
# ST. PATRICK'S COLLEGE, STRATHFIELD
## ARCHITECTURAL DESIGN STATEMENT
### RESPONSE TO SUBMISSION SSD-10400

APRIL 2020 ISSUE

BVN

## CLIENT

**St. Patrick's College**

## DESIGN TEAM

| | |
|---|---|
| **ARCHITECTURE** | BVN Architecture |
| **PROJECT MANAGEMENT** | School Facilities Planning Pty Ltd |
| **PLANNING/ HERITAGE** | Urbis |
| **BCA/ PCA** | Dix Gardener |
| **STRUCTURE / CIVIL** | SDA Structures Pty Ltd |
| **MECH/ESD** | JHA |
| **HYDRAULIC** | PFCA |
| **TRAFFIC** | TTPP |
| **COST** | Muller Partnership |
| **ACOUSTIC** | Reverb Acoustics |
| **ACCESSIBILITY** | Arina |
| **LANDSCAPE** | 360 Degrees Landscape Architects |
| **FIRE ENGINEERING** | MCD Fire Engineering |
| **ELECTRICAL** | Electrical Projects Australia |
| **STORMWATER** | Northrop |

## DOCUMENT CONTROL

| ISSUE | DATE | FOR |
|---|---|---|
| 01 | 15.04.2020 | Draft Issue |
| 02 | 16.04.2020 | Final Issue |
| 03 | 28.04.2020 | Updated sitt |

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# 1.0 EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

### INTRODUCTION

This report has been prepared by BVN on behalf of St. Patrick's College, Strathfield (the Applicant), to accompany a State Significant Development (SSD) application for the proposed development. The site is located at No. 1 & 2 Edgar Street, Strathfield.

The proposal comprises a new Science and Learning Building (STEMM) with a basement parking level accommodating 59 car parking spaces. The works proposed as part of this SSD application are:

- Demolition of five existing tennis courts;
- Construction of a new four-storey STEMM building including an associated basement car park, 2 x rooftop tennis courts, 2 x outdoor tennis courts; and
- New landscaped civic space associated with the College, to the east of the new building.

The SSD application will also seek to increase the current student population allowing strategic planning certainty for the College and responding to the demands in providing quality Catholic education in the region.

### COLLEGE BACKGROUND

St Patrick's College, Strathfield was founded in 1928 by the Christian Brothers. The College is a catholic, comprehensive boys' independant school in the Edmund Rice Tradition for students in Years 5 to 12. Being built on the legacy of the Christian Brothers, they are proud to continue in the tradition of Blessed Edmund Rice. The College embraces the Edmund Rice Education Charter and are commited to imbuing in their students the four Touchstones of the Edmund Rice education - Liberating Education, Gospel Spirituality, Inclusive Community, and Justice and Solidarity.

The College are immensly proud of the opportunities that are afforded to students at St Patrick's, with a robust co-curricular sporting and cultural programme, excellence in learning and teaching, and faith formation and prayer life that assists in developing young men who are prepared for a dynamic world.

When looking to the future, the College strives to ensure that it's heritage and traditions are kept alive whilst continuing to provide students with a holistic education within the light of the Gospel.

### COLLEGE VISION

St Patrick's College is committed to a vision, in which current and future educational needs are energetically met. Whilst the College has undertaken a number of building projects over the last few years, much of it's building stock is outdated and not readily able to embrace contemporary teaching and learning practices. The school seeks to address this by establishing a framework for future development.

A masterplan and critical analysis of the future demands of the school, both now and into the future, was undertaken in 2017. This masterplan identified the following guiding principles and stratagies:

**Functionality**

General criteria:

- Contemporary teaching and learning facilities that are agile and flexible.
- Improved connections and circulation encouraging student flow and movement as well as offering opportunities for extension of learning and socialisation.
- Improved hospitality/canteen/food services offer.
- Informal teaching and learning and socialisation spaces blurring the lines between classrooms, formal/informal learning, socialisation and recreation.
- Science and STEMM opportunities integrating potential for cross disciplinary uses, clean and dirty, maker and collaborative spaces.

**General Ambitions**

The future development of the campus must:

- Enhance the overall campus amenity.
- Maintain views within and to the campus.
- Exploit the site level changes as an advantage.
- Create a sense of "front door' and welcome.
- Celebrate the teaching and learning through organisation, transparency, and connection.
- Create a genuine "sense of place' reinforcing the College ethos and values in the physical.
- Obtain better use from Edgar Street.

### EXISTING STUDENT & STAFF POPULATION & OPERATION

St Patrick's College currently has 1436 students in Years 5 -12 and 152 staff (28 part time and 143 full time).

Students are in school 38 weeks of the year and staff 39 weeks of the year. School hours are 8.35am - 3.10pm weekdays with co-curricular (sport) activities before and after school until 5pm weekdays. The school is generally in operation 6 days a week during term (Monday to Saturday) with co-curricular (sport) activities and one or two non sporting Saturday events (eg. Back to Breen Day) during the year.

Canteen/dining room facilities are in operation 5 days a week with some facilities in use on Saturday during term time for "home" game matches and for special functions.

### PROPOSED STUDENT & STAFF POPULATION

As part of this SSDA, St. Patrick's College is also seeking approval to progressively increase the student population of the school from the current 1436 students to a maximum student population of 1790 by the year 2028, allowing strategic planning certainty for the College and responding to the demands in providing quality Catholic education in the region. This would have a corresponding increase in staff numbers of approximately 15 additional staff, totalling 158 full time equivalents.

More detailed information on this can be found within the EIS and traffic management plan submitted alongside this report.

### STAGING

The new Science and Learning Building is the first building in the School's greater masterplan. The building will be constructed in a single phase and once constructed will provide; on-site carparking in excess of the current staff population, state of the art recreational and student amenity facilities, as well as innovative teaching and learning space that will allow other outdated building stock in the school to be decanted and refurbished to suit contemporary teaching and learning practices.

Situated on the existing tennis court site, the construction of this building will be able to be carried out with minimal impact to the teaching and learning or day to day operaton of the school.

*"The first stage of our new building project will be situated in the literal and metaphoric heart of our College site. It will face the historic Breen Oval - built by the Christian Brothers and has been witness to cricket and rugby history as well as significant occasion. Simultaneously, the site also faces into the pedestrian centre of our school. The new build therefore must be both aesthetically appealing and beautiful as a built form but also highly functional to promote excellence in teaching and learning. The advantage of this site is that it will really speak to our community - as we gather, celebrate with food and drink, learn, and reflect the sporting and cultural spirit of St Patrick's."*

*Dr Craig Wattam. Principal*

# 1.0 EXECUTIVE SUMMARY

## 1.2 RESPONSE TO SEARS

This report, the Architectural Design Statement, has been preapared with regard to the Secretary's Environmental Assessment Requirements (reference numberSSD-10400) issued 12/12/2019 and re-issued with minor amendments 07/01/2020. and responds to the requirements outlined below.

| REQUIREMENT - 2. POLICIES | RESPONSE LOCATION |
|---|---|
| • Address the relevant planning provisions, goals and strategic planning objectives. | • Addressed in the Section 6 Policies |
| **REQUIREMENT - 3. OPERATION** | **RESPONSE LOCATION** |
| • Provide details of the existing and proposed school operations, including staff and student numbers, school hours of operation, and operational details of any proposed before/after school care services and/or community use of school facilities. | • Addressed in Section 1.1 Introduction |
| • Provide a detailed justification of suitability of the site to accommodate the proposal. | • Addressed in Section 1.1 Introduction |
| • Provide details of how the school will continue to operate during construction activities, including proposed mitigation measures. | • Addressed in Section 1.1 Introduction |
| **REQUIREMENT - 4. BUILT FORM & URBAN DESIGN** | **RESPONSE LOCATION** |
| • Address the height, density, bulk and scale, setbacks and interface of the proposal in relation to the surrounding development, topography, streetscape and any public open spaces. | • Addressed in Section 4.3 Massing & Urban Response |
| • Address design quality and built form, with specific consideration of the overall site layout, streetscape, open spaces, façade, rooftop, massing, setbacks, building articulation, materials and colours. | • Addressed in Section 4.4 Design Approach |
| • Provide details of any digital signage boards, including size, location and finishes. | • New digital scoreboard proposed in landscape on Breen Oval |
| • Clearly demonstrate how design quality will be achieved in accordance with Schedule 4 Schools – Design Quality Principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 and the GANSW Design Guide for Schools. | • Addressed in the Section 6 Policies |
| • Detail how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development. | • Addressed in 4.9 Services Integration |
| • Provide detailed site and context analysis to justify the proposed site planning and design approach including massing options and preferred strategy for future development. | • Addressed in Section 4.3 Massing & Urban Response |
| • Provide a detailed landscape strategy, including: | • Addressed in Section 4.8 Landscape Strategy and refer to Landscape Package |
| 1. Consideration of equity and amenity of outdoor play spaces, and integration with built form, security, shade, topography and existing vegetation. | • Adressed in Section 3.4 - Existing and Demolition |
| 2. Details of the number of trees to be removed and the number of trees to be planted on the site. | |
| • Provide a visual impact assessment that identifies any potential impacts on the surrounding built environment and landscape including views to and from the site and any adjoining heritage items. | • Addressed in the Section 5.1 Environmental Amenity |
| • Address CPTED Principles. | • Addressed in 4.4 Design Approach |
| • Demonstrate good environmental amenity including access to natural daylight and ventilation, acoustic separation, access to landscape and outdoor spaces and future flexibility. | • Addressed in the Section 4.5 Facade Proposal and Materials |
| • Demonstrate that Aboriginal culture and heritage is considered and incorporated holistically in the design proposal. | • Addressed in the ACHAR |

| REQUIREMENT - 5. ENVIRONMENTAL AMENITY | RESPONSE LOCATION |
|---|---|
| • Assess amenity impacts on the surrounding locality, including solar access, visual privacy, visual amenity, overshadowing and acoustic impacts. | • Addressed in the Section 5.2 Environmental Amenity |
| • Conduct a view analysis to the site from key vantage points and streetscape locations (photomontages or perspectives should be provided showing the building and likely future development). | • Addressed in the Section 5.1 Environmental Amenity |
| • Include a lighting strategy and measures to reduce spill into the surrounding sensitive receivers. | • Addressed in the Section 5.3 Environmental Amenity |
| • Identify any proposed use of the proposed facility outside of school hours (including weekends) and assess any resultant amenity impacts on the immediate locality and proposed mitigation measures. | • Addressed in Section 1.1 Introduction |
| • Detail amenity impacts including solar access, acoustic impacts, visual privacy, view loss, overshadowing and wind impacts. A high level of environmental amenity for any surrounding residential land uses must be demonstrated. | • Addressed in the Section 5 Environmental Amenity |
| **REQUIREMENT - 6. STAGING** | **RESPONSE LOCATION** |
| • Provide details regarding the staging of the proposed development (if any). | • Addressed in Section 1.1 Introduction |

# 1.0 EXECUTIVE SUMMARY

## 1.3 GOVERNMENT ARCHITECT - STATE DESIGN REVIEW PANEL

BVN, along with Urbis and the College, met with GANSW in October 2019 where BVN presented the project. The design and concepts were received very positively and as a result GANSW advised the DPIE assessments team that the EIS for St. Patrick's College could be submitted without further consultation.

A record of this correspondance is attached.

**From:** Peter Strudwick <pstrudwick@urbis.com.au>
**Sent:** Thursday, 28 November 2019 5:55 PM
**To:** Richie Chacon; Phillip Rossington; Ali Bounds; Lucy Rimmer; Dayle Bennett
**Subject:** Fwd: St Patricks Strathfield

All

See confirmation below that the project does not need to travel through the formal SDRP review process.

Cheers

Sent from my iPhone

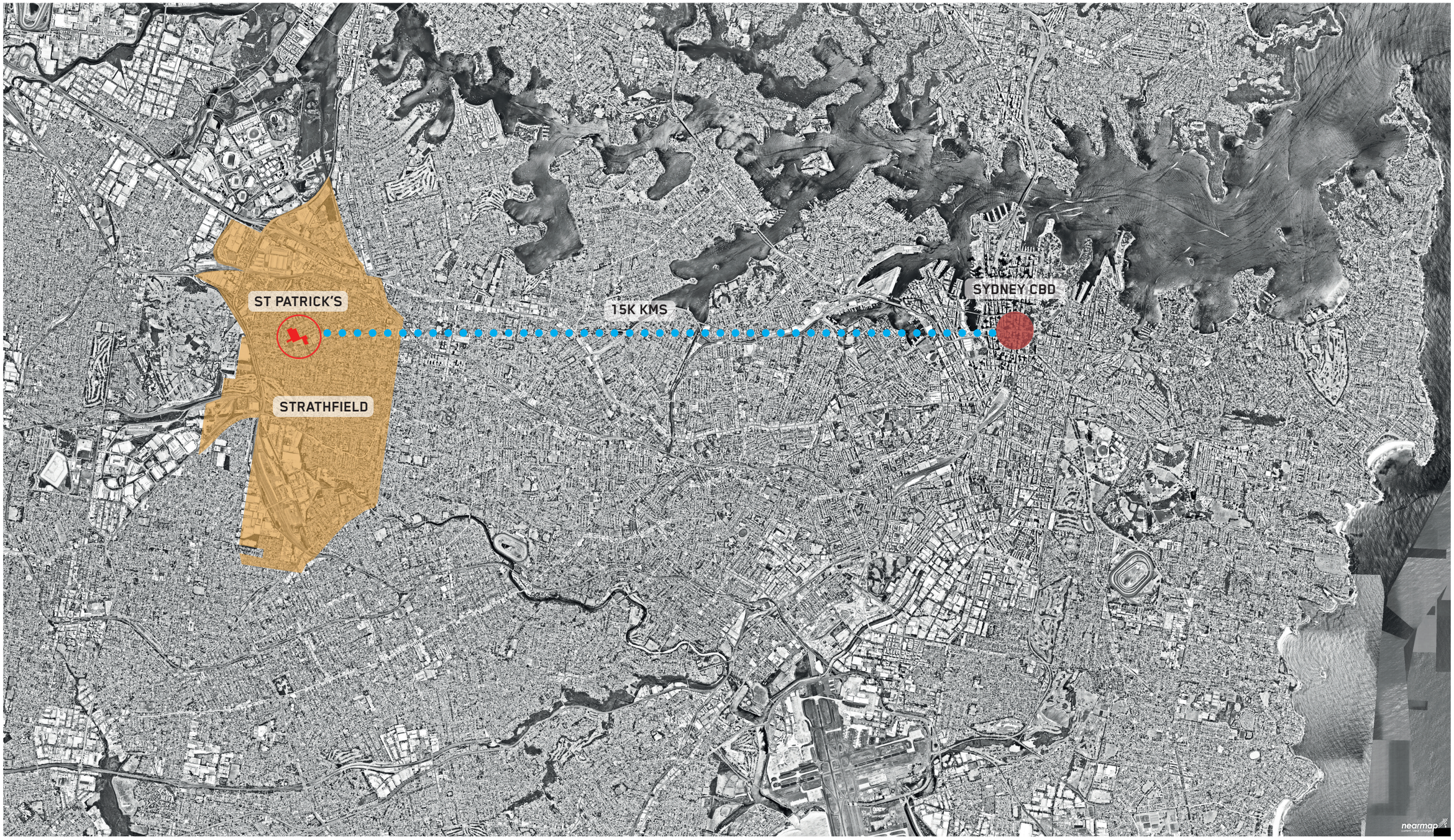
Begin forwarded message:

> **From:** Rory Toomey <Rory.Toomey@planning.nsw.gov.au>
> **Date:** 28 November 2019 at 5:44:51 pm AEDT
> **To:** Peter Strudwick <pstrudwick@urbis.com.au>
> **Subject: St Patricks Strathfield**
>
> Dear Peter
>
> Following up from our October meeting where BVN presented this project, we have advised the DPIE assessments team that your team can submit their EIS without further consultation with GANSW and, further, that we would provide comment during the assessment stage directly to the DPIE planners only if requested.
>
> The thinking behind this advice is as follows:
> - the design team are considered highly capable with a track record for delivering design excellence,
> - the school aspires to producing a high quality project and,
> - being a private school, there is very low public interest or risk associated with the proposal.
>
> We wish your team well with the project and look forward to seeing its development.
>
> Best
>
> **Rory Toomey**
> Principal Design Excellence
> Architect NSW Registration 7743
>
> GOVERNMENT ARCHITECT NEW SOUTH WALES
>
> **Government Architect NSW**
> Department of Planning, Industry and Environment
> L3, 320 Pitt Street, Sydney NSW 2000
> GPO Box 39, Sydney NSW 2001
> T +61 (02) 9860 1458
>
> Rory.Toomey@planning.nsw.gov.au
> governmentarchitect.nsw.gov.au

# 2.0 INTRODUCTION & CONTEXT

# 2.0 INTRODUCTION AND CONTEXT

## 2.1 LOCATION




← MAIN ENTRANCE

## SITE DESCRIPTION

St Patrick's College is located in Strathfield, approximately 15km west of Sydney's CBD. The subject site is located within the centre of the school campus, and is located within an educational precinct consisting of the existing College buildings and its grounds, the Australian Catholic University (ACU) campus, and Marie Bashir Public School.

The campus is physically separated by Edgar Street and is surrounded on three sides by predominantly low-density housing. The College has purchased from Council the section of Edgar Street that runs through the campus, however easements and rights of way restraints are associated with this portion of the site.

Immediately north of the site is Shortland Avenue which includes a number of low density residential frontages.

The school directly adjoins the ACU campus to the south. The College has access to the ACU sports fields and an arrangement that provides them exclusive use of 31 car parking spaces within the ACU basement carpark.

The school is bound by Francis Street to the east where the main entrance is located. Low density housing sits on the eastern side of the street. The Marie Bashir Public School also adjoins the College to the south-east.

The site is bound by Fraser Street to the west, containing a number of low-density residential houses.

The College owns 16, 18 and 22 Merley Street.

The boundary of the school is highlighted red and the subject site is outlined in a red dashed line.

# 2.0 INTRODUCTION AND CONTEXT

## 2.3 DEVELOPMENT OVERVIEW

The proposal seeks to demolish the existing tennis courts at the centre of the St. Patrick's College campus, and replacing 2 courts with a new facility for food tech, science and general learning. The proposed building will also provide space for a new canteen and dining area. New tennis and basketball courts will be provided at the proposed podium level and on top of the roof of the new building. A basement carpark below the podium level, accessed from Fraser Street, will provide an additional 59 parking spaces on site.

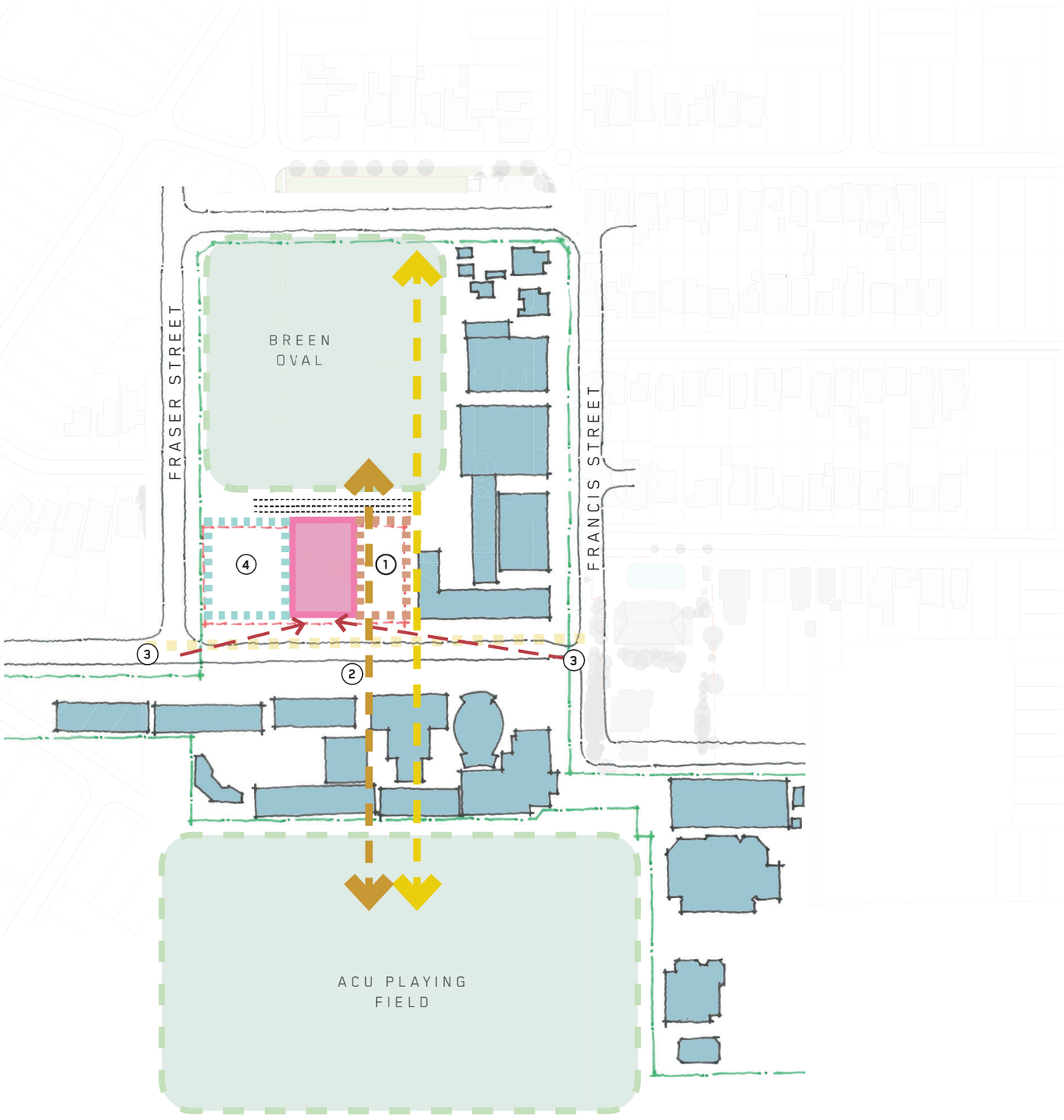
Objectives of the proposed scheme include:

1. To create a new civic space/heart to the campus. The new civic space connects the proposed building with the Hickey and Coghlan buildings;

2. To create a future north-south axis through the new civic heart, connecting Breen Oval to the ACU Playing Field;

3. Siting the building as a marker on the campus that can be seen from both Fraser Street and Francis Street; The building can act as a new 'front door';

4. The proposed location of the building, along with the structural design at basement level, allows for potential future development for the school to the west over the tennis courts;



### MASTERPLAN & DESIGN COMPETITION

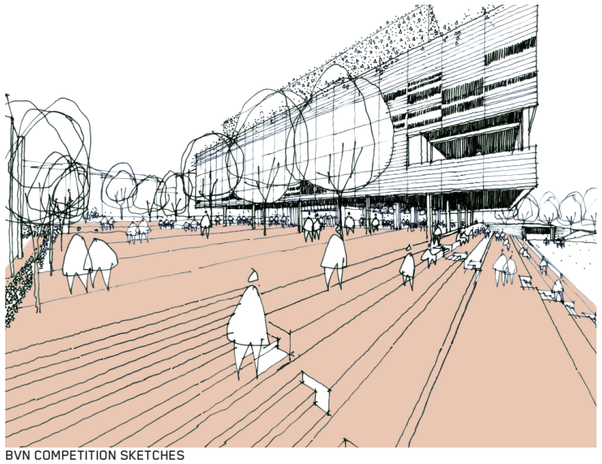
A Masterplan and critical analysis of the future demands of the school was undertaken in 2017. This masterplan identified the site selected for the new Teaching and Learning building and set-up the framework and brief to enable St. Patrick's College to run a selected design competition to find a suitable design architect for this first building.

BVN were 1 of 5 in competition for the New Teaching and Learning building and were chosen as the successful architects to complete the consultation and detailed design of the project.

As part of this design process, BVN in consultation with the school staff and leadership interrogated and refined the brief to align with budget aspirations and the pedagogical requirements of the school.

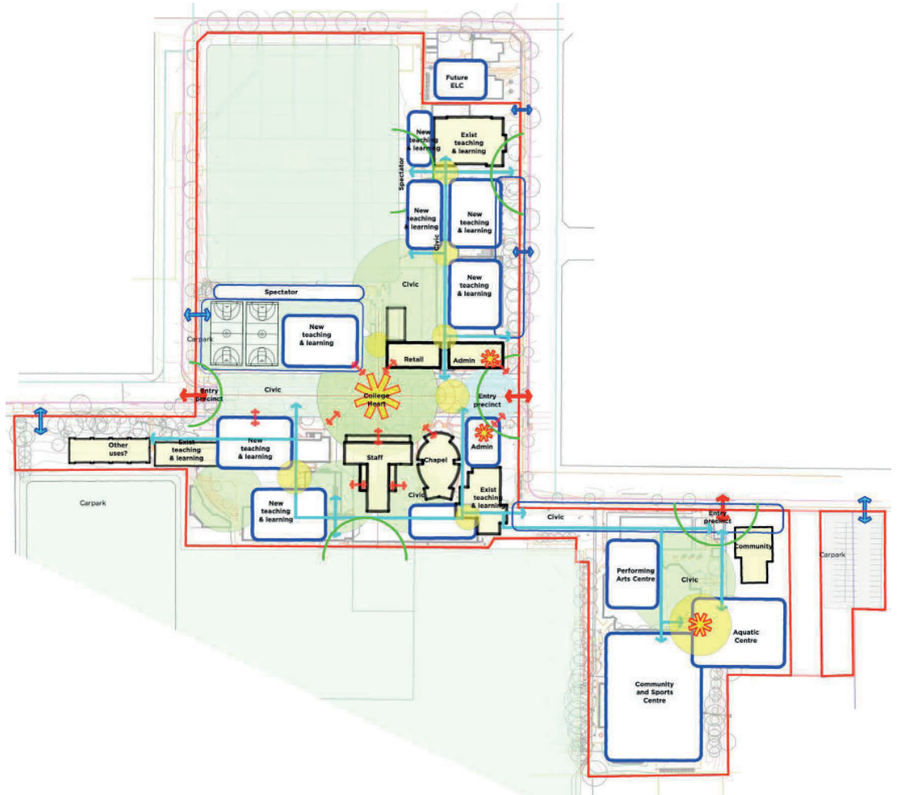
St. Patrick's College and BVN are committed to a quality outcome and as such have endeavoured to retain the design intent of the competition as much as possible throughout the detailed design development.

BVN COMPETITION RENDER

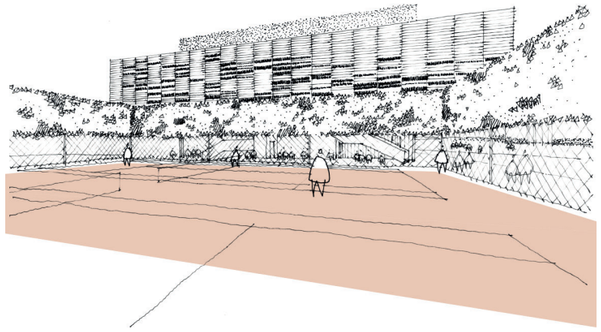


BVN COMPETITION SKETCHES

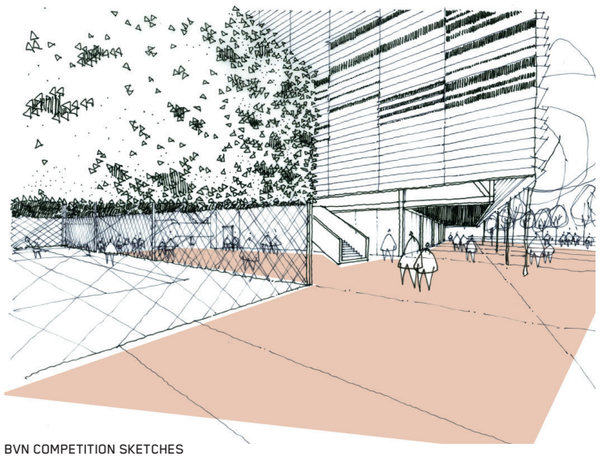

ST. PATRICK'S COLLEGE TEACHING & LEARNING FRAMEWORK




ST. PATRICK'S COLLEGE 2017 MASTER PLAN STUDY



BVN COMPETITION SKETCHES



BVN COMPETITION SKETCHES

# 2.0 INTRODUCTION AND CONTEXT

## 2.4 SITE PHOTOS EXISTING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# 3.0 SITE ANALYSIS

# 3.0 SITE ANALYSIS

## 3.1 ENVIRONMENT AND CHARACTER

### LOCAL CHARACTER

St Patrick's College site lies within a largely residential area. Single detached homes dominate the surrounding area, with educational establishments to the south and south east of the site. Strathfield Station is located approximately a 25 minute walk away.

The campus has multiple access and address points although the main address is to Francis Street, with reception being located within the historical Hickey building.

### VEHICLES & SERVICE

Carparking is distributed around the campus with 102 on site parking spaces.

- 12 on grade spaces off Fraser Street, including 2 accessible spaces
- 8 on grade spaces in front of the Markwell buidling
- 6 on grade spaces off Fraser street
- 5 on grade spaces behind Waterford House
- 17 on grade spaces off Merley Road, including 1 visitor space
- 23 below grade spaces beneath the Crichton building, including 2 accessible spaces.

The school also subleases an additional 31 off grade parking spaces within ACU's basement carpark.

Event parking for a further 102 cars occurs on the sports courts.

Student kiss and ride occurs off Edgar and Fraser Streets with major bus stops on Francis Street.

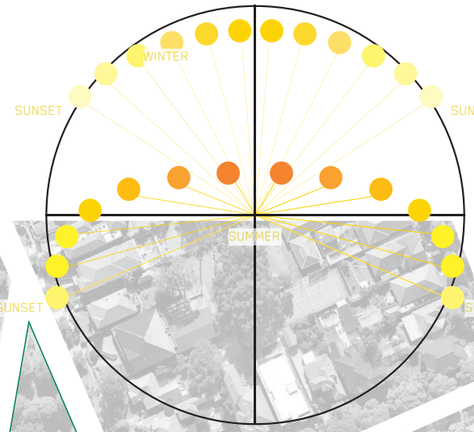
10 undercover bike racks are located along the east face of the MacKillop building.

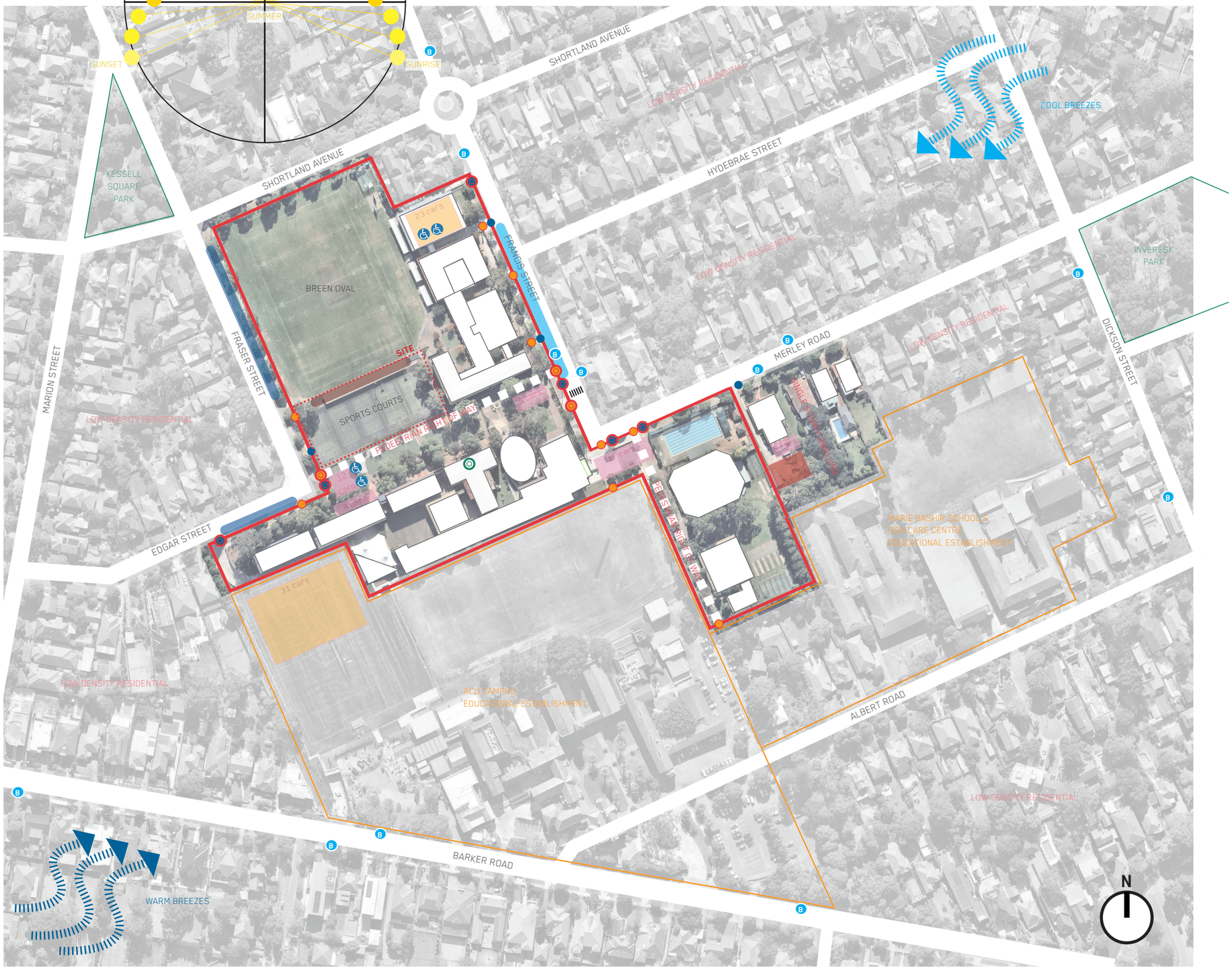
### WASTE

A large waste storage area is located behind Waterford House, 22 Merley Street. Waste from buildings and site is collected at the end of each day and transported to this storage area. General waste is collected every day and taken to a licensed facility. Recycling is collected once a week.

### SUBJECT SITE

The site for the new teaching building is located within the heart of the campus with frontage onto Fraser Street and internally to the pedestrianised Edgar Street. The elevation and openess of the site provides unrestricted views across the Breen Oval to the north. The site benefits from good solar access and is located on a quiet residential street.

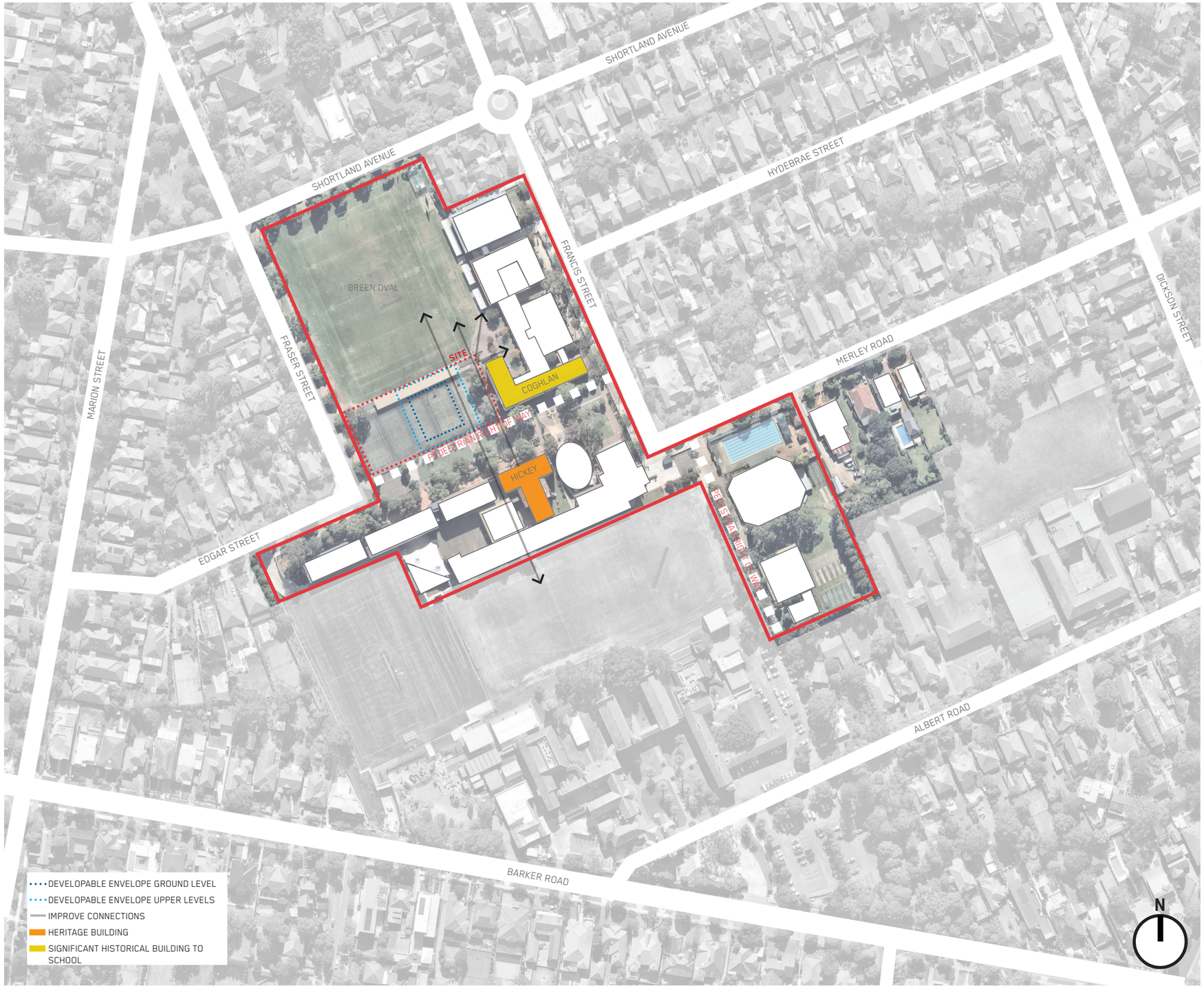



- RECEPTION
- ON GRADE PARKING
- BELOW GRADE PARKING
- ACCESSIBLE PARKING SPACE
- WASTE STORAGE
- KISS AND RIDE ZONE
- SCHOOL BUS ZONE
- PEDESTRIAN CROSSING
- SPECTATORS TIERED SEATING
- MAIN VEHICULAR ENTRY
- SECONDARY VEHICULAR ENTRY (MAINTENANCE)
- MAIN PEDESTRIAN ENTRY
- MINOR PEDESTRIAN ENTRANCE
- BUS STOP
- COVERED BIKE PARKING

# 3.0 SITE ANALYSIS

## 3.2 OPPORTUNITIES & CONSTRAINTS




The proposed site for development is within the heart of the campus. The new building is positioned well within the proposed site, away from any site boundaries meaning the development is not constrained by any boundary setbacks. Although the College has purchased Edgar Street from Council there are still easements and right of way restraints associated with this portion of the site. The positioning of the new building is designed so as not to intrude into this strip of land.

### OPPORTUNITIES

- Create a new civic space/heart to the campus. The new civic space connects the proposed building with the Hickey and Coghlan buildings.
- To create a new north-south axis through the new civic heart, connecting Breen Oval to the ACU Playing Field;
- Considered integration with significant heritage on site;
- Siting the building as a marker on the campus that can be seen from both Fraser Street and Francis Street; The building can act as a new 'front door';
- To obtain better use from Edgar Street;
- To provide improved teaching and learning spaces through new devlopment and increased organisation, transparency and connection;
- Rebuilding of the existing courts and and grandstand/tiered seating which are in poor condition;
- Increase on-site parking through proposed basement car park;
- Be responsive to the environment and maximise learning from the building through sustainable and efficient building design.

### CONSTRAINTS

- Position of Breen Oval to the north. Current length of sports field must be maintained.
- Position of spectators seating to remain.
- Site lines from Hickey Heritage building.
- Pedestrian right of way to Edgar Street
- Access and light to Coghlan building to remain & be improved.

In addition the proposed site will also face some localised challenges to future development such as solar gains and noise, particularly from the west. The proposed building has been designed to make the best use of the sun through architectural facade treatment, depth of overhangs and balconies.

Due to the position of the proposed building within the campus noise, from the building itself is not seen as impacting neighbours. However, the design will endeavour to reduce and contain noise where possible through built solutions.

Five sports courts already exist on this site. Therefore the reinstatement of 4 courts (2 at ground and 2 at roof level) is not seen to have any further impact on neighbours.

# 3.0 SITE ANALYSIS

## 3.3 EXISTING LEVELS AND HEIGHTS

The campus is characterised by a number of discreet buildings and facilities reflecting the history and evolution of the College. The most recent building is the MacKilop Centre.

There is a level change of some 10 metres from the south east corner down to the north west corner. This is taken advantage of between the sports courts and Breen Oval where tiered spectator seating has been created.

There is a maximum building height limit of 9.5m stipulated within Strathfield Council's LEP across the site. A number of existing school facilities exceed this height limit such as Hanrahan at 16.5m.


EXISTING SITE PLAN

## BUILDING NAMES AND USES

- CRICHTON - TAS BUILDING
- HODDA - SCIENCE BUILDING
- MCGLADE DYNES - LIBRARY, DIVERSE LEARNING, SCIENCE AND HSIE
- COGHLAN - HALL, YEAR 12 ROOMS, HSIE, COMPUTER ROOM AND OFFICES
- WESTCOURT - JUNIOR GENERAL LEARNING AREA
- MARKWELL - JUNIOR GENERAL LEARNING AREA
- HANRAHAN - STAFF, RELIGION, ENGLISH
- HICKEY - ADMIN AND ENGLISH
- CHAPEL
- POWELL - PAVILION
- RAYMER - DRAMA, MATHS, RE, ENGLISH AND LANGUAGE
- HEALEY - STAFF
- MACKILLOP - GENERAL LEARNING AREA
  - ICT
  - PDHPE
  - LECTURE THEATRE
- DEAN - PDHPE
- DUFFY - MUSIC AND DRAMA
- WATERFORD - RESIDENCE

RL XX.X = BUILDING HEIGHT

RL XX.X = GROUND LEVEL

# 3.0 SITE ANALYSIS

## 3.4 EXISTING AND DEMOLITION

### DEMOLITION

Demolition for the proposed development works consists of demolishing the existing podium tennis and basketball courts and associated dilapidated tiered seating in front of the Breen Oval. The existing analog scoreboard and landscape berm will be removed as well to allow for the new carpark basement ramp.

### EXISTING & DEMOLISHED TREES ON SITE

The Aborist has identified 3 trees on campus as being significant and of high retention value.

Trees classified as significant are indicated in the diagram, and listed as follows:

20 - Tulip tree, mature

21 - Tulip tree, mature

22 - Brush Box, mature

These trees are not affected by the proposed development and thus will remain.

A total of 14 trees will need to be removed for the proposed new building and basement carpark. The aborist's report show that 10 of the 14 are of low landscape significance and retention value, with the remaining 4 being of medium value. The landscape proposal looks to  replace these trees with alternative landscaping.


DEMOLITION PLAN

# 3.0 SITE ANALYSIS

## 3.5 HERITAGE AND CONSERVATION

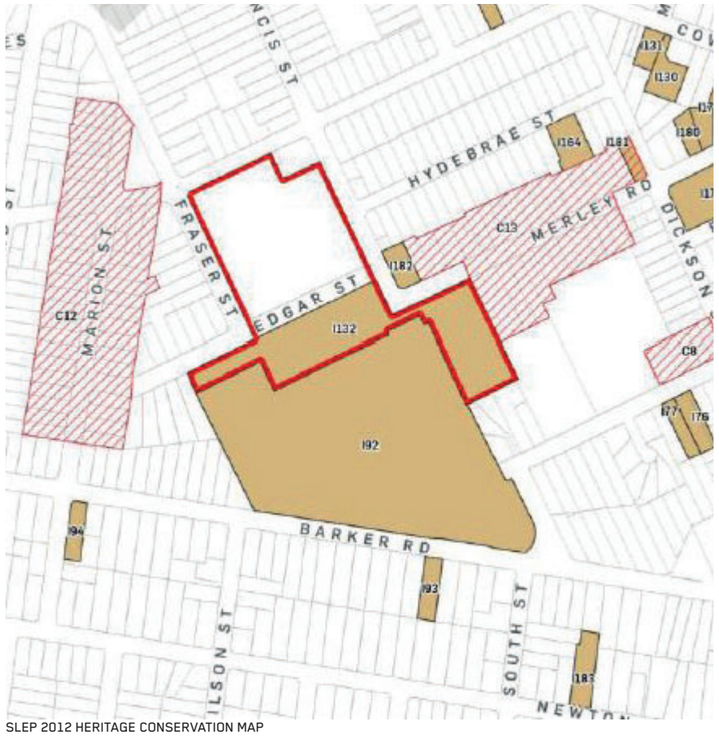
### SITE HERITAGE

There is one locally listed heritage item within the school campus; the Hickey building (refer to heritage conservation map below). The Hickey building embodies the heritage of the campus and currently acts as the public front door to the College, housing the reception and admin offices.

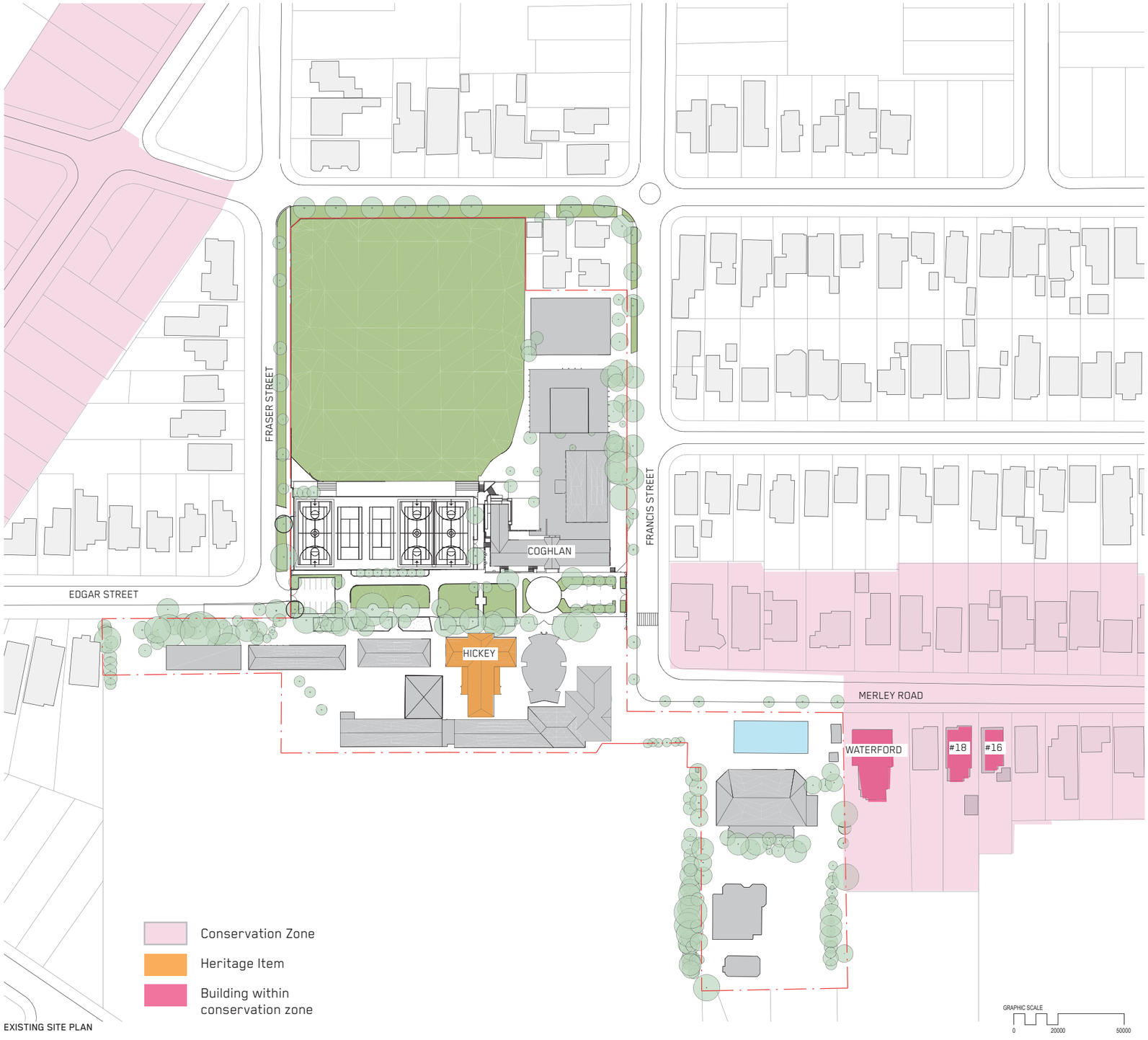
Waterford House, and numbers 16 and 18 Merley Road, all owned by the school, sit within the conservation zone along Merley Road.

Although the Coghlan building is not of Heritage significance it is of importance to the school.

When looking to the future, the College strives to ensure that it's heritage and traditions are kept alive whilst continuing to provide the student with a holistic education within the light of the Gospel.




SLEP 2012 HERITAGE CONSERVATION MAP

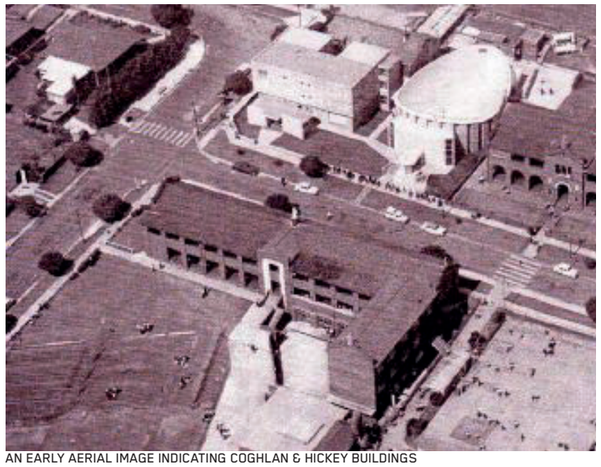



EXISTING SITE PLAN

## HICKEY BUILDING - HERITAGE ITEM

AN EARLY PHOTOGRAPH OF THE BROTHER HICKEY BUILDING WHICH WAS BUILT IN 1928.

## COGHLAN BUILDING - SCHOOL SIGNIFICANCE



AN EARLY AERIAL IMAGE INDICATING COGHLAN & HICKEY BUILDINGS

## CONSERVATION ZONE

1943 AERIAL IMAGE

# 4.0 PROPOSAL & DESIGN INTENT

# 4.0 PROPOSAL & DESIGN INTENT

## 4.1 OVERALL PROPOSAL

The new Science and Learning  building responds to the specific needs of the St Patrick's Formation Vision and Learning Framework and allows for the flexible delivery of learning and use of facilities by the broader school community.

The new building has been designed to be both aesthetically appealing and beautiful as a built form but also highly functional to promote excellence in teaching an learning.

The following pages in this chapter describe the design responses through scale, form, materiality, address, geometry, siting, ESD principles and landscaping.

### PROPOSED USES

This project creates a development within the heart of the campus for expanded teaching and catering facilities including:

- **Food Technology Learning Spaces:** 1 x Food Technology classroom and 1 x VET classroom

- **New school canteen, café space and associated indoor and outdoor dining areas**: Food services are designed to support the learning, a healthy food canteen service with café function during school hours as well as community functions outside of normal school hours.

- **Science Learning Spaces:** A range of practical and creative spaces have been designed that support experimental and practical investigation around all science and TAS subjects. These include 6 x wet labs with separate write-up space, 2 x experimental labs, and associated science prep areas.

- **Flexible General Learning Spaces:** Flexible and multifunctional spaces are designed to support developing and changing mode of learning. 1 x Wellness room is a GPLA that supports the Pastoral Care and Co-Curricular philosophy of the school.

- **Flexible Community and Learning Spaces:** The provision of flexible learning and community space will allow for a weekend sports function to be supported with the associated food service areas, or equally may be used during a regular school day for a year group gathering or general learning space.

- **Breakout spaces:** internal amphitheatre stair for informal performances, presentation, open days and teacher training.

- **Meeting rooms:** Shared meeting spaces distributed throughout the building to be used by staff and students and support diverse stages of learning.

- **Sports Courts:** 2 x roof top multi-sports courts and 2 x podium/ground level multi-sports courts

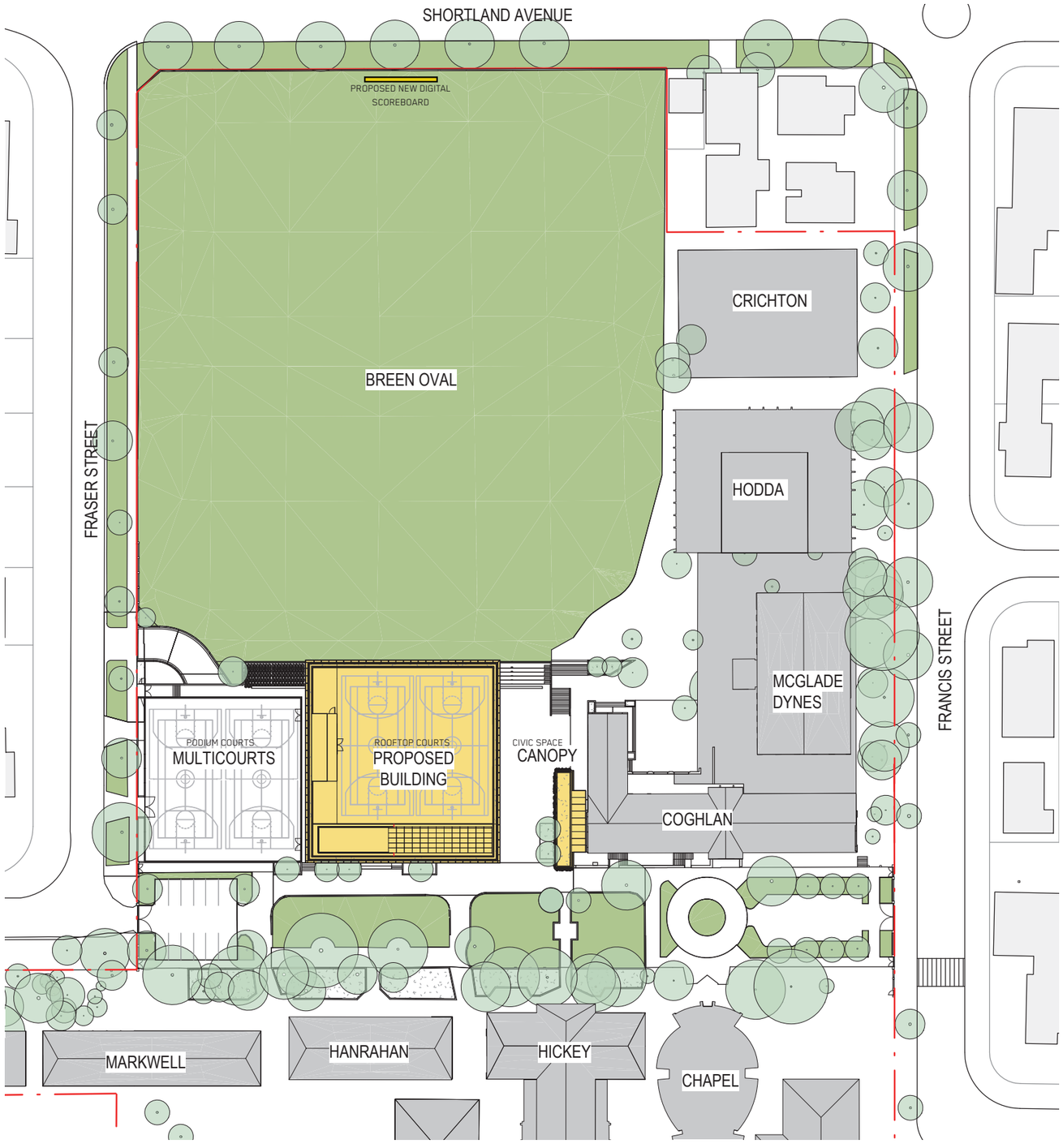
- **Amenity:** Generous store rooms, lift and improved accessibility

- **Tiered seating and Landscape:** Overlooking the College's Breen Oval. The northern side of the facility will provide terrace amenity, covered and open tiered seating for spectators during sporting events on the oval. Landscape features are integrated into the building facade and rooftop.

- **Basement Carpark:** Providing 59 additional secure off-street parking spaces for staff and events.

# 4.0 PROPOSAL & DESIGN INTENT

## 4.2 PLANNING PRINCIPLES




NEW CIVIC SPACE & NORTH SOUTH LINK

CONNECTED COMMUNITY & GATHERING SPACES

VISIBLE, ENGAGING & COLLABORATIVE TEACHING SPACES

# 4.0 PROPOSAL & DESIGN INTENT

## 4.3 MASSING & URBAN RESPONSE

### BULK & SCALE

During the initial design phase a number of massing and bulk and scale options were explored while testing the brief areas. These massing studies were undertaken, principally concerned with the following major considerations:

- the scale of the building relative to the existing adjacent buildings, in particular to the Coghlan building to the east and to the heritage significant Hickey building to the south;
- Maintaining connections and views from the south of the campus, across Edgar Street, to the Breen Oval and lower section of the campus to the north;
- the school's requirement to keep 4 of the 5 existing sports courts which are highly valued by the school;
- maximising sheltered & connected community space at the heart of the school;
- Display the learning, visible and engaging teaching spaces;

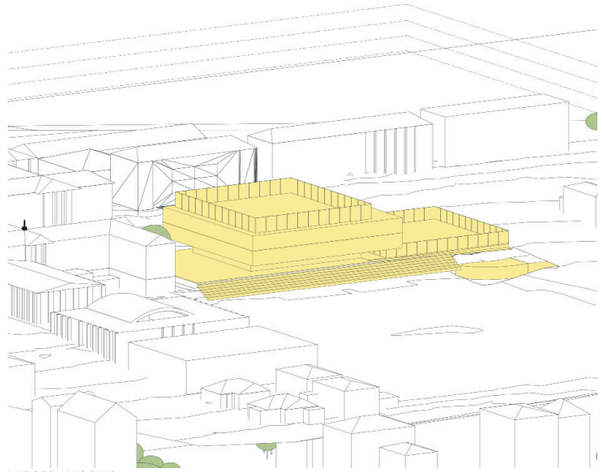
These options investigated the most appropriate response to the physical heritage context and scale, connections and sightlines through the campus, setbacks from neighbouring properties, future development potential and the surrounding landscape and street setting.

An initial larger footprint was explored for the competition and then rationalised to a smaller footprint option. This smaller option prioritised ground plane connectivity and community space, maximising ground plane shade and amenity for the school through the integration of an external triple height collonade while also maximising available rooftop & podium playspace for highly valued sports courts .

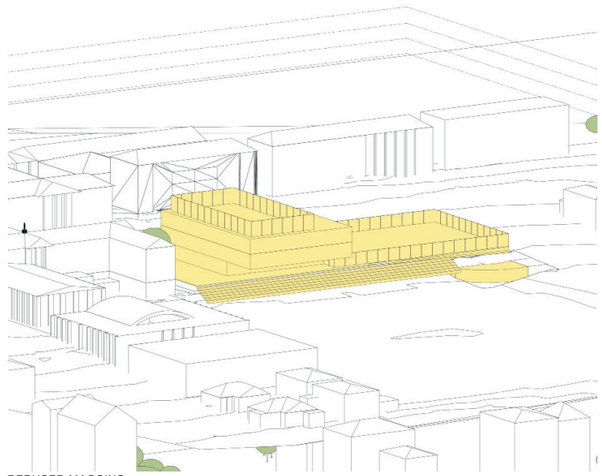
ORIGINAL BRIEF

NARROWER FOOTPRINT OPTION

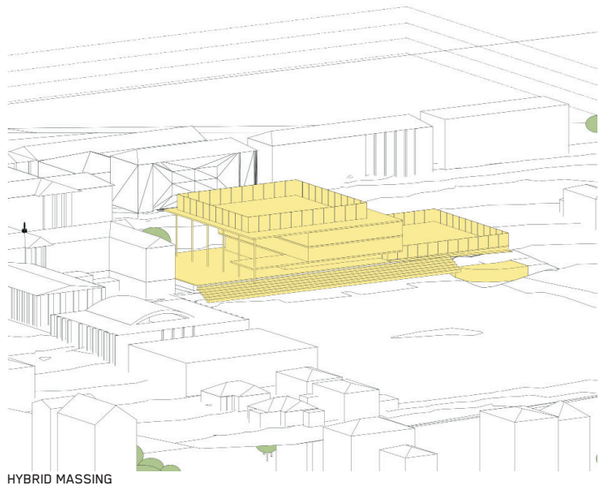
HYBRID OPTION



LARGER MASSING



REDUCED MASSING



HYBRID MASSING

### SITING

During the initial design phase careful consideration was given to the position and scale of the building within the campus, particularly in relation to the existing Hickey and Coghlan buildings. The siting adheres to the following design principles:

1. Existing Campus. Existing tennis courts and grandstand to be demolished shown in orange. The Building for Science and Learning built on top of a new basement car park.

2. Building positioned to create a visual connection from the heritage significant Hickey building through the Breen Oval.

3. Positioning of building aligns proposed covered colonnade, to the east of the building, with the existing pedestrian connection between the Hickey and Hanrahan building linking to the south of the campus and on towards the ACU playing fields. The large set back from the Coghlan building to the east creates a new civic space that engages the heart of the campus whilst improving Coghlan access and functions, and engaging heritage.

4. 'Pop outs' that house the Science Experimental labs protrude through the main façade of the building to the east, activating the colonnade and civic space. These 'pop-outs' are fully glazed to encourage the idea of showing the learning.

5. Existing void to the west of the Coghlan building is widened and activated through a new connection comprising of a new stair and lift. A proposed wellness room at the lower level further activates this area. Strong visual connection from the civic space down to the lower level are created.

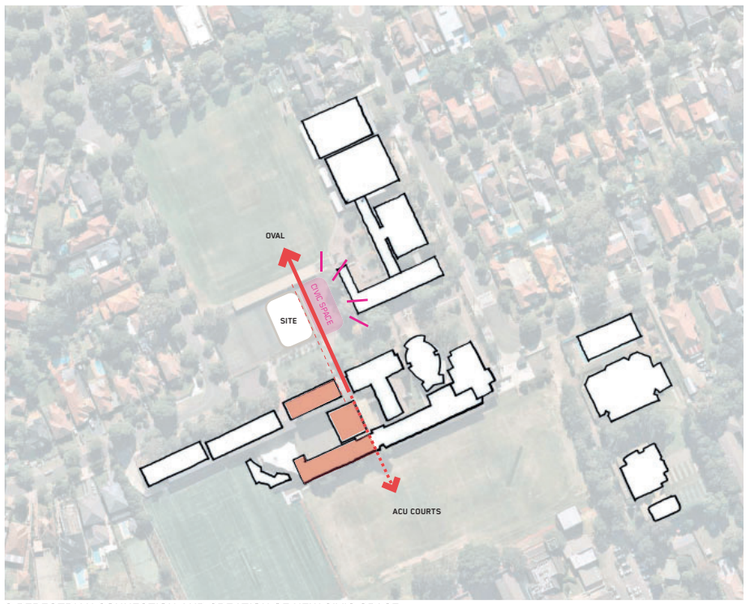
5. Design allows for future opportunities to refurbish the lower Coghlan level, improve amenity and accessibility of the site and further activate disused external areas.

# 4.0 PROPOSAL & DESIGN INTENT

## 4.3 MASSING & URBAN RESPONSE

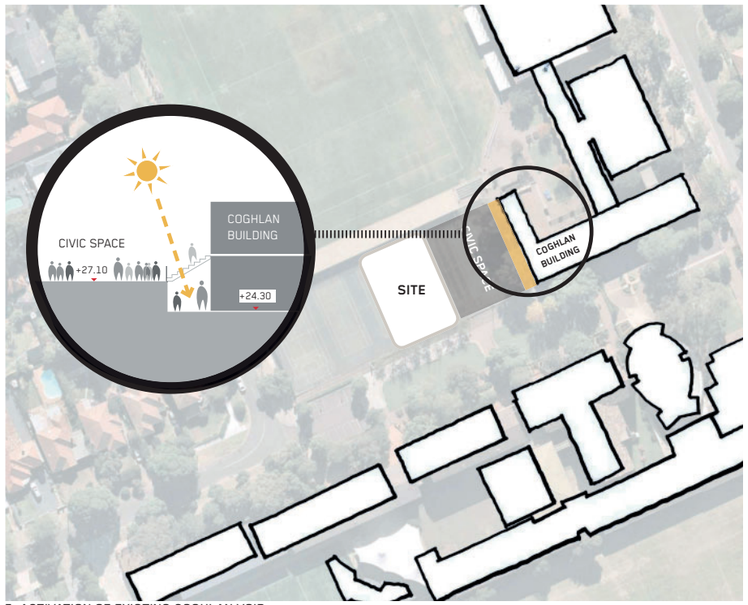

1. COLLEGE CAMPUS & SITE


2. VISUAL CONNECTION OF HICKEY THROUGH TO BREEN OVAL




3.PEDESTRIAN CONNECTION AND CREATION OF NEW CIVIC SPACE


4. ACTIVATION OF CIVIC SPACE THROUGH POP OUTS IN FACADE




5. ACTIVATION OF EXISTING COGHLAN VOID


6. ACTIVATION OF COGHLAN & IMPROVED ACCESSIBILITY & WAYFINDING

# 4.0 PROPOSAL & DESIGN INTENT

## 4.4 DESIGN APPROACH

### BUILT FORM

The building has been designed as a simple rectangular box. This simple form and structural solution provides the school with a flexible building that allows for future changes in the model of teaching. The internal spaces within this building can be easily reconfigured as required due to the regular structural grid and lightweight infills. Designed from the basement up, the concrete frame structure spans allow for flexible floor plates.

The ground floor level of the building form has been stepped back to create a series of external covered areas that address the civic space to the east, the pedestrianised Edgar Street to the south and creates a large covered area to the canteen spill space and proposed tiered seating to the north.

The rectangular box is veiled by a consistent screen which provides solar protection and visual privacy. This screen is peeled back in select places to allow the teaching and learning to be read from the outside and to maximise critical views from within the building. The screen is articulated to the north with a consistent slot in the screen defining an external verandah space, with unobstructed views to Breen Oval and celebrating the main community space of the building.

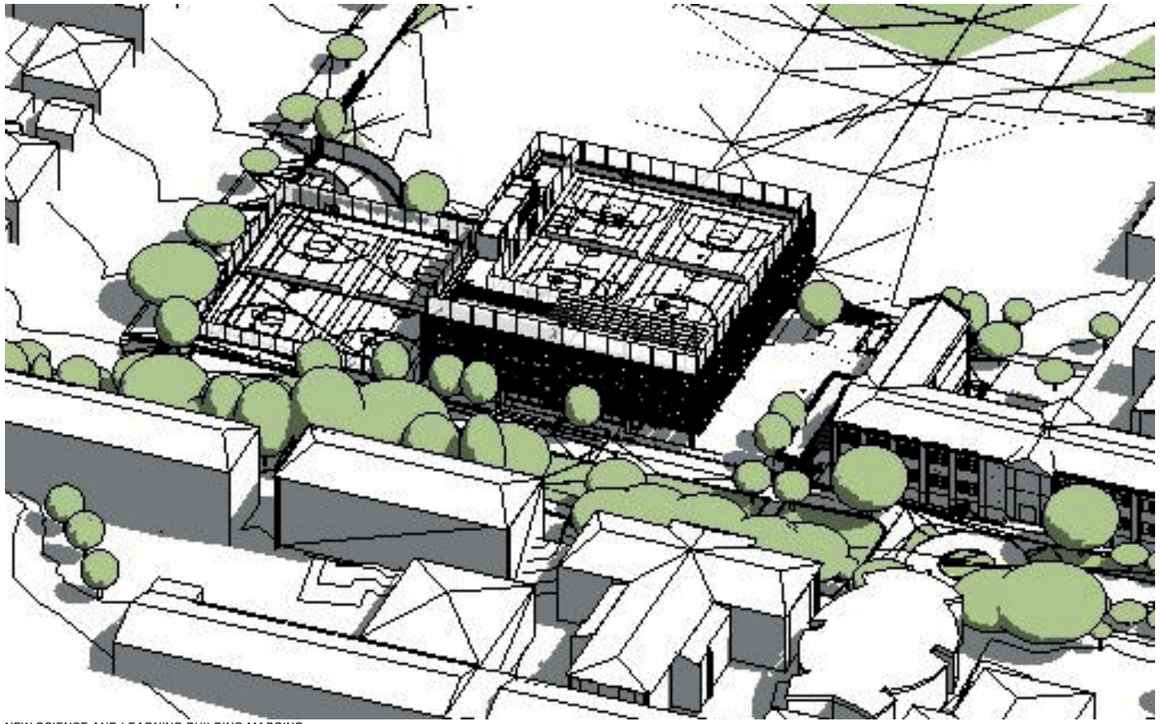
'Pop outs' that house the Science Experimental labs protrude through the main façade of the building to the east, activating the colonnade and civic space. These 'pop-outs' are fully glazed to encourage the idea of showing the learning.

A green planted edge runs along the outside face of the colonnade to the east at levels 1 and 2. Planting will veil the facade and hang down into the collonade space. Perimeter planting surrounds the rooftop fencing to soften the crown of the building while providing transpirational cooling benefits and shading.

To tie into the existing materiality of the site, the base of the building grounds itself alongside the existing buildings and oval via a 'brick carpet'.

The existing void around the Coghlan building has been enlarged to allow for activation of the lower area and for more light to penetrate the basement of the new teaching and learning building as well as the Coghlan building. A new wellness room is located down at this lower level and a creates a connection from the civic space down to this lower level. Ramps have been replaced with a simple lift and widened stairs.

The basement of the building is accessed by car from Fraser Street. It provides 59 parking spaces. Access to the ground level and upper levels is via a lift and 2 stairs.



NEW SCIENCE AND LEARNING BUILDING MASSING

### DESIGN QUALITY

The siting of the new Science and Learning building, "in the round" minimises it's impact on the streetscape and the school context itself. The building integrates into the landscape and defines a series of open spaces;

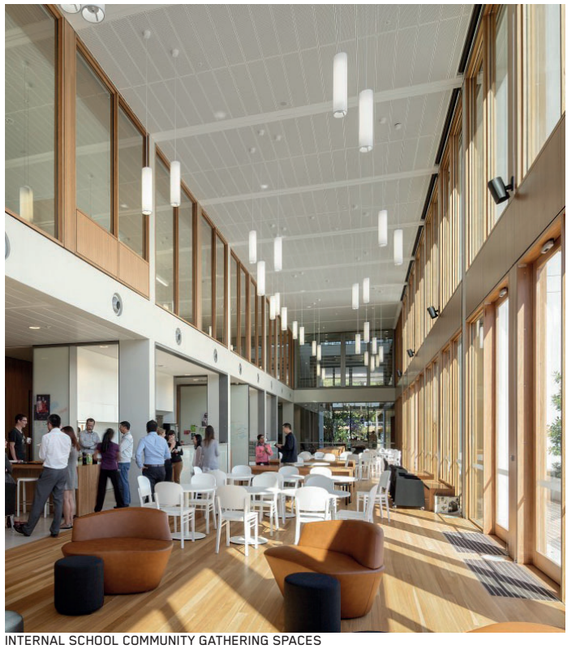
- the podium tennis courts;
- the foodtech terrace;
- bleacher undercroft;
- and the new civic space.

Each with their own individual character and function, these open spaces provide diversity and improve amenity on the school site

Offset from the street, noise impacts from the road on the teaching spaces are minimised and noise impacts from the building on the neighbours is minimised as well.

The natural topography and stepping of the site is utilised to provide maximum GFA for the school while reducing the perceived height and scale of the building from Edgar Street.

The building rooftop has been carefully considered to maximise usable area for the tennis courts and to minimise the street impact of the plant area. The entire roof is surrounded by a planted mesh fence to screen the plant area from the outside. This mechanical and PV plant is intended to be viewed by the students from the roof area and enable learning potential from the building itself - 'building as teacher'.



INTERNAL SCHOOL COMMUNITY GATHERING SPACES

EXTERNAL SCHOOL COMMNUNITY GATHERING SPACES

ACTIVE RECREATION ROOFTOP

# 4.0 PROPOSAL & DESIGN INTENT

## 4.4 DESIGN APPROACH

### FACADE EXPLORATION

A number of facade options were tested throughout the early phases of the design.

These included:

- Fibreglass screens
- Terracotta baguettes
- Expanded aluminium mesh
- Swaged aluminium screens
- Flexbrick screens
- Folded perforated aluminium screen

These options looked to provide the most appropriate response to the following challenges of the brief:

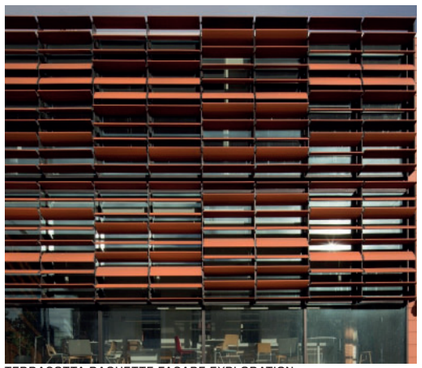
- Be responsive to climate
- Provide glare and solar protection
- Enable good natural ventilation and access to daylight
- Be robust and durable from a maintenance and whole of life perspective
- Withstand potential impact of balls from the oval and protect glazing behind
- Enable visibility of teaching spaces within the building
- Maximise views out of the building
- Be easthetically pleasing and respectful of the existing school architecture
- Align with budget

The folded aluminium screen was ultimately selected as the most sensitive response to all of the above criteria while maintaining the design quality and integrity of the original competition proposal.

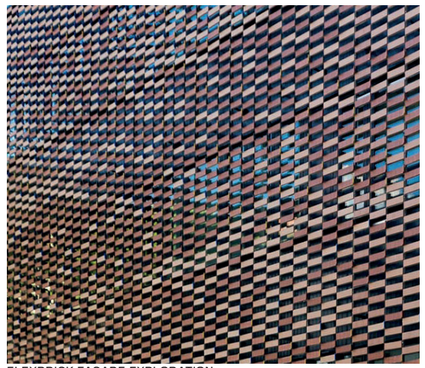
COMPETITION FACADE PROPOSAL

FINAL FACADE PROPOSAL

FIBREGLASS SCREEN EXPLORATION

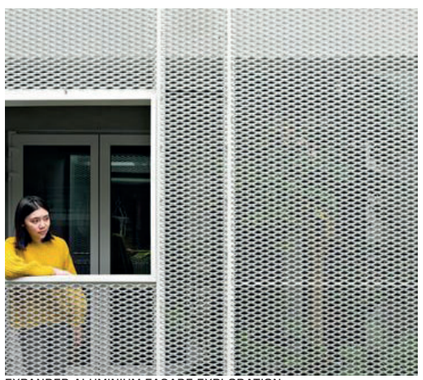


TERRACOTTA BAGUETTE FACADE EXPLORATION



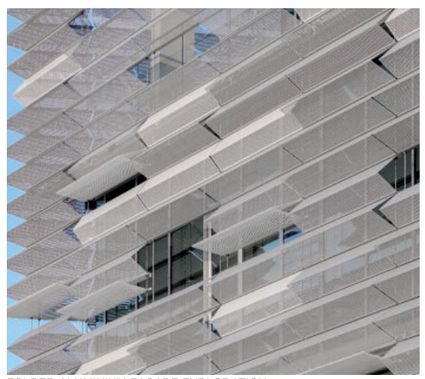
FLEXBRICK FACADE EXPLORATION

FLEXBRICK RENDER TEST



EXPANDED ALUMINIUM FACADE EXPLORATION

SWAGED ALUMINIUM FACADE EXPLORATION



FOLDED ALUMINIUM FACADE EXPLORATION

FOLDED ALUMINIUM RENDER TEST

# 4.0 PROPOSAL & DESIGN INTENT

## 4.5 FACADE PROPOSAL & MATERIALS

### FACADE & SCREEN

To continue the theme of simplicity and future flexibility, the facade system is a consistant glass mullion system with operable sections to facilitate natural ventilation. To provide shading and privacy, a concertina, aluminium, perforated screen is hung over the building, wrapping around the upper teaching levels and forming a hovering contemporary lightweight box. Above the box are tennis/basketball courts which are surrounded with a lightweight stainless steel mesh woven with greenery.

The concertina of the screens provides an ephemeral veil where the folds create a sense of movement on the facade, while also providing adequate;

• sun shading - small perforations in the top of the folded panel

• views out - large perforations in the bottom of the folded panel

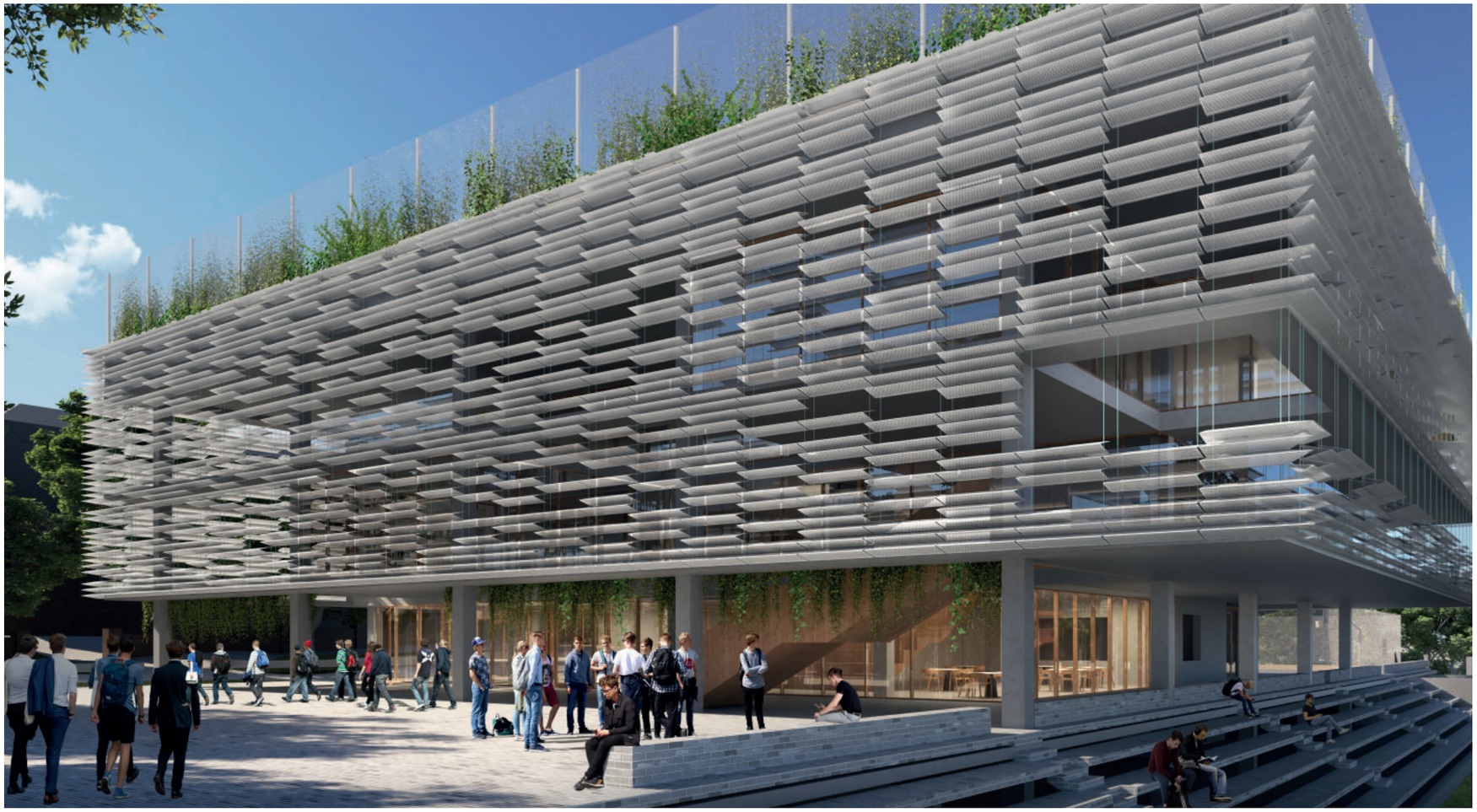
The large perforations in the lower fold also enable sufficient air movement through the screen and into the building.

The screen panels have been stripped back to ensure both views out and views in, activating the heart of the campus and creating strong visual connections from the ground plane up to the different levels of the building helping to showcase the learning within the building.

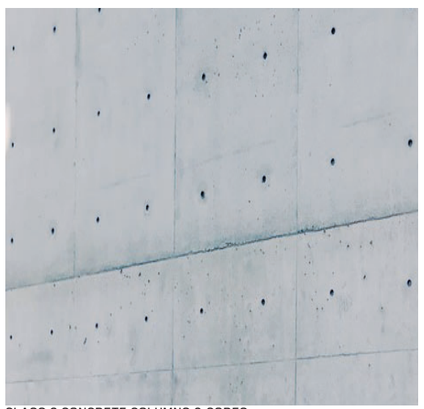
A large balcony/outdoor learning space has been created at level 1 to the north façade. Here the screens have been removed to allow for spectator viewing across the Breen oval.

### MATERIALITY

The building form is intended to glow as a white semi-translucent box, revealing a warmer material pallete within. Natural materials such as brick, greenery and timber are used in protected areas of the building to create tactile and inviting teaching and community spaces.



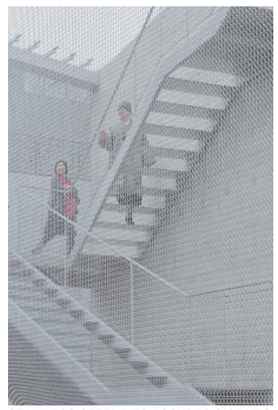
SMOKED BRICK PODIUM & BLEACHER SEATING



CLASS 2 CONCRETE COLUMNS & CORES

MONUMENT POWDERCOATED ALUMINIUM SHOPFRONT EXTERIOR FACE OF FACADE

SOLID TIMBER / VIC ASH SHOPFRONT FACADE TO INTERIOR

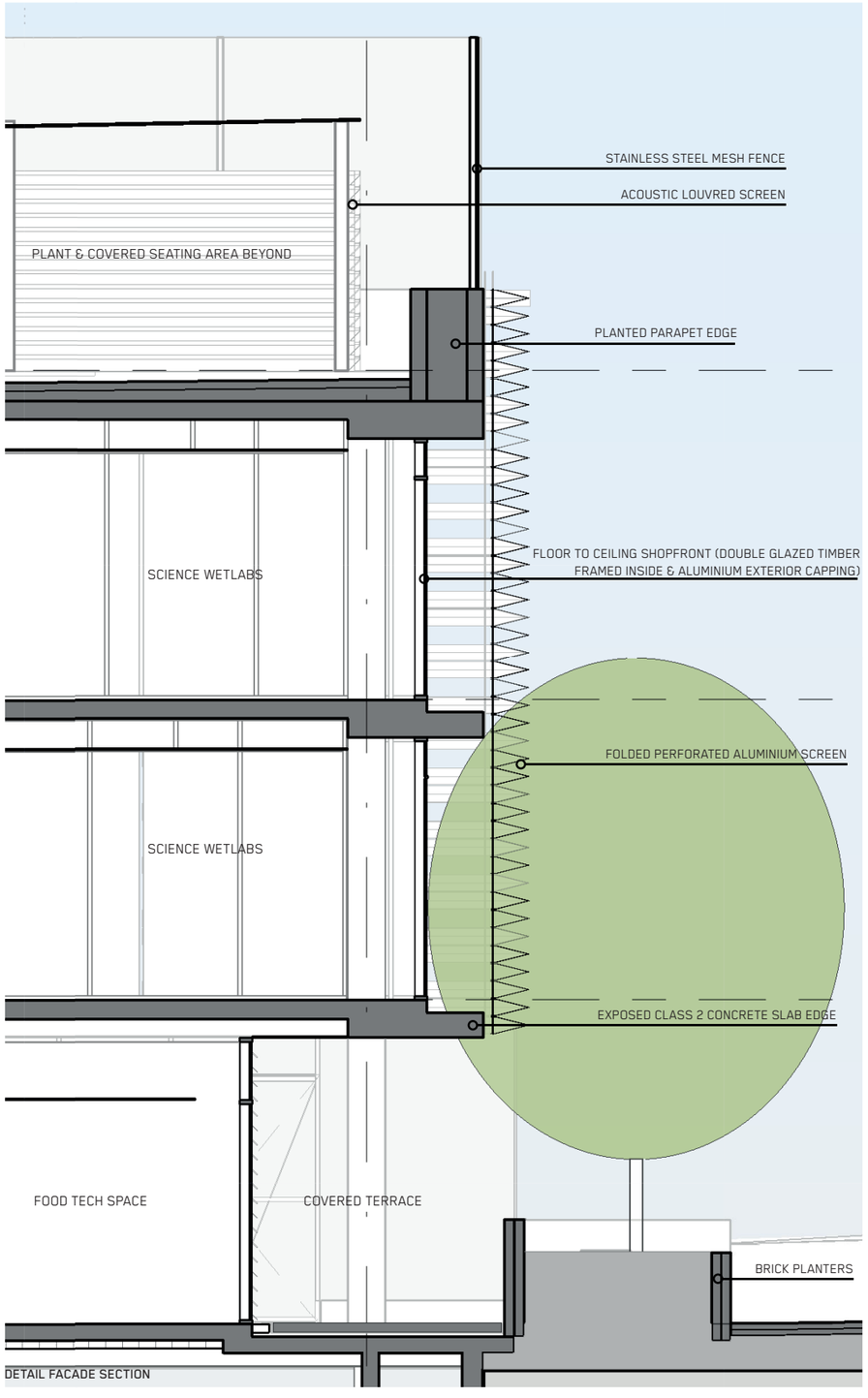


STAINLESS STEEL MESH COURTS & STAIRS

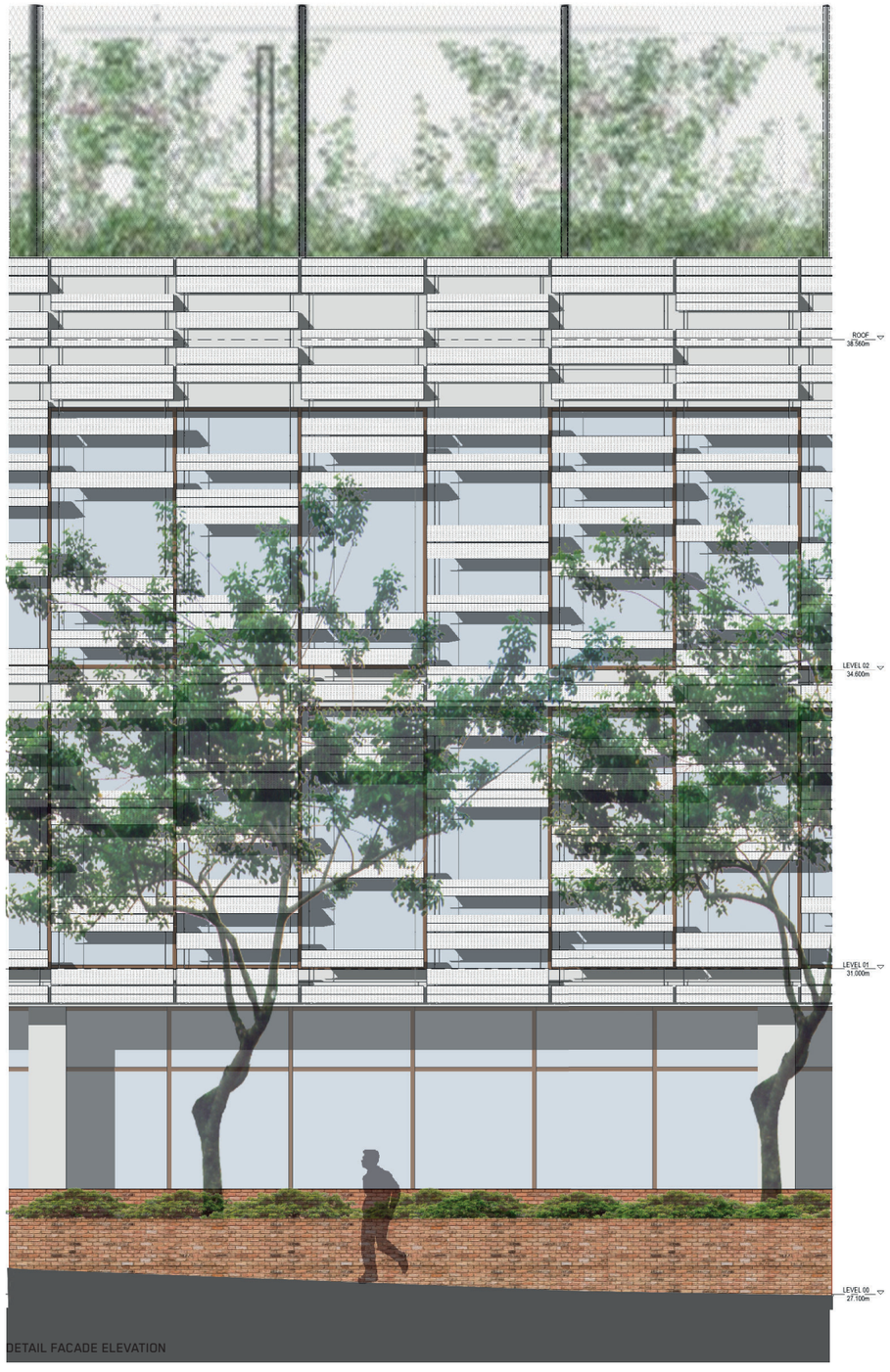
PLANTING TO COURTS FENCE & FACADE

# 4.0 PROPOSAL & DESIGN INTENT

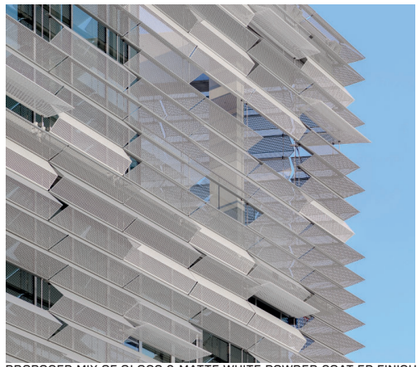
## 4.6 FACADE & ENVELOPE DETAILS



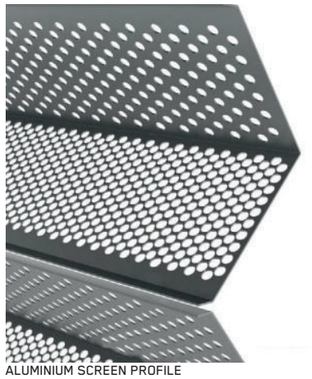

DETAIL FACADE SECTION



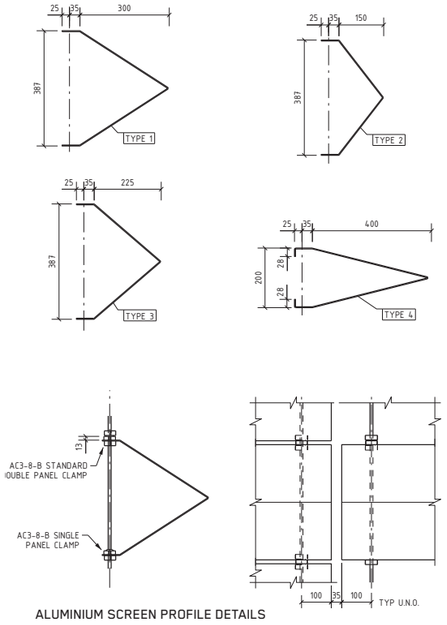

DETAIL FACADE ELEVATION



PROPOSED MIX OF GLOSS & MATTE WHITE POWDER COAT ED FINISH



ALUMINIUM SCREEN PROFILE




ALUMINIUM SCREEN PROFILE DETAILS

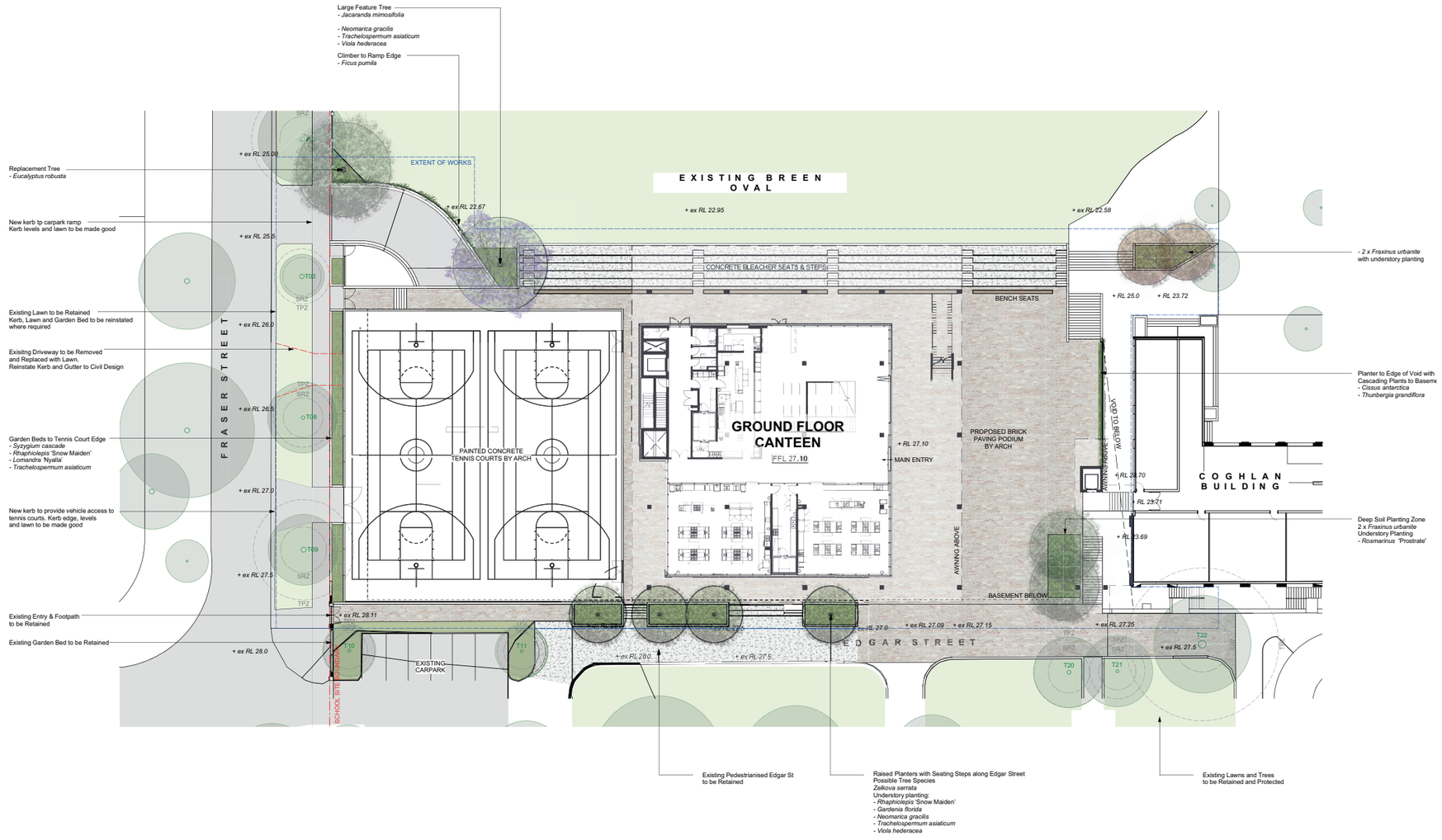
# 4.0 PROPOSAL & DESIGN INTENT

## 4.7 SITE PLANNING & LANDSCAPE THEMES

### SITE LAYOUT

The podium/ ground level building envelope of the New Science and Learning building is setback from the upper levels and as such doesn't require the external aluminium screen. Floor to ceiling glazing surrounds this floor maximising visual and physical connections into and out of the ground floor teaching and community spaces and engaging with the surrounding school context. Surveillance and security is improved by these connections and wayfinding is clear and legible. This setback maximises external covered areas for protection from sun & rain.

By raising the podium to accommodate the basement carpark below, equitable access has been improved from Edgar Street to the sports courts as well as to the lower level of the Coghlan building.





PAINTED MULTI-COURT FINISH TO PODIUM


SEATING EDGES & RAISED PLANTERS


STEPS INTEGRATED INTO SEATING & PLANTER


EDGE PLANTERS INTEGRATED INTO FACADE & SCREENING


BRICK BLEACHER STEPS TO OVAL

## LANDSCAPE

Deep soil planting zones are integrated into the podium level to allow for some significant trees which will provide shade and frame views. These trees have generally been locacted to the perimeter of the podium to maintain views and sightlines and to ensure maximum flexibility in the use of the gathering spaces.

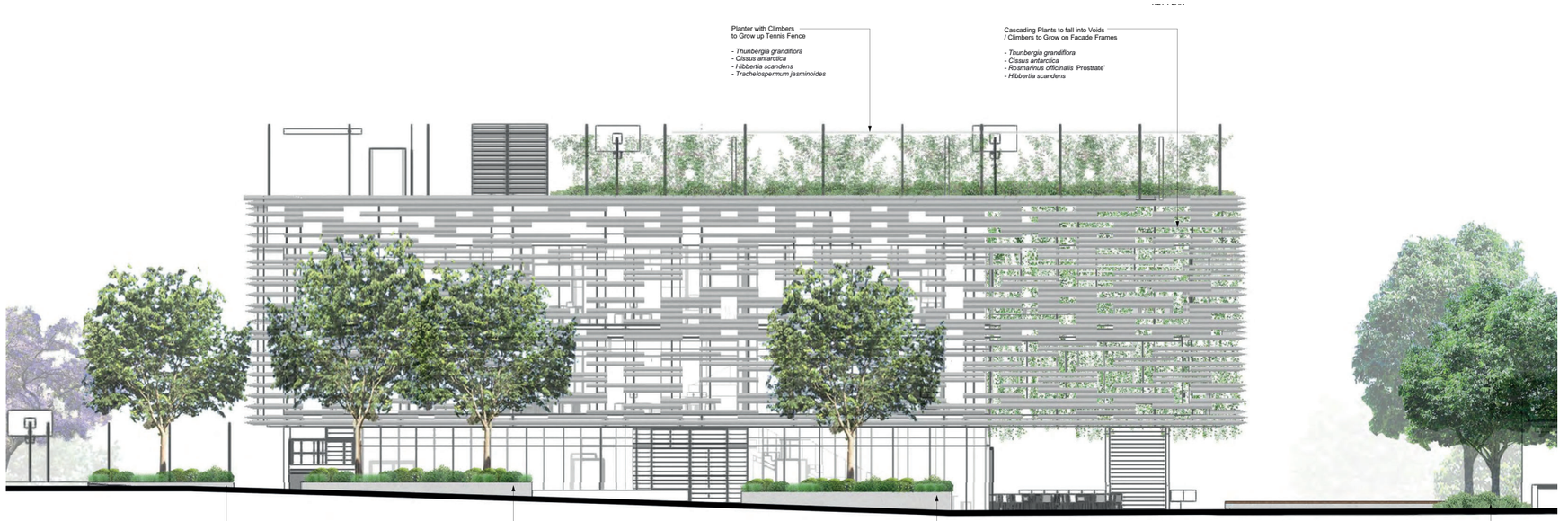
The Fraser Street edge is softened with garden beds, in keeping with the existing condition. The tennis court edge is also proposed to be planted on both ground floor and the rooftop level to both soften the visual impact of the fences and provide transpiration cooling benefits to the students using the courts.

The proposed brick podium, planter seats and bleacher seating unifies the architecture of the new with the brick heritage buildings and brick paving of the surrounding school context.

Planting is proposed to be integrated into the facade of the new building, particularly around the external ledge of the collonade. By integrating with the built form, this planting provides additional benefits:

- shade;
- reduced heat island effect;
- biophilia;
- contrast to the material quality of the facade

The proposed canopy to the new lift and stair connecting Edgar Street with the lower lightwell of the Coghlan building is proposed to be planted, minimising the visual impact of the roof when viewed from the Hickey building.





ROOFTOP PLANTING TO STAIR CANOPY

# 4.0 PROPOSAL & DESIGN INTENT

## 4.9 SERVICES INTEGRATION

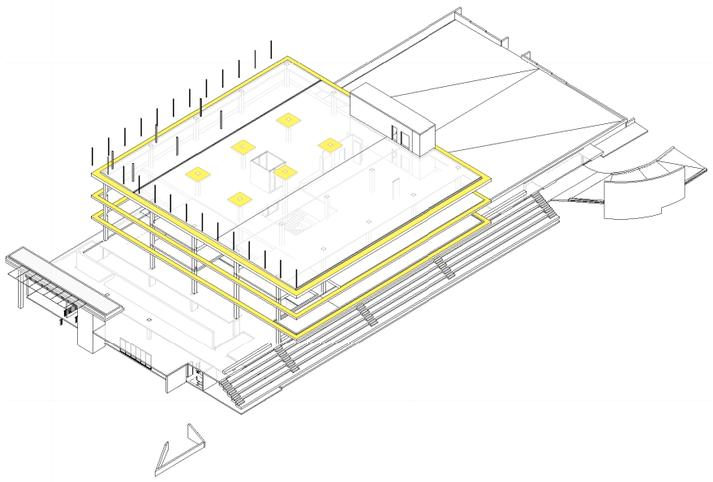
### STRUCTURE

The proposed building stucture is highly flexible and regular. Modelled on a standard office building approach - the structure is to be a reinforced and post-tensioned concrete framed system comprising post-tension floors supported on reinforced concrete columns and walls. Concrete used is to be "Green Concrete" where feasible for strength.

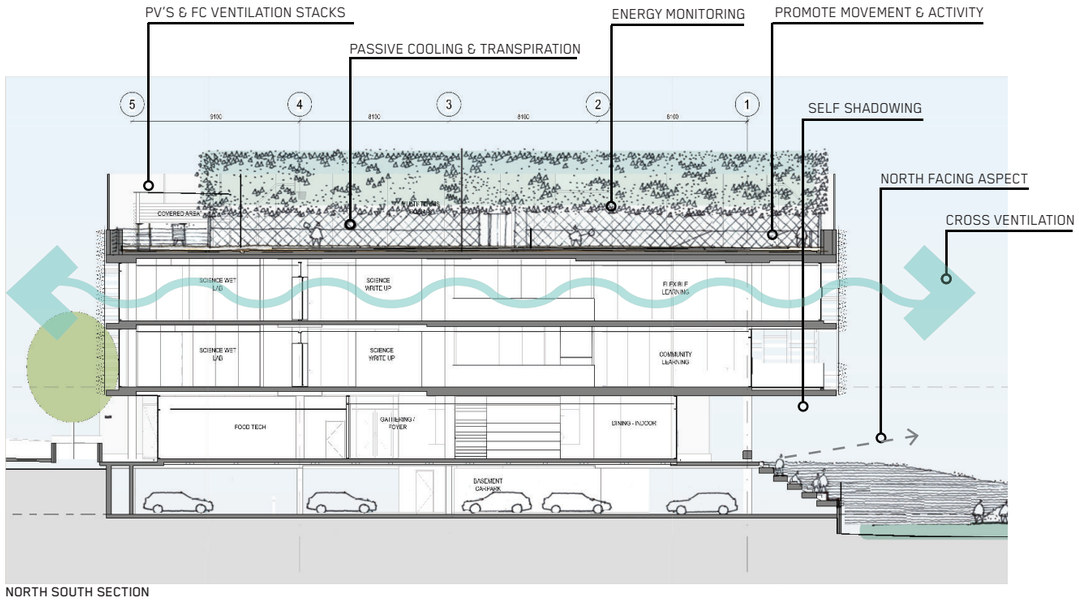
The basement structure has been designed to minimise excavation and allow a regular & flexible single structural grid in the basement and up through the building, removing the need for a large transfer stucture and minimising material use. This grid has also been carried under the podium level tennis courts to allow for potential future development without rebuilding the podium. A mixture of battering with cut and fill, and shoring walls are proposed to retain the existing ground around the excavation.

A single concrete core provides bracing stability to the west. Perimeter beams and a mixture of dropped beams and flat slab, enable a shallower structural slab and clear ceiling zone. This design solution has been diven by maximising ceiling heights for light penetration, maximising clear ceiling zones for services reticulation and enabling simple services reconfiguration in the future.

Connecting stairs are proposed to be in-situ concrete open to the air. Material construction of stairs are informed by fire requirements, cost and efficency considerations.



STRUCTURAL MODEL



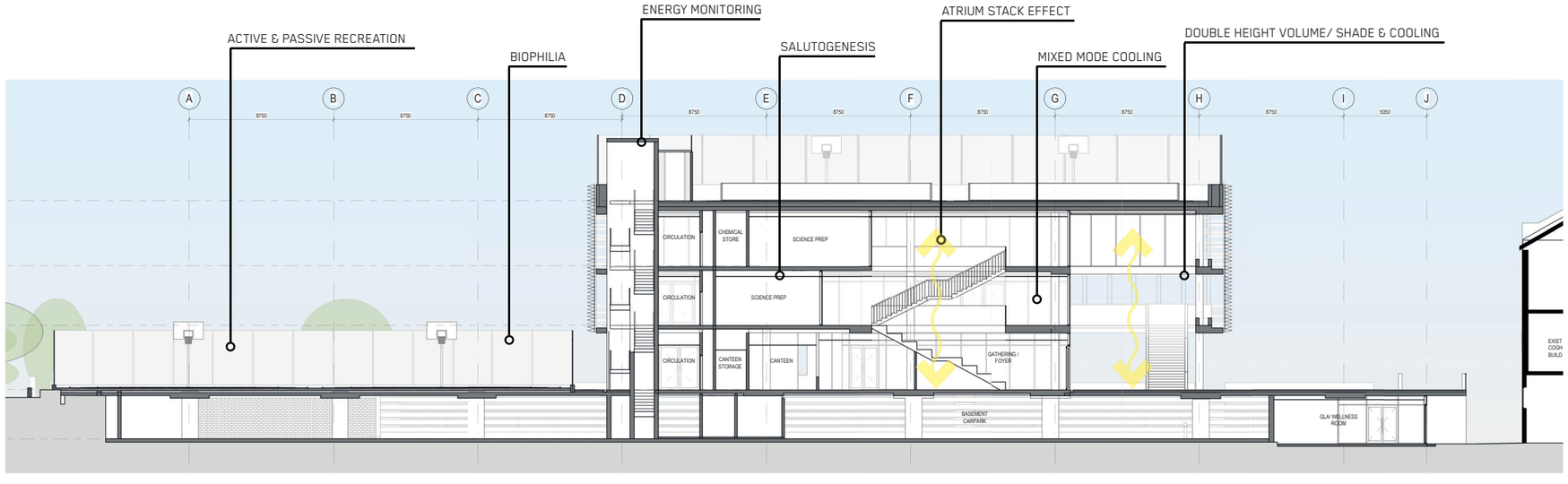

NORTH SOUTH SECTION

### ESD & MECHANICAL

The proposed building servicing is designed to provide a high level of control to the specialised facilities (science Labs and VET kitchen) within this building while maintaining flexible, mixed-mode general learning, collaborative and community spaces that can be fully opened up to engage with outdoor teaching and gathering areas as required.

Some of the proposed key ESD initiatives to be committed for the proposed development are listed below:

- Sufficient exposure to daylight
- Well-designed openings to promote cross-ventilation (night purge)
- Appropriate construction and glazing selection
- Energy-efficient air-conditioning systems with control strategy (redlight/ greenlight) and thermal comfort tuning
- External horizontal shading
- On-site renewable energy
- Efficient water fixtures
- Sustainable materials




EAST WEST SECTION

# 4.0 PROPOSAL & DESIGN INTENT

## 4.9 SERVICES INTEGRATION

### ESD & BUILDING AS TEACHER

#### COMMUNITY

- Community and spirit celebrating Christian Brothers' ideals and Edmund Rice philosophy
- Inclusive design facilitating education and learning as demonstrated through architecture

#### MIND

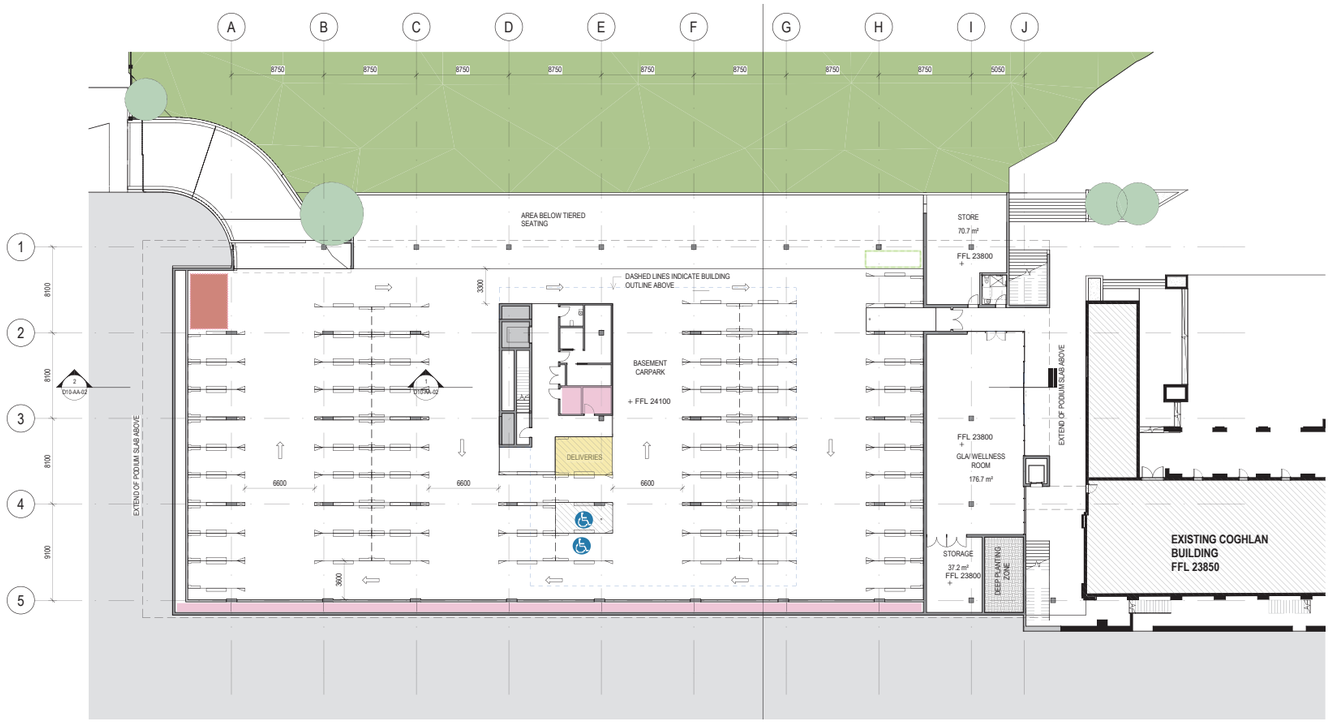
- Salutogenesis principles that foster health and wellbeing in both design and materials
- Eastern atrium inspires creativity and celebration of beauty with warm timber interiors and daylight
- Connection to nature and biophilic elements to boost morale and productivity: water features, indoor and outdoor plants
- Gardens and green fencing to minimise pollutants
- Rooftop greening, plant equipment and PV's used as educational aids ENERGY
- Passive cross-ventilation and stack ventilation effect
- Rooftop solar PV panels to reduce electricity demand and provide shade
- Climate change adaptation: passive cooling, high reflectance roof materials, thermal mass, passive shading and operable windows
- Visual displays monitoring energy and water use, and building features

#### LIGHT

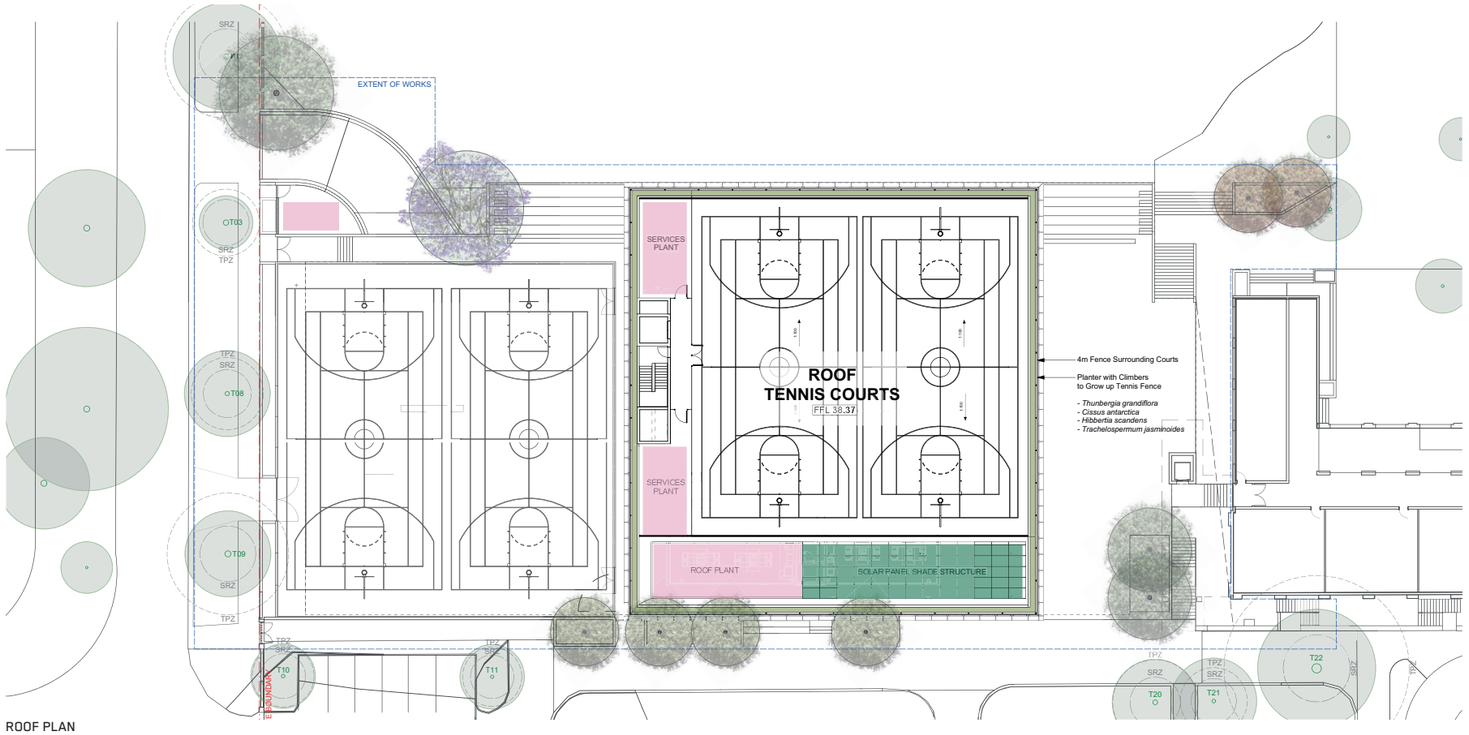
- North-facing aspect to provide unhindered external views and daylight penetration
- Self-shading from Level 1 overhang and external sunshades
- Screen perforation varried dependant on elevation orientation

#### BODY

- Healthy and allergen tolerant canteen and mindful eating spaces
- Stair accessibility, wayfinding and signage encouraging use of stairs
- Bicycle parking, wellness space, EOT facilities




BASEMENT PLAN




ROOF PLAN

DELIVERIES/ LOADING
PLANT AREAS
WASTE STORAGE
BIKE STORAGE
PHOTOVOLTAICS

KEY

# 5.0 ENVIRONMENTAL AMENITY

# 5.0 ENVIRONMENTAL AMENITY

## 5.1 VIEW ANALYSIS

The following pages provide key views from within and surrounding the St. Patricks College site.

The scale and proportion of the proposed new Science and Learning building has been carefully considered to protect and improve views of the significant Breen Oval from the Heritage HIckey building and vice versa.

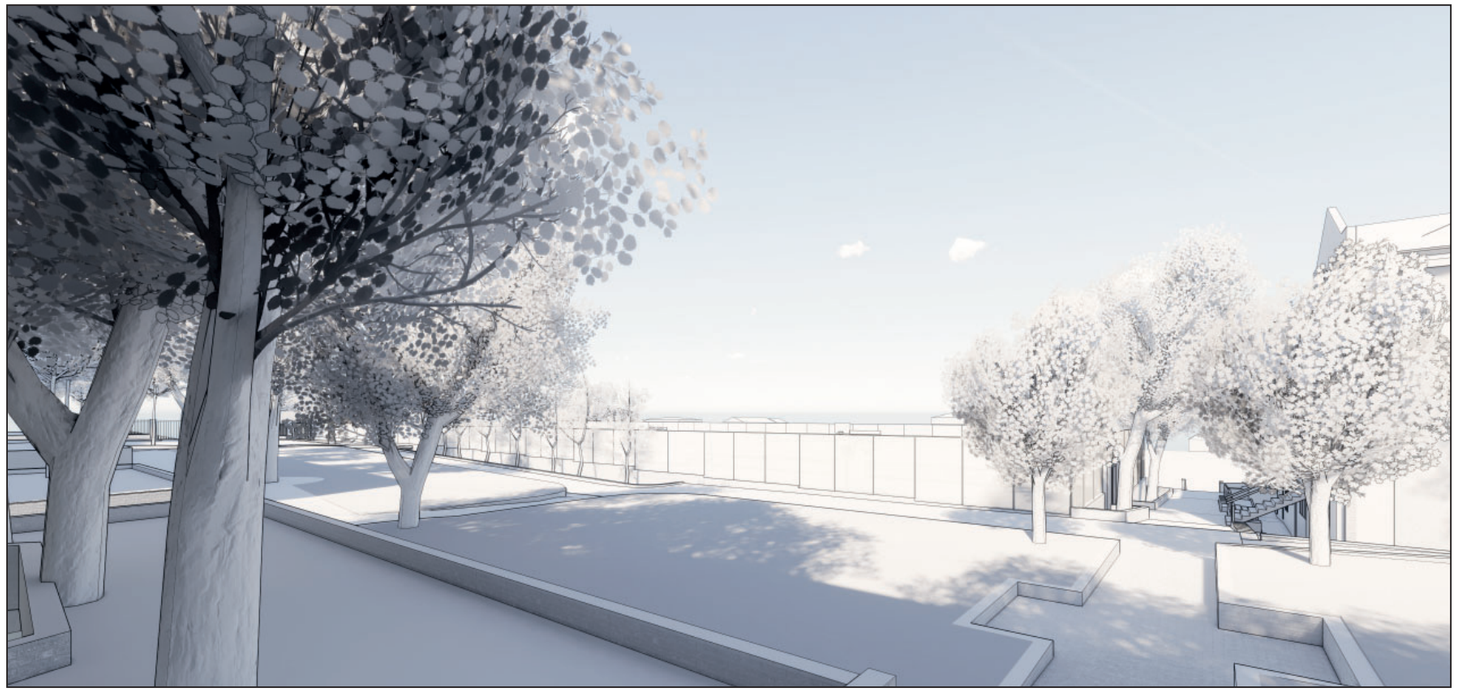
The building height is in keeping with other existing school buildings and the material quality has been selected to sit in contrast to the numerous existing brick buildings. The white and glazed facade will reflect the material pallette of the existing campus and showcase the teaching and learning within.

### IMPACT ASSESSMENT

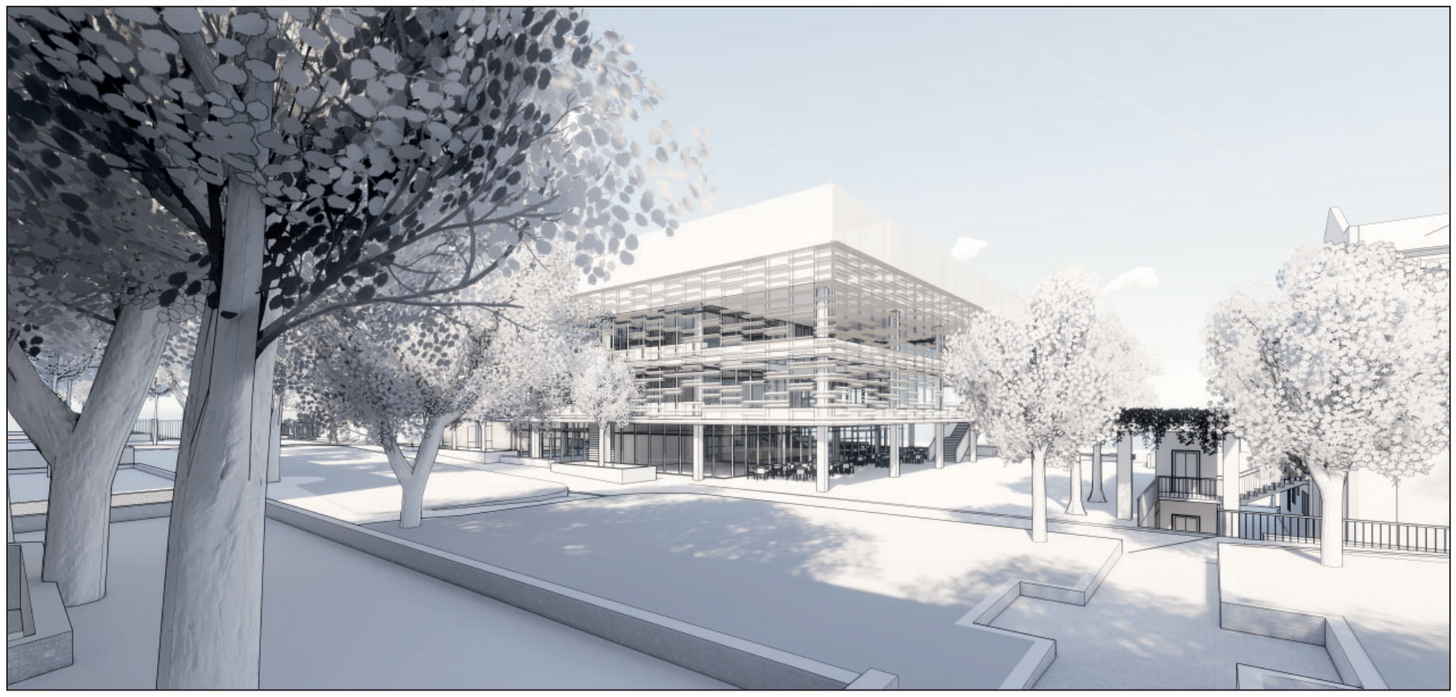
The massing of the proposed building is deliberately set-back from the boundary to limit any acoustic, wind or overshadowing impact from the new building on any neighbouring sites.
The closest residential property is approximately 60m from the building and is therefore impacted very little, visually or otherwise, by the building.

The external screen of the building will minimise spill lighting from the building itself and the courts on roof and podium are not being lit for night use. The lighting strategy to these external areas is simply to provide light to meet safety, code and accessibility requirements.

VIEW FROM HICKEY BUILDING - EXISTING



VIEW FROM HICKEY BUILDING - PROPOSED

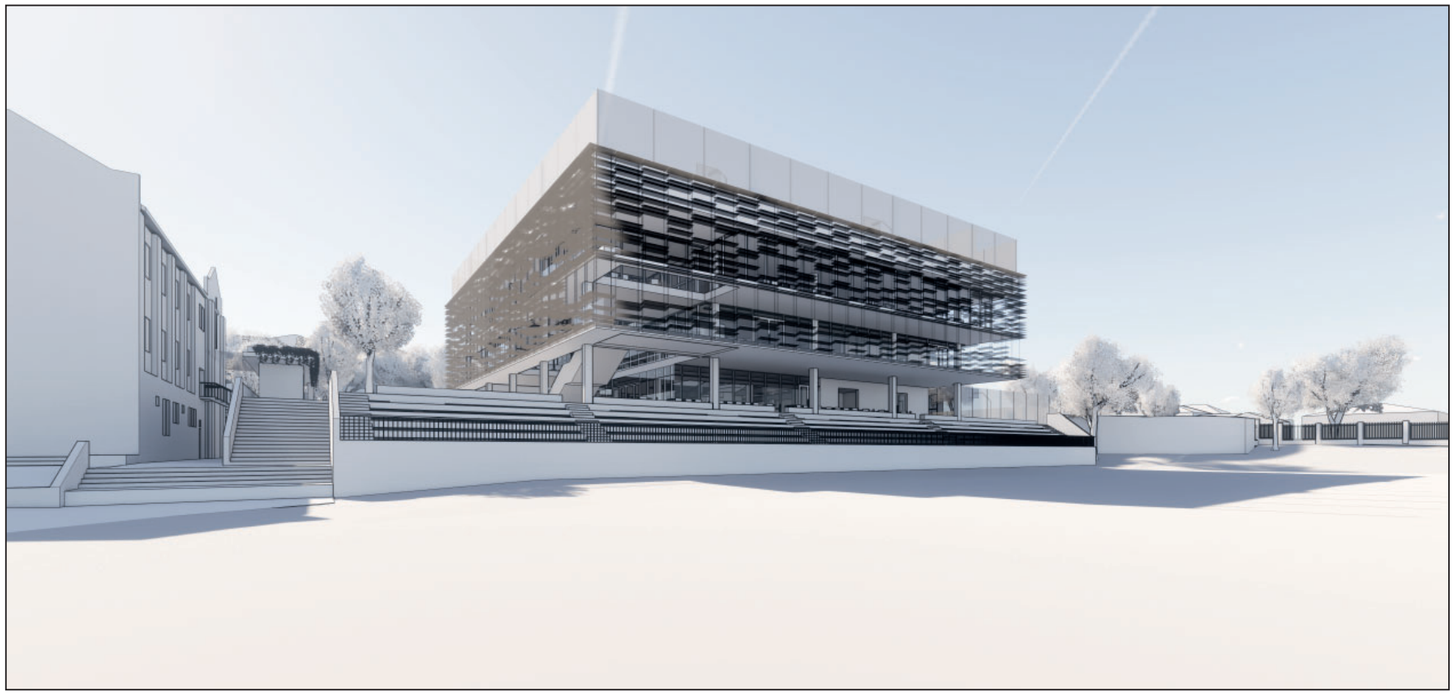


# 5.0 ENVIRONMENTAL AMENITY

## 5.1 VIEW ANALYSIS

VIEW FROM BREEN OVAL - EXISTING

VIEW FROM BREEN OVAL - PROPOSED



# 5.0 ENVIRONMENTAL AMENITY

## 5.1 VIEW ANALYSIS

VIEW FROM FRASER STREET NORTH - EXISTING

VIEW FROM FRASER STREET NORTH - PROPOSED

# 5.0 ENVIRONMENTAL AMENITY

## 5.1 VIEW ANALYSIS

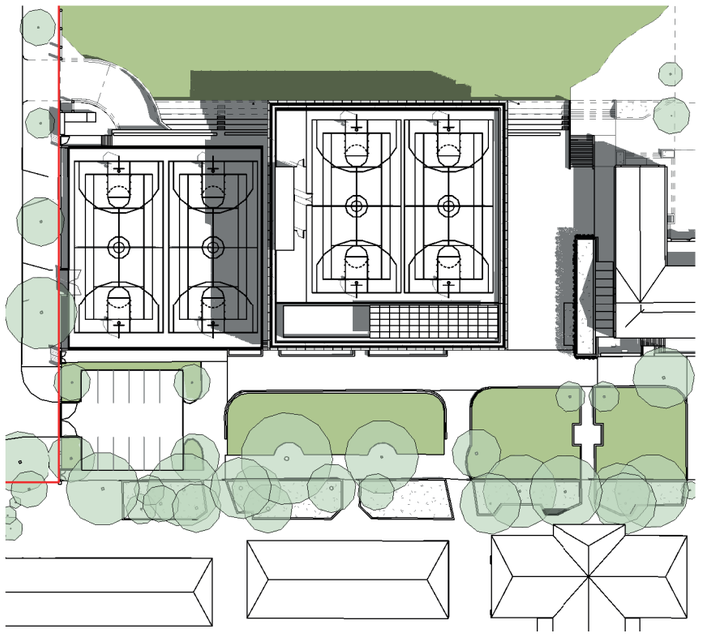
VIEW FROM FRASER STREET ENTRANCE - EXISTING

VIEW FROM FRASER STREET ENTRANCE - PROPOSED

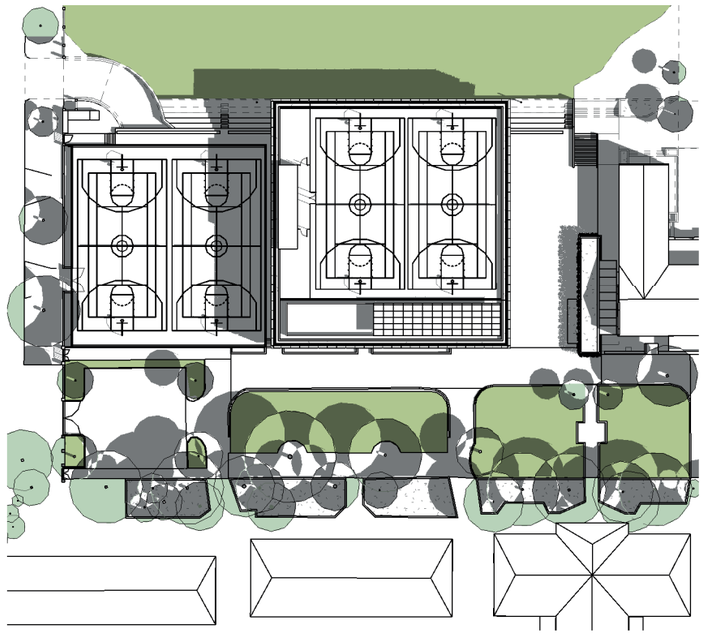
# 5.0 ENVIRONMENTAL AMENITY

## 5.2 SHADOW DIAGRAMS

DECEMBER 21 - 9AM

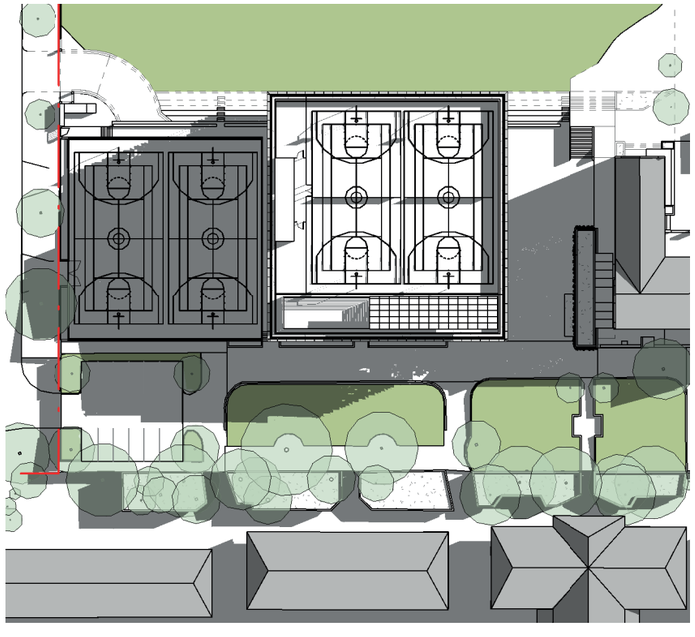


DECEMBER 21 - 12PM



DECEMBER 21 - 3PM

JUNE 21 - 9AM



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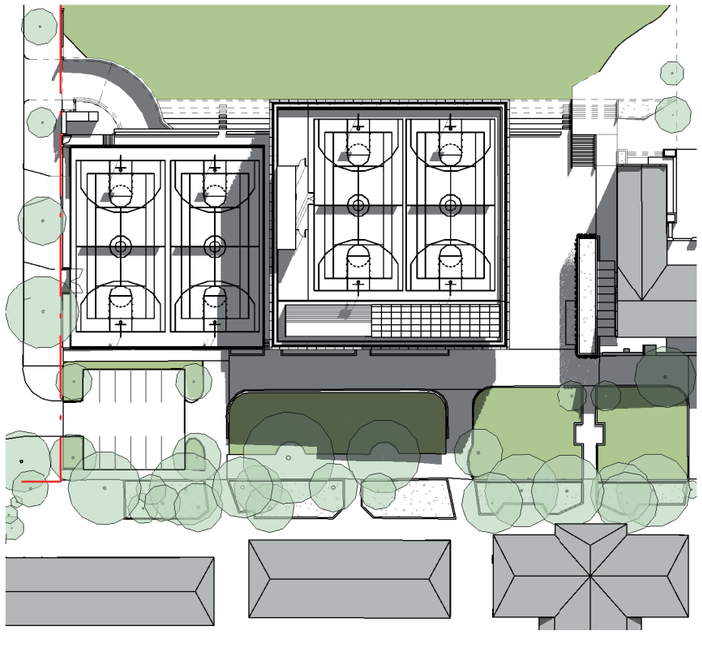

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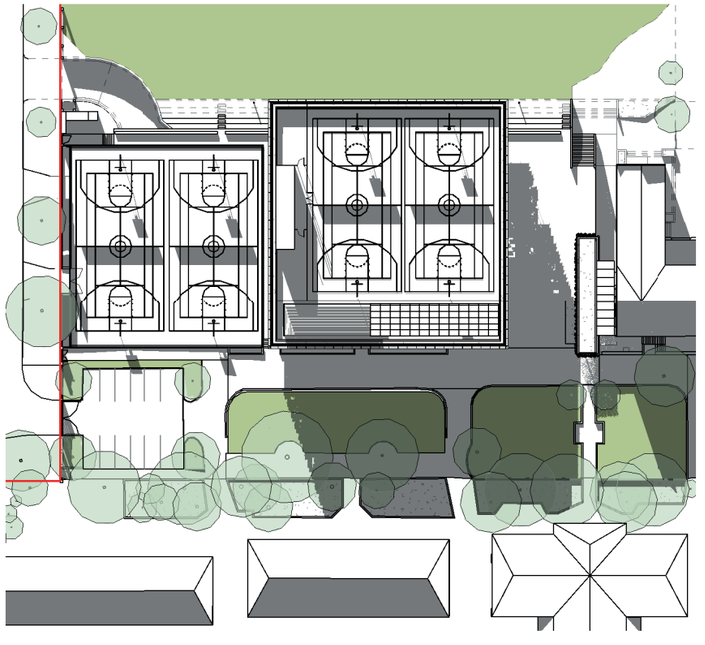

# 6.0 POLICIES

# 6.0 POLICIES

## 6.1 STRATEGIC PLANNING OBJECTIVES

This design report clarifies the design intent of the proposal for the New Teaching and Learning Building at St. Patrick's College, Strathfield and demonstrates how design quality has been achieved in accordance with the GANSW Design Guide for Schools and Schedule 4 Schools - Design Quality Principles of SEPP (Educational Establishments and Child Care Facilities) 2017.

The proposal has been developed through a rigorous design process, which involved numerous and regular school stakeholder and community consultation to inform the design.

Design excellence has been established through an initial selected design competition, the detailed analysis of the site and the application of the design Guidelines and Development parameters set out by the GANSW and the Local and State Authorities.

### SEPP EDUCATIONAL ESTABLISHMENTS

The achievement of the design quality principles as established in Schedule 4 Schools - Design Quality Principles of the Education SEPP is described in the following table and further detailed throughout this report.

### CPTED PRINCIPLES

As a building in the round, the New Science and Learning Building design has been considered with the four main principles of CPTED in mind – natural surveillance, access control, territorial reinforcement and space management.

### BETTER PLACED

The design proposal has been developed with consideration for the NSW design objectives as set out in Better Placed. The Design Guide for Schools, Environmental Design in Schools and Design Guide for Heritage were all considered throughout the design process and referenced in this report.

Feedback from the Government Architect NSW has been included in this report and further explained in the EIS.

### DRAFT GREENER PLACES POLICY

The design proposal has been developed with consideration for the NSW Draft Greener Places Policy and the design acknowledges and strives to build on and enhance the current Green Infrastructure network available on the St. Patrick's College and neighbouring sites. The design does so through the four key design principles of Integration, connectivity, multifunctionality and participation.

| PRINCIPLE | DESIGN RESPONSE |
|---|---|
| **Principle 1—context, built form and landscape**<br>• 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.<br>• 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.<br>• 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 | • The proposed design for the St. Patrick's College (SPC) New Science and Learning building is a response to the heritage and landscape setting of the existing SPC campus and the broader local heritage and urban context. The context is enhanced through the complimentary form and materiality of the new building rather than reproducing it.<br>• Landscape is integrated into the building fabric, curtilage and rooftop to mitigate visual impact and improve the quality and amenity of the teaching spaces.<br>• The siting, massing and form of the building prioritises view corridors, sightlines and the creation of open spaces. |
| **Principle 2—sustainable, efficient and durable**<br>• 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.<br>• Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements. | • The proposed building is responsive to climate - with solar shading, natural ventilation, operable windows, mechanical control and monitoring systems. PV's and water tanks are incorporated in the design to minimise the environmental impact of the building. Healthy canteen, community and sport spaces and building as teacher are elements that support positie social outcomes in the design.<br>• The structure and internal planning of the building is highly flexible and regular ensuring future flexibility and reconfigurability of the building as required by changing pedagogy. Robust and efficient materials have been selected in response to the high traffic requirements of boys. |
| **Principle 3—accessible and inclusive**<br>• School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.<br>• Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours | • Highly visible from both the Fraser Street and Francis Street entrances to the school, accessible paths are provided to the building and wayfinding is clear. Well lit and open, with large protected outdoor areas; the building is welcoming and inclusive. Two lifts provide equitable access.<br>• The Canteen, cafe and Foodtech spaces will be used on the weekends by parents and school community supporting Co-curricular events on Breen Oval and the rest of the site. |
| **Principle 4—health and safety**<br>• 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 facade design optimises access to fresh air and daylight. Pedestrian movement and vehicle movement is kept separate, with cars moved to the basement level. Large covered areas provide protection form rain and sun.<br>• Passive surveillance is supported through large areas of glazing on all faces of the building. Distributed amenities and EOT facilities provided. |
| **Principle 5—amenity**<br>• 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.<br>• Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants.<br>• 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 | • Landscape integrated into the building to maximise playspace and amenity.<br>• Flexible learning spaces integrated into the design with access to technology and state of the art facilities<br>• Setback from busy roads, acoustic impacts are reduced<br>• Diversity of types of spaces within the building to provide age appropriate learning spaces. Naturally ventilated teaching spaces, good visual connecton to broader campus and scenic school campus. |
| **Principle 6—whole of life, flexible and adaptive**<br>• 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 proposal futureproofs the tennis courts adjacent for future develoment if needed. The structural grid of the basement and building allow for reconfigurability of teaching spaces. Siting supported by prior masterplanning investigation.<br>• Large group learning areas, collaboration areas and teacher and student breakout spaces provided to support best practice modern educational design. Learning spaces to cater for a range of learning styles.<br>• Considered material selections and Responsive to site conditions and environment. |
| **Principle 7—aesthetics**<br>• 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.<br>• The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood, and have a positive impact on the quality and sense of identity of the neighbourhood | • The proposal reflects SPC and BVN's commitment to and investment in design excellence. The building is engaging and welcoming, considerate of context and purposeful in composition.<br>• High quality, robust materials ensure a quality building that will endure.<br>• Services and landscape are integrated into the design in a genuine way, to maximise the learning potential and aesthetic qualities of these elements. |