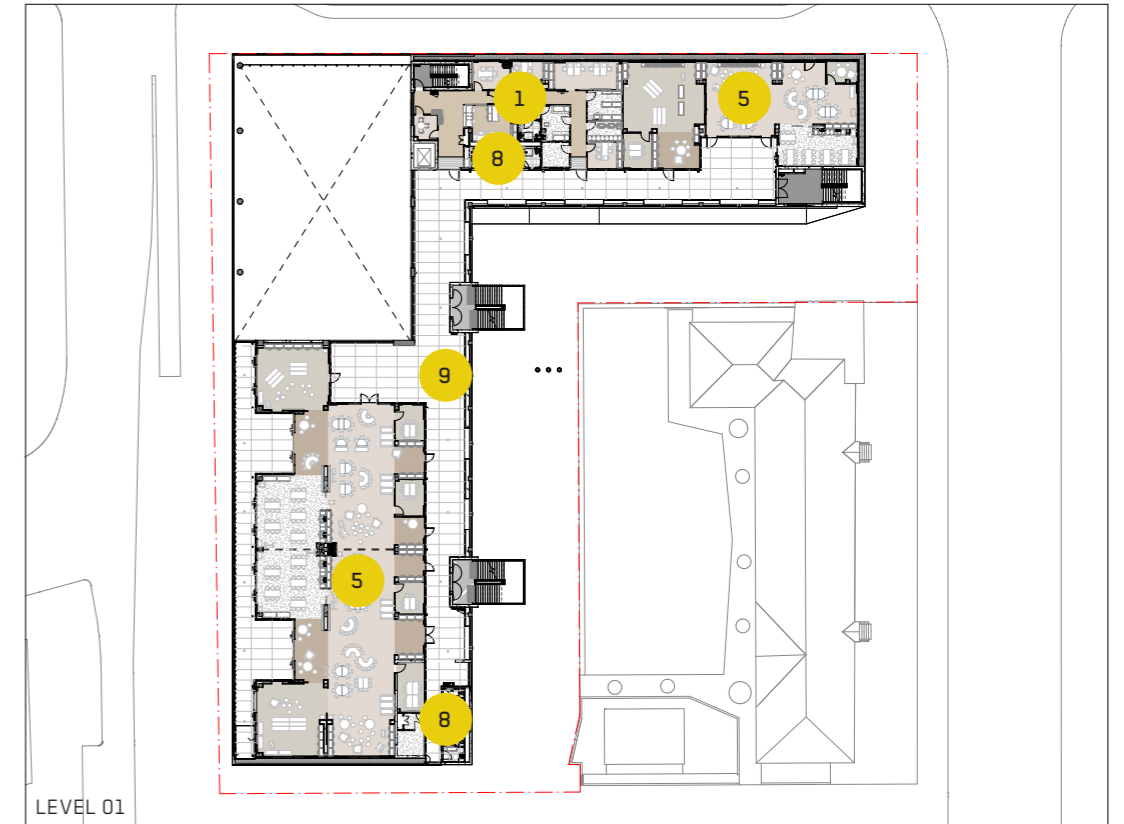
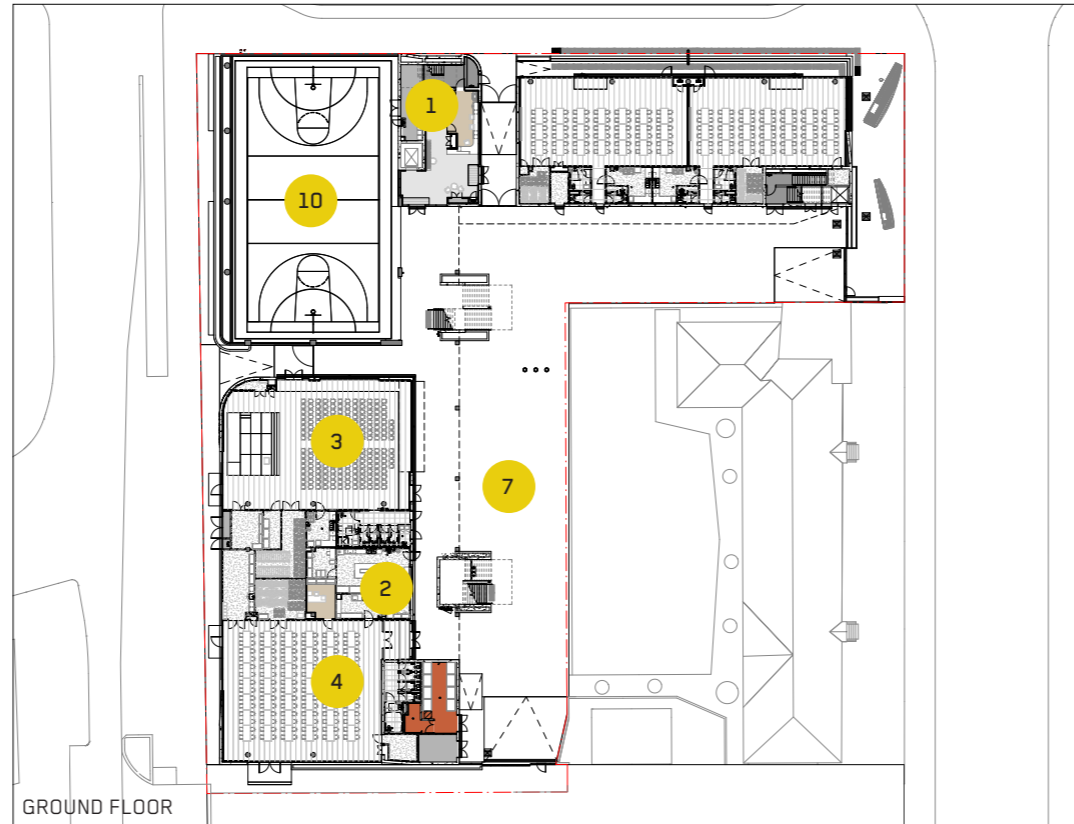
04.07 EDUCATIONAL FACILITIES

GSICFS is a 600 student/60 staff primary school, classified as a Core 21 School Facility by the NSW Department of Education's (DOE) Educational Facility Standards and Guidelines (EFSG). The school contains a range of different facilities, including:

- Communal Hall
- Library
- Homebases (flexible teaching space)
- Canteen
- Administration, staff areas, storage and amenities
- Multi-purpose multi-purpose games court
- Covered outdoor learning spaces (COLA)
- Covered and uncovered play areas

As an integrated facility, the school also has access to Multipurpose Space 2. The Multicourt, Communal Hall and ground level play space are shared with the community. Additionally, the Communal Hall, Multipurpose Space 2 and part of the external ground floor area are to be used for Outside School Hours Care (OHSC).

The school has been designed as a contemporary and flexible learning environment based upon the pedagogical model prepared by the Department.



- 1 School administration
- 2 School canteen
- 3 Communal Hall
- 4 Multipurpose Space 2
- 5 Homebase
- 6 School Library
- 7 Play area
- 8 School toilets
- 9 External circulation
- 10 Multicourt

04.08 BUILDING SETBACKS

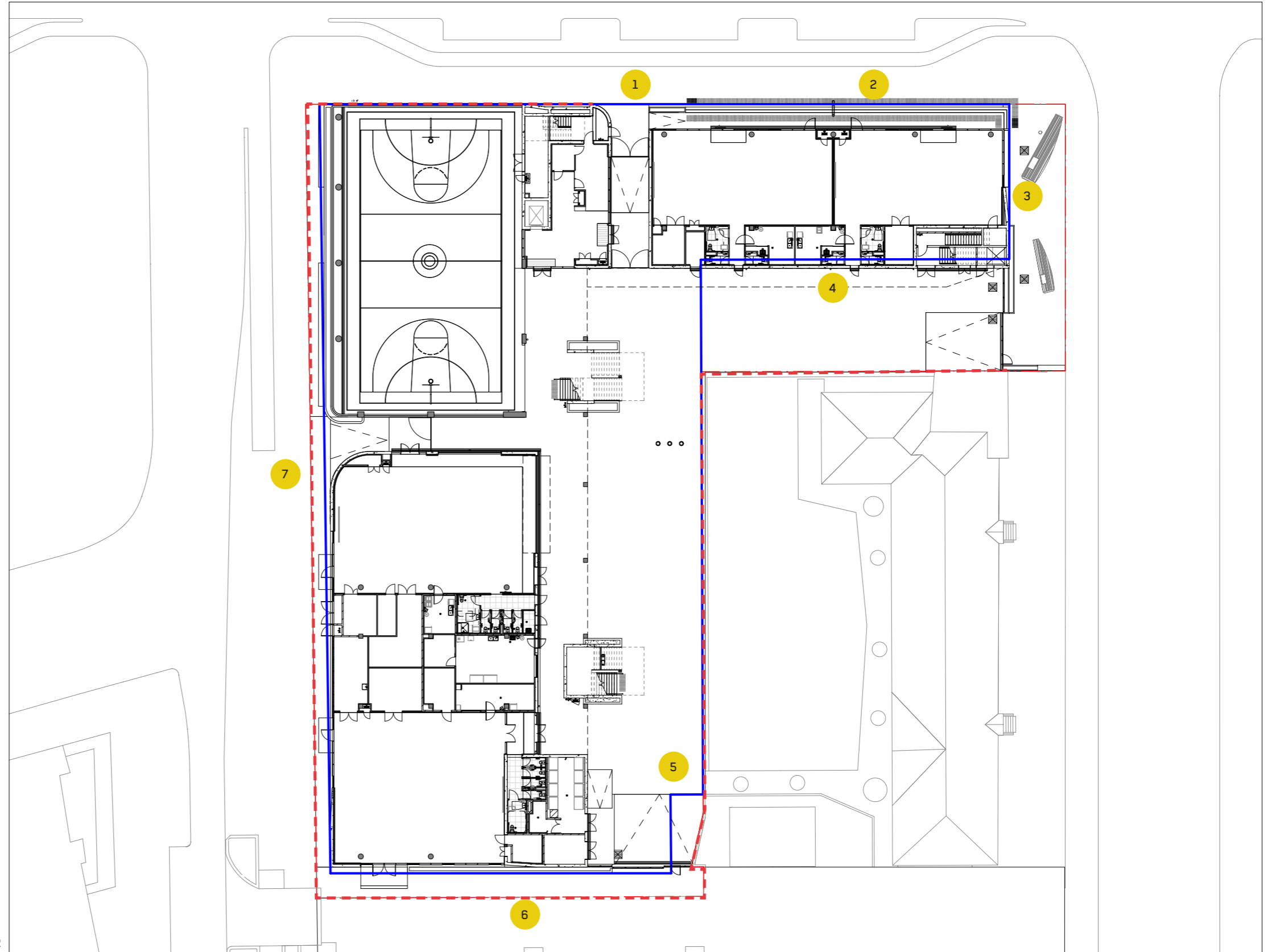
The proposal generally complies with the setbacks defined in the Design Excellence Brief. Specifically:

- 1** **NORTHERN BOUNDARY**
Aligned to the zero setback
- 2** **NORTHERN BOUNDARY**
The Multipurpose Spaces 1A and 1B are setback from the primary building line over to provide a space to address the level change from Zetland Avenue (via a ramp and steps) and to provide spill space and weather protection. Due to the functional requirements and heritage setback (4), there is an encroachment over the site boundary into the public footpath of tactile ground indicators and handrail extensions of 600mm. This encroachment is supported by the City of Sydney
- 3** **EASTERN BOUNDARY**
Aligned to the 6m setback
- 4** **HERITAGE SETBACK**
There is a 1m incroachment into the 1m setback from the Warana building. This is to achieve the functional requirements of the Multipurpose Spaces 1B and 1B. This encroachment is supported by the City of Sydney and City Plan, the heritage consultant.
- 5** **INTERNAL EASTERN BOUNDARY**
The building is setback significantly from the internal boundary with Waranara to provide play space and an internal courtyard
- 6** **SOUTHERN BOUNDARY**
The building is setback slightly more than the minimum to allow for loading along the southern boundar. The building is set back 15m from the Green Infrastructure Centre
- 7** **WESTERN BOUNDARY**
The western boundary is setback within the 1.5m minimum, The

--- SITE BOUNDARY

— SETBACK

GROUND FLOOR



04.09 LEVEL 04 MASSING

The Design Excellence Condition had a briefed guideline:




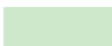
Note: fourth storey massing should comprise no more than 20% of the building footprint so as to avoid any additional overshadowing of the site itself and adjacent uses beyond that which would occur from the three-storey structure below.

DESIGN RESPONSE

Following the competition, extensive stakeholder engagement with DOE resulted in the confirmation of the fourth storey (ie Level 03) massing. This level provides:

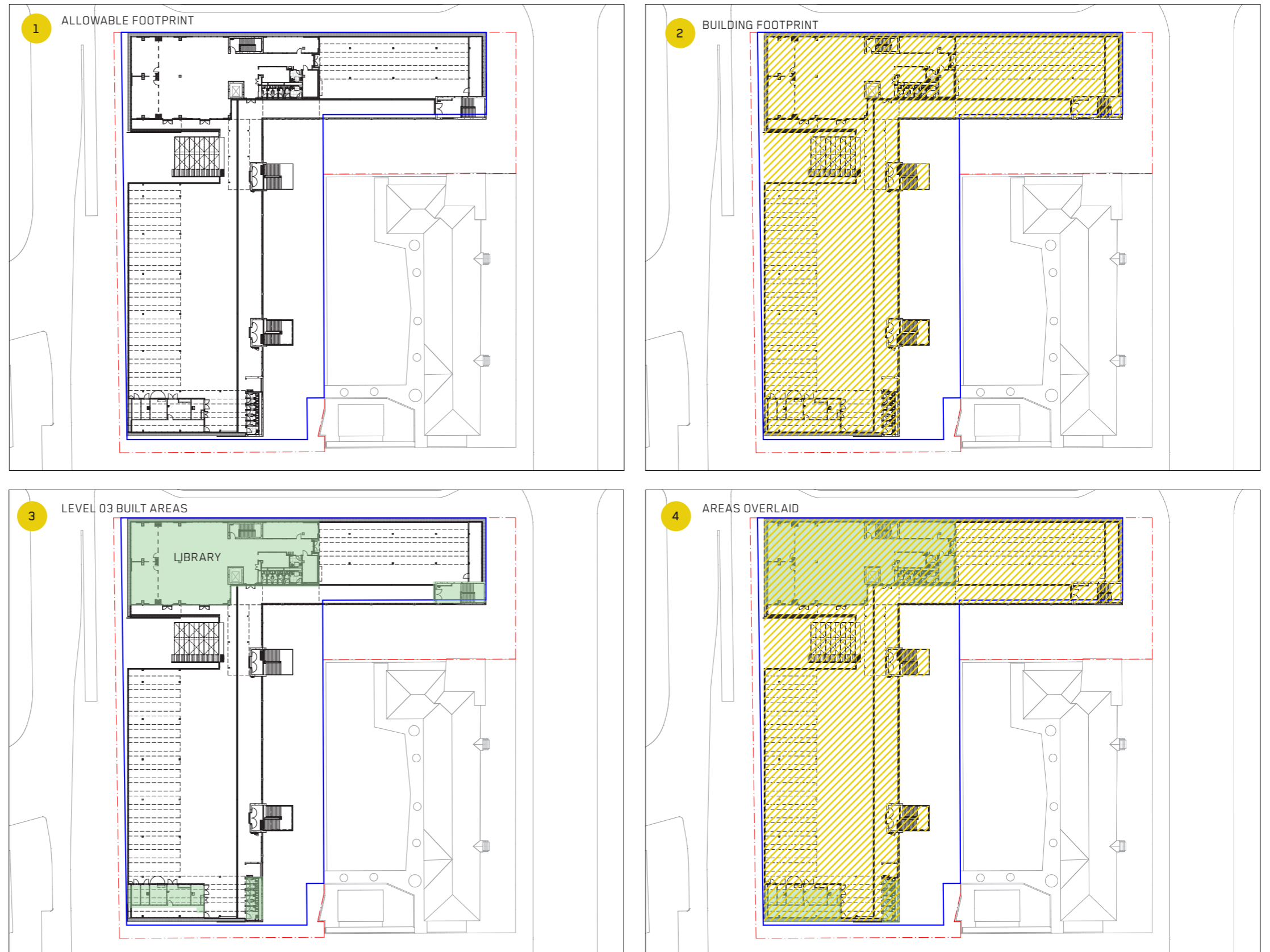
- the school library,
- building services
- fire egress stairs
- external shaded and unshaded play space

The areas are:

KEY	ELEMENT	AREA
	Allowable Footprint	3,830m ²
	Building Footprint	3,102m ²
	L3 Library Built Massing	565m ²
	L3 Total Built Massing	731m ²
	Library % Of Footprint	18%
	Total mass % Of Footprint	24%

The total footprint exceeds the briefed guideline. The impact mitigation to this is:

- The Library mass is located on the northwest corner, as far as possible from the internal courtyard and the Waranara Courtyard
- The operational massing (the library) is 20% of the footprint, in line with the guideline. The remaining 10% is key spaces for building operations, amenities or fire egress and do not have a logical alternative location
- The shadow cast by the mass falls primarily upon the Waranara roof and canopy area and has a minimal impact throughout the day
- The solar access to Waranara is still improved from the current



The framework for the learning vision for the Green Square School encourages students and teachers to interact differently with each space and offers flexible, well-connected teaching and learning spaces. The design for the Learning Hubs within the Green Square School facilitates serendipitous collaboration, distributed settings in hubs, proximity to nature, team teaching, and connections between communities and floors.

The design addresses the requirements of the EFSG and the school functional relationships of the key learning and support units as set out in the brief. Additional to the briefed functional relationships, the design provides the benefit of a sheltered gathering area through the collocation of the multi-purpose games court and Communal Hall on the Portman St. and Zetland Avenue corner. This facilitates a place for school and community gathering, presentation and celebration.

DOE EFSG EDUCATIONAL PRINCIPLES

1. First and foremost, focus on the needs of learners and learning.
2. Build community and identity and create a culture of welcome, inclusion and belonging that reflects and respects diversity within the school's community.
3. Be aesthetically pleasing.
4. Provide contemporary, sustainable learning environments.
5. Embed potential for reconfigurability, multi-purpose use over time.

FUTURE FOCUSED LEARNING PRINCIPLES

- Collaboration is a place to learn with others.
- Demonstration is a place to present learning.
- Discussion is a place to talk about and share ideas.
- Experiential is a place to make, explore and investigate.
- Explicit is a place to learn from an expert.
- Feedback and Reflection is a place to learn about my learning.
- Guided is a place to learn with an expert.
- Independent is a place to learn by myself.

OPERATION OF HOMBASE PODS

The Green Square Public School Educational Model Report identifies in section 3.4 - Educational Facilities Standards and Guidelines (EFSG);

"The expectation is for design teams to use the EFSG as an overall guide, and adhere to the suggested provision of specialist space, but otherwise organise the area allocation in a manner more able to deliver future-focused learning.

For GSPS, with no constraints from existing structures, the organisation of space can be around the most innovative typology, where the areas for home base equivalents (typically 2-4) are put together to create shared space with a diverse range of settings. We call these spaces 'hubs' or 'learning communities' and are discussed in more detail in section 5."

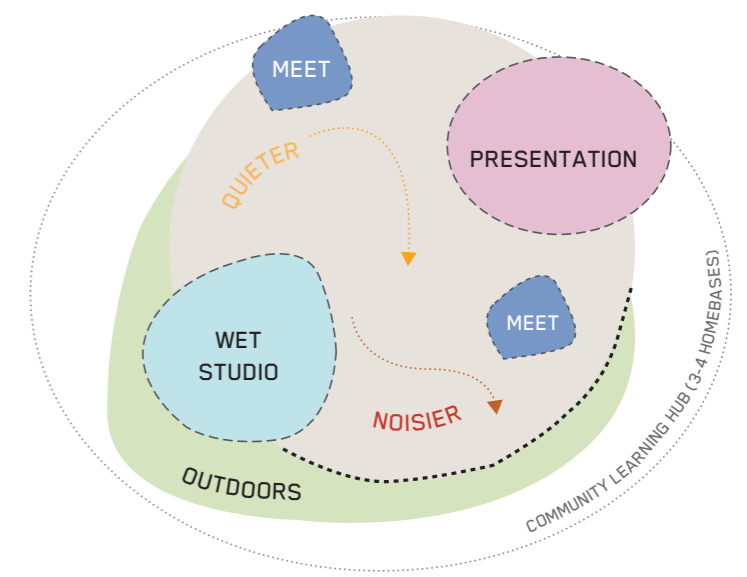
The Green Square Public School Educational Model Report identifies in section 5 - Spatial Typologies;

"The Hub (Pods) should be viewed as an open 'think-tank' environment, stimulating collaborative and cross-disciplinary exchange supported and surrounded by quiet retreat spaces, playful nooks and cubbies, and presentation points. Open floor area, wet studios, or 'maker spaces' and meeting rooms continue to be critical elements of the primary learning space."

"The example shown demonstrates a hub model for the equivalent of 3 class groups (<90 students) or 4 class groups (<120 students) working as a single collaborative learning community. This typology includes a formal presentation area that can be fully enclosed, a wet studio that can be open, 2 meeting rooms with degrees of acoustic and visual privacy, and an open learning area containing a diverse range of settings for sitting, standing, playing and laying. Both the open learning and wet studio are connected to outdoor learning areas."

FUTURE FOCUSED LEARNING PRINCIPLES

- Collaboration is a place to learn with others.
- Demonstration is a place to present learning.
- Discussion is a place to talk about and share ideas.
- Experiential is a place to make, explore and investigate.
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- Independent is a place to learn by myself.



EDU MODEL DIAGRAM - COMMUNITY LEARNING HUB FROM COMPETITION BRIEF

04.11 ENVIRONMENTAL AMENITY

NATURAL DAYLIGHT

The proposal is an L-shaped building with screened glazed facade to all outward facing elevations. The internal (courtyard) elevations are infilled with mesh and are essentially transparent. Ceilings to the COLAs and to internal spaces are a minimum of 2800mm. This approach results in the COLA, circulation spaces and internal spaces having extensive access to natural light.

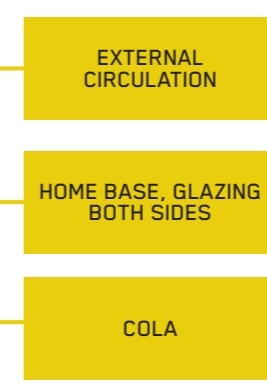
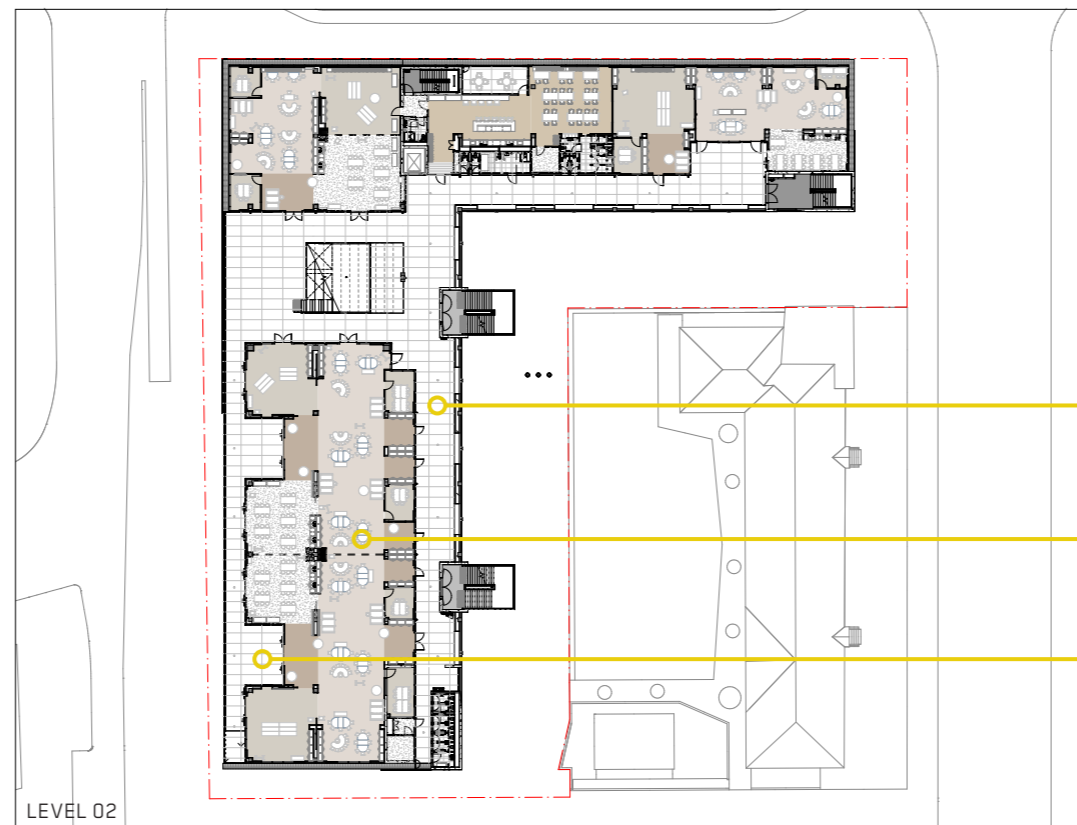
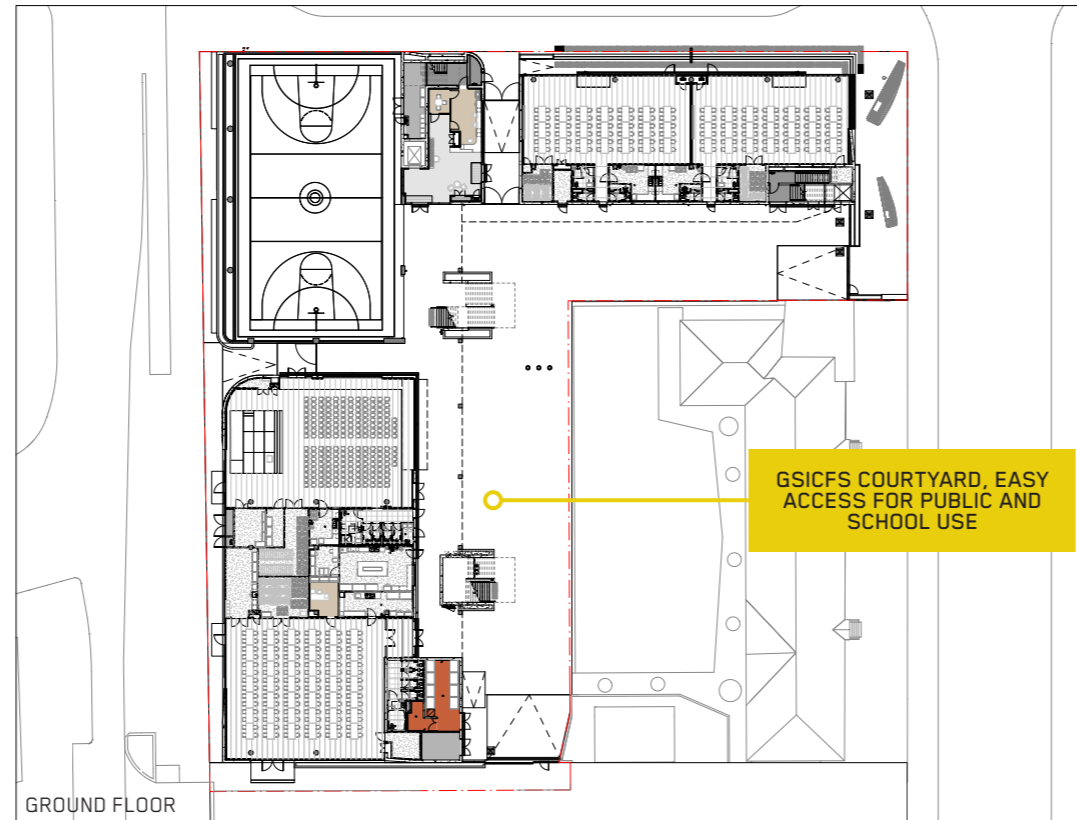
VENTILATION

The proposal is naturally ventilated, with operable glazing to all teaching spaces. Assisting the flow of air are user-controlled ceiling fans. The proposed ventilation system includes visual indicators to let users know that the external conditions suit natural ventilation.

ACCESS TO LANDSCAPE






The building wraps an internal landscaped courtyard that is readily accessible by students during work hours and the public at managed times. Additionally, the roof is landscaped for school use and forms part of the play area. It can be accessed by stair, lift and the amphitheatre stairs linking levels 2 & 3.

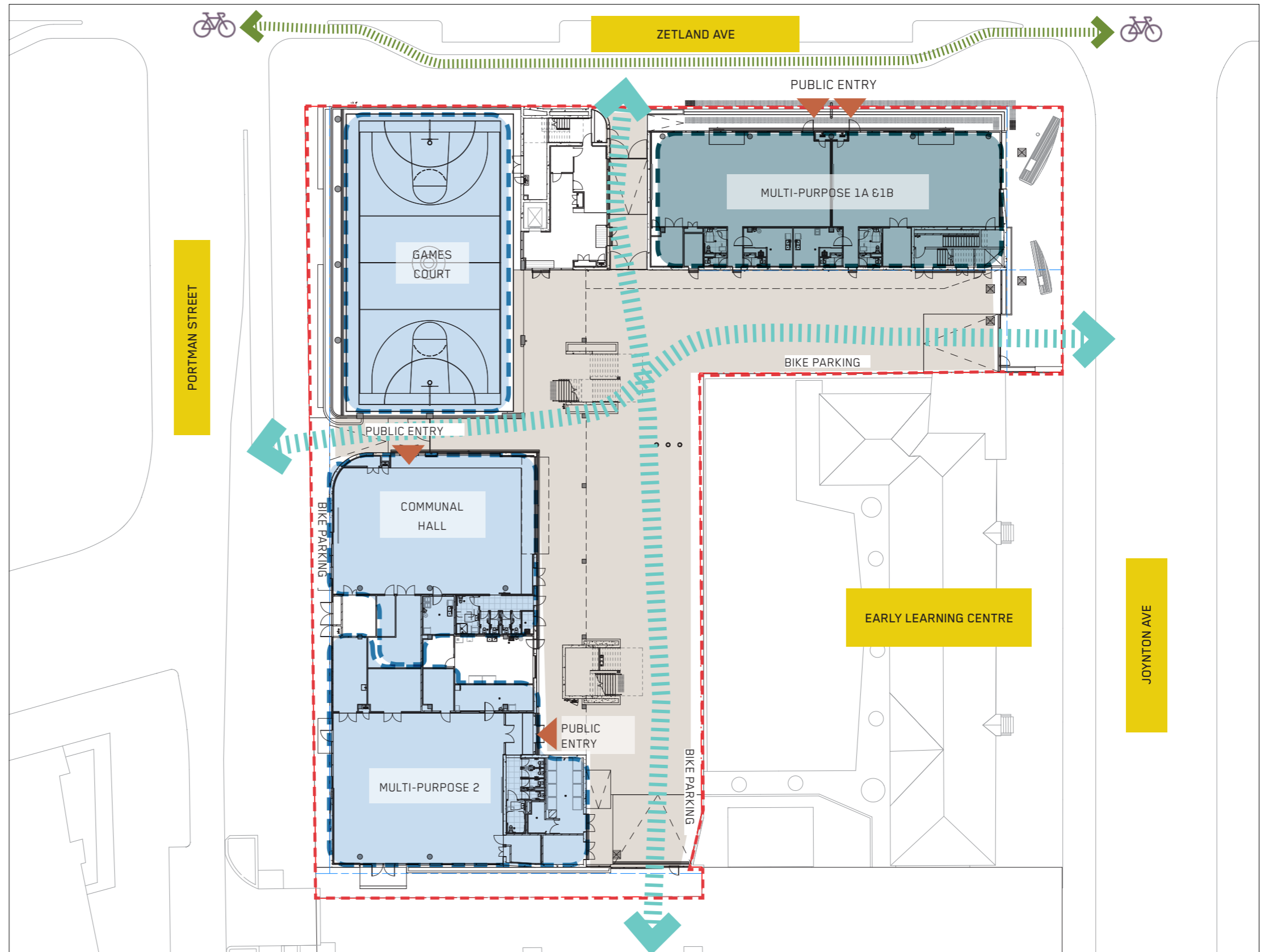
All teaching spaces open on to covered outdoor learning areas (COLA) and to the external covered circulation, which has a mix of planters and seats along the edge overlooking the courtyard. Planters are also provided at the base of the main stairs and the screen surrounding the court.



04.12 COMMUNITY FACILITIES

KEY

-  DEDICATED COMMUNITY FACILITY, MANAGED BY THE CITY OF SYDNEY
-  SHARED FACILITIES, JOINTLY MANAGED
-  PUBLIC BIKE PATH
-  SITE BOUNDARY
-  THROUGHSITE LINK



04.13 SHARED USES



COMMUNITY SPORT

SPECIAL EVENTS



COMMUNITY FUNCTIONS

COMMUNITY CLASSES



THROUGHSITE LINK & COURTYARD

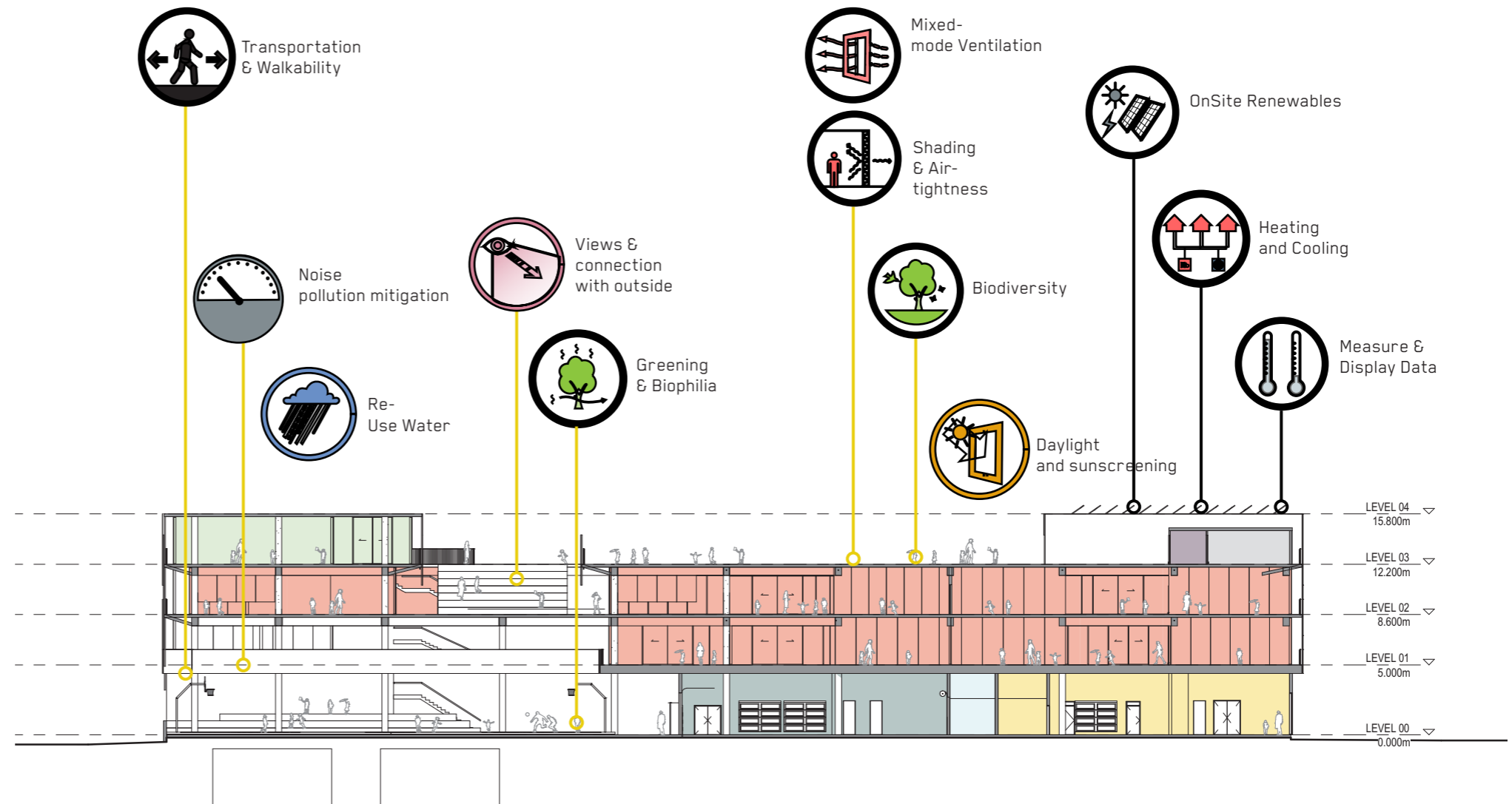
KIDS PLAY AREA

04.14 ENVIRONMENTAL SUSTAINABLE DESIGN

The scheme incorporates a number of ESD principles in its design and operation.. These include:

- Target to exceed NCC 2019 Section J minimum requirements
- Targeting a 5 star Green Star Design and As Built v1.3 formal certification, representing Australian Excellence in developments
- Input from the City of Sydney Sustainable Design Technical Guidelines v1.1 tool
- Use of design initiatives from the Passivhaus framework to reduce energy use
- Passive design elements including suncreening
- High performance buiding envelope for thermal comfort, natural lighting and reduced energy use for couling and heating
- Reduced water consumption through the selection of high WELS rated fittings
- Rainwater storage and reuse for irrigation
- Assisted natural ventilation through operable windows and ceiling fans
- High efficiency light fittings and light fitting placement to reduce light pollution
- Readily accessible external spaces for teaching and play areas
- External covered circulation
- Incorporation of soft landscape elements
- Assessment of the projected impacts of climate change on the project
- Incorporation of photovoltaic cells on the roof
- Incorporation of bicycle parking for staff and students and a change space for staff
- use of low VOC materials
- Operational / management strategies to minimise energy use including display of relevant performance data and operational policies

For a detailed description of the ESD strategies and how these are implemented please refer to the report prepared by NDY.



04.15 BUILDING SERVICES

Please refer to Stantec's Infrastructure Management Plan for further information.

MECHANICAL SERVICES

The school components building has a mixed-mode airconditioning and ventilation that incorporates ceiling fans where suitable, operable windows and user display systems that define when the building can be operated with the windows open. The VRV system will maintain a 21° - 24° internal condition when external conditions are between 7.1° and 31.5°. Ventilation is provided to support spaces as in accordance with relevant standards and briefed requirements. The building does not include a Building Management System (BMS).

ELECTRICAL SERVICES

The building is supplied power from an existing PWN Main Switch Board and does not require a substation. The building switch room is located at the southern end of the site and distribution boards are provided as required. Lighting is provided to EFSG, City of Sydney and architectural requirements. The building has a photovoltaic array located on the roof with inverters located in the southern level 3 plantroom.

TELECOMMUNICATION SERVICES

Incoming telecommunication services are from existing in-ground services which enter the site in a dedicated room on the northern wing and are subsequently distributed via the Building Communication Rooms on each level.

HYDRAULIC SERVICES

Sewer is connected to an existing main on Portman Street. Stormwater is XXXX. Domestic potable water is provided to each learning hub for educational activities. Toilets are split between student, staff and community use and are all gender neutral.

FIRE PROTECTION SERVICES

The building is not required to be sprinklered. It has fire hydrants and fire hose reels located at each fire stair on each level. Smoke and fire detection systems are provided as required by Australian Standards.

PLANT ROOM LOCATIONS

Plant rooms are located on the ground floor:

- Adjacent to the southern entry for the electrical Switch Room
- Adjacent to the northern entry for the telecommunications incoming services
- In the basement for fire pumps and cold water pumps
- Building Communications Rooms on each level
- Mechanical and Electrical Plant on level 3 at the southern and eastern end of each bar

 PLANT ROOM



04.16 WASTE MANAGEMENT AND LOADING

An Operational Waste Management Plan has been prepared by Elephants Foot, please refer to this report for detailed information.

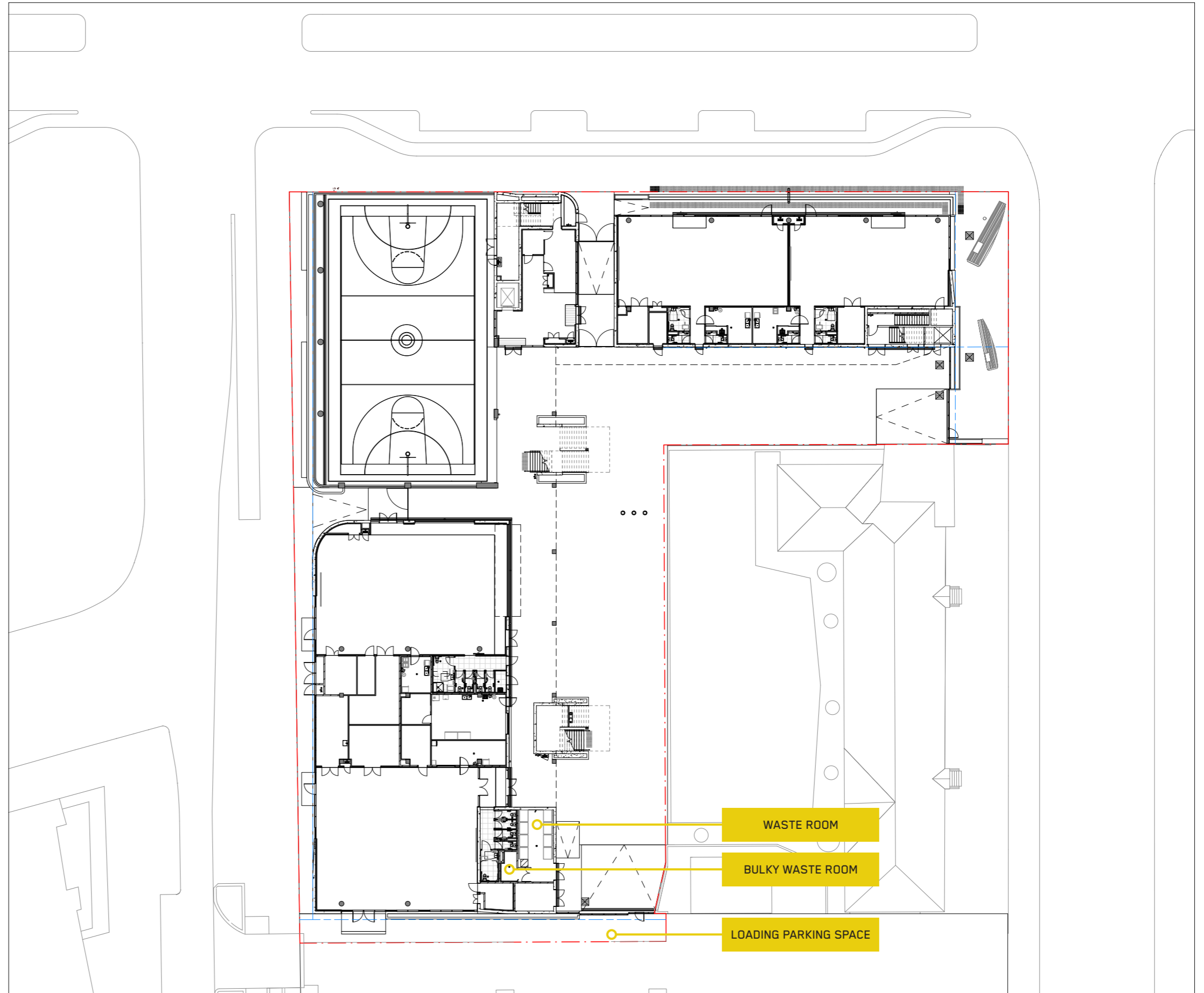
WASTE MANAGEMENT

Elephants Foot have calculated the bin quantities and collection frequencies in accordance with City of Sydney and other relevant guidance documents at local, state and federal levels. Based on this advice the scheme has a dedicated waste room containing 1100 litre bins and a dedicated bulky waste room.

These rooms are shared by all users and are located at the southern end of the site. Building management, cleaning and waste collection staff only will have access to these rooms. The bins will be emptied three times weekly. The two rooms are located at the southern end of the site adjacent to the loading parking space.

LOADING ZONES

At the southern end of the site immediately adjacent to service lane is a dedicated loading space. All deliveries and other loading functions, including waste removal are to use this space.



FACADE DESIGN PRINCIPLES

The facade design principles are aligned to help deliver the overall project principles. They provide for:

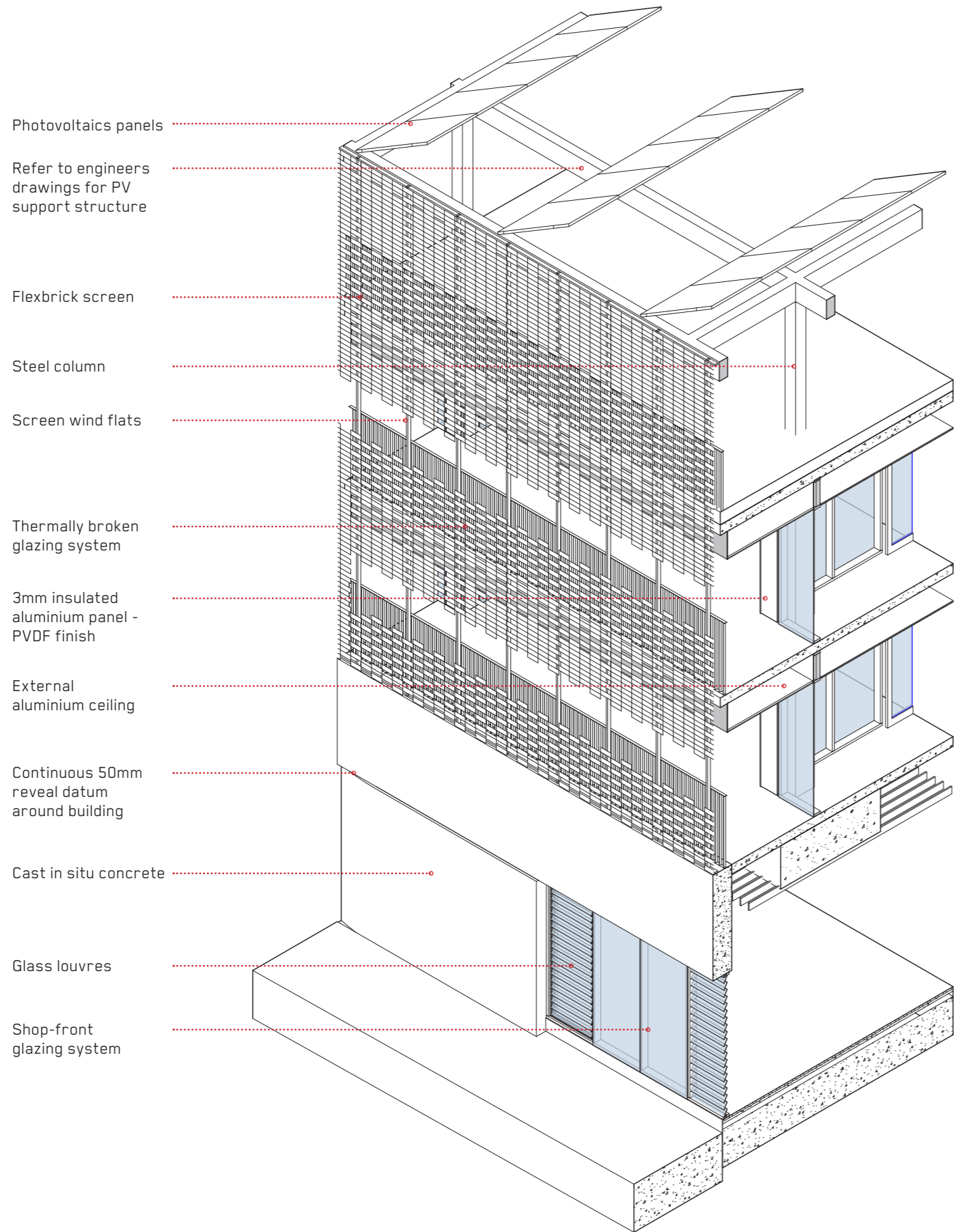
- Sustainability
- Response to heritage
- Privacy and security
- Character and identity
- Maintenance accessibility

FACADE DESIGN

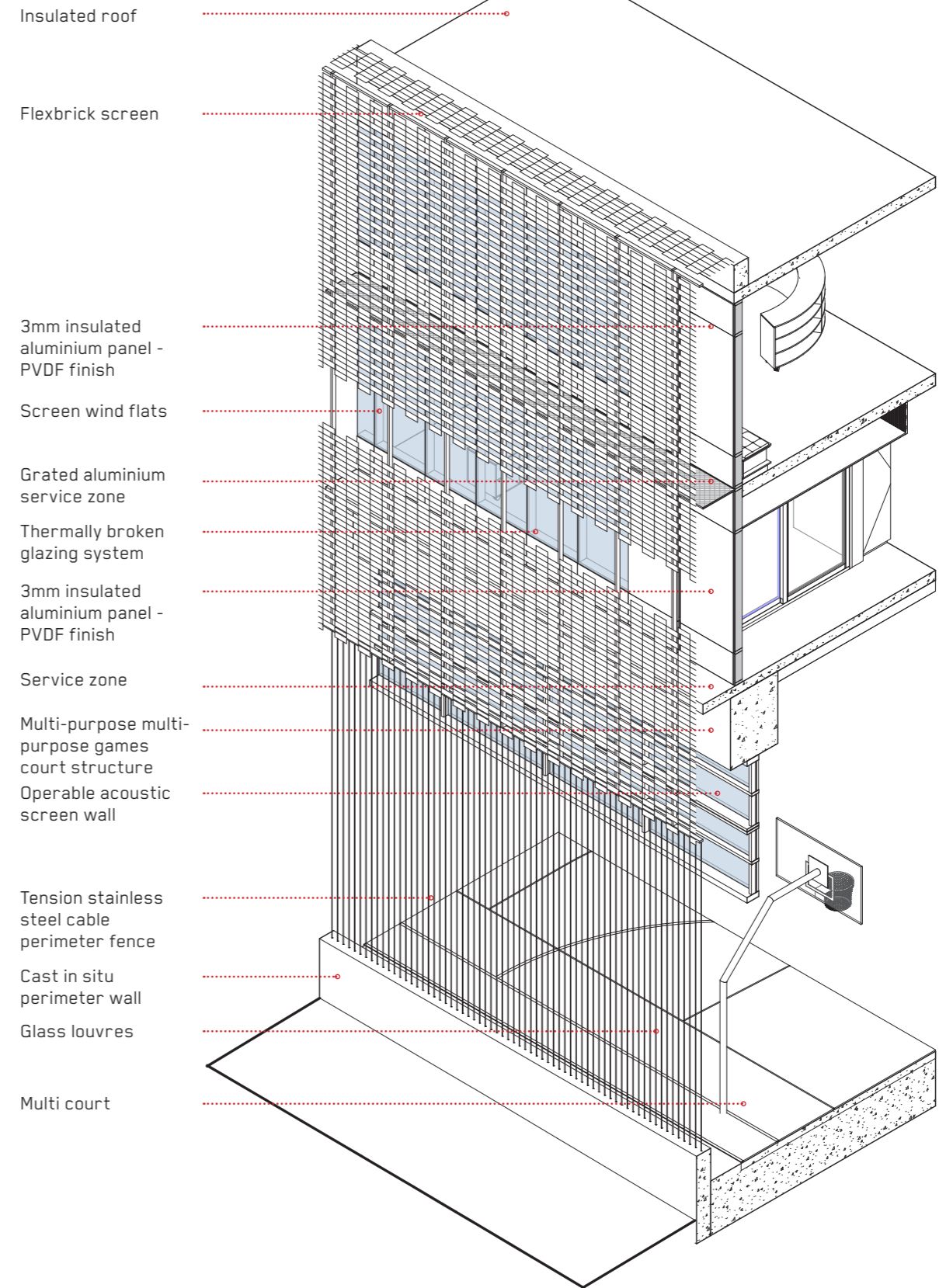
The facade is arranged into four main elements:

1. An in-situ coloured concrete structure/facade to the ground level and stair cores. This provides a visual grounding of the building along with a robust finish. This mass is formed to create clear definition of entry points along with cast-in signage. It is further punctuated with glazed openings/doors into the multipurpose spaces, helping articulate and engage the street edge of the building.
2. The weather-line of the building is a thermally broken glazing system. This system consists of both IGU's & insulated non-combustible aluminium cladding panels. This combination allows the controlled entry of natural light, balancing this with a strong thermal performance to suit the ESD requirements.
3. Protecting the glazed facade is proprietary masonry screen called 'Flexbrick'. Flexbrick suspends terracotta 'brick's using a stainless steel suspension system, which is hung from the building's structure. The system serves several function; it is a homogenous enclosure to the building providing architectural legibility, solar protection and visual privacy. The variety of brick colours available enable a colour palette sympathetic to the surrounding heritage buildings.
4. An anti-climb mesh screen to the multicourt, providing security during school hours and stopping balls from bouncing onto the street. The mesh is also use to enclose the circulation balconies on the courtyard elevations. At the base of the mesh is a planter containing climbing plants.

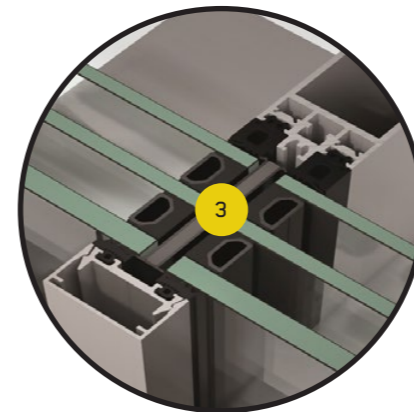
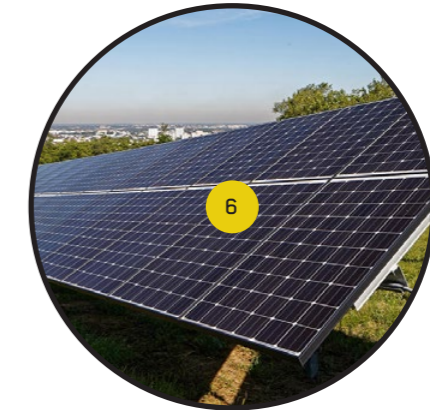
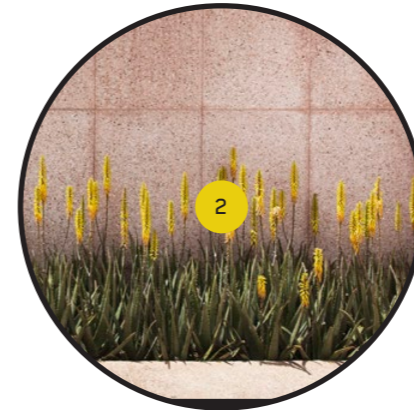




West Facade - Communal Hall + Homebase



North Facade - Multi-purpose games court + Homebase



KEY - MATERIAL PALETTE

- 1 Flex brick screen
- 2 Coloured in-situ concrete
- 3 Aluminium framed glazing
- 4 Aluminium framed glazing
- 5 Insulated non-combustible aluminium panel
- 6 Photovoltaic cells

Consideration of Crime Prevention Through Environmental Design has been considered during the development of the scheme. The location and shared use of the facility throughout the day are aligned to the four principles of CPTED. The descriptions and responses below are based on the NSW Police Safer by Design information to help create the perception and reality of capable guardianship

SURVEILLANCE

GSICFS is located in the centre of the Green Square precinct. There a number of residential developments in the immediate vicinity, providing the potential for natural surveillance. The site and surrounding areas are essentially flat, limiting obstruction of views to and from the site.

Additionally, GSICFS is part of a larger collection of public facilities, including the Gunyama Aquatic and Recreation Centre, Joynton Avenue Creative Centre, Banga Shed, the Drying Green and slightly further away the Green Square Public Library and Plaza. Immediately adjacent to the site is the Waranara Early Childhood Centre This collection of public facilities will increase the pedestrian traffic to and through the precinct. Additionally, the new Zetland Avenue provides further pedestrian, bicycle and vehicular traffic past the site. As such the site is fortunate in the amount of activity and hence natural surveillance.

The site will also have Technical/mechanical surveillance via CCTV coverage as part of its Operational Plan.

ACCESS CONTROL

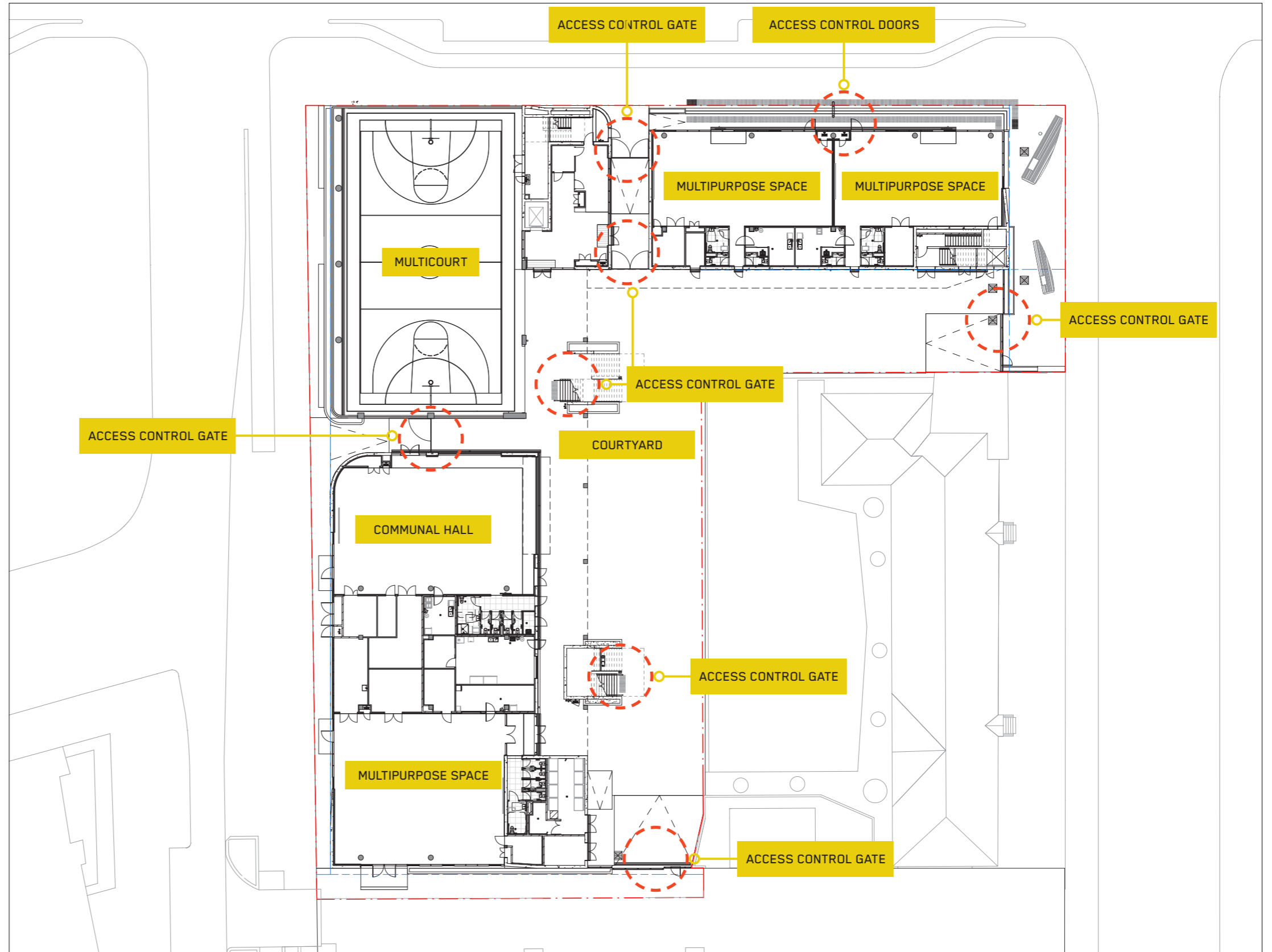
Lines-of-sight through the site have been considered. The nature of the changing security level throughout the day means that physical and managed access control is required. The various entry points to the site, and the gates at the bottom of the fire stairs, are controlled by powered gates which are operated in accordance with the Operational Plan. Doors into the building itself have electronic access control systems.

TERRITORIAL REINFORCEMENT

The use of the facility as a shared community and school facility will help build community ownership. The public can access the site, including the multicourt at agreed times, further reinforcing the idea that it is an asset to be shared by all. Additionally, its location amongst the other public facilities will help this reinforcement. The building and its external spaces will be actively managed, cleaned and maintained as part of the Operational Plan, maintaining the level of quality and care of the facility.












SPACE MANAGEMENT

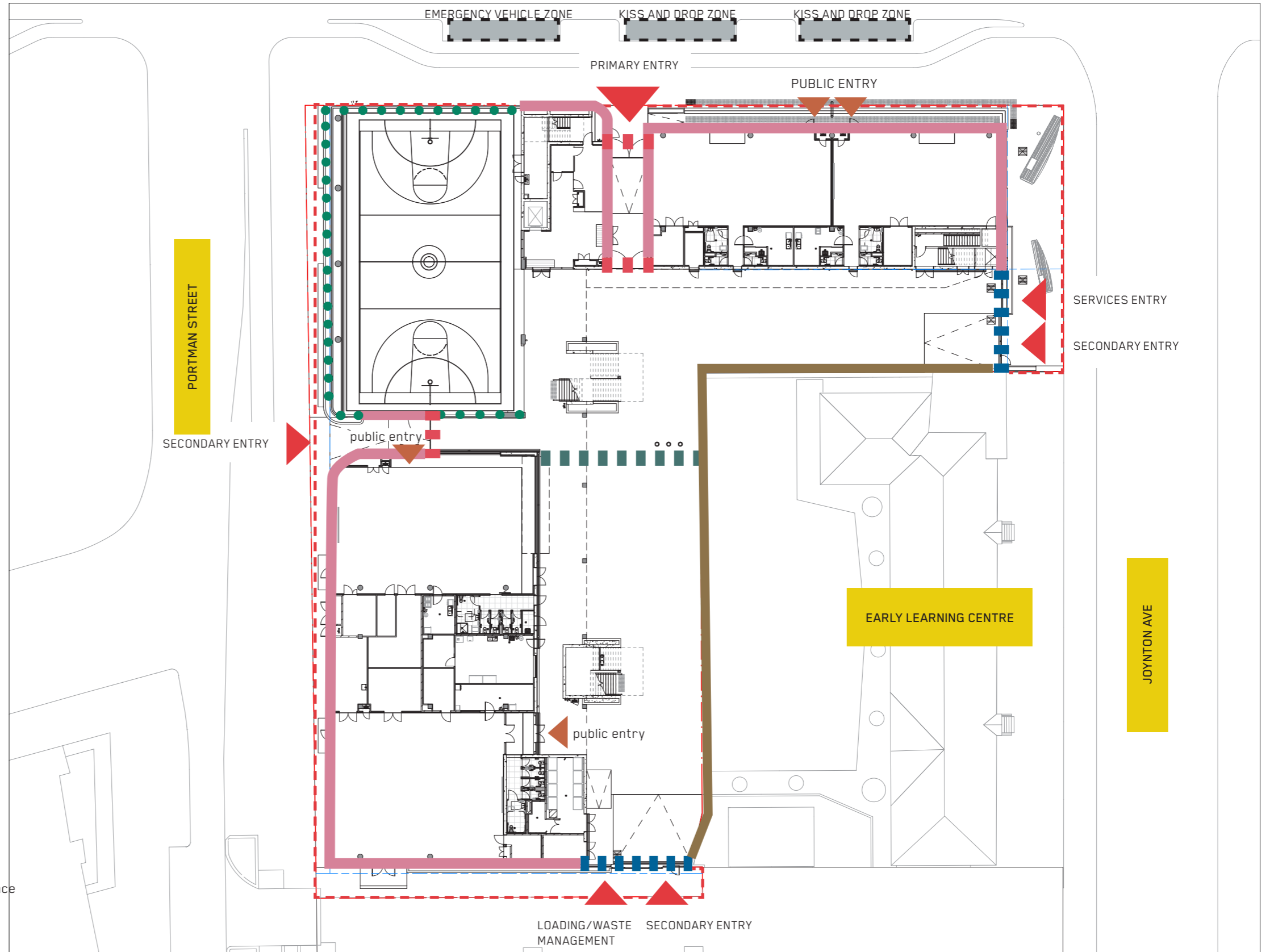
The facility has numerous active users, including as a school, OSHC, bookable community rooms, through-site link and public use of the multicourt. This is managed by the Operational Plan and promotes active usage of the site through the day and evening - as a sustainable and effective use of resources. This has the benefit of continual occupation of the site, reducing the risk of crime.



04.21 ENTRIES, ACCESS AND SECURITY

KEY

-  School entrance
-  Public / community entrance
-  Site boundary
-  Motorised sliding gate + fixed egress
-  Vertical sliding fence
-  Hinged gate
-  Pivot + hinged gate
-  Cable enclosure
-  Building as boundary
-  Existing and future early learning centre wall + fence
-  Kiss & drop zone



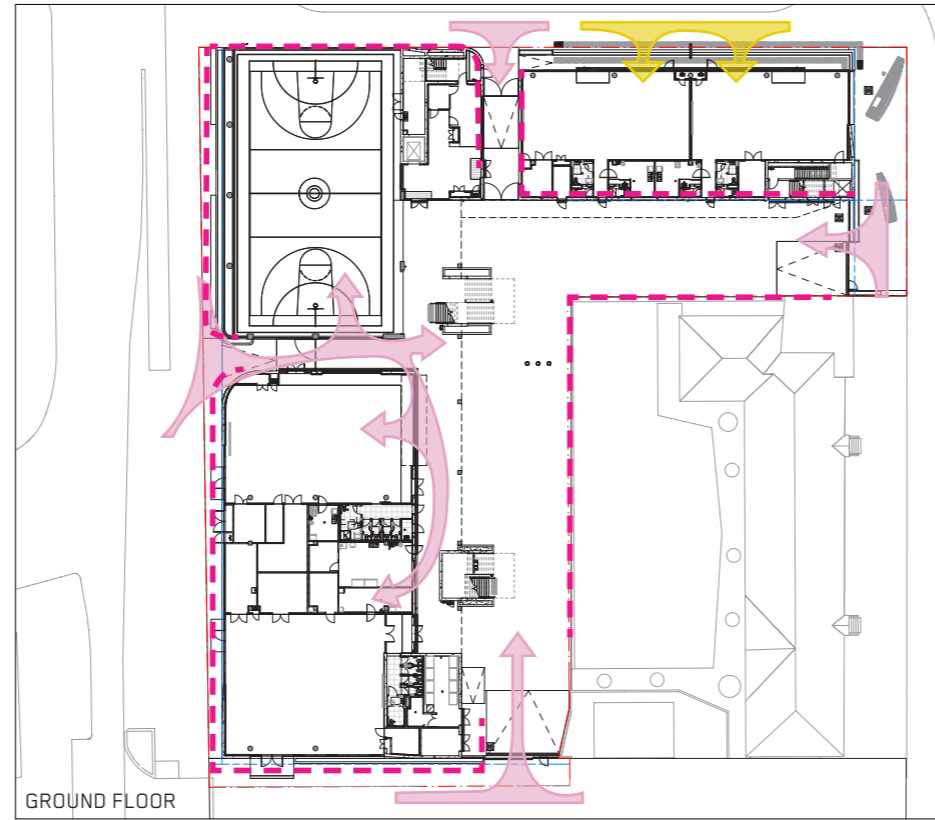
04.22 SHARED AND CONTROLLED ACCESS

The nature of the School's daily functions overlaid with those of the Community Facilities and the desired site porosity create a 'tidal' flow of public vs secure use patterns. During school hours, the facility is secure, with access for the Community from the footpaths only to Multi-purpose 1A & 1B. As the day progresses the site becomes progressively more public, culminating in opening of the entire groundplane following OSCH.

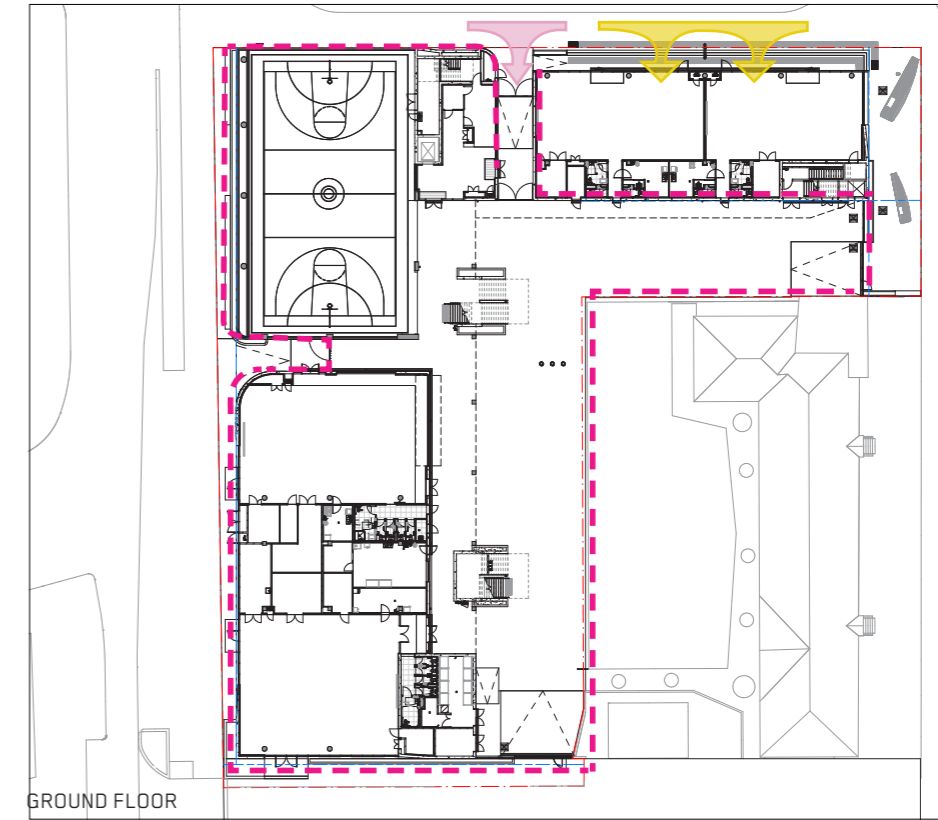
On weekends and non-school days the Multi-purpose games court is always immediately accessible from Portman St and Zetland Avenue, a quick step across the road from The Drying Green.

As the school day begins the Multi-purpose games court becomes an entry and gathering space for the 600 students - visible, undercover and protected - leading directly into the rest of the school. Similarly, for excursions the Multi-purpose games court becomes a marshalling area, or a space for a full school assembly - protected yet visible, safe yet secure, public and private.

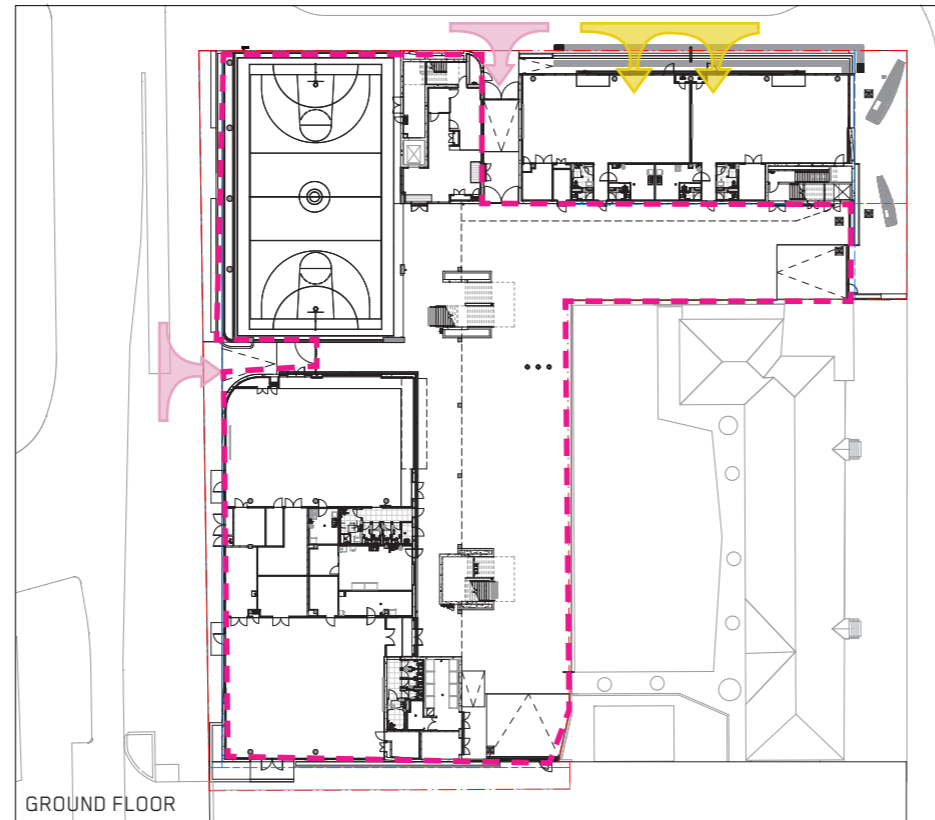
This temporal journey through the day and seasons enlivens the space, giving it a 24/7/365 life.



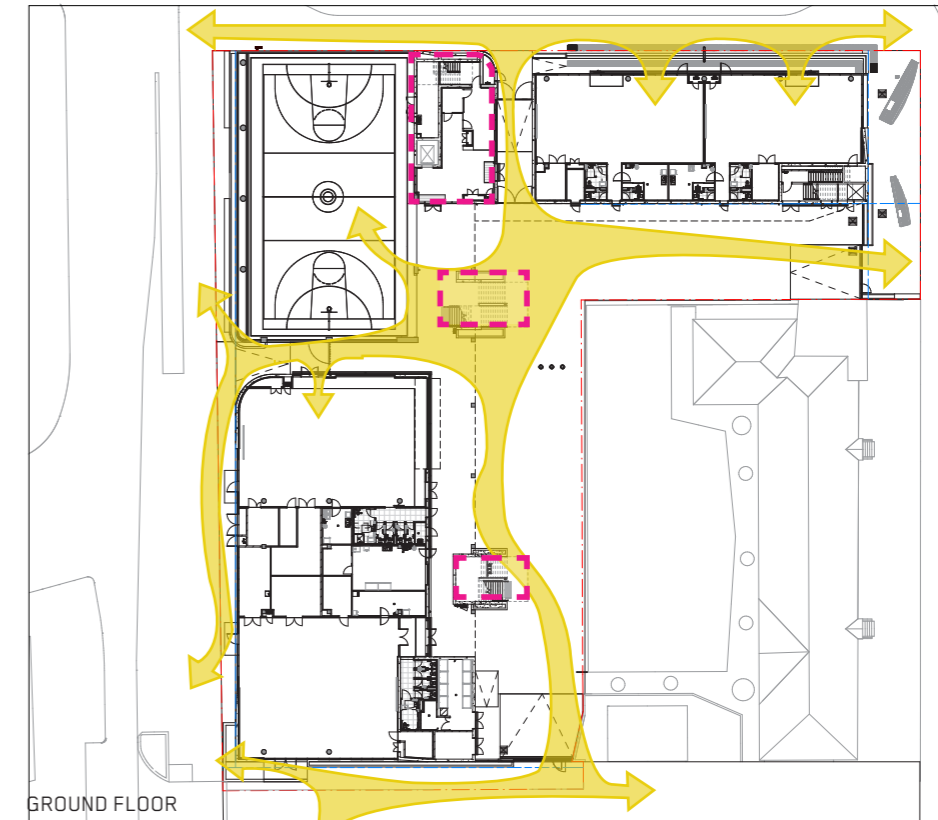
SCHOOL TIME
8.00-9.00AM TO 3.00-3.30PM SCHOOLDAYS




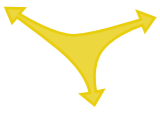

SCHOOL TIME
8.00AM TO 3.30PM SCHOOLDAYS



OSCH TIME
6.30AM - 8.00AM & 3.30PM - 6.00PM SCHOOLDAYS (30MIN FOR CLEANING)



PUBLIC TIME
06:30PM TO 10.00PM, WEEKENDS & NON-SCHOOL DAYS

- KEY**
-  SCHOOL SECURITY LINE
 -  PUBLIC CONNECTIONS
 -  SCHOOL CONNECTIONS

04.23 FUTURE DESIGN FLEXIBILITY

The building has been designed to accommodate the specific requirements of the community spaces, multicourt and school functions. This has resulted in some unique features:

- The ground floor multipurpose spaces are large and highly serviced with amenities and kitchenettes. They have a long-span transfer structure to support the school facilities above them
- The multicourt is a large, double height volume with a long-span transfer structure over
- Levels 1 and 2 have enclosed spaces using a lightweight facade/partition system and are surrounded by external external undercover circulation and teaching spaces
- Level 3 has a pavilion building on its northwest corner (the school library) and a large trafficable and secure roof surface
- Floor to floor heights are:
 - 5.2m ground to level 1
 - 3.6m for all other floors
- A single lift serving all levels
- Fire stairs (including two open stairs) serving all levels
- A large external courtyard space

These features suit the needs of the school and community facilities. Individual spaces can be adjusted to suit changing education needs over time. The concrete structure, lightweight facade and partitions mean that the building could, if required, be reconfigured for other uses.

POTENTIAL ALTERNATE USES

The L-shaped plan, floor-floor height and extensive facade area would suit a variety of other functions, including:

- A public building (eg library or community rooms)
- Commercial use, for example ground-floor retail and office spaces on the upper floors
- Alternate education use

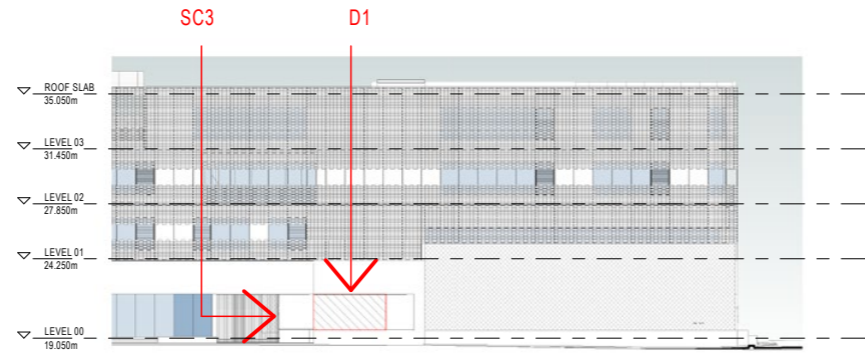


04.24 SIGNAGE

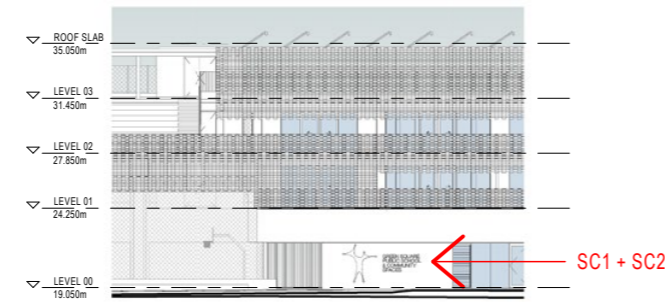
The building utilises two primary signage types for name identification and communicating information.

Static signage cast into the facade concrete is proposed to identify the building name (SC1) - "Green Square Public School & Community Spaces" on three elevations, east, west and south. In the Zetland avenue entry passage, smaller lettering is proposed to illustrate (SC3) - "Green Square Public School"

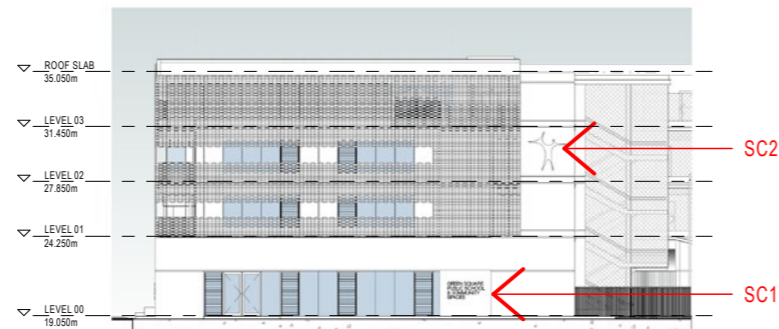
A Digital signage board is proposed in one location to communicate ephemeral school information. The LED screen (D1) is to be located on Zetland Avenue adjacent to the main entry.



1 NORTH ELEVATION - PART ELEVATION



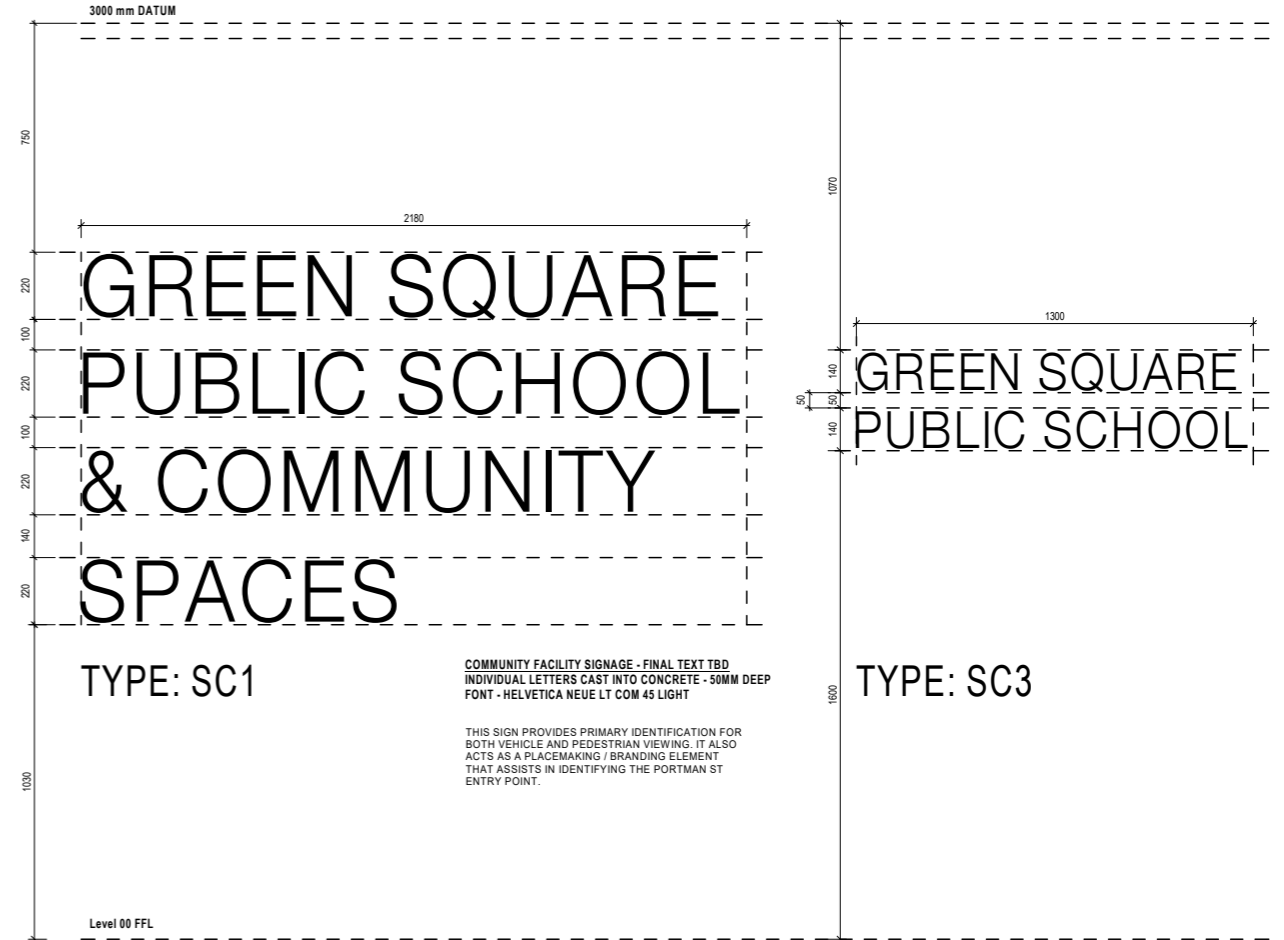
2 WEST ELEVATION - PART ELEVATION



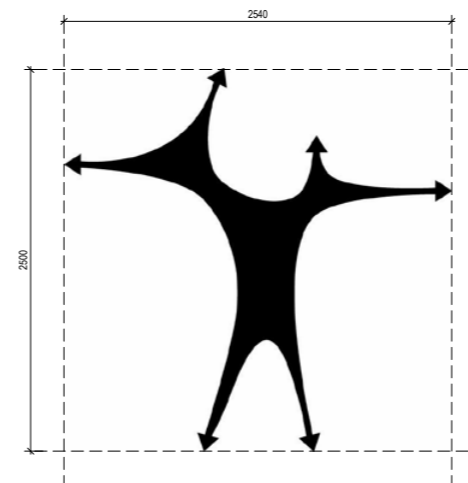
3 SOUTH ELEVATION - PARTIAL ELEVATION



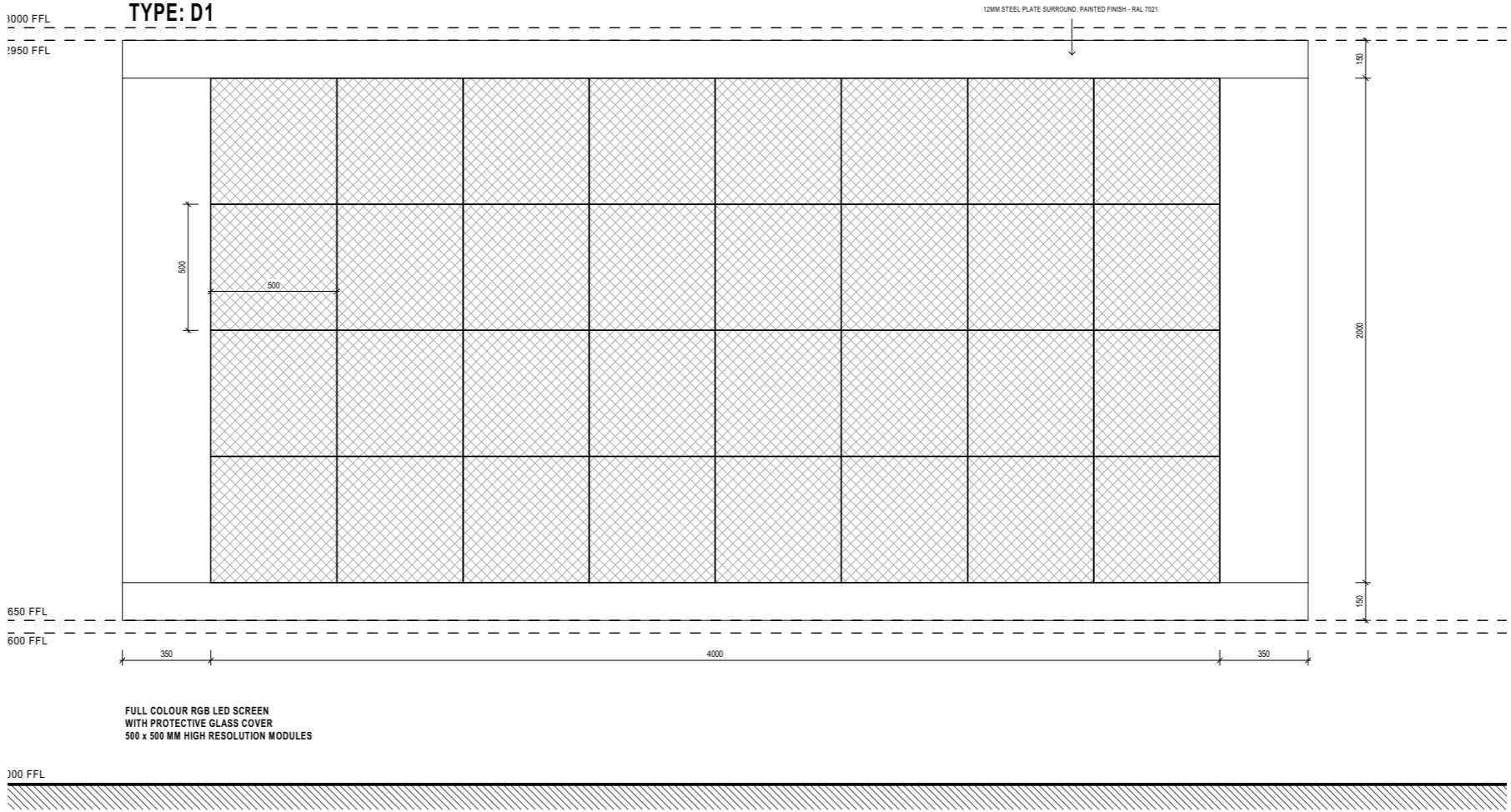
4 EAST ELEVATION - PARTIAL ELEVATION



5 ELEVATION - BUILDING NAME SIGNAGE



6 GREEN SQUARE INTEGRATED FACILITY & SCHOOL LOGO



05

05. POLICIES AND FRAMEWORKS

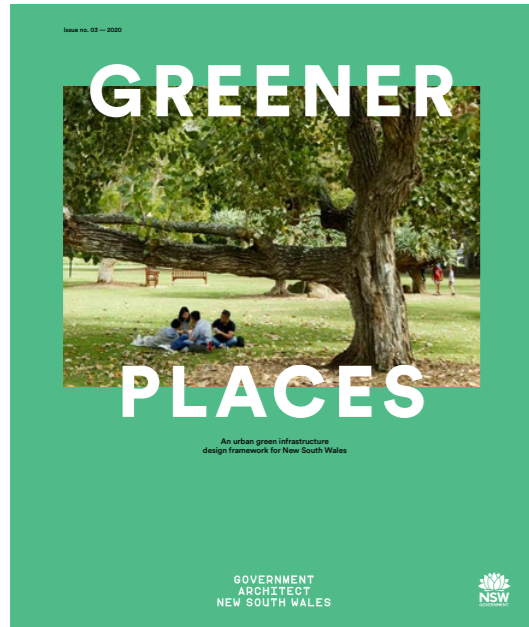


Better Placed is a policy for our collective aspirations, needs and expectations in designing NSW. It is about enhancing all aspects of our urban environments, to create better places, spaces and buildings, and thereby better cities, towns and suburbs. To achieve this, good design needs to be at the centre of all development processes from the project definition to concept design and through to construction and maintenance.

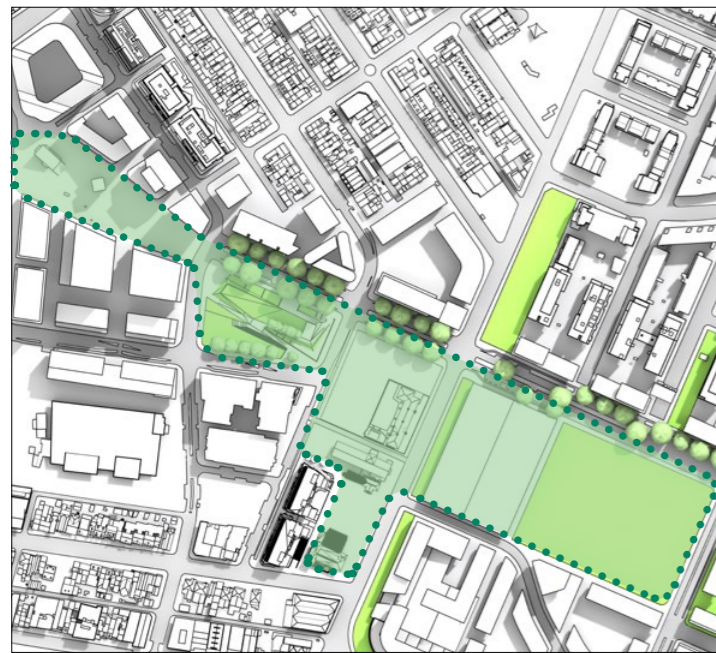
The seven principles of Better Placed have been used throughout the briefing, consultation and design process. This page presents an overall summary, however this entire report should be read as a response to this policy.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5	OBJECTIVE 6	OBJECTIVE 7
BETTER FIT	BETTER PERFORMANCE	BETTER FOR COMMUNITY	BETTER FOR PEOPLE	BETTER WORKING	BETTER VALUE	BETTER LOOK AND FEEL
<p>The building has been designed to suit the requirements of the various masterplans that relate to Green Square and to this specific precinct. These call for a perimeter building of 3 - 4 storeys in height that is porous to the public - outcomes that have been achieved.</p> <p>The local context is in a change of deep flux. Existing buildings have been adaptively restored and reused, and new buildings, streets and parks have been (or are being) constructed, creating a new context. The approach to the design is to 'fit' this new context to help form part of the new Place which is Green Square.</p> <p>The GSCIFS is a key part of this new place, it's function important to the community. Its design approach of scale, mass, materials and colours along with the ability to pass through the site help to make it of its place</p>	<p>The building is designed with robust materials, passive solar design features, operable facades and extensive landscaped external spaces. Teaching spaces are both indoor and outdoor in covered environments behind the facade screen, with external circulation surrounding the central courtyard.</p> <p>The project is targeting a 5 star Green Star design and as built rating and generates its own power.</p> <p>The teaching spaces will be constructed with lightweight partitions, allowing the building to be reconfigured in the future if required. Amenities are provided on all levels and are all gender neutral.</p>	<p>The building provides dedicated community facilities in the form of Multipurpose Rooms 1A & 1B, which both open directly onto the new Zetland Avenue. Two large shared community / school / Outside Hours School Care rooms are provided facing onto Portman Avenue. Access to these rooms is managed by the school and the City of Sydney.</p> <p>Additionally, the multicourt on the corner of Zetland Avenue and Portman Street is available to the public outside of school hours. Directly opposite the new Drying Green public park, this undercover sports court complements the Gunyama Aquatic and Recreation Centre and replaces an existing uncovered half court on the site.</p> <p>Finally, the site is permeable to the public at managed times, allowing all to enjoy the new landscaping and through-site links.</p>	<p>The design of the facility balances the ability for the public to access to the site outside of school hours whilst maintaining a safe environment. CPTED principles have been used to assist this.</p> <p>Materials have been chosen to be robust and welcoming, with the landscaped courtyard providing welcoming spaces. Recognising that the space will be open to the public during the evening, lighting has been designed to provide ambient and feature lighting suitable for a liveable public space.</p>	<p>The project is a specialised space - a school and community facility. This brings a certain amount of specific design requirements to satisfy the brief and educational model. The design balances these specific requirements against the ability to change the building over time.</p> <p>The building contains a variety of spaces of different sizes, including large, column-free and high-ceilinged meeting and gathering spaces on the ground floor, teaching spaces, spaces for staff and external spaces. Together, these provide an effective environment for the functions of the proposal along with the ability to adjust these over time as needs evolve.</p>	<p>The mix of available functions in the proposal provides a high level of value to the community.</p> <p>GSCIFS is a long term community access providing a key community lynch pin - a primary school along with dedicated community facilities, shared landscaped spaces and a covered (but external) multicourt.</p> <p>The building's location and urban presence will help knit together the growing community of Green Square</p>	<p>The architectural context of Green Square is one of excellence, with the new Gunyama Aquatic and Recreation Centre, Joynton Avenue Creative Centre and the Library demonstrate the need and desire for quality architecture in our public spaces.</p> <p>The building is designed to respond to the qualities of this context. It's scale, colours, articulation and facade screen help to create a place which is engaging, inviting and attractive. Critically, it is designed to be of its place.</p>

05.01 GANSW GREENER SPACES FRAMEWORK



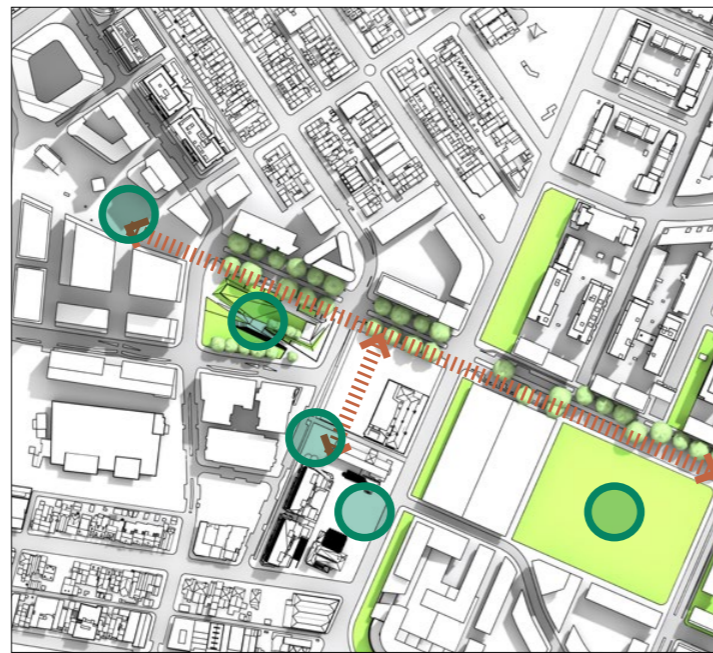
The draft GANSW framework for greener spaces identifies four principles. The masterplanning work, siting and development of the project brief has enabled alignment of the GSCIFS and these principles.



1. PRINCIPLE 1: INTEGRATION

Integration seeks to combine green infrastructure with urban development and grey infrastructure.

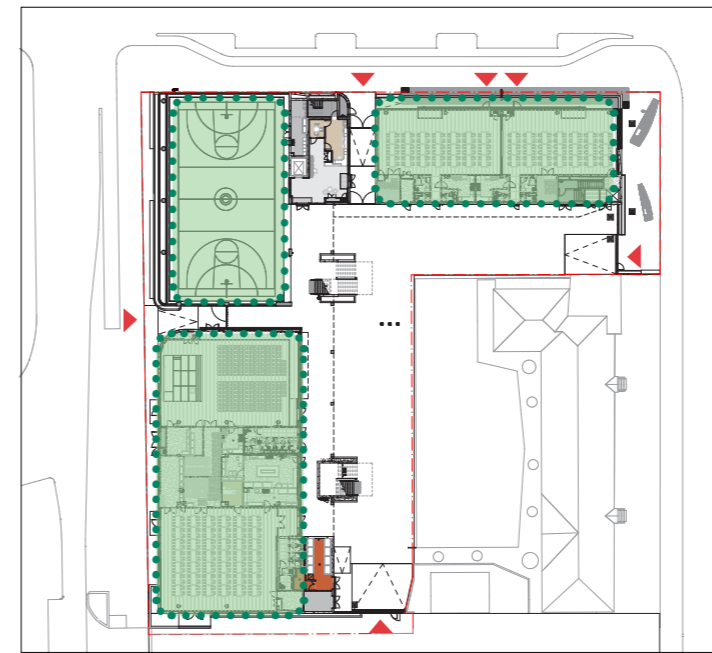
The proposal is located within the Green Square Town Centre. It benefits from the proximity of other public facilities, including the Drying Green, Gunyama Aquatic and Recreation Centre, the Joynton Avenue Creative Centre, Green Square public library and the train station. Together, these facilities create significant integrated community infrastructure within walking distance to each other. They are linked by the new Zetland Avenue with new tree planting.



2. PRINCIPLE 2: CONNECTIVITY

Create an interconnected network of open space

The site is connected to its surrounds via north-south and east-west through site links, which traverse the landscaped courtyard of the proposal. These are available outside of school hours. they connect to the Drying Green and Gunyama.



3. PRINCIPLE 3: MULTIFUNCTIONALITY

Deliver multiple ecosystem services simultaneously

The project brief addresses this directly through the provision of the multipurpose spaces on the ground floor, the publicly accessible multicourt and the through site links



4. PRINCIPLE 4: PARTICIPATION

Involve stakeholders in development and implementation

Extensive consultation has been undertaken with representatives of the Department of Education and the City of Sydney to confirm the design.



DESIGN GUIDE FOR SCHOOLS

The GANSW Better Places: Design Guide for Schools provides guidance on how to meet the Education SEPP Design Quality Principles. A response to the SEPP is provided separately.

The Design guide identifies 7 principles from the SEPP to be considered during the design of the school. The delivery of the GSICFS has followed a very rigorous process over a number of years to help deliver an outcome that is aligned to the guidelines and to the SEPP. During the competition and subsequent to winning it, BVN and the greater design team have contributed to delivering the against the principles. This process includes (amongst various other instruments):

- The Green Square Town Centre DCP 2012
- Green Square Town Centre Public Domain Stratechu
- Green Square Community and Cultural Precinct Public Domain Coordination Plan
- Green Square Public Art Strategy 2012
- The Green Square Education Model (prepared by Tzannes, DOE, SI and New Learning Environments)
- A Design Excellence Competition managed on behalf of the proponents (SI and COS) by Urbis, which included a detailed functional and aspirational brief
- A requirement to achieve a 5 Star Green Star design and as-built rating
- Detailed and ongoing consultation with key stakeholders including the DOE and COS during he schematic design and design development process

Additionally, the seven objectives of the GANSW 'Good Design Outcomes have been considered.

OBJECTIVE	DESCRIPTION	DESIGN RESPONSE
1. BETTER FIT	Contextual, local and of its place	<ul style="list-style-type: none"> • The scale of the proposal is aligned to adjacent public buildings • Material and colour choice is based upon heritage buildings, creating an integrated city block • The mixed community and school use aligns with the needs of the growing Green Square community
2. BETTER PERFORMANCE	Sustainable, adaptable and durable	<ul style="list-style-type: none"> • The project is on track to achieve a 5 star Green Star v.3 design and as-built rating • Sustainable design principles are visible to the community • The building is flexible and can be readily altered during its life
3. BETTER FOR COMMUNITY	Inclusive, connected and divers	<ul style="list-style-type: none"> • The street-facing community focused multipurpose spaces provide immediate benefits • The multicourt can be used by the community at suitable times • The site provides through-site links, connecting the community
4. BETTER FOR PEOPLE	Safe, comfortable and liveable	<ul style="list-style-type: none"> • The proposal's community facilities mean it will become an important and cherished asset for the community • The building has a robust operational plan, meaning it will be clean and well maintained
5. BETTER WORKING	Functional, efficient and fit for purpose	<ul style="list-style-type: none"> • The building's layout, rooms, spaces and functions have been designed in accordance with the detailed brief • Extra benefits to the community (for example the publicly accessible multicourt) have been incorporated into the design
6. BETTER VALUE	Creating and adding value	<ul style="list-style-type: none"> • The mixed-use facilites provide extra value to the site as part of the greater Green Square public facilities • Public access to the multicourt, whilst unbriefed, has been achieved
7. BETTER LOOKING AND FEEL	Engaging, inviting and attractive	<ul style="list-style-type: none"> • The proposal has been designed to reflect on the history of the site, including remaining heritage buildings • The design is contemporary, embracing the bith history of the local community and its future • The scale, mass, colours, entry points and form of the building have been designed to welcome the community • The project motif has been designed as a visual reminder of the aspirations of the project and statement of positivity in the future

05.03 GREEN SQUARE PUBLIC DOMAIN STRATEGY



The Vision For The Green Square Public Domain:

The public realm at green square is founded on progressive environmental principles and will actively nurture a diverse, creative working community that will in turn make a crucial contribution to the economic competitiveness of metropolitan Sydney.

Source: Green Square Town Centre Public Domain Strategy, the City of Sydney, adopted 25 March 2013

The site for GSICFS is located on the eastern edge of the Green Square Town Centre Boundary as defined in the Strategy document. The Strategy denotes uses, heights, street typologies, public spaces, transport and access, pedestrian movements, heritage buildings and community facilities. A number of the facilities have now been delivered, including the Public Library, Green Square Plaza, Matron Ruby Park, the Joynton Avenue Creative Centre, Gunyama Park Aquatic and sections of Zetland Avenue. The Drying Green and further sections of Zetland avenue are under construction.

The Strategy nominates retail, commercial or residential uses on the site with a maximum allowable height of 18m through the use of bonus floor space via a competitive design process. The Royal South Sydney Hospital Site masterplan prepared by Hill Thalys in April 2013 developed the Public Domain Strategy for the site to be a 'perforated block edge which allows for view connections and walkways through the built form' that 'create a consistent datum of 3 to 4 storey street wall buildings' and proposes community uses on the site. The design is aligned with this.

OBJECTIVE	DESIGN RESPONSE
Achieve a strong definition of the public domain with integration of design themes and signature elements to give Green Square Town Centre a sense of place and to establish it as the focal point of the Green Square urban renewal area;	The design of the building has a distinct yet contextual character. It forms a clear definition of Zetland avenue and its height, mass, form, colours and materials are distinctive, memorable and responsive to the local heritage
Achieve an adaptable public domain capable of accommodating a broad range of uses and events, experience and activities;	The internal courtyard, multicourt and multipurpose spaces can accommodate a wide range of public, educational and community uses
Establish a diverse and sustainable range of public spaces, plazas and parks throughout the centre that encourages social interaction and use by everyone;	The managed and secure nature of the GSICFS grounds enable them to be used safely across the course of the day and year by all.
Achieve a variety of spaces that are inclusive of particular needs and desires of key community groups such as children, young people, senior citizens, people on low incomes and people with a disability;	The proposed uses as community facilities/rooms and a primary school deliver a variety of spaces for various groups.
Achieve desirable public open spaces with high levels of amenity addressing safety, climate, activity, circulation, seating and enclosure;	The design and brief enables public use at all times via the two multipurpose rooms facing Zetland Avenue. Additionally, the landscapes internal courtyard, through site link and multicourt are available for public use at the proposed times
Integrate the Town Centre and surrounding communities by providing a community focus and spaces to meet, walk and recreate;	The design provides spaces to meet (formally and casually), to recreate and to enjoy the landscape design of the facility. The varying uses throughout the day actively engages with different age groups in the community.
Enable the provisions of appropriate facilities within the public domain to enhance the usability of the Town Centre;	The multicourt, landscaped courtyard and community rooms provide appropriate facilities to enhance the usability of the town centre
Integrate the management of stormwater and floodwater into the design of public open spaces; and	Stormwater and Floodwater management is designed in accordance with the relevant codes
Achieve well integrated interpretive water elements, ecological sustainable and landmark public art to create an engaging and culturally diverse public domain.	The landscape design, plant selection, incorporation of the public artwork on the northeast corner of the site and the proposed artwork in the multicourt help engage the community in the public domain.

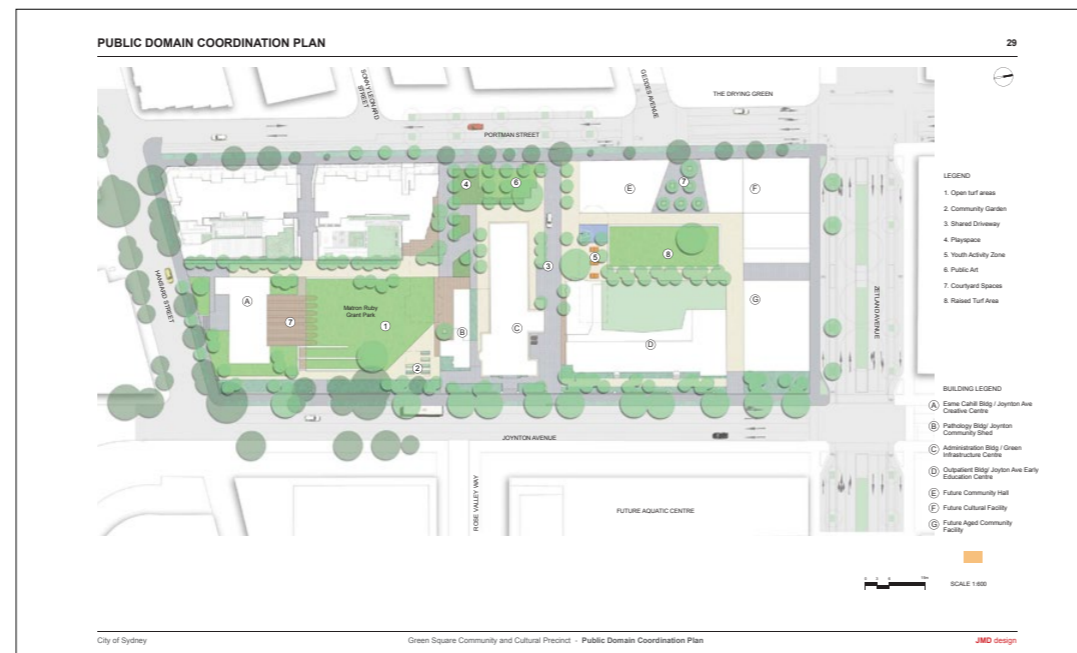
05.04 GREEN SQUARE PDCP



The Public Domain Coordination Plan (PDCP) aims to provide a cohesive, comprehensive and innovative plan that defines the scope of the public domain and open space within the SSH site and sets framework principles and strategies to direct design of the public domain of the site.

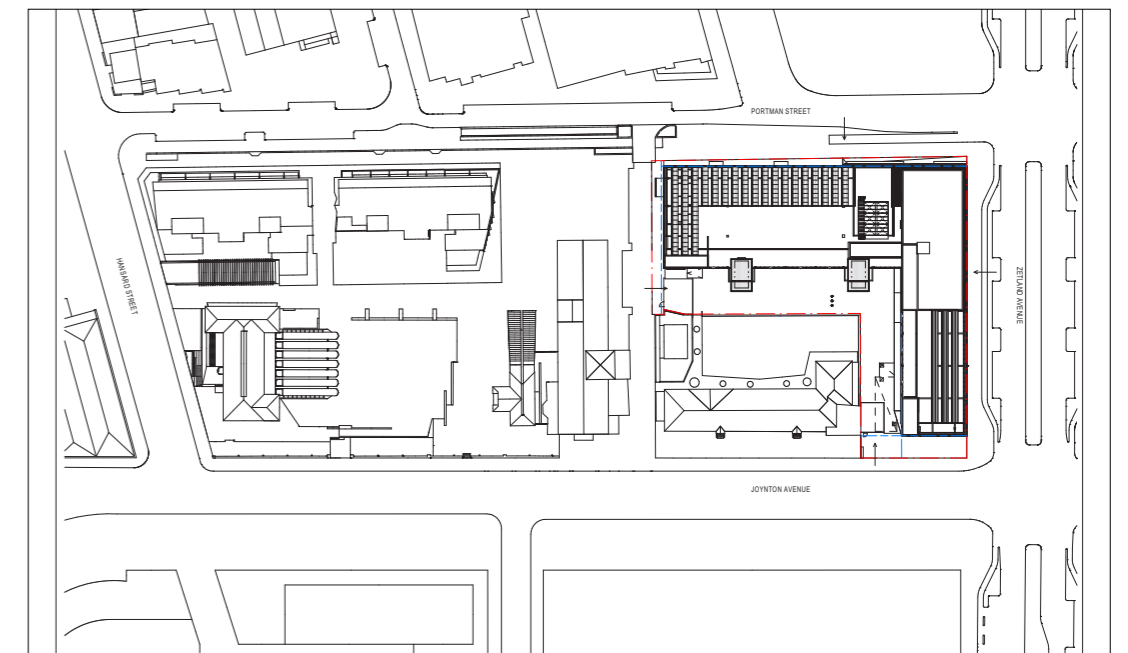
The PDCP defines four Key Building Principles:

1. Maintain the Heritage Campus Character
 - a. Retain and reinforce Joynton Ave building setback.
 - b. Buildings to be viewed in the landscape.
 - c. Original building locations and heights to inform new buildings on site.
2. Site Permeability to be reinforced
 - a. Locate new buildings and alterations to allow easy pedestrian circulation through the campus.
3. Respond to the Site Context
 - a. Reinforce Zetland Ave built edge.
 - b. Provide built edge opposite Drying Green Park.
 - c. Provide transition to heritage fence on corner with Zetland Ave and Hansard St.
4. Optimise future use potential
 - a. Maintain equivalent floor space to Hill Thalys MP.
 - b. Define most efficient building envelope (20m vs. 14m)
 - c. Reserve majority of GIC building for future use.



PDCP (MAY 2015)

The PDCP's overall approach of a community facilities aligned to Portman Street and Zetland Avenue surrounding a landscaped courtyard with permeable pedestrian connections has been realised in the proposal. Further, the PDCP identifies a range of ESD strategies including rainwater reuse, roof-mounted solar cells, planting and water efficiency are included in the design.



PROPOSAL

The proposed design develops the principles of the PDCP to suit the functional brief and operational needs of the GSICFS. This includes managed permeability to the internal courtyard. Key features, such as outward facing community facilities are consistent.

05.05 EDUCATION AND CHILDCARE SEPP

During the course of the design the principles of the SEPP (Educational Establishments and Child Care Facilities) 2017 have been considered and addressed.

The requirements of the SEPP align to the GANSW Design Guide for Schools and the requirements of the City of Sydney, Department of Education and the design brief.

PRINCIPLE	DESIGN RESPONSE
1. CONTEXT, BUILT FORM AND LANDSCAPE	<ul style="list-style-type: none"> The site is located on the floodplain that falls towards Botany Bay on the land of the Gadigal of the Eora nation. Investigations by AMAC group suggest that there may not be aboriginal archaeological remains on the site The site is essentially flat and is subject to flooding. Flood modelling has derived a ground floor level which has been used for the both the internal and external spaces within the site. The various entry points have shallow ramps from the footpaths up to this level Following European colonisation the site was used for various purposes, most notably as the South Sydney Hospital. Various buildings from the hospital remain and have been repurposed as community facilities The City of Sydney has embarked on a major redevelopment of Green Square which includes a reconfiguration of the local road network and urban infrastructure with the aim of building a brand new community. The project, containing community facilities and a school is a key element of the community building. The architectural approach to the project is to recognise this history and the extant buildings on the site. The scale, massing, colour and urban posture of the building speak to its history and its future. The alignment of the building to the boundaries fundamentally aids the development of an inner-city urban environment, with strong street walls defining the place. The addition of through site links and public facilities in the site further connects the proposal to the growing community
2. SUSTAINABLE, EFFICIENT AND DURABLE	<ul style="list-style-type: none"> The proposal is designed to have a long and productive life. The robust material choice anchors it into the precinct, reminiscent of the masonry heritage buildings on the site The concrete frame of the building enables the internal spaces to be readily re-configured during the life of the building, including the potential for a change of use in the future. Whilst fundamentally flexible, the design is targeted to the specific needs of a primary school and community facility The educational model has been made manifest in the homebases, circulation, library and play spaces
3. ACCESSIBLE AND INCLUSIVE	<ul style="list-style-type: none"> Underlying the overall design of the facility is the concept of shared uses during the course of the day on the site. This means that the facility will have continual occupation and use for the community The required flood level of the ground floor spaces can be achieved from the footpaths via shallow ramps that are incorporated into the overall access strategy of the building. Ramps are not supplementary routes - they are the paths that all users take. This greatly increases the sense of equity and ownership of proposal
4. HEALTH AND SAFETY	<ul style="list-style-type: none"> The proposal integrates security into its fabric in a sensitive manner through using the building as a secure line and the incorporation of fences and gates as part of the overall design approach rather than elements that are applied post-design The management approach of the site provides for a clean, well maintained and welcoming facility The public can enter and pass through the site at agreed times, building a sense of ownership
5. AMENITY	<ul style="list-style-type: none"> A high level of publicly accessible amenity is provided through the bookable meeting rooms and their associated facilities The design of the landscape, circulation spaces, teaching areas and play spaces are to achieve a high level of amenity through spatial, material and biophilic elements
6. WHOLE OF LIFE, FLEXIBLE AND ADAPTIVE	<ul style="list-style-type: none"> The proposal is designed with a concrete structure that allows for reconfiguration of spaces if required. The long-span ground floor spaces are suitable for their designed use and a variety of other uses The proposal is able to generate its own power and has a mix of internal, external, covered and uncovered spaces Material choices are durable, long-lasting and attractive
7. AESTHETICS	<ul style="list-style-type: none"> The proposal responds to the history of the site, the requirements of the brief and the future context in a positive and proud manner. Whilst architecturally "calm", the proposal has a distinct and proud identity in the streetscape through its scale, materials and colour. It is an anchor for the local community The multiple entries, permeability, obvious nature of the multicourt and distinctive identity and character of the project result in a strong aesthetic suited to its function and role in the community

05.06 COMMUNITY ENGAGEMENT AND FEEDBACK

Feedback was sought from stakeholders and communities on the project design primarily through a Virtual Information Room, an activity required due to Covid-19 restrictions. The virtual information room was carried out on 23 - 27 September 2021 and included a project information pack, fly through videos, and information boards published on the project website.

The virtual information room received more than 600 visits with feedback summarised below

Issues raised	Design response
<p>Sustainability: Could the design integrate additional leading sustainability features like green roofs, trees planted in deep soil within the building, water capture and reuse etc.?</p>	<p>The school is incorporating sustainable design features to achieve a 5 Star Green Star rating. It will be one of the first schools in the metropolitan Sydney region to achieve this rating.</p> <p>The rooftop has been designed primarily to provide play area for students. Shade elements are provided by the extensive array of solar panels. New trees located on the ground level will have deep soil provisions. Further consideration will be given to increasing the</p> <p>The design integrates a stormwater system that provides water capture in rainwater tanks for re use.</p>
<p>Safety of students/community access and interface with Waranara Early Education Centre</p>	<p>The safety of students has been carefully considered within the design and has the highest priority to be maintained during school operations. The community will only have access to the courtyard, Games Court, Communal Hall and multipurpose spaces after school hours - 6:30 pm at night and on weekends.</p> <p>The dedicated Community space (Multipurpose space 1) will be used during the day by the community. This area will have a separate entrance off Zetland Avenue and will have no access to the rest of the ground floor area which is being used by students. The school will be fully secured during school hours.</p> <p>The design interface at the boundary between the new development and the Waranara Early Education Centre (WEEC) has been co ordinated. The existing fence design to the playground of the WEEC will continue through to the new areas, providing a degree of interaction and transparency between the facilities. Mature tree planting along the boundary wall will afford optimal shading to both areas during the middle of the day.</p> <p>The maintenance of emergency egress from the WEEC during both the demolition ,construction and operational phases has also been determined and incorporated within the design and operational plans.</p>

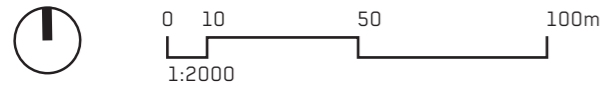
<p>General design: Query on the location of library, number of lifts, location of toilets, exposure of roof top play space.</p>	<p>The layout of the school has been determined to meet the needs of both the school and community when considering the spatial allocations and compliance with the existing Green Square development guidelines. The educational team has supported the location of learning spaces on levels 1 and 2 and library on the rooftop. The library location provides good access to outdoor learning opportunities and quieter spaces during school hours. The majority of students will take either one or two flights of stairs to the library and rooftop play area from their classrooms. An internal stairway may be utilised to access the library in inclement weather.</p> <p>There is one lift included within the design. This is provided for equitable access to all areas of the building. There are three stairways which provide access to the roof level. Three levels is standard for primary schools which have limited site area.</p> <p>The rooftop will have shade elements provided by the extensive array of solar panels. Further consideration will be given to improving the amenity on the rooftop. This may include additional shade structures, covered walkways and wind protection.</p> <p>Indoor play areas are provided on the ground floor with the Games Court, Communal Hall and multipurpose spaces available during school hours.</p> <p>Toilets are located on Ground, Level 1 and Level 2 at the southern end of the building.</p> <p>The school is incorporating sustainable design features to achieve a 5 Star Green Star rating. It will be one of the first schools in the metropolitan Sydney region to achieve this rating.</p>
<p>Traffic: Increased traffic on Elizabeth Street and parking facilities at the school</p>	<p>The school and community spaces are centrally located within the Green Square town centre, which has been designed as a network of people-friendly, low-speed streets that encourage walking and cycling in the area. Separated cycleways are located on two streets that run alongside the school,</p>

	<p>connecting to the extensive bike network in the area. The school is adjacent to main bus routes. The site is well positioned 350m from Green Square train station. Modelling completed for the traffic movements associated with the school indicate it is within the forecast levels of the roadway network design. There will be a Kiss and Drop located to the school frontage on Zetland Avenue. These spaces will revert to 2 hour parking outside of the standard morning and afternoon pick up/drop off school times. There will be no dedicated parking for the school. A loading zone will be provided in the one way shared driveway to the south which runs between Portman Street and Joynton Avenue. This will be used for waste pick up, deliveries and maintenance.</p>
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06

06. AMENITY IMPACT

06.01 VISUAL AMENITY



VISUAL AMENITY

The new building is designed to suit the new urban environment, including the new Zetland Avenue. It forms a clear street edge to Portman Street and Zetland Avenue and provides a backdrop for the public artwork on the corner of Zetland and Joynton Avenues. Its height and mass are appropriate for its location and use. The demolition of the existing Hydrotherapy, which awkwardly abuts the Waranara Early Education Centre will be an improvement to the streetscape. The new building will improve the overall visual amenity of the precinct

VISUAL PRIVACY

There are residential buildings to the north (35m separation across Zetland Avenue), south-east (across 24m separation at the closet across Portman Street) and south (44m separation). The separation of these is outside of Apartment Design Guide minimums.

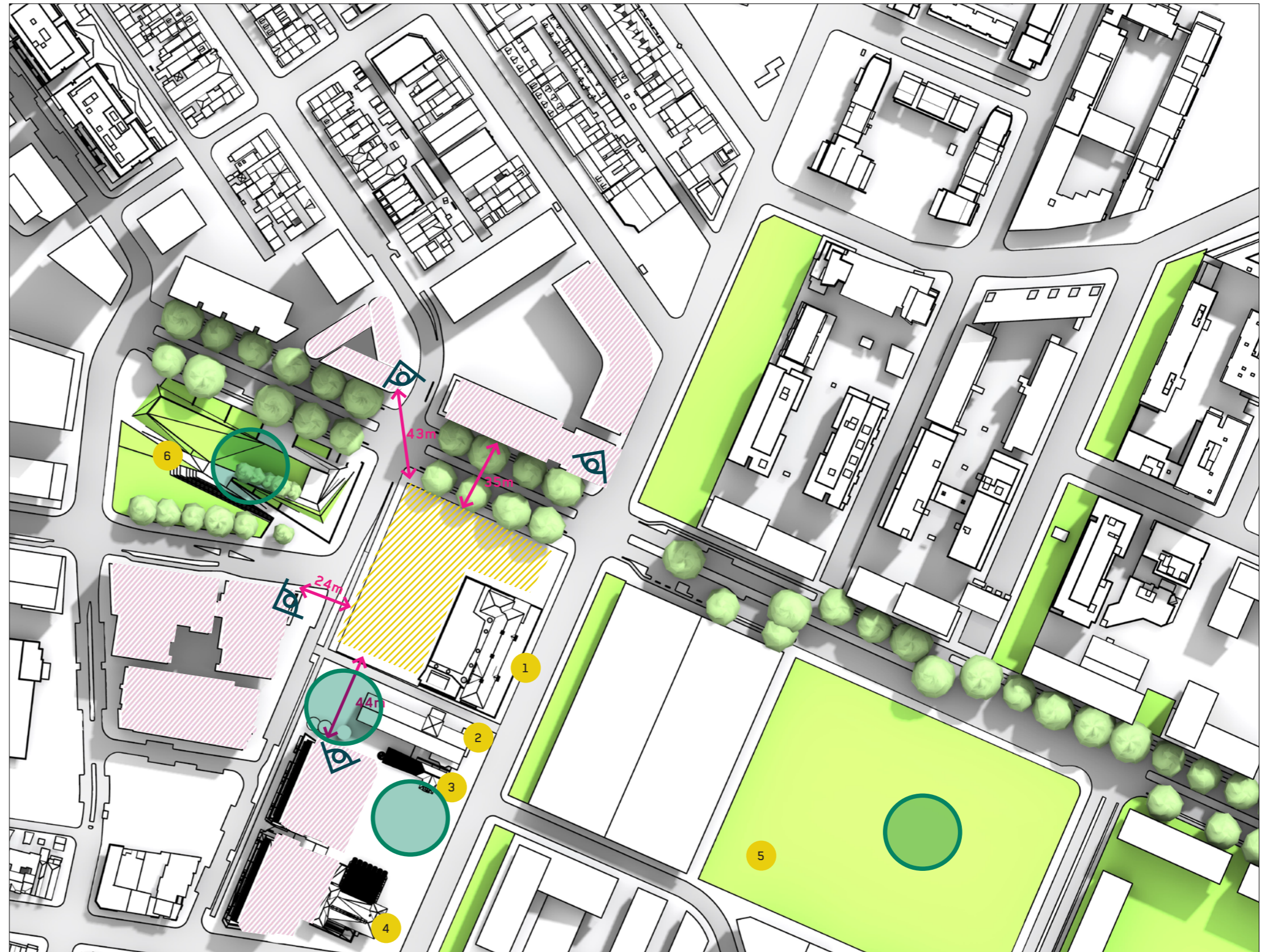
Visual privacy into the school is protected by the masonry screen and the setback of the teaching spaces behind this. At roof level, the photovoltaic panels protect against overlooking. New street trees to Zetland Avenue will provide further screening

Similarly, the screen provides privacy for residential buildings. Directly to the west, the Drying Green is below the level of the teaching spaces and hence cannot overlook them.

VIEW LOSS

Views from residential buildings tend to be district views or distant views across rooftops. The proposal is lower than these buildings and hence will not interrupt distant views. Views to and from adjacent heritage buildings will be improved by the removal of existing buildings located within site setbacks. The new Zetland Avenue, the new building and the landscaping of the proposal will enhance the district views in comparison to the existing condition.

- 1 Waranara Early Education Centre
- 2 Green Infrastructure Centre
- 3 Banga Community Shed
- 4 Joynton Avenue Creative Centre
- 5 Gunyama Park Aquatic and recreation Centre
- 6 The Drying Green Public Park
- Residential buildings
- Public Buildings
- Potential overlooking



06.02 VISUAL IMPACT STUDY LOCATIONS



06.03 VIEW 1: FROM NORTHEAST



06.04 VIEW 2: FROM SOUTH WEST



06.05 VIEW 3: FROM ADJACENT TO JOYNTON AVENUE



06.06 VIEW 4: FROM GEDDES STREET



06.07 VIEW 5: FROM PORTMAN STREET SOUTH

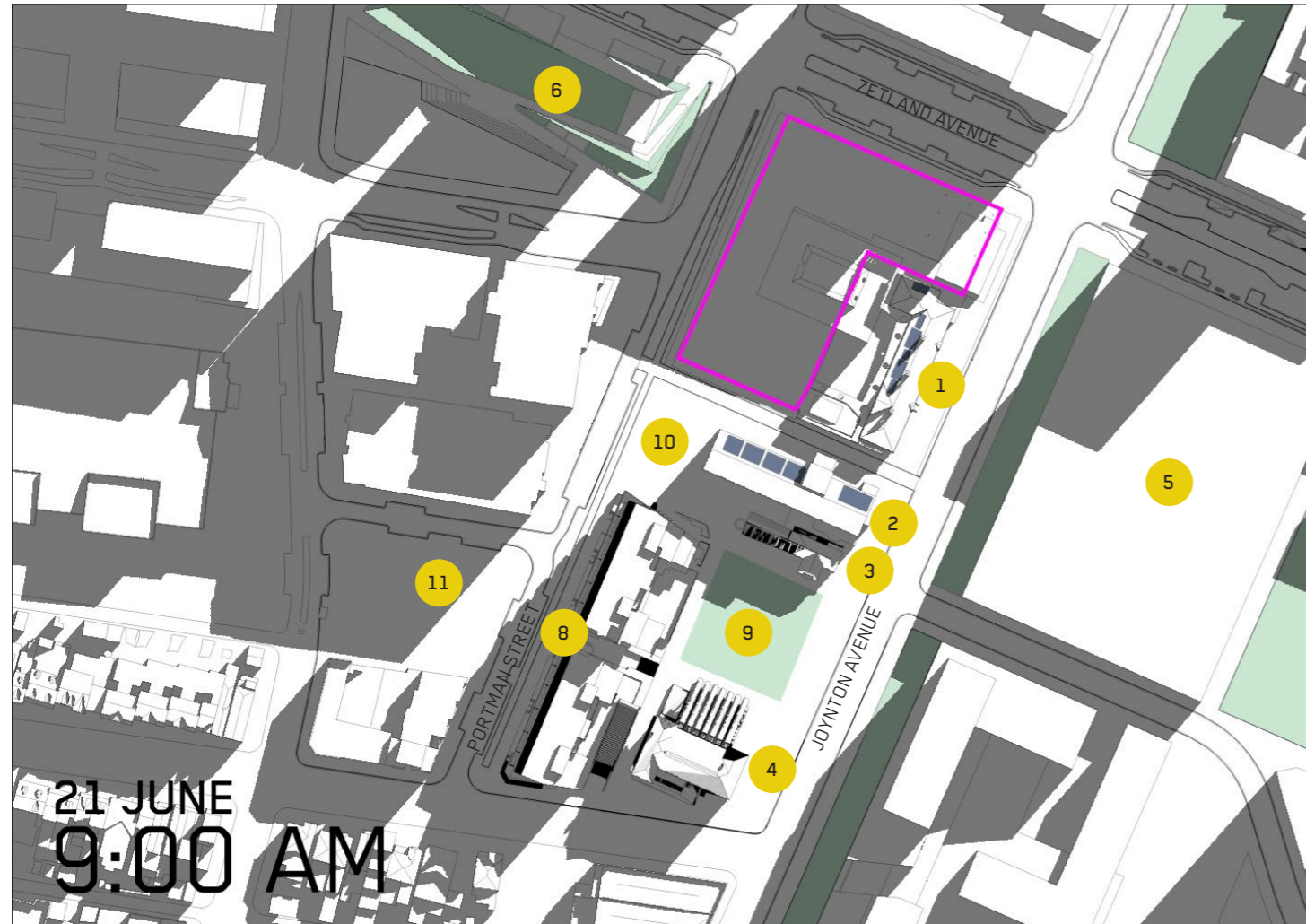


06.08 VIEW 6: FROM PORTMAN STREET NORTH








06.09 SHADOW PLAN 21 JUNE 9AM

EXISTING



PROPOSED



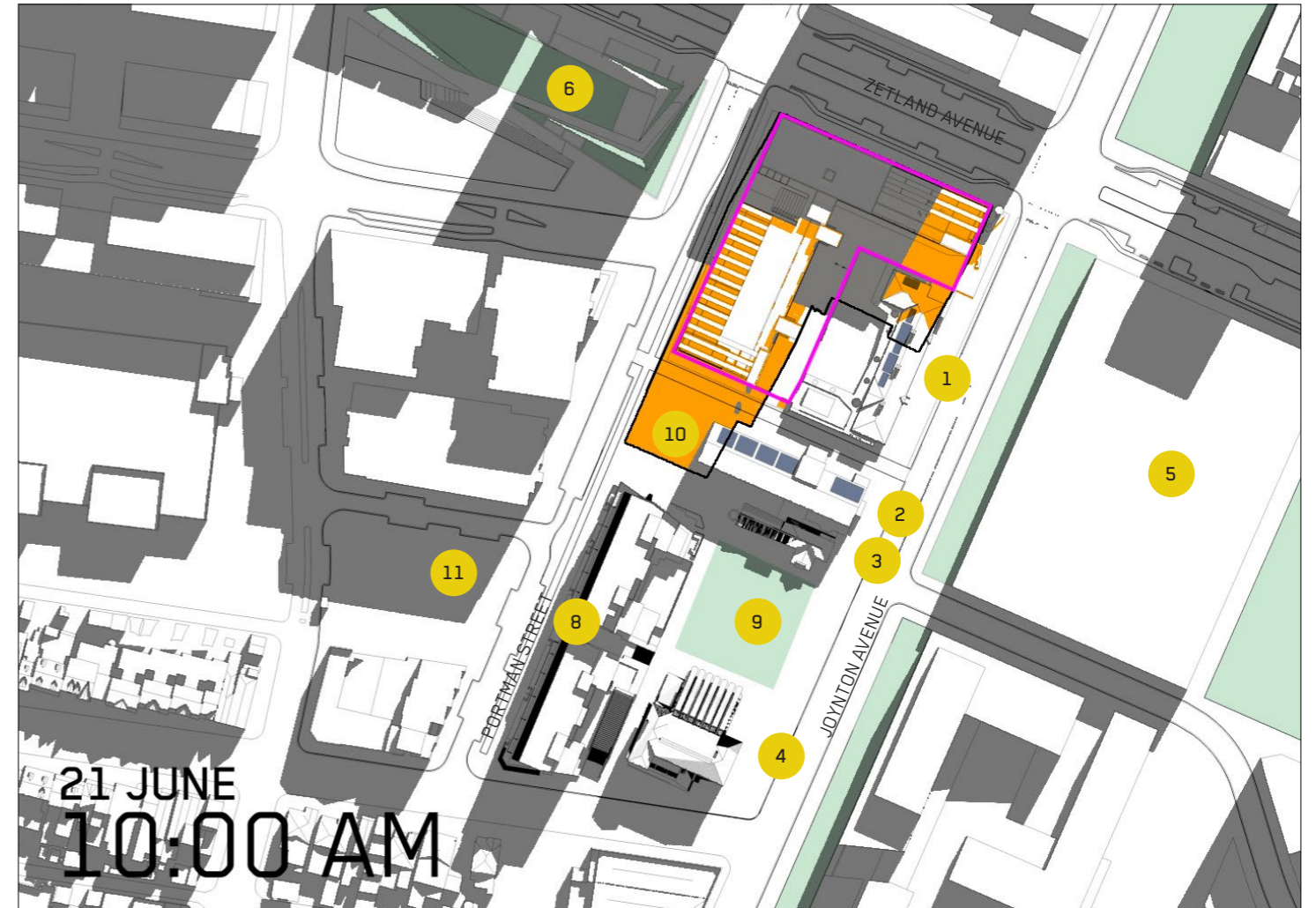
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|----|--|---|---|
| 1 | Waranara Early Education Centre courtyard |  | SOLAR PANELS |
| 2 | Green Infrastructure Centre |  | SITE OUTLINE |
| 3 | Banga Community Shed |  | OUTLINE OF SHADOW PROJECTED ONTO THE TOPOGRAPHY (IE, ASSUMES NO NEIGHBOURING BUILDINGS) |
| 4 | Joynton Avenue Creative Centre |  | EXISTING SHADOW |
| 5 | Gunyama Park Aquatic and recreation Centre |  | NEW SHADOWIN |
| 6 | The Drying Green Public Park | | |
| 7 | Green Square Library and Public Square (out of view) | | |
| 8 | 50 Hansard Street residential / retail | | |
| 9 | Matron Ruby Grant Park | | |
| 10 | 'While I Live I will Grow' Public Artwork | | |
| 11 | 25 Geddes Avenue residential | | |






06.10 SHADOW PLAN 21 JUNE 10AM

EXISTING



PROPOSED



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|----|--|---|---|
| 1 | Waranara Early Education Centre courtyard |  | SOLAR PANELS |
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| 10 | 'While I Live I will Grow' Public Artwork | | |
| 11 | 25 Geddes Avenue residential | | |






06.11 SHADOW PLAN 21 JUNE 11AM

EXISTING



PROPOSED








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|----|--|---|---|
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| 11 | 25 Geddes Avenue residential | | |

EXISTING



PROPOSED



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06.13 SHADOW PLAN 21 JUNE 1PM

EXISTING



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EXISTING



PROPOSED



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-  SOLAR PANELS
-  SITE OUTLINE
-  OUTLINE OF SHADOW PROJECTED ONTO THE TOPOGRAPHY (IE, ASSUMES NO NEIGHBOURING BUILDINGS)
-  EXISTING SHADOW
-  NEW SHADOW






06.15 SHADOW PLAN 21 JUNE 3PM

EXISTING



PROPOSED

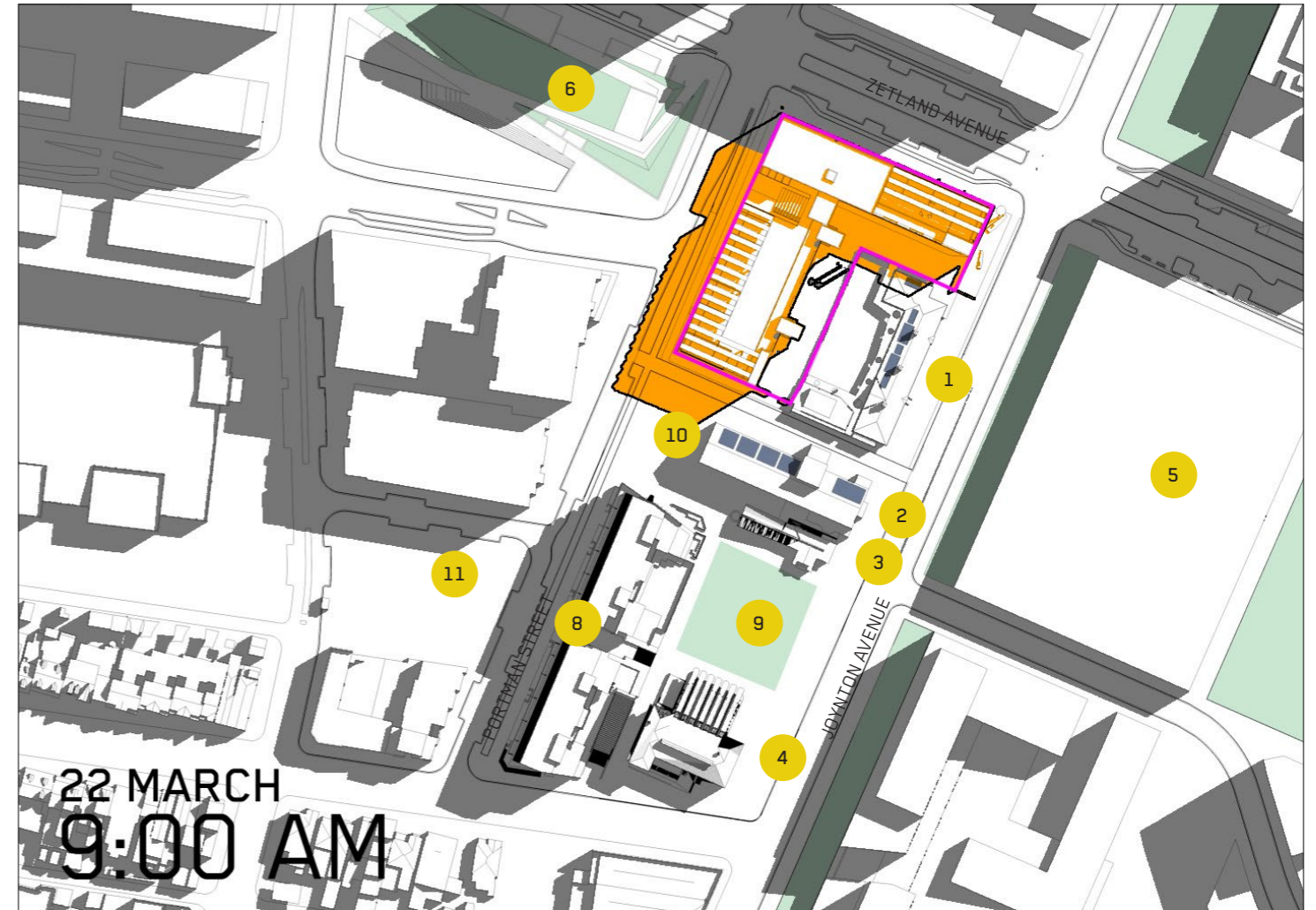


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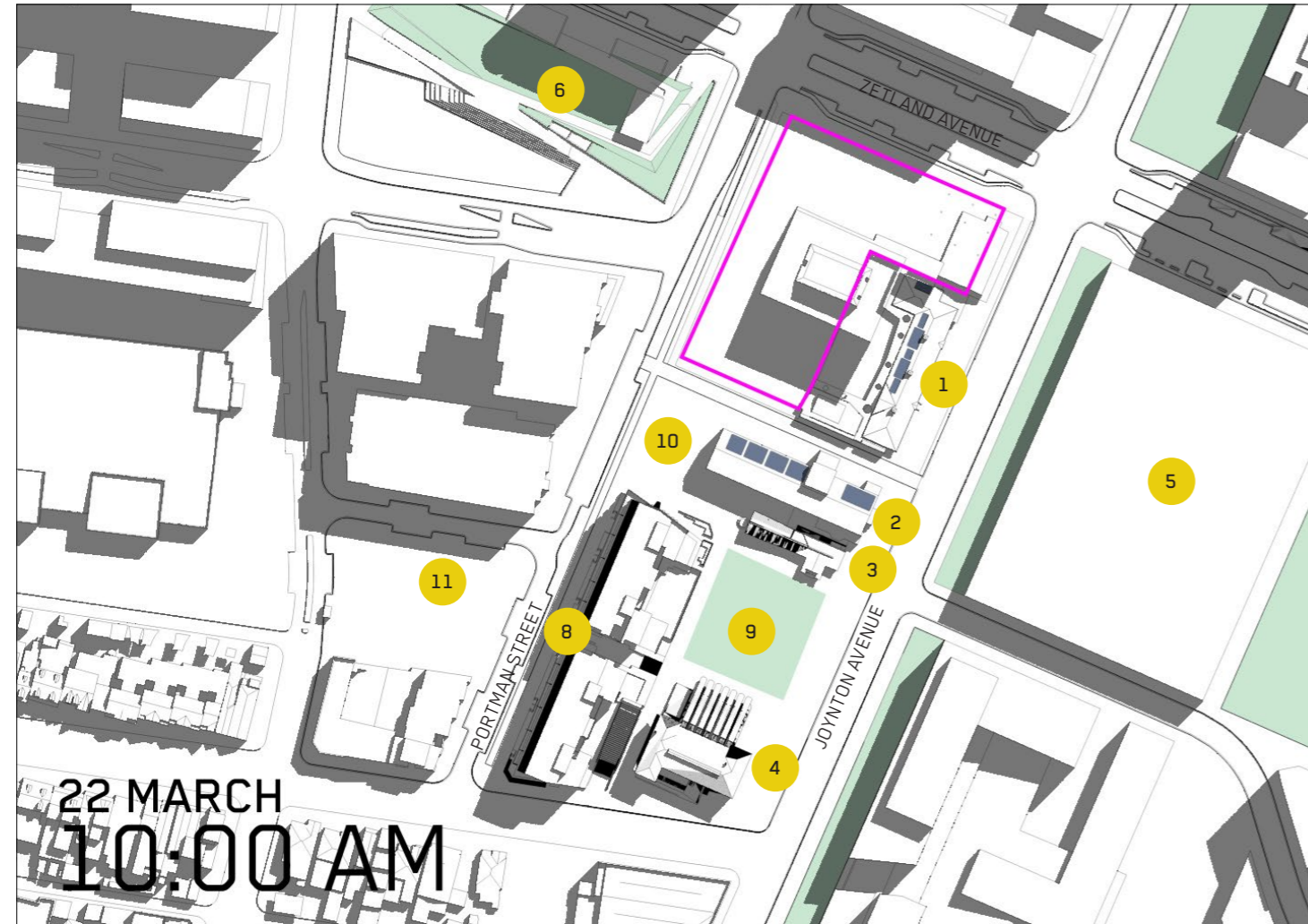
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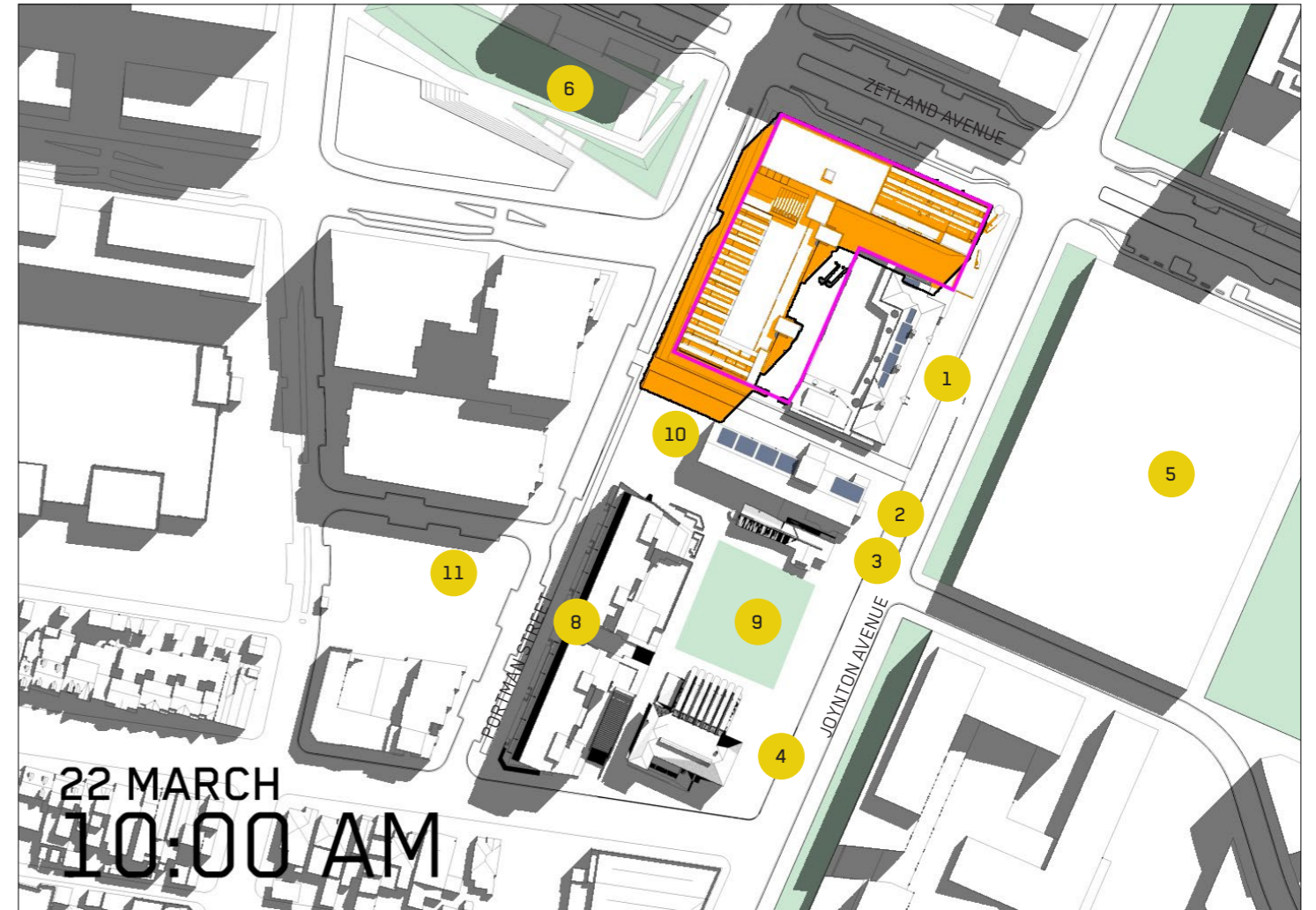
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- NEW SHADOWIN

EXISTING

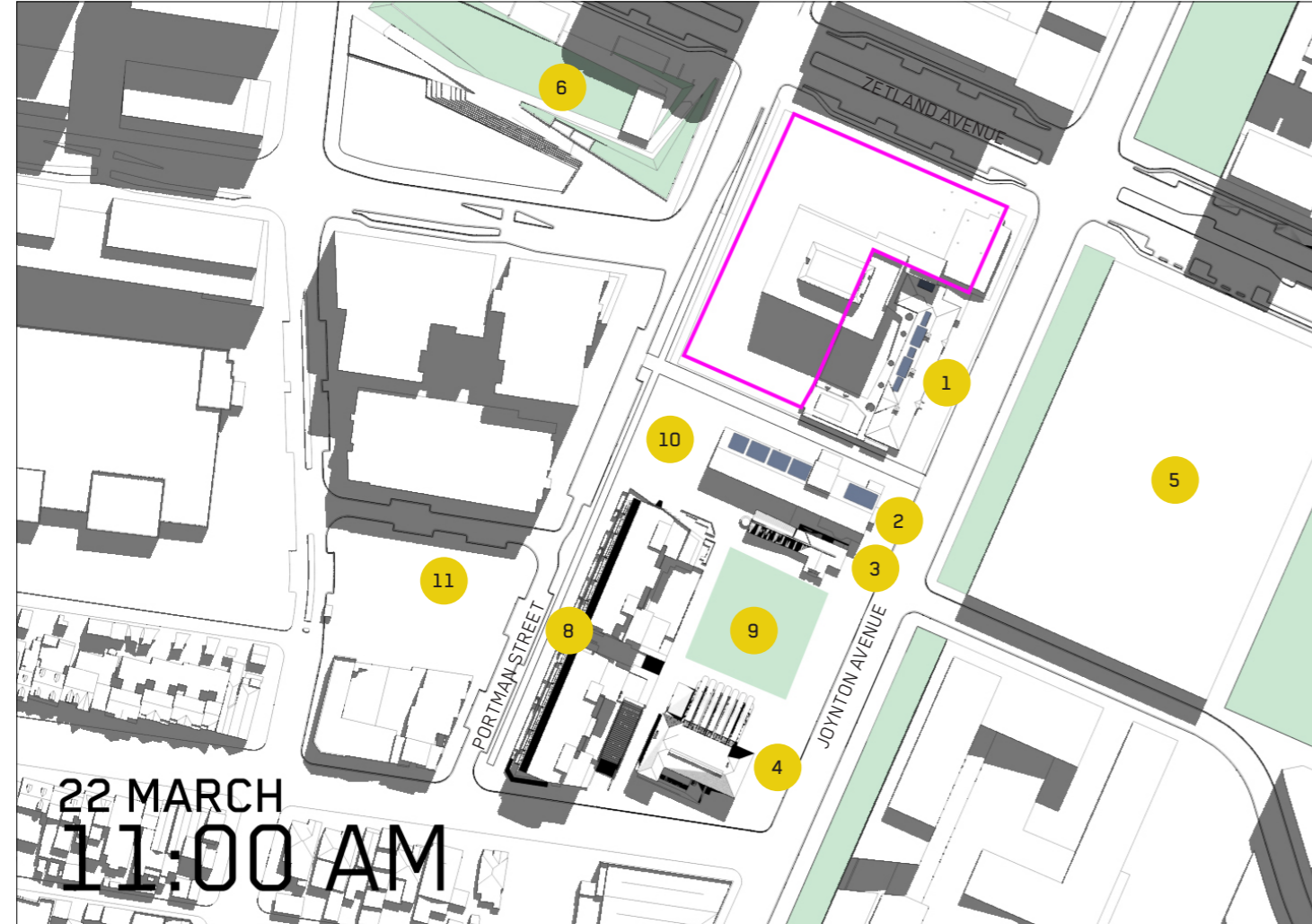


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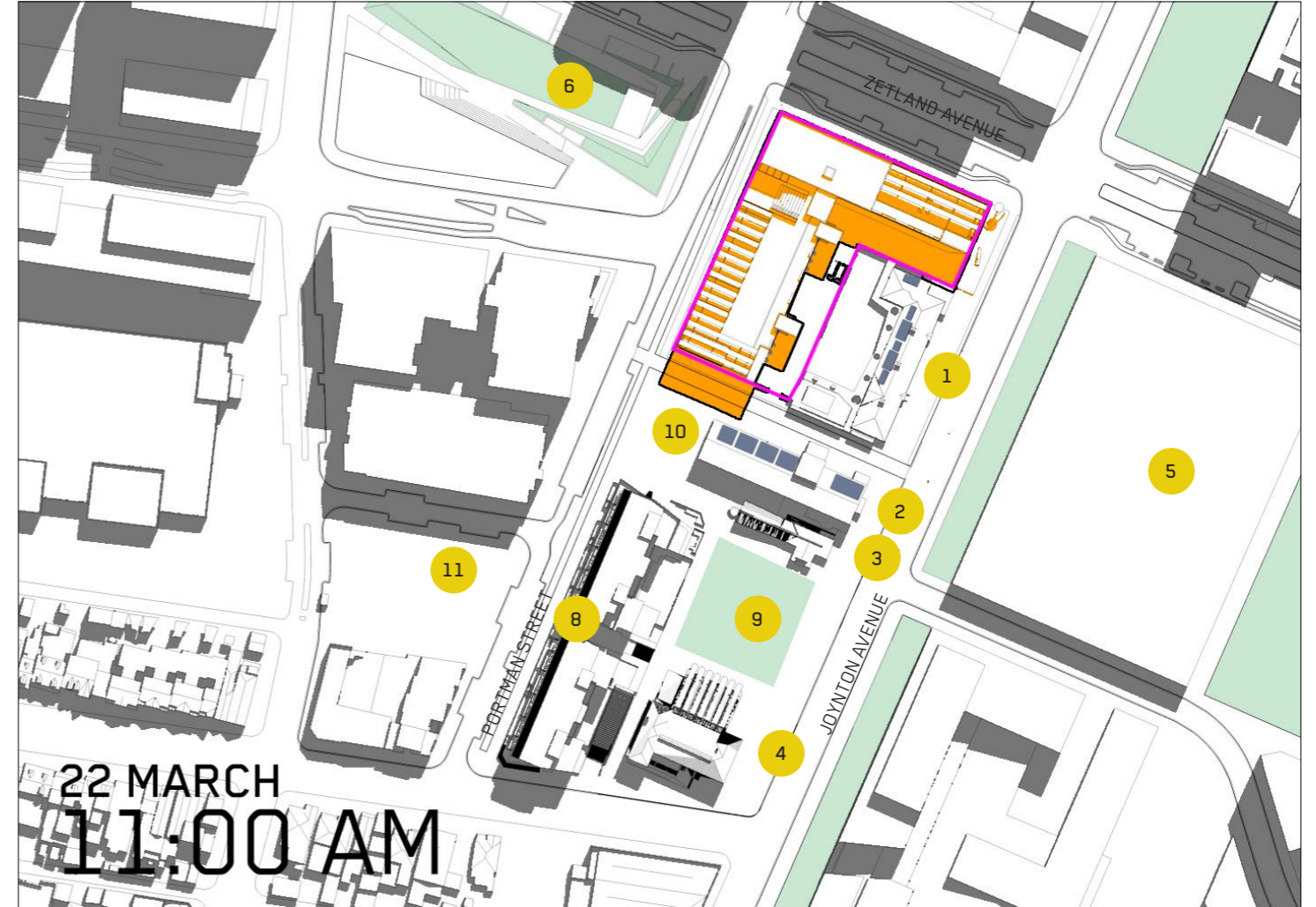







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PROPOSED

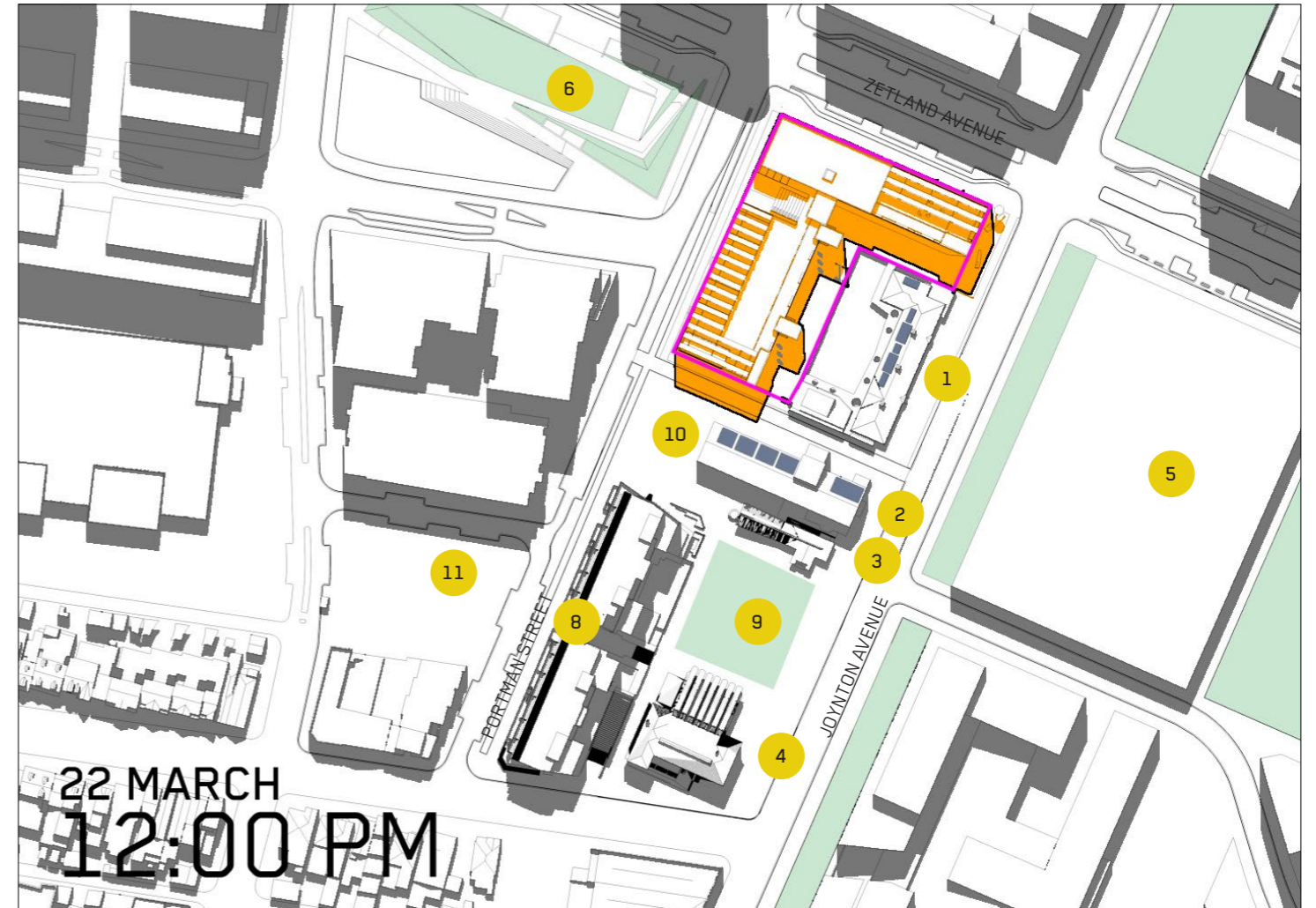







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PROPOSED

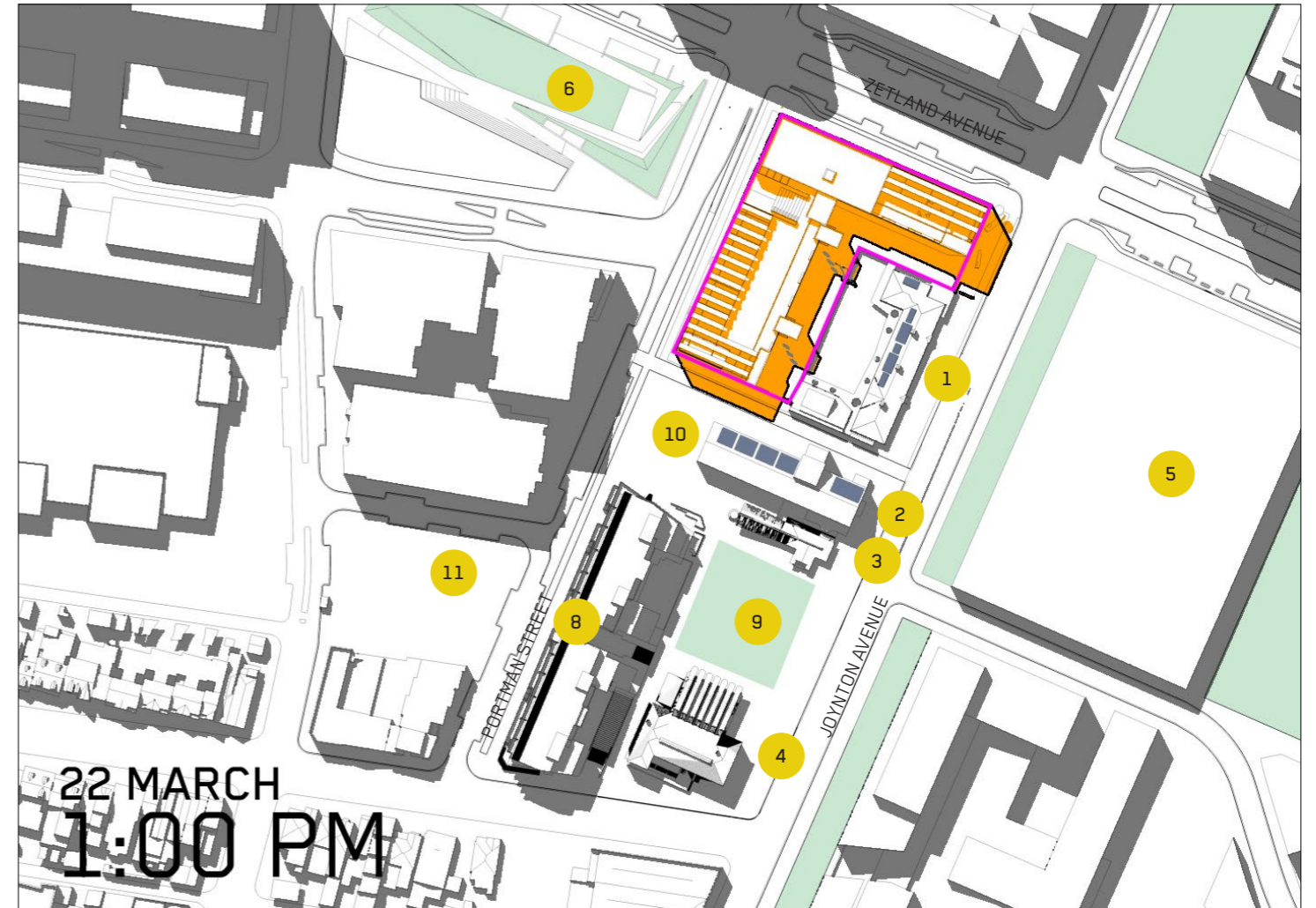







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EXISTING



PROPOSED



- | | | | |
|----|--|---|---|
| 1 | Waranara Early Education Centre courtyard |  | SOLAR PANELS |
| 2 | Green Infrastructure Centre |  | SITE OUTLINE |
| 3 | Banga Community Shed |  | OUTLINE OF SHADOW PROJECTED ONTO THE TOPOGRAPHY (IE, ASSUMES NO NEIGHBOURING BUILDINGS) |
| 4 | Joynton Avenue Creative Centre |  | EXISTING SHADOW |
| 5 | Gunyama Park Aquatic and recreation Centre |  | NEW SHADOWIN |
| 6 | The Drying Green Public Park | | |
| 7 | Green Square Library and Public Square (out of view) | | |
| 8 | 50 Hansard Street residential / retail | | |
| 9 | Matron Ruby Grant Park | | |
| 10 | 'While I Live I will Grow' Public Artwork | | |
| 11 | 25 Geddes Avenue residential | | |






06.21 SHADOW PLAN 22 MARCH 2PM

EXISTING



PROPOSED

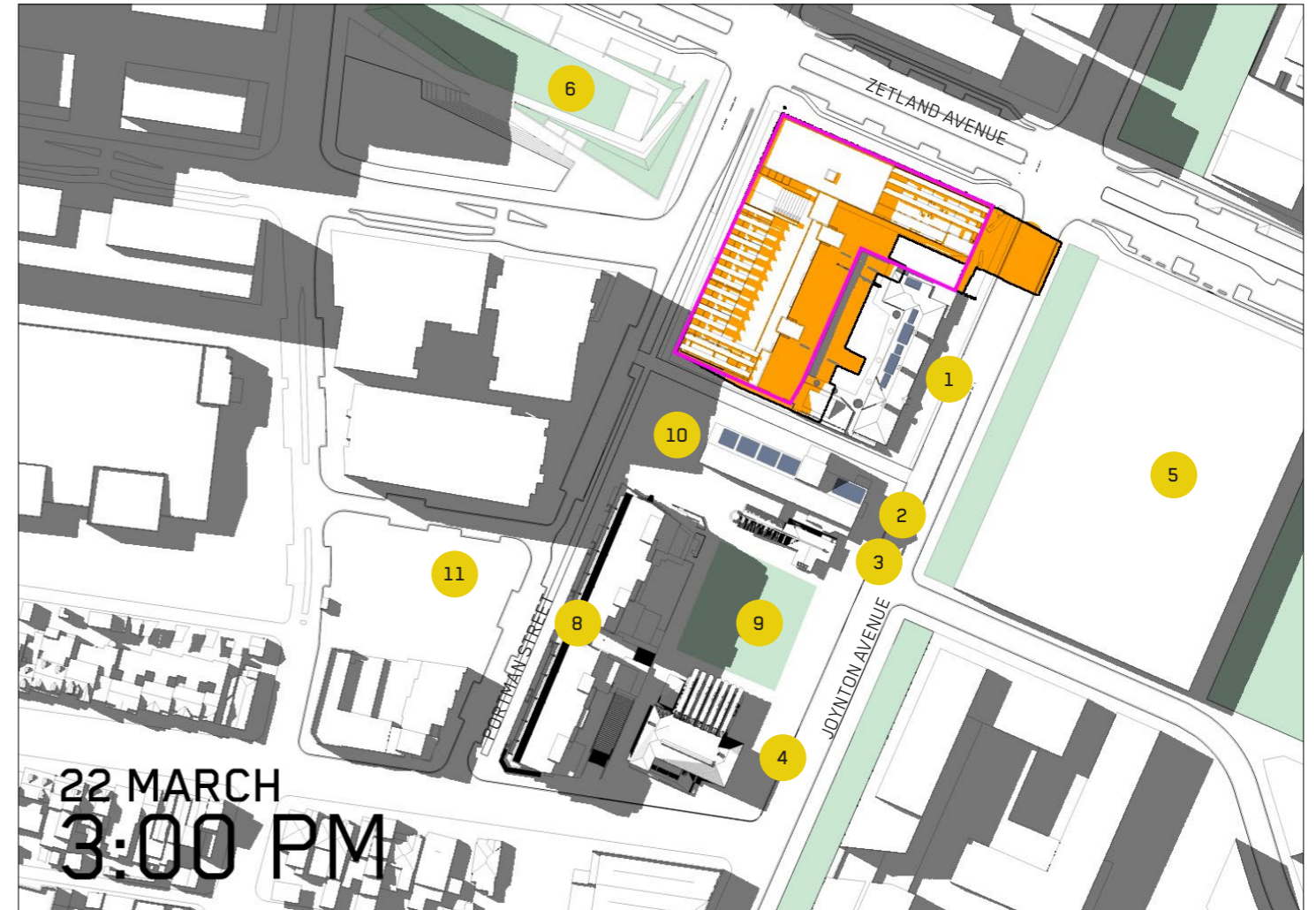







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