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Westmead Catholic Community

SSDA Architectural Report

APPROACHING VIEW FROM DARCY ROAD - WEST

MARIST BROTHERS Province of Australia
Catholic Education Diocese of Parramatta
DIOCESE of PARRAMATTA
GROUND INK LANDSCAPE ARCHITECTS
ALLEANZA ARCHITECTURE
WINIM
ETHOS URBAN

February 2020

Design Team

Discipline	
Architecture	Alleanza Architecture
Urban Planner	Ethos Urban
Arborist	TreeIQ
Acoustic	JHA Services
Access	Morris Goding Consulting
Aviation	Avlaw
BCA	Blackett Maguire & Goldsmith
Civil Engineer	Northrop Consulting Engineers
Cultural Heritage	Comber Consultants
Ecology	Cumberland Ecology
Electrical	Erbas
ESD	Erbas Sustain
Fire	GHD
Geotechnical	Martens & Associates
Hydraulic	Erbas
Landscape	Ground Ink
Mechanical	Erbas
Quantity Surveyor	WT Partnership
Surveyor	Vince Morgan Surveyors
Structural	Northrop Consulting Engineers
Traffic	The Transport Planning Partnership
Waste Management	Elephants Foot

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1.0
Executive Summary

1.0 Executive Summary

Project Overview

The Westmead Catholic Community Project has been driven by the vision of co-locating and connecting the future users of the site in conjunction with the principle of
Learning Drives Design.

In addition to the driving principles, there are undeniable and unmet Community needs and demands included, but not limited to:

- playground availability risk for the existing Sacred Heart Primary School located at Ralph Street
- enrollment demands exceeding the existing schools' capacity with around 500+ enrollment applications declined yearly

To address the above principles and demands, Project 1, Stage 1 being the subject of this SSDA proposes the following:

- Relocate the Westmead Sacred Heart Parish and Sacred Heart Primary School from their existing location to the proposed Westmead Catholic Community (WCC) site.
- Co-locate and connect four highly recognised schools:
  - Sacred Heart Primary School (Westmead)
  - Mother Teresa Primary School (Westmead)
  - Parramatta Marist Boys High School
  - Catherine McAuley Secondary Girls School
- A new K-6 multi-level Primary School
- Conversion of the ground floor of existing Primary School for a Catholic Early Learning Centre (CELC), Pre-6 school administration and Resource Centre.

The following Design Statement outlines the briefing provided by the Catholic Education Diocese of Parramatta (CEDP), as well as the Sacred Heart Parish. Furthermore, it identifies how the expert briefing requirements have been adopted through design and built form to formulate the SSDA submission. The design incorporates:

- Teaching and Learning practices being adopted in CEDP schools
- Proposed benchmarking for new K-6 School building against 4 Star Green Star design and other climate responsive design in line with NSW Climate Projections 2020 – 2039 for the new K-6 School Building.
- Consultation with identified Aboriginal parties having cultural knowledge of relevance to the site.

The facilities and landscape have been designed in accordance with relevant Australian Standards and meet the obligations of equitable and dignified access provisions of the Disability Discrimination Act.

Church

The proposal is for a 400-seat Church and ancillary functions for the Sacred Heart Parish of Westmead. The Parish is currently located at Ralph Street, Westmead but is relocating with Sacred Heart Primary School to the proposed site to form the Westmead Catholic Community.

School

The proposed K- 6 School Building, incorporating both Sacred Heart Primary School and Mother Teresa Primary School, is an innovative and contemporary school designed to facilitate the latest developments in Teaching and Learning.

The proposed building is a considered response to the Educational Brief and synthesis with local built and natural environment.

The proposed building is a relatively new typology. Constructed open space almost equals enclosed space within a stacked six storey configuration containing integrated, multi-level indoor and outdoor zones.

The proposed landscape design represents a fully integrated three dimensional approach to landscape from ground level throughout the upper levels and roof of the new K-6 School building.

The diversity of play areas, integrated with natural landscape features, will provide a full range of experiential qualities for students, visitors and passers-by.

CELC

The Catholic Early Learning Centre is proposed to be located on the ground floor of the existing building occupied by Mother Teresa Primary School.

The proposed conversion fully complies with SEPP (Educational Establishments and Child Care Facilities) 2017 and the Child Care Planning Guideline of DoPE, August 2017.

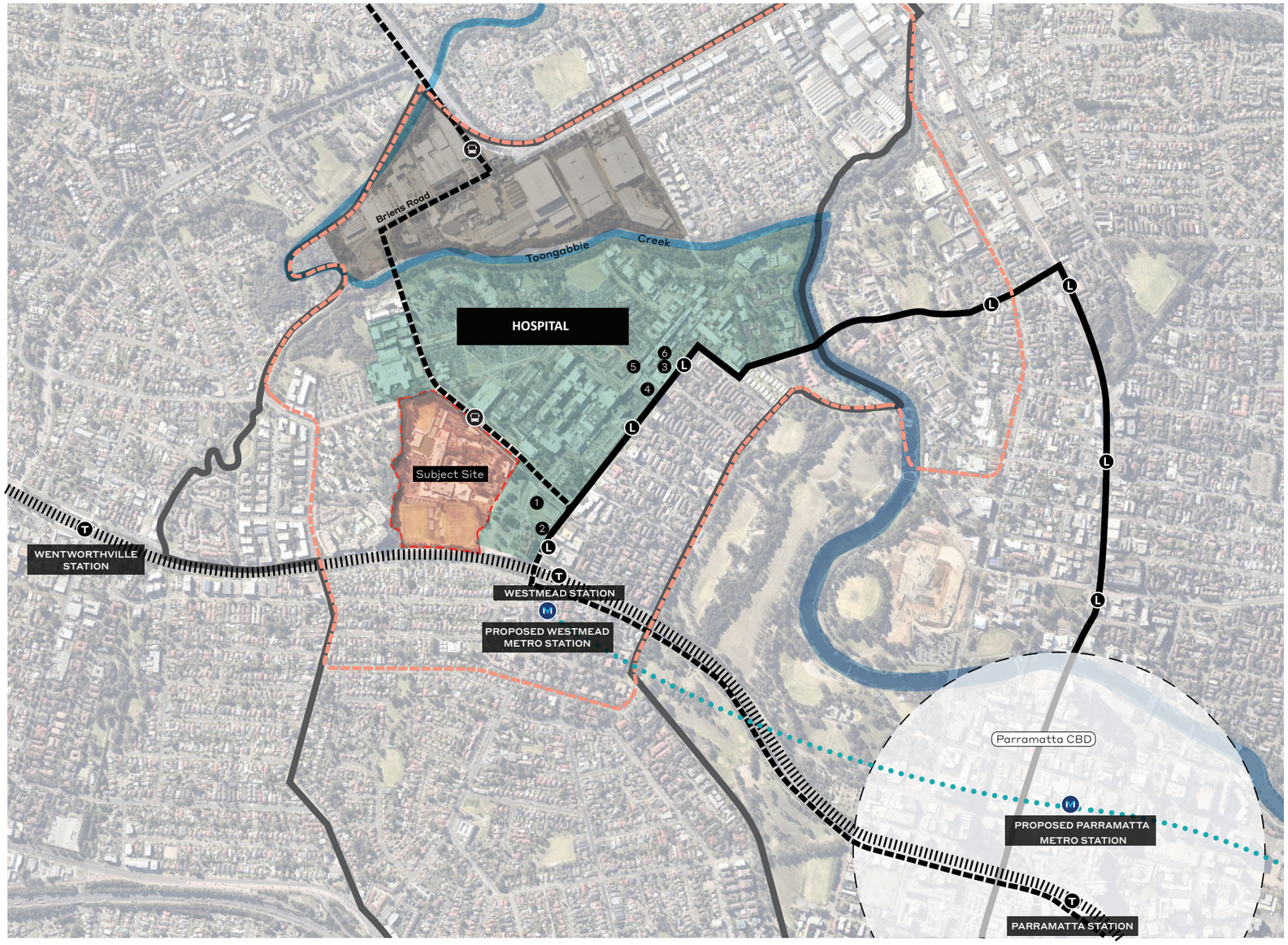
2.0
Site Analysis

2.0 Site Analysis

District Context

The new facilities are located within a site currently occupied by three schools:

- Parramatta Marist Boys High School
- Catherine McAuley Secondary Girls School
- St Mother Teresa Primary School

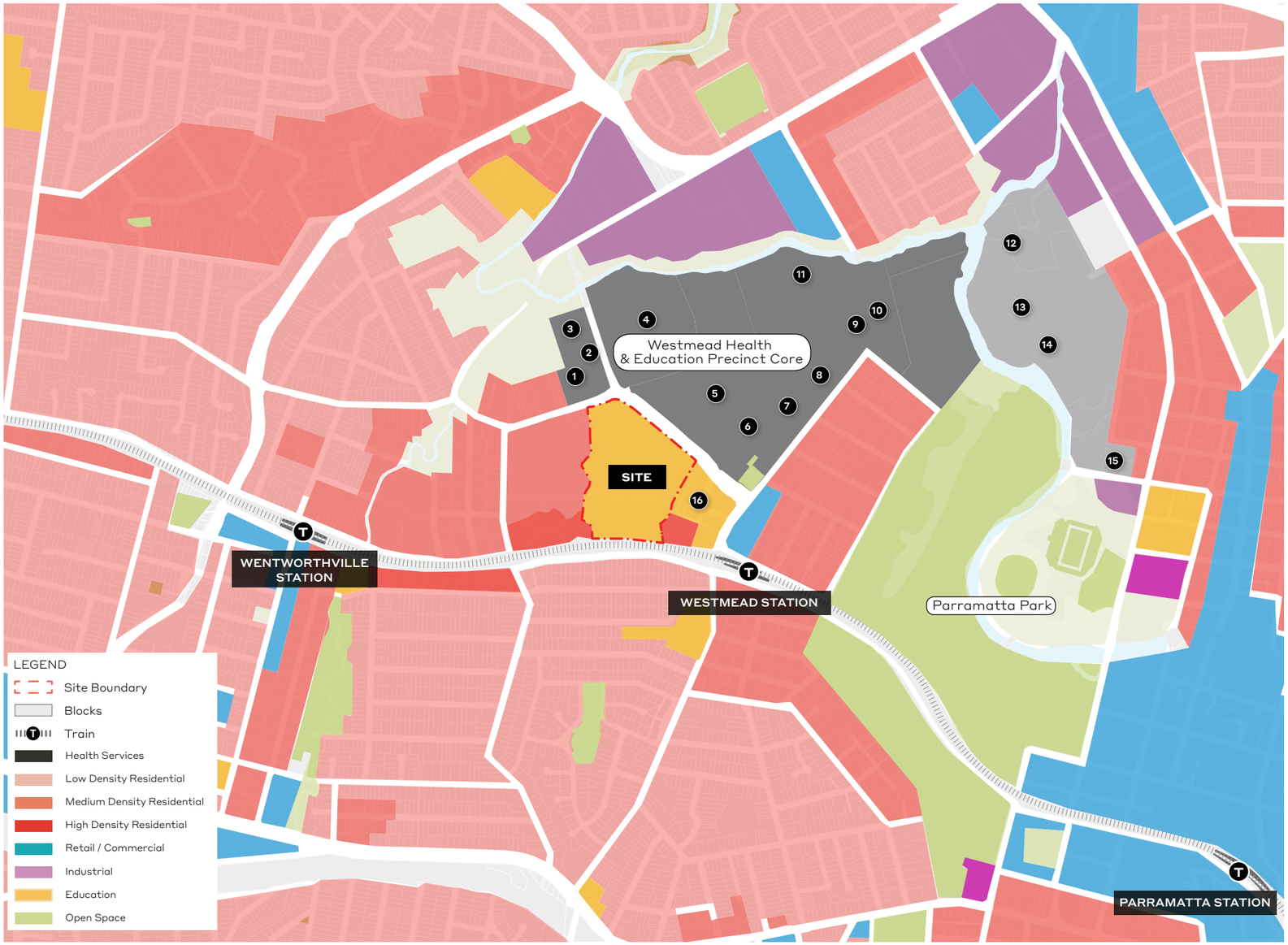


LEGEND

- Subject site
- Train
- Light Rail
- NW TWAY
- Brien Road Precinct
- Westmead Health and Education Precinct
- Westmead Health and Education Precinct Core
- Westmead Priority Precinct (NSW Government)
- Toongabbie Creek Corridor
- Proposed Metro Alignment

2.0 Site Analysis

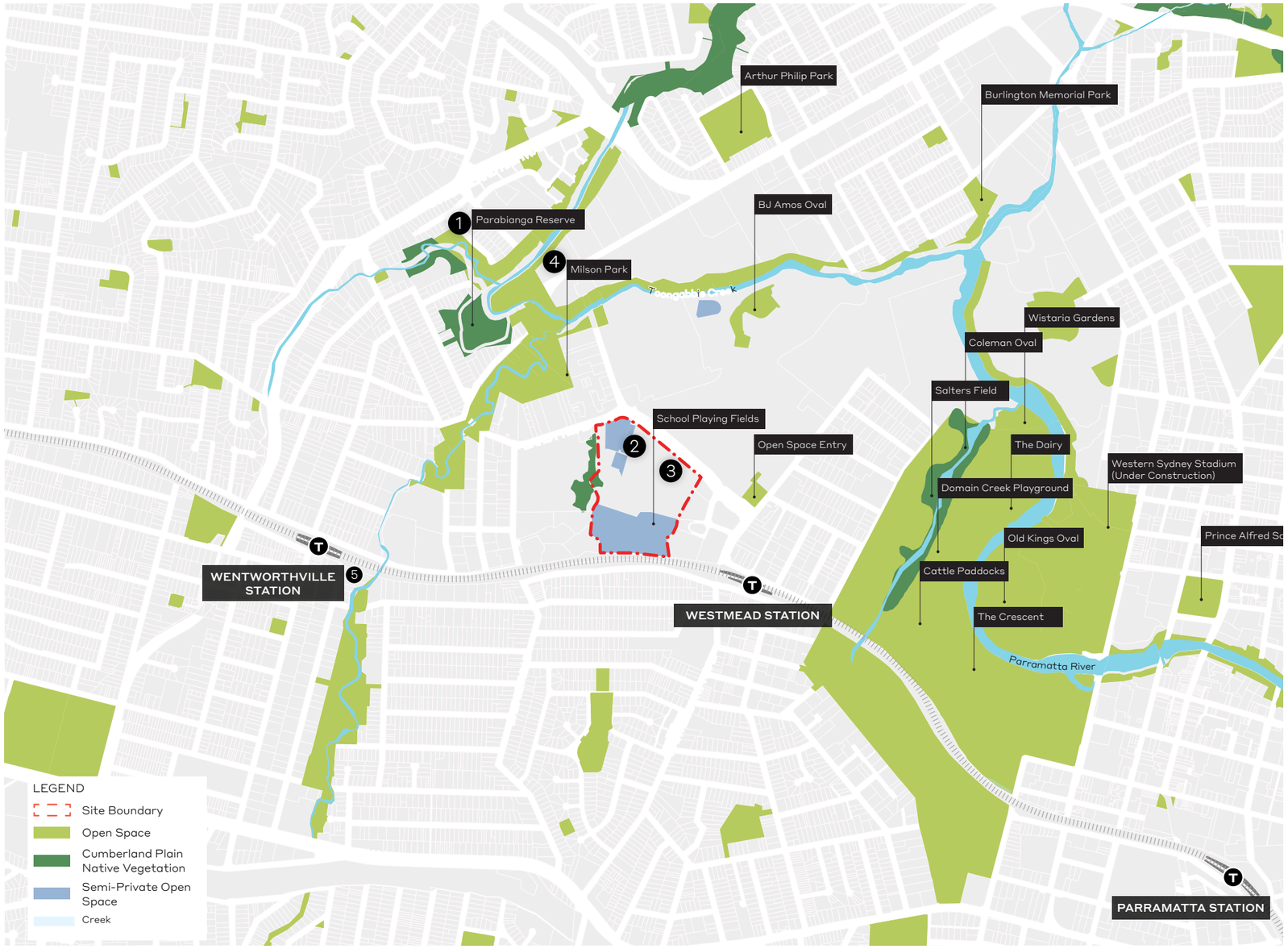
Land Use and Activity



WESTMEAD HEALTH & EDUCATION PRECINCT USES

1. Westmead Private Hospital
2. Westmead Specialist Centre
3. City West Specialist Day Hospital
4. Metro Residences Disability Care and Services
5. University of Sydney Westmead Clinical School
6. Westmead Hospital
7. The Westmead Institute for Medical Research
8. Children's Medical Research Institute
9. Children's Hospital Medical
10. Cumberland Hospital
11. HealthShare NSW
12. Parramatta State Emergency Service
13. Cumberland Hospital
14. Anxiety Treatment & Research Unit
15. Northcott Disability Services
16. Western Sydney University

Open Space and Community Facilities

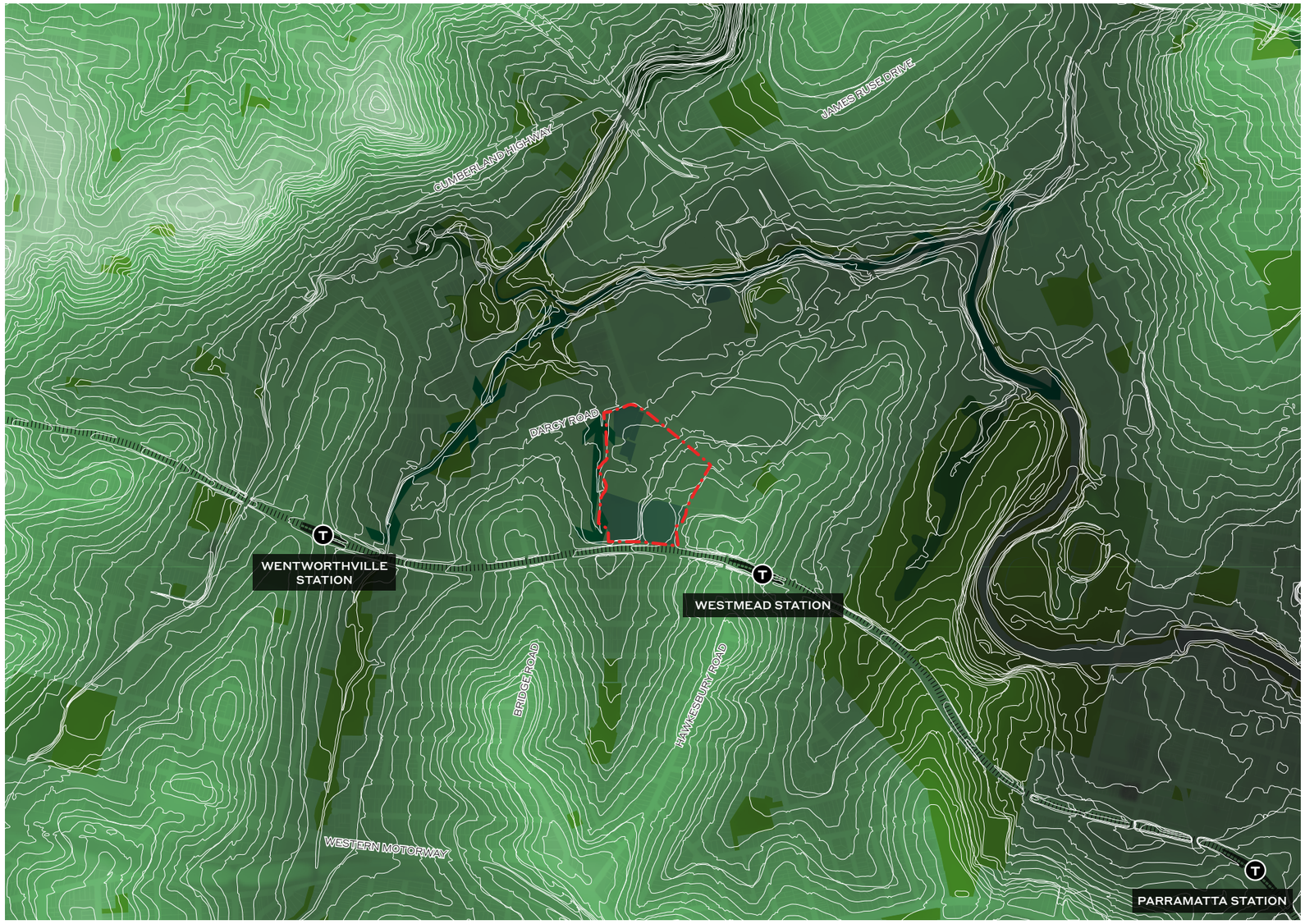


COMMUNITY FACILITIES

1. Toongabbie East Public School
2. Catherine McAuley High School
3. Marist High School
4. Whiz Kidz Early Learning Centre & Pre-school Northmead
5. Wentworthville Library

2.0 Site Analysis

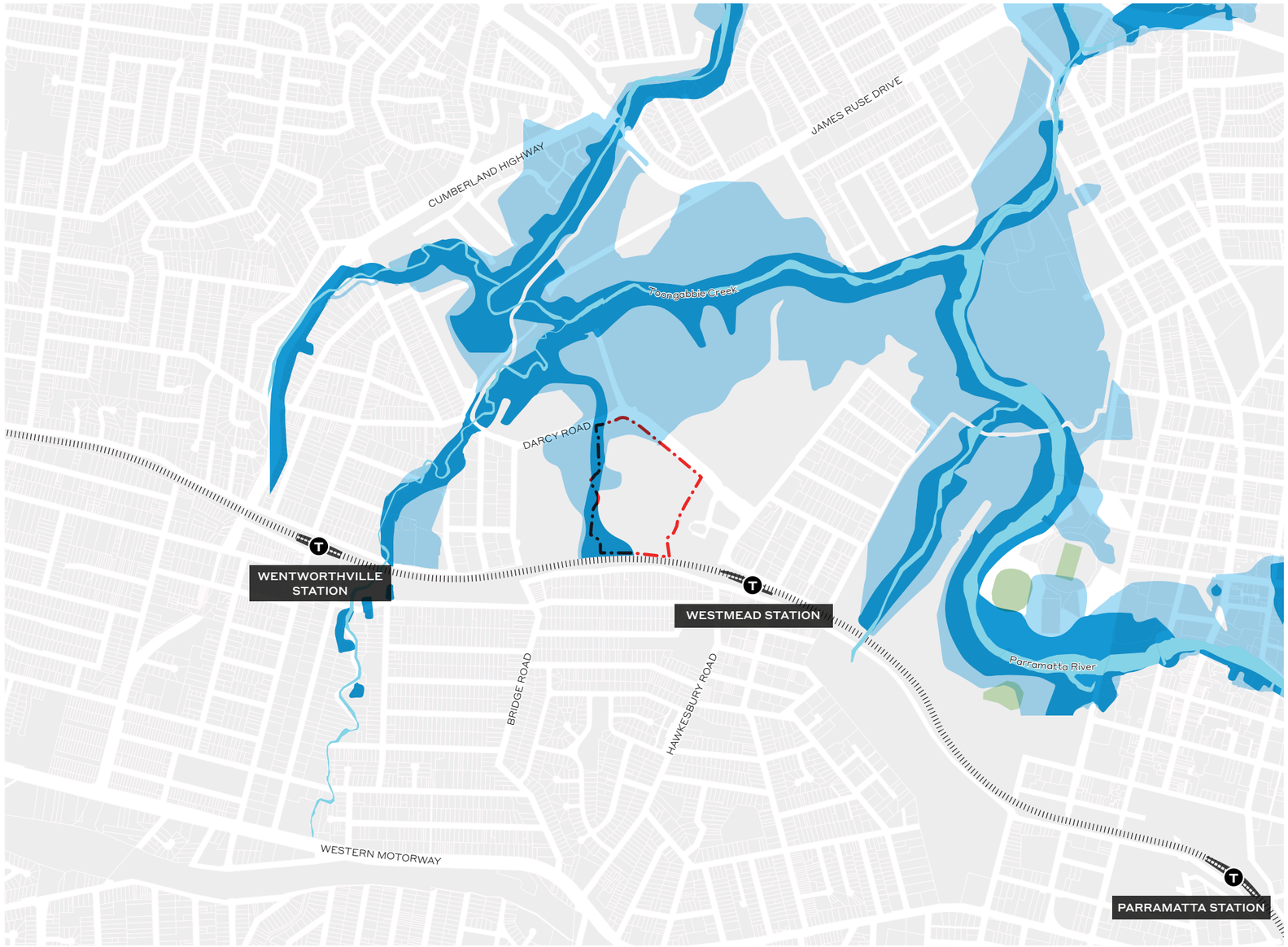
Topography



LEGEND

- Subject Site
- Train Station
- Railway Tracks
- 2m Contour
- Topography

Flooding

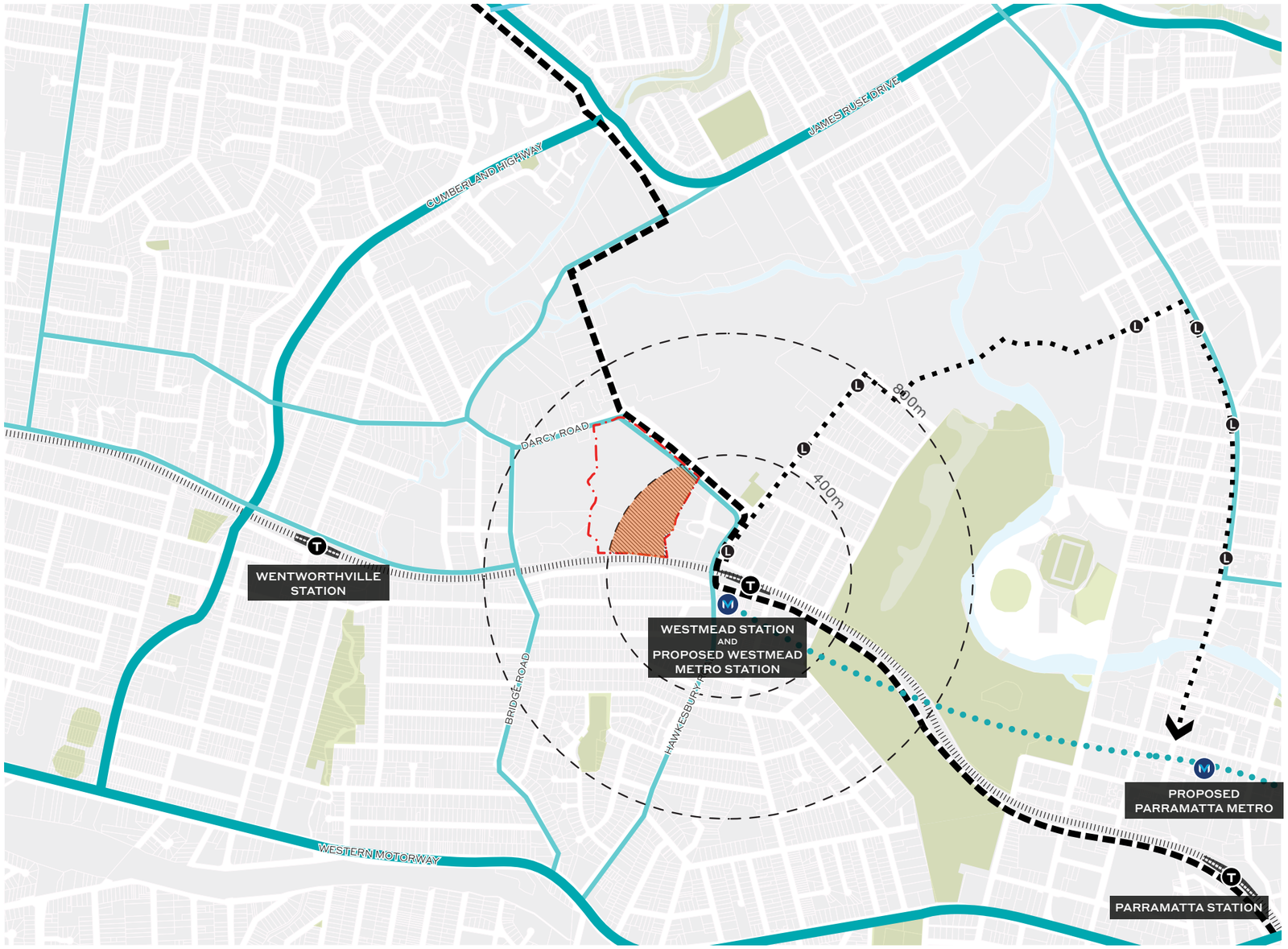


LEGEND

- Site Boundary
- 100 Year Flood Extent
- Probable Maximum Flood Extent
- Creek

2.0 Site Analysis

Transport Access



LEGEND

- Site Boundary
- Blocks
- Highway
- Main Roads
- NW Tway
- Proposed Light Rail
- Approximate Metro Alignment

Pedestrian & Cyclist Movement

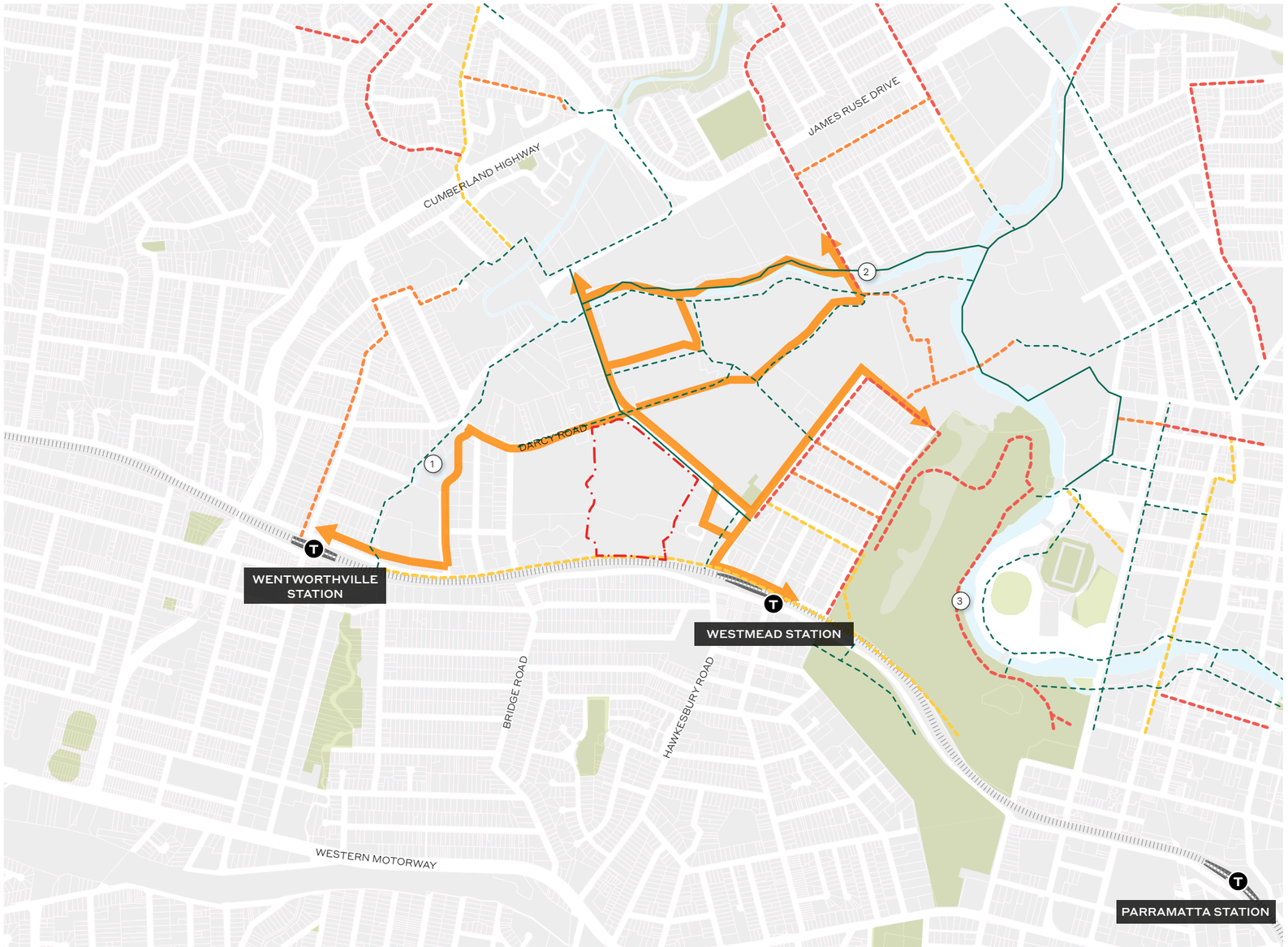
Off road shared path through Shannons Paddock (1)

Toongabbie Creek walk (2)

On Road Painted Bicycle Lane through Parramatta Park (3)

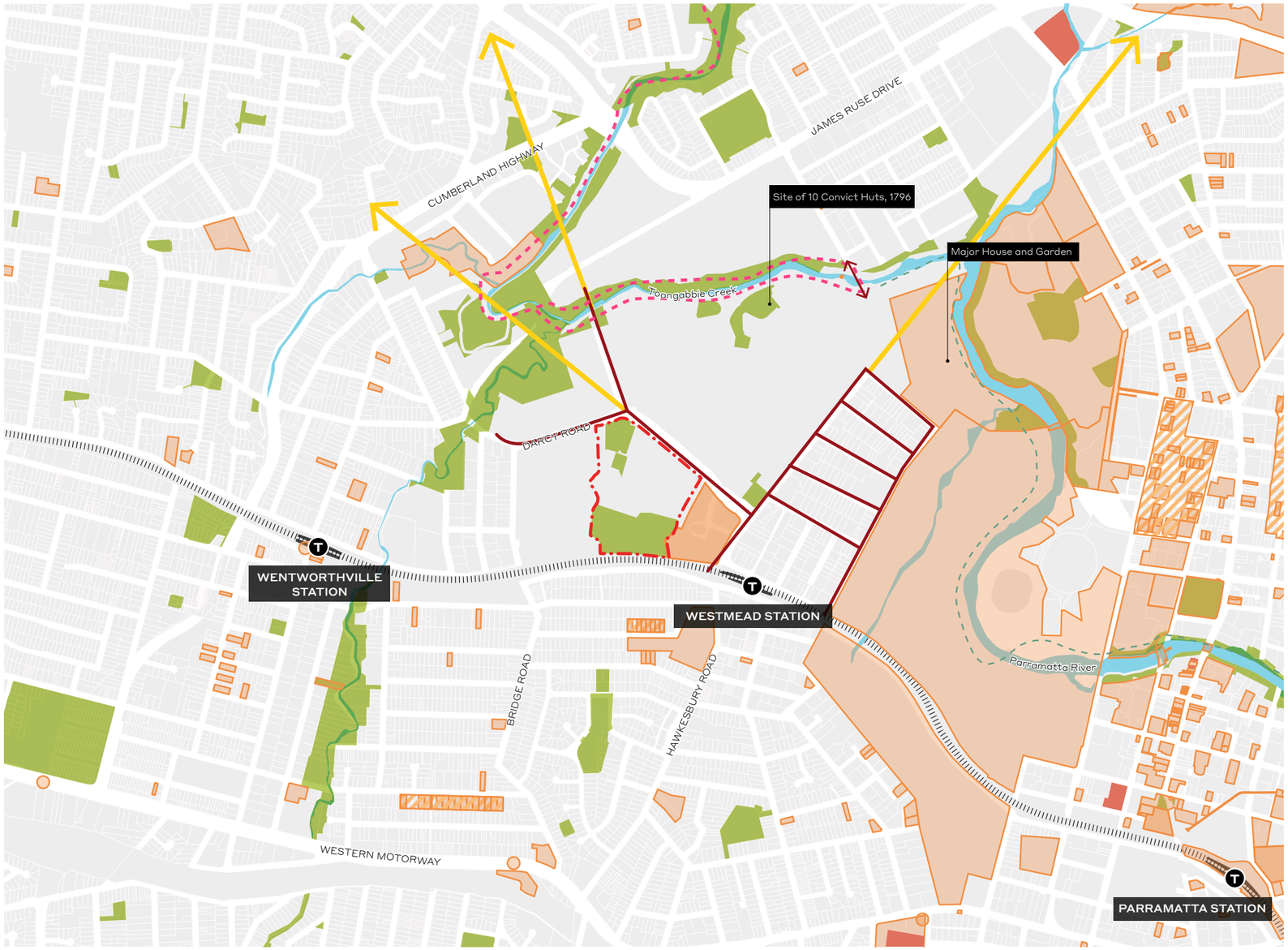
LEGEND

- Site Boundary
- Blocks
- Off Road Separated Path
- Off Road Shared Path
- On Road Painted Bicycle Lane
- On Road Painted Mixed Traffic
- On Road Separated Bicycle Lane



2.0 Site Analysis

Heritage



LEGEND

- Site Boundary
- Blocks
- Built Form
- General Heritage Item
- Conservation Area - Aboriginal
- Aboriginal Place of Heritage Significance
- 1859 Road Design
- Views
- Governor Philip Walk
- Redbank Trail

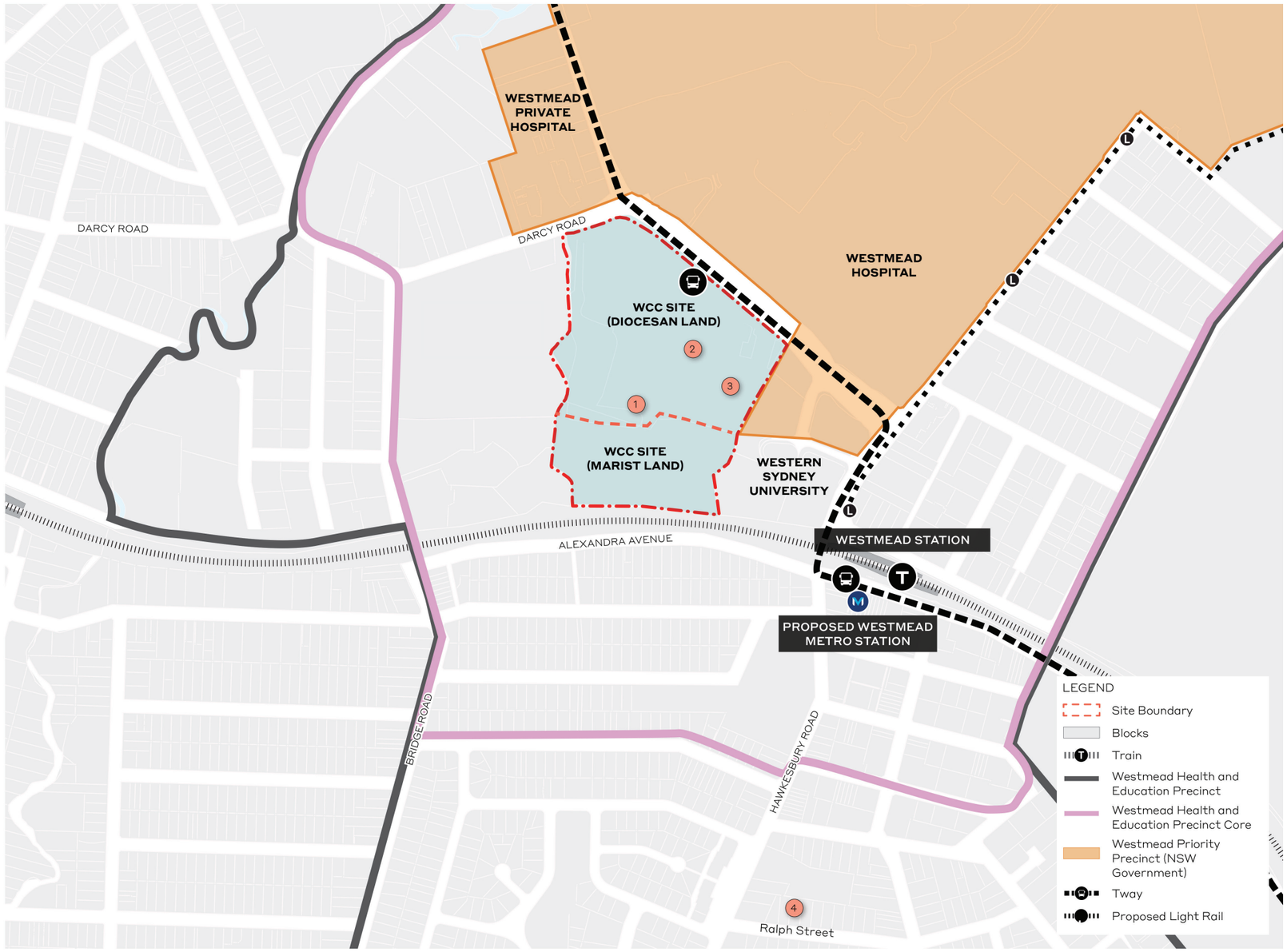
Local Context

1 Mother Teresa Primary School

2 Catherine McAuley Westmead

3 Parramatta Marist High School

4 Sacred Heart Primary School at Ralph Street



Opportunities & Accessibility

Constraints

Mother Teresa Primary Gate 3

No street activation.

Brick wall, fence and significant trees.

Undefined area

Facing heavy rail track

Poor surveillance.

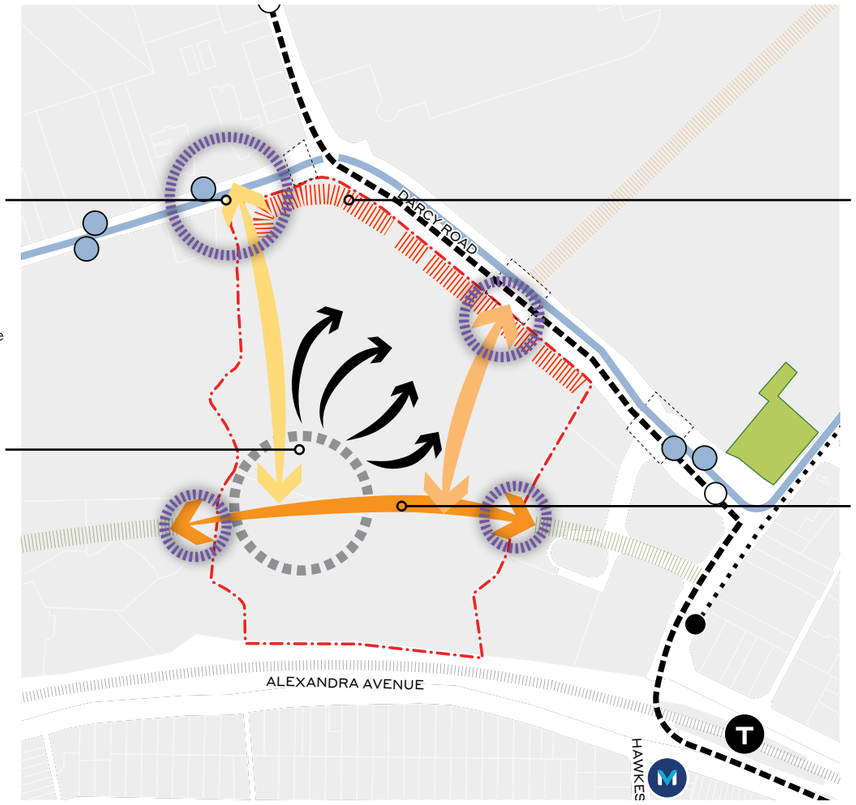
Poor pedestrian amenity - Narrow footpath

Unclear Pedestrian Entries

Poor permeability

No relationship to heritage area or Western Sydney University.

Opportunities



Defined Community Gateway

Potential for a legible entrance

Separate entrance for pedestrians close to public transport

Car parking location

Potential location to facilitate access and egress of required car park spaces by introducing east-west vehicular connection linking Hawkesbury Road and Bridge Road.

Enhance Darcy Road

Street activation

Opportunity to provide wider footpath and bicycle access by setting back future buildings.

Safer entry to schools from street.

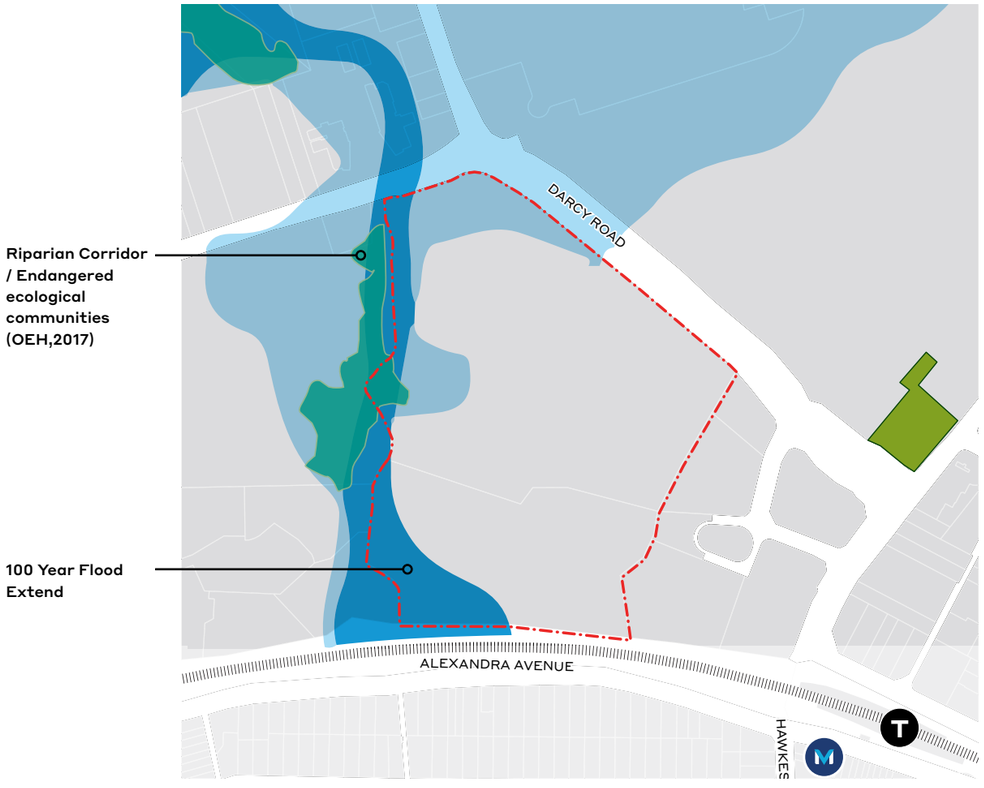
Permeable campus

Additional access to Darcy Road.

Ease of access eastwards towards train station and future light rail stop.

Vegetation & Environment

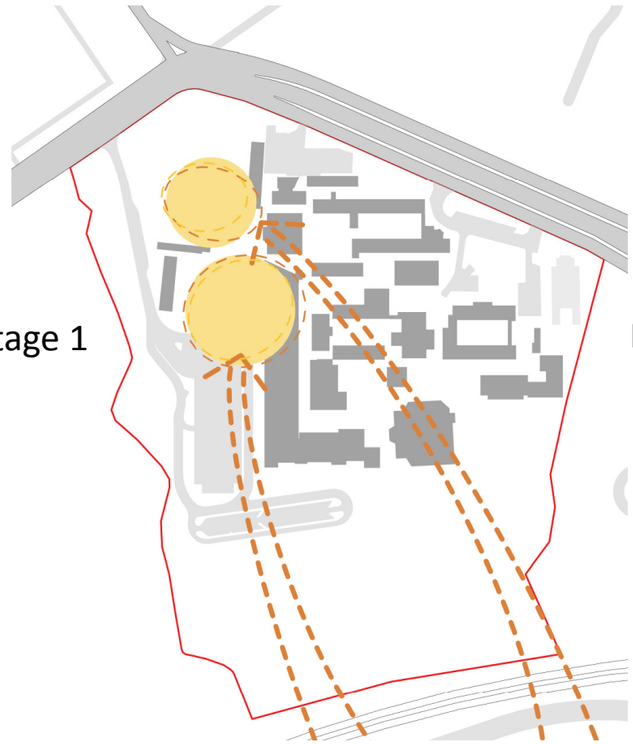
Constraints



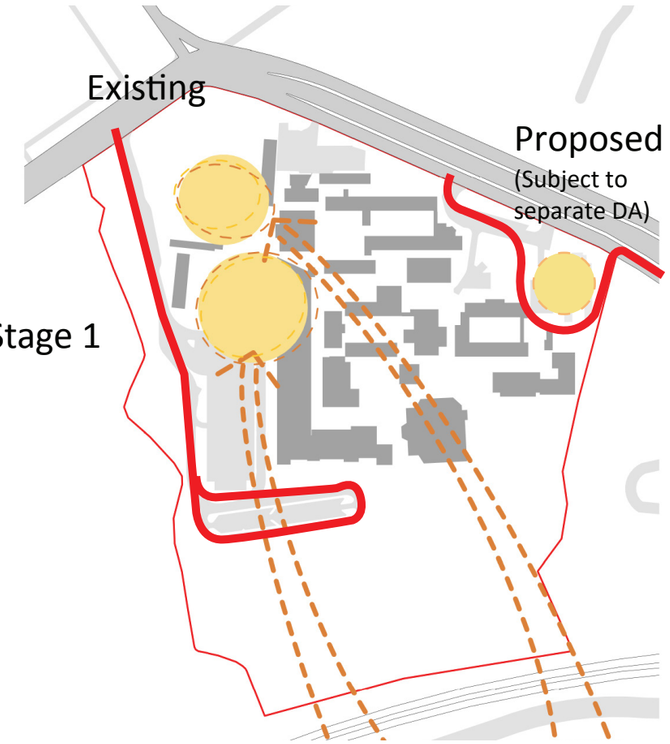
Opportunities

Other Considerations

Project 1 Stage 1



Project 1 Stage 1



Parish Building as a Gateway

- A defined gateway will allow for greater exchange between residents, visitors and the general public, including the larger Westmead Innovation Precinct.
- Positioned in a key corner of the site, the Parish building will deliver a strong sense of place and community for the neighbourhood.

Relocate Sacred Heart Primary School from Ralph Street

- Relocate the K-2 School Building (Sacred Heart Primary School at Ralph Street) to join the main site in a manner which will not disrupt existing site functionality but will nevertheless properly integrate with future Project 1, Stage 2 school development opportunities.
- The relocation will encourage community interaction, inter-generational learning and integration of a wider community.

Resolve Traffic Issues

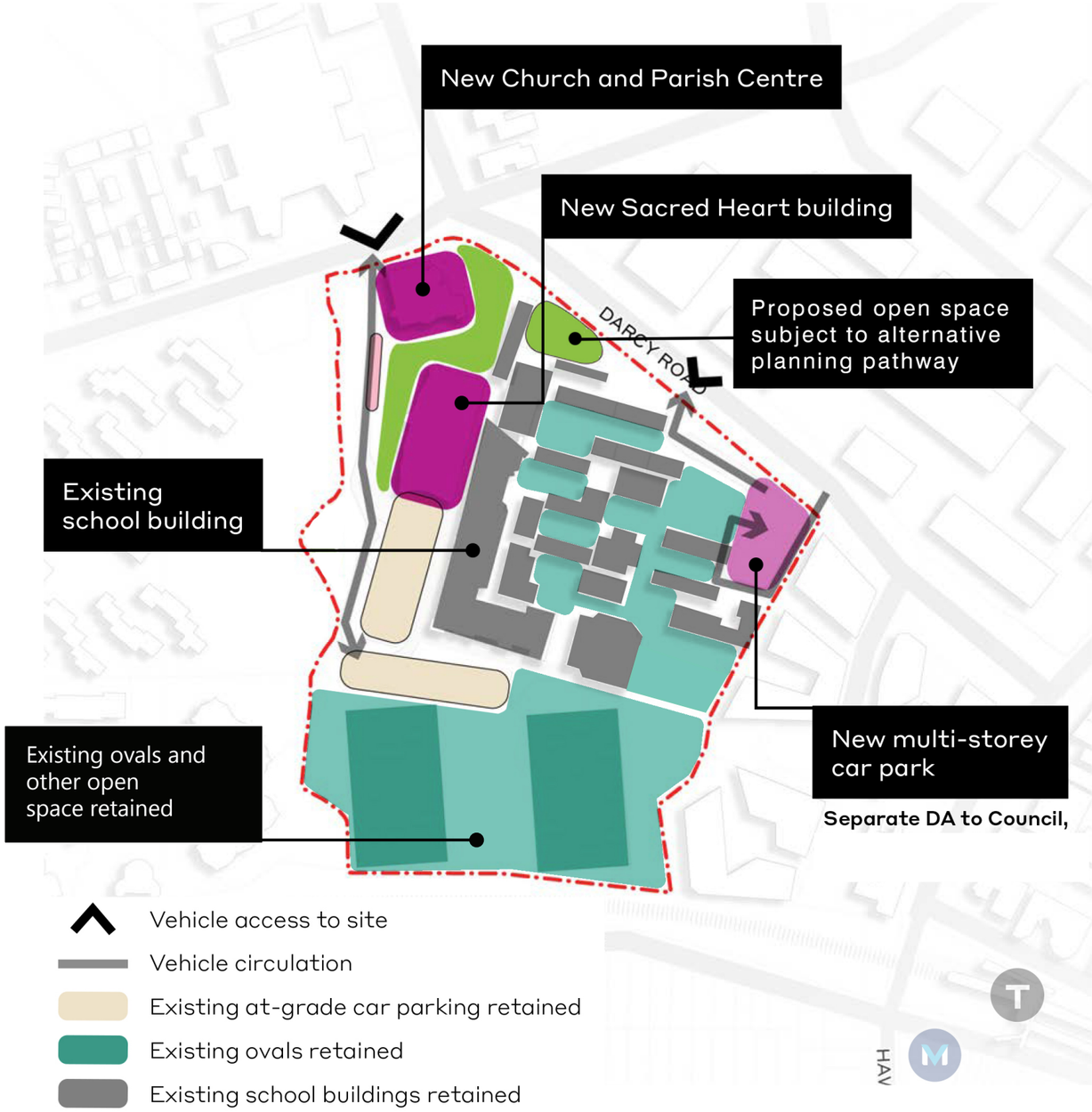
- Project 1 Stage 1 must address the issue of additional parking, split traffic loads and vehicular site entry points.
- This resolution is in conjunction with RMS advice.

2.0 Site Analysis

Project 1 Stage 1

Project 1 - Stage 1
Stage 1 Proposal - Detailed

- A defined site entrance will allow for greater exchange between residents, visitors and the general public.
- Positioned in a key corner of the site, the new Church and Parish Centre will deliver a strong sense of place and community for the neighbourhood.
- The new K-6 School Building is immediately adjacent and will functionally work in conjunction with existing school buildings.



3.0
Design

One Church and Mission - Inclusiveness

The Diocese of Parramatta would like to move away from the separate conceptualisation of school and Parish, and instead move towards an understanding that all schools, like all Parishes, are part of the one Church and Mission.

The Diocese is committed to create an integrated faith, learning and evangelising community that collaborates beyond its boundaries with the broader community.

New facilities are to be welcoming, engaging and inclusive of all abilities and identities.

Staging Approach to meet needs and demand

Stage 1 responds to:

- the imminent need to relocate the Sacred Heart Primary School from Ralph Street to the Westmead Catholic Community site due to an expiring lease. It will also bring a new Parish that will be a gateway building for the site and local community.
- satisfying the immediate need of the 400+ Primary School enrollment applications declined yearly.

Integration of the Westmead Catholic Community within Westmead Innovation Precinct

The Westmead precinct is one of the largest health, education, research and training precincts in Australia and a key provider of jobs for the greater Parramatta and Western Sydney region. It is a fantastic opportunity for the Diocese of Parramatta to be part of the precinct to deliver world-class innovation and services for NSW and Australia.

By co-locating supporting and similar services in one physical location, the WCC provides the opportunity to integrate businesses to the benefit of the stakeholders, the Diocese and the education community.

The intent is to develop a campus with value and added benefit combined with a leading operating model and learning framework.

COMMITTED TO A COMMON MISSION AND VALUES

An integrated faith, learning and evangelising community that collaborates beyond its boundaries with the broader community

Families enrol and are guided in our community

3.2 Design - Parish Church

Introduction

The proposal is for a 400-seat worship space and ancillary functions for the Sacred Heart Parish of Westmead. The Parish is currently located at Ralph Street Westmead but is relocating with Sacred Heart Catholic Primary School to the proposed site to form the Westmead Catholic Community (WCC), also comprising Parramatta Marist and Catherine McAuley High Schools.

The Parish Church is part of the first stage of redevelopment of the site comprising the four Schools and Parish as an integrated community. As noted in the Site Analysis of this Report, the design has been driven by the need for the Parish Church:

- to act as a gateway to the site
- to be an open and welcoming venue for the Westmead Community
- to be located in a setting with an active street frontage and a variety of open spaces

Site

The site for the Church forms the prow of the land that Darcy Road bends around, giving the site visual prominence from Darcy Road, Mons Road and Institute Road. The land immediately west of the site is a riparian corridor straddling a local watercourse. Further west are residential buildings that one would anticipate will be redeveloped into higher-density residential complexes over time. Westmead Private Hospital is on one adjacent street corner and the Westmead Health Precinct is on the other. Catherine McAuley High School fronts Darcy Road to the east of the Church site.

Darcy Road is a busy vehicle thoroughfare that has a distinct lack in pedestrian amenity, partly contributed to by the existing retaining wall bounding the Westmead Catholic Community site.

The site is brownfield development that has previously been cleared and all planting proximate to the proposed Church is of reasonably recent vintage.

3.2 Design - Parish Church

Built Form

The existing site will be reshaped to remove the uninviting retaining wall and create a steeply banked planted berm, on which to site the building. The raking edge to the site affords the Church the appearance of rising up out of the ground and is given a sense of prominence establishing the reason for being for the whole site.

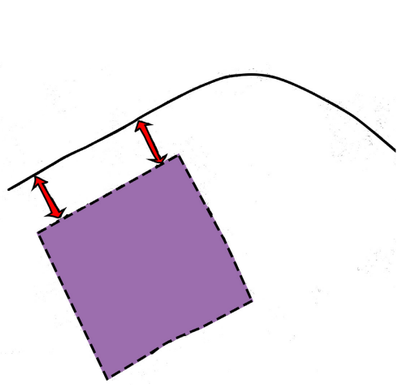
The Church has been aligned with the north-west facing edge of Darcy Road, with its high end to the north side. The cross is used as an address, receiving due prominence at the northern corner and allowing passing people to understand not just the purpose of the building but the wider site, which is entered beside the Church.

The building is conceived as a collection of organic ‘pebble’ forms surrounding a central gathering space for communal worship. The ‘pebbles’ contain the supporting functions of the facility and create a perforated enclosure around the worship hall. The gaps between the pebbles become points where light, ventilation and pedestrian movement occur.

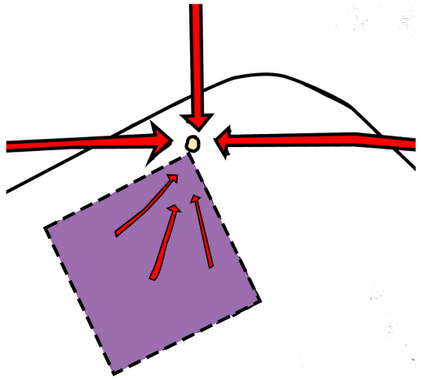
This building, despite fronting Darcy Road, is read from all sides and as such has no ‘back’. As a consequence, all its facades are treated with care and external services are concealed in further ‘pebble’ structures outside the roof line.

The worship space obtains an appropriate volume by a roof that reaches up over the sanctuary. This roof is then surrounded by a skirting verandah that undulates around the four facades.

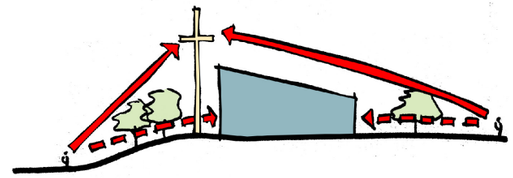
The verandah roof is broken at the sanctuary as it bends up, almost like two hands coming together to grasp the cross. The verandah thins down to a narrow edge, to give a play of light and shade on the undulating form beneath it. The verandah roof sits on a series of closely spaced columns reminiscent of the trunks of trees adjacent.



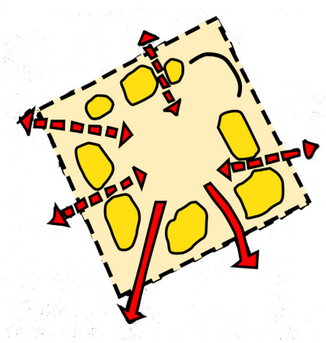
Church aligned to Darcy Road frontage



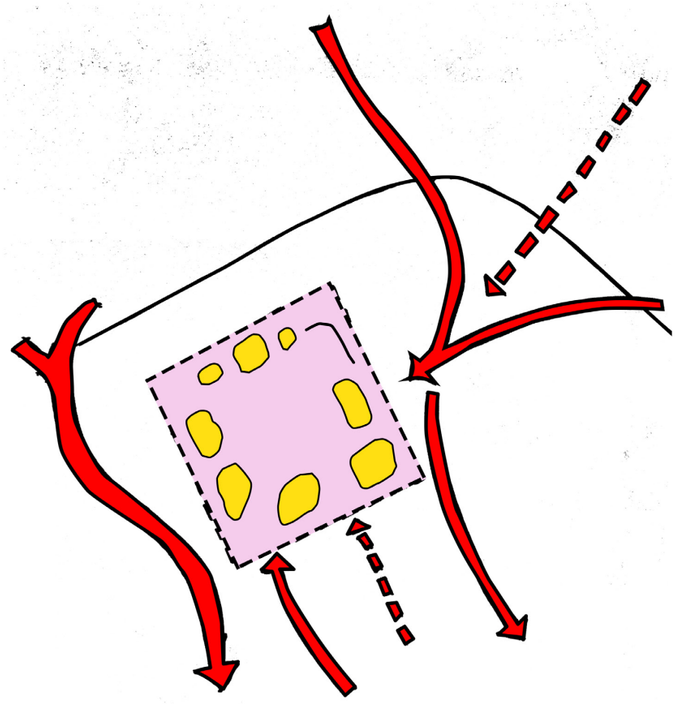
Cross placed on corner for maximum visibility



Cross visible over trees. Building obscured by trees



Perforated plan form allows views in and out of worship hall to community and school



Perforated plan form allows views in and out of worship hall to community and school

3.2 Design - Parish Church

6 Equitone [Pictura]

11 Coconut

Boral Decorative Concrete Aggregates

10 Colorbond - Surf Mist

9 Vitrapanel METALLIC - Champagne

Materials

The Church materials are a play of heavy and light; transparent and opaque; textured and flat; colour and neutral. The 'pebbles' are formed from an oxided concrete given a series of natural earthy colours, almost as if they have risen from the ground below. The Sanctuary is given special prominence by the use of deep terracotta coloured cladding representing not just the earth below but also religious symbolism important to the Catholic Community.

The verandah soffit is a light satin finish to reflect the colours of the pebbles and garden below it. The Worship space cladding and roof is monolithic colour and form but given a light hue to help it dematerialize above the heavier base.

Landscape

The building is conceived very much to be hidden below a canopy of trees at low level with the cross and Worship hall roof stretching out over the canopy at its apex. At human scale, pedestrians arrive under the planted canopy and perceive the Church through the tree trunks.

The landscaping of the entire development is conceived of holistically and contains a series of open and planted zones, social, passive and recreational spaces, a mix of soft and hard. The spaces immediately surrounding the church contain a plaza type space which provides an overflow area from the large meeting space. A covered arrival zone adjacent to the driveway and immediate parking, and a meandering entry path from Darcy Road that provides respite at a small contemplative space for use by both School and Church.

The proposed planting will be a mix of native species commensurate with Cumberland Plain Woodland and selected exotic feature species. The Church mission is to provide a welcoming presence to the area and as such the fencing strategy is to let the building project into the public space by recessing the fence line behind and within the buildings. This is a generous gesture to the public space along Darcy Road and promotes a similar idea for continuation as future development may occur in time.

3.2 Design - Parish Church

Sustainability

The proposed Church building will capture roof water for re-use, minimise its energy usage through sensible solar orientation, shading of glazing and maximising cross ventilation.

Access and inclusion

The Parish has a desire to be an open and welcoming venue for the Westmead community and as such the Church building is to offer an entry commensurate to that aspiration.

The site topography will be adjusted to present a more welcoming frontage at the entry to the site. Ramped access can be achieved from Darcy Road at 1:20 grade such that ambulant and non-ambulant access is possible. Likewise level access is provided from new parking adjacent to the Church and for ceremonial vehicles to the entry verandah. Fencing will be recessed behind the Church to allow ease of access from the street. The Parish has a pastoral connection with the Hospital and therefore the move to this site gives it a geographical proximity that better suits its mission to the health precinct and the community in care.

Amenity

The Church has been designed such that parishioners feel connected to the outside landscape and to each other within the building. Full-height glazed openings puncture the solid contained elements around the building. Shaded translucent clerestorey glazing provides warm top-lighting to the worship space.

Operable louvres around the façade at low level allow cross-ventilation at person height and ventilation out at high level above the sanctuary allows natural exhausting of warmer air to create a fresh and temperate internal environment.

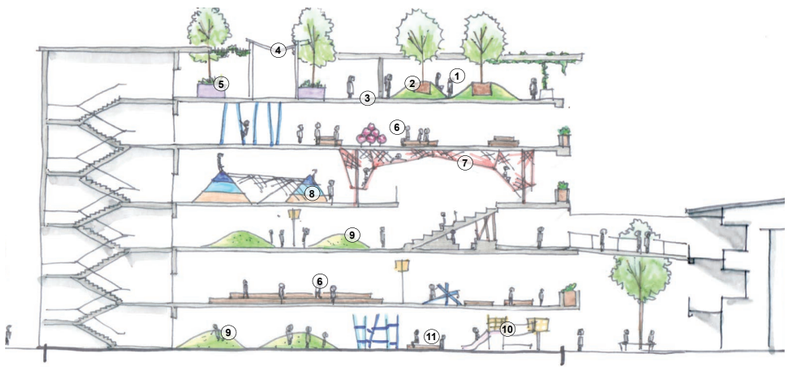
Internal materials will be a mix light colours and warm tones to provide a sense of comfort and airiness.

Toilet facilities, kitchen and small meeting spaces surround the Worship Hall for ease of movement between spaces and good connectivity between spaces. Generally connecting spaces have glazed partition walls to afford visual continuity, light transmission and a sense of security.

3.3 Design - Education

View from West

View from South



Concept - Cross-Section

Ground Floor Plan

Summary

The proposed Pre-6 School building comprises:

- 200 student Catholic Early Learning Centre (CELC) to be located in the ground floor of the Catherine McAuley building (existing Mother Teresa Primary School).
- A new 6-level K-6 School building adjacent to the existing Mother Teresa Primary School.
- Centralised Administration facilities for the Pre-6 school to be located within the internally expanded and refurbished administrative facilities of the Mother Teresa Primary School.

The new K- 6 School building is an innovative, contemporary school designed to facilitate the latest developments in Teaching and Learning for Primary Schools. It will be implemented in an architectural form that is evocative and suited to the needs of 1680 Primary-aged students, not reflective of conventional and institutional school design.

The new six level K-6 school building is characterised by integration of internal and external Teaching and Learning facilities and spaces in a building form where constructed open space almost equals enclosed space.

Distinct horizontal expression and provision of voids vertically through the three-dimensional form of the building, combined with landscaping within the voids, will provide a dramatic vision of gardens in the sky, softening the facade as well as providing shade at the upper levels.

The external fenestration of the K-6 school building takes its cue from the visual effects of the riparian corridor along the site's western edge with patterning on screening elements to be designed in conjunction with possible aboriginal interpretation of the local natural context.

The new K-6 building is further enhanced by subtle use of a gradient colour pattern in perforated sunshading screens, which directly address the natural landscape adjacent to the new building.

The development of the design, as reported on the following pages, is a response to the CEDP Brief and other influencing factors, both site and environmental.

The design of the new K-6 school building will be reported separately to that of the CELC and school Administration.

3.3 Design - Education

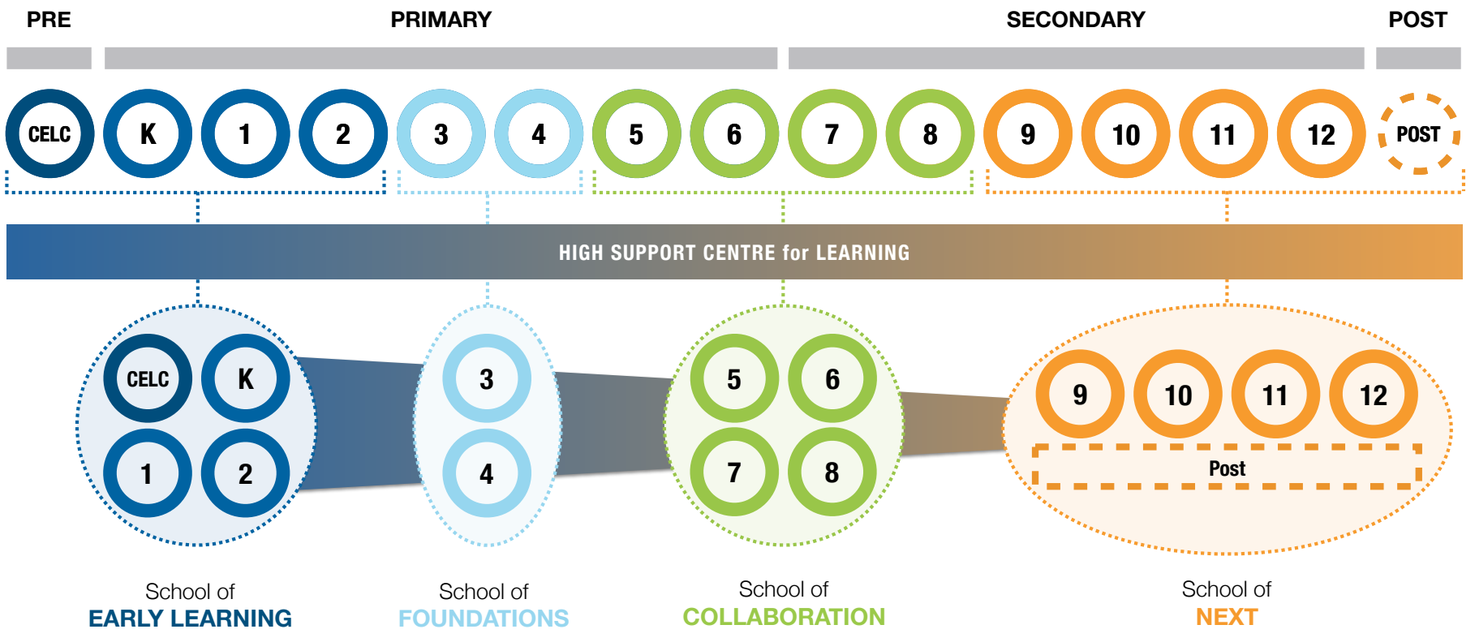
Learning Model - Educational Brief

The new Pre-6 school is designed to comply with the CEDP Learning Model for PRE-POST Schooling.

CEDP has a defined model for delivery of pre-to-post education that is summarised on the chart opposite.

All school planning must ensure that this model is implemented.

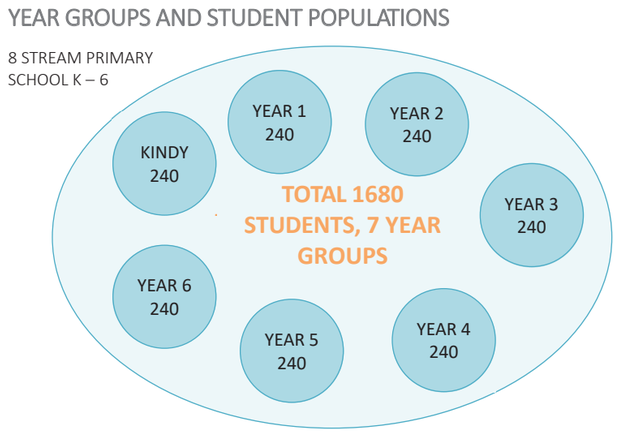
The design of the new primary school is based on this model and also ensures that future development enables the application of the CEDP PRE-POST Learning model through to Year 12 and post Year 12.

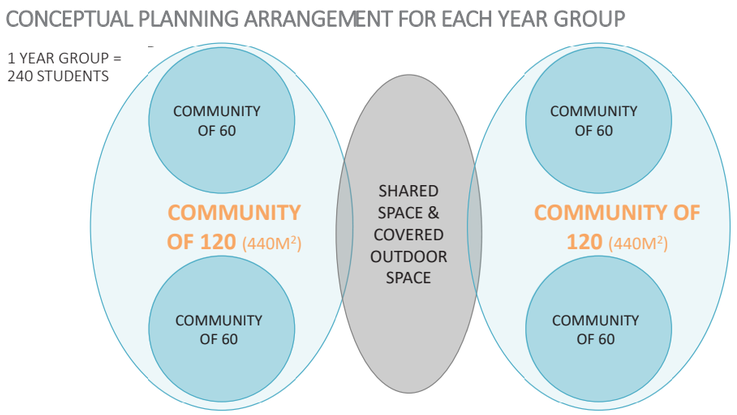


Learning through Play

The CEDP model for PRE-POST schooling also encourages *Learning through Play* with full integration of internal and external spaces where formal and informal Learning is integrated with passive and active, covered and outdoor play areas.

The principles of Learning through Play are summarised on the chart opposite.

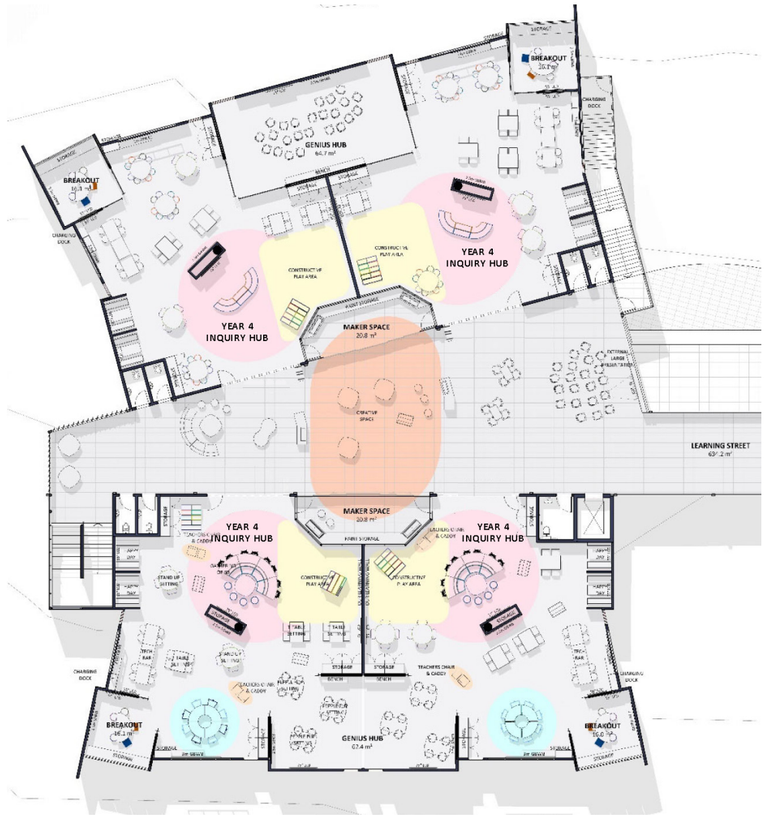




Year Groups - Conceptual Planning Arrangements

Spatial arrangements for the learning settings are as indicated on the charts opposite.
Each year group has 240 students.
Each year group is divided into four learning communities of 60 students.
The four learning communities are grouped together and share a covered outdoor learning space.

Years are grouped in the Learning clusters as noted on the CEDP Learning Model above.



Year 4 group setting - Spatial and Furniture

Typical Year K-2

Typical Year 3-6

Floor Plan Typical Year Group Cluster

Following on from the principle that *Learning drives design*, the development of a floor plan for the Learning setting for the year group of an eight stream primary school, is the *driving* factor in the design of the K-6 primary school.

As noted in the conceptual planning arrangement for each year group, the 240 students are divided into four communities of 60 which are arranged to share a common outdoor learning area.

Each community of 60 has an area of 215m^2. The interiors are designed differently for the different year groups in the K-6 range.

Each learning community of 60 students has 15 *points of focus* these will range from wall mounted LCD screens of various sizes, glassboards both vertical and horizontal, other learning aids, etc.

The spatial division enables clustering of students in multiples of four up to the full cohort of 60 students. Collaborative teaching takes place with two teachers and teachers aids as required in each space.

The plan opposite indicates the spatial and furniture arrangement for an eight stream Years 3 or 4 Learning setting that has been designed for the new K-6 building which accommodates a full range of learning settings.

Please refer to Architectural documentation for the floor plans indicating the proposed learning settings for each of the year groups.

3.3 Design - K-6 Education

Functional arrangement of new K-6 Building

The new 6-level K-6 School building will contain:

- Ground level Kindergarten and open space
- Level 1 Years 1 & 2 and open space
- Level 3 Years 5 & 6 and open space
- Level 4 Full floor of open space
- Level 5 Years 3 & 4 and open space
- Level 6 Roof level open space

As previously noted, the proposed K-6 School building is a considered response to the CEDP Brief and Learning Models for pre-to-post-learning centered on an educational structure comprising of schools of 'Early Learning', 'Foundations', 'Collaboration' and 'Next'.

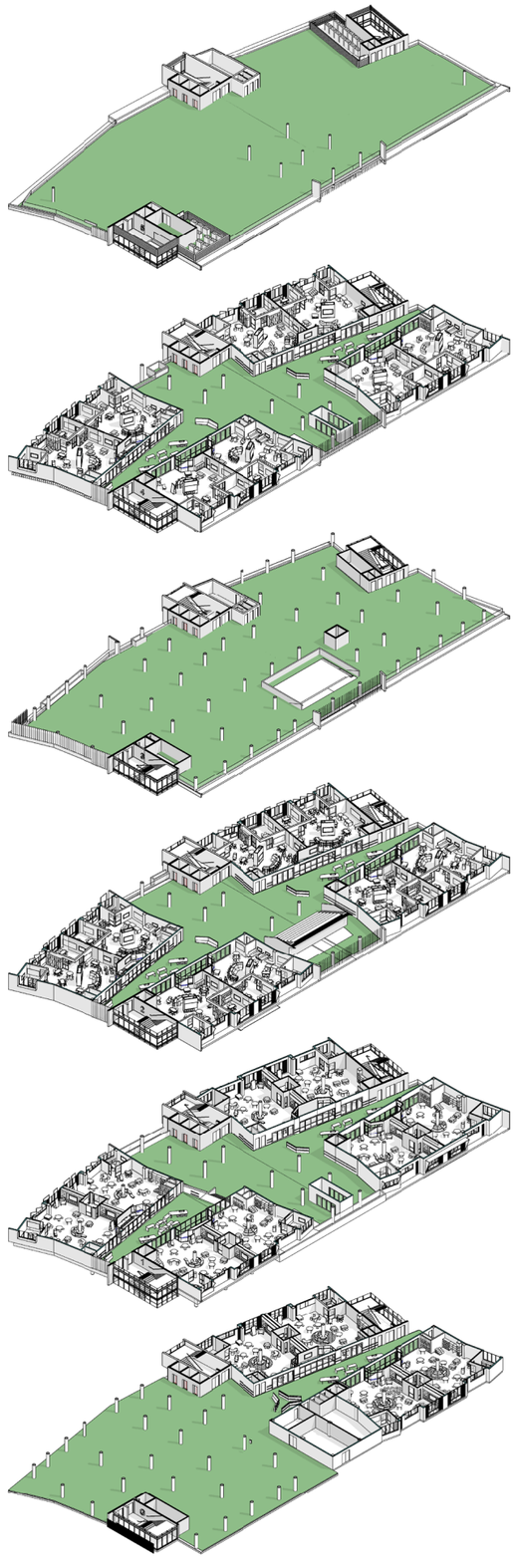
In accordance with the CEDP Learning Model for the delivery of Pre to Post education, the lower levels of the new K-6 school building and the link with the CELC in the adaptation of the ground floor of the existing building, will form the School of 'Early Learning'.

The upper levels of the new K-6 school building will form the School of 'Foundations' and will link with the shared facilities of the future high schools which will be modeled on the concepts of the School of 'Collaboration' and the School of 'Next'.

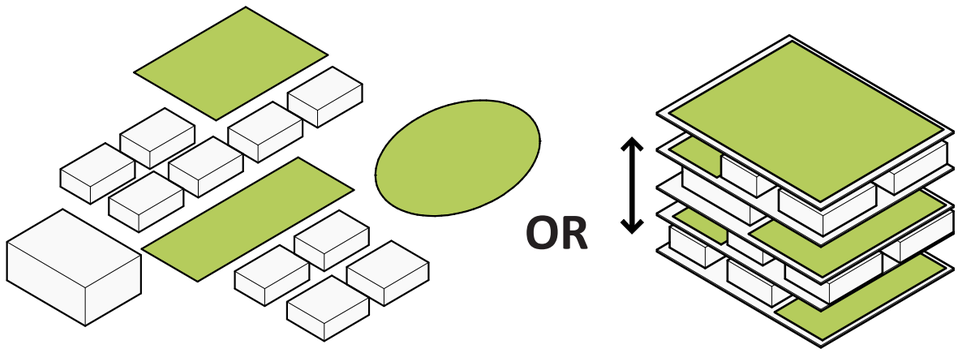
All levels contain appropriate student and other facilities.

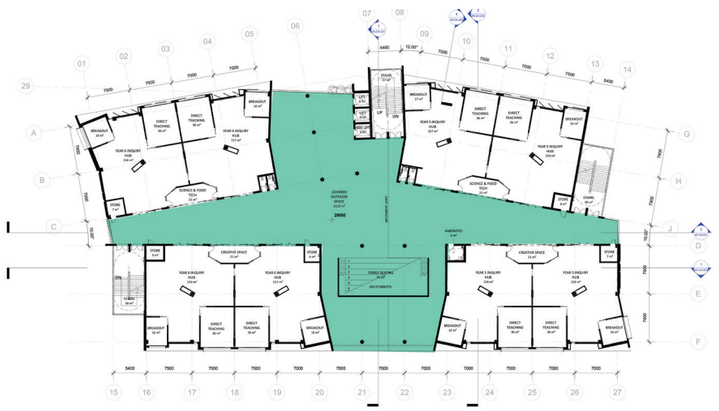
Years 5 & 6 are conveniently located on Level 2 where they will connect directly to future K-12 facilities through the upper levels of the Catherine McAuley building.

Food services (canteen) will be located on the ground floor of the new K-6 school building. Majority of use will be from student orders which will be delivered to each Inquiry Hub. Other vending opportunities will be provided in the open spaces on Levels 4 & 6.

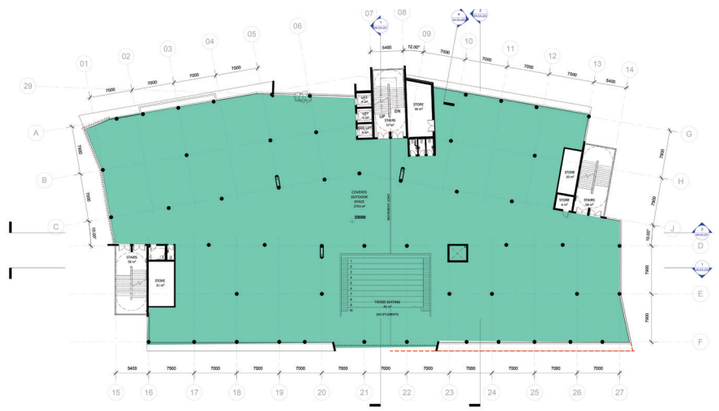


3.3 Design - K-6 Education





Integrated internal & external spaces



Dedicated outdoor spaces on upper levels

Dedicated outdoor spaces on upper levels complement internal Teaching and Learning

Integration of Open Space

As required by the CEDP PRE-POST Learning Model, the new K-6 school building will include integrated open space throughout.

Although in new K-6 facilities are in a multi-level building, the year groups are arranged so that any group only has to travel up or down one storey to reach active open space. The resulting amenity is that the primary school will function in a similar manner to a two-storey school building in it's relationship with open space.

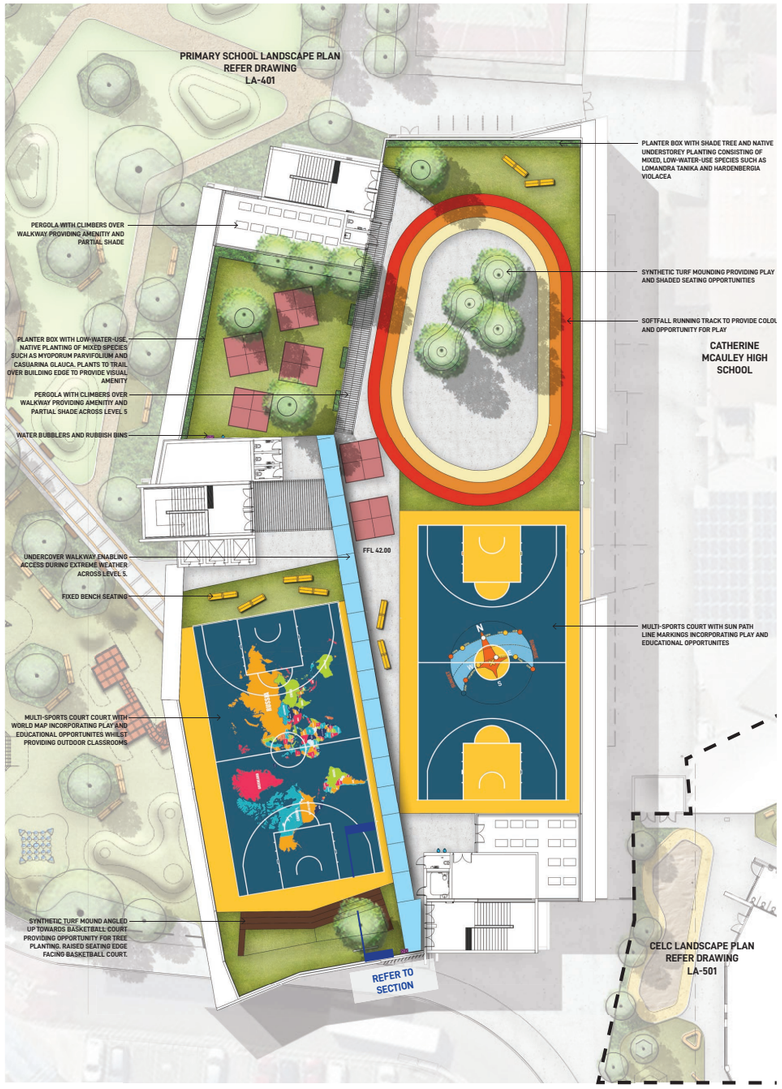
This close association simplifies vertical circulation, as once the year groups have arrived at their learning levels they remain there throughout the duration of their day.

Open space within the school is divided into a number a number of components, as follows:

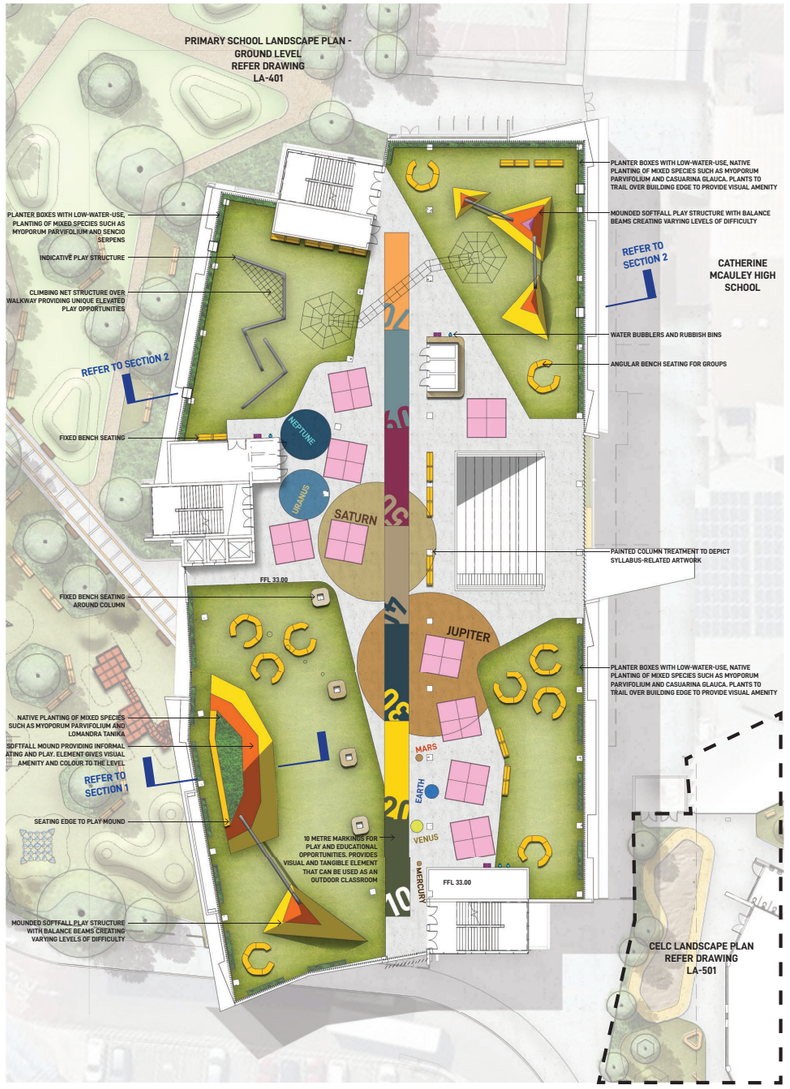
- Dedicated open space floor levels are located at the ground floor, mid-level and roof.
- Outdoor spaces on floor levels which accommodate Teaching and Learning positioned in such a way that their use will not disturb the formal Teaching and Learning activities on those floors
- Shared outdoor spaces adjacent to the Teaching and Learning communities on each floor

3.3 Design - K-6 Education

Integration of Landscape with Teaching and Learning



Roof - Dedicated Open Space



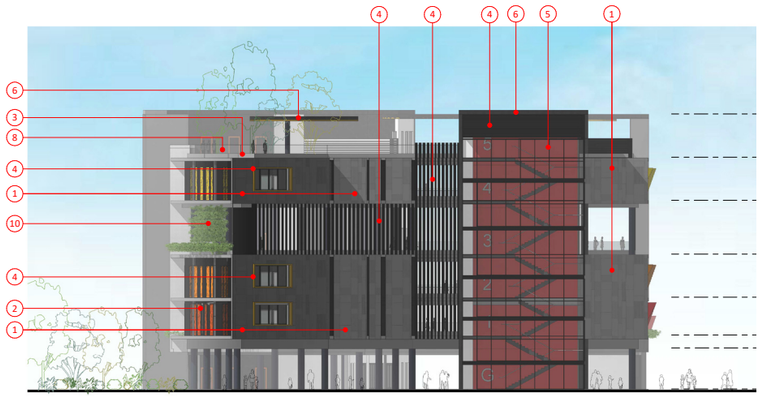
Level 3 - Dedicated Open Space

Level 4 - Open Space adjacent to Learning Settings - Typical

The proposed project recognises that all internal and external spaces are integrated as a Learning opportunity. The integration of internal and external design elements has a strong focus on people, nature and learning. The design proposes space for formal and informal teaching and recreation.

Refer to landscape documentation for details on each level.

Building Form and Massing



South-Elevation

West Elevation

East Elevation

View from North-West

Constructed open space almost equals enclosed space within a stacked five-storey configuration containing integrated, multi-level indoor and outdoor zones.

This creates a very strong visual effect resulting from the juxta-positioning of solid and void elements.

3.3 Design - K-6 Education

Daylight

The diverse range of functions accommodated within the proposed K-6 school building are located with volumes of varying heights. Consideration has been given to daylight requirements.

- Internal Learning Hubs
- Internal/External Learning outside and associated with each Learning Hub
- External spaces on floors between Learning hubs
- Dedicated external space on floors separated from Learning Hubs
- Space between new K-6 building and existing Mother Teresa building

Daylight - Internal Learning Hubs

Each of the Inquiry Hubs has been designed to suit the pedagogical requirements of the CEDP Brief for Primary School education.

The interior design of each hub is K-6 age related, with specific designs catered to age groups. The interior learning settings determined the shape of each of the hubs.

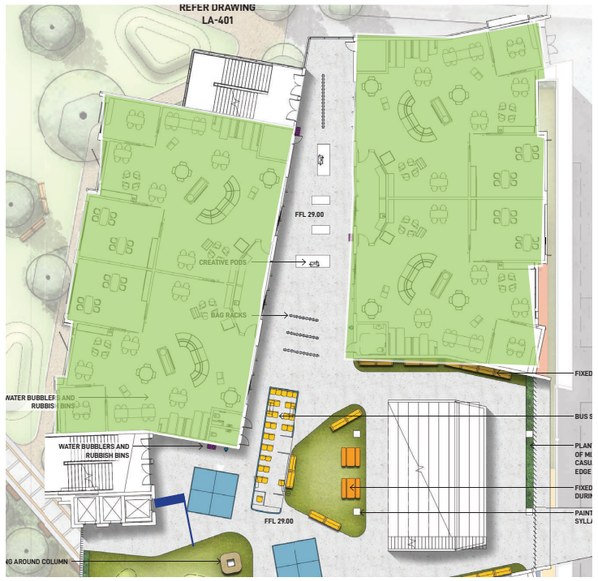
Placement of windows, monitors, whiteboards and other teaching aids are all carefully coordinated. Windows are placed to suit the learning settings.

The design has been refined over a number of recent CEDP schools and the level of internal light is balanced between natural and artificial light to provide appropriate level of illuminance and control in the delivery of Teaching and Learning.

Daylight - Internal/External Learning Settings Between Learning Hubs

The spaces immediately between the Hubs are internal/external Learning settings suitable for Stem/ Art/ Practical activities, etc. These spaces are at each end of the floor plans and within close distance to large north or south facing openings.

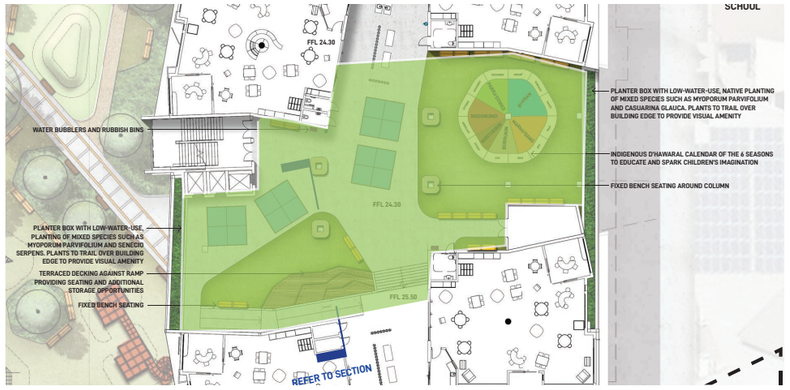
Natural light for these settings will be sufficient for intended use. Artificial light will provide a balance with natural levels, as and when required, to achieve the appropriate level of light. User control will be proivided for these Learning settings.



Internal Learning Hubs

Internal/External Learning Settings

3.3 Design - K-6 Education

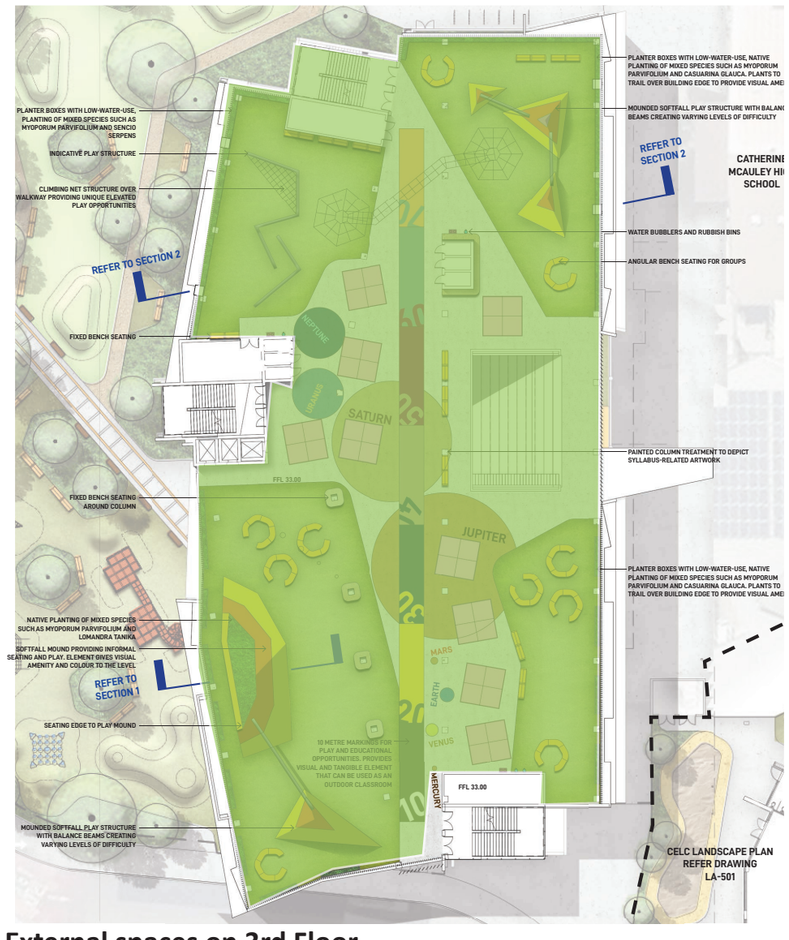


External spaces on floors between Learning Hubs

Daylight - External spaces on floors between Learning Hubs

Reference to documentation shows that these external spaces are essentially divided into east and west zones with most activity towards the edges. The open elevations at these locations provide adequate natural lighting in those edge zones.

The spaces in the centre will be supplemented with artificial lighting. The increased amenity and opportunities for Teaching and Learning is determined to be more educationally beneficial - with natural light supplemented by artificial light when needed - rather than by reducing floor space and trying to introduce higher levels of natural light into the centre of these spaces by means of a void/atria.



External spaces on 3rd Floor

Daylight - External space of floors Separated from Learning Hubs

There are two locations:

- South half of the ground floor
- Third floor

The perimeters of these floors are open. The edge zone activity indicated for each of these levels, combined with the extra floor height, will result in adequate daylight for the proposed uses in those edge zones.

The spaces in the centre of these areas will also be supplemented with artificial lighting when required, for the same reasoning as noted above, with respect to the external spaces between Learning hubs.

3.3 Design - K-6 Education

Daylight to Space Between New K-6 Building and Existing Catherine McAuley Building

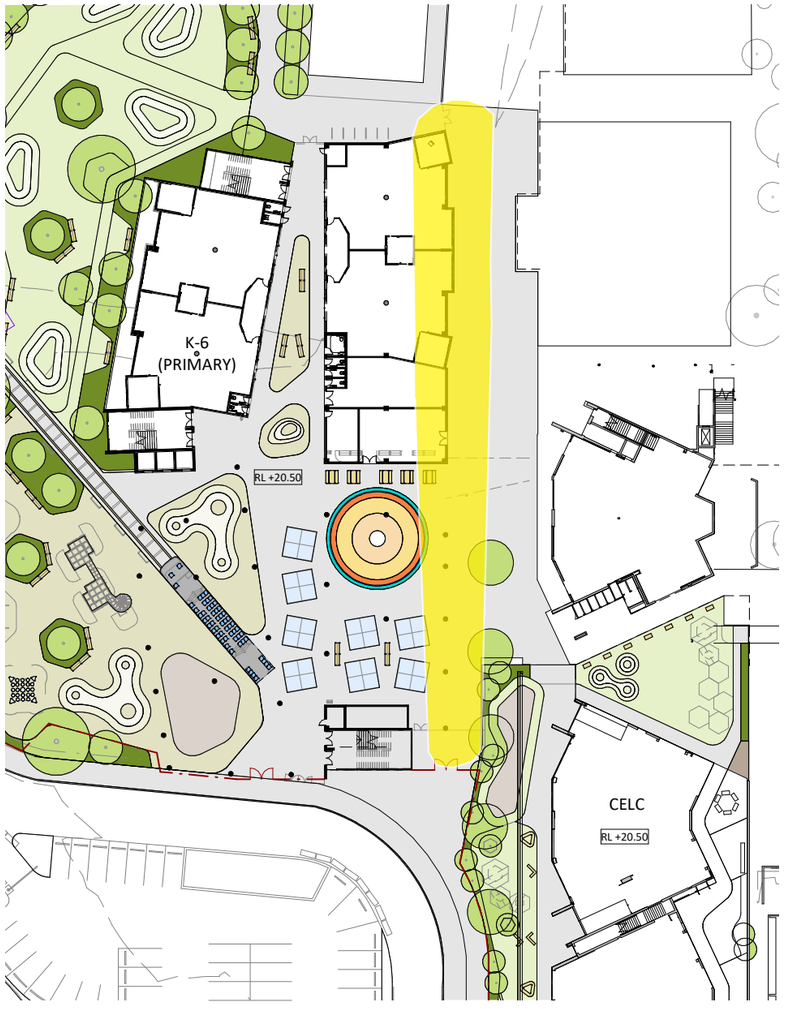
The new K-6 school building needs to be in functional proximity to the existing school with ground level spaces of the school (Mother Teresa Primary School) being re-purposed for Administration, Resource Centre and CELC.

The clear space between the buildings is 11m wide measured to the facing edge of the verandahs on the Catherine McAuley building with a 14m separation at ground level.

The plan adjacent indicates the ground level relationship between the new K-6 school building and the adjacent Catherine McAuley building. There is a seamless functional association for facilities in the new and existing buildings.

The north/south orientation of this space maximises daylight into it as the screened east and west edges have maximum shadow effects earlier and later in the day.

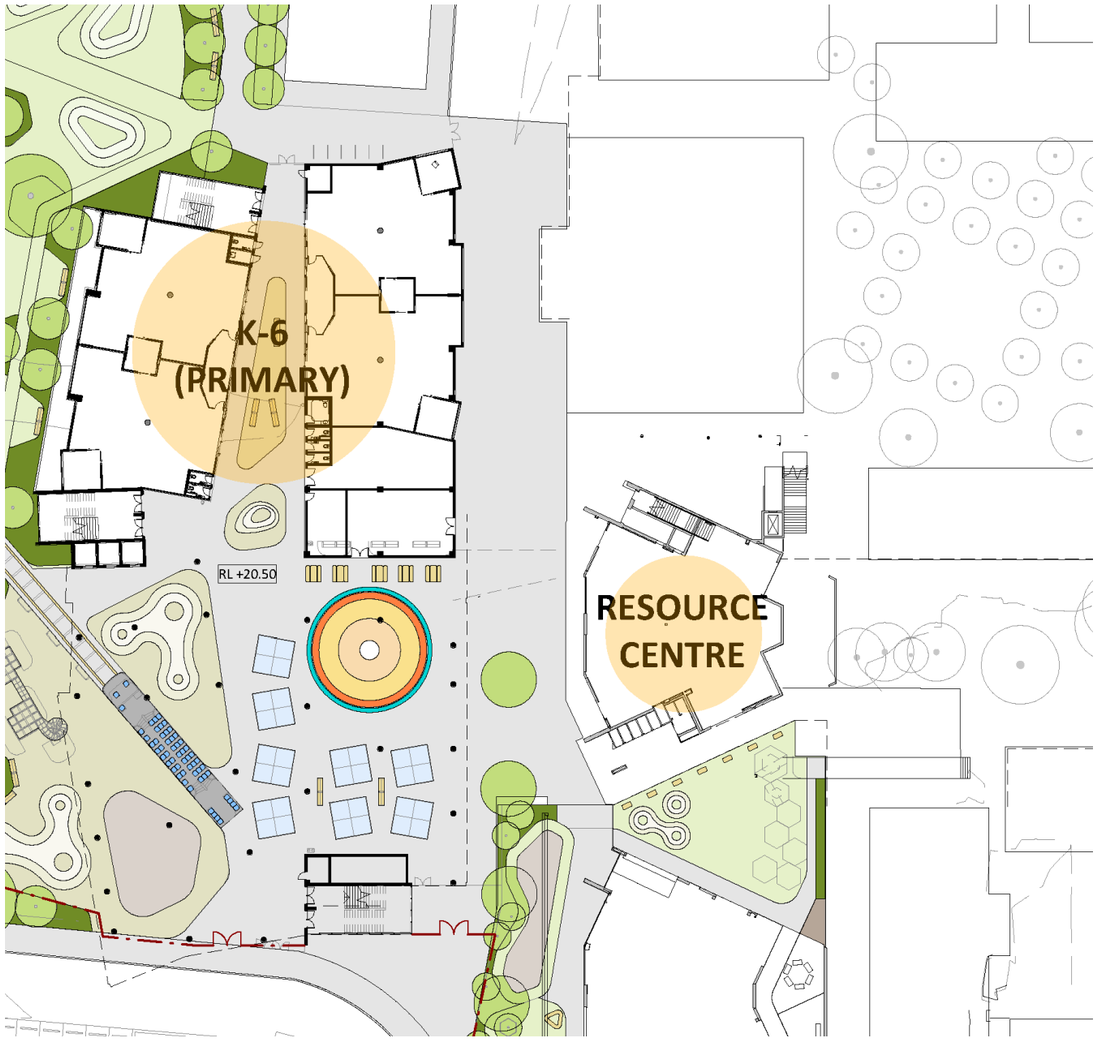
The shadow studies presented in documentation and the views opposite verify the suitability of daylight in the space.



Space between New K-6 Building & Existing Catherine McAuley Building Equinox - 10:30am

Space between New K-6 Building & Existing Catherine McAuley Building Equinox - 12:30pm

3.4 Design - Resource Centre, CELC & School Administration



Ground Floor Plan

Introduction

The Resource Centre, School Administration (Professional Hub) and Catholic Early Learning Centre (CELC) are proposed to be located on the ground floor of the existing Mother Teresa Primary School building by adaptive reuse of the existing Primary School facilities.

Resource Centre

The Resource Centre is proposed to be located within an existing learning hub of the Mother Teresa Primary School.

It is conveniently located on the ground floor opposite the existing open space of the new K-6 building.

It's location is ideal for after hours school use for such activities as Parent/ Teacher meetings as well as other community based activities which could be used in conjunction with the Parish Church.

The amenity is enhanced by close proximity to the school canteen, toilets, etc.

3.4 Design - Resource Centre, CELC & School Administration

CELC

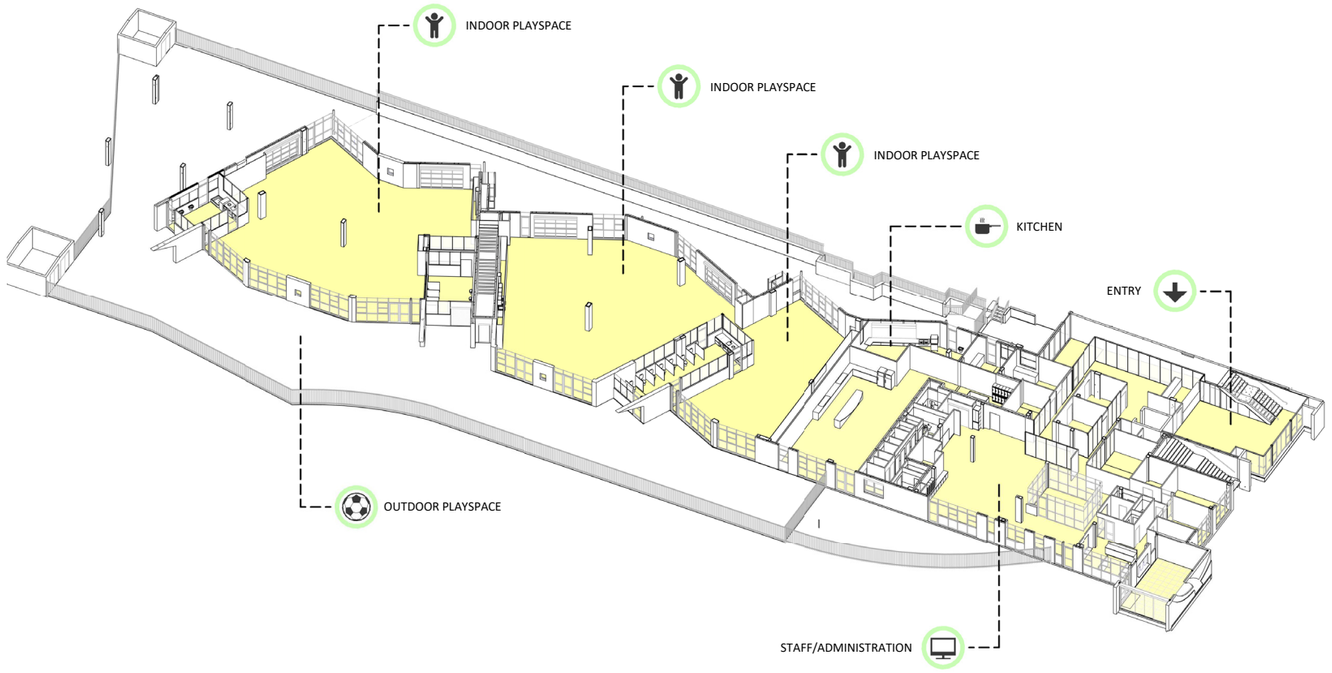
The proposal is to retrofit the existing Mother Teresa Primary School's Learning spaces into a new CELC for 200 preschool aged children. The works consist of some minor internal alterations within the existing building and minor additions to the external facade.

The CEDP Brief calls for preschool spaces to be designed at 4m^2 per child for internal space. Further to the CEDP Learning Model for Schools, the preference is for CELC spaces to cater for up to 80 students in a collaborative Learning environment within each activity room. Each of the existing Learning Hubs at Mother Teresa Primary has an area of 320m^2.

The 200 students are able to be accommodated in 2 hubs of 80 children, plus another for 40 children. The 22m depth of the existing building is ideal for daylight as well as access to landscaped open space on either side of each of each of the indoor play spaces/activity rooms. This results in a very close association of indoor and outdoor Learning areas for the CELC.

The existing plan is readily able to be modified so that toilets can be converted for use in proper association with the interior play spaces/ activity rooms of the CELC. In addition, existing services are also easily modified for the adapted re-use of the facility.

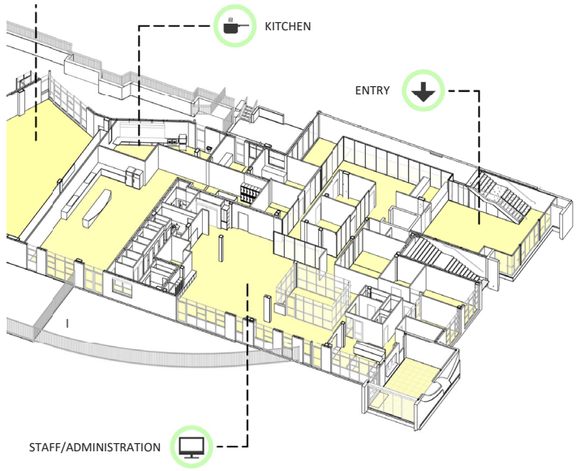
The CELC fully addresses all compliance requirements for such facilities as noted later within this report.

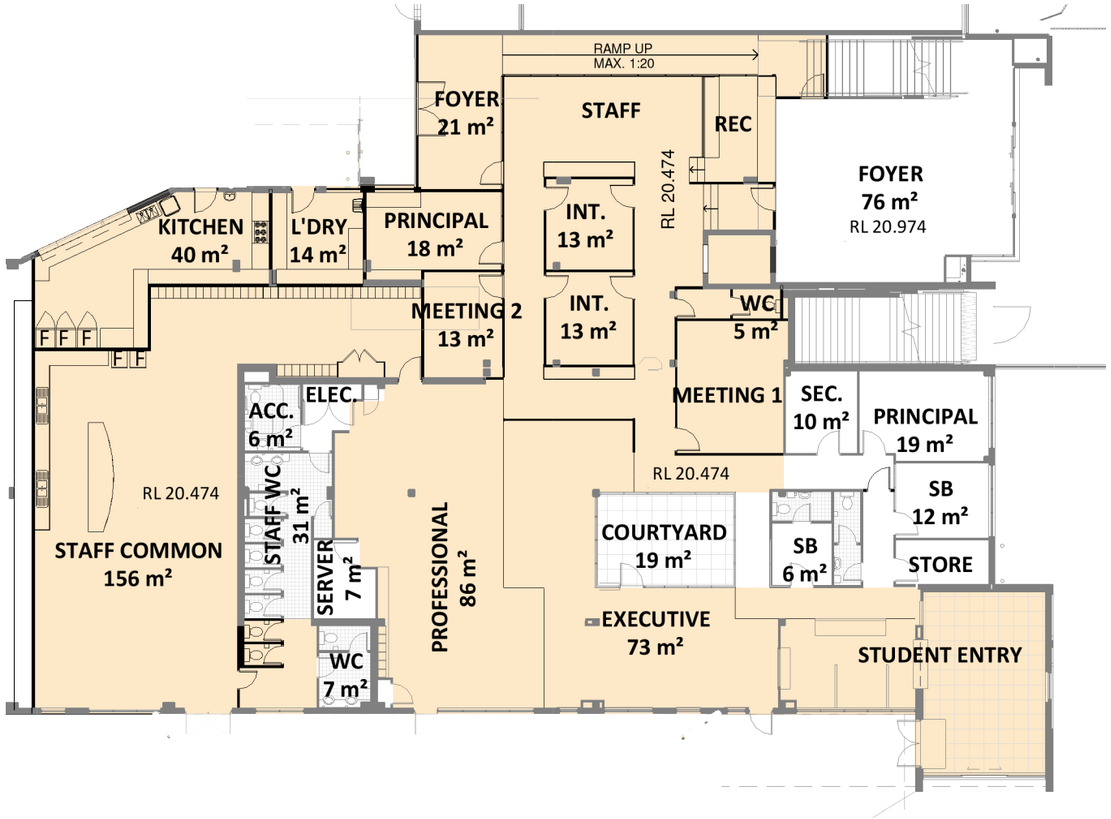


Typical Interior Perspective

Landscape Plan

3.4 Design - Resource Centre, CELC & School Administration





School Administration

The existing Administration and Staff facilities for Mother Teresa Primary School will be expanded within this building envelope to suit the spatial requirements for staff of the Pre-6 building for 1680 Primary School Students and 200 Preschool children.

The school will have 15 CELC staff plus 40 Primary School staff in the opening year 2023, increasing to stabilised staff numbers of 25 CELC staff and 100 Primary School staff in 2033.

The administration foyer will present an unambiguous, secure entrance to visitors for both the K-6 and CELC facilities. The double height of the foyer is of appropriate size and ambience for this size school.

The administration building is proposed as a Professional Hub to service the needs of staff for the 8-stream K-6 building, plus the CELC for 200 children. Internal planning reflects brief and administrative model of CEDP.

With respect to the use of the administration facility as a CELC, the design allows for early morning and late afternoon attendance and sign-in at the CELC reception by parents with their children without diminishing the security of the administration facility. Parents are also able to enter the administration building before and after hours and take their children directly to their indoor play areas/activity rooms.

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4.0
Response to Education SEPP Design Quality Principles

4.0 Design Quality Principles

As noted previously, the school has been designed in accordance with CEDP principles and PRE-POST Learning Models. The design has also taken into consideration the design quality principles of the Education SEPP.

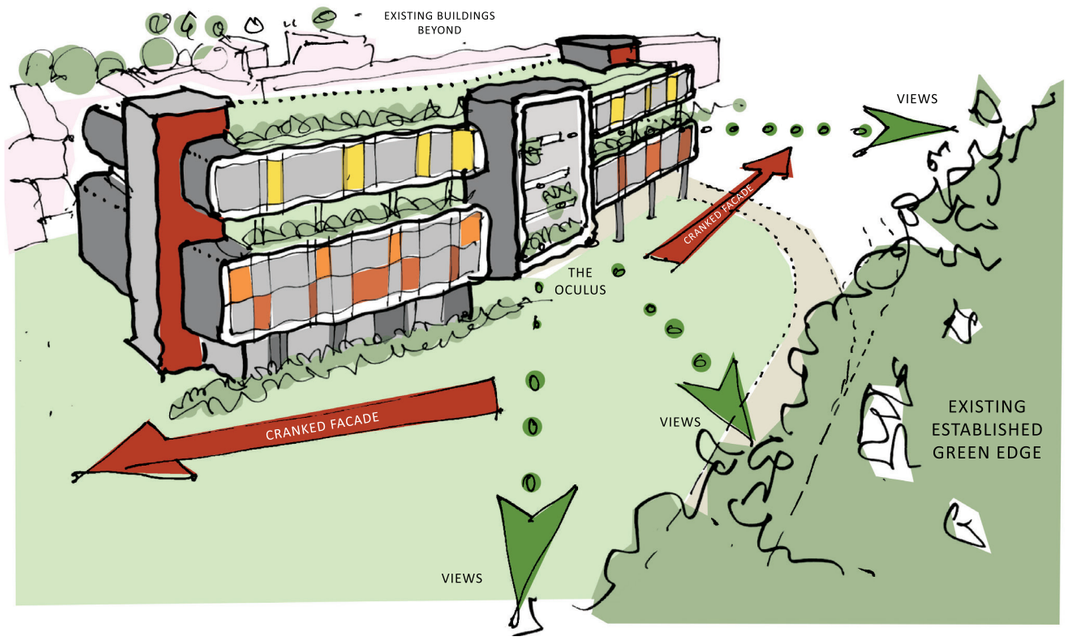
Principle - Context, Built Form & Landscape

Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage. The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate.
Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.
School buildings and their grounds on land that is identified in or under a local environmental plan as a scenic protection area should be designed to recognise and protect the special visual qualities and natural environment of the area, and located and designed to minimise the development's visual impact on those qualities and that natural environment.

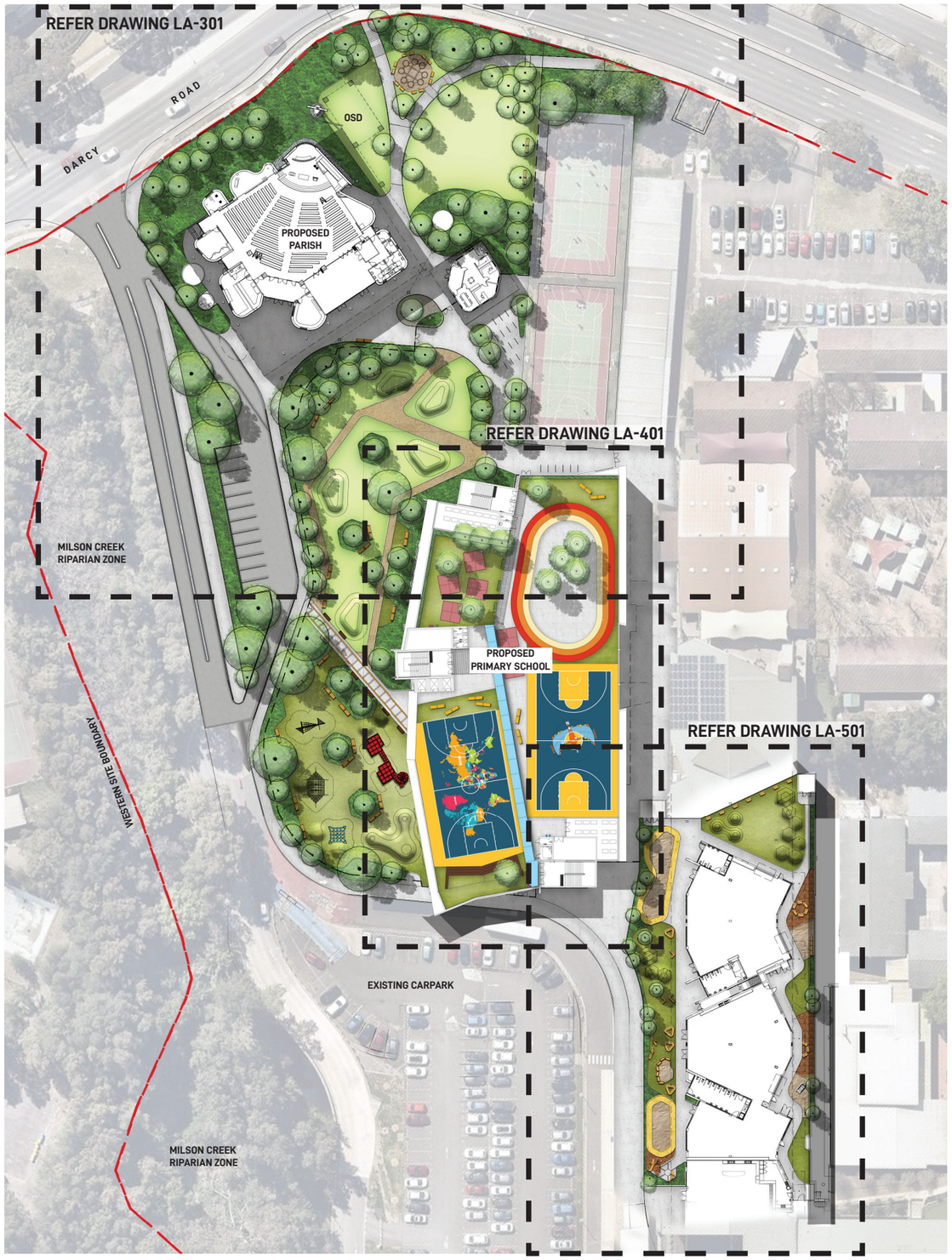
Context & Built Form

Please refer to the design statement relating to the School which addresses the circumstances of context and built form.

Contextually, the K-6 school building has been located along the western boundary of the site and designed to maintain a direct relationship with the existing adjacent McAuley Learning Centre, whilst also addressing its relationship with the proposed Parish Church at the north-west corner of the site.



4.0 Design Quality Principles



cont. Context, Built Form & Landscape

Landscape

Landscape documentation details landscape proposed for this project. The proposed landscape design represents a fully integrated three dimensional approach to landscape from ground level throughout the upper levels and roof of the new K-6 building.

The landscape design has a strong focus on people, nature and learning.

The diversity of play areas, integrated with natural landscape features, will provide a full range of experiential qualities for students, visitors and passers-by.

The integration of the landscape has been carefully considered from a number of aspects for both the Church and school buildings:

- Soft landscaping along Darcy Road will suit requirements for the Parish Church but will be of appropriate scale to the main traffic artery of Darcy Road
- Landscape at ground level and on all upper levels in the K-6 school building will be appropriate to the needs of a Primary School
- Aged-based specific design solutions will be provided for elements in the open spaces on upper levels, adjacent to the Inquiry Hubs
- Landscape and other elements, particularly suited to the needs of Early Learning, will be provided in the proposed CELC.

The landscape design will also incorporate key design opportunities that will create engaging learning environments in the school, including:

- External spaces for socialising and play through visible and connect open spaces
- Visual connectivity that strengthens visible links to the natural landscape amenity and ecological networks
- Legible landscaped environment that establishes a narrative integrated into landscape elements throughout the framework of open spaces
- Creating outdoor pedagogy zones that complement adjacent internal Learning spaces
- Green spaces with a reduction of paved surfaces to define a closer relationship with nature

4.0 Design Quality Principles

cont. Context, Built Form & Landscape

Cultural Heritage

Reference should be made to the Aboriginal Cultural Heritage Assessment prepared in relation to the proposed works.

The assessment details the Aboriginal community consultation undertaken in accordance with DPIE's *Aboriginal Cultural Heritage Consultation Requirements for Proponents (2010).*

During the preparation of the SSDA, 83 organisations or people, who were identified as potentially having cultural knowledge of relevance to this site were contacted. As a result of the consultations, 15 people or organisations have been identified as Registered Aboriginal parties.

Investigations to date have not identified availability of a culturally sensitive information nor have any confidential requirements been identified.

However, it is noted that the study area is a historical archaeological site in the NSW State Heritage inventory and a formal archaeological assessment is proposed, in accordance with prescribed procedures. Aboriginal consultations are ongoing and will continue throughout the assessment.

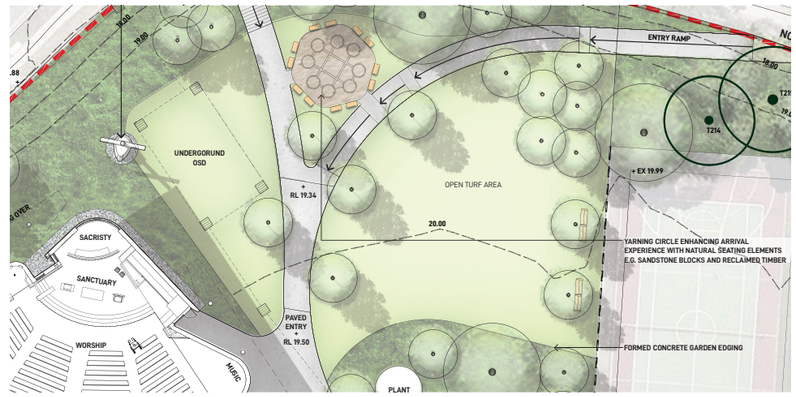
In addition to the above assessments, it is also noted that the existing schools have programmes in place where Aboriginal cultural heritage is celebrated and recognised as a learning opportunity across the campus for students and staff.

As part of the cultural design aspects for the new K-6 school building, elements will be interweaved across internal and external landscapes, including:

- a yarning circle for students and others to gather and meet,
- a natural ecology along the riparian corridor for exploration and discovery with references to aboriginal culture, flora and fauna and their independences.

CEDP will endeavour to work with local aboriginal artists to investigate opportunities - through materials, colour selections, graphics, etc., - to be utilised in an informative, expressive and educational manner in the new K-6 school building. Amongst other opportunities during detail design, it is intended to explore and incorporate aboriginal themes in colours, patterns, etc., on building elements on the exposed western façade parallel to the adjacent wooden creek bank.

Riparian Corridor



Yarning Circle

Aboriginal Motifs, colour, etc. in Building Elements

4.0 Design Quality Principles

Sustainability Strategy, Built Form and Systems

Building Form and Design

- Implementation of passive solar design principles
- High insulation external fabric

Materials

- Selection of renewable materials, eg plantation timber
- Selection of recycled materials, eg re-use of timbers, crushed concrete
- Selection of materials with low carbon footprint, eg close proximity from supplier to minimise distance of road travel
- Prefabrication to minimise construction waste
- Appropriate and ethical sourcing of material

Energy

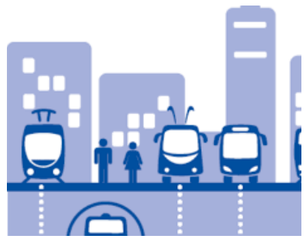
- Solar collection via roof or wall array for power supply
- Selection of low energy systems, eg reduced or no AC, ventilation augmentation of AC for shoulder periods, centralised control via BMS to manage consumption, adaptive comfort standards adopted
- Maximise daylight to reduce need for artificial light, eg light shelves, material finish and colour selection

Water

- Collection of rainwater for re-use
- Collection and treatment of grey-water for re-use
- Selection of low-usage appliances and fixtures

Air Quality

- CO2 monitoring
- Extraction systems
- Indoor planting
- Naturally ventilated rooms



Transport

- Connectivity to public transport networks
- Encouragement of pedestrian or cycle trave provision for 'end of trip' facilities

Life-cycle

- On-site fruit and vegetable production for use by the school
- Waste minimisation
- Recycling
- Education of users on how the facilities operate
- Promotion of ongoing sustainability improvements

Principle - Sustainable, Efficient & Durable

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

Ecologically Sustainable Design (ESD)

Guiding principles opposite will be investigated and considered in the Design Development of the new K-6 school building. The key sustainability design approach – as detailed in the ESD Report – is to benchmark against the following:

- 4 star Green Star design and as-built V1.3 rating
- Climate responsive design in line with NSW climate projections for 2020-2039

The re-purposing of spaces on the ground floor of the existing Catherine McAuley building will be carried out within the existing spaces utilising all existing services.

The design of the new K-6 building was assessed in relation to Clause 7(4) of Schedule 2 of EP&A Regulation 2000 and it is noted that there are no significant perceived threats of serious or irreversible environmental damage as a result of the WCC K-6 school building.

In order to preserve or enhance the health, diversity and productivity of the environment for future generations, the Indoor Environmental Quality as well as the proposed landscape design has been considered to ensure the health and well being of occupants and to actively engage with their surroundings.

In meeting the sustainability strategy for Green Star the following aspects will be considered

- Building form and Design
- Material Selection
- Energy
- Water
- Air Quality
- Transport
- Lifecycle Consideration

4.0 Design Quality Principles

cont. Sustainable, Efficient & Durable

The design of the K-6 School building incorporates ESD principles and is designed to achieve the equivalent of a 4 Star Green Star Rating.

The school will be well serviced by public transport infrastructure being immediately adjacent to rail and bus services. A green travel plan has been developed and it is anticipated that a high level of traffic to the site will be by bus, rail, metro, bicycle and on foot.

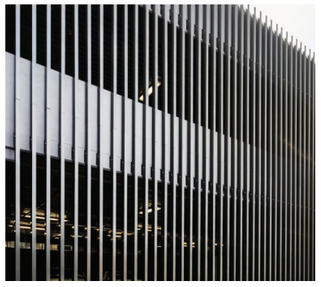
The landscape design focuses on the integration of people, nature and learning.

The building design takes full advantage of all available passive energy control including screened openings, cross-ventilation, appropriate materials, etc. The materials and finishes selected for the external façade treatment is predominantly a mix of insulated, lightweight, prefinished, compressed fibre cement cladding, adjacent to reinforced concrete structural elements.

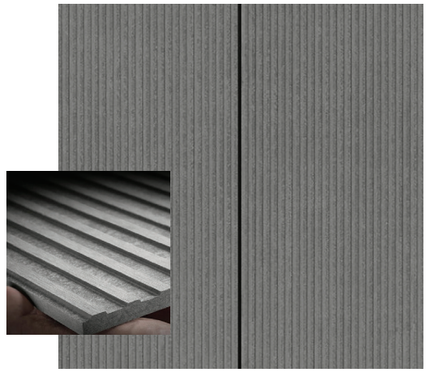
Thus, the materials proposed for use in the new building have been chosen for their aesthetic, efficient, low maintenance qualities and durability.

4 LouvreClad [Bentley]

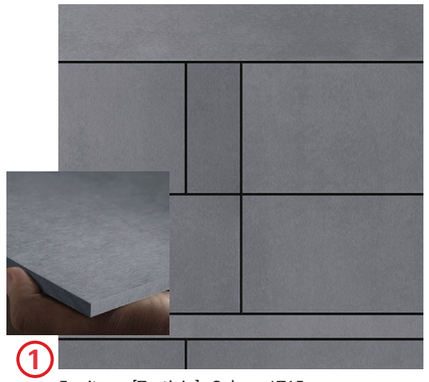
4 LouvreClad [Ascot]



4 LouvreClad [Barossa]



1 Equitone [Lines]- Colour LT20



1 Equitone [Tectivia]- Colour LT15

2 Equitone [Pictura]- Pantone 107C

2 Equitone [Pictura]- Pantone 158C

2 Equitone [Pictura]- Pantone 3556C

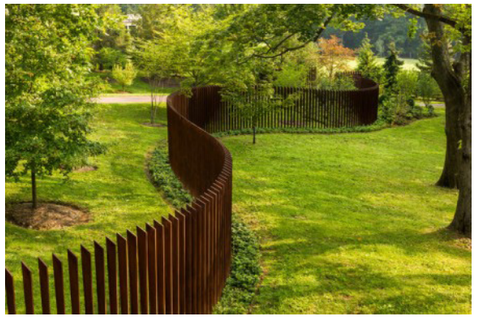
7 Painted Concrete- Baltica

3 Off-form Concrete

Glass balustrade 8

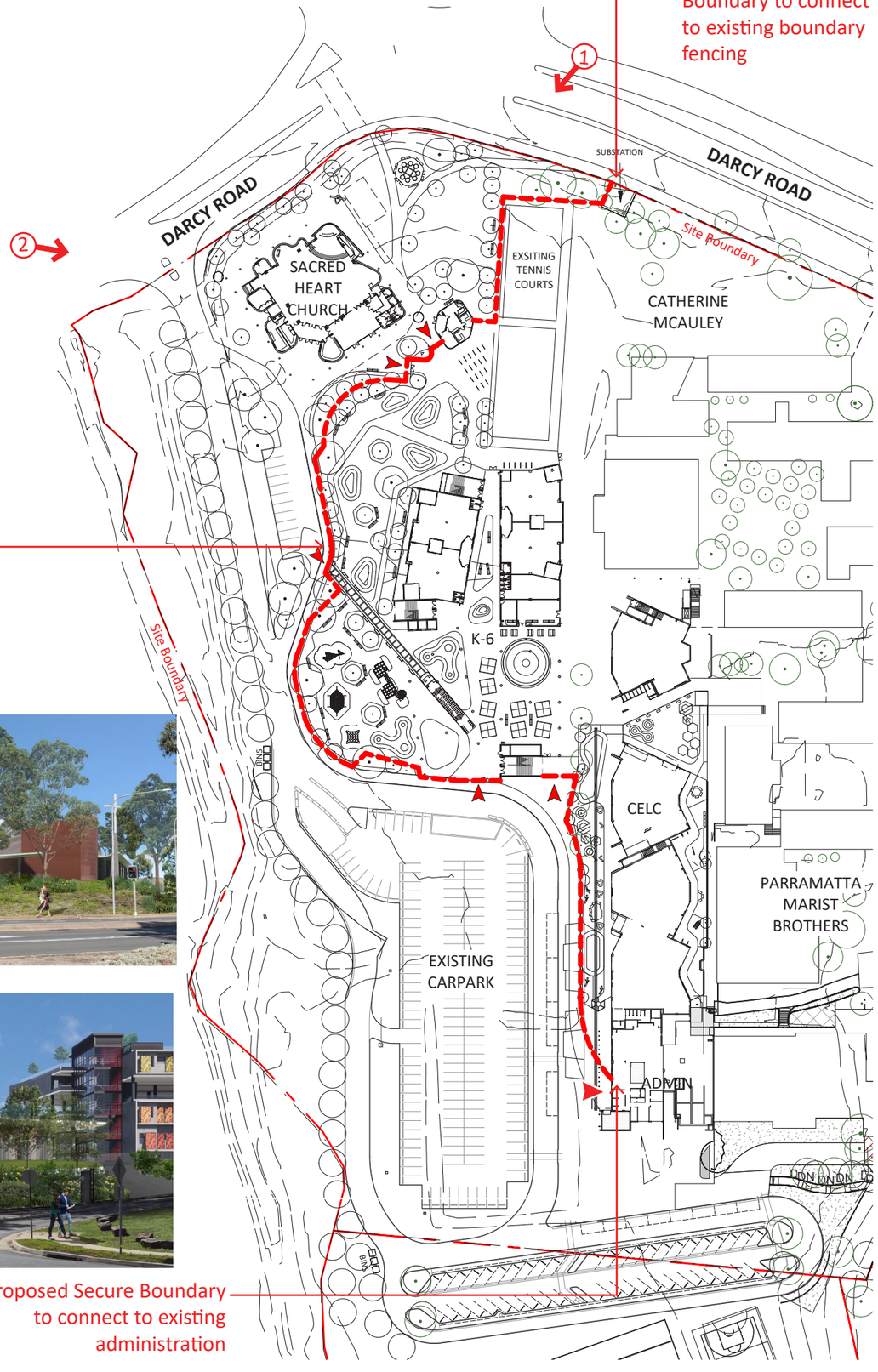
Curtain Wall 5

4.0 Design Quality Principles



Proposed Secure Boundary
(shown dashed)

Main Entry Points



View 1

View 2

ALLEANZA ARCHITECTURE ETHOS URBAN

Principle - Accessible & Inclusive

School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.
Note. Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space.
Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.

This section will reference design principles for the Project 1, Stage 1 scope relating to;

- Boundary Strategy
- Wayfinding
- Signage
- Accessibility

Boundary Strategy

The intention is that Church and Community Uses outside of school activity, will be available to the public.

Separate strategies will be implemented for security/secure line, including hard & soft landscaping elements, associated with:

- Church and other Community use
- School use

Church and other Community Use

The existing secure Darcy Road entrance gate and fencing at the north-west corner of the site will be removed.
This will provide community access to the Church, visitor parking and playing fields.

The existing retaining wall at the north-west corner of the site will also be removed and the site adjusted as an embankment rising from Darcy Road to the Church. The Church and its immediate surrounds will be in an unfenced landscape precinct presenting a welcoming entrance at this important part of the site. *(As indicated on adjacent images 1&2 and shown on architectural and landscape drawings)*.

School Use

The new K-6 School building is to be constructed within the secured area of the existing schools at WCC, which is to be maintained and amended as shown on drawings.

4.0 Design Quality Principles

cont. Accessible & Inclusive

Proposed boundaries are designed with consideration to incorporating landscaping. The new secure boundary to the school will be embedded in soft landscaping to make it as visually inconspicuous as possible.
New secure line will be required in the interface between the outdoor spaces surrounding the new K-6 Primary and the adjacent landscaped Church grounds to the north-west and pedestrian/ traffic routes along the west and south of the K-6 school building "site". *(As indicated on the drawing opposite)*.

To provide security while at the same time maintaining openness and connectedness, the following design principles for the secure line are followed:

- Maintain site lines and visual connection on either side of the secure line
- Boundary security and access have an aesthetic character that connect to the architecture
- Minimise the use of fencing where possible by using level differences and building walls as part of the secure line

Access to visitor parking and to the main entry of the Primary School will be available from the Darcy Road entrance.

Outside of morning arrivals and afternoon departures, automatic entry gates with intercom systems will provide controlled access onto the school site as existing.

All roadways and parking areas will remain fenced off from students to maintain security and safety.

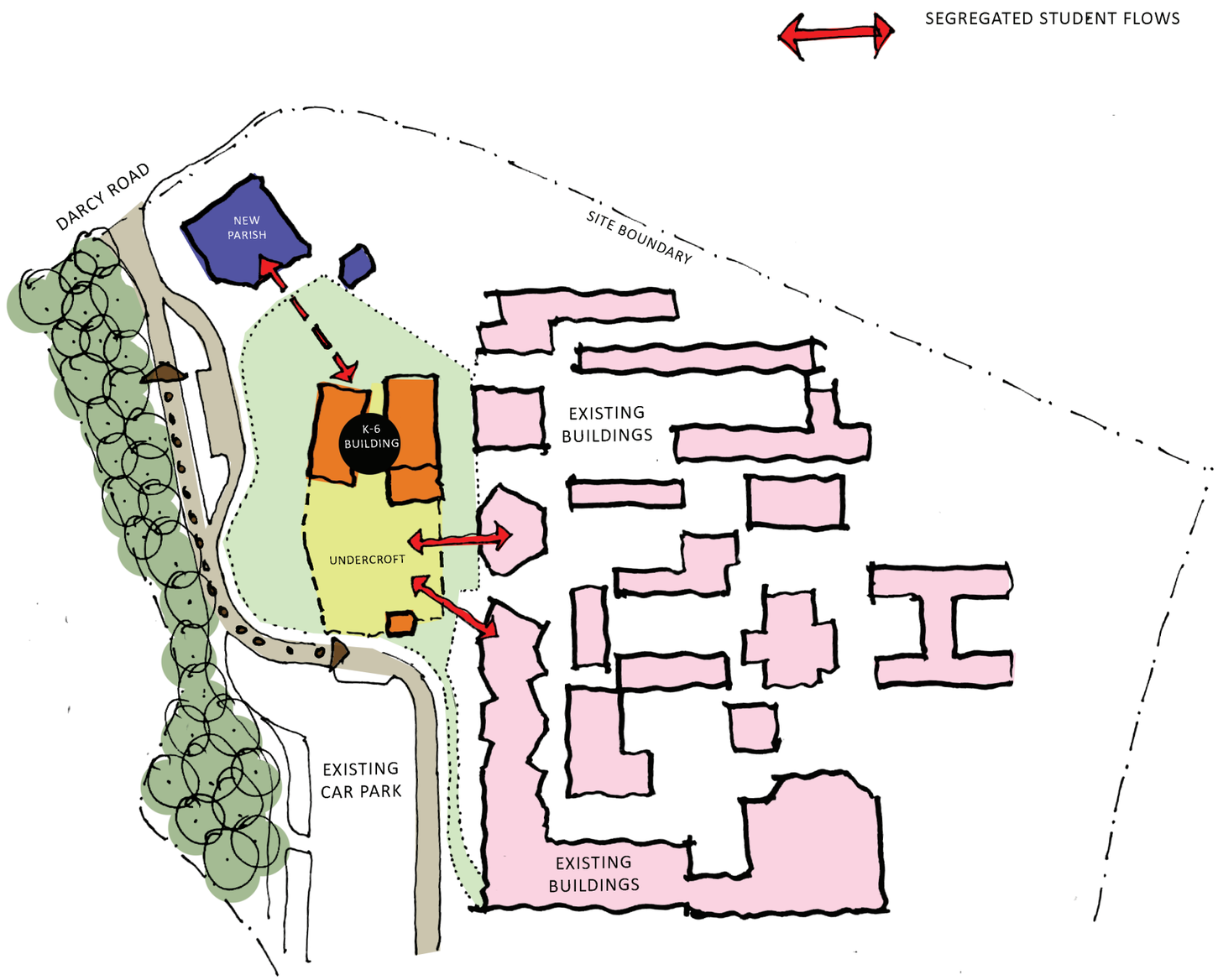
Existing security fencing to the schools which are not affected by Project 1, Stage 1, will be retained.

Wayfinding

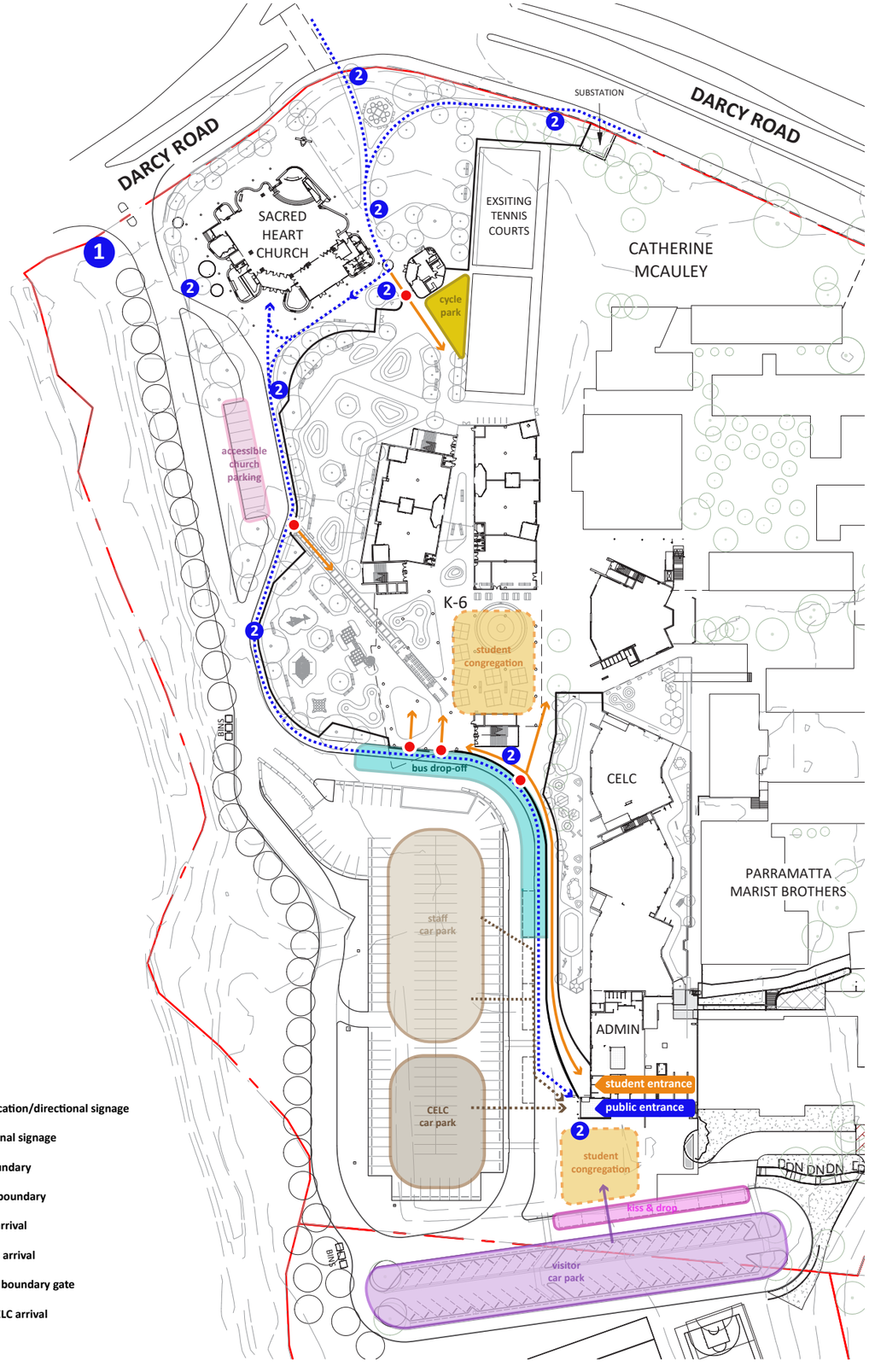
Wayfinding refers to information systems that guide people to, from and within buildings to enhance their understanding and experience of the spaces.

Wayfinding strategies are required throughout the Project 1, Stage 1 scope for staff, students and visitors, as applicable, for the Primary School, CELC and Church projects, with separate consideration with respect to both external and internal movement for each facility.

Approaches noted in this report will be detailed as part of the Design Development phase, synthesizing advice from specialist consultants with requirements of CEDP and Sacred Heart Parish.



4.0 Design Quality Principles



cont. Accessible & Inclusive

Wayfinding - External Access and Control Primary School

Wayfinding is different during drop off and pick up times and other times during the school day.

Primary School during drop off and pick up times

Bus access - Students and staff who arrive by bus are dropped off and picked up at the bus stop adjacent to the ground floor open space of the primary school building. The entry points to the school from the bus stop are only opened at designated drop off and pick up times and provide access to the ground floor entry space of the primary school building.

Car access - Students who are dropped off/picked up by parents do so at the existing student drop off locations which is staff supervised during the morning and afternoon arrival and departure times.

Staff who drive will park in the existing car park as noted on the adjacent sketch, which will be dedicated to the new CELC and Primary School. Teachers and staff have direct access and entry to the Administration building from the car park. As regular users, and as the Administration building is next to the car park, particular direction to the Administration building is not necessary. Teachers and staff will share wayfinding strategies for students to other parts of the CELC and primary school facility.

Wayfinding at the two separated locations for buses and parental use is very direct, with students able to congregate in a very ordered manner under staff supervision at each location, during designated drop off and pick up times.

Pedestrian and bicycle access - Access is available from Darcy Road to an access gate at the north end of the school zone. The gate will be open during drop off and pick up times. The gate will provide access to the bicycle storage area for the primary school. The path will be clearly marked and provide unambiguous access to the school.

Primary School outside of Drop off and Pick up Times

Anyone who visits outside of designated drop off and pick up times must follow directions to the foyer of the school administration building which will be the only entry point to the school outside of those times. Visitors arriving by public transport, walking or on bike will follow directions along the path at the Darcy Road entry. Visitors arriving by car can park at the visitor parking area adjacent to the main entry foyer of the Administration building.

4.0 Design Quality Principles

cont. Accessible & Inclusive

CELC

Student wayfinding for CELC is always under parental or staff supervision. Students are dropped off and picked up by parents at a single point of control, the main entry to the CELC. Students are walked to and from the main entry of the visitor car park by parents. The students are signed in and out by parents at the main entry to the CELC.

Church

Wayfinding strategies for the Church will be different according to church activities during and outside of school hours.

Use of the Church during school days

It is expected that church activity will generally only relate to activities with low patronage during those times. There is a new small car park adjacent to the Church for visitors to the Parish administration building and parking for people with disabilities visiting the church.

Use of the church during the week is mainly for weekday masses, times for which do not clash with school hours and which usually have relatively low patronage. Thus, visitors to weekday mass can access school parking without disruption to school activities. The Traffic Impact Assessment (TIA) contains further details relating to other church activities during the week.

There is convenient, fully accessible and clearly marked access from Darcy Road for visitors who walk or arrive by public transport.

There is a direct link from the school to the Church for use of the Church by the school.

Use of the Church outside of school hours

The Church will utilise the school staff and visitor car parking for services and Church use outside of school hours. These car parking spaces are in close proximity to the Church. Visitors drive past the Church to access the car parking spaces. The pedestrian path which will lead from the car parking to the Church will be obvious and clearly marked. As noted above, the pedestrian access from Darcy Road is accessible at these times.

Wayfinding - Internal Access and Control

Primary School

As previously noted, the design of the new K-6 building has focused on strong connections between people and spaces through spatial planning and transparency, both horizontally and vertically throughout the building.

The simplicity of the internal circulation, commencing at the ground level within the K-6 building and connecting upper levels with both stairs and lifts, supports simple wayfinding logic throughout the building. The internal design will utilise graphics and signage to gateway each Learning hub and promote a sense of place and belonging.

Secure student access connects the Administration building and Teaching and Learning facilities in the primary school building.

The proposed open space at ground level not only serves as a main entrance to the building during drop off and pick up times but enables gathering and after-hours use of the space by Community and Parish groups. Canteen facilities are also strategically placed here for optimum use of this space.

CELC

Students are accompanied to and from their activity spaces by parents at drop off and pick up times. The wayfinding is very direct. Students are always in the same space.

The internal and associated external spaces of the CELC are secured in compliance with statutory obligations relating to such facilities.

Church

The Church is essentially an internal, single use space. The nature of the internal design, which gives particular identity to each of the ecclesiastical items within the interior of the Church, results in separate considerations for *wayfinding* not being required for the interior of the Church.

Signage

The diagram on the previous page indicates the proposed signage locations relating to;

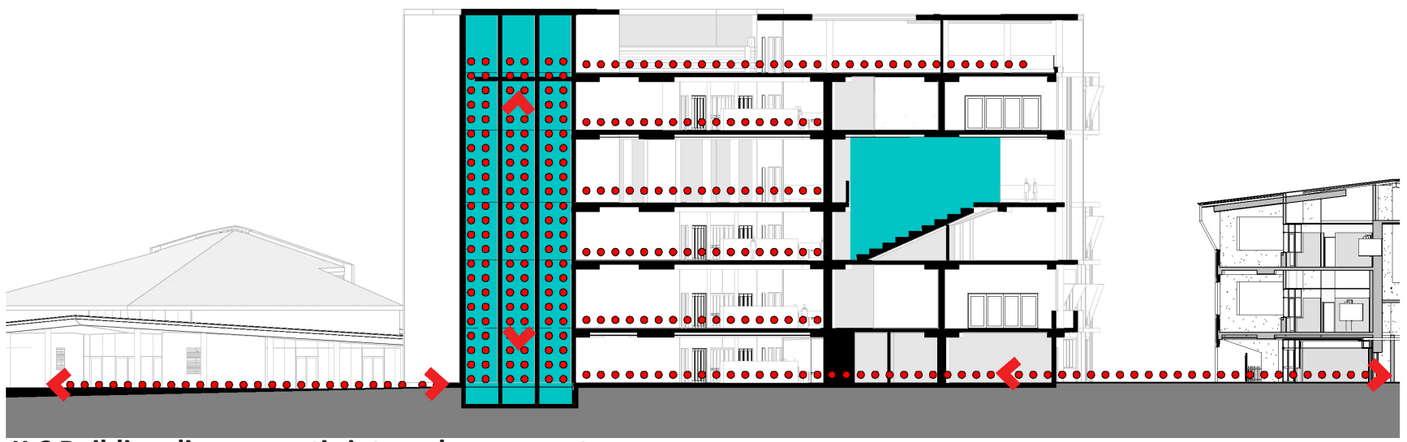
- Identification/Directional signage
- Directional signage

Approaches noted in this report are a guide and will be detailed as part of the Design Development phase, synthesizing advice from specialist consultants with requirements of CEDP and Sacred Heart Parish. Signage will include Parish and School identification symbolism, including logos as appropriate and other information pertinent to each of the locations.

Accessibility

All facilities are fully accessible and do not require separate wayfinding for anyone with disabilities, other than that which will be required for standard statutory compliance.

The facilities and landscape have been designed in accordance with the relevant Australian Standards and meet the obligations for equitable and dignified access provisions of the Disability Discrimination Act.



K-6 Building diagrammatic internal movement

4.0 Design Quality Principles

Open Stairwells and passive surveillance of open space

Principle - Health & Safety

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

The K-6 school building has been designed to maximise outdoor space, natural light and ventilation to promote the wellbeing of occupants. All windows are operable. Low VOC materials will be specified in the construction of the school to ensure the health of the occupants.

CPTED

Besides consideration of the CEDP Learning Model, the following Crime Prevention Through Environmental Design (CPTED) principles have been taken into consideration in the design:

- Surveillance
- Access Control
- Territorial reinforcement
- Space Management

The school planning is proposed as being secure and open in line with its operational plan, designed to maximise passive surveillance and visibility by staff of all students during formal and informal activities. As part of this strategy, CPTED principles have been adopted;

- Toilets have been designed to deter bullying. The school will have individual toilet cubicles with fully supervised entrances instead of blocks of toilets used by multiple students in an unsupervised setting.
- All stairwells are open and glazed as much as possible, to minimize bullying opportunities in those spaces.
- Floor plates have been designed to eliminate possible hideaway areas for students with all parts of each floor able to be supervised without creating hiding opportunities for students.
- External lighting will be designed for surveillance and visibility outside school hours

The green travel plan that has been developed also aims to promote walking and cycling to the school secure bicycle parking is provided to facilitate this.

Also as previously noted, in order to preserve or enhance the health, diversity and productivity of the environment for future generations, the Indoor Environmental Quality as well as the proposed landscape design has been considered to ensure the health and well being of occupants and to encourage them to actively engage with their surroundings.

4.0 Design Quality Principles

cont. Health & Safety

Safety in Design

Safe design is about incorporating hazard identification and risk assessment methods early in the design process, to eliminate or minimise risks of injury throughout the life of the buildings. Listed below are the five key Safe Design Principles with reference to the development of the WCC project.

CPTED - Principle 1

Persons with control—those who make decisions affecting the design of products, facilities or processes are able to promote health and safety at the source.

Design elements, Products, Materials and Processes are specifically developed with inherited consideration for health and safety associated with significant risk. For example: the K-6 school building has been designed for roof access with full height balustrades for fall prevention, detail design minimizes climability and reduces application of lifeline systems. However such systems will be adopted for facade cleaning and maintenance.
Facade layering has been developed to support ease of access.

CPTED - Principle 2

Product lifecycle—safe design applies to every stage in the lifecycle from conception through to disposal. It involves eliminating hazards or minimising risks as early in the lifecycle as possible.

Products have been selected specifically with inherited safety features with their ease of construction, robustness and minimal maintenance requirements through the lifecycle of the building though to dismountability and recycability at the end of building's life. Tackling health & safety implications at the source - within the materials properties themselves.

CPTED - Principle 3

Systematic risk management—apply hazard identification, risk assessment and risk control processes to achieve safe design.

Design Hazard/Risk Register will be utilised throughout the design development process to identify, log and manage out potential, significant safety issues in the design, construction, maintenance, operational and overall life long use of the buildings.

CPTED - Principle 4

Safe design knowledge and capability—should be either demonstrated or acquired by those who control design.

Design solutions and Strategies for health & safety will be developed inclusive of maintenance logistics required for both internal and external operational requirements of the building.

CPTED - Principle 5

Information transfer—effective communication and documentation of design and risk control information amongst everyone involved in the phases of the lifecycle is essential for the safe design approach.

Potential Risks/Hazards identified will be challenged and resolved throughout the design development process in coordination with the wider design team through design development workshops.

Principle - Amenity

Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood.
Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants.
Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.

Please refer to the design statement relating to the School which addresses the circumstances of amenity.

Further to this, the outdoor spaces immediately adjacent to the Teaching and Learning spaces will be an extension of the enclosed learning environments and will offer greater opportunities for creativity and learning. Spaces and Learning settings designed in the building both internally and externally, will support the range of needs of students and staff alike. The facilities will encourage learning, integration and collaboration, inter disciplinary activity and efficient movement of students and staff between all internal and external spaces.

External covered spaces will feature age-appropriate landscaping also ensuring that students are able to use the spaces in all weather conditions.

The building is well set back from all boundaries and will not have any overshadowing or acoustic impact on any adjacent properties.

The proposed undercroft at the front arrival zone serves as a main entrance to the K-6 school building providing both a bus set down zone and milling space together with extended open space for students.

The new school building which will have segregated student movement flows, parental pick-up/drop-off and bus set downs, aims to achieve the highest safety in design standards.

4.0 Design Quality Principles

Principle - Whole of Life, Flexible and Adaptive

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

The proposed building provides facilities to meet the school's immediate and future needs. As noted previously, some facilities can be shared with the wider community when the school is not in operation.

The new K-6 school building integrates with the existing campus and permits the continued use of the schools with minimal disruption during the construction phase.

The siting of the new K-6 school building adjacent to the existing campus building creates opportunities for the future adaptability of existing facilities and for connection to future senior and other specialist facilities which will be located at the core of the campus. The consolidation of specialist facilities proximate to the primary and secondary schools will create an environment that fosters collaboration, creativity and efficiency.

The learning spaces of the K-6 building have been specifically designed to accommodate a range of learning settings, environments and group sizes to maximise opportunities for contemporary teaching and learning.

The structural system utilised in the design allows for adaptation to meet the requirements of future learning environments. Most walls are non-load bearing to allow future modifications to be made simply with minimal impact to the building structure making the entire built area adaptable to future change.

4 Star Green Star Rating is being sought and the life cycle of materials and components have been considered in this process.

4.0 Design Quality Principles

Principle - Aesthetics

School buildings and their landscape setting should be aesthetically pleasing by achieving a built form that has good proportions and a balanced composition of elements. Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood.
The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood, and have a positive impact on the quality and sense of identity of the neighbourhood.

Please refer to the design statement relating to the School which addresses the circumstances of aesthetics.

The proposed new building is located on the western edge of an existing school development in a landscape of extended open space consisting of playing fields and established creek at the west boundary of the site.

The form and visual expression of the proposed building responds not only to the harder edge of the existing buildings to the east but also the breadth of landscape to south west orientations along its western façade. The provision of an oculus will frame open space zones vertically through the building and in celebrating those views will form an architectural feature to the west elevation on approach from Darcy Road.

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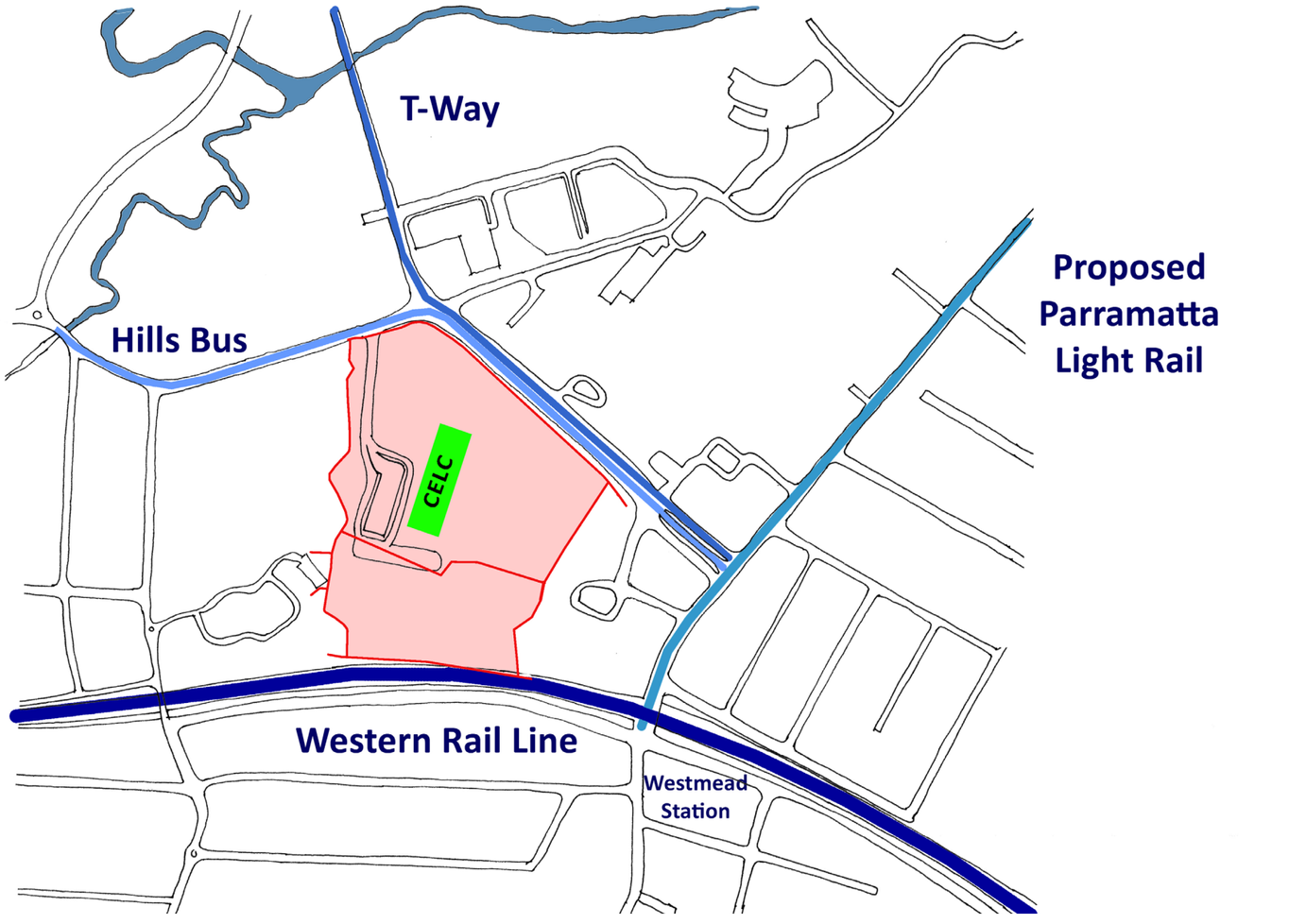
5.0
Catholic Early Learning Centre (CELC) Compliance Statement

5.0 CELC - Compliance

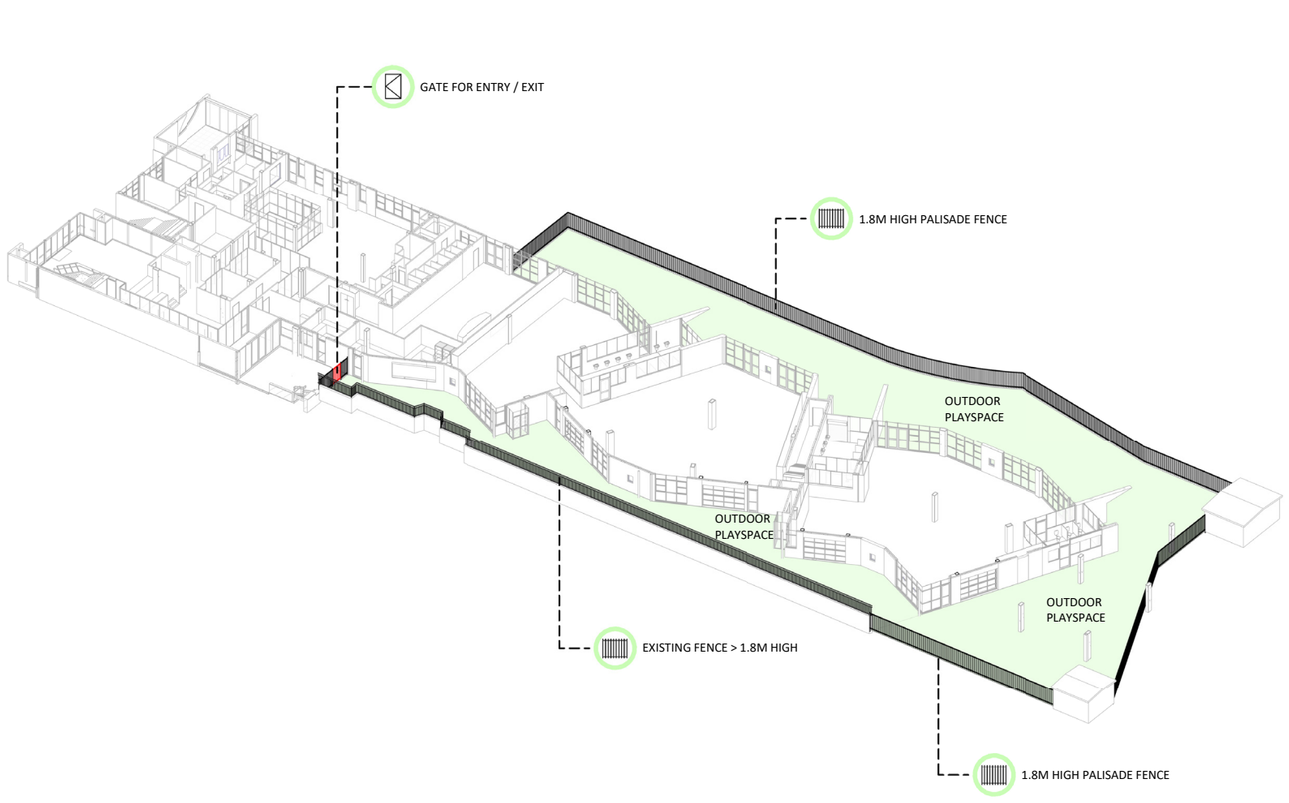
Information in the following charts demonstrate how the proposed CELC complies with SEPP (Educational Establishments and Child Care Facilities) 2017 and the Child Care Planning Guideline of DoPE, August 2017

Considerations	Assessment of Proposal
3.1 Site selection and location	
C1 – To ensure that appropriate zone considerations are assessed when selecting a site.	The proposed CELC site is located within Zone SP2 Educational Establishment, currently occupied by Mother Teresa Primary School, Catherine McAuley, and Parramatta Marist High School. The proposal seeks to develop the site further and proposes to expand the educational precinct to include an Early Learning Centre for 3-6-year-old children Thus, the site selection for this CELC is compatible with the surrounding land use. The proposal is located off the lot's private internal road and in an existing building that is currently occupied by kindergarten students attending the Mother Teresa Primary School. Thus, this location will not negatively impact on the existing sources of noise within the site as it was previously occupied by kindergarten students.
C2 – To ensure that the site selected for a proposed childcare facility is suitable for the use.	As mentioned above, the site selection for this CELC is compatible with the surrounding land use. The CELC site is being used by kindergarten students to date, thus the site is environmentally safe for children and free of contaminates. The proposal is to occupy and retrofit an existing kindergarten premises for its new use. A Kindergarten and an Early Learning Centre are very similar uses thus the premises is suitable for the proposed use. There is existing off street parking adjacent to the CELC site that is available for drop off and pick up. The lot includes an existing private road off Darcy road that provides access to parking and drop off and pick up, thus is safe for the proposed use. The proposed CELC is only a small portion of a larger educational precinct. It is not near any incompatible social activities and uses.
C3 – To ensure that sites for childcare facilities are appropriately located.	The proposal is located amongst existing educational establishments, the Mother Teresa Primary School, Catherine McAuley, and Parramatta Marist High School and is hence surrounded by compatible uses. The proposal is also located 700m from Westmead Station and close to bus stops on Darcy Road that operate between Paramatta and the Hills district. The site is also in close proximity to the future Westmead light rail station. The Lot is also adjacent to employment at the Westmead Hospital located across the road.
C4 – To ensure that sites for childcare facilities do not incur risks from environmental, health of safety hazards.	The CELC site is located within a 12ha site and is bounded by other educational establishments. Thus, the CELC site is not located in an area that is risky to children, staff and visitors and adverse environmental conditions.



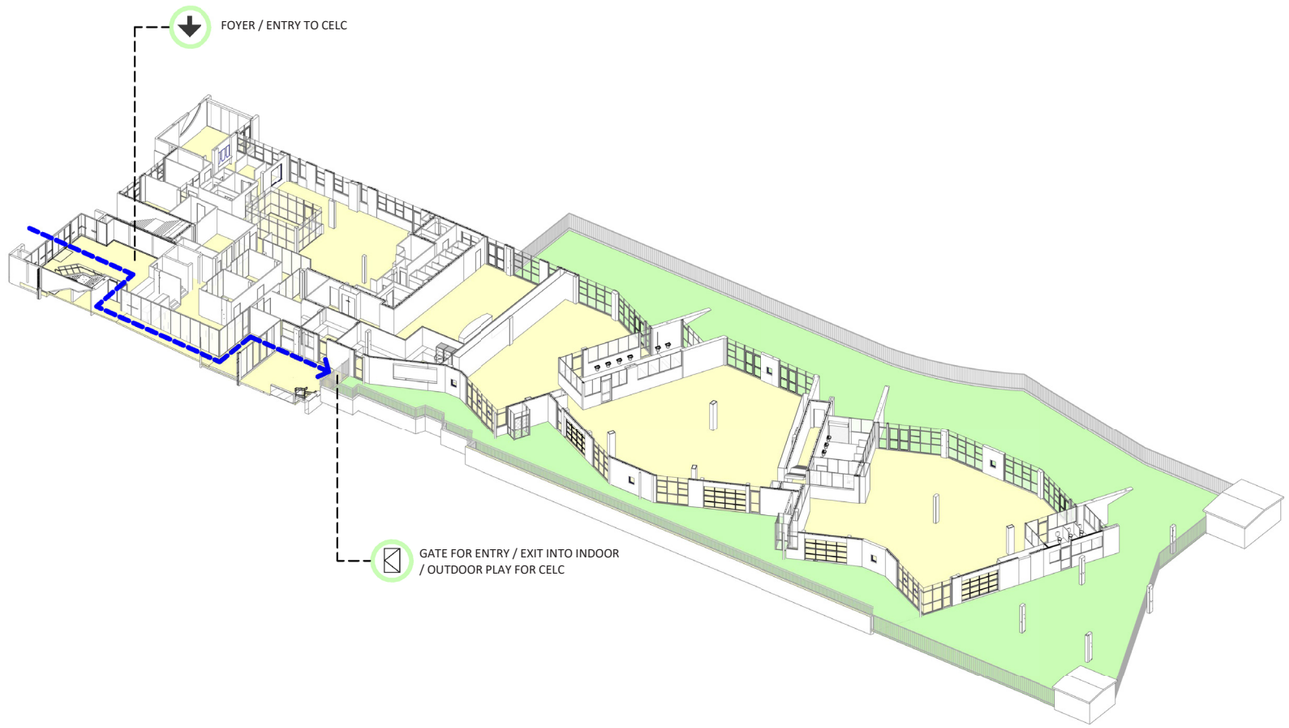
5.0 CELC - Compliance

3.2 Local character, streetscape and the public domain interface	
C5 – To ensure that the childcare facility is compatible with the local character and surrounding streetscape.	The proposal is located within an existing building. No new building is proposed. The proposal also includes a new playground and landscaping to the areas adjacent to the building allocated for the CELC's outdoor play. This will provide greater amenity to the site with additional natural and landscaping elements.
C6/C7/C8 – To ensure clear delineation between the childcare facility and public spaces.	The CELC Site will be bound by fencing to ensure safety for children entering and leaving the facility. Landscaping will be established along the internal fence line to soften the perimeter fencing. However, heavy screen planting has been limited due to the CELC being located within the educational precinct and visual connection to the other establishments within the precinct are favourable. The childcare centre will be signposted to emphasis the CELCs entry. Wayfinding elements will also be introduced to improve legibility for visitors and children.
C9/C10 – To ensure that front fences and retaining walls respond to and complement the context and character of the area and do not dominate the public domain.	The fencing for the CELC will not dominate the public domain. The proposed CELC is located away from Darcy Road and the general public's view. The area in question is already currently fenced for the current use, the proposed CELC will simply adjust the location of the fence on the western side to suit the area required for the CELC's outdoor play. The proposed new fence will be a palisade fence to match the existing. Thus, it will be visually permeable and bound by new soft landscaping.
3.3 Building orientation, envelope and design	
C11 – To respond to the streetscape and site, while optimising solar access and opportunities for shade.	The CELC proposal does not impact on any neighbours due to the location and scale of the proposal within the lot. The proposal maintains the buildings perimeter glazing and proposes to reinstate glazing that has been blocked by internal partitions/films to optimise solar access, light and enhance supervision into the internal and external play areas.
C12 – to ensure that the scale of the child care facility is compatible with adjoining development and the impact on adjoining buildings is minimised.	This clause is not applicable as it is an existing building.
C13/C14 – To ensure that setbacks from the boundary of a child care facility are consistent with the predominant development within the immediate context.	This clause is not applicable as it is an existing building.
C15 – To ensure that the built form, articulation and scale of development relates to its context and buildings are well designed to contribute to an areas character.	The proposal retains the existing built form. The planting and trees proposed for the outdoor play area are species from the local area and have been selected to contribute to the areas character, landscape setting and climate. Where possible, existing trees within the CELCs playground has been maintained. Refer to Landscape DA Documentation prepared by GroundInk for further information. Refer to the Arboricultural Impact Assessment Tree Protection Specification prepared by treeiQ.
C16 – To ensure that buildings are designed to create safe environments for all users.	Entry to the CELC is provided via a single entry point on the South Eastern portion of the existing building via an existing foyer. All children will enter and exit through this foyer.



5.0 CELC - Compliance

C17 – To ensure that child care facilities are designed to be accessible by all potential users.	Refer to Access report prepared by Morris Goding issued as part of this application.
3.4 Landscaping	
C18/C19 – To provide landscape design that contributes to the streetscape and amenity.	Soft planting is provided along the fence line, however heavy screen planting has been limited due to the CELC being located within the educational precinct and visual connection to the other establishments within the precinct are favourable. Refer to Landscape DA Documentation prepared by GroundInk for further information.
3.5 Visual and acoustic privacy	
C20/C21 – To protect the privacy and security of children attending the facility.	The CELC site is located amongst other educational buildings on a larger site. Thus, this is not an issue.
C22 – To minimise impacts on privacy of adjoining properties.	The CELC site is located amongst other educational buildings on a larger site. Thus, this is not an issue.
C23/C24 – To minimise the impact of child care facilities on the acoustic privacy of neighbouring residential developments.	The CELC site is located amongst other educational buildings on a larger site. The residential development on the adjoining lot is more that 200m away, thus this is not an issue. An Acoustic report has been prepared to accompany this SSDA and has determined no acoustic fence is required. For further details, refer to the Noise & Vibration Impact Assessment prepared by JHA Services
3.6 Noise and air pollution	
C25/C26 – To ensure that outside noise levels on the facility are minimised to acceptable levels.	Refer to the Noise & Vibration Impact Assessment prepared by JHA Services
C27/C28 – To ensure air quality is acceptable where child care facilities are proposed close to external sources of air pollution such as major roads and industrial development.	N/A
3.7 Hours of Operation	
C29/30 – To minimise the impact of the child care facility on the amenity of neighbouring residential developments.	The proposed hours of operation are 6am-6pm, Monday to Friday. The CELC site is located within an Educational precinct on a large 12ha site. Residences on the adjoining lot are greater than 200m away. Thus, the hours of operation of the proposed CELC will not impact on the neighbouring residential developments.
3.8 Traffic, parking and pedestrian circulation	
C31/C32/C33 – To Provide parking that satisfies the needs of users and demand generated by the centre	The parking allocated for the CELC, as per Council requirements will be the existing parking closest to the CELC's entry. The parking currently provided for the school is in excess to the parking required. These spaces will be used as part of the CELC. Refer to the Traffic and Parking Impact Assessment prepared by The Transport Planning Partnership for further details.

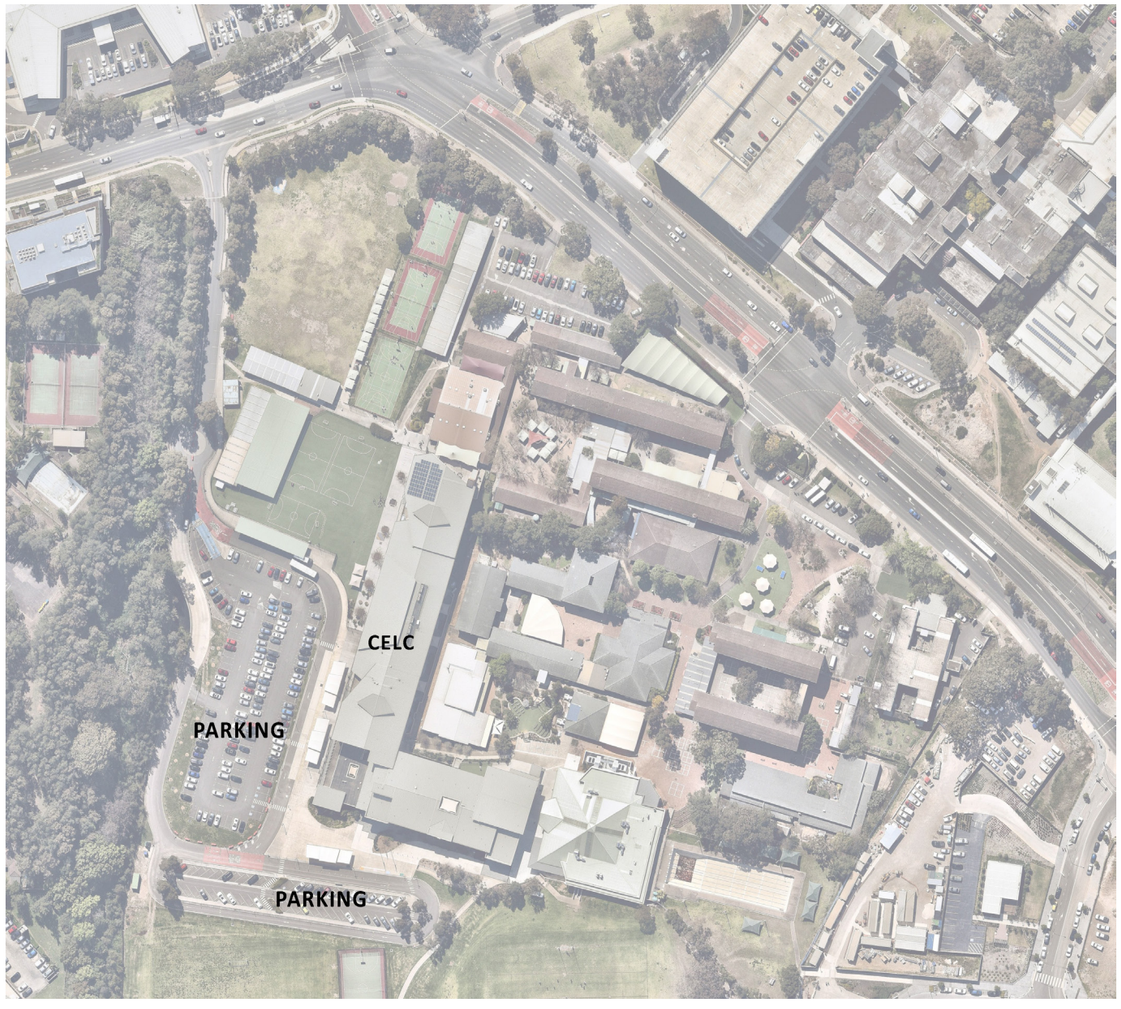


5.0 CELC - Compliance

C34/C35 – To provide vehicle access from the street in a safe environment that does not disrupt traffic flows.	Vehicular access to the site is provided via an internal private road off Darcy Road. Refer to the Traffic and Parking Impact Assessment prepared by The Transport Planning Partnership
C36/C37/C38 – To provide a safe and connected environment for pedestrians both on and around the site.	The CELC is proposed within an existing school building where pedestrian access is already established. Pedestrian crossings from the car park to the footpath and the CELC's entry already exists. Existing Delivery and Loading areas are to be maintained Refer to the Traffic and Parking Impact Assessment prepared by The Transport Planning Partnership

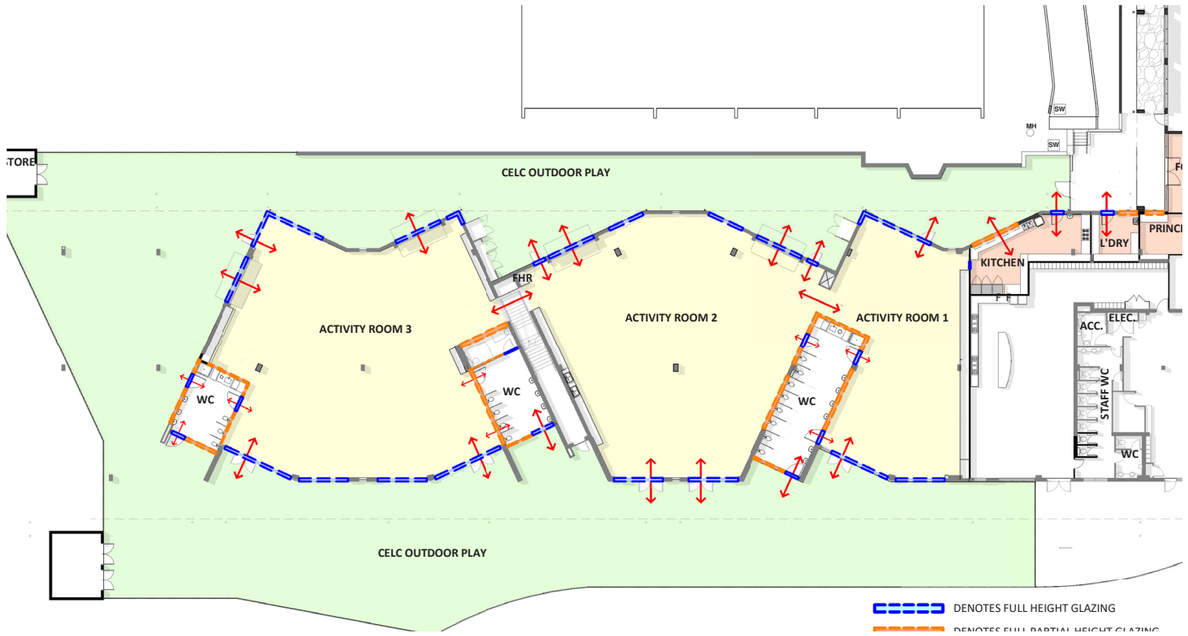
Part 4: Applying the National Regulations

Regulation	Requirements	Proposed		Assessment
4.1 Regulation 107: Space Requirements – indoor space	The approved provider of an education and care service must ensure that, for each child being educated and cared for by the service, the education and care service premises has at least 3·25 square metres of unencumbered indoor space. It is recommended that a child care facility provide: - a minimum of 0.3m3 per child of external storage space - a minimum of 0.2m3 per child of internal storage space.	Number of Childcare places:	200	
		Min. area Required: Provided area:	200 x 3.25 = 650 m^2 897.5m^2	
		Min. required External Storage: Volume Provided:	200 x 0.3= 60 m^3 77.53m^3	✓
		Min. required Internal Storage Volume Provided:	200 x 0.2m^3 = 24 m^3 55.59m^3	
		Refer Architectural drawings AC-DA-900 for Area Calculation details		
4.2 Regulation 106: Laundry and hygiene facilities	The approved provider of an education and care service must ensure that the service has— - laundry facilities or access to laundry facilities; or - other arrangements for dealing with soiled clothing, nappies and linen, including hygienic facilities for storage prior to their disposal or laundering— that are adequate. The approved provider of the service must ensure that laundry and hygienic facilities are located and maintained in a way that does not pose a risk to children.	On site laundry facilities have been provided. Refer to Architectural drawing DA-AC-100 and DA-AC-150.		✓



5.0 CELC - Compliance

4.7 Regulation 115: Premises designed to facilitate supervision	The approved provider of a centre-based service must ensure that the education and care service premises (including toilets and nappy change facilities) are designed and maintained in a way that facilitates supervision of children at all times that they are being educated and cared for by the service, having regard to the need to maintain the rights and dignity of the children.	The proposal has been carefully designed to ensure supervision is maintained to all areas being used by children while working with the constraint of the existing building. The full height glazing along the perimeter allows for supervision from inside to outside. The introduction of new partial height glazing where possible internally also allows for supervision between the playrooms and the Children's toilet. The open plan layout of the playrooms also enhances the supervision allowing for educators to see right through from the western outdoor playground right into the playroom and out to the Eastern outdoor play area. Refer to Architectural package.	✓
4.8 Regulations 97 and 168: Education and Care Services National Regulations	Regulations 168 sets out the list of procedures that a care service must have, including procedures for emergency and evacuation. Regulation 97 sets out the detail for what those procedures must cover including: - instructions for what must be done in the event of an emergency; and - an emergency and evacuation floor plan, a copy of which is displayed in a prominent position near each exit - a risk assessment to identify potential emergencies that are relevant to the service.	This will be provided at a later date by the operator	Capable of complying

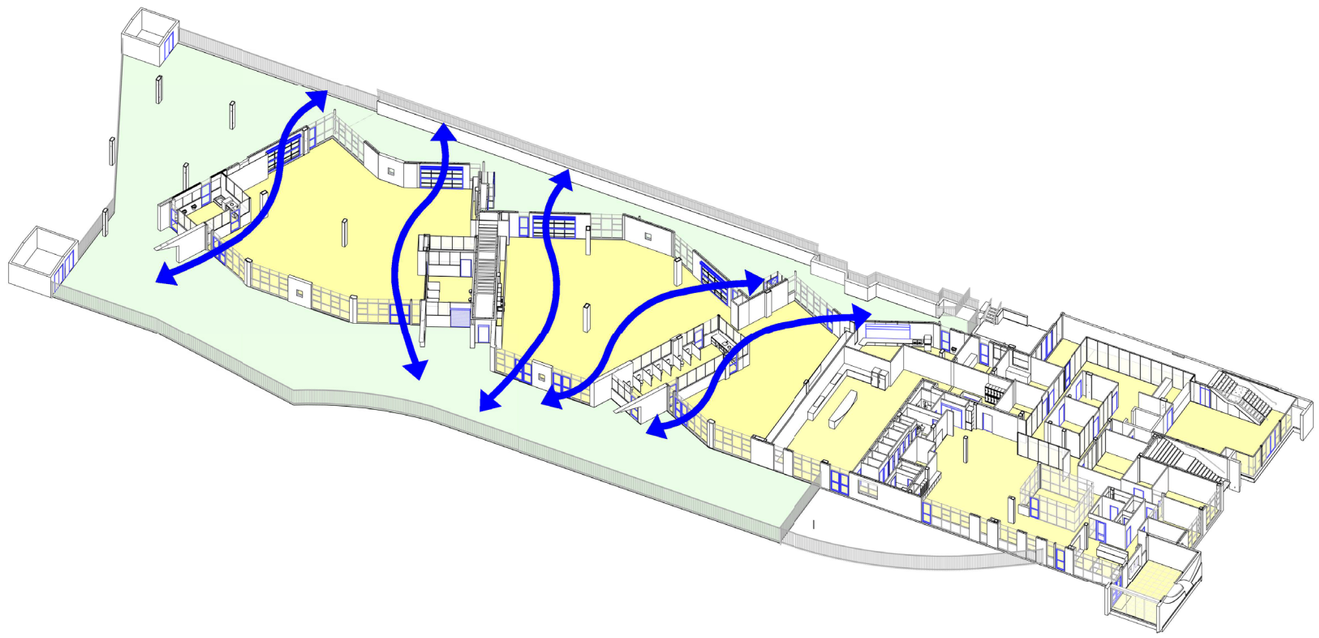


5.0 CELC - Compliance

4.11 Regulation 114: Outdoor space – Shade	The approved provider of a centre-based service must ensure that outdoor spaces provided at the education and care service premises include adequate shaded areas to protect children from overexposure to ultraviolet radiation from the sun. Outdoor play areas should: - have year-round solar access to at least 30 per cent of the ground area, with no more than 60 per cent of the outdoor space covered. - provide shade in the form of trees or built shade structures giving protection from ultraviolet radiation to at least 30 per cent of the outdoor play area - have evenly distributed shade structures over different activity spaces. Planting for shade and solar access is enhanced by: - placing appropriately scaled trees near the eastern and western elevations - providing a balance of evergreen and deciduous trees to give shade in summer and sunlight access in winter.	CELC is proposed in an existing building. Outdoor spaces have solar access all year round and is divided into shaded and non-shaded spaces. Solar Access is provided to greater than 30% of the ground area year round. Shade is provided by the existing building over. 657m^2 of the outdoor space is proposed to be shaded. This is less than 50% of the total outdoor space. Refer Architectural drawings AC-DA-900 for Area Calculation details New and existing trees are proposed to the outdoor spaces which will provide additional shading. Refer to Landscape prepared by GroundInk	✓
4.12 Regulation 104: Fencing	The approved provider of an education and care service must ensure that any outdoor space used by children at the education and care service premises is enclosed by a fence or barrier that is of a height and design that children preschool age or under cannot go through, over or under it. Design considerations for side and rear boundary fences could include: - being made from solid prefinished metal, timber or masonry - having a minimum height of 1.8 metres - having no rails or elements for climbing higher than 150mm from the ground.	Outdoor space is enclosed by a 1.8high palisade fence. Refer to Architectural Drawing AC-DA-100.	✓
4.13 Regulation 25: Additional information – soil assessment	With every service application one of the following is required: - a soil assessment for the site of the proposed education and care service premises - if a soil assessment for the site of the proposed child care facility has previously been undertaken, a statement to that effect specifying when the soil assessment was undertaken - a statement made by the applicant that states, to the best of the applicant's knowledge, the site history does not indicate that the site is likely to be contaminated in a way that poses an unacceptable risk to the health of children.	A preliminary Investigation has been undertaken and the site has been identified as having a low risk of contamination. Refer to Site Investigation report prepared by Martens consulting Engineers Additional testing will be performed following demolition of structures as recommended.	Capable of complying

5.0 CELC - Compliance

Regulation	Requirements	Proposed	Assessment
4.3 Regulation 109: Toilet and hygiene facilities	The approved provider of an education and care service must ensure that— - adequate, developmentally and age-appropriate toilet, washing and drying facilities are provided for use by children being educated and cared for by the service; and - the location and design of the toilet, washing and drying facilities enable safe use and convenient access by the children.	Number of toilets provided for children: 16 Number of handbasins provided for children: 14	✓
4.4 Regulation 110: Ventilation and natural light	The approved provider of an education and care service must ensure that the indoor spaces used by children at the education and care service premises— - are well ventilated; and - have adequate natural light; and - are maintained at a temperature that ensures the safety and wellbeing of children.	Doors on either side of the CELC can be opened for natural ventilation. Glass is already provided along a large portion of the perimeter on the building that provide natural light. The space allocated for the CELC is also currently airconditioned and this is to be maintained for the new use.	✓
4.5 Regulation 111: Administrative space	The approved provider of a centre-based service must ensure that an adequate area or areas are available at the education and care service premises for the purposes of— - conducting the administrative functions of the service; and - consulting with parents of children; and - conducting private conversations.	A reception, a principal's office, an interview room, a meeting room has been provided for the use of the CELC within the Administration portion of the building. Refer to Architectural drawing DA-AC-100 and DA-AC-150.	✓
4.6 Regulation 112: Nappy change facilities	The approved provider of the service must ensure that the following are provided— - if any of the children are under 3 years of age, at least 1 properly constructed nappy changing bench; and - hand cleansing facilities for adults in the immediate vicinity of the nappy change area. - a bench type baby bath within one metre from the nappy change bench - a space to store steps - positioning to enable supervision of the activity and play areas. The approved provider of the service must ensure that nappy change facilities are designed, located and maintained in a way that prevents unsupervised access by children.	The CELC is proposed for 3-6-year-old children. However, 2 x change areas have been provided within the amenity's areas. These facilities are surrounded with glazing to allow for supervision into the playrooms. Refer to Architectural drawing DA-AC-100 and DA-AC-151.	✓



5.0 CELC - Compliance

4.9 Regulation 108: Space requirements – outdoor space	The approved provider of an education and care service must ensure that, for each child being educated and cared for by the service, the education and care service premises has at least 7 square metres of unencumbered outdoor space. Where a covered space such as a verandah is to be included in outdoor space it should: - be open on at least one third of its perimeter • have a clear height of 2.1 metres - have a wall height of less than 1.4 metres where a wall with an opening forms the perimeter - have adequate flooring and roofing - be designed to provide adequate protection from the elements	Number of children: 200 Required area: 1400 m^2 Provided area: 1447.3m^2 Refer Architectural drawings AC-DA-900 for Area Calculation.	✓
4.10 Regulation 113: Outdoor space – natural environment	The approved provider of a centre-based service must ensure that the outdoor spaces provided at the education and care service premises allow children to explore and experience the natural environment. Shrubs and trees selected for the play space must be safe for children. Avoid plant species that risk the health, safety and welfare of the facility's occupants, such as those which: - are known to be poisonous, produce toxins or have toxic leaves or berries - have seed pods or stone fruit, attract bees, have thorns, spikes or prickly foliage or drop branches The outdoor space should be designed to: - provide a variety of experiences that facilitate the development of cognitive and physical skills, provide opportunities for social interaction and appreciation of the natural environment - assist supervision and minimise opportunities for bullying and antisocial behaviour - enhance outdoor learning, socialisation and recreation by positioning outdoor urban furniture and play equipment in configurations that facilitate interaction.	Landscaping selection has been selected appropriately for the use and consideration has been made for the conditions of the site. Natural elements are used in the design where possible. The outdoor spaces has been designed appropriately to stimulate and challenge the users. The full height glazing along the perimeter of the building as well as the open plan layout of the activity rooms allow for supervision by the educators from the western outdoor play area right through to the eastern outdoor play area. Refer to Landscape Package prepared by GroundInk.	✓

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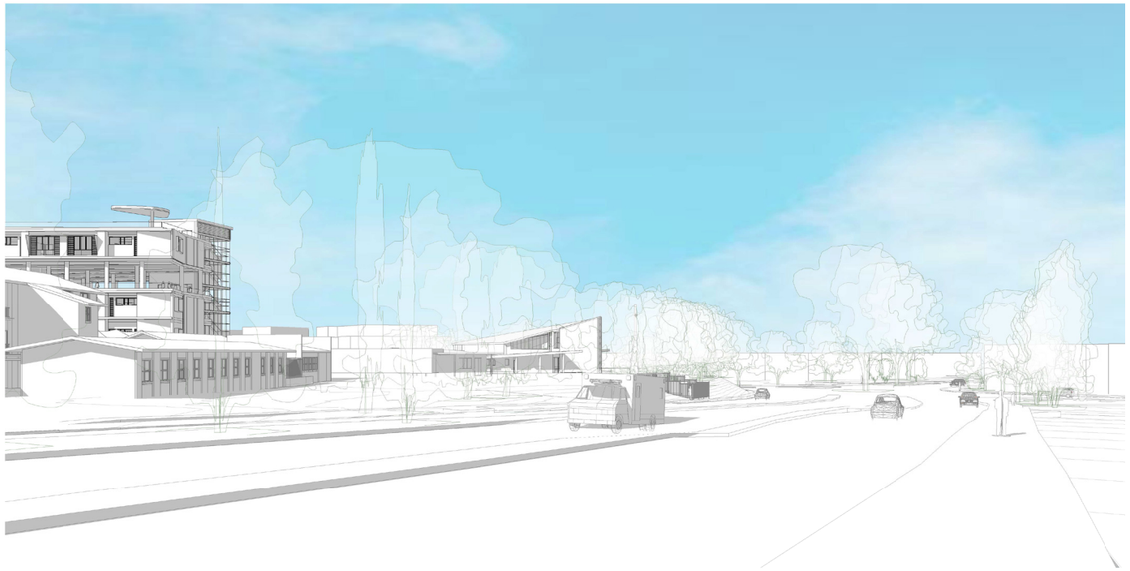
6.0
General Considerations

6.0 General Considerations

View Analysis



1 **VIEW OF SITE FROM DARCY ROAD LOOKING WEST**

2 **VIEW OF SITE FROM DARCY ROAD LOOKING EAST**

1 **VIEW OF SITE FROM INSTITUTE RD**

2 **VIEW OF SITE FROM MONS RD**

6.0 General Considerations

SERVICES

Building services have been strategically designed to maximise efficiency of the systems and integration with the built fabric.

MECHANICAL

School

Inquiry Hubs and other Learning spaces in the K-6 building will be airconditioned using cassette units selected to achieve required capacity with fan on low speed so as to minimise noise.
Airchange requirements will be achieved via natural ventilation with all openings being a minimum of 5% of floor area.
The main plant containing air cooled condensers is located in two positions on the roof within louvred enclosures above the K-6 building.
CO2 monitoring and alarms will be implemented throughout. Indicator panels in each space will also note if outdoor conditions are favorable for natural ventilation without air conditioning.
Toilets and stores will be mechanically ventilated. All risers are strategically located to ensure maximum efficiency and without compromise to space planning.

Church

The Church will be air conditioned using a ducted split VRV/FCU system.
Toilets will be mechanically ventilated.
A/c planting will be in a separate condenser enclosure where shown on documentation.

CELC

Existing air conditioning and mechanical ventilation systems, which are similar to those proposed for the new K-6 building, will be re-used for the change-of-use of the part of the existing building.

ELECTRICAL

Endeavour Energy has advised that the proposed development requires 1600A or 1108 KVA supply.
Part of the supply will be supplied from an existing substation 7763.
The K-6 building and Church – with a load of 1476A or 1022.6 KVA – will be provided by upgrade or replacement of an existing substation 29180.
Level 3 design and submission to Endeavour Energy will take place in accordance with their requirements.
Electrical and communications risers have been strategically located to ensure the most efficient coverage is achieved.

HYDRAULIC

Investigations have revealed that existing water and fire protection infrastructure has sufficient capacity to be modified to suit the needs of the new K-6 building and Church without the need for augmentation or diversion of surrounding supplies available to the campus.

FIRE

The site is serviced by a 250mm water reticulation system along Darcy Road. There is a 100mm connection to a fire hydrant booster assembly and pump which then reticulates via a 150-diameter ring main.

WATER

Water supply for new buildings will connect to the existing 65mm diameter water service.
Water pressure and flow characteristics have been confirmed and modeling by Sydney Water shows the main being capable of supporting the required flows for the project.
S73 inquiry with Sydney Water will be made to determine if the Church can operate on separate supply.
Rain water from the new K-6 school building and Parish Church will be collected in underground tanks adjacent to each of the new buildings for re-use in maintenance of gardens and landscape.

SEWER

Existing sewerage services connect to a 300mm diameter Sydney Water sewer line which runs in a north/south direction through the site below the proposed K-6 building.
Investigations have revealed that:

- The sewer line can be diverted around the new building
- The Church is able to connect to the existing main

WASTE

The Westmead Catholic Community (WCC) Group of three existing schools is in the fortunate position of having an established Waste Collection System.
2 x 1.5m3 + 1 x 1.5m3 bins are needed to cater for the existing 2500 students, 400 of whom are Primary, which will form part of the cohort for the new K-6 facility.
The proposal is to relocate the bin area to the south-west of the property behind the visitor parking and to provide a space for:

- 4 x 1.5m3 General Waste bins
- 2 x 1.5m3 Recycling bins

Current practice has demonstrated that this will be more than adequate for site needs.
Separate 5 litre wheelie bins for general waste and recycling will be conveniently located adjacent to new Learning Hubs, as in current practice. These will be taken, after hours, to the bin area.

DELIVERIES

Loading, unloading and deliveries will take place as they currently do before and after school hours.
The existing bus traffic lane is used enabling service deliveries to conveniently load/unload adjacent to facilities.
Any delivery during school hours is by appointment. There is no issue generally with this procedure, as the traffic lanes are pupil free. The main consideration is arrangement for access through the secured perimeter during the day.

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