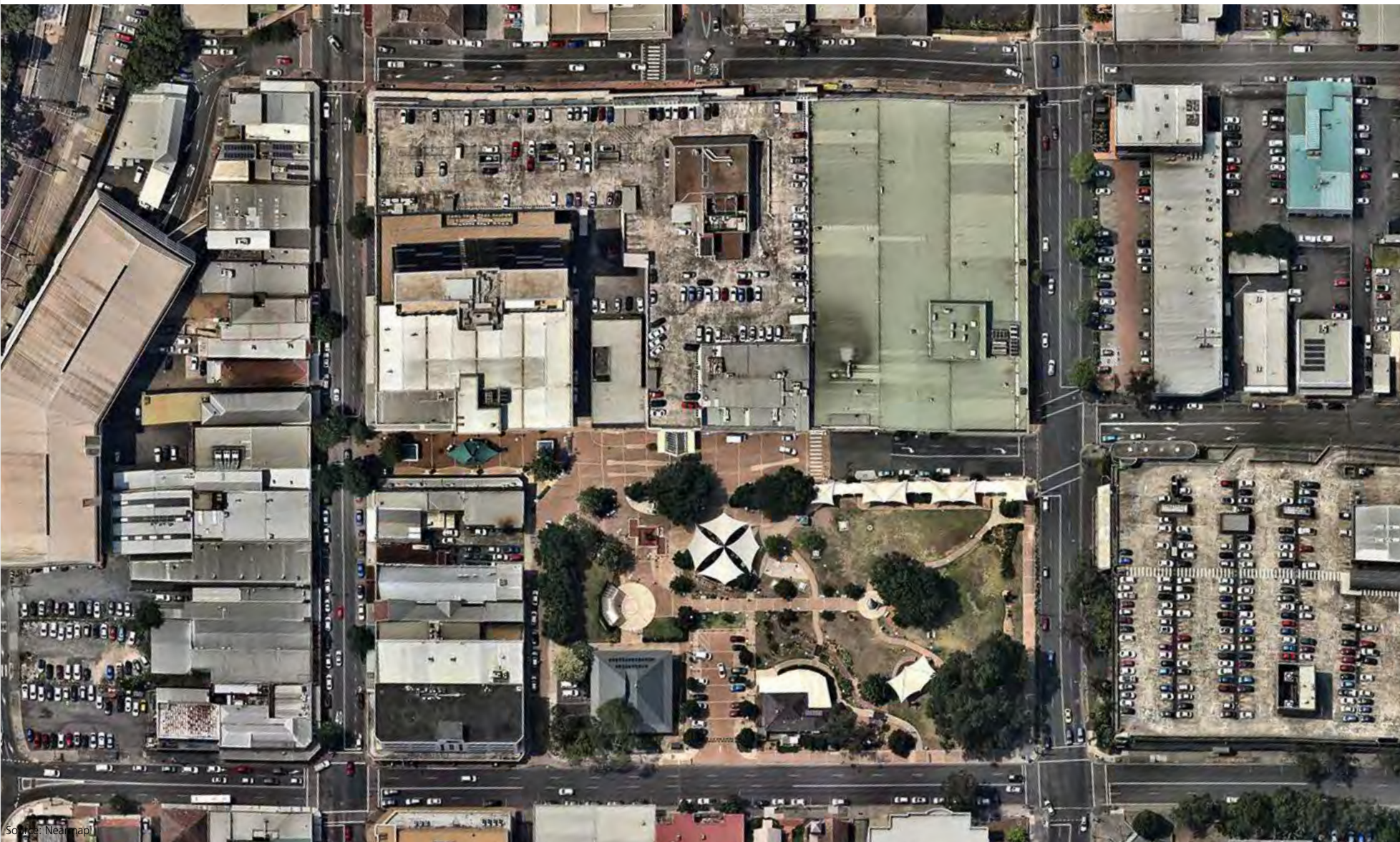




Source: Nearmap

SSD Submission

# ET Australia Secondary College

Designs for the relocation of the Year 7-10 campus into an existing supermarket site.

**REVISION** A

**SITE**

171 Mann St, Gosford, NSW

**CLIENT**

ET Australia

**DATE**

07.05.20

**PROJECT NO.**

4247

SHAC



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URBAN CONTEXT



LOCAL CONTEXT

## SSD Submission

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3. Check all dimensions on site prior to construction and fabrication.
4. Bring any discrepancies to the attention of the proprietor & architect.

### LEGEND

 SITE LOCATION

### LOCALITY

The original custodians of this land are both the Guringai peoples, principally coast-dwellers, and the Darkinjung peoples that inhabited the hinterland, although the Darkinjung were the main Indigenous population. The land of the Darkinjung extended from Lake Macquarie in the north to the Hawkesbury river in the south.

The first European to explore the Gosford region was Governor Philip between 1788 and 1789 but due to the steep and difficult terrain, most of the larger exploration began in the 1820's.

By the late 19th century, settlements of market gardens, orchards and timber harvesting had began booming. The name 'Gosford' was named after the Archibald Acheson, 2nd Earl of Gosford from a division in Northern Ireland.

Today, Gosford is one of the largest communities in the Central Coast region, with a large number of commercial and industrial businesses along the main road, Central Coast Highway. In the centre of the Gosford CBD is a shopping and community precinct, as well as a major rail line stop and sporting stadium.

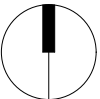
Gosford is home to a number of educational facilities including both public and private schools, and many more schools are within the surrounding areas.

Transport around the city is mainly vehicular (private cars and buses) and the train line is a major connection point between Sydney to the south for commuters.

**4247**  
**SSD1001**  
Rev A 07.05.20

**Location Context**  
ET Australia Secondary College  
171 Mann St, Gosford, NSW

NTS  
@A3



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Nominated Architect Justin Hamilton (6160) | ABN 32 131 584 846



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## SSD Submission

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### LEGEND

- SUBJECT SITE
- SURROUNDING SCHOOLS / EDUCATION CENTRES
- RETAIL / COMMERCIAL CENTRES
- HOSPITALS
- RECREATION / OPEN SPACE
- OPEN WATER
- MAIN ROADS / TRANSPORT CORRIDOR
- COMMUTER TRAIN LINE
- PEDESTRIAN
- WATER COURSE

### KEY POINTS

#### SCHOOLS AND EDUCATIONAL FACILITIES

1. ET AUSTRALIA - EXISTING SITE
2. GOSFORD PUBLIC SCHOOL / HENRY KENDALL HIGH SCHOOL
3. GOSFORD HIGH SCHOOL
4. TAFE NSW - GOSFORD

#### SPORTS FACILITIES

- A. GOSFORD OLYMPIC SWIMMING POOL
- B. CENTRAL COAST STADIUM
- C. TENNIS COMPLEX
- D. GOSFORD TENNIS CENTRE
- E. GOSFORD GOLD CLUB

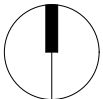
#### RECREATION AND OPEN SPACE

- F. KIBBLE PARK
- G. RUMBALARA RESERVE
- H. HYLTON MOORE PARK
- I. GOSFORD CITY PARK
- J. MEMORIAL PARK
- K. LEAGUES CLUB FIELD
- L. CARAWAH RESERVE
- M. ADCOCK PARK / WEST GOSFORD BICYCLE PARK
- N. THE ENTERTAINMENT GROUNDS
- O. WATERVIEW PARK
- P. GOSFORD SHOWGROUND

4247  
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Context Analysis Plan  
ET Australia Secondary College  
171 Mann St, Gosford, NSW

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LEGEND

- EXISTING IMPERIAL SHOPPING CENTRE
- PROPOSED AREA OF WORKS
- ROAD

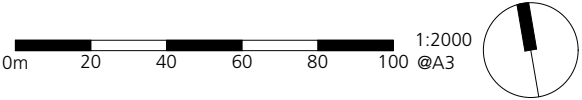
KEY POINTS

ET Australia Secondary College Secondary Campus

|                   |                                    |
|-------------------|------------------------------------|
| COUNCIL:          | CENTRAL COAST COUNCIL              |
| LOT / DP NUMBERS: | LOT DP 1220146                     |
| SITE AREA:        | APPROX. 13,730 m²                  |
| ZONING:           | B3 COMMERCIAL CORE - BUSINESS ZONE |

4247  
SSD1003  
Rev A 07.05.20

Existing Site Plan  
ET Australia Secondary College  
171 Mann St, Gosford, NSW



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ACID SULFATE SOILS

- 1

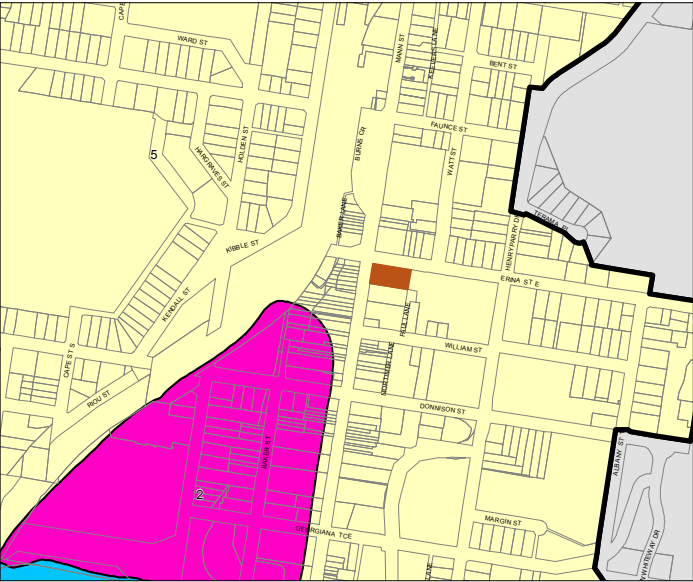
Class 1
- 2

Class 2
- 3

Class 3
- 4

Class 4
- 5

Class 5
- Gosford City Centre



MAXIMUM BUILDING HEIGHT (m)

- A

0
- J

9
- K

10.5
- M

12
- O

15
- P

18
- R

22
- S

24
- U

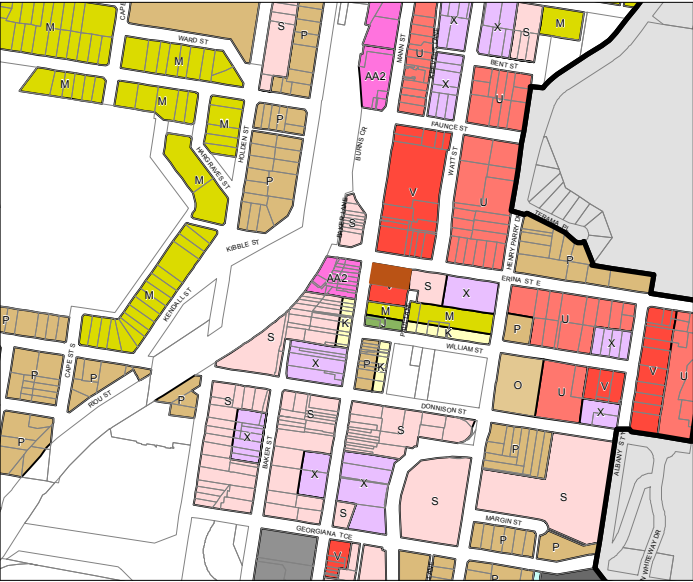
30
- V

36
- X

48
- AA1

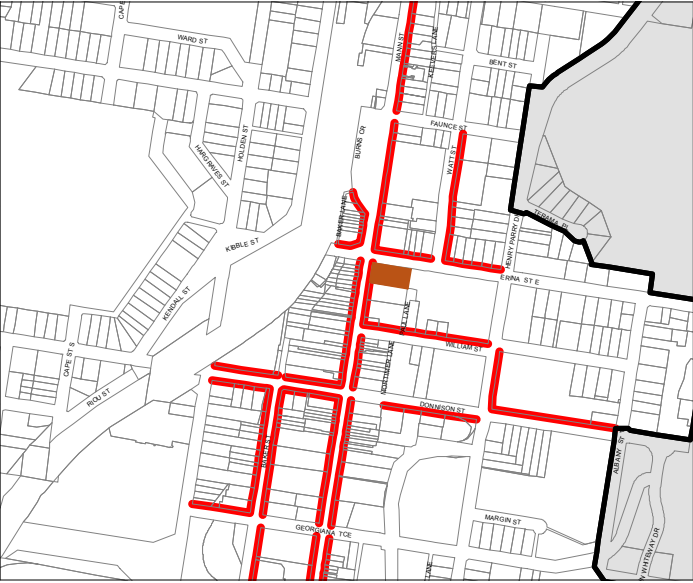
60
- AA2

72



ACTIVE STREET FRONTAGE

- Active Street Frontage
- Gosford City Centre



LAND ZONING

- B3

Commercial Core
- B4

Mixed Use
- B6

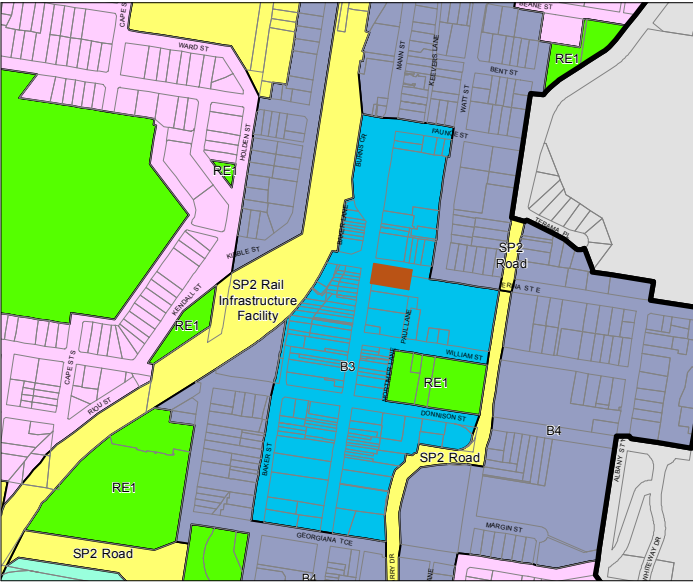
Enterprise Corridor
- R1

General Residential
- RE1

Public Recreation
- SP2

Infrastructure
- W2

Recreational Waterways
- Gosford City Centre



FLOOR SPACE RATIO

- S

1.5
- T1

2
- T2

2.25
- U1

2.5
- U2

2.75
- V

3
- W

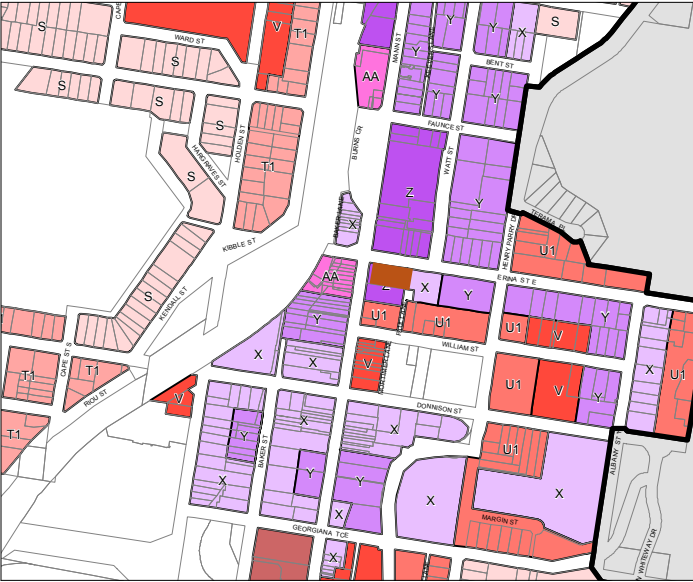
3.5
- X

4
- Y

4.75
- Z

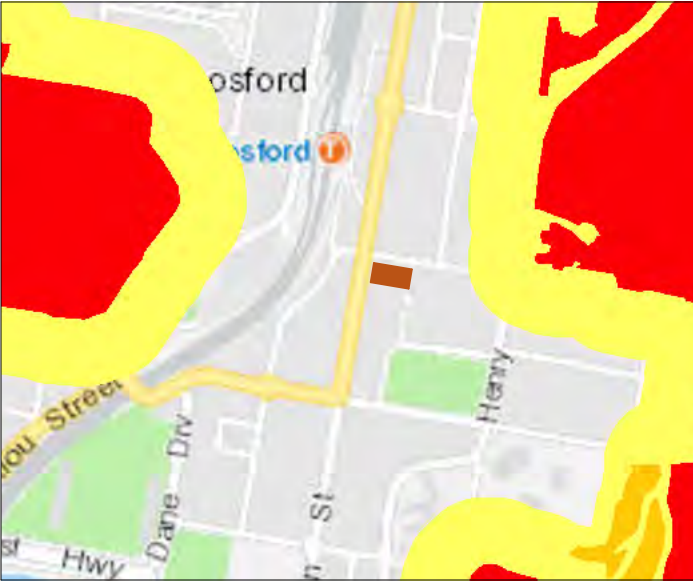
5
- AA

6
- Gosford City Centre



BUSHFIRE PRONE LAND

- Vegetation Category 1
- Vegetation Category 2
- Vegetation Category 3
- Vegetation Buffer



SSD Submission

1.

Dimensions are in millimetres unless otherwise shown.
2.

Work to given dimensions. Do not scale from drawing.
3.

Check all dimensions on site prior to construction and fabrication.
4.

Bring any discrepancies to the attention of the proprietor & architect.

Gosford City Centre is controlled under a specific State Environmental Planning Policy (Gosford City Centre, 2018). The following town planning legislative framework is applicable to the site.

PLANNING PRINCIPLES

Acid Sulfate Soils

The objective of this zone is to prevent disturbance, exposure or drainage of acid sulphate soils that would cause damage to the environment. The school site is located within a Class 5 Zone of Acid Sulfate Soils, indicating that any works within 500 meters of adjacent Class 1, 2, 3, or 4 land that is below 5 metres Australian Height Datum requires consent, as well as works that are likely to lower the watertable by 1 meter Australian Height Datum on adjacent Class 1, 2, 3, or 4 land. Works that cannot within these parameters usually require an Acid Sulfate Soil Management Plan to proceed, however it is noted that this is unlikely as proposed construction is within an existing development elevated from the ground plane.

Active Street Frontage

The Western edge of the subject site has active street frontage requirements that do not allow the change of use of a building unless the consent authority is satisfied the building will have an active street frontage after the change of use. This is unlikely to be an issue as the subject site is located on the first floor of a mixed-use development and has an existing street frontage on the ground floor facing Mann St.

Floor Space Ratio

According to the State Environmental Planing Policy (Gosford City Centre) 2018 the subject site has two Floor Space Ratio (FSR) controls. The Eastern side of the site is classified as Zone Z, allowing for an FSR of 5:1, while the Western side of the site is classified as Zone X, allowing for an FSR of 4:1.

Heritage

The subject site is not identified as having any heritage significance according to the State Environmental Planning Policy (Gosford City Centre) 2018 and is not within a Heritage Conservation Area. However, note is made to the heritage-listed Gosford hotel located to the north of the site directly opposite Erina St.

Maximum Building Height

The subject site is identified to have two maximum building height restrictions, with the Eastern side of the site classified as Zone V, permitting a maximum building height of 36m, and the Western side of the site classified as Zone S, permitting a maximum building height of 24m. The objectives of this planning guide is to ensure the height of buildings is appropriate for the context and character of the area and reflects the hierarchy of centres and land use structure.

Minimum Lot Size

The subject site is not identified on the Gosford City Centre SEPP Map to have a minimum lot size restriction. This planning guide is to ensure that lot sized are able to accommodate development that is suitable for its purpose and that is consistent with relevant Council development controls and to prevent fragmentation of rural areas.

Land Zoning

According to the State Environmental Planing Policy (Gosford City Centre) 2018 the subject site is zoned as B3 Commercial Core (business zone).

Bushfire Prone Land

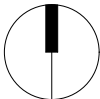
The subject site in Gosford City is not located within a bushfire prone zone, however it is noted that the Eastern edge of the greater Imperial Centre site is located within a vegetation buffer, as indicated by the both the NSW Planning Portal and the NSW Royal Fire Service. Additionally, Vegetation Category 1 is located within close proximity to the Eastern edge of the greater Imperial Centre site.

Additional Provisions

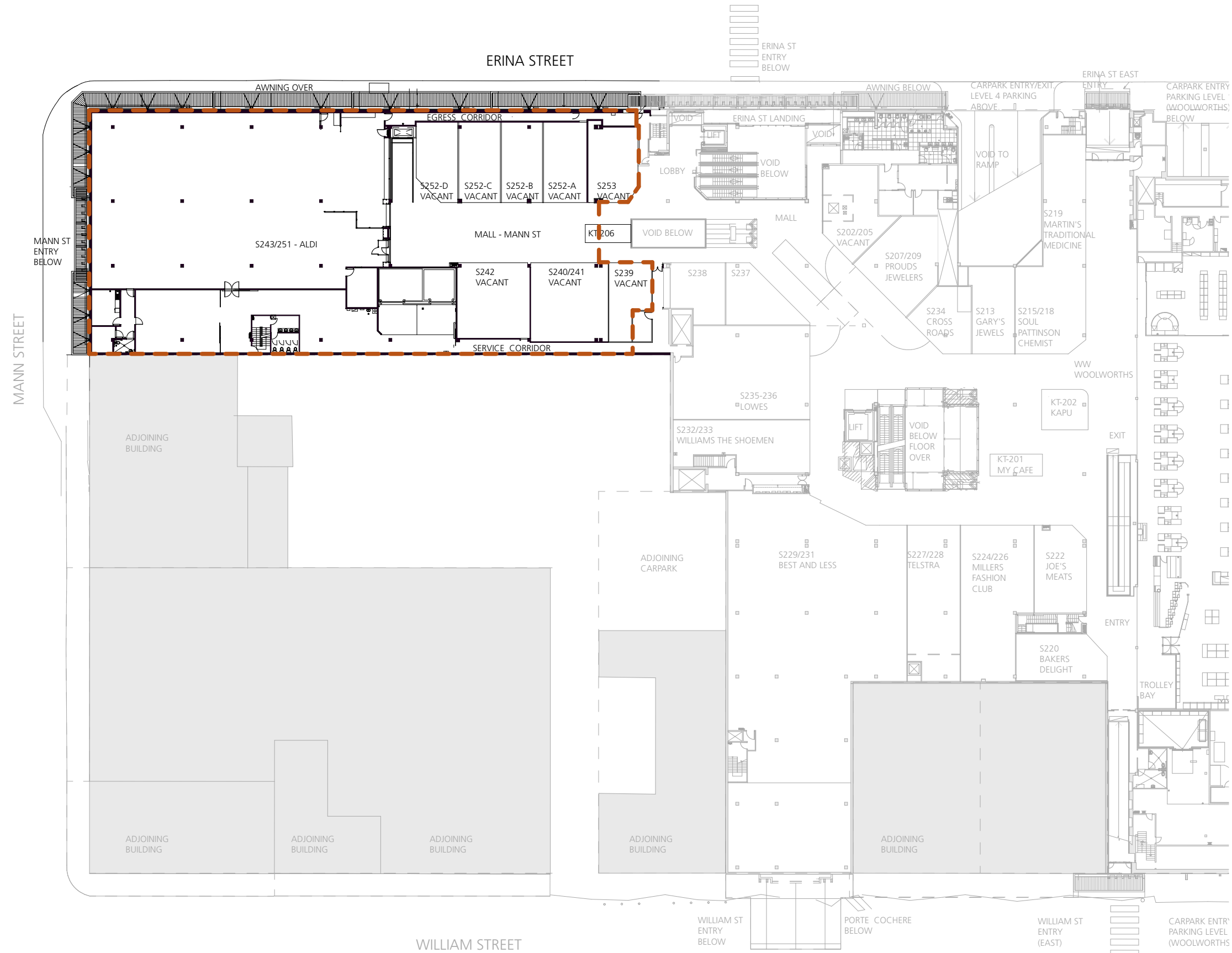
The Western edge of the subject site has additional provisions that limits the erections of new buildings that face Mann St unless the building height does not exceed 3 storeys at the building's street frontage to Mann St.

Additional Permitted Uses

The subject site is not identified as land zoned with additional permitted uses, however land to the North and the East of the site is zoned as B4 (Mixed Use), which permits the development of car parks with development consent.



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## SSD Submission

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## LEGEND

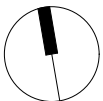


- EXISTING SUPERMARKET SITE HIGHLIGHTED AS EXTENT OF TENANCY.

**4247**  
**SSD1005**  
Rev A 07.05.20

**Existing Imperial Centre Plan**  
ET Australia Secondary College  
171 Mann St, Gosford, NSW

NTS  
@A3



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Nominated Architect Justin Hamilton (6160) | ABN 32 131 584 846

# Design Guide for Schools

Design Quality Principles listed within the *State Environmental Planning Policy (SEPP) for Educational Establishments and Child Care Facilities 2017* are to be employed when designing new schools and school building upgrades, these principles are a set of values that enable a common understanding between school developers, design teams, school staff, students and community when designing new school buildings or building upgrades. According to Education SEPP 2017, the principles of Design Quality for state significant development are as follows:



## 1. 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.



## 2. 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.



## 3. Accessible & Inclusive

School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities. Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.



## 4. 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.



## 5. 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.



## 6. Whole of Life, Flexible & 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.



## 7. 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.

**SOURCE:**  
Information & icons adapted from *Better Placed: Design Guide for Schools* by Govt. Architects of NSW



# Environmental Design in Schools

## EDUCATIONAL FACILITIES STANDARDS AND GUIDELINES ESD PRINCIPLES

Ecologically Sustainable Development is defined in Australia as:

Using, conserving and enhancing the community's resources so that ecological processes, on which life depends, are maintained, and the total quality of life, now and in the future, can be increased.

According to the EFSG, all new building + upgrade projects must comply with the measures, targets + minimum standards of the Government Resource Efficiency Policy, to drive efficiency in energy and water use, waste and improving air quality. The ESD principles to be incorporated in the design, development + operation of projects for their Whole of Life as identified by the EFSG include:

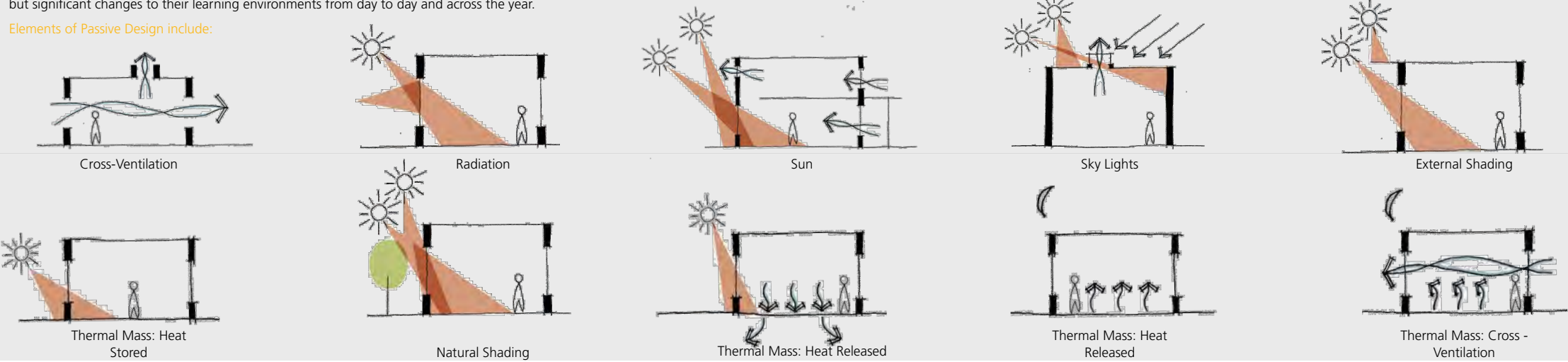
- Responsible use of energy, water, and resources in the construction, operation, refurbishment, maintenance, management and their ultimate disposal
- Protect and support biological and ecological diversity
- Restrict the flow of pollutants into our natural environment

Furthermore, according to the EFSG, Ecologically Sustainable Development principles must be included in any new school buildings to a level that the building could be benchmarked to achieve a 4 Star Green Star rating, which is considered to be best practice within the Australian building industry.

## GOVERNMENT ARCHITECT NSW ENVIRONMENTAL DESIGN IN SCHOOLS

The *Environmental Design in Schools* manual appreciates that environmental factors such as air quality, ventilation, natural lighting, thermal comfort + acoustic performance have a significant impact on teacher + student wellbeing, as well as attentiveness and overall performance. Passive design strategies are opportunities to make positive, sustainable change in the building or running of a school. With active users to share the responsibility of making their environment comfortable, people are given tools + an understanding of how they can make small but significant changes to their learning environments from day to day and across the year.

Elements of Passive Design include:



4247  
SSD1007  
Rev A 07.05.20

Environmental Design in Schools  
ET Australia Secondary College  
171 Mann St, Gosford, NSW

SOURCE: Adapted from *Ecologically Sustainable Development* Educational Facilities Standards and Guidelines New South Wales, June 2019. Adapted from *Introducing Green Star - Design & As Built* Green Building Council of Australia, November 2014

**Educational Facilities  
Standards and  
Guidelines**

Mandatory Measures under the EFSG + NSW Resource Efficiency Policy include:

- **Energy Conservation:** Lighting, HVAC Controls, Energy Efficient Appliances & Equipment and Renewable Energy Generation,
- **Water Conservation:** Water Efficient Appliances, Roof Water Harvesting & Tank Storage and Stormwater Management,
- **Sustainable Materials:** Sustainable Timber, Low VOC + Minimised Pesticides,
- **Ecological Conservation:** Biological Diversity, Environmental Conservation Learning, Environmental Modelling & Biophilic Design,
- **Waste Management:** Re-used + recycled materials, Waste Storage Area,
- **Climate Change Adaptation**
- **Sustainability Benchmarking:** Ecologically Sustainable Development principles

Additional Green Star - Design & As Built categories include:

- **Management:** Adaptation + Resilience, Metering + Monitoring, Operational & Construction Environmental Management,
- **Indoor Environment Quality:** Acoustic Comfort, Lighting & Visual Comfort, Indoor Pollutants, Thermal Comfort, Indoor Air Quality,
- **Transport:** Sustainable Transport,
- **Emissions:** Stormwater, Light Pollution, Microbial Control, Refrigerant Impacts,
- **Innovation:** Innovative Technology or process, Market Transformation, Global Sustainability, Innovation Challenges

SOURCE: Adapted from *Environmental Design in Schools* Government Architect New South Wales, Issue 01 2018

**G A N S W**

The three main steps that can help us to make our built + natural environments **feel better + work better** are:

- Understanding our physical surroundings
- Understanding how our surroundings affect people
- Adopting strategies that will benefit people and our surroundings

## PROJECT SPECIFIC DESIGN PRINCIPLES

The ET Australia Year 7-10 campus project is proposed for development within an existing building.

Whilst this affords a level of ESD from the reuse of the building, which reduces environmental impacts associated with material use, resourcing, and construction processes, the project's ability to include conservation methods for energy, water, ecological environments, or climate change adaptation are quite limited.

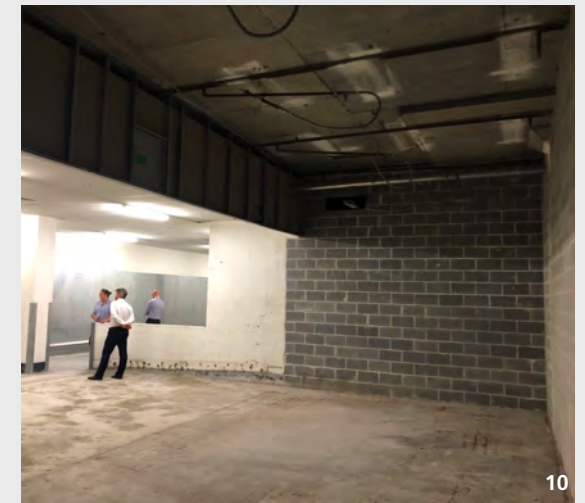
All new materials and fitout fixtures have been chosen based on sustainable materials, energy, and efficiency where possible.

The project has also moved to include principles to ensure indoor air quality, acoustic comfort, and access to natural daylight.

SHAC  
Nominated Architect Justin Hamilton (6160) | ABN 32 131 584 846



# Photographic Analysis - Built Form



1. View of Erina Street facade looking West to Mann St
2. North-Western view overlooking Imperial Centre
3. View of Erina Street facade looking East to Northern entry
4. Eastern view from Mann St looking up towards Bonython tower
5. Internal view looking towards proposed tenancy shopfront
6. Existing Aldi tenancy condition
7. Existing floor condition looking out from trolley bay
8. Existing Aldi entry/exit
9. Existing Aldi tenancy back of house facing West
10. Existing cool room facing North-East

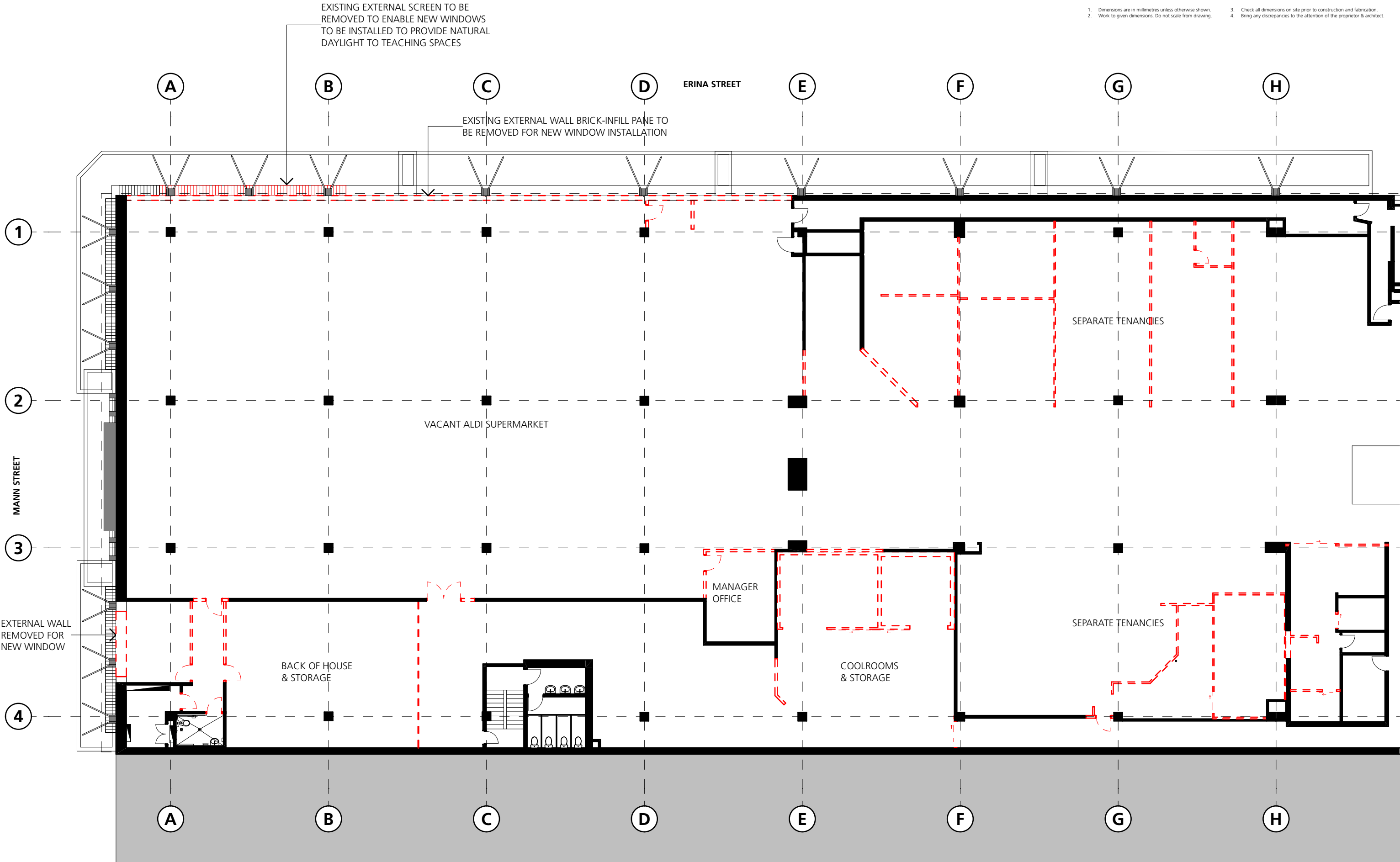


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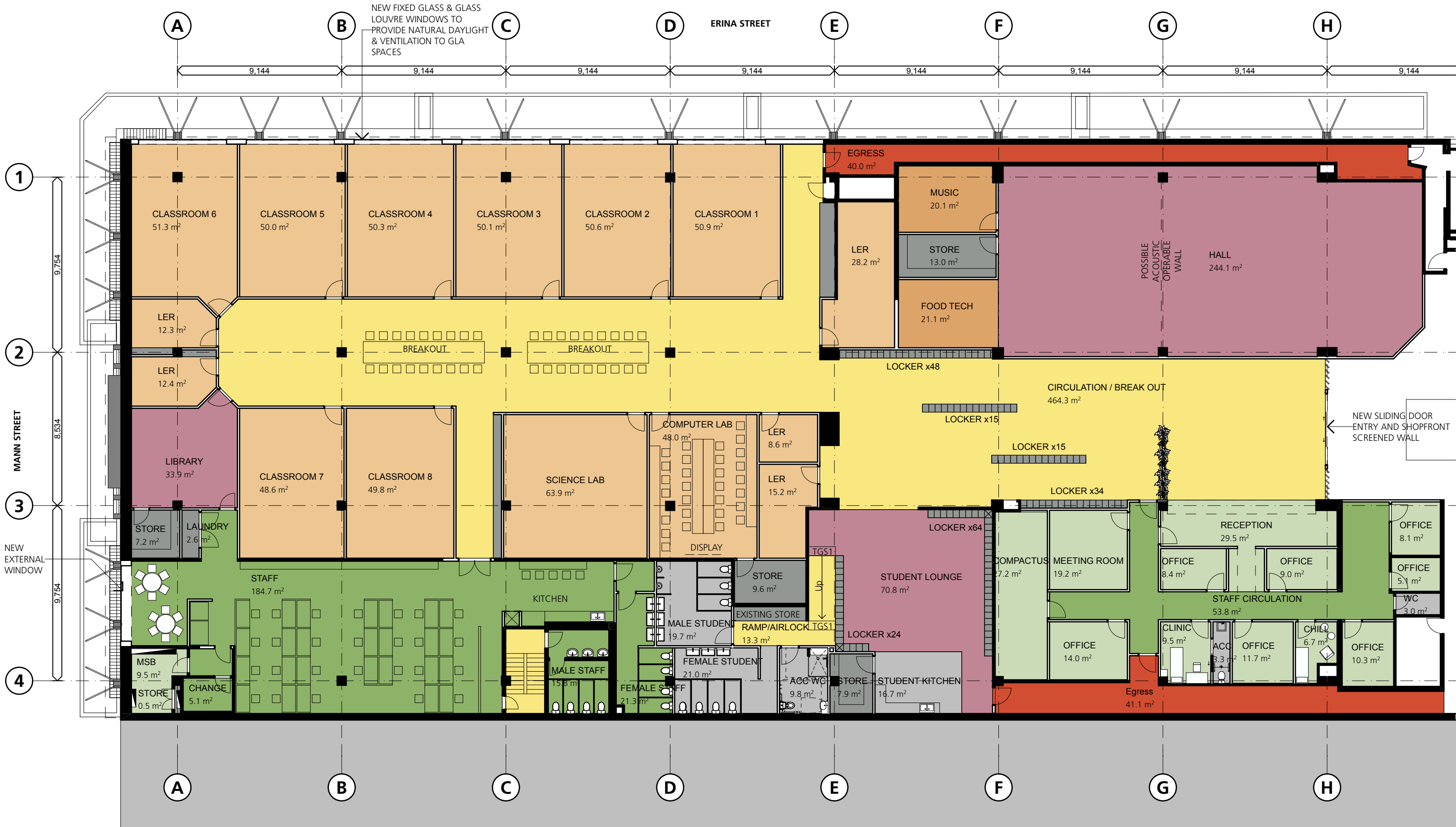
SSD Submission

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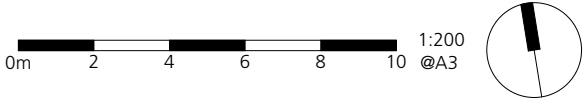
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4247  
SSD2202  
Rev A 07.05.20

Proposed Floor Plan  
ET Australia Secondary College  
171 Mann St, Gosford, NSW



SHAC  
Nominated Architect Justin Hamilton (6160) | ABN 32 131 584 846



Area Schedule Analysis

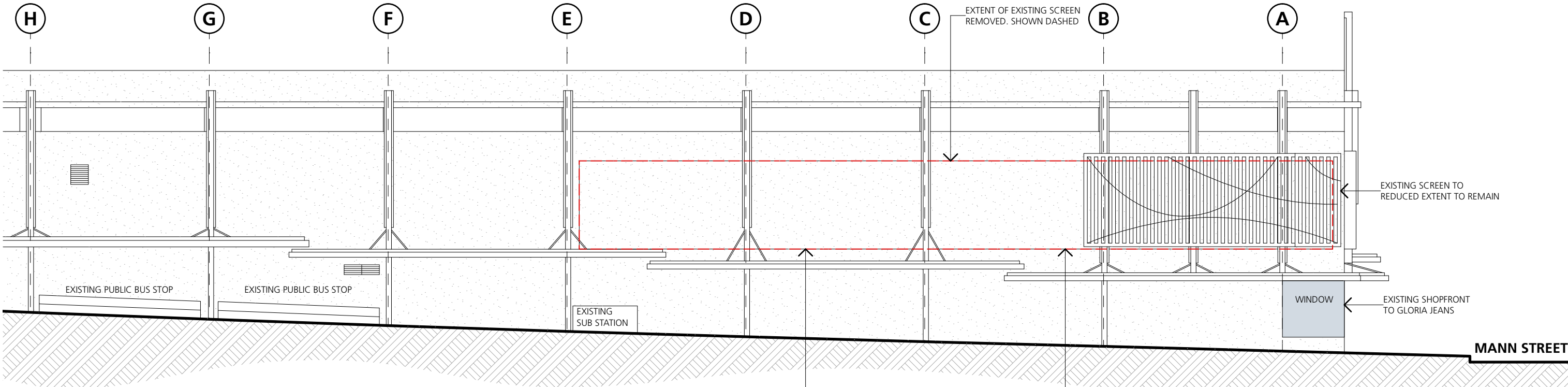
| Function           |                      |                     | Existing Areas |          | Briefed |          | Proposed |          | Difference       |
|--------------------|----------------------|---------------------|----------------|----------|---------|----------|----------|----------|------------------|
|                    |                      |                     | QTY            | Total m² | QTY     | Total m² | QTY      | Total m² | m²               |
| Learning Areas     |                      |                     |                |          |         |          |          |          |                  |
|                    | GLA Spaces           |                     | 7              | 276      | 8       | 200      | 8        | 401.6    | 125.6            |
|                    | L.E.R.               |                     | 3              | 34       | 3       | 45       | 5        | 76.7     | 42.7             |
|                    | Library              |                     | 0              | 0        | 0       | 0        | 1        | 33.9     | 33.9             |
|                    | Art                  |                     | 1              | 58.9     | 1       | 60       | 0        | 0        | -58.9            |
|                    | Fitness              |                     | 0              | 0        | 0       | 0        | 0        | 0        | 0                |
|                    | Music, Dance & Drama |                     | 2              | 16       | 1       | 20       | 1        | 20.1     | 4.1              |
|                    | Science              |                     | 0              | 0        | 1       | 60       | 1        | 63.9     | 63.9             |
|                    | TAS & Computer       |                     | 2              | 61.3     | 1       | 60       | 2        | 69.1     | 7.8              |
| Support Areas      |                      |                     |                |          |         |          |          |          |                  |
|                    | Admin                | Reception           | 1              | 9        | 1       | 20       | 1        | 29.5     | 20.5             |
|                    |                      | Meeting             | 1              | 15.1     | 1       | 20       | 1        | 19.2     | 4.1              |
|                    |                      | Offices             | 3              | 27.4     | 5       | 60       | 7        | 56.3     | 28.9             |
|                    |                      | Clinic              | 1              | 12       | 1       | 8        | 1        | 9.5      | -2.5             |
|                    | Staff                | Amenities           | 5              | 23.5     |         |          | 12       | 45.2     | 21.7             |
|                    |                      | Open Office         | 1              | 100      | 1       | 120      | 3        | 162.1    | 62.1             |
|                    |                      | Laundry             | 1              | 4.8      | 1       | 5        | 1        | 2.6      | -2.2             |
|                    |                      | Shower              | 1              | 1.8      | 1       | 4        | 0        | 0        | -1.8             |
|                    |                      | Kitchen             | 1              | 28.6     | 1       | 20       | 1        | 21.9     | -6.7             |
|                    |                      | Circulation         |                |          |         |          | 1        | 53.8     | 53.8             |
| Ancillary / Shared |                      |                     |                |          |         |          |          |          |                  |
|                    | Hall                 |                     | 1              | 206.8    | 1       | 200      | 1        | 244.1    | 37.3             |
|                    | Pupil Facilities     | WCs                 | 14             | 60.4     |         |          | 12       | 53.8     | -6.6             |
|                    |                      | Lounge              | 0              | 0        | 1       | 60       | 1        | 70.8     | 70.8             |
|                    |                      | Lockers             | 0              | 0        | 0       | 0        | 200      | 19.4     | 19.4             |
|                    |                      | Chill out room      | 1              | 10       | 1       | 10       | 1        | 6.7      | -3.3             |
|                    |                      | Kitchen             | 1              | 17.2     | 1       | 15       | 1        | 16.7     | -0.5             |
|                    | Circulation          |                     | 5              | 305      |         |          | 3        | 488.4    | 183.4            |
|                    | Storage              | Including Compactus | 8              | 47.5     |         |          | 11       | 78.3     | 30.8             |
|                    | Services             |                     | 1              | 14       |         |          | 1        | 9.5      | -4.5             |
|                    |                      | Total m²            |                | 1329.3   |         |          |          | 2053.1   | 723.8 additional |



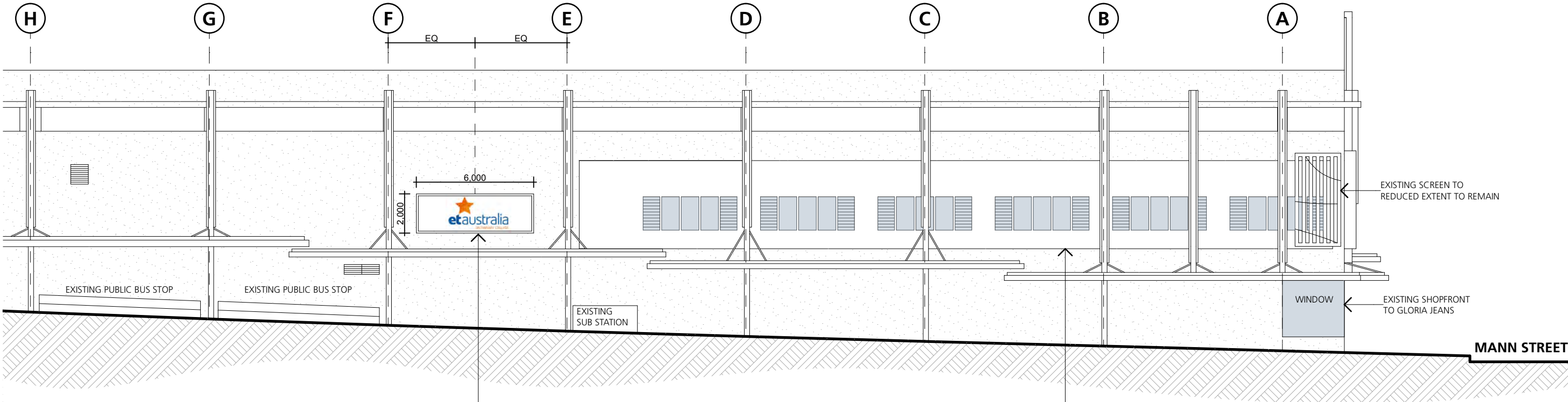
1. Dimensions are in millimetres unless otherwise shown.

2. Work to given dimensions. Do not scale from drawing.
3. Check all dimensions on site prior to construction and fabrication.

4. Bring any discrepancies to the attention of the proprietor & architect.



Existing Erina Street Elevation



Proposed Erina Street Elevation

NEW EXTERNAL SIGNAGE  
APPROX. 2m x 6m. NO LIGHTING

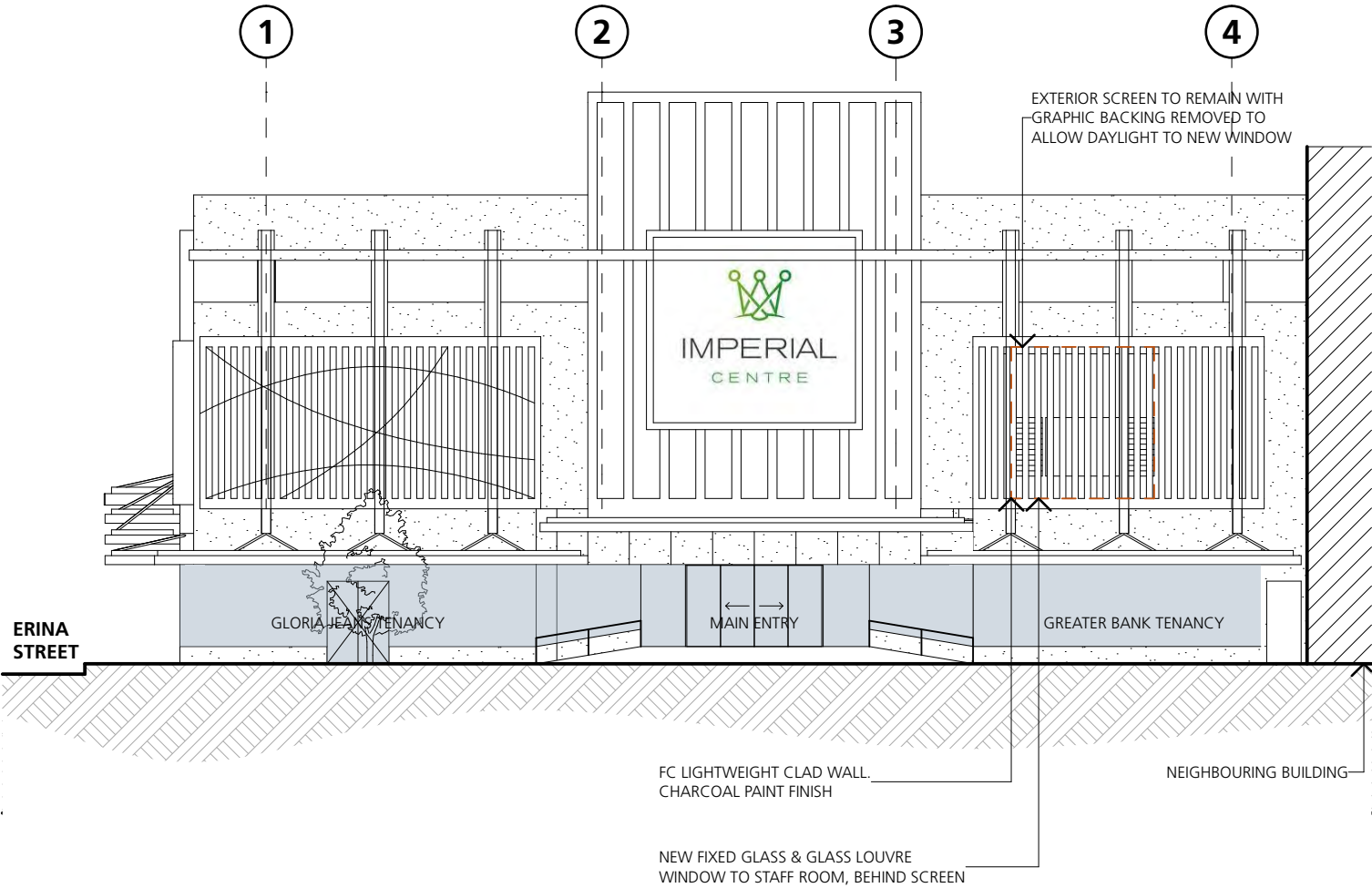
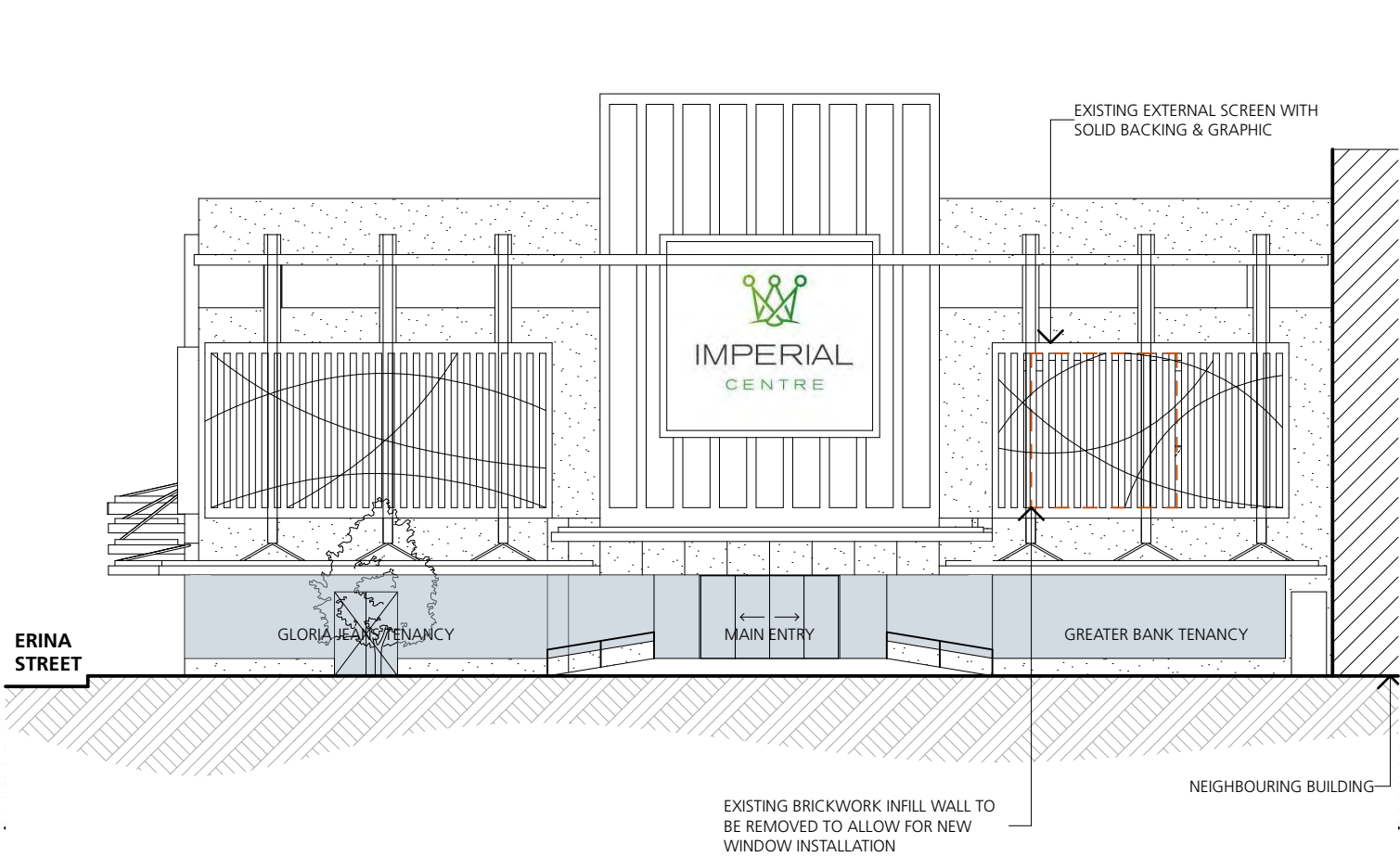
NEW LIGHTWEIGHT WALL TO REPLACE DEMOLISHED  
WALL - CHARCOAL PAINT FINISH TO FC



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4. Bring any discrepancies to the attention of the proprietor & architect.



Existing Mann Street Elevation

Proposed Mann Street Elevation

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3. Check all dimensions on site prior to construction and fabrication.

4. Bring any discrepancies to the attention of the proprietor & architect.

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