

SSD-10445

Al-Faisal College, Liverpool - SSDA Submission - A

79 & 83-87 and 66 & 80 Gurner Avenue, Austral, NSW.

Design Analysis Report

November 2020

P M D L 



CONTENTS

Based on the NSW Government Architect Office, “Better Placed Policy”, the Educational SEPP “Design Quality Principles” and the requirements of the SEARs, this report has been prepared to summarise the process, responses and incorporation of design objectives in the proposed project for Al-Faisal College.

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AL-FAISAL COLLEGE - INTRODUCTION

Philosophy

Al-Faisal College Liverpool is the latest in a series of highly successful community schools being rolled out by the college.

With a steady demand for enrolment and an expanding wait-list, Al-Faisal College is set to address the growing needs of the greater Western Sydney area.

Currently, the school has a modest capacity of 1200 primary and secondary students across a single site. The proposal is for two separate, but adjacent, campuses fit to accommodate 5,460 students upon completion.

The site forms part of the dramatic urban expansion of Sydney's South West Growth Corridor. A rapid transformation from small lot hobby farms to new housing suburbs is underway as Sydney grows to meet the overwhelming demands of a city undergoing considerable proliferation.

The demand within Austral is also magnified by the nearby Western Sydney Airport development. The demand for new housing necessitates a vast roll-out of wrap-around services, transportation, schools, community centres and commercial precincts. The proposed school sees the revitalisation of an existing school that currently services both primary and secondary school programs for Al-Faisal. A site has been purchased adjacent to the current school that will see the realisation of a new facility that will become the secondary campus.

Mission

In response to the overwhelming demand from the large, vibrant Muslim population in the area and Al-Faisal's current enrolment projections, the additions and alterations and new purpose built school aims to facilitate this expansive public need. It is well understood that the community leaders see education as a critical part of the social and economic well-being of the community. As such, Al-Faisal pride themselves on high academic achievement and focus on grounding students with a solid foundation in the strength and support of their community.

Values and Vision

Al-Faisal College students will aim to achieve Faith, Knowledge and Success through the provision of a wide range of learning experiences in a supportive and caring environment.

- To ensure that all students benefit from effective welfare programs.
- To achieve excellence in the Key Learning Areas through the provision of enriched learning experiences.
- To provide facilities to enable the school to function effectively and efficiently.
- To encourage the development of school-based resources.
- To ensure that staff are actively engaged in their own professional development and that their welfare is enhanced by a supportive network.



AL-FAISAL COLLEGE - PROPOSAL

The Proposal

The proposal seeks to respond to the client's passion for excellence in education with an adaptable, socially responsible and ecological architectural solution. The design reflects the impressive qualities of Al-Faisal and aims to capture its community focused pedagogy within the design narrative.

The Architecture + Pedagogy

The architecture deliberately leans towards a modern interpretation of a school with a predominantly cosmopolitan, Muslim population. As such the use of word "Islamic" is referred to in the broadest sense.

Contemporary Learning

While the proposed reflects the school's current circumstance, the design looks to the future towards Al-Faisal's children's children. While the school finds its way with decisions such as gender segregation for its predominantly Muslim demographic, the proposal finds capacity to adapt with the evolution of the Al-Faisal pedagogy.

The use of operable walls between teaching and breakout spaces provide flexibility to accommodate a variety of groups, learning styles and settings.

Place and Space

Distinct social spatial strategies have been intertwined within the architecture as a means of creating 'schools within schools'. For example, playful building forms that offer civic qualities on the horizontal ground plane, are designed around and engage with meeting places.

A dramatic architecture unfolds where the irregular form of the ground plane contrasts with formal teaching spaces above, adopting a more serious and regulated architectural tone. As the school is broken up into smaller social clusters, circulation paths are used to bind the school as a single community.

Amidst the complex social perception of Muslim Australians our client initially provided a brief that strongly stated that the architecture needed to "blend in" with no Islamic expression at all. In this social context PMDL sought architectural expression that draws reference from Islamic qualities through abstraction and with the use of modern design in this contemporary socio-political landscape.

During the design process, a key driver evolved between Muslim and Aboriginal cultural values, finding synergies that centred on the concept of belonging.

A Professional Workplace

We recognise that the quality of teaching is the greatest contributor to learning outcomes, and that the school is their workplace. Acknowledging the needs of the teaching cohort to develop their practice, increasingly in collaborative settings, is key to developing their professional workplace.

With strong involvement with the Muslim community in the learning process the proposed provides for considered spacial planning and a vibrant welcoming work space to reflect all that are involved with the school.

Sustainability

The key sustainable strategies include:

- Low energy consuming buildings;
- Solar and water harvesting;
- Reduced heat island effect;
- Water sensitive urban design;
- Whole of life building considerations

BRIEF

Qualitative & Quantitative Needs

A sound and considered brief developed through extensive consultation is the key to the success of the project, enriching the design process and providing a basis for cost planning. This deep interrogation has yielded a more comprehensive design. Defining the quality and ambitions for the vision has been as critical as the quantity of space.

Using analysis tools, capacity and opportunities of the site has been quantified. The brief provided an objective, quantified account of the needs of the space, which were then reviewed against site planning to developing concept options.

Key issues to be considered include:

- Existing and future space needs,
- Identity and place making requirements,
- Learning organisation and relationships,
- Funding and financial constraints,
- The physical context, including site, facilities, open space, and spatial needs,
- Life cycle,
- Environmental targets,
- Learning settings and styles together with educational organisational objectives,
- Learner-centric and innovative design,
- Age and student appropriate spaces,
- Safety and comfort,
- Access and equity,
- Agility and flexibility,
- Cost effectiveness, and;
- Environmental sustainability.

Specific Needs

- Contemporary teaching and learning facilities.
- High quality staff support, study and collaboration spaces.
- Anticipating the potential for change and growth.
- Celebration and display of cultural philosophy and vision.

Community Needs

It was identified that the key to School operations is a strong sense of community and the requirement for a variety of spaces and facilities that support various group sizes.

- Parents – ad hoc meeting space, am and pm.
- Staff - communal and study spaces facilitating collaboration and cross disciplinary activities; lounge/casual/meeting/relaxation/retreat spaces for staff - Senior and Junior; professional development spaces and resources.

Student Needs

- Assemblies
- House and year meetings.
- Functions.
- Examinations.
- Collaboration and maker spaces.
- Active and passive recreation spaces.
- Places for quiet, reflection and points of repose.
- Presentation, performance and celebration spaces.

Functionality Issues

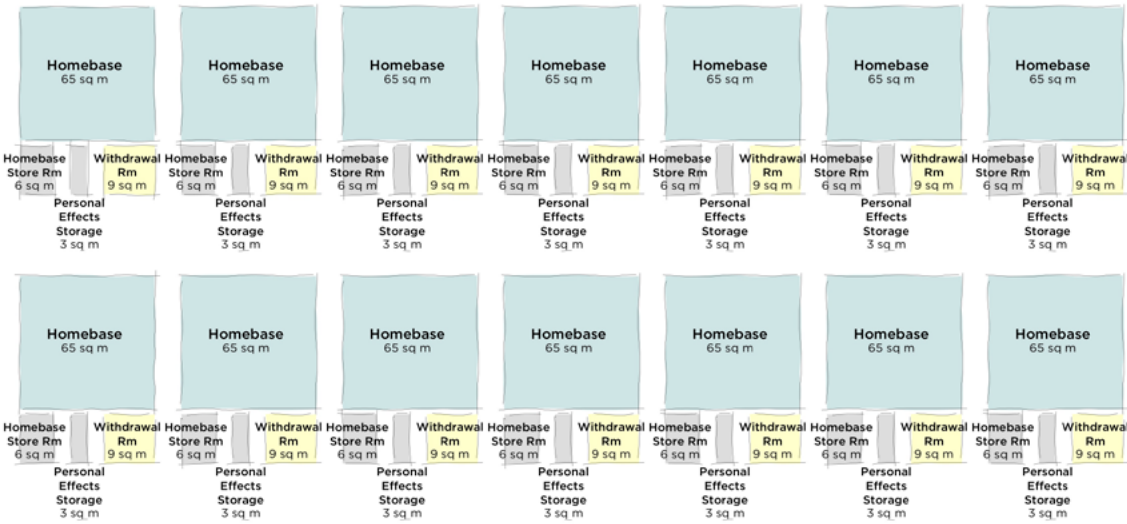
- Agile and flexible teaching and learning spaces.
- Strong connections and circulation encouraging student flow and movement as well as offering opportunities for extension of learning and socialisation.
- Create schools within schools
- Informal teaching and learning and socialisation spaces blurring the lines between classroom, formal/informal learning, socialisation and recreation.
- Opportunity to share space/resources across Primary and Secondary Schools.
- Specialist space opportunities integrating potential for cross disciplinary uses, clean and dirty, maker and collaborative spaces.
- Space for a meeting/celebration/performance.

General Ambitions

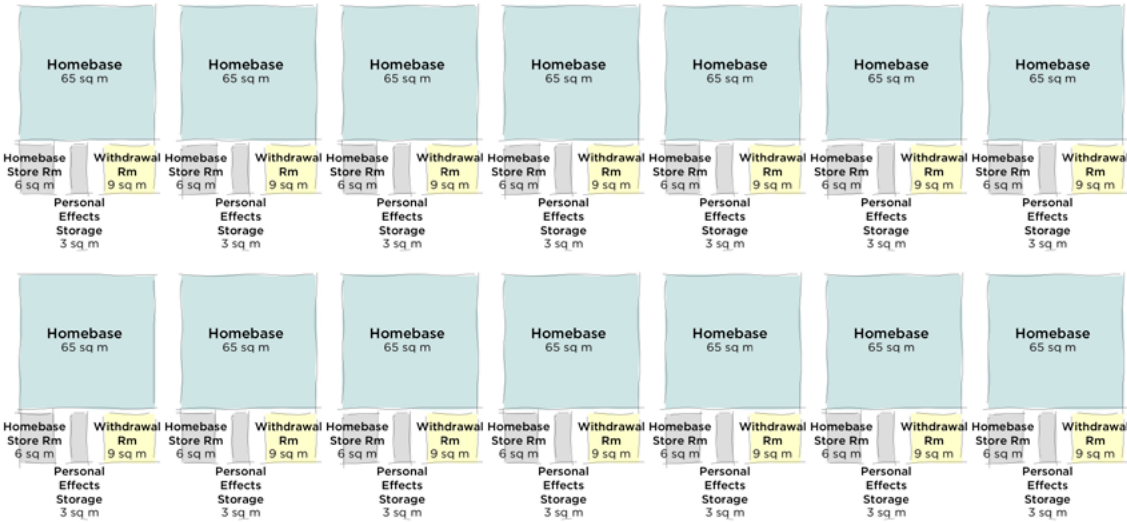
The evolution of the campus must:

- Create an overall sense of campus amenity.
- Maintain views within and to the facilities.
- Create equitable access around the campus.
- 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 school ethos and values in the physical realm.

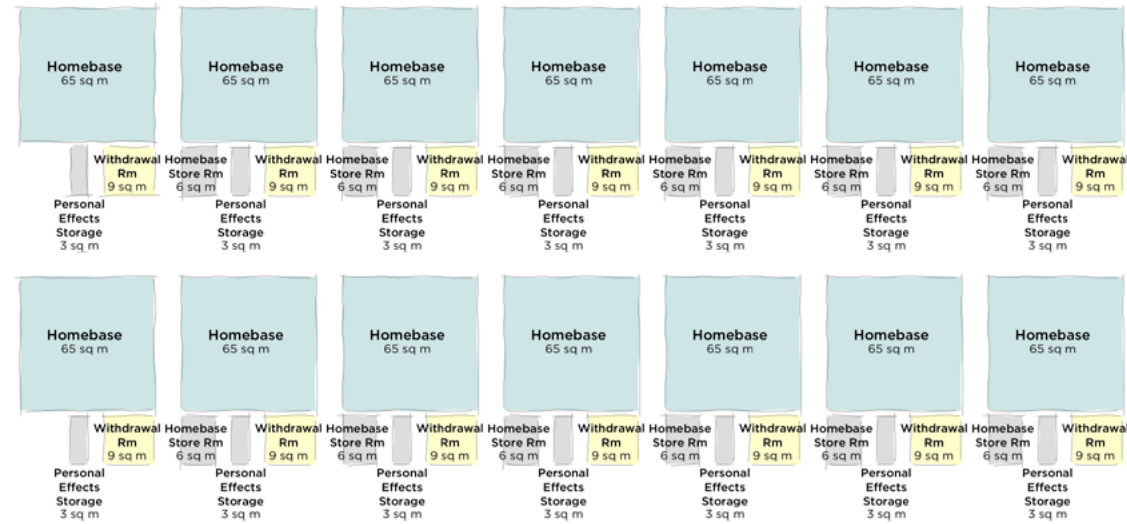
ACCOMMODATION SCHEDULE - PRIMARY



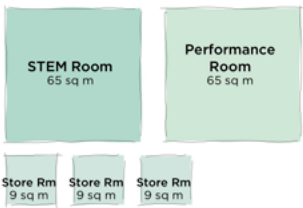
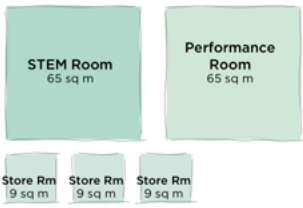
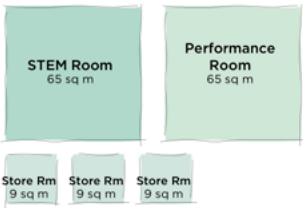
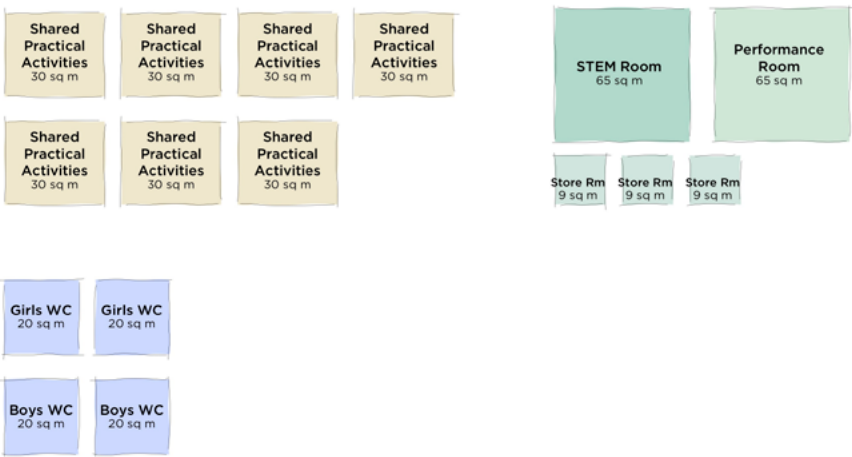
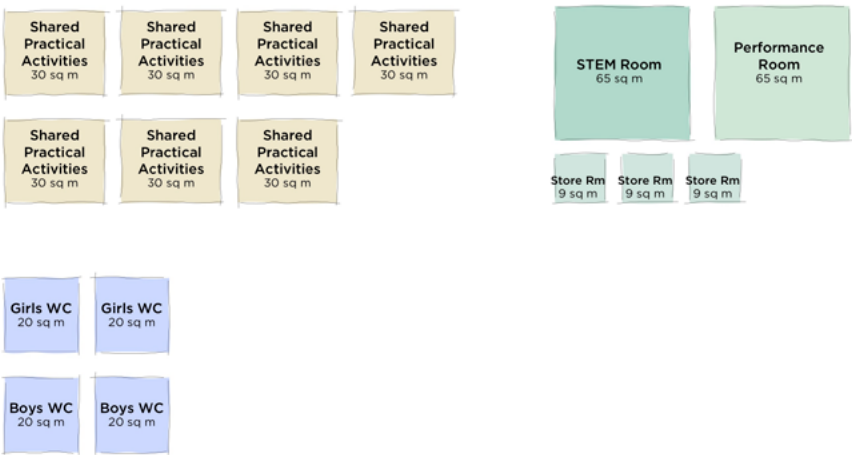
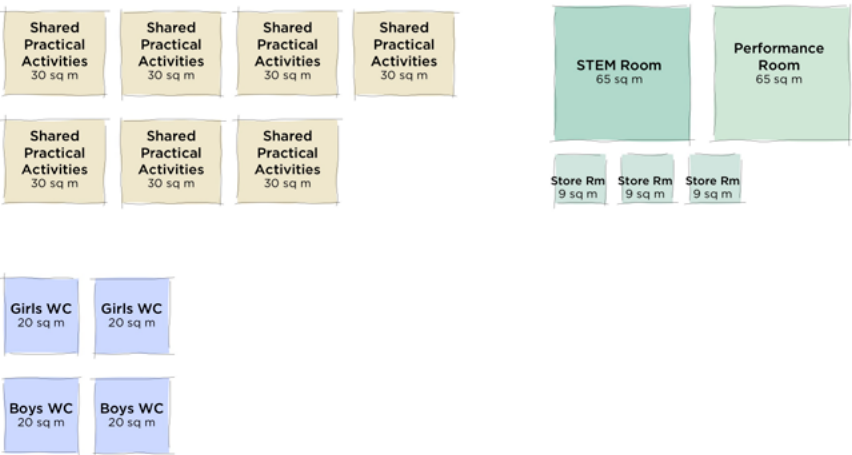
Kindergarten
14 stream



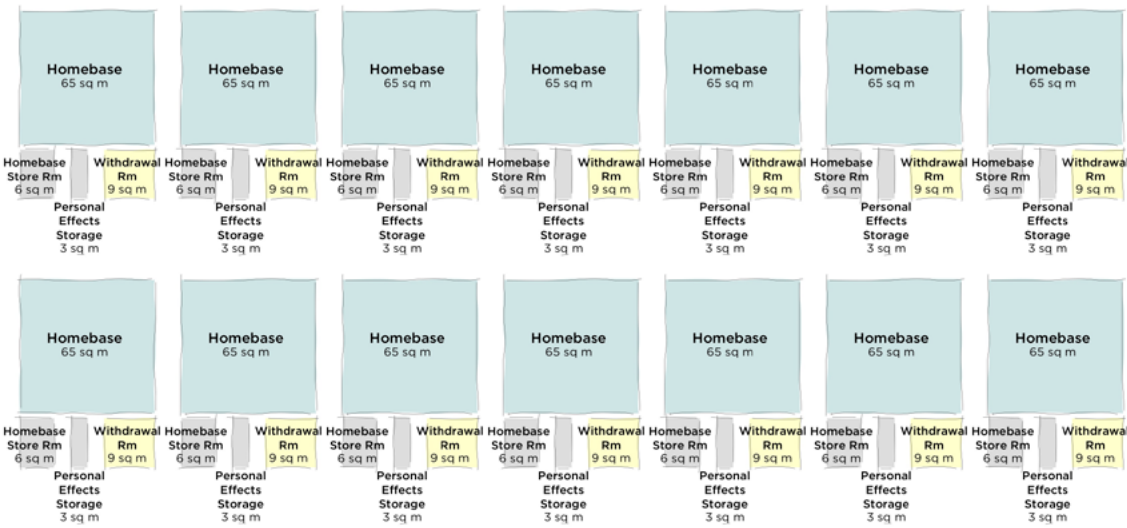
Year 1
14 stream



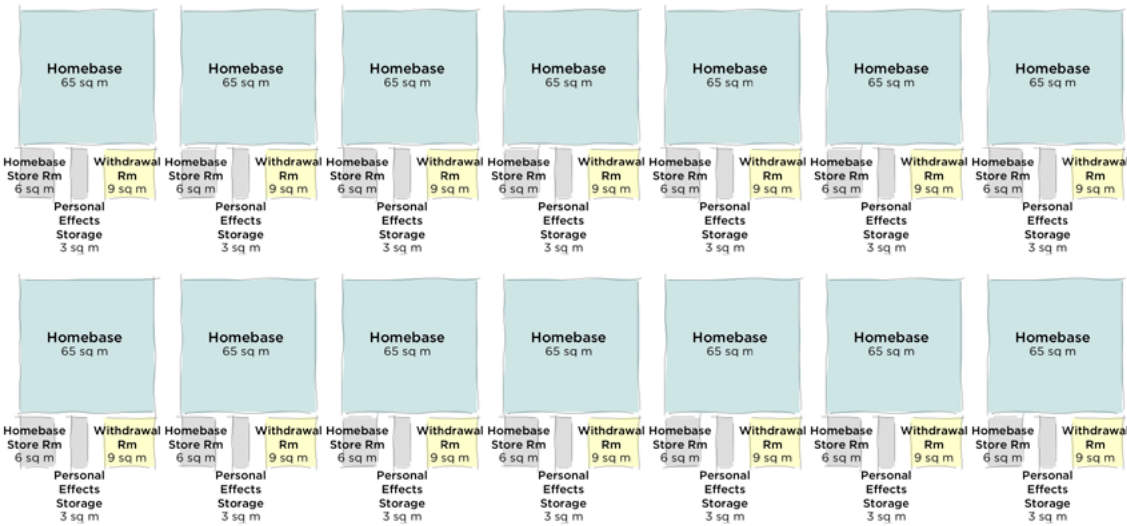
Year 2
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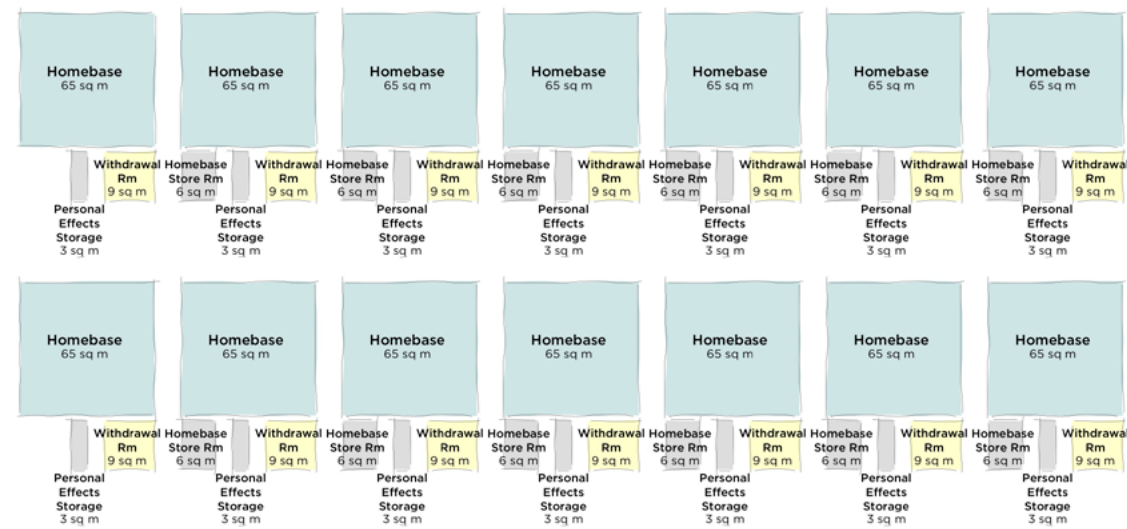
ACCOMMODATION SCHEDULE - PRIMARY



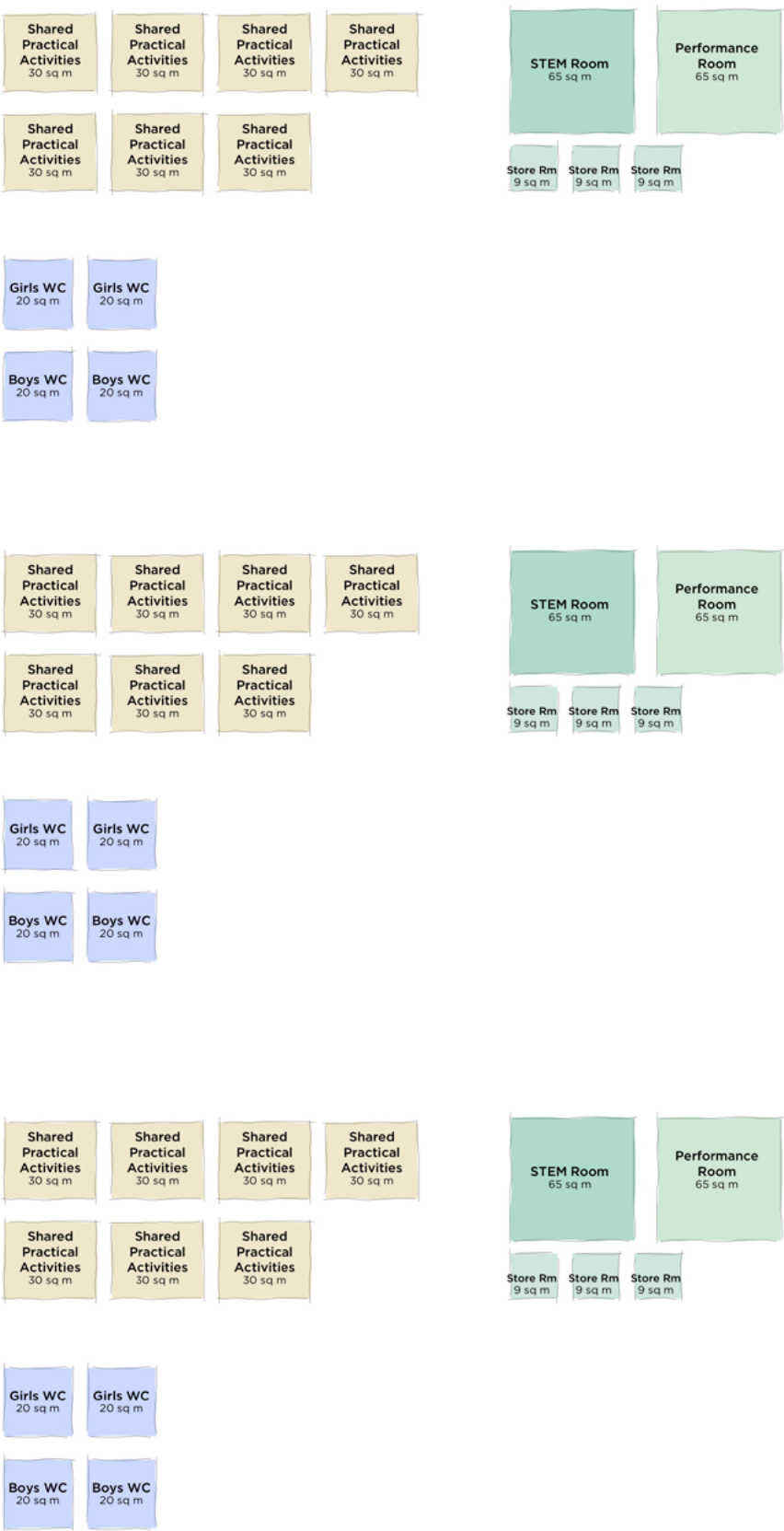
Year 3
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Year 4
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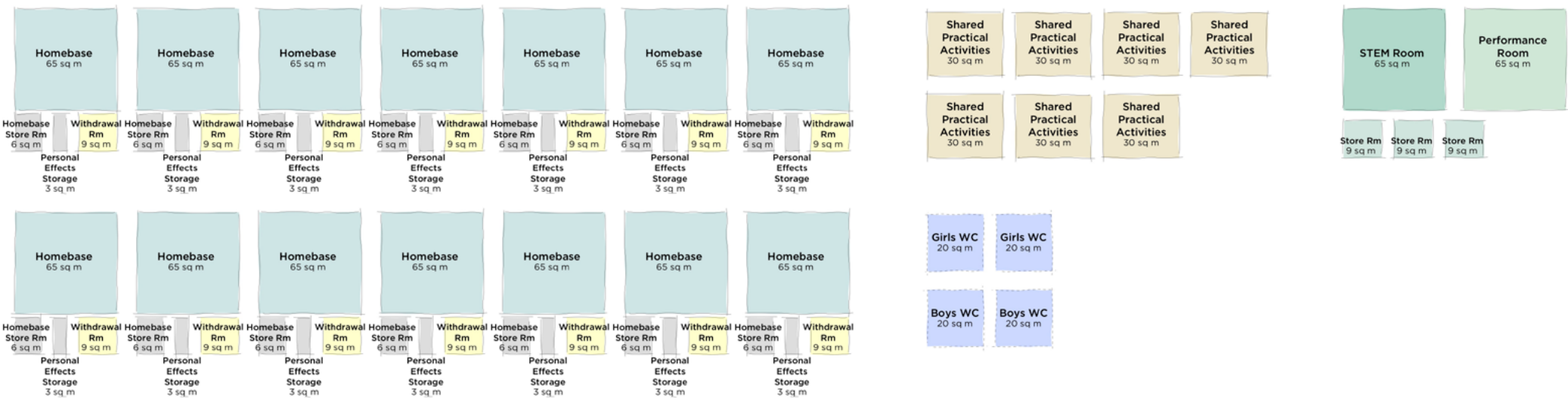


Year 5
14 stream

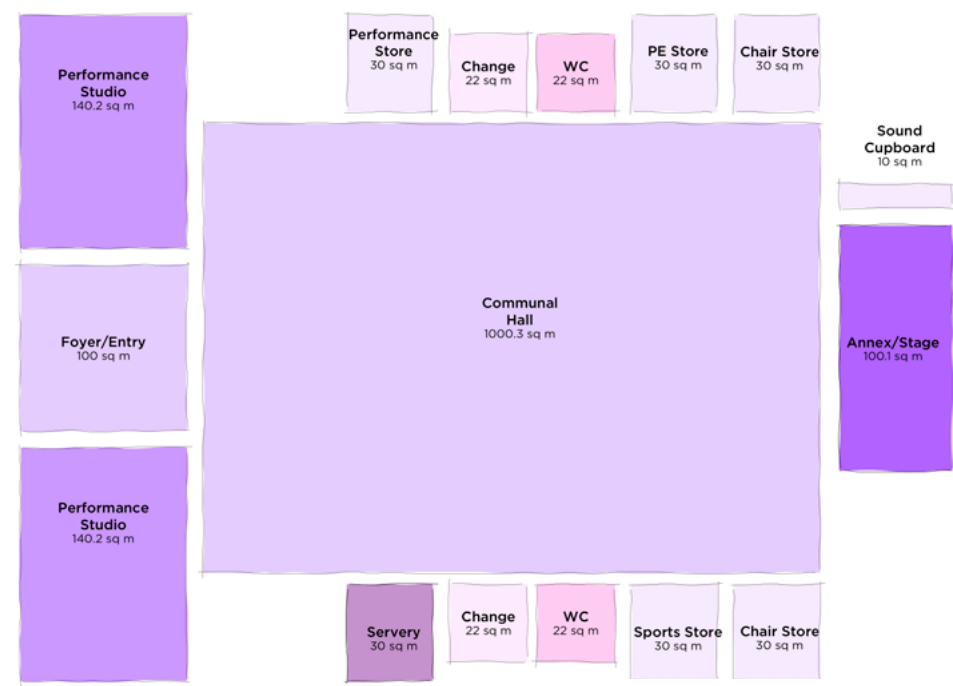


Year 6
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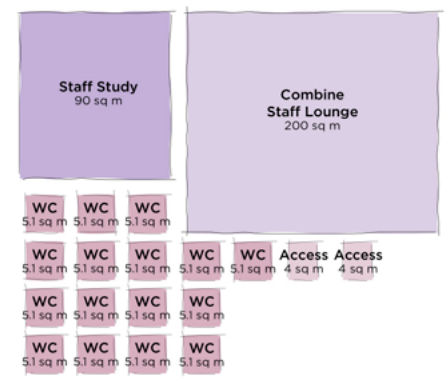
ACCOMMODATION SCHEDULE - PRIMARY



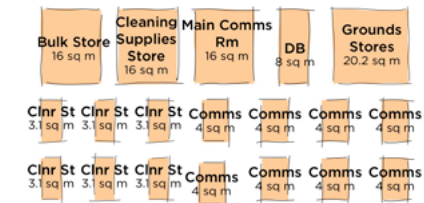
ACCOMMODATION SCHEDULE - PRIMARY



Shared Multi Purpose Hall



Staff

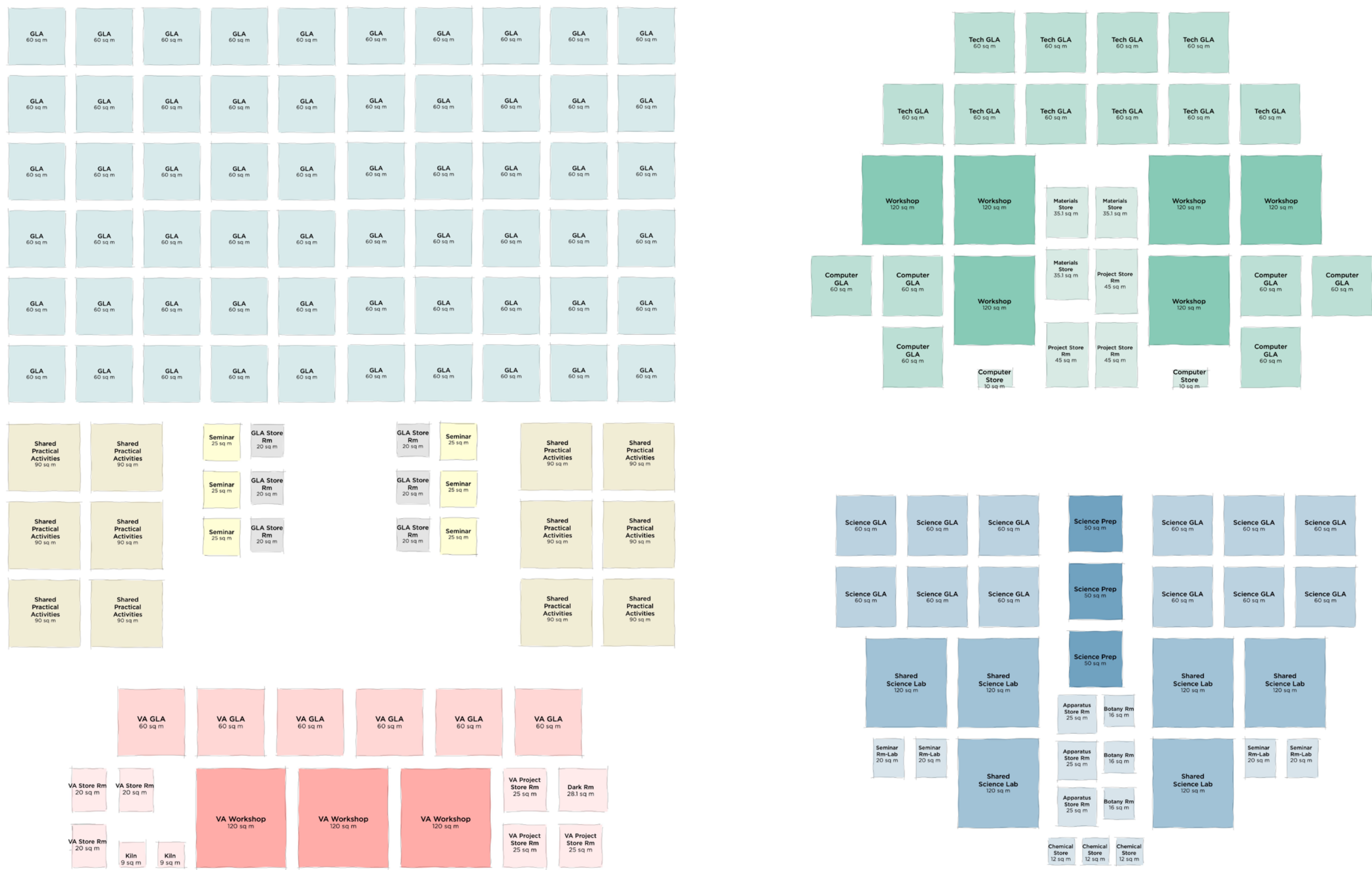


Services/ Support

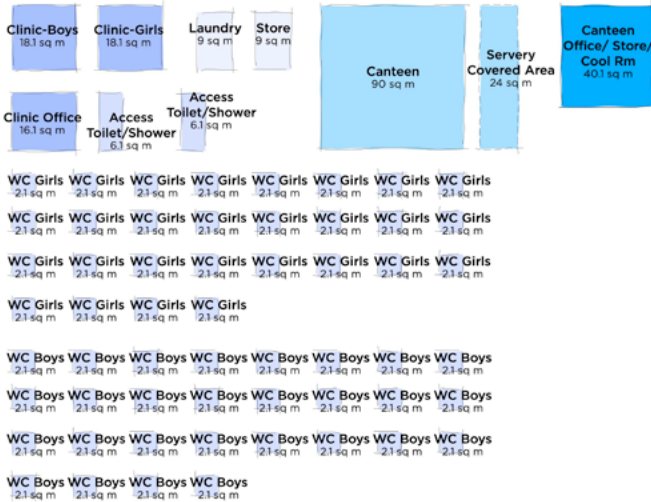
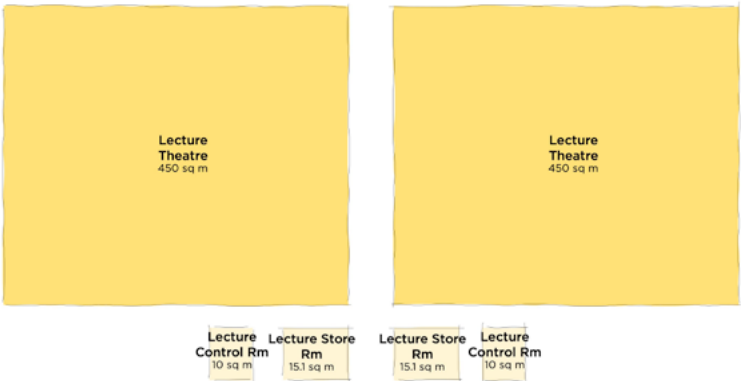
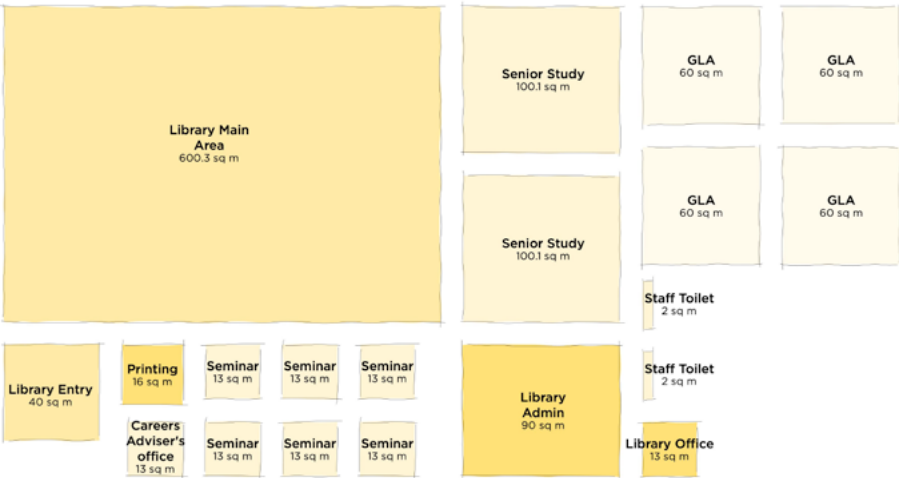
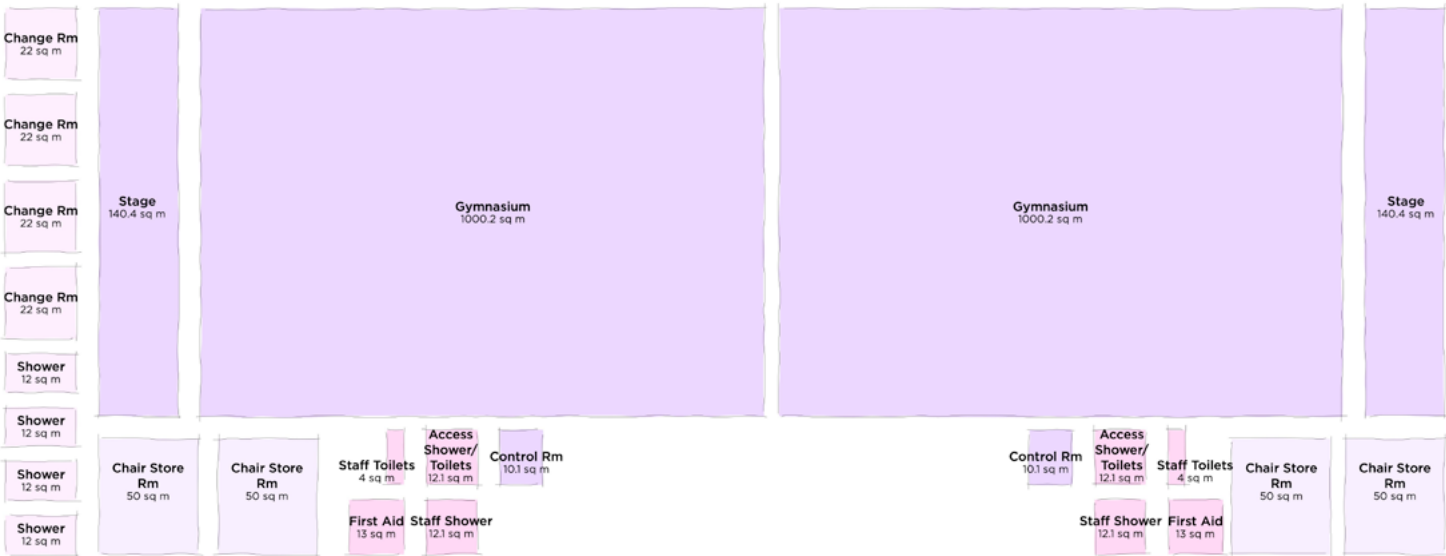
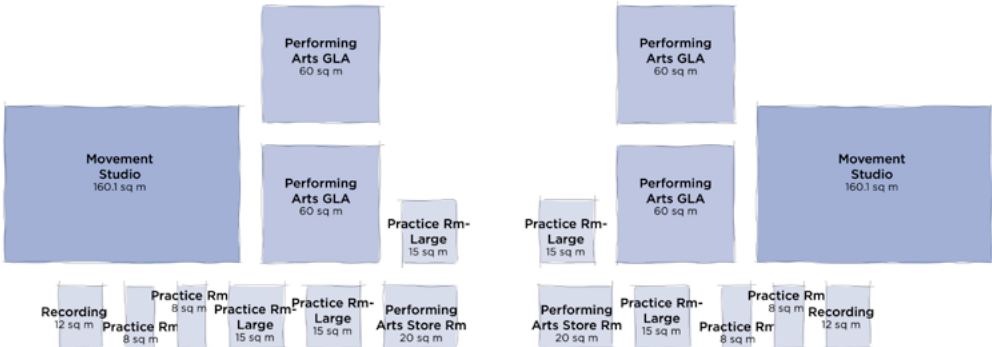
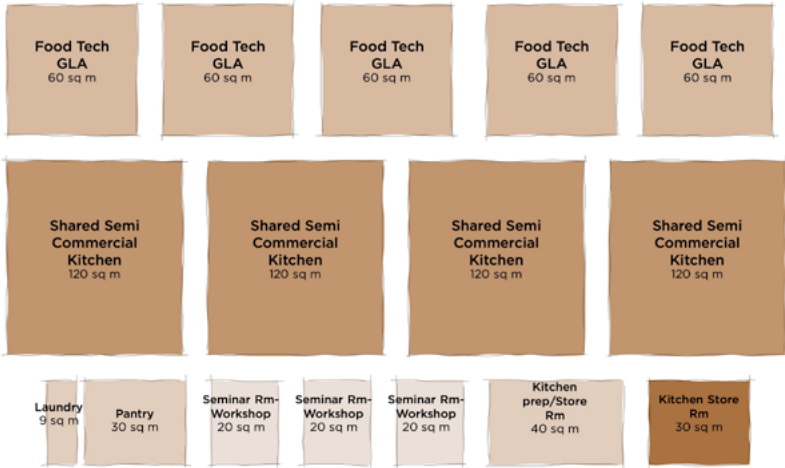
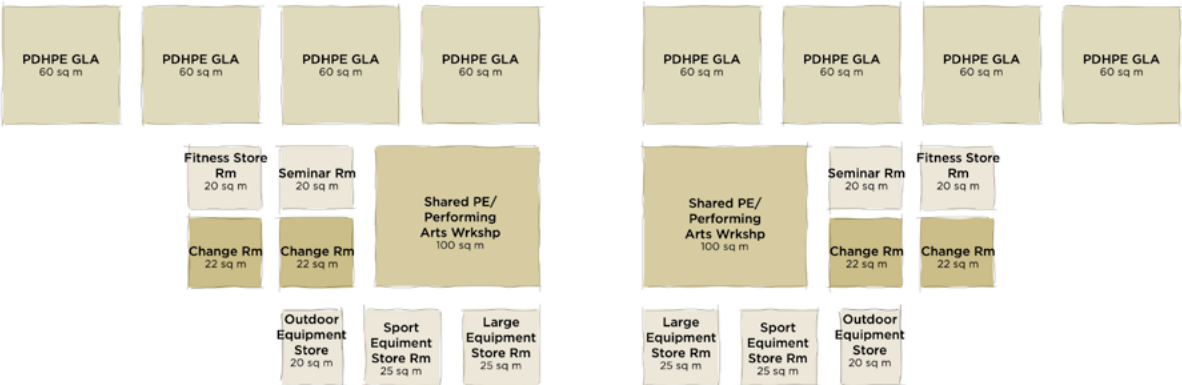


Student Services

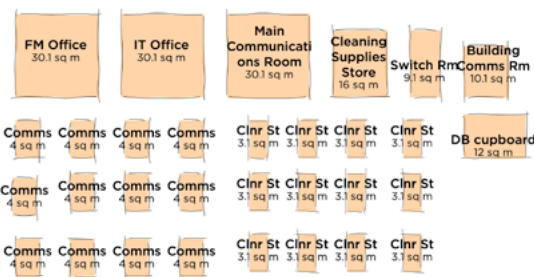
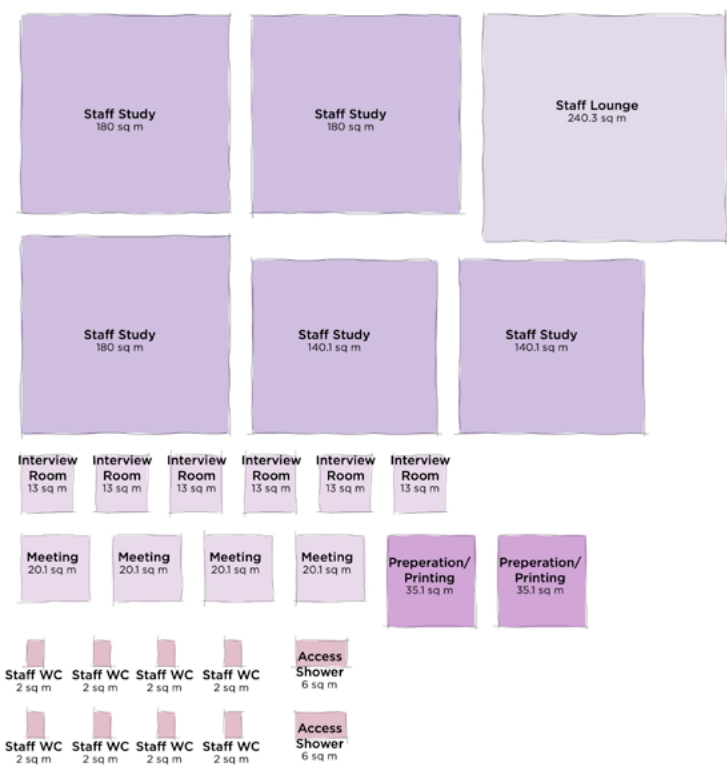
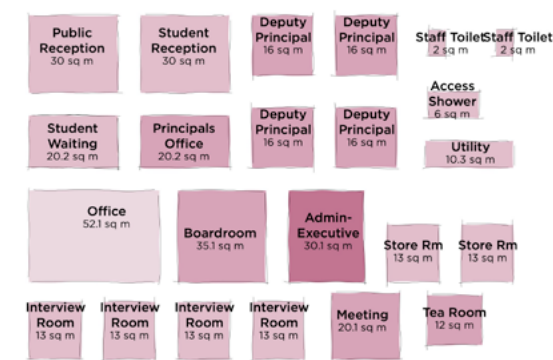
ACCOMMODATION SCHEDULE - SECONDARY



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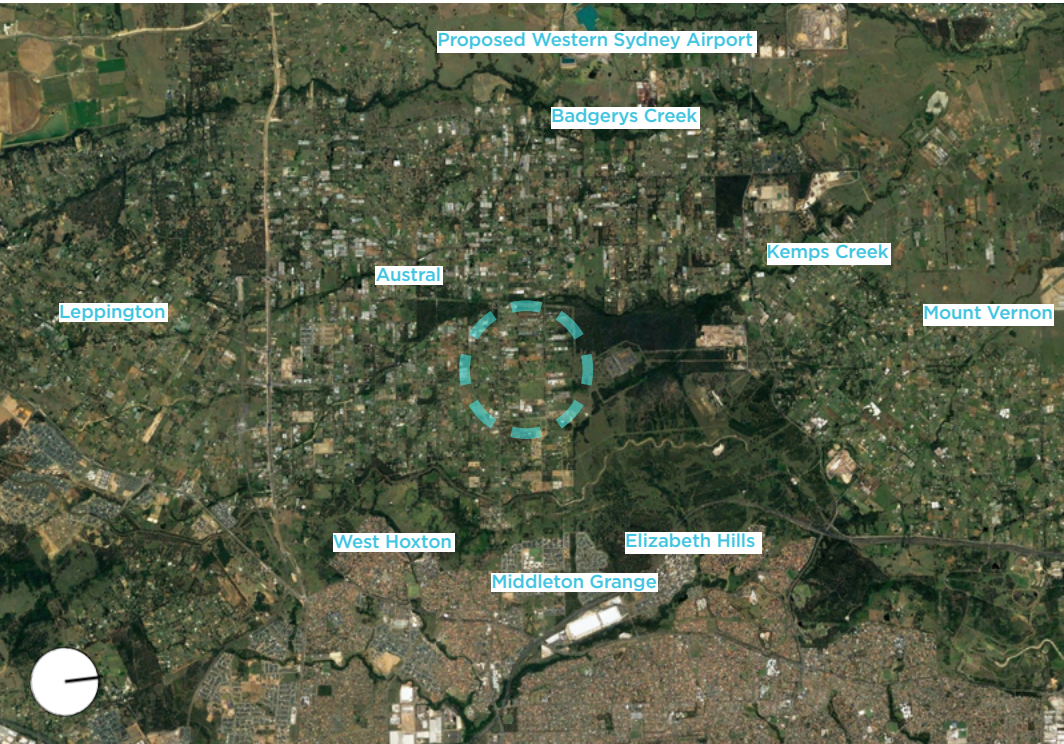
ACCOMMODATION SCHEDULE - SECONDARY



LOCATION PLAN



Broader site context



Local site context



Immediate site context

SITE ANALYSIS - PRIMARY



Gurner Avenue looking north to existing Primary entrance

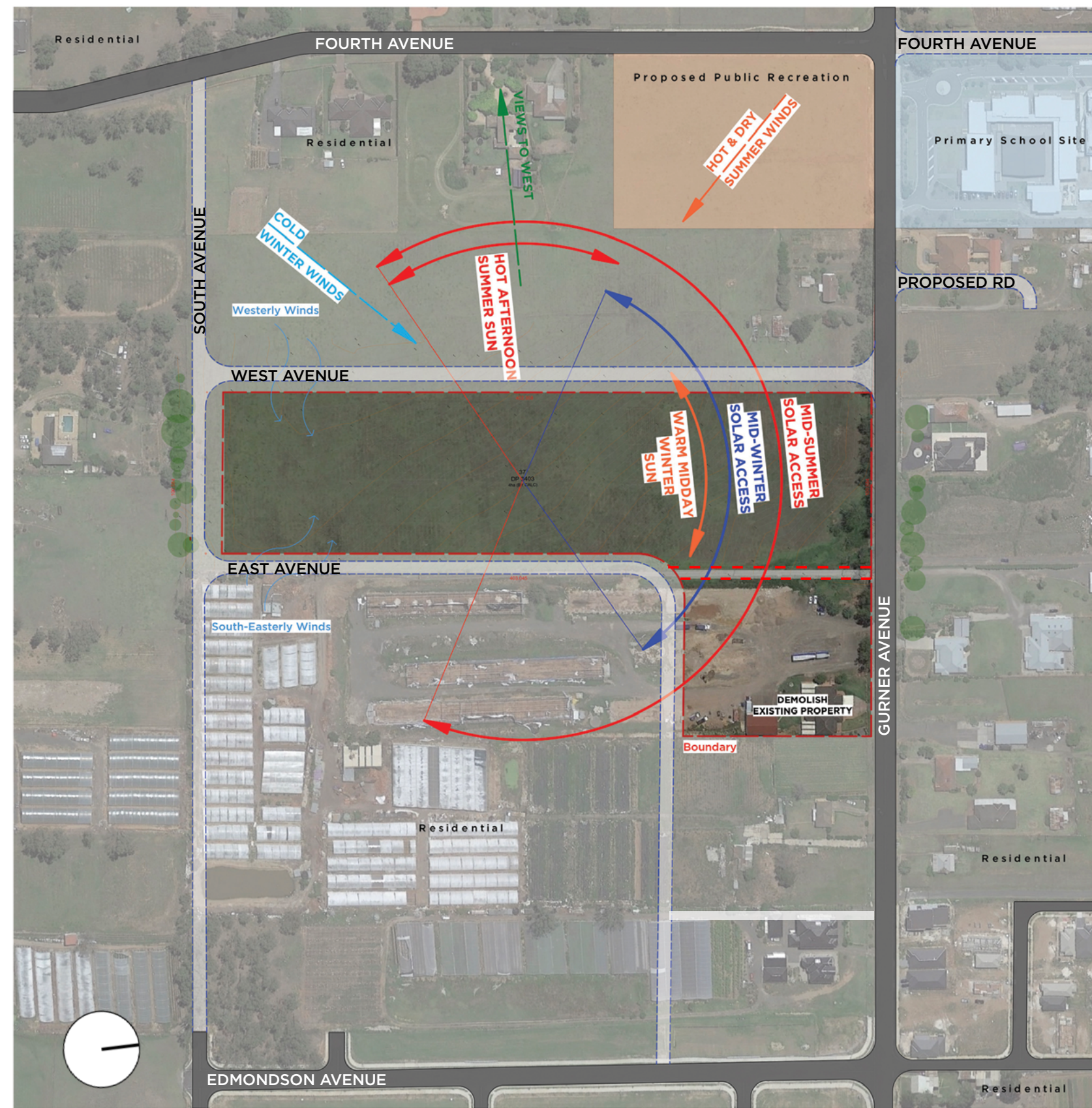


Corner of Gurner Avenue and Forth Avenue looking north-east



Existing Primary structures

SITE ANALYSIS - SECONDARY



Gurner Avenue looking West to Fourth Avenue

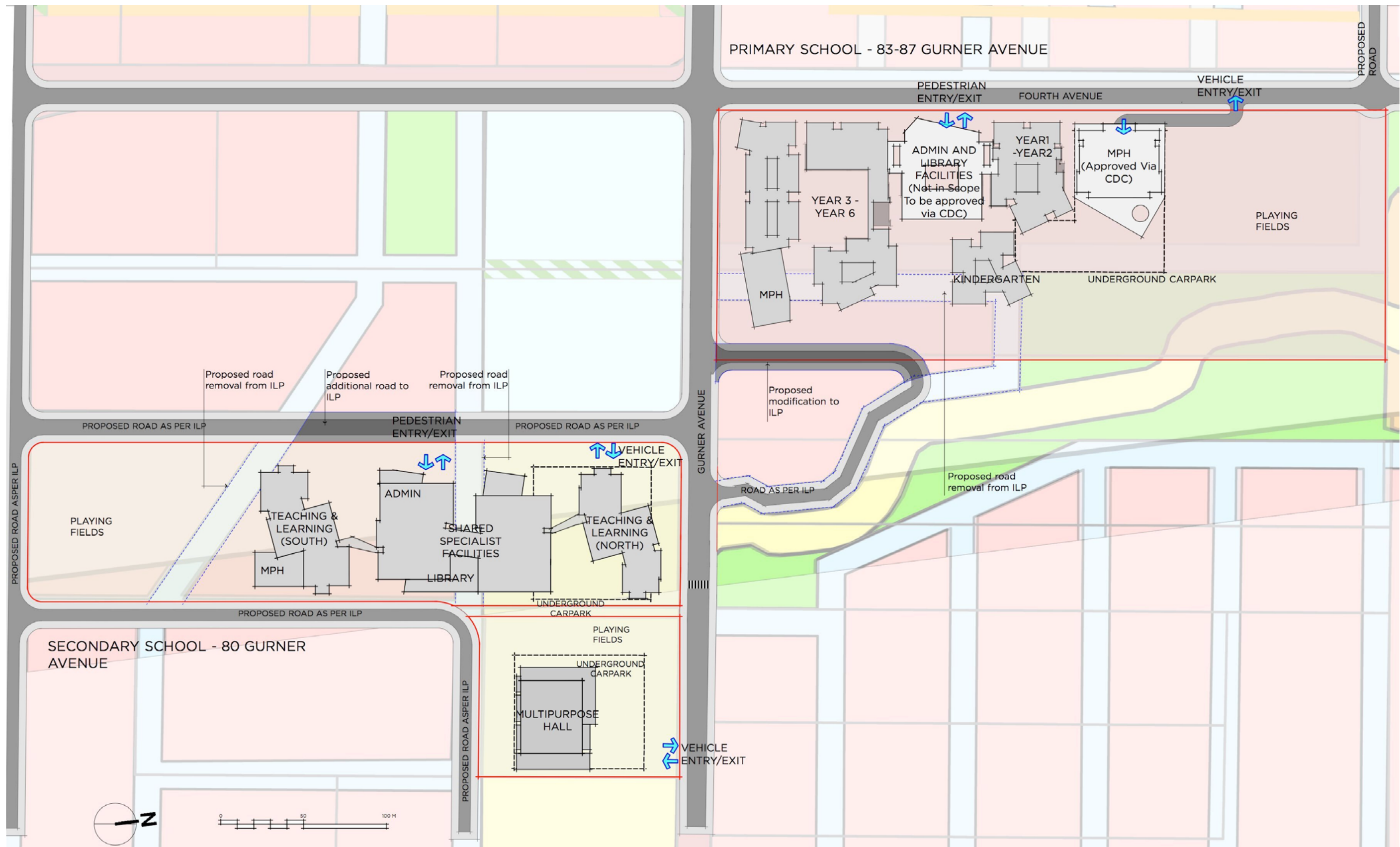


Gurner Avenue looking South into site



Gurner Avenue looking South-East to Edmondson Avenue

ILP ROAD ALTERATIONS

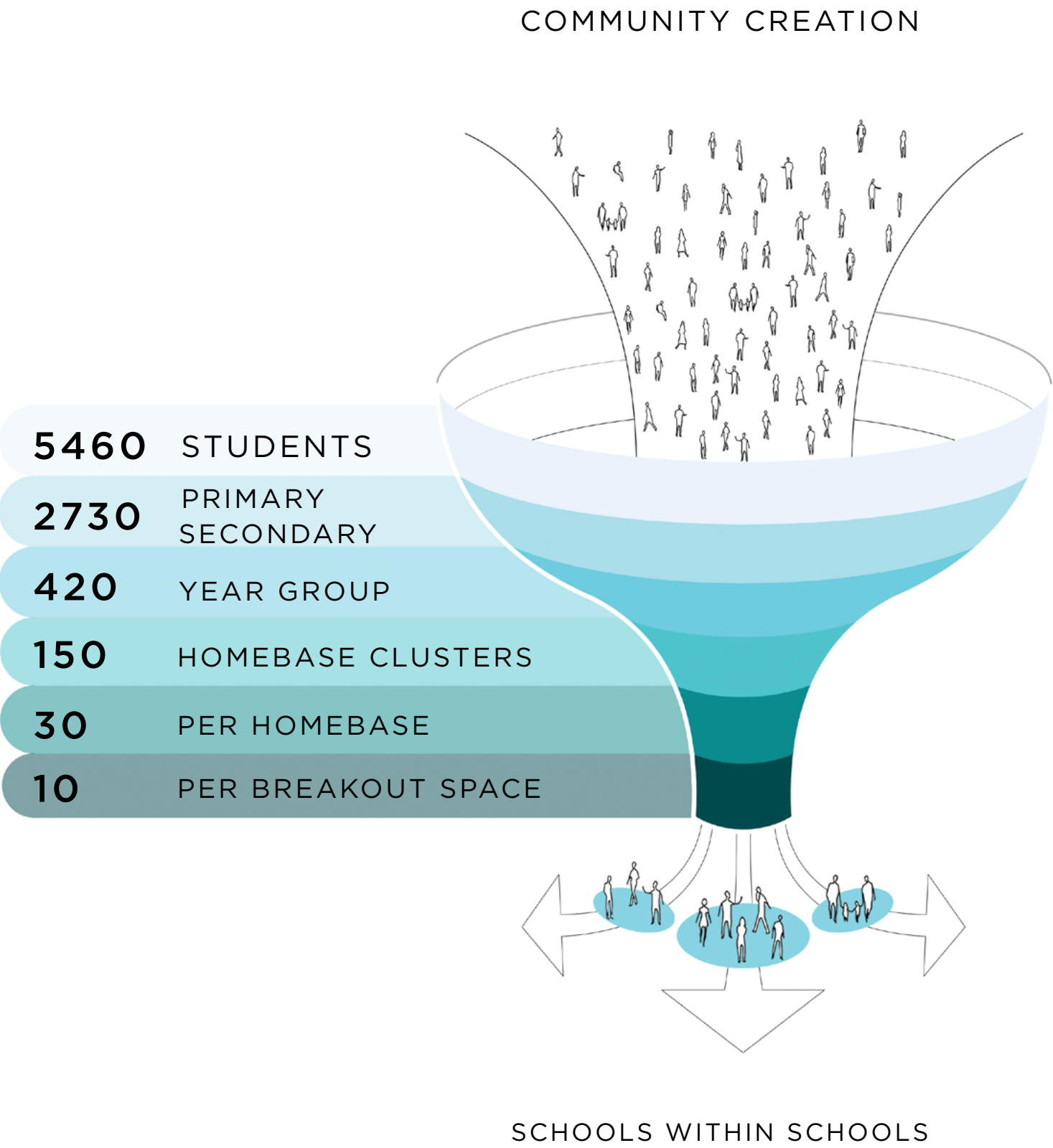


DESIGN CONTEXT

Design Objectives

Larger schools are commonly faced with maintaining the qualities of social connection that facilitate strong communal bonds and supportive pastoral care.

To address this, the concept of 'schools within schools' has been adopted to address scale and create a strong sense of belonging.



ABORIGINAL PLACEMAKING

General Spatial Explorations

- Large Gathering Spaces

Open and exposed with large capacity for collective gather.

Typically located within major circulation spaces, active, extroverted and vibrant

Volumes reflect the large gathering spaces, defined by both building edge and generous, double-height undercrofts.

- Smaller Gathering Spaces

Enclosed, intimate and introspective qualities are explored which are fit for purpose.

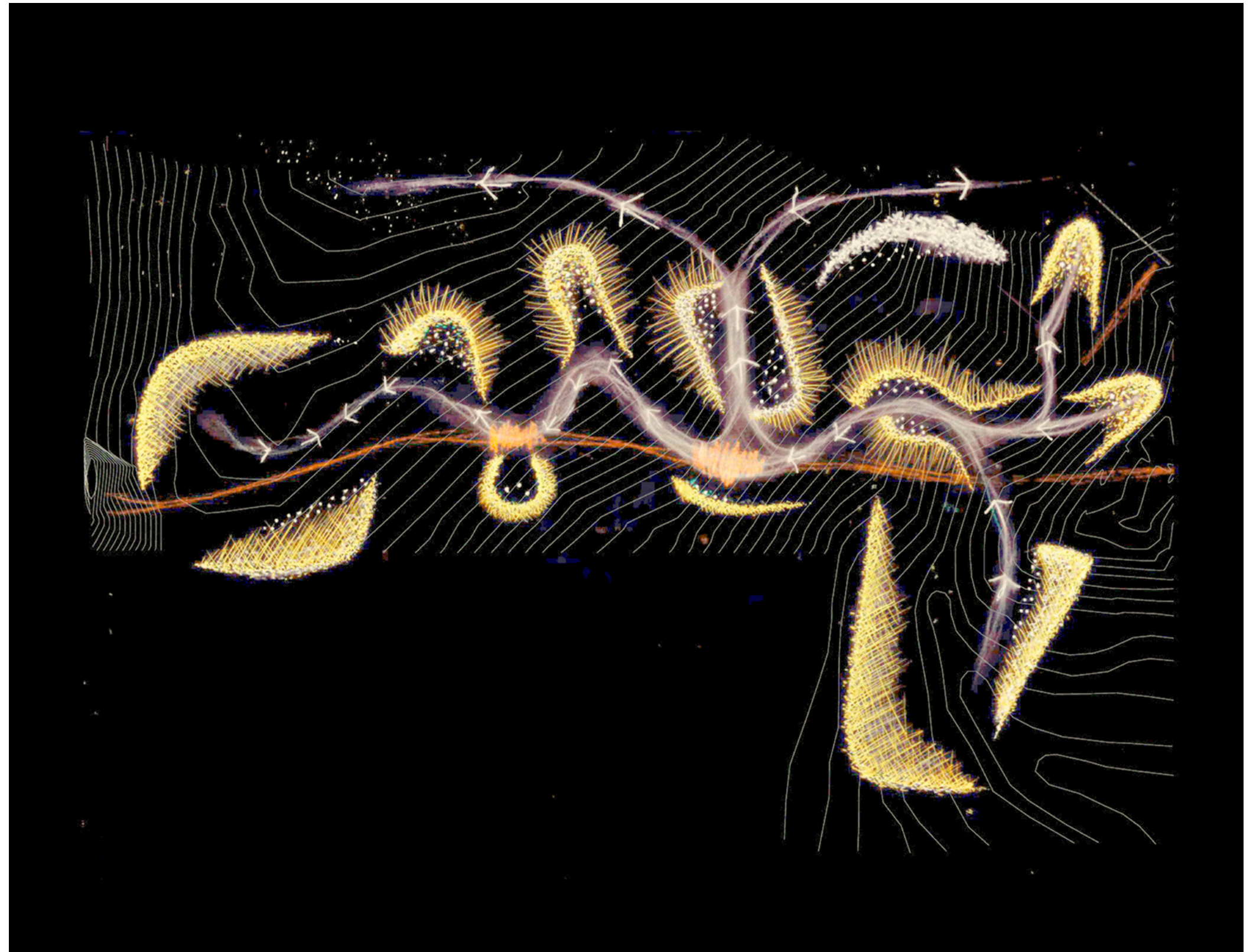
Typically offset from large movement links, with characteristics of soft or textural materials, and are conducive with quiet more intimate social connection. To avoid bullying these are typically facing towards larger spaces, which ensures qualities of inclusion.

- Formation Using Built Forum

A formal and informal hierarchy is established with a sequenced approach to the siting of buildings in order to facilitate "Meeting Places" appropriate to the specific spacial use.

Open space engages with and is informed by the landscape, which remains unburdened by the need for shade canopies or COLA. Landscape design is further focussed on the articulation of gathering spaces.

The concept is taken into buildings, generating smaller Meeting Places as well as central break-out spaces in teaching and learning buildings, open tiered seating, and a multitude of similar locations throughout the social ground plane such as in the library and building undercrofts.



Under The Milky Way - Al-Faisal Spacial Plan Secondary School

DESIGNING WITH COUNTRY

Aboriginal Connection to Country

Considerations & Strategy

Working with local Elders in collaboration to respectfully follow traditional Aboriginal cultural protocols and practices, opportunities were explored around the concept of the school finding a sense of "Belonging to Country".

Identifying Opportunities for Cultural Integration includes Three Main Approaches:

Spatial Planning

As the school has such abundant enrolment numbers, the overall masterplan needed to respond to the social qualities required for adequate pastoral care and the creating of strong social bonds within the context of a large school.

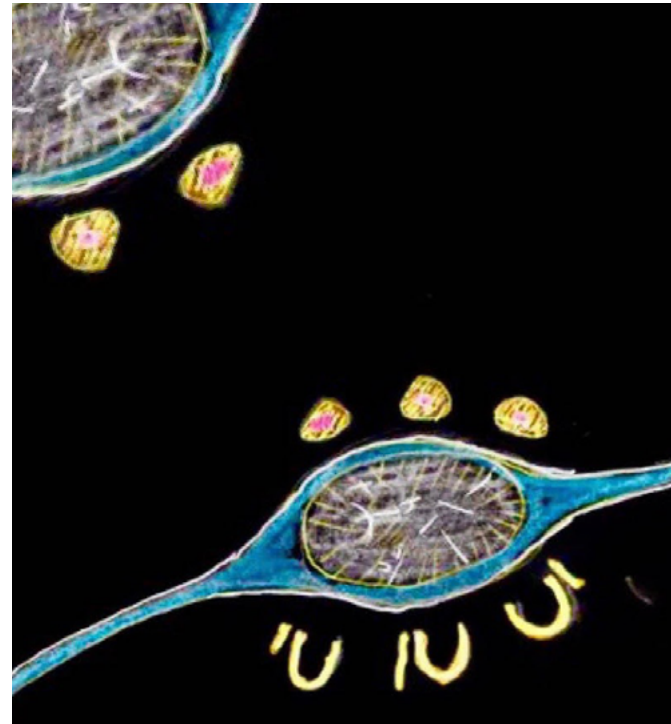
Social nodes were identified at various scales throughout the campuses which were overlaid and designed with consideration to them as being Meeting Places.

To achieve this, the strategy was to create 'schools within schools' to breakdown the scale of the social connection into appropriate gathering sizes.

It was identified that with split break times, gatherings of approximately 200 students needed to be catered for.

Understanding different spacial needs for alternative social activities, notions of traditional Aboriginal meeting places were explored to define these socio-spatial connections.

The key qualities brought forth included collective gathering, inclusive and collectivist centred spaces, and spacial social equality for the full spectrum of personalities who inhabit them. This was overlaid with appropriate requirements for pastoral care associated with the operation of a schools.

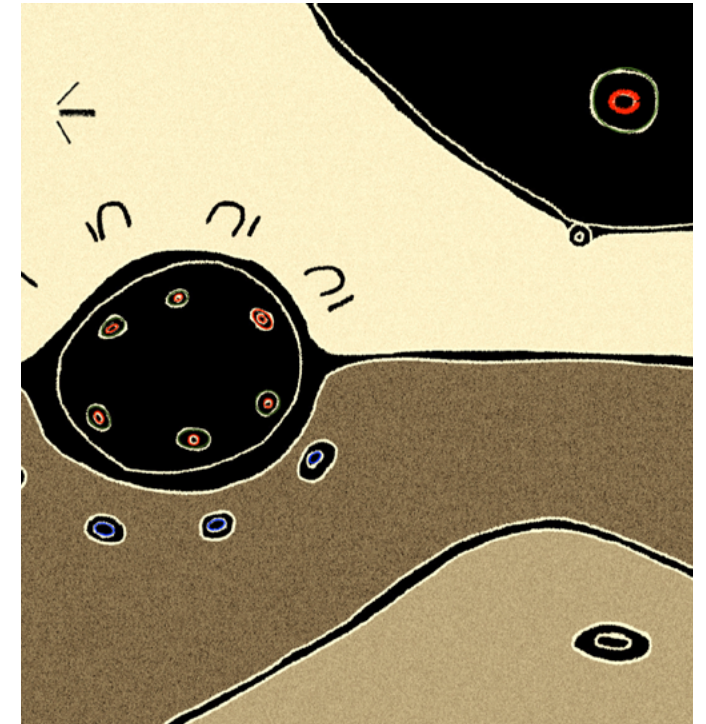


Aboriginal Artworks & Stories of Country

Aboriginal artworks and stories of Country feature within the school as a proud reflection on Traditional Custodianship.

Graphic symbols, reflective of Dharawal and Gandangara Nations are explored through the ideas of teacher and student coming together.

The tracks left in the sand by the Goanna are used as way-finding and are an expression of meeting places along the way. While the author of the art contained in this report is Aboriginal, and is born of Dharawal Country, the images are intended as a place holder. The artworks are to be designed and developed in detail at a later stage when deeper engagement with Elders from Country can be conducted post the Pandemic period.



Incorporating Living Culture

As part of the masterplanning, living culture and Aboriginal practices are being incorporated into the design wherever possible as an expression of Al-Faisal's connection to Country. The school is currently exploring how this can fit into the Al-Faisal pedagogy and is excited about the opportunity of connecting with traditional owners - a practice which is already a part of the school's Minto Campus.

An outdoor Aboriginal teaching space is proposed adjacent to the primary school which will be used as a teaching space for activities such as working under the cultural curation of Susan Moylan-Coombs, or for Aboriginal Elders, such as Auntie Fran Bodkin and Uncle Gavin Andrews as part of a cultural sharing process. The detailed design will be realised in the post pandemic period with close consultation with Elders. This will include the use of local edible native plants which are proposed to be grown adjacent to the Meeting Place.



KEY DESIGN MOVES

SECONDARY SCHOOL

1. Green Field Site

2. Aboriginal Placemaking

3. Al Faisal Placemaking

Definition of Space - Schools within Schools

10m² / student

4. Building positions defined by spaces

PRIMARY SCHOOL

1. Existing School

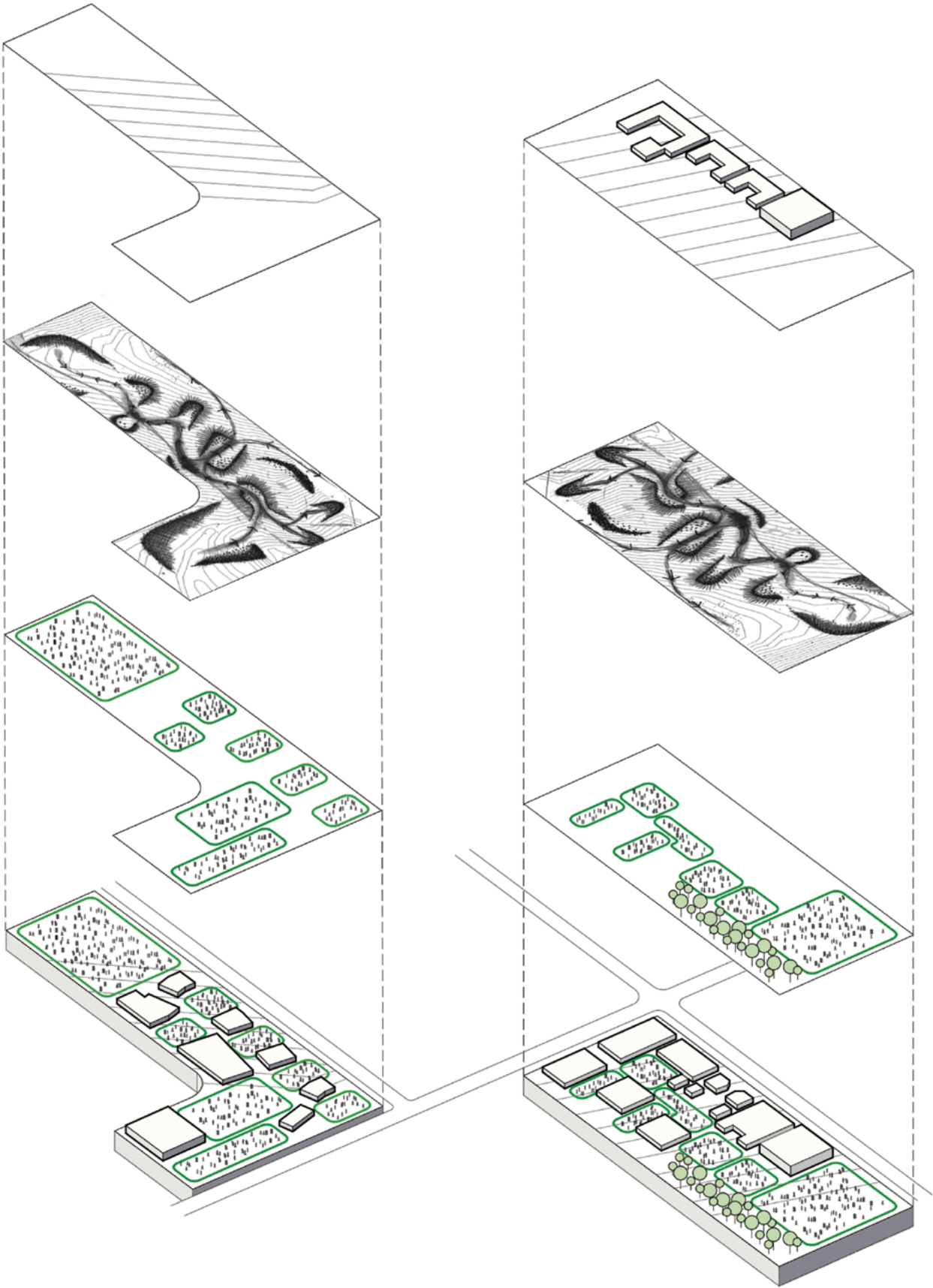
2. Aboriginal Placemaking

3. Al Faisal Placemaking

Definition of Space - Schools within Schools

10m² / student

4. Building positions defined by spaces



SITE OPPORTUNITIES

SECONDARY SCHOOL: Y7 - Y12

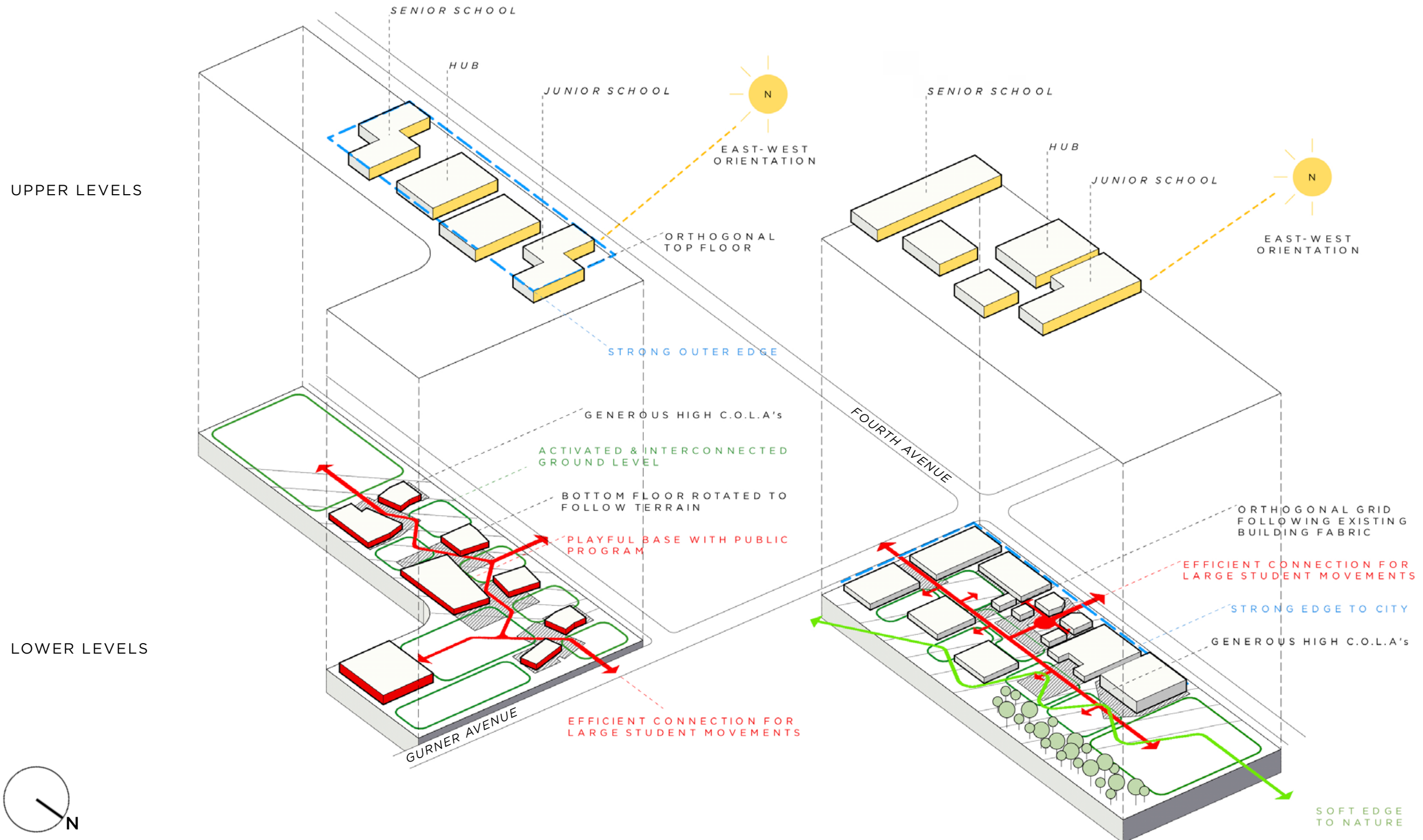
14 STREAMS

2520 STUDENTS

PRIMARY SCHOOL: K - Y6

14 STREAMS

2940 STUDENTS



OVERALL SITE PLAN

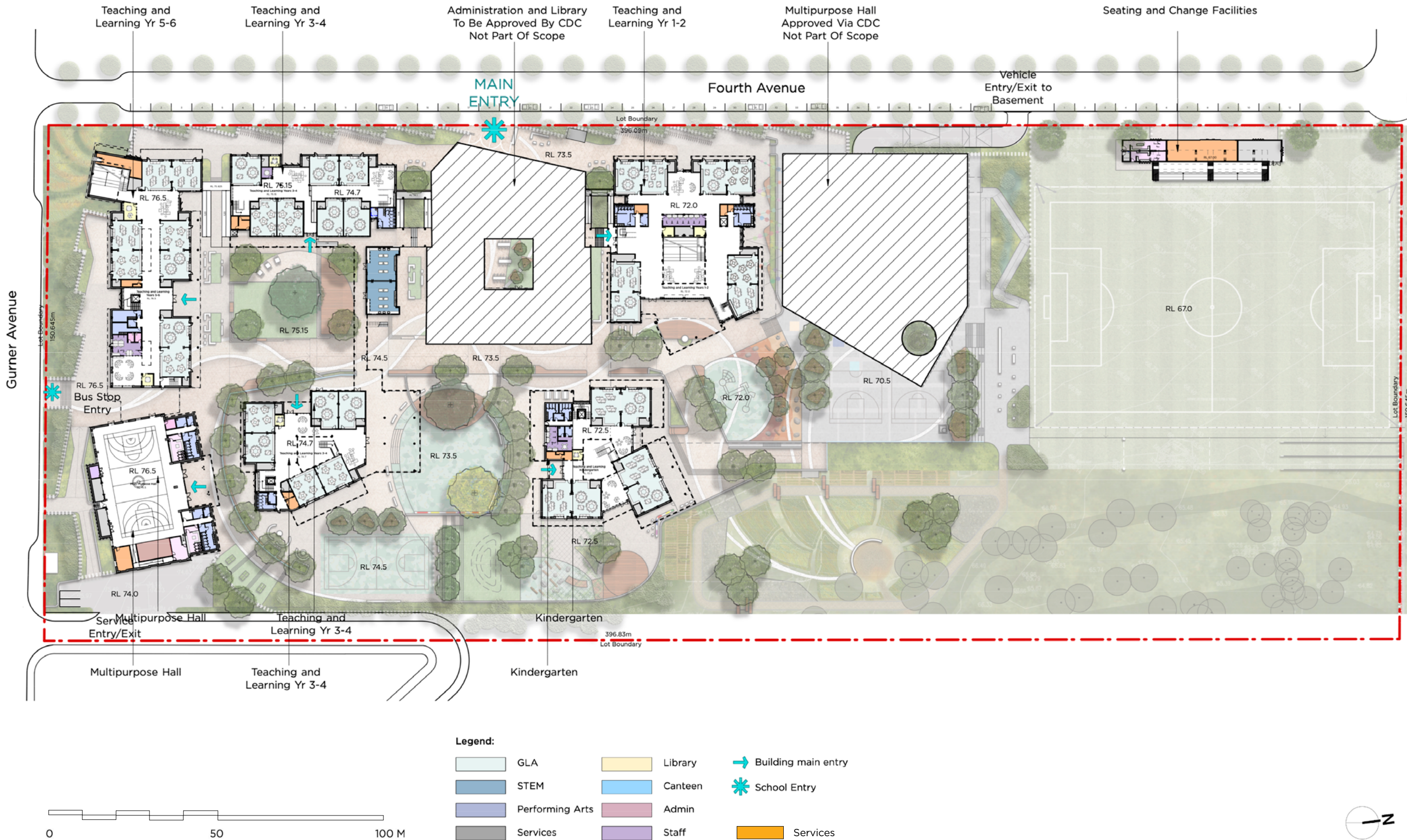


OVERALL SITE

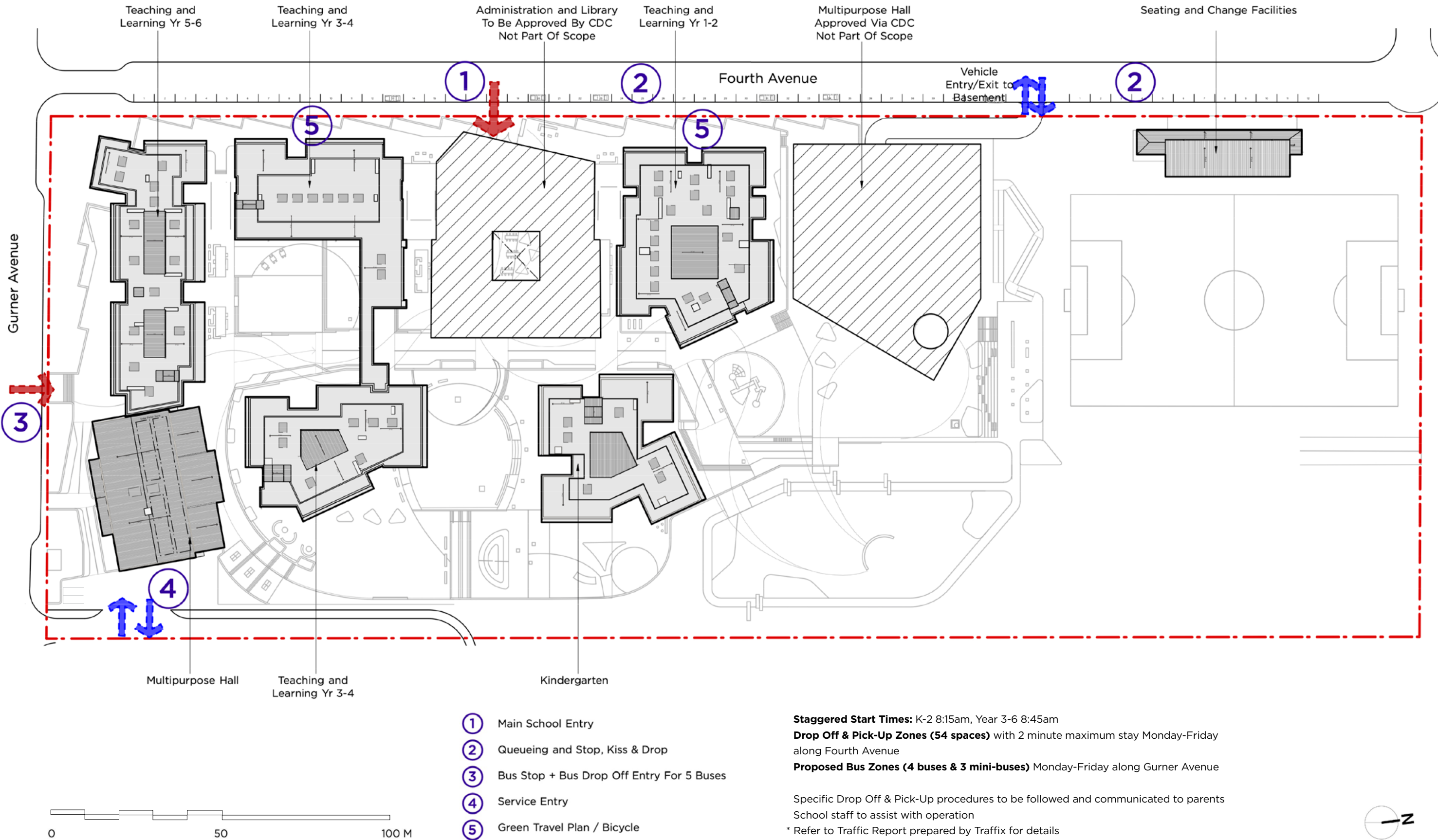


Primary School Campus

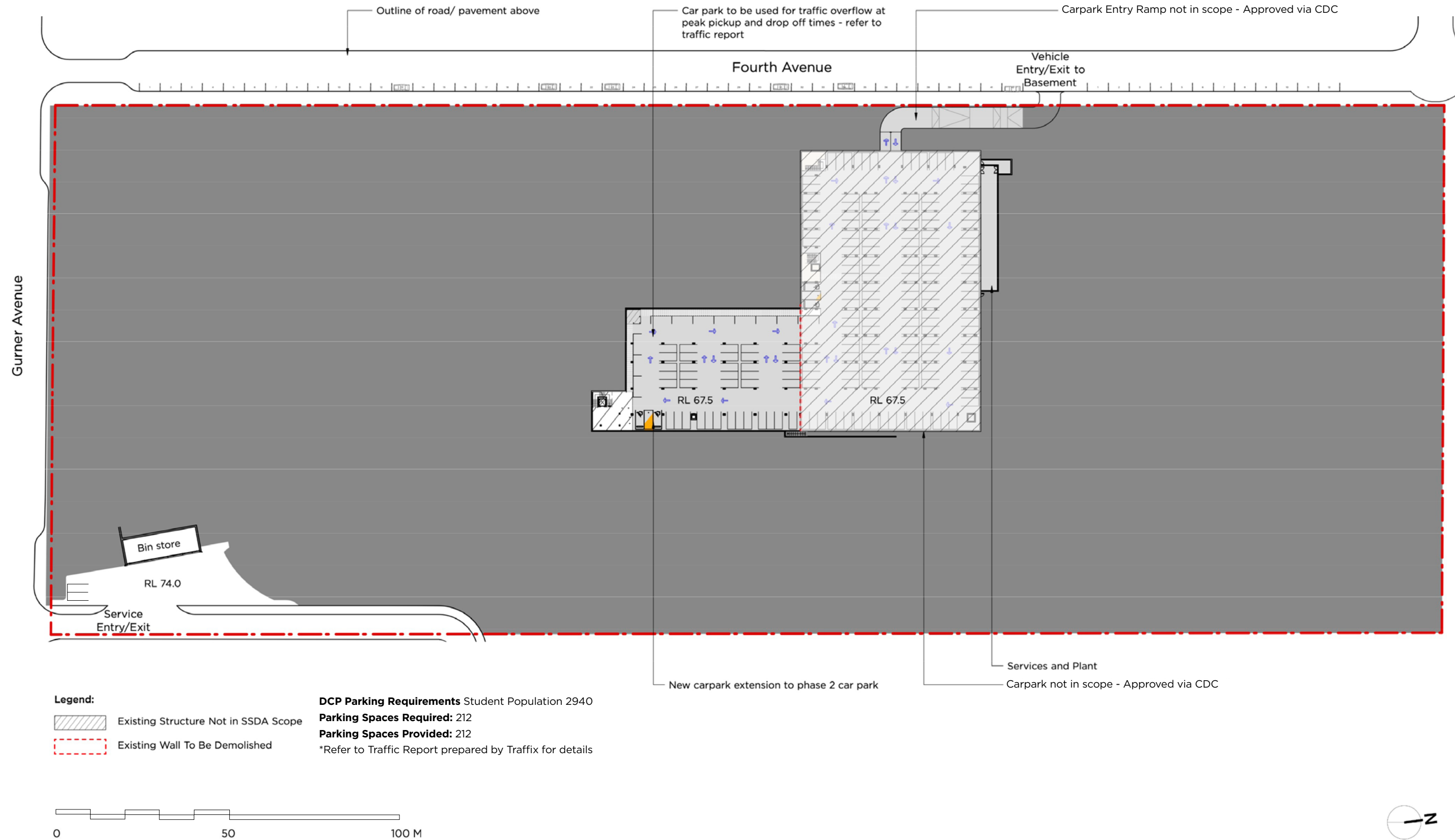
LO MASTERPLAN

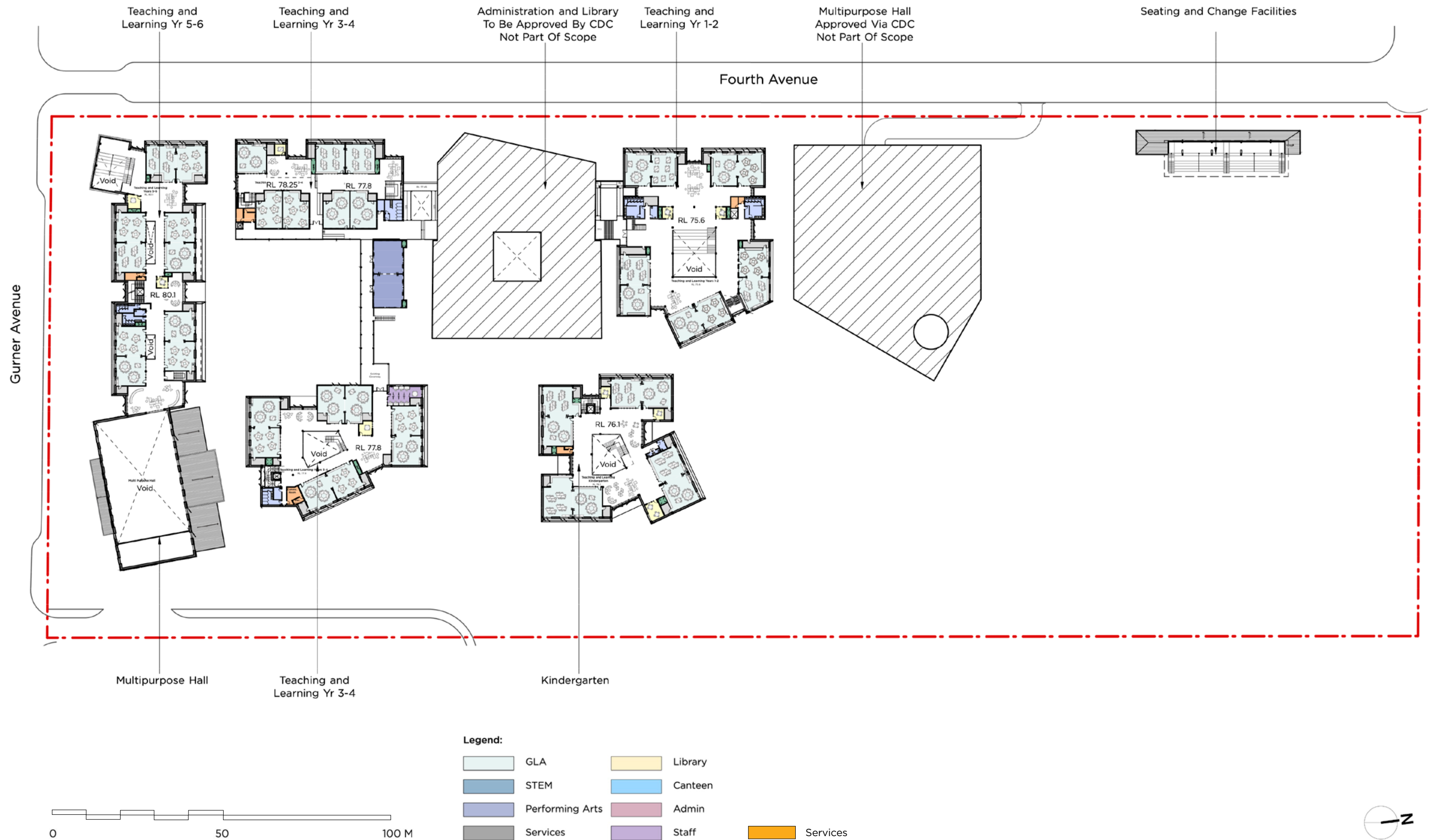


TRANSPORT STRATEGY

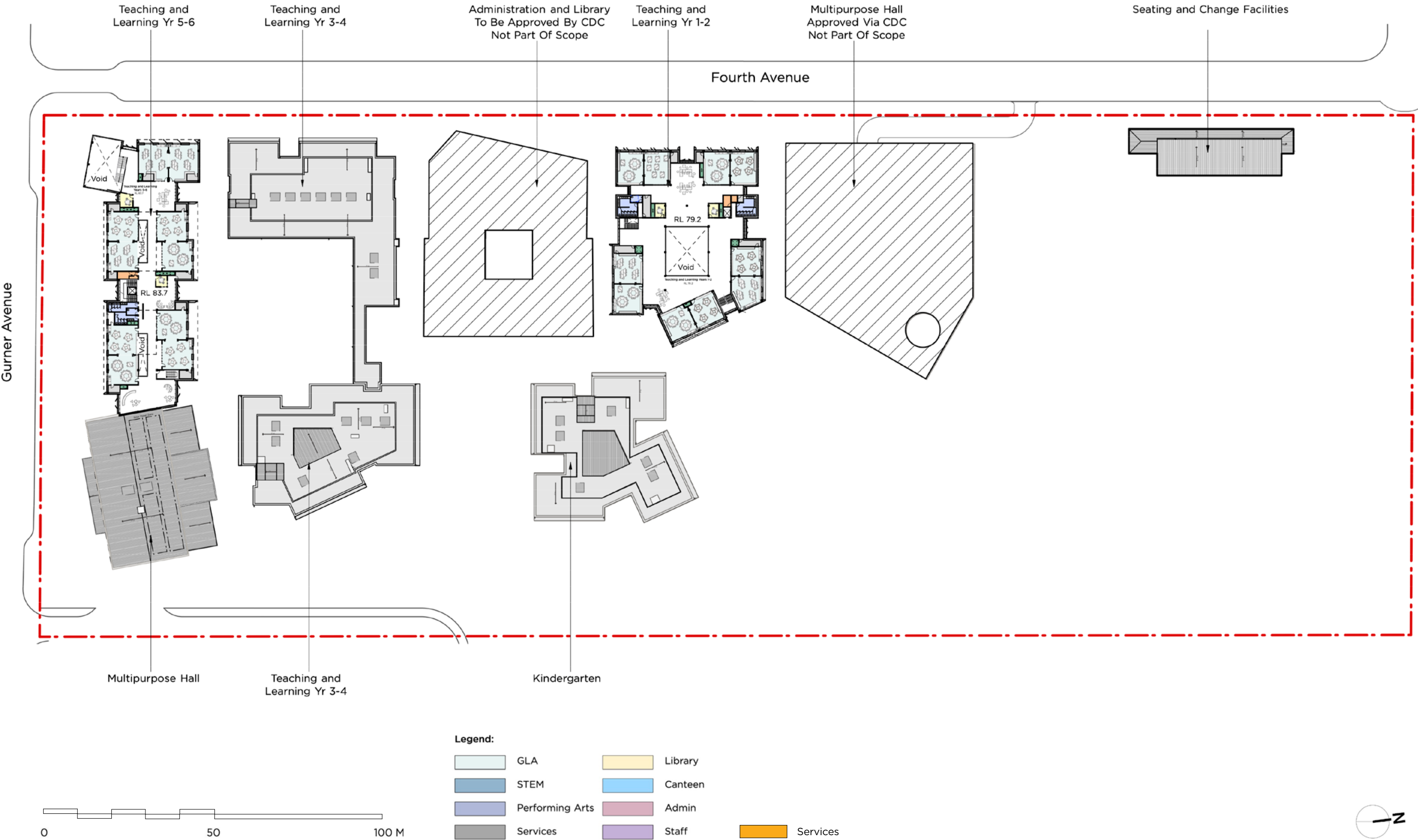


BASEMENT & CARPARK STRATEGY

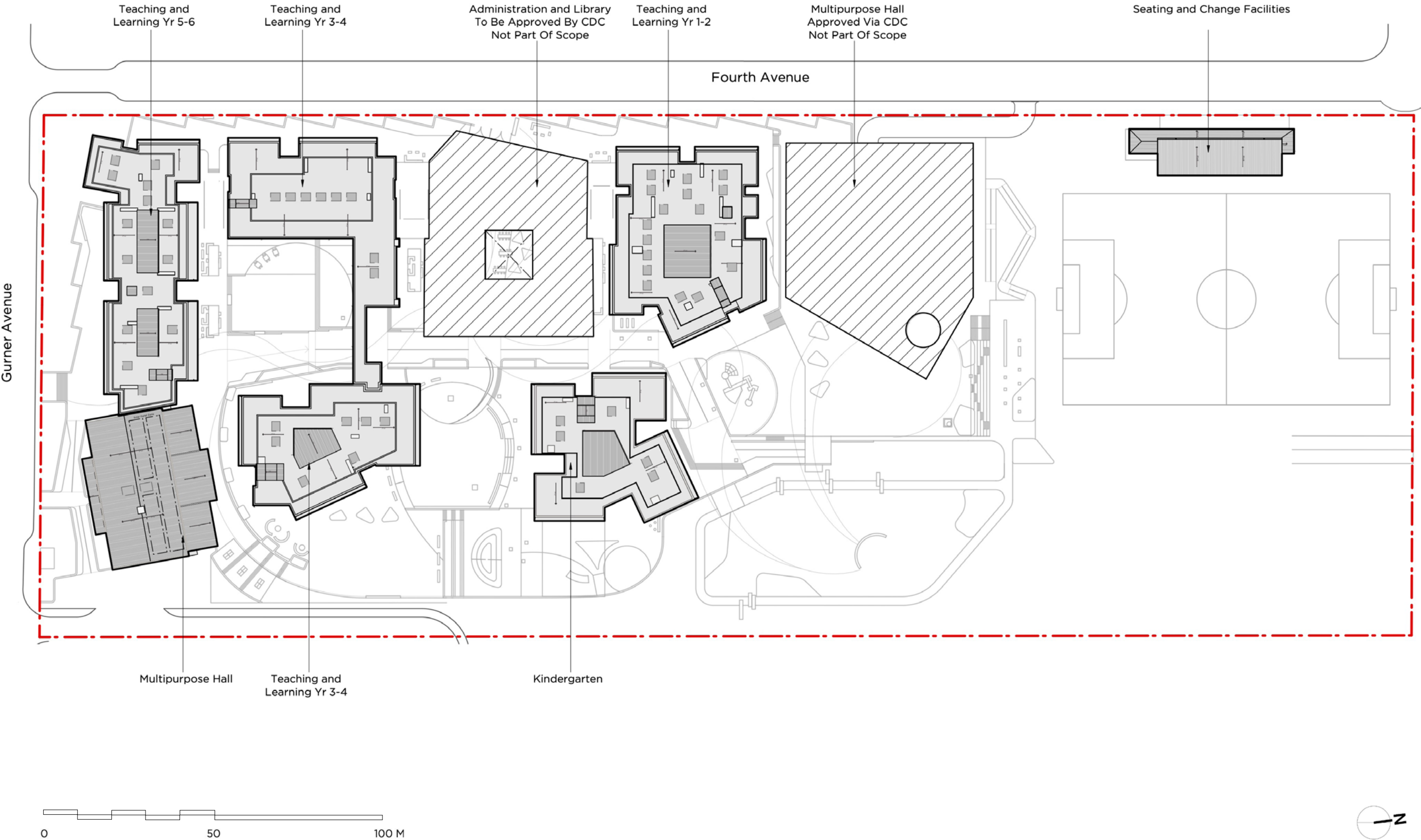




L2 MASTERPLAN



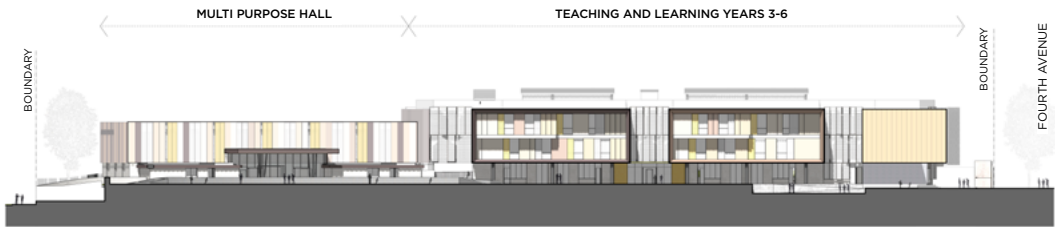
ROOF MASTERPLAN



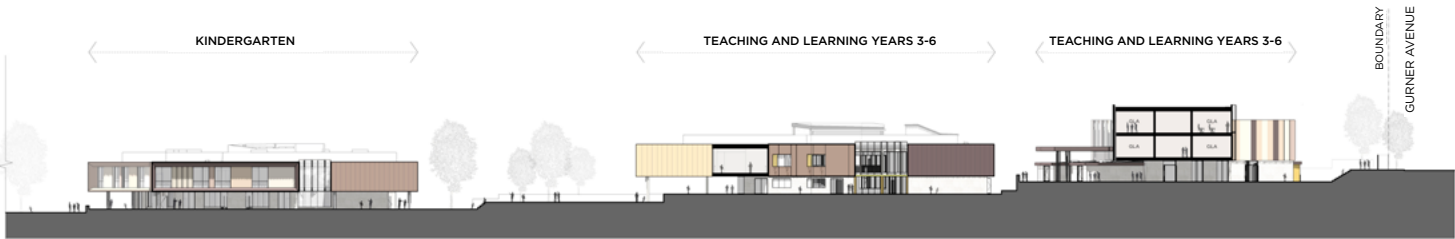
SITE ELEVATIONS



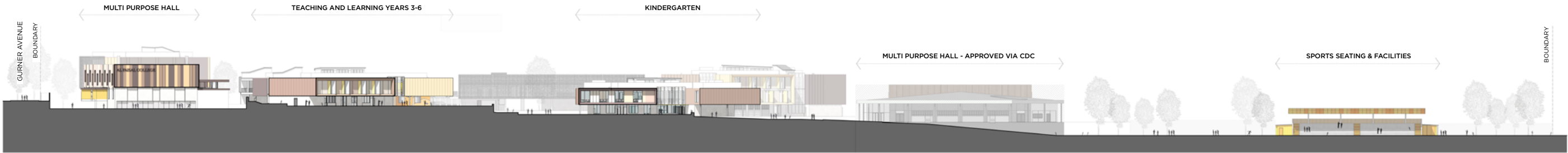
Elevation 01



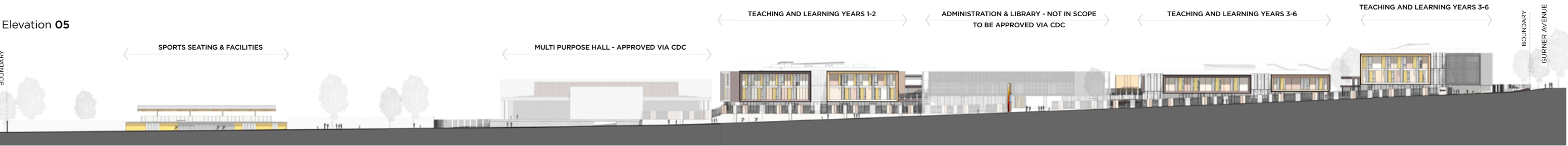
Elevation 02



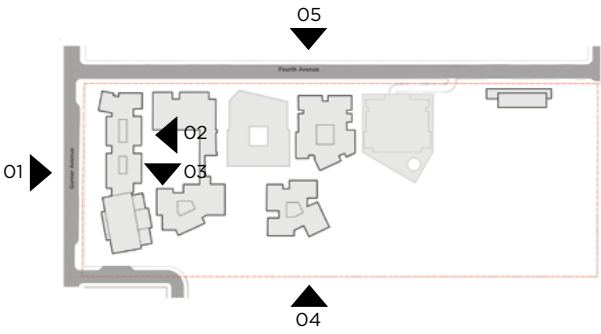
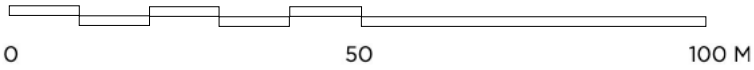
Elevation 03



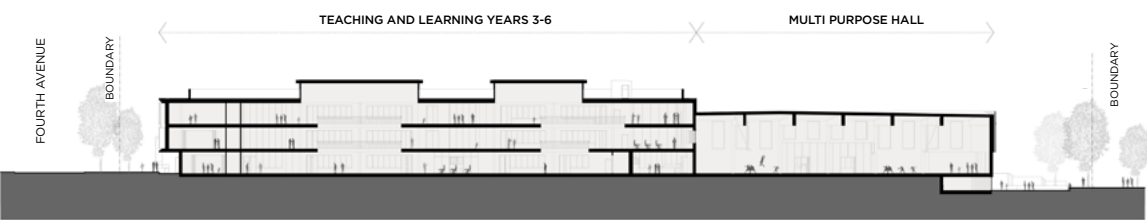
Elevation 04



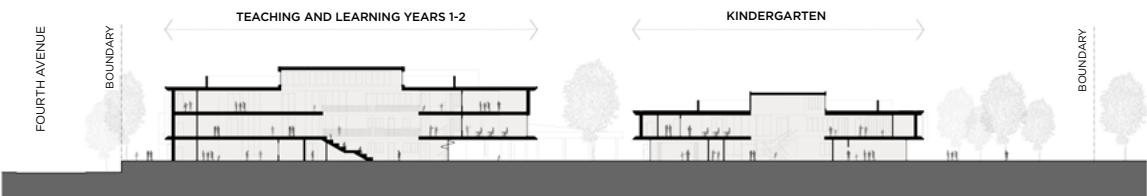
Elevation 05



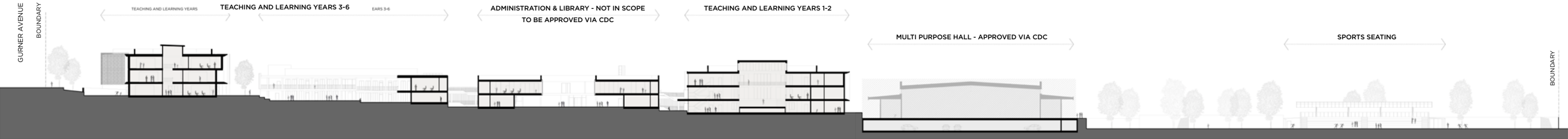
SITE SECTIONS



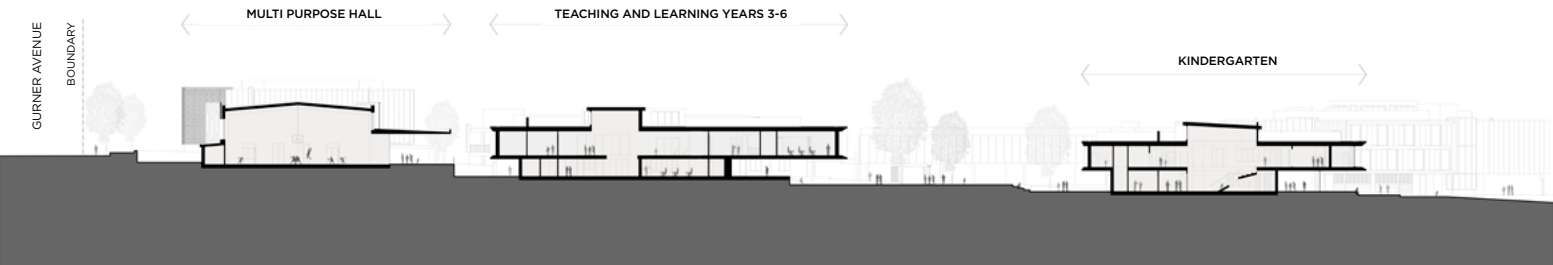
Section A



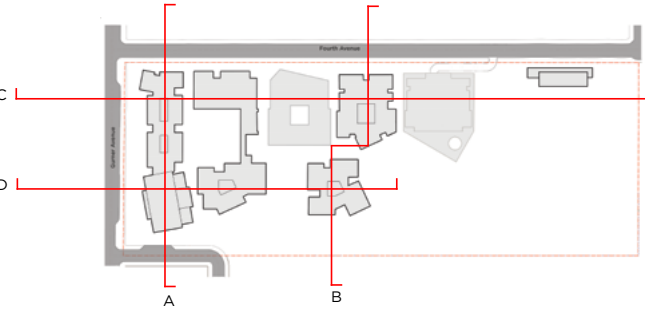
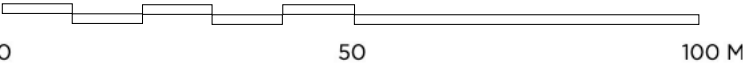
Section B



Section C



Section D



SITE SHADOWS



Shadows cast at: 21 June 9:00am



Shadows cast at: 21 June 12:00pm



Shadows cast at: 21 June 3:00pm



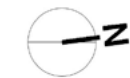
Shadows cast at: 22 December 9:00am



Shadows cast at: 22 December 12:00pm



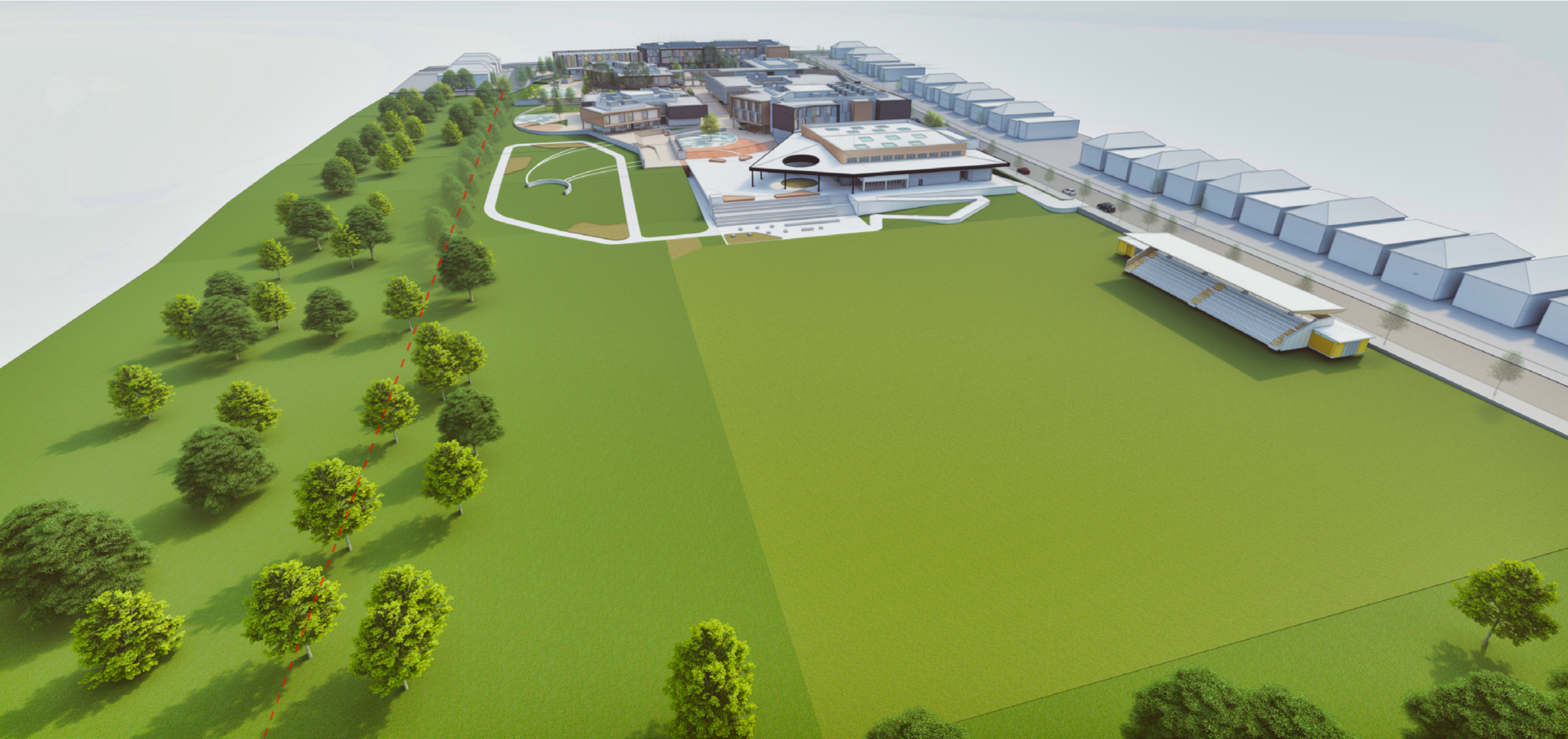
Shadows cast at: 22 December 3:00pm



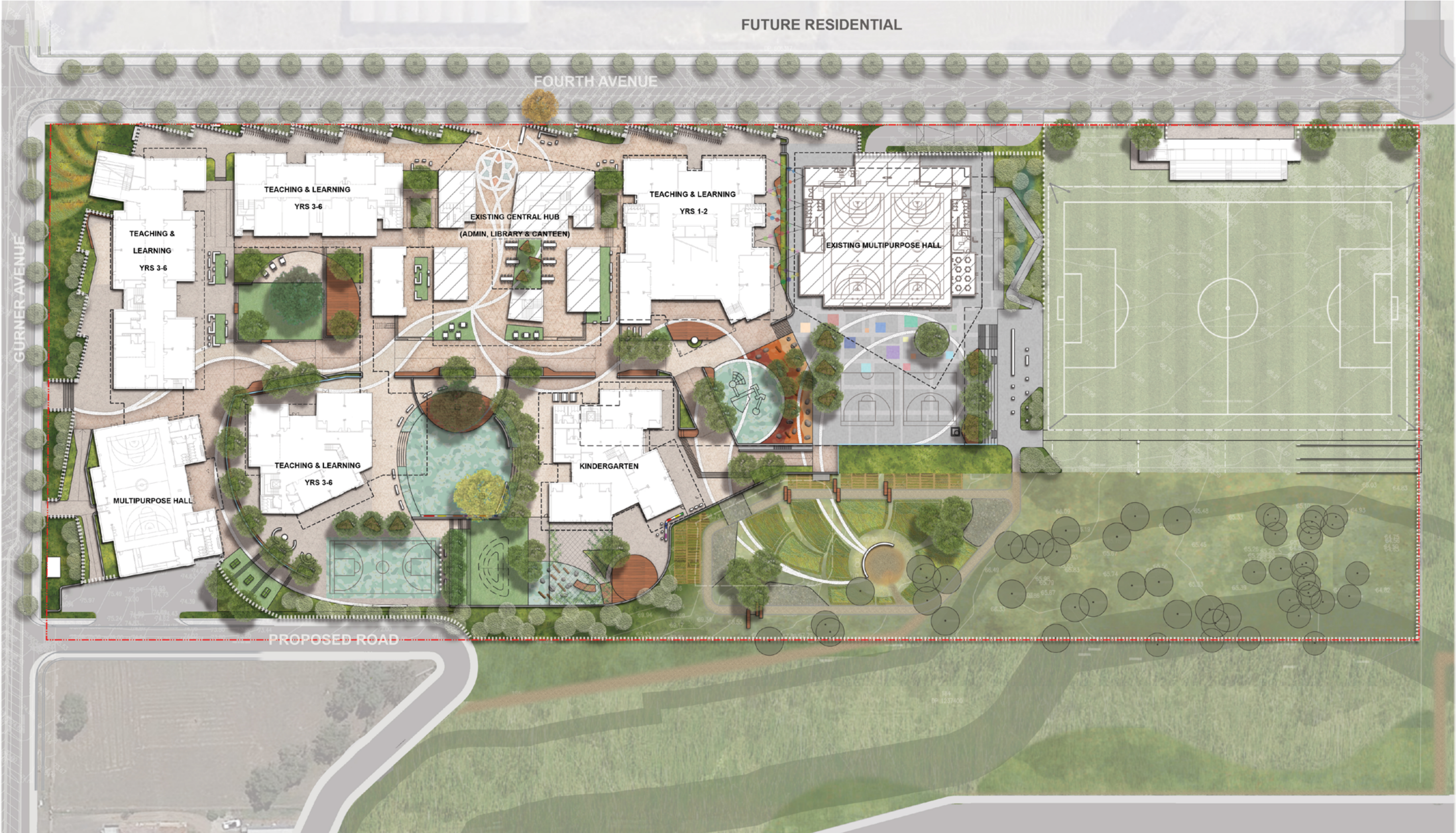
MASSING MODEL



MASSING MODEL



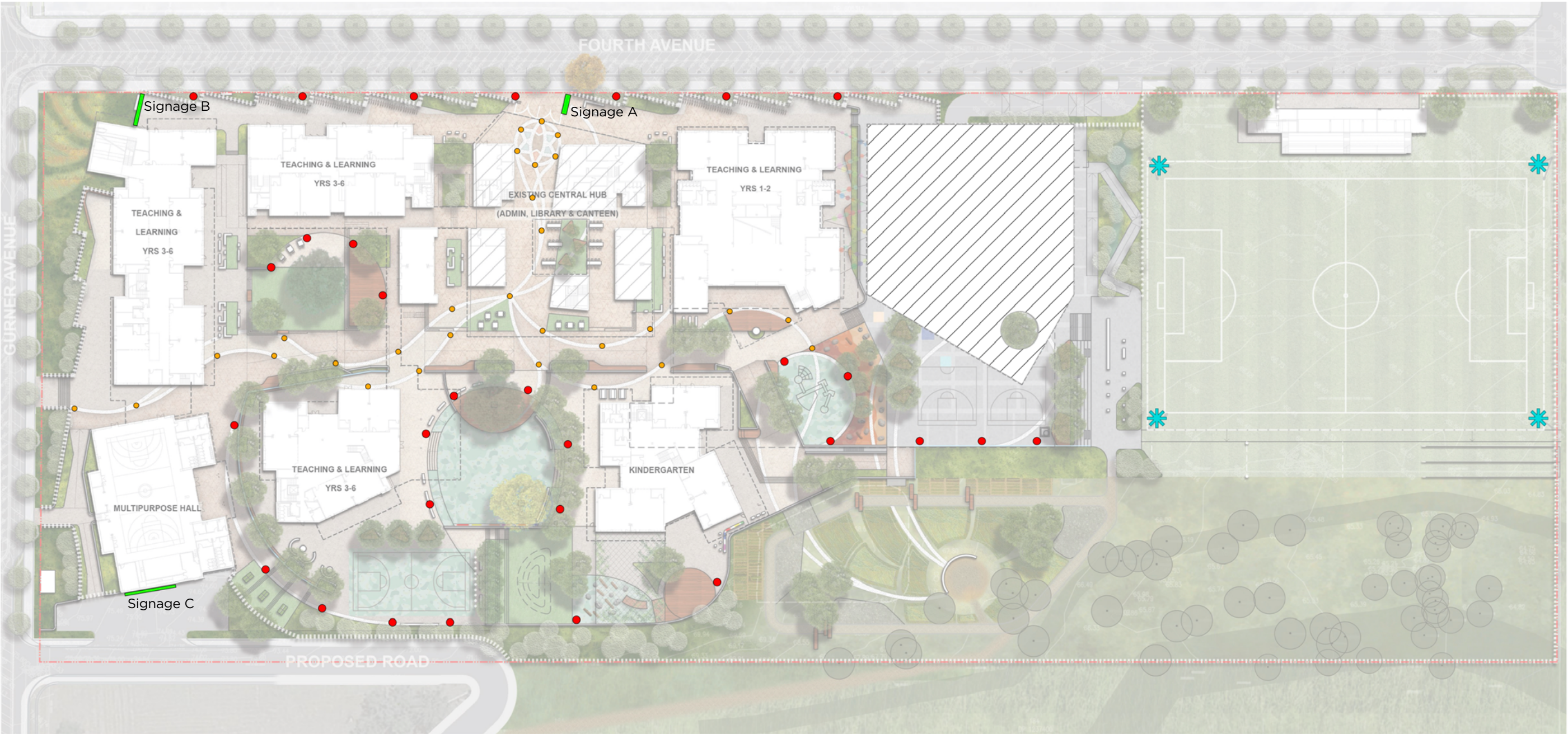
LANDSCAPE



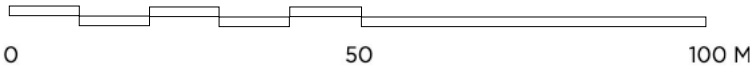
*Refer to Landscape package for details



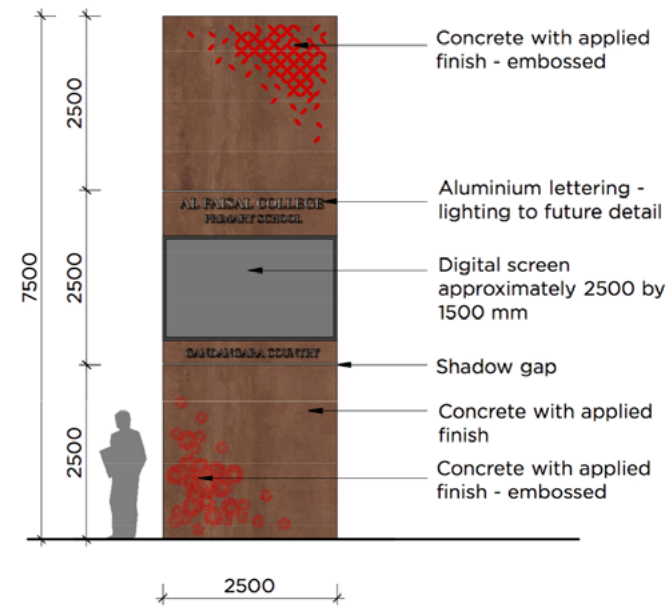
SIGNAGE AND LIGHTING PLAN



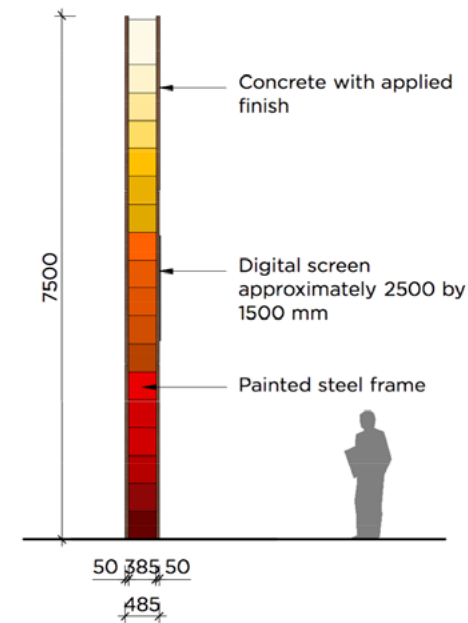
- Legend:
- Signage
 - Activity Amenity Light External
 - Directional Lights
 - Floor Lights



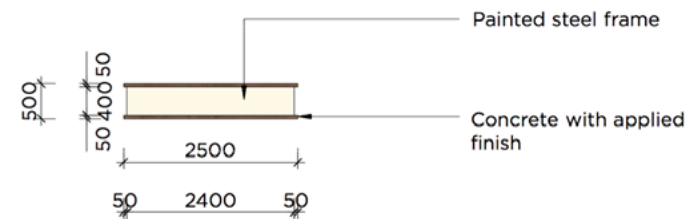
SIGNAGE



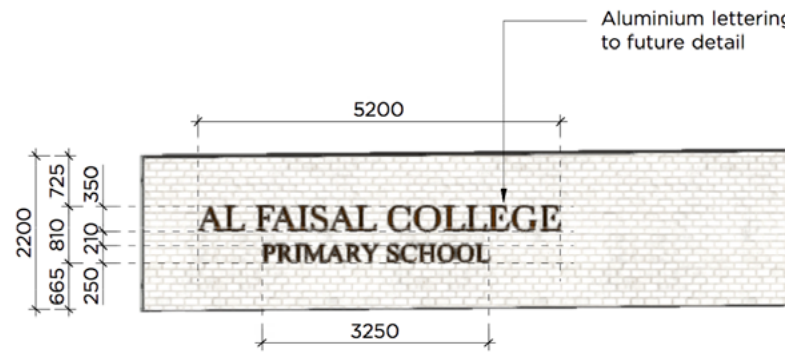
Signage A - Front Elevation



Signage A - Side Elevation



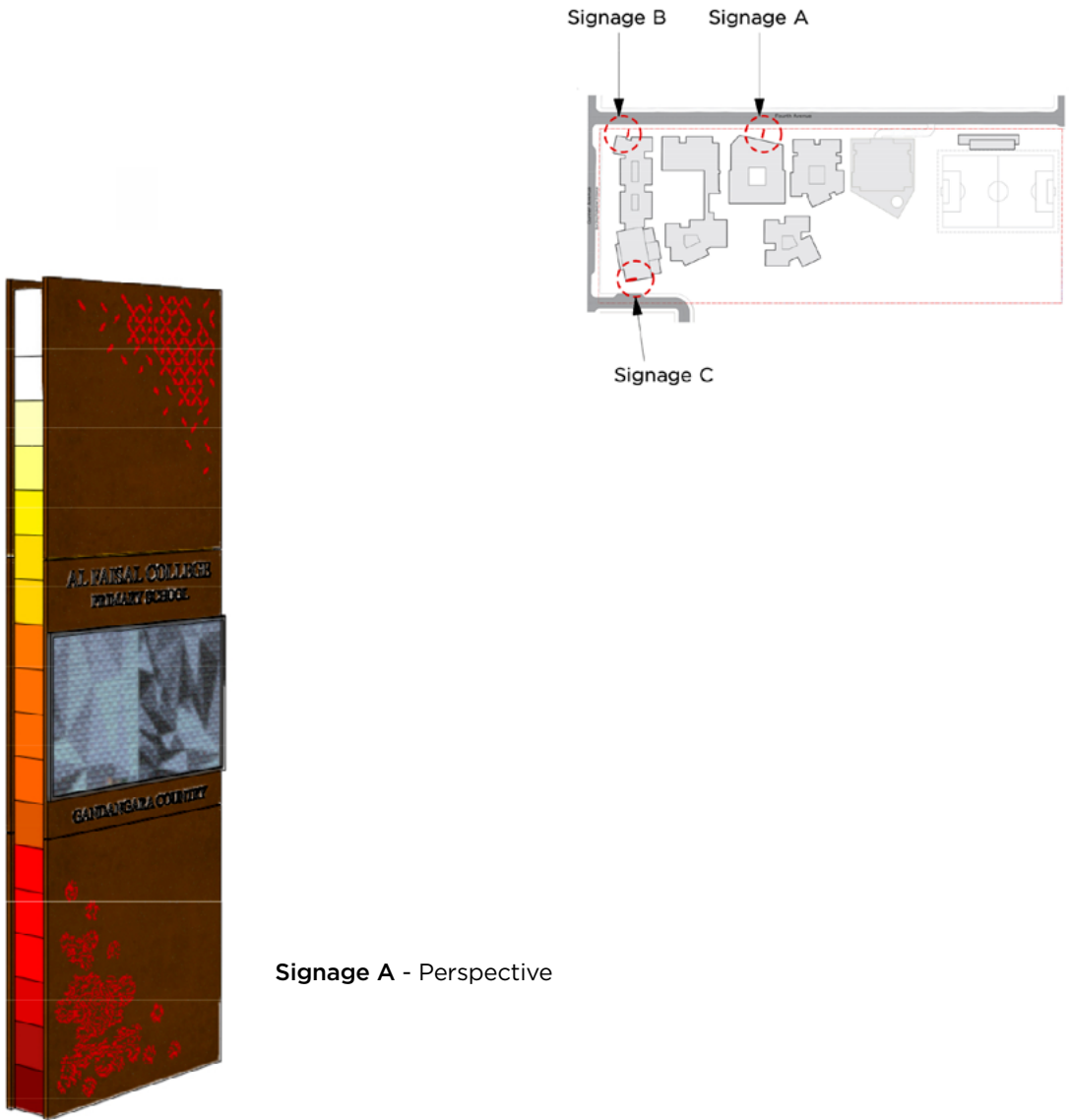
Signage A - Plan



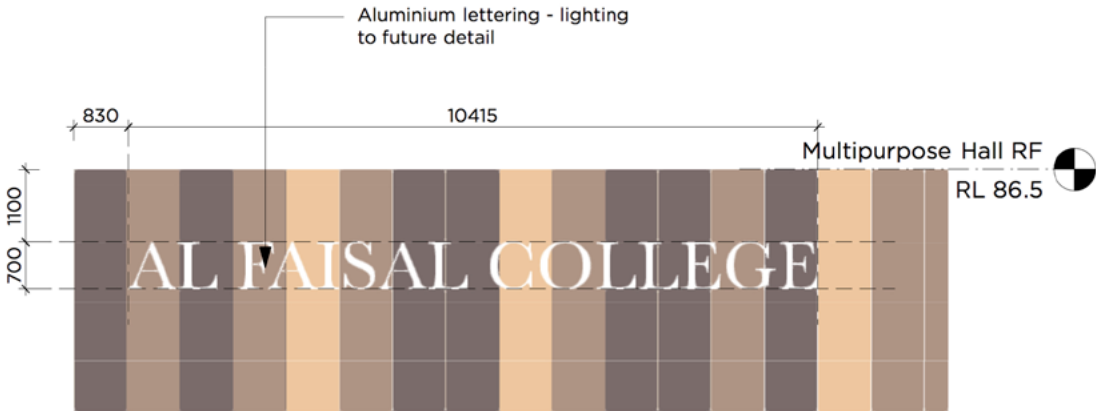
Signage B - Front Elevation



Signage B - Perspective



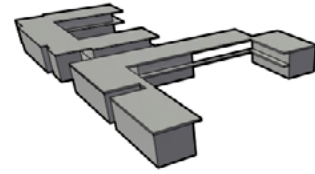
Signage A - Perspective



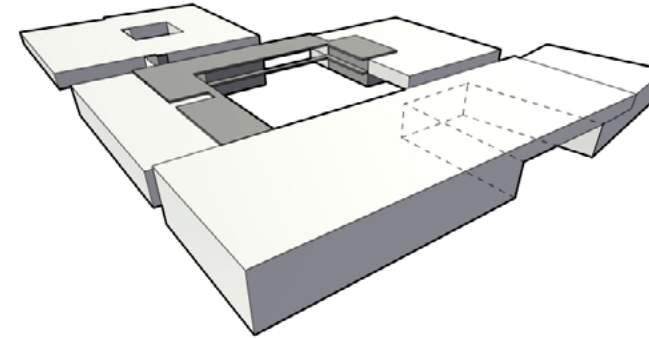
Signage C - Front Elevation

ARCHITECTURAL CONCEPT

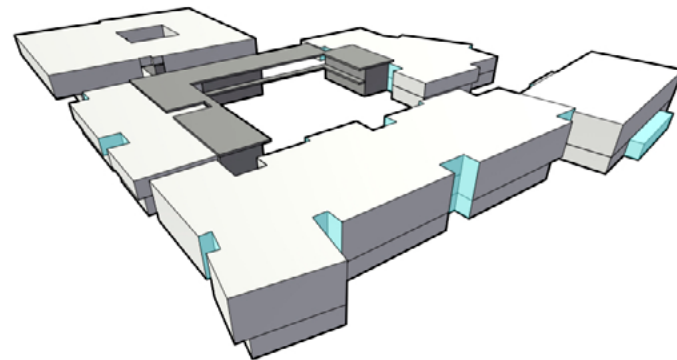
1. Existing school



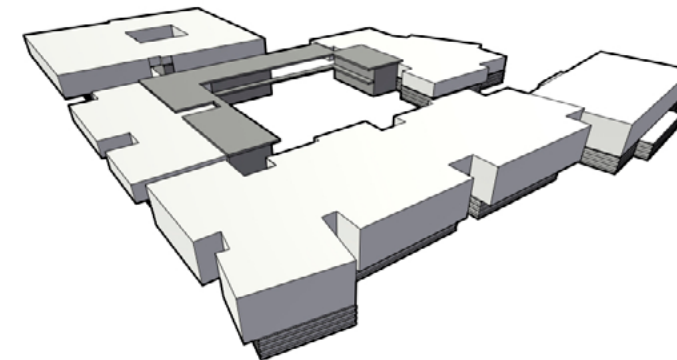
2. Basic massing



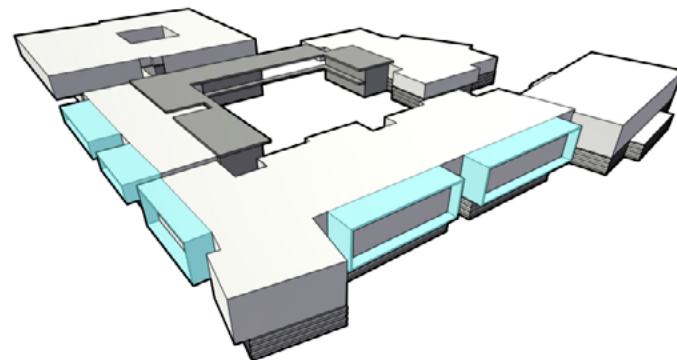
3. Break-up facade horizontality



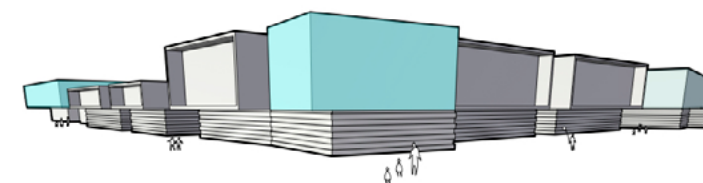
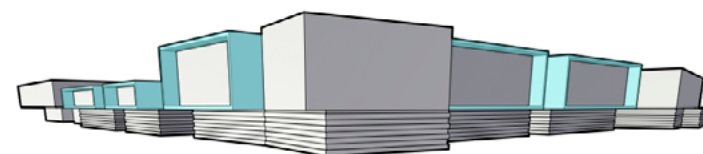
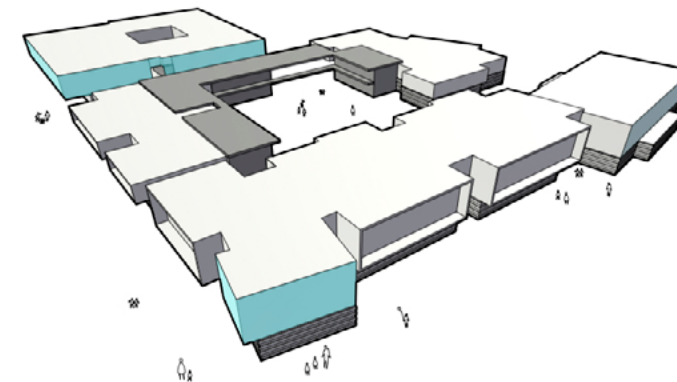
4. Solid base articulated by brickwork



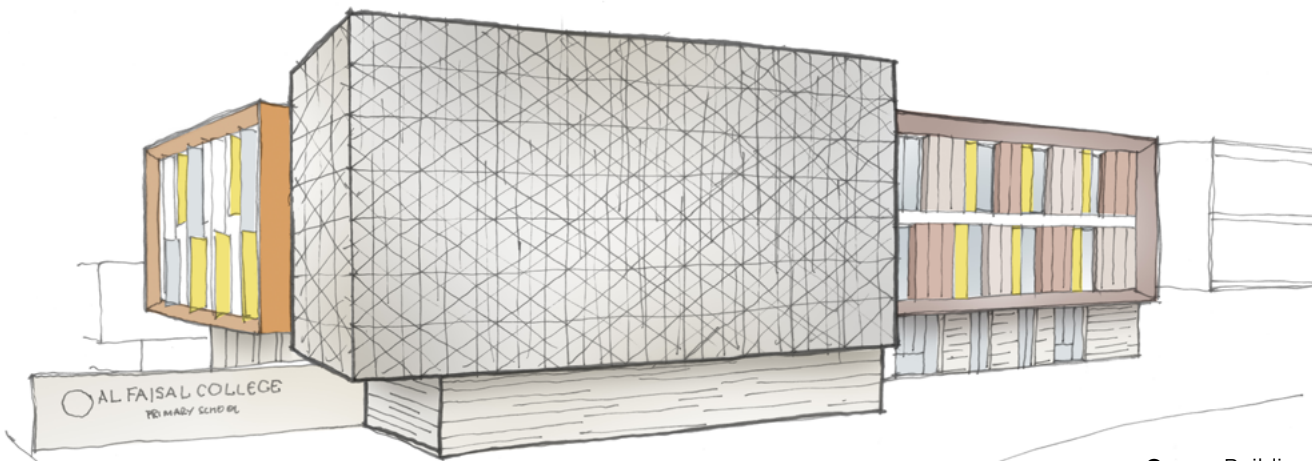
5. Deep reveal to solid floating masses



6. Create landmark nodes with alternative architectural expression



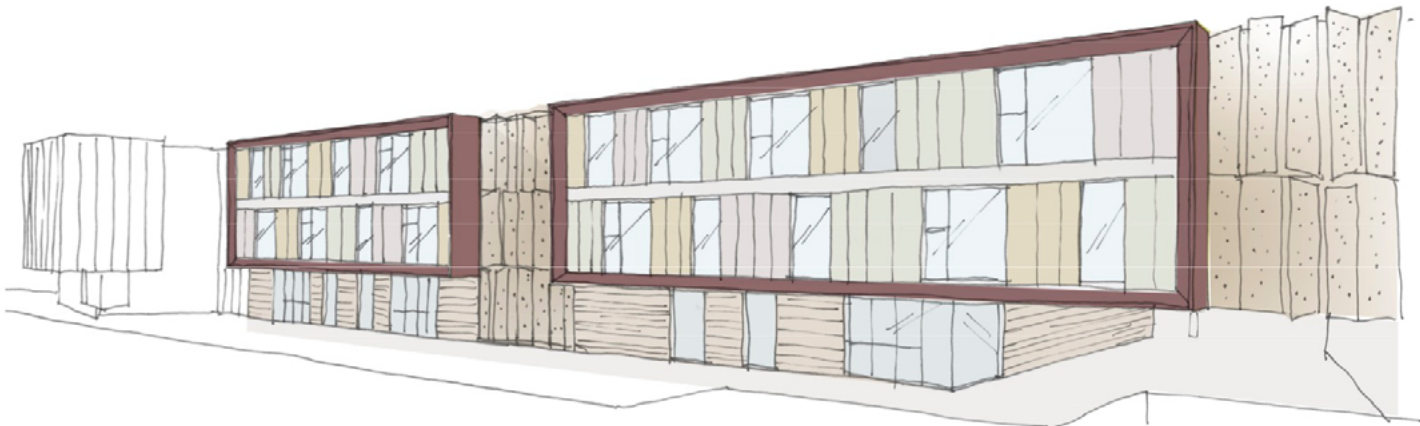
FACADE DEVELOPMENT



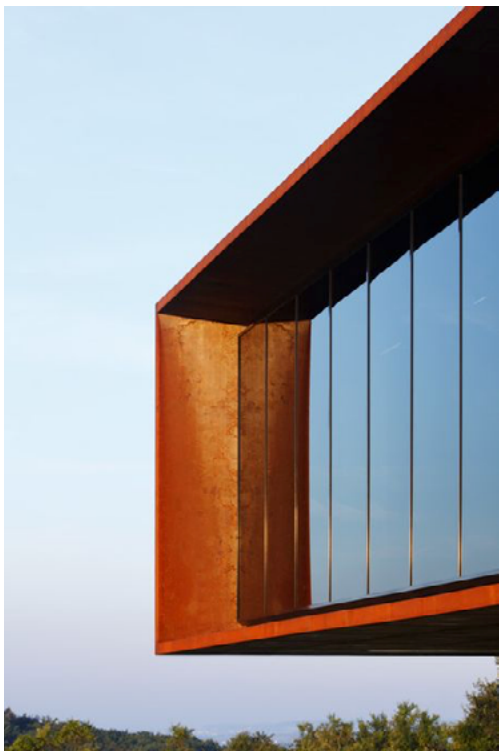
Corner Building



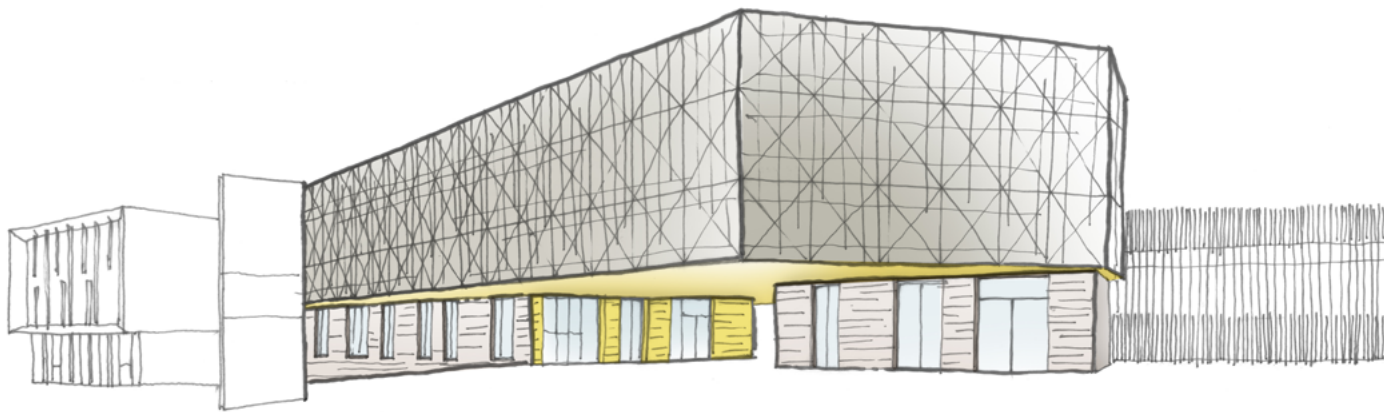
Decorative Screen



Teaching and Learning Years 3-6



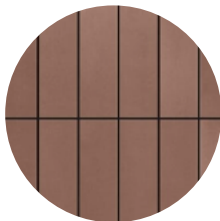
Deep Reveals



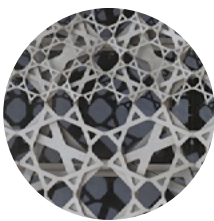
Administration Building

MATERIALS & FINISHES - ADMINISTRATION

Image for reference only as it forms part of CDC application



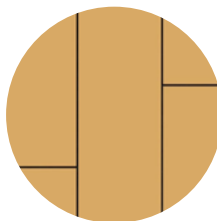
1. Lightweight Cladding



2. Decorative Screen

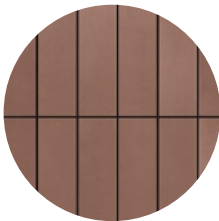


3. Contrasting Lightweight Cladding

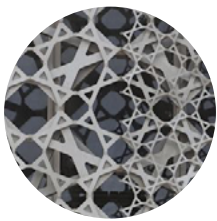


4. Brick

MATERIALS & FINISHES - CORNER BUILDING



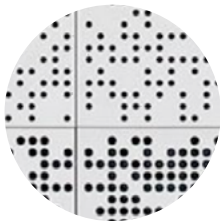
1. Lightweight Cladding



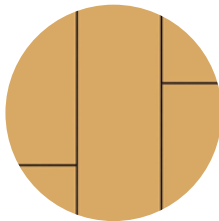
2. Decorative Screen



3. Perforated Screens

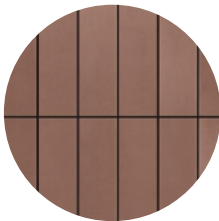


4. Contrasting Lightweight Cladding



5. Brick

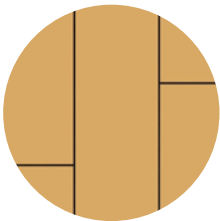
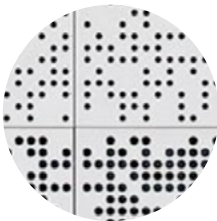
MATERIALS & FINISHES - SENIOR COURTYARD



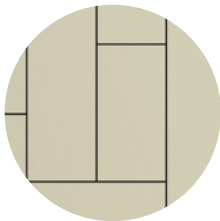
1. Lightweight Cladding



2. Perforated Screens

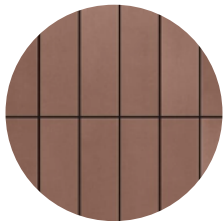


3. Contrasting Lightweight Cladding

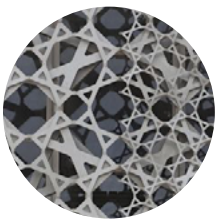


4. Brick

MATERIALS & FINISHES - KINDERGARTEN



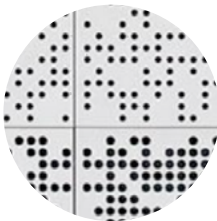
1. Lightweight Cladding



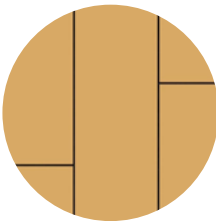
2. Decorative Screen



3. Perforated Screens



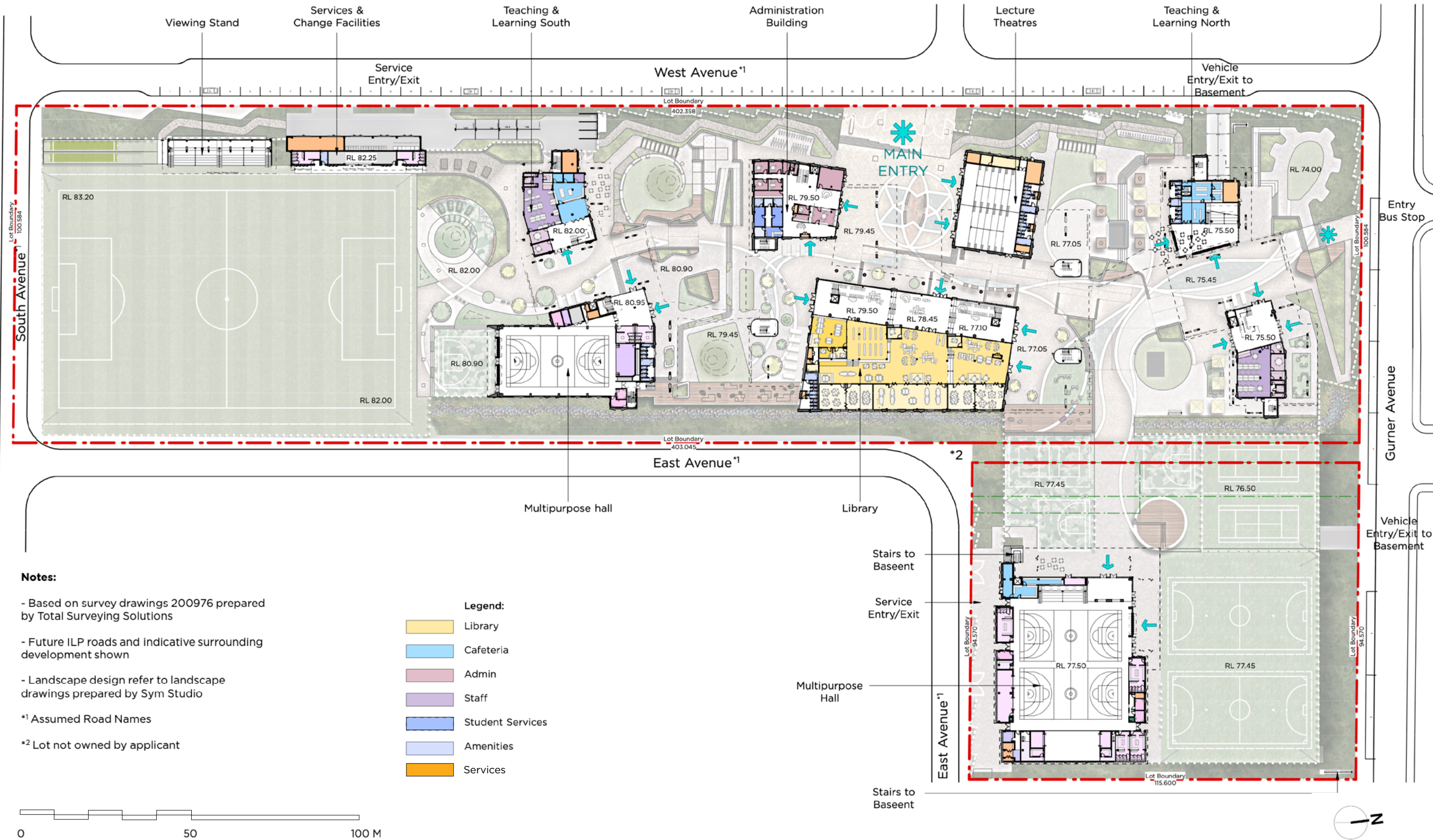
4. Contrasting Lightweight Cladding



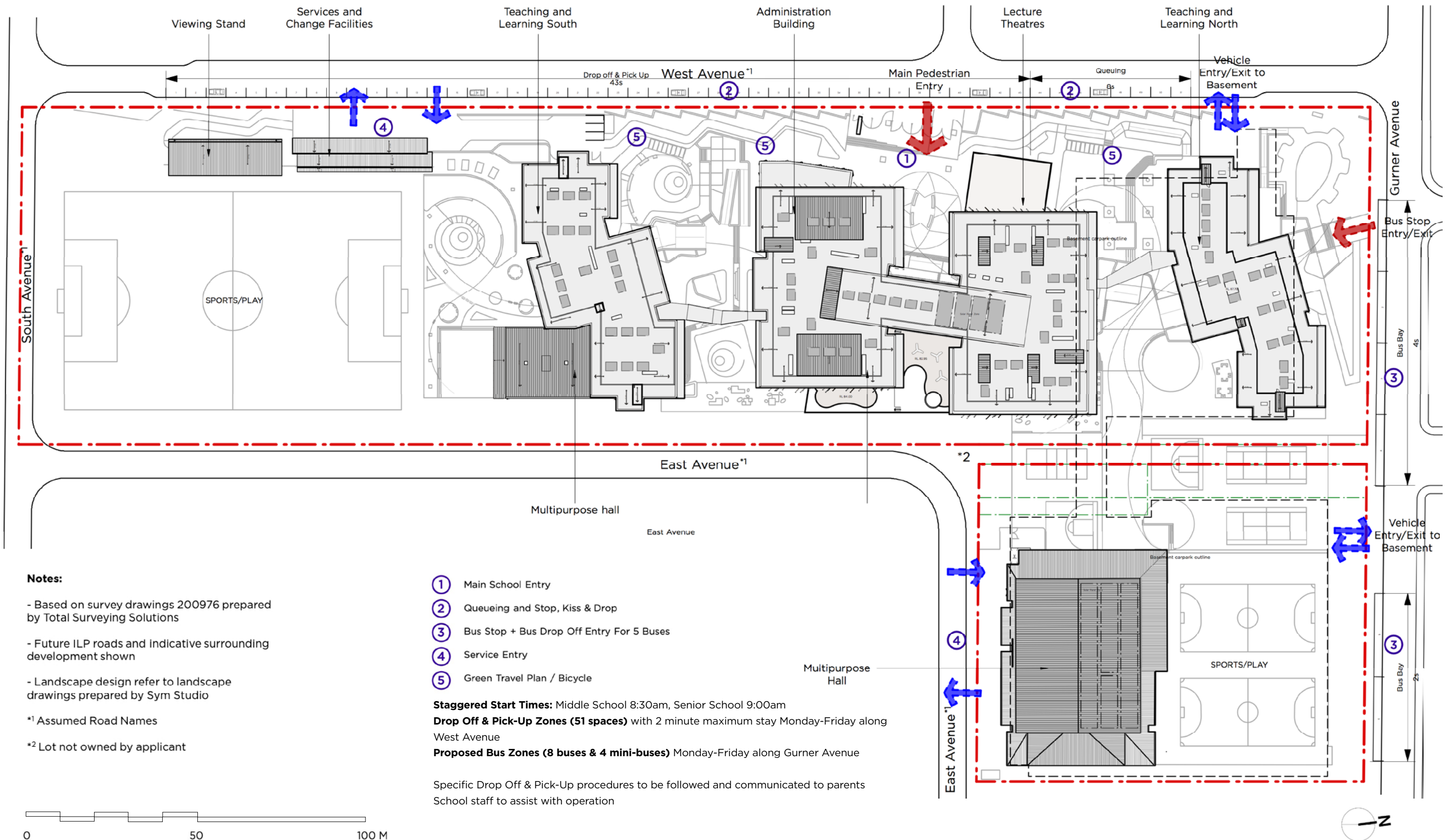
5. Brick

Secondary School Campus

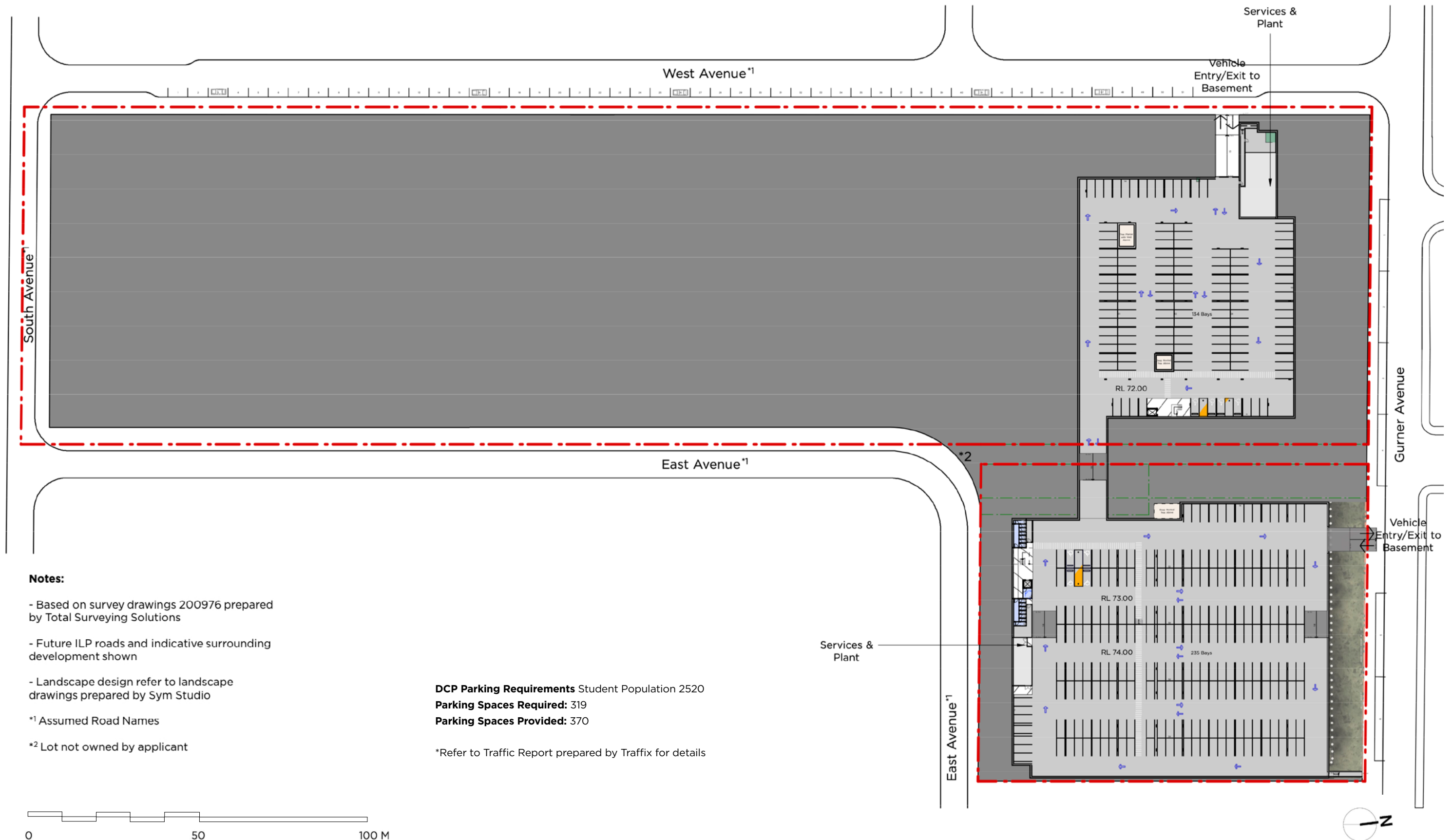
LO MASTERPLAN



TRANSPORT STRATEGY



BASEMENT & CARPARK STRATEGY



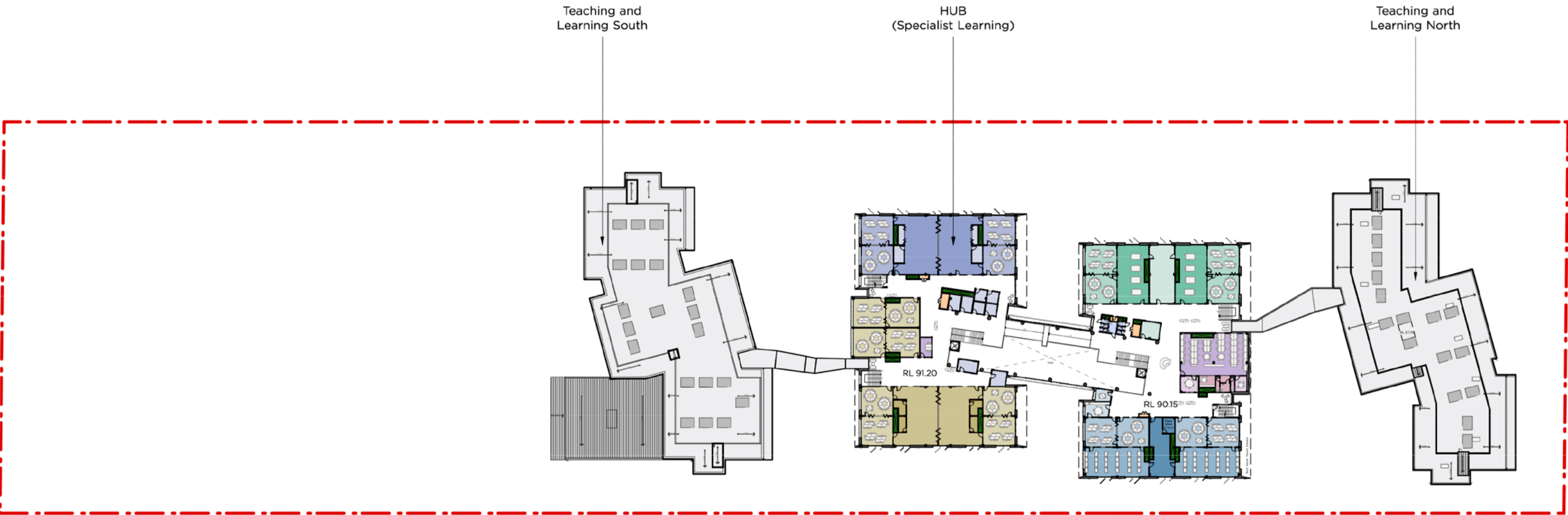
L1 MASTERPLAN



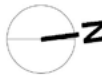
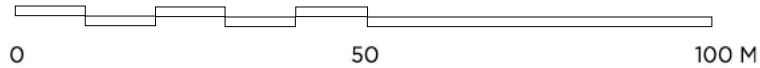
L2 MASTERPLAN



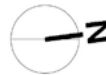
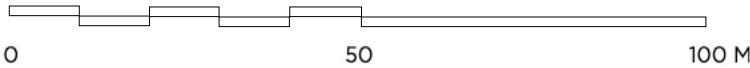
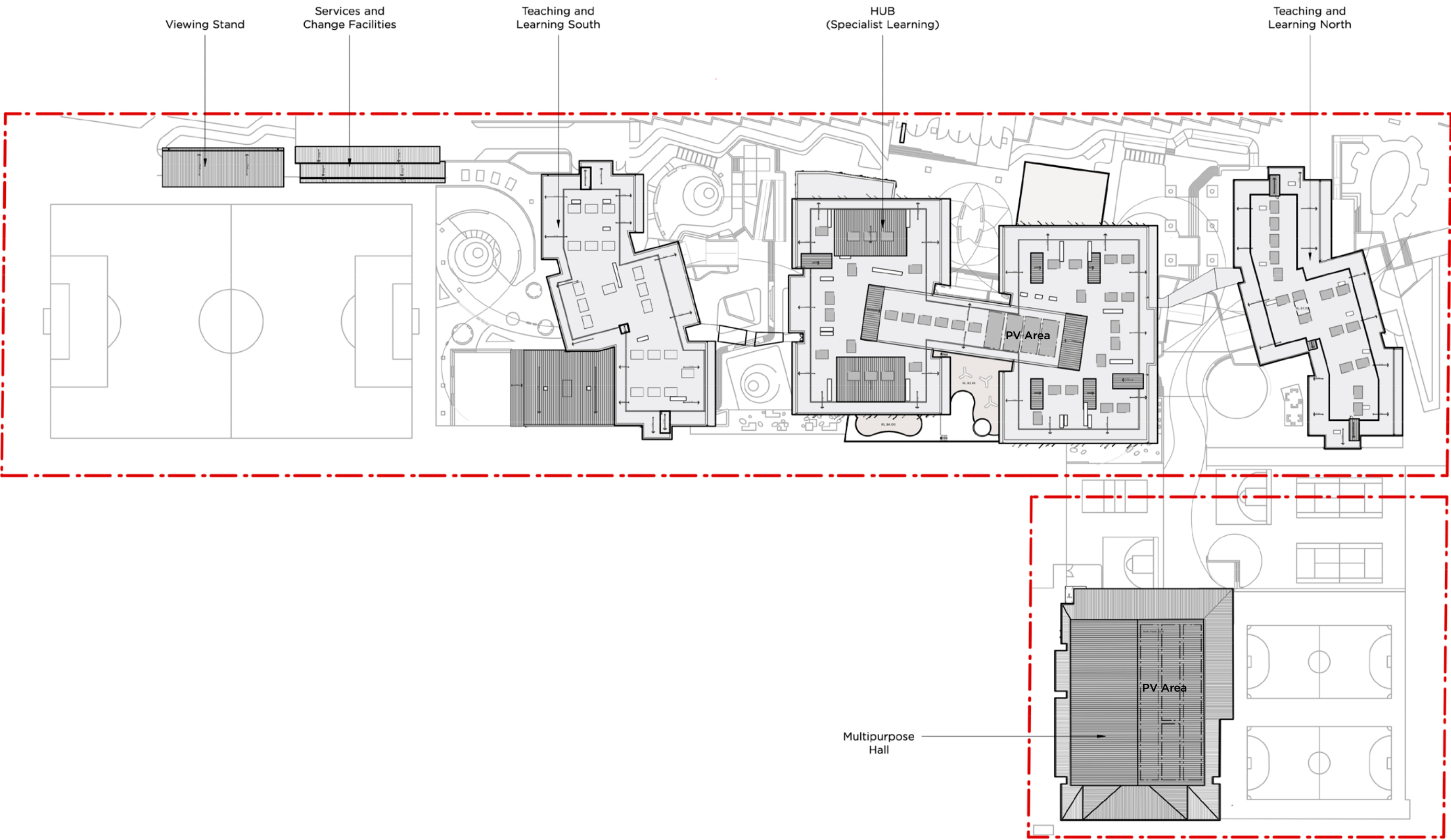
L3 MASTERPLAN



- Legend:
- Staff
 - GLA
 - Food tech
 - TAS
 - Science
 - Shared space
 - Amenities
 - PDHPE
 - Performing Arts
 - Services



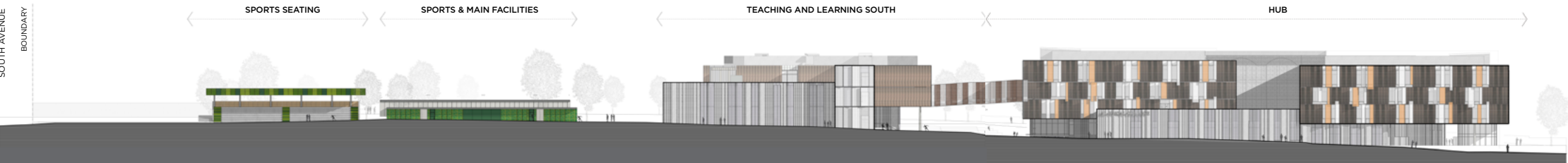
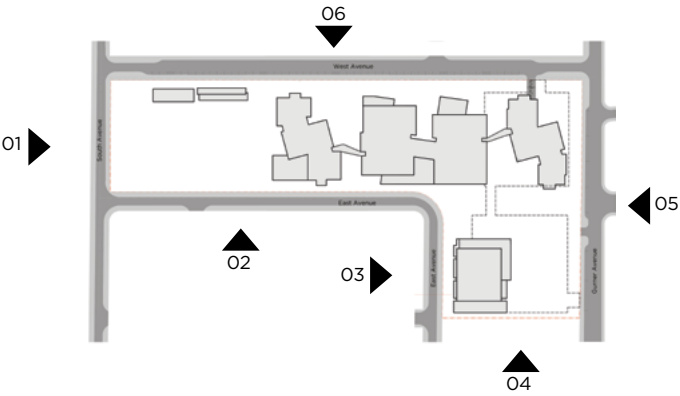
ROOF MASTERPLAN



SITE ELEVATIONS



Elevation 01



Elevation 02



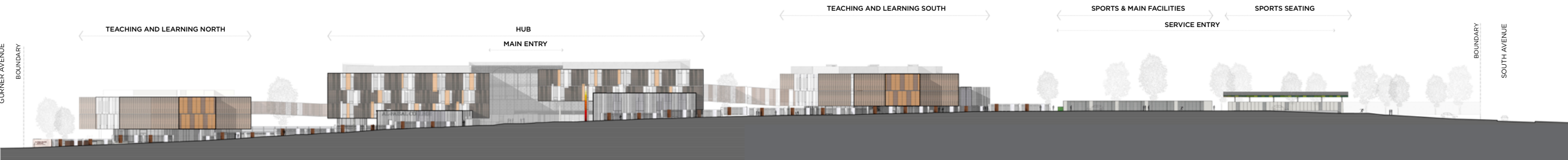
Elevation 03



Elevation 04



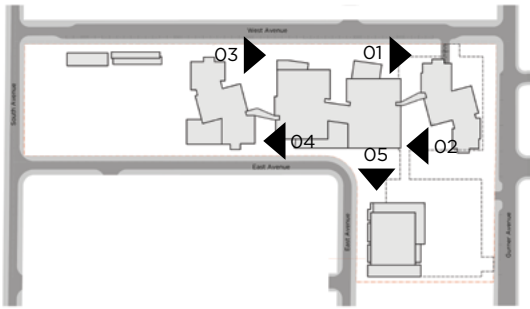
Elevation 05



Elevation 06



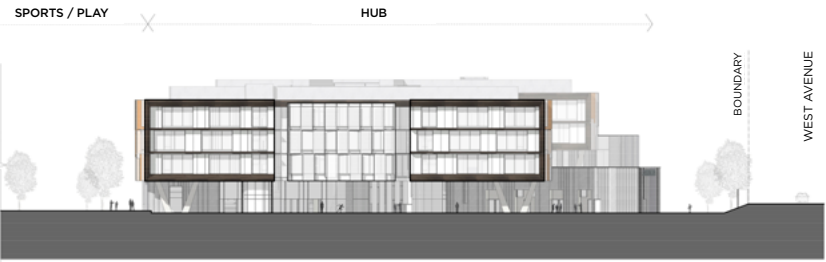
SITE ELEVATIONS - INTERNAL



Elevation 01 - Teaching and Learning North



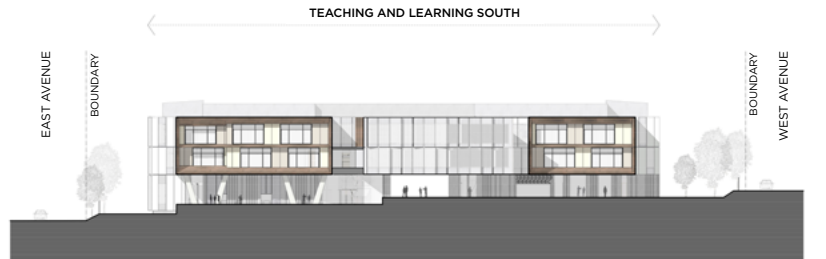
Elevation 02 - HUB



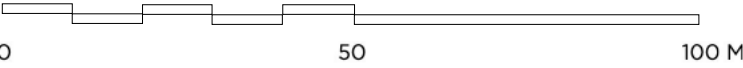
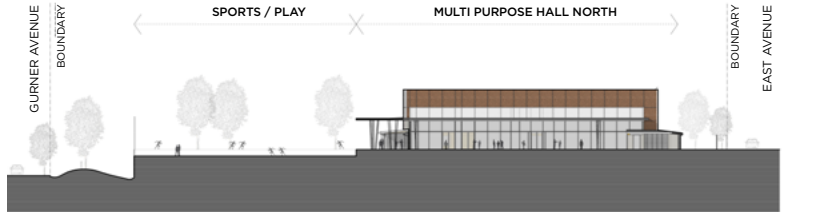
Elevation 03 - HUB



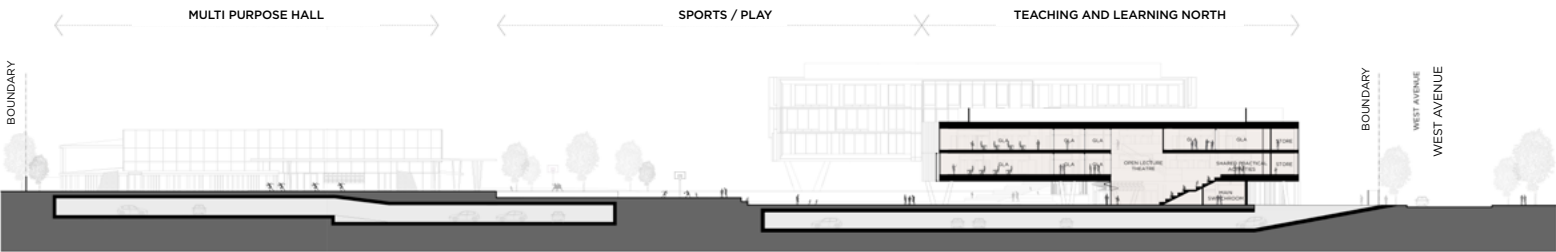
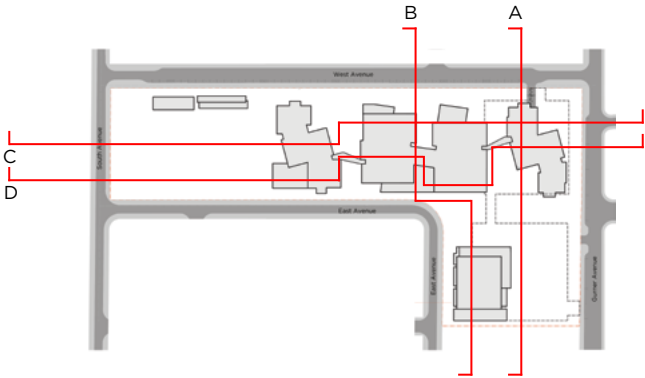
Elevation 04 - Teaching and Learning South



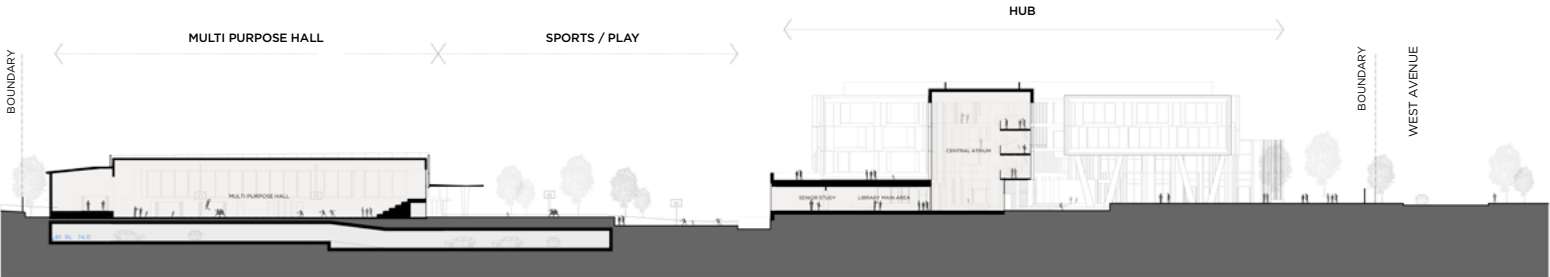
Elevation 05 - Multi Purpose Hall



SITE SECTIONS



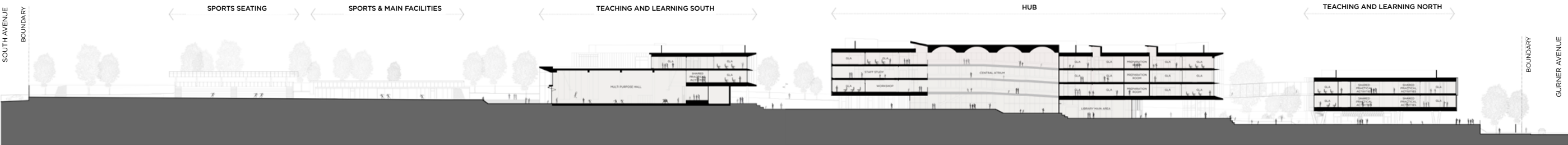
Section A



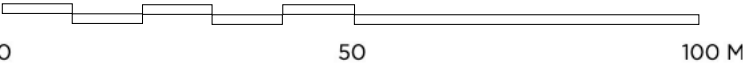
Section B



Section C



Section D



SITE SHADOWS



Shadows cast at: 21 June 9:00am



Shadows cast at: 21 June 12:00pm



Shadows cast at: 21 June 3:00pm



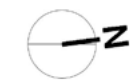
Shadows cast at: 22 December 9:00am



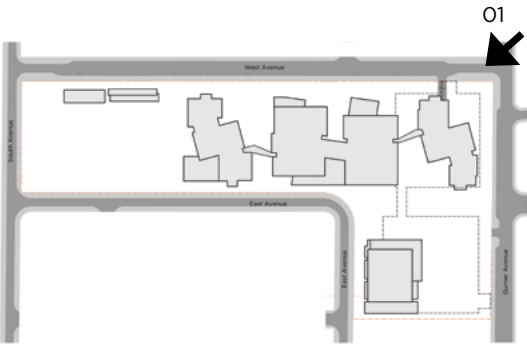
Shadows cast at: 22 December 12:00pm



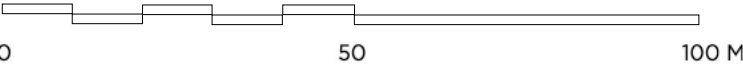
Shadows cast at: 22 December 3:00pm



MASSING MODEL



LANDSCAPE



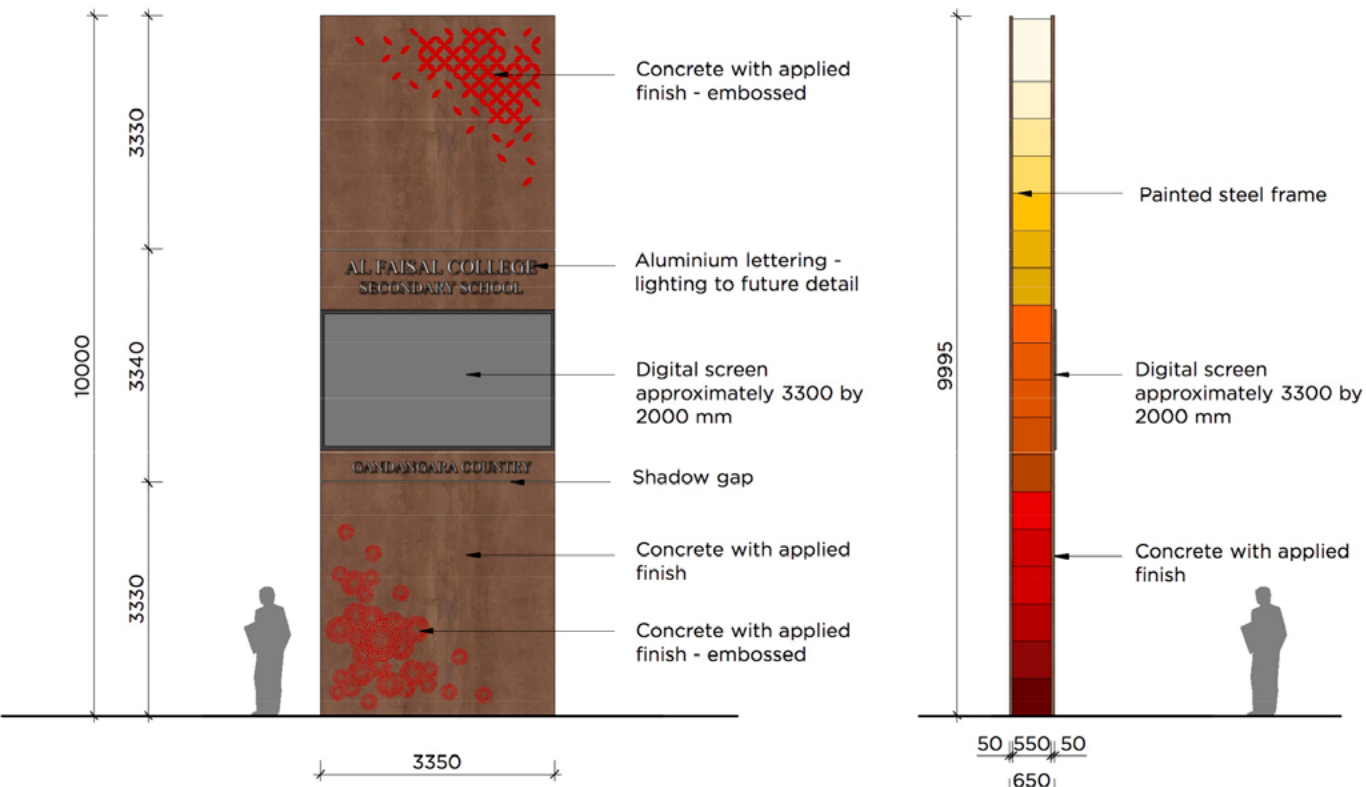
*Refer to Landscape package for details



SIGNAGE AND LIGHTING PLAN



SIGNAGE

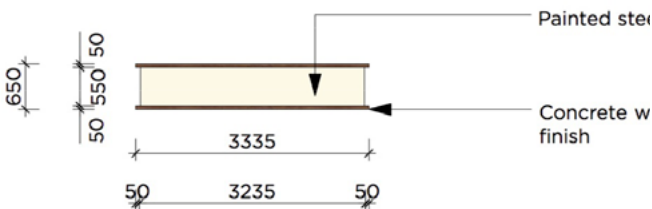
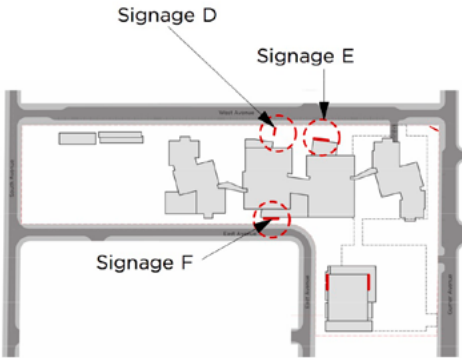


Signage D - Front Elevation

Signage D - Side Elevation



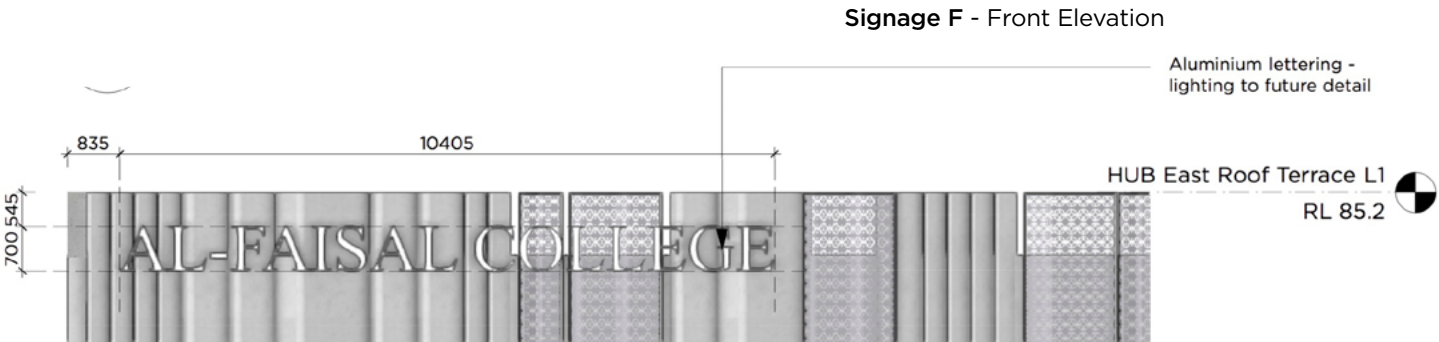
Signage D - Perspective



Signage D - Plan

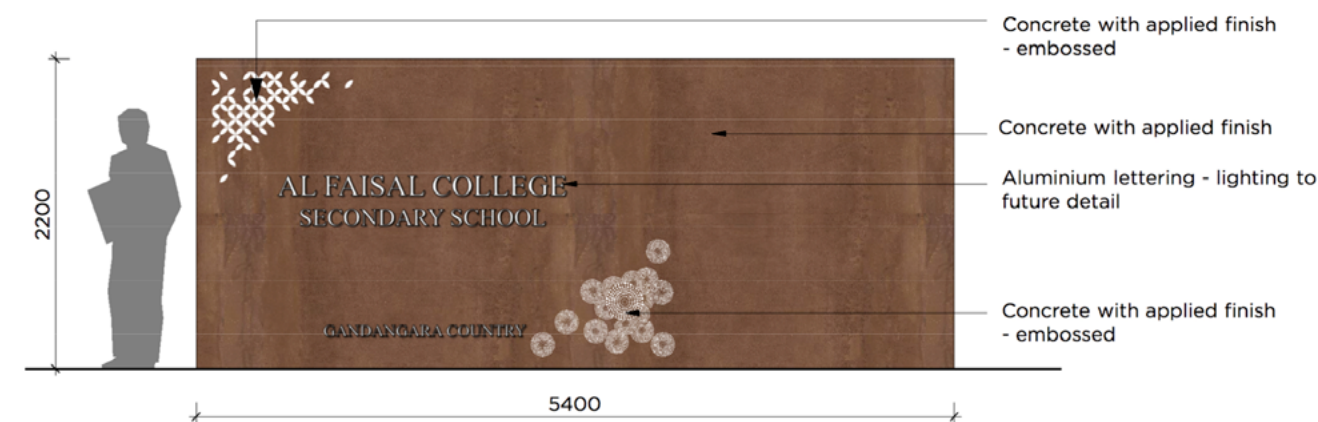


Signage E - Front Elevation

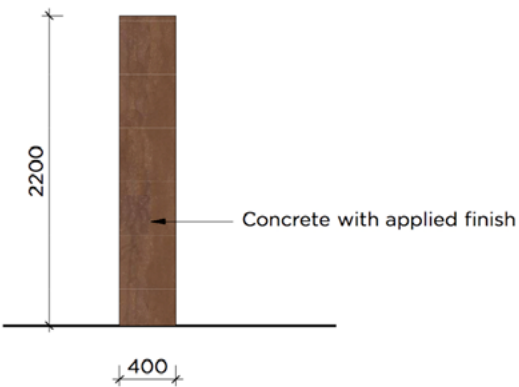


Signage F - Front Elevation

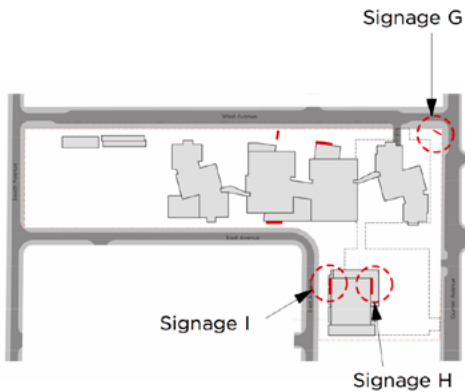
SIGNAGE



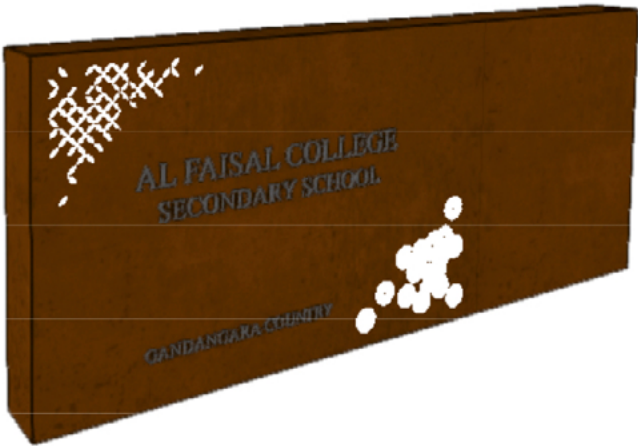
Signage G - Front Elevation



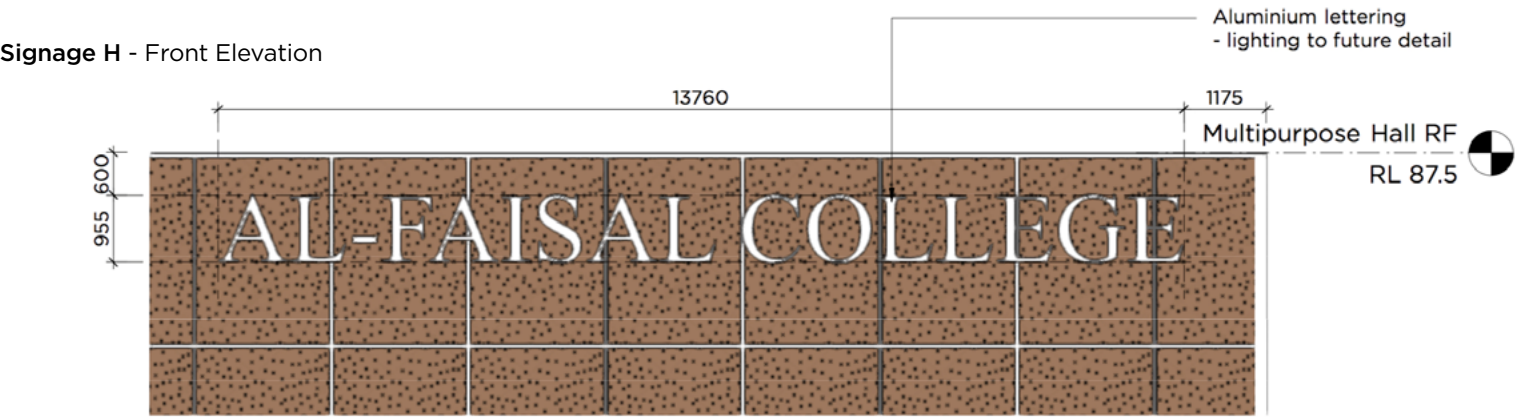
Signage G - Side Elevation



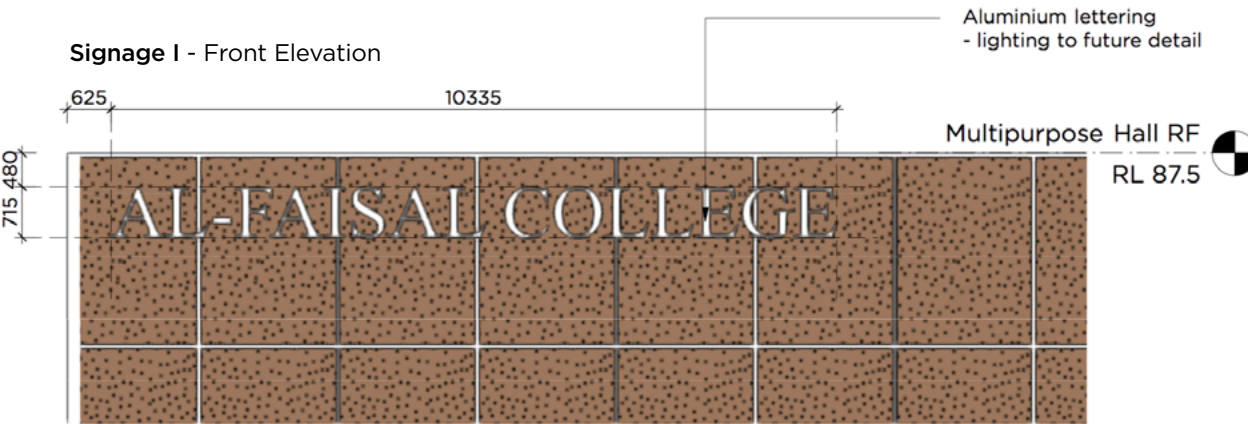
Signage D - Plan



Signage D - Perspective



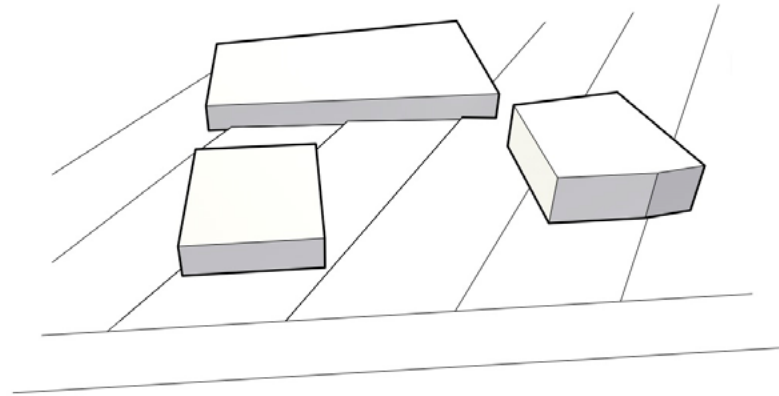
Signage H - Front Elevation



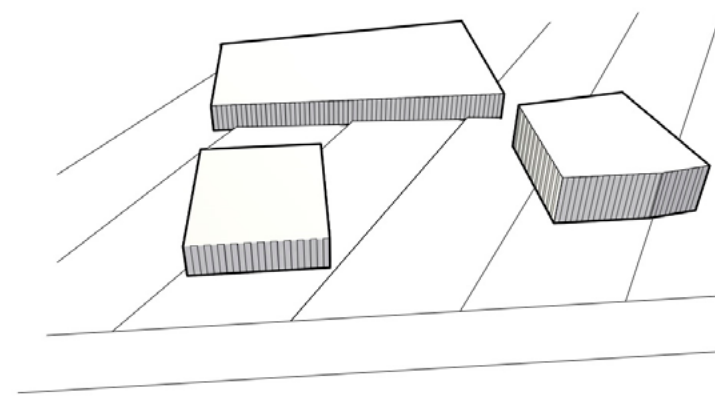
Signage I - Front Elevation

ARCHITECTURAL CONCEPT

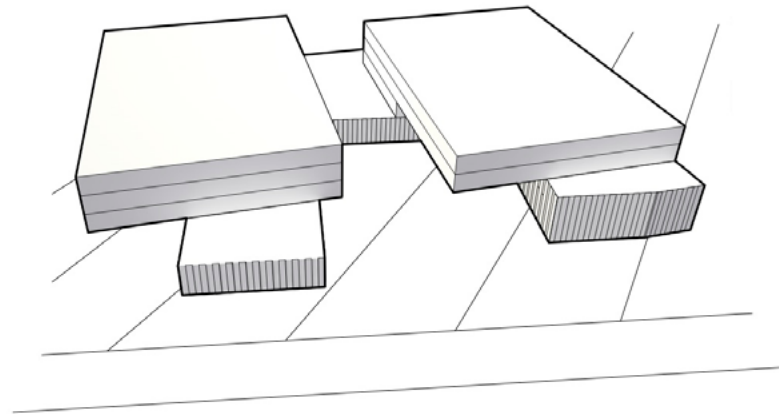
1. Base: Active Program
Buildings work around terrain



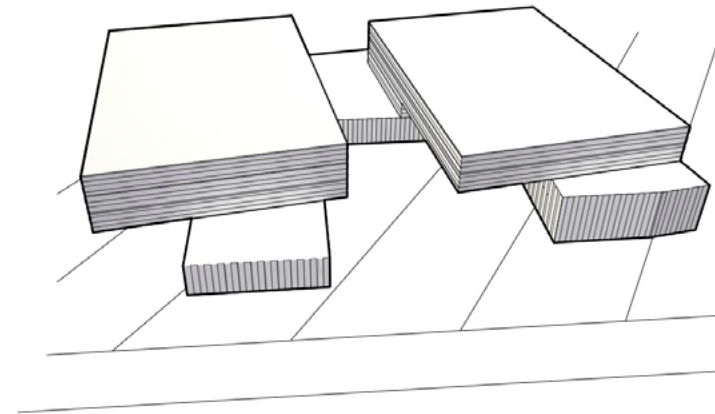
2. Base Facade:
Vertical Expression



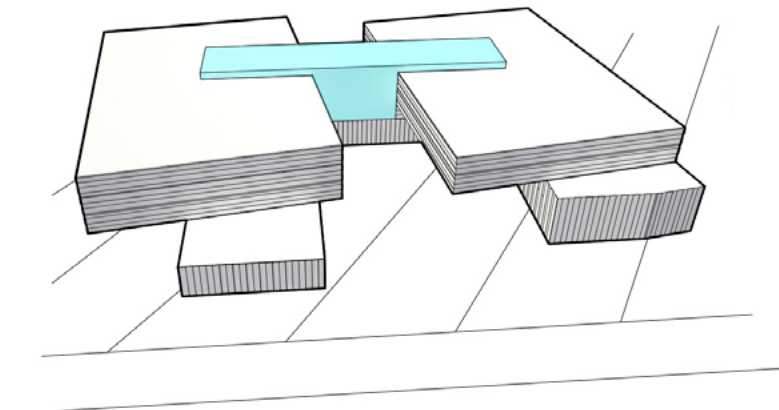
3. Top: Efficient, orthogonal, east-west orientated
for maximised daylight



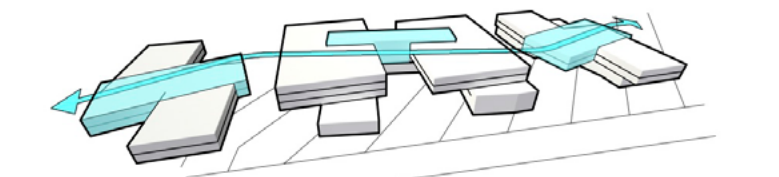
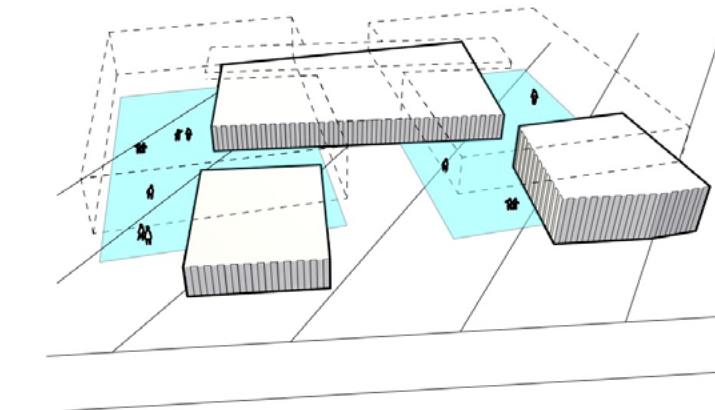
4. Top Facade:
Horizontal Expression



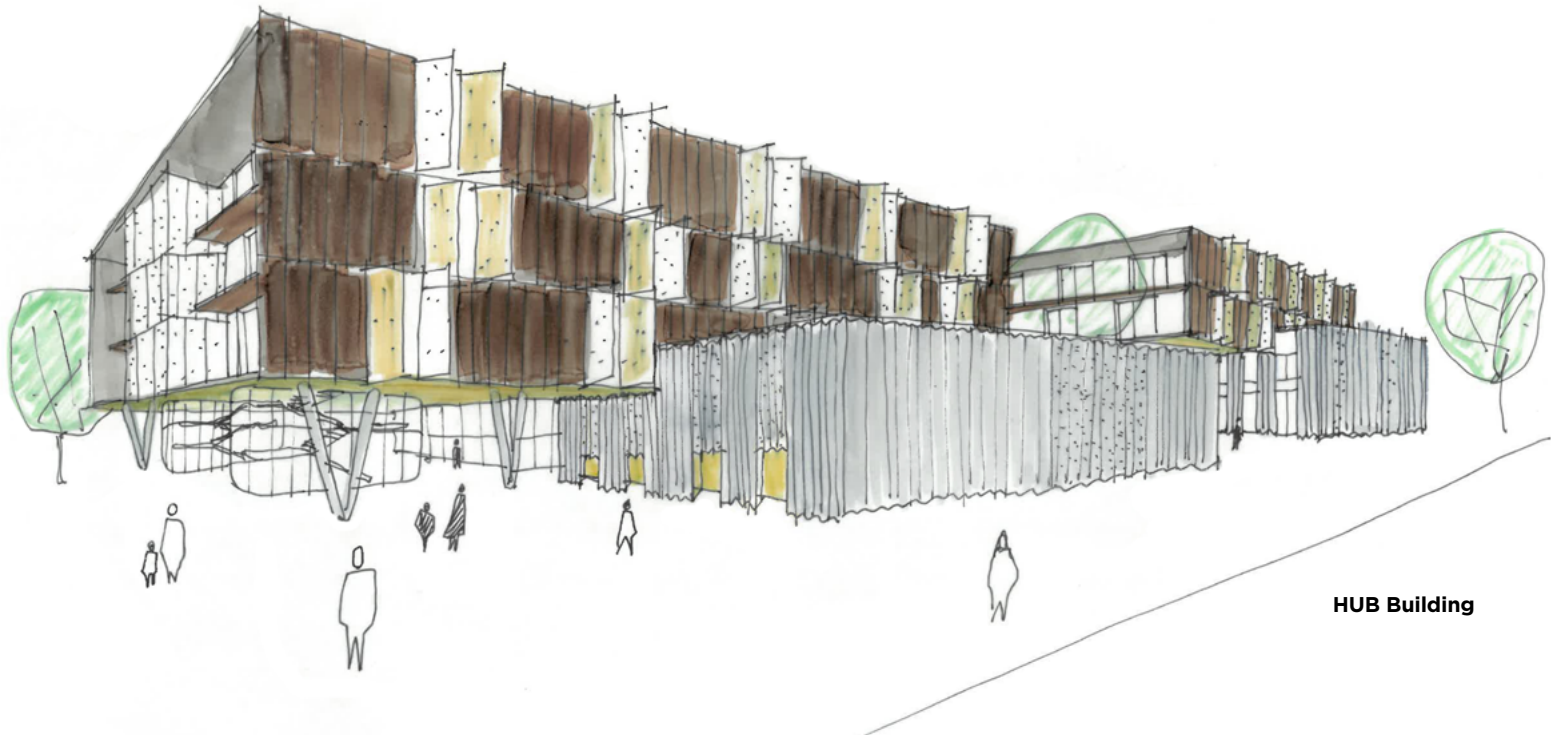
5. Introduction of diagonals to support movement
through site



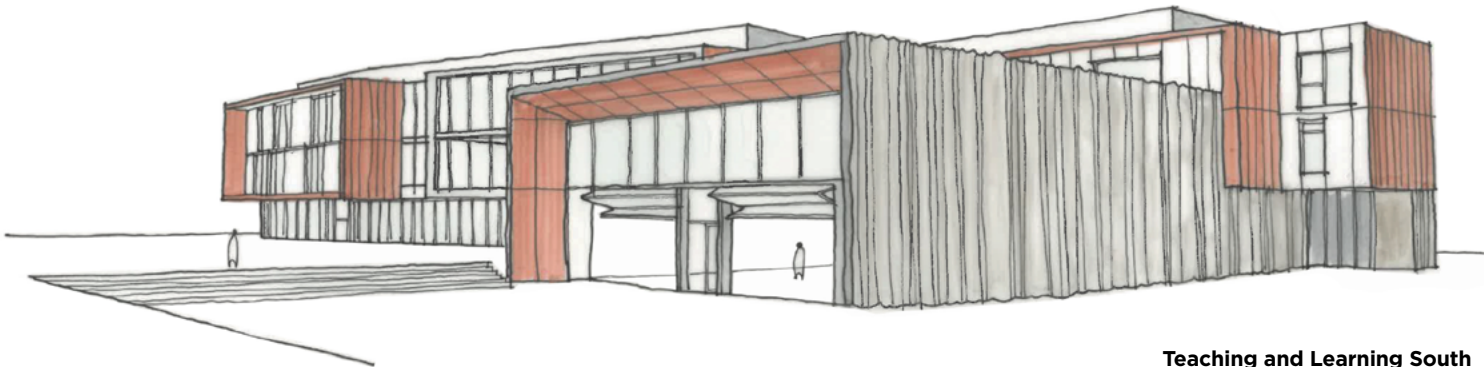
6. Formation of C.O.L.A.'s



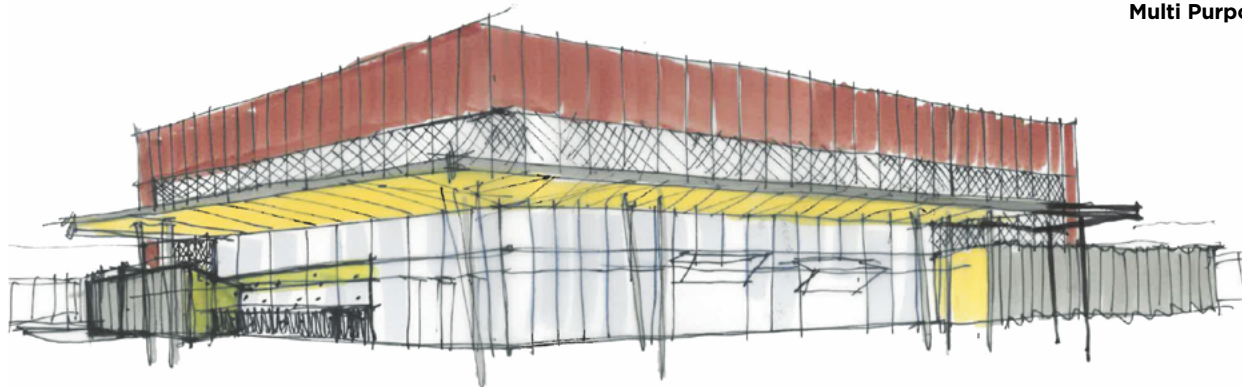
FACADE DEVELOPMENT



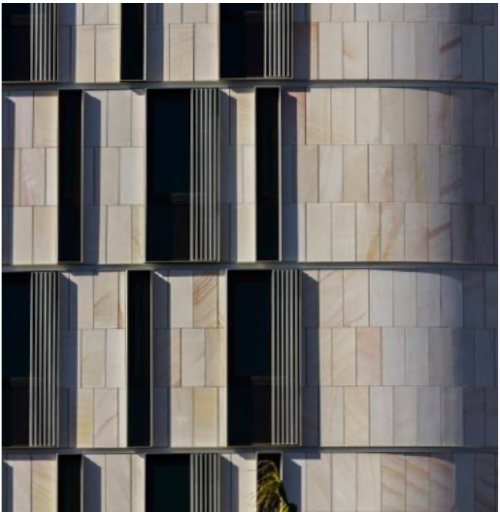
HUB Building



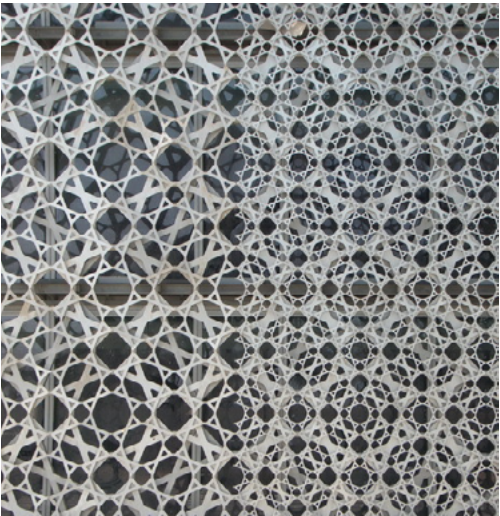
Teaching and Learning South



Multi Purpose Hall



Facade Horizontality

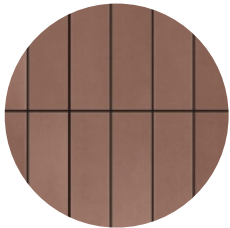


Decorative Screen

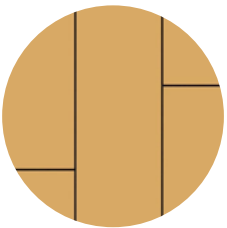


Concrete Base

MATERIALS & FINISHES - HUB



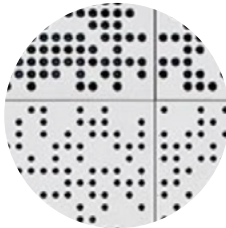
1. Lightweight Cladding



2. Contrasting Lightweight Cladding

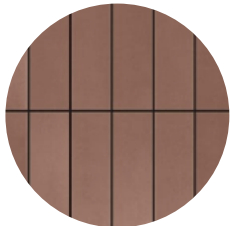


3. Perforated Screens

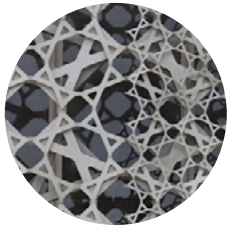


4. Concrete Base

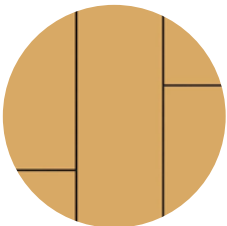
MATERIALS & FINISHES - HUB



1. Lightweight Cladding



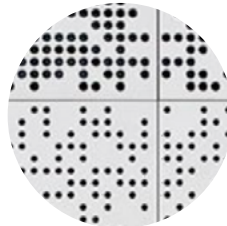
2. Decorative Screen



3. Contrasting Lightweight Cladding



4. Perforated Screens

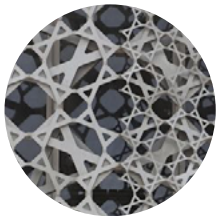


5. Concrete Base

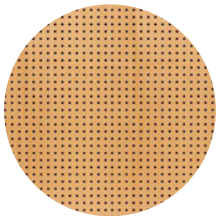
MATERIALS & FINISHES - ATRIUM



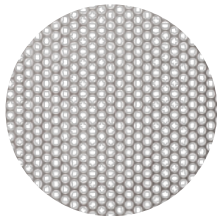
1. Concrete



2. Decorative Screen



3. Acoustic Ceiling Panels

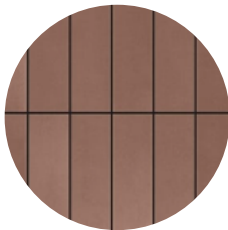


4. Perforated Screen

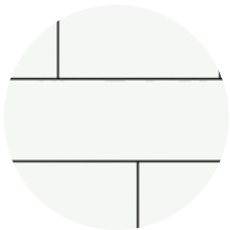


5. Timber Pop-Outs

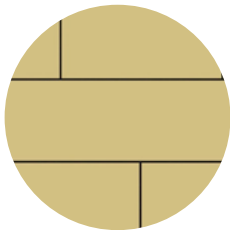
MATERIALS & FINISHES - T&L NORTH



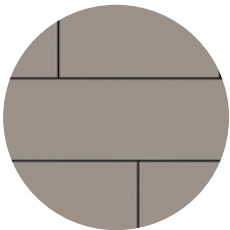
1. Lightweight Cladding



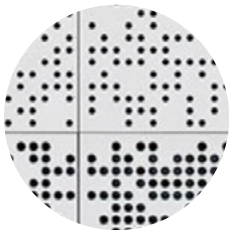
2. Contrasting Lightweight Cladding



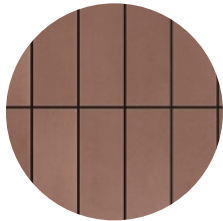
3. Perforated Screens



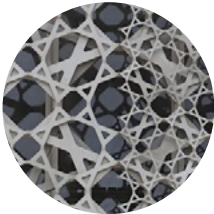
4. Concrete Base



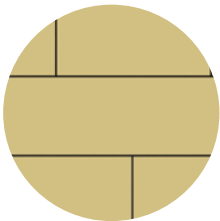
MATERIALS & FINISHES - T&L SOUTH



1. Lightweight Cladding



2. Decorative Screen



3. Contrasting Lightweight Cladding

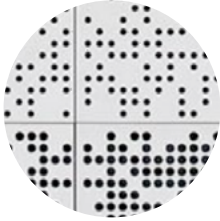


4. Concrete Base

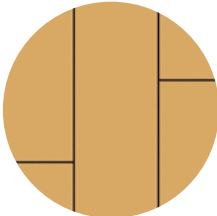
MATERIALS & FINISHES - MULTIPURPOSE HALL



1. Concrete Base

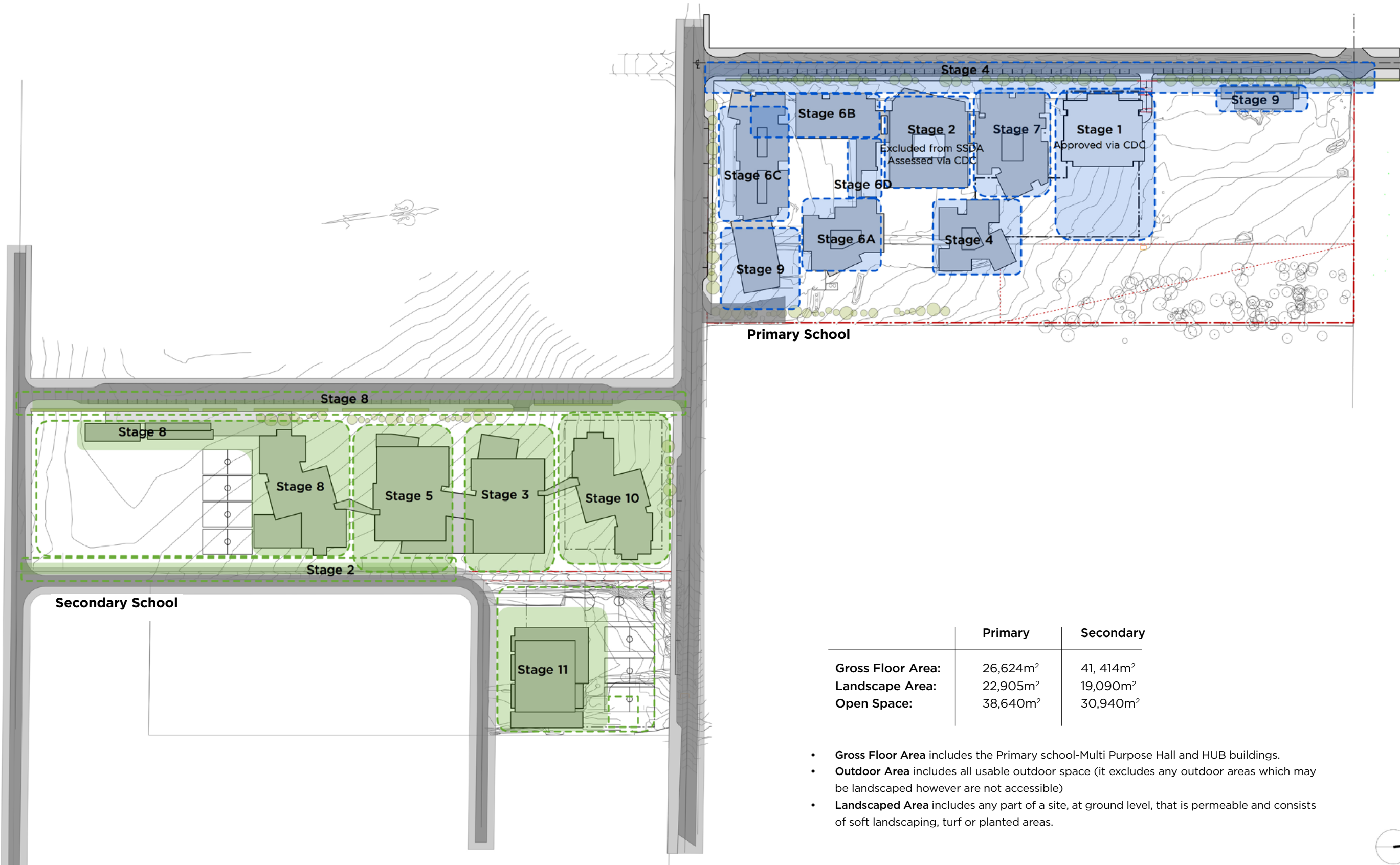


2. Perforated Screens

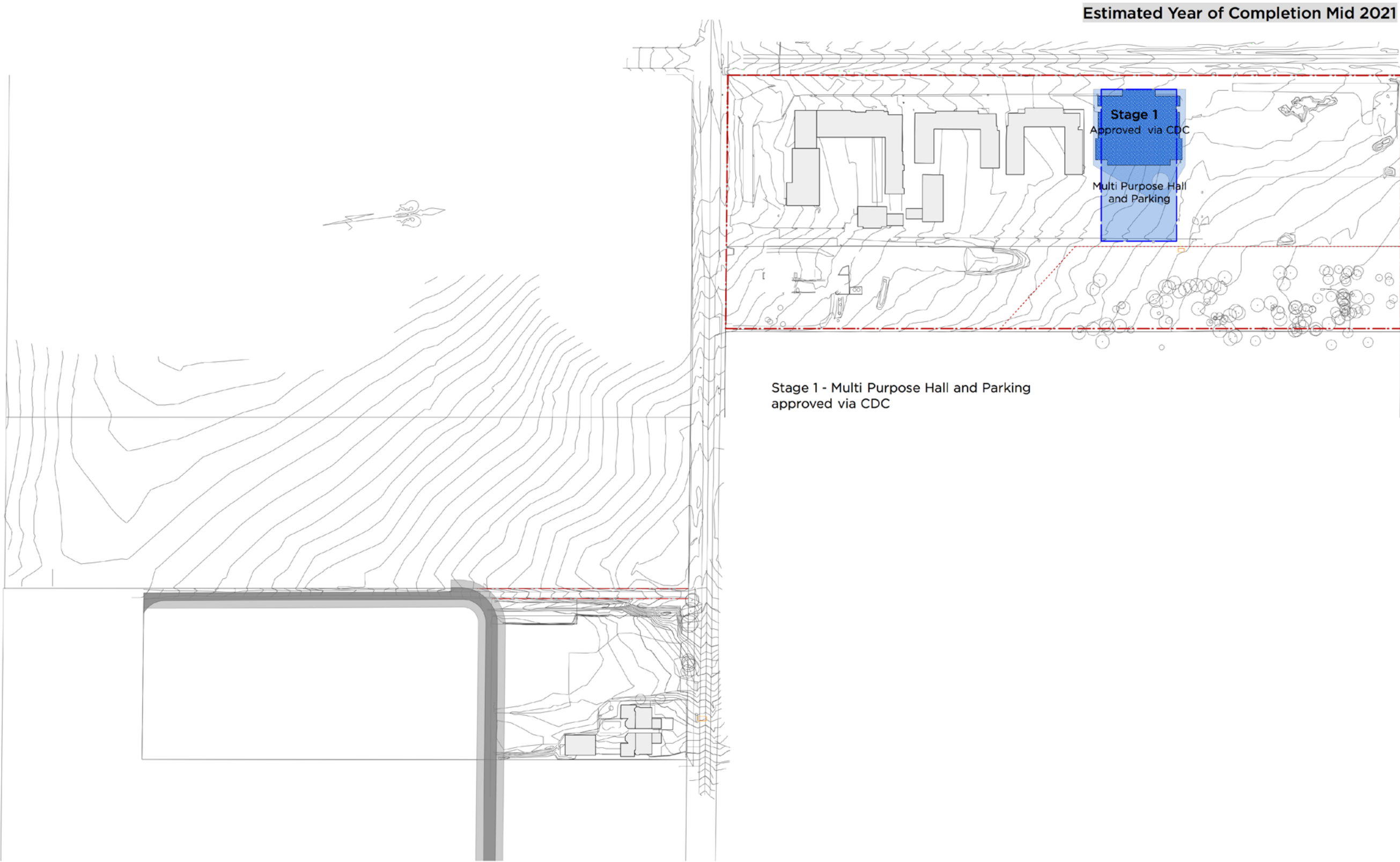


3. Contrasting Lightweight Cladding

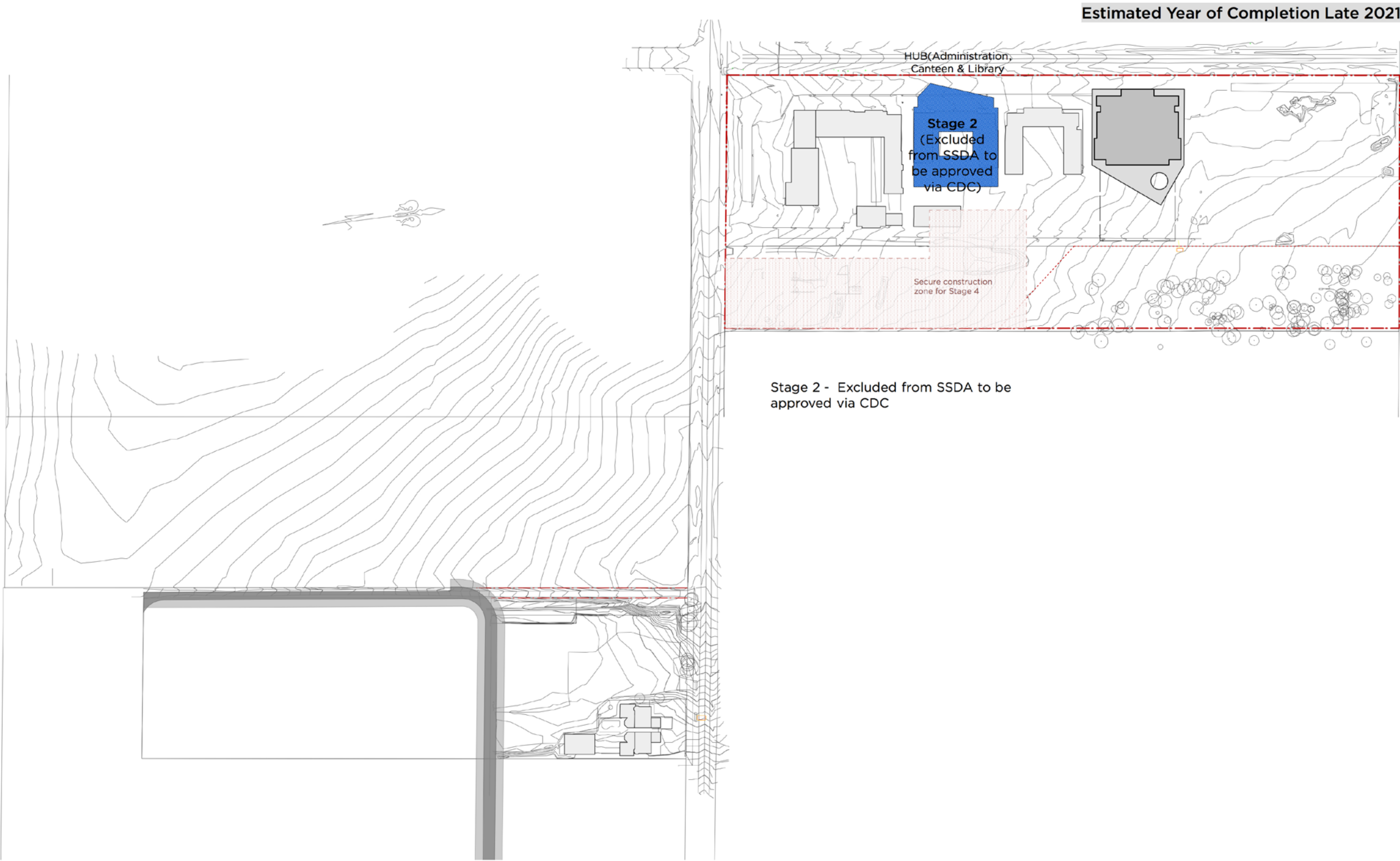
STAGING OVERVIEW



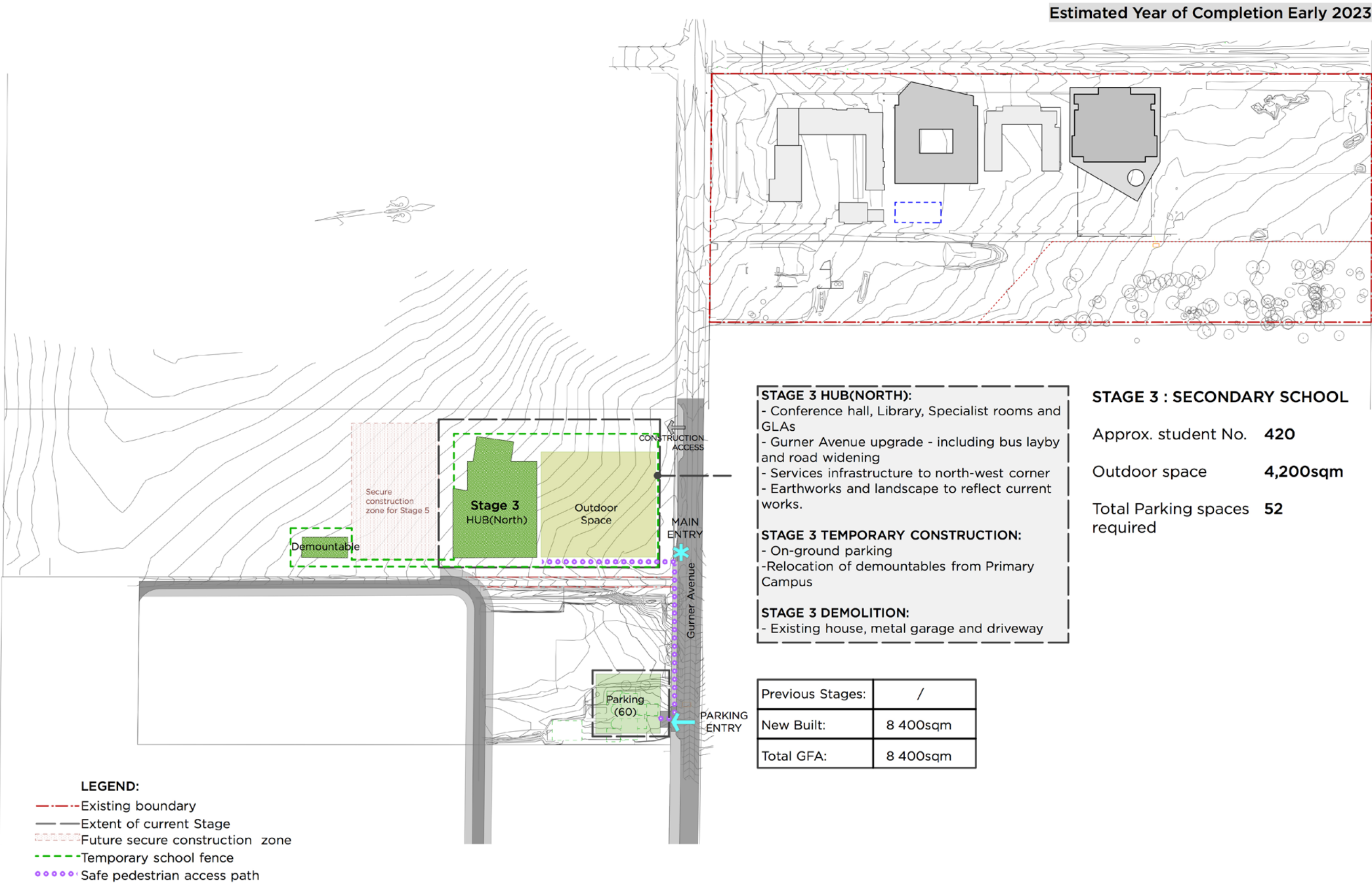
STAGE 1



STAGE 2

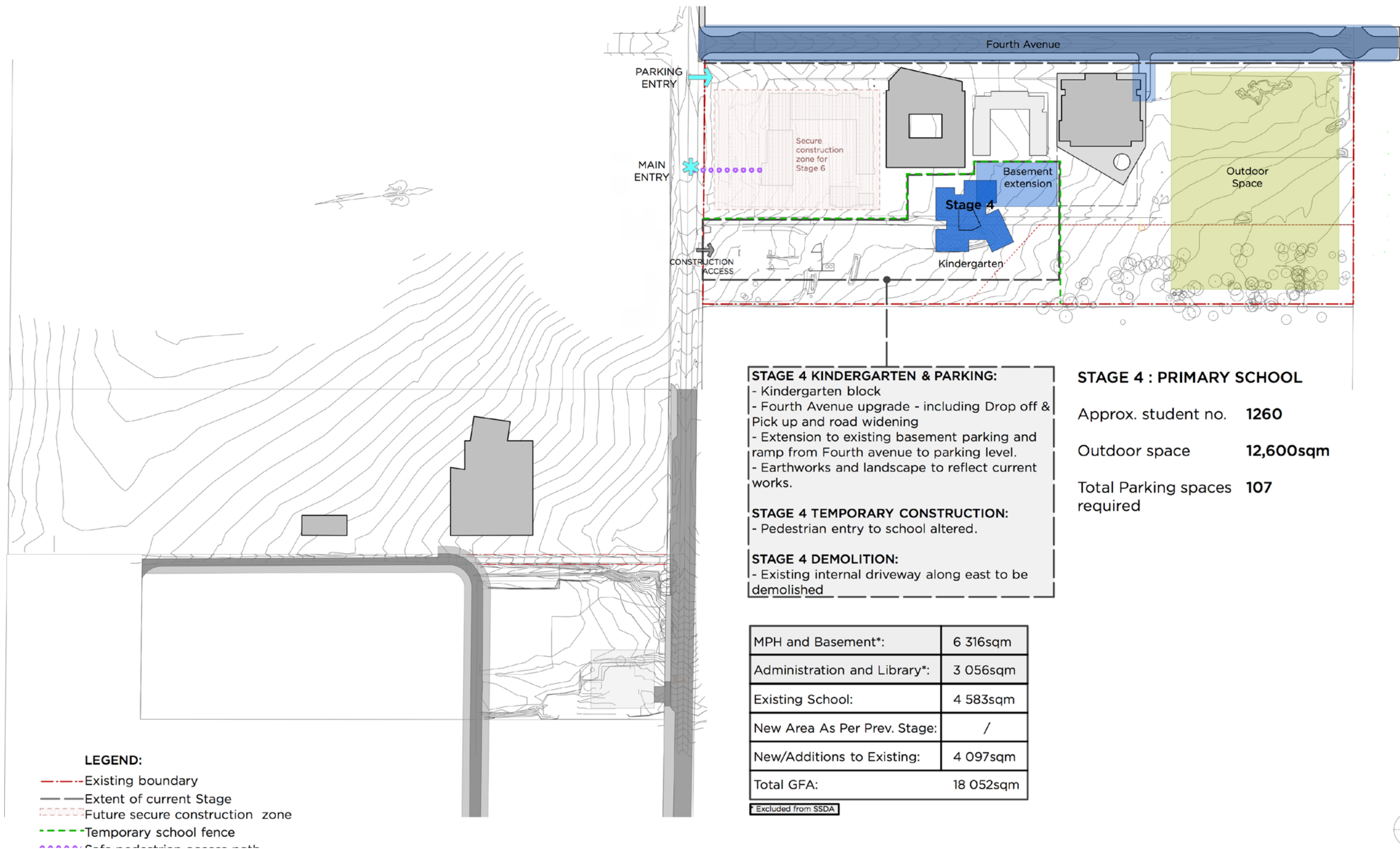


STAGE 3

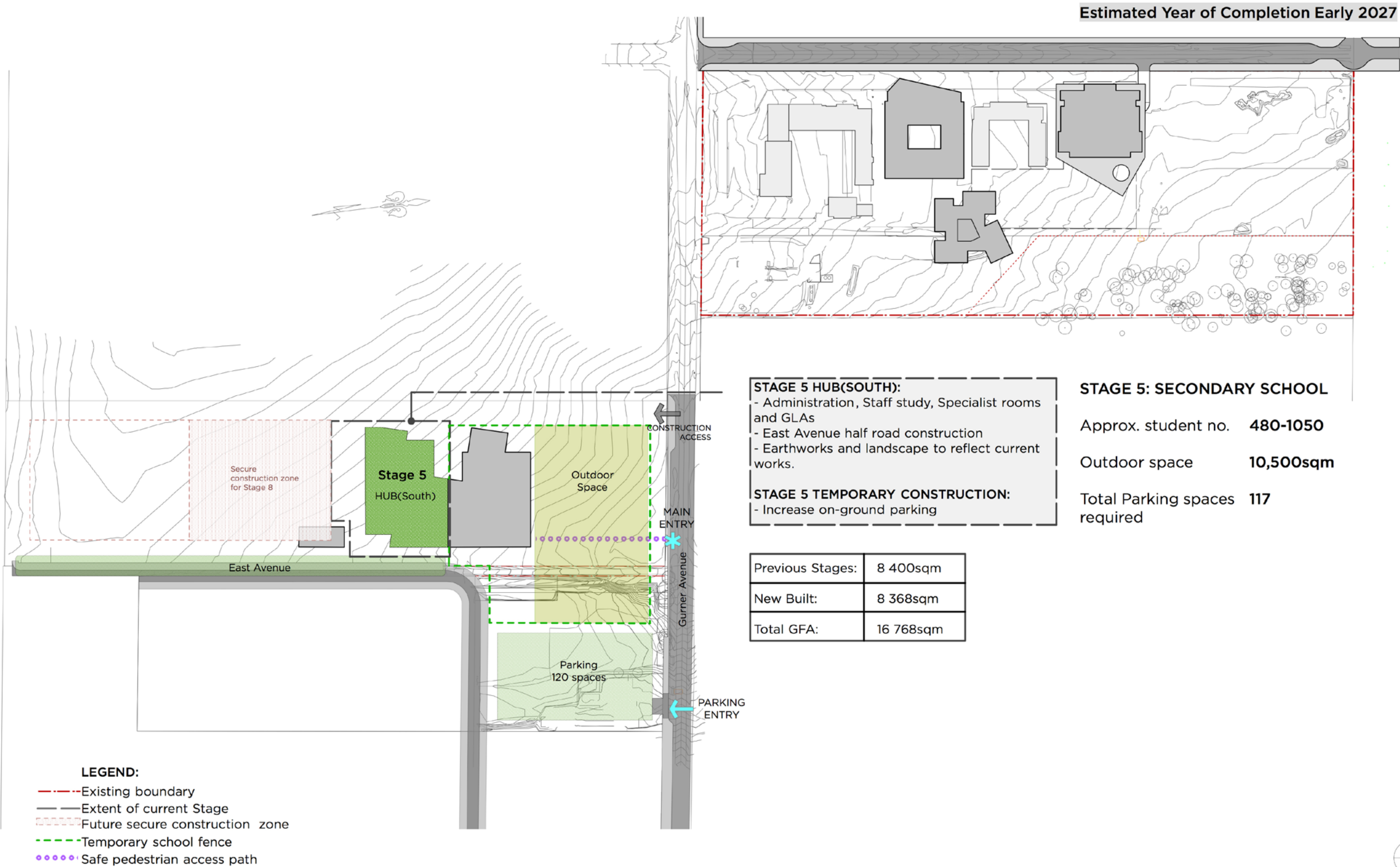


STAGE 4

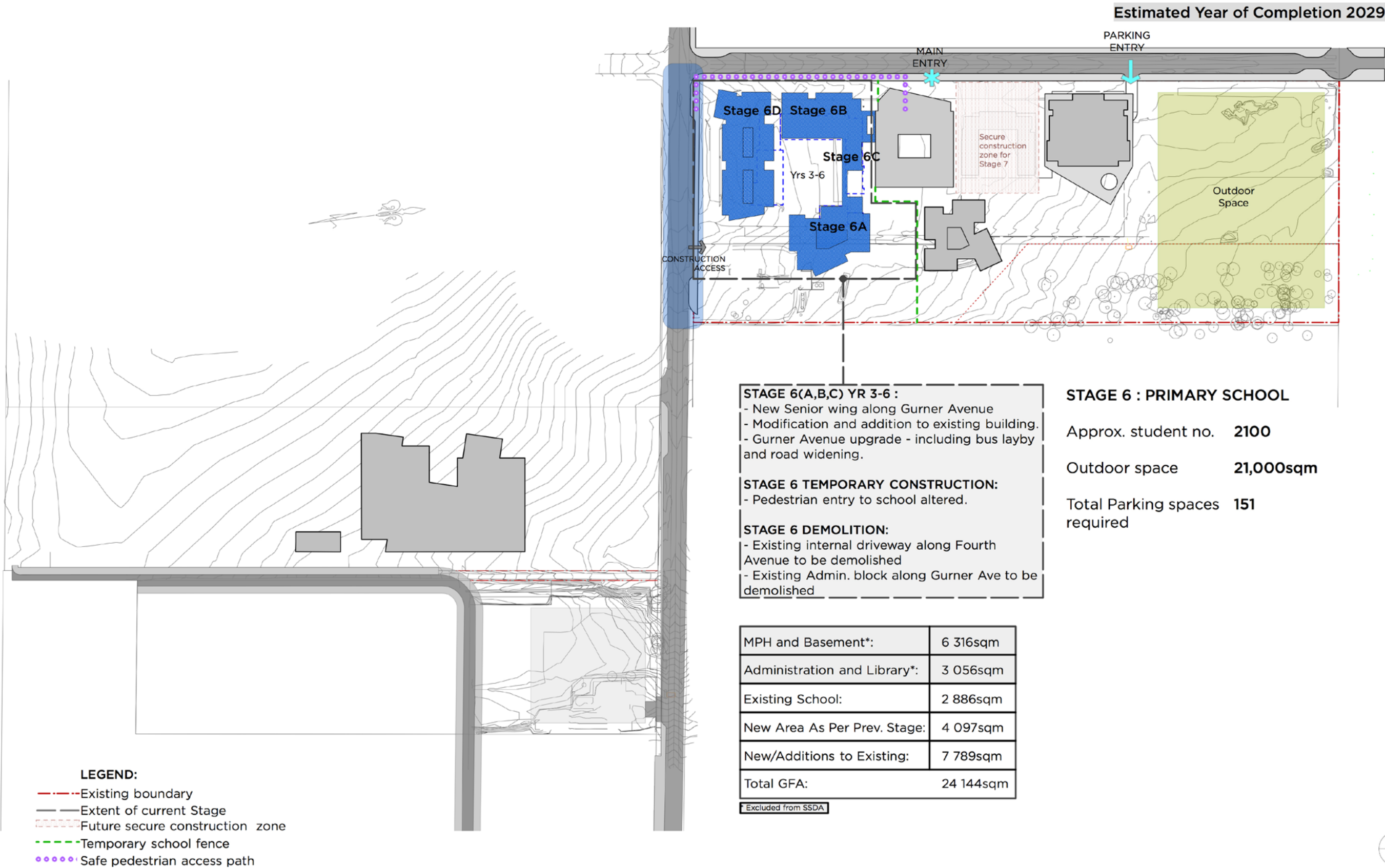
Estimated Year of Completion 2025



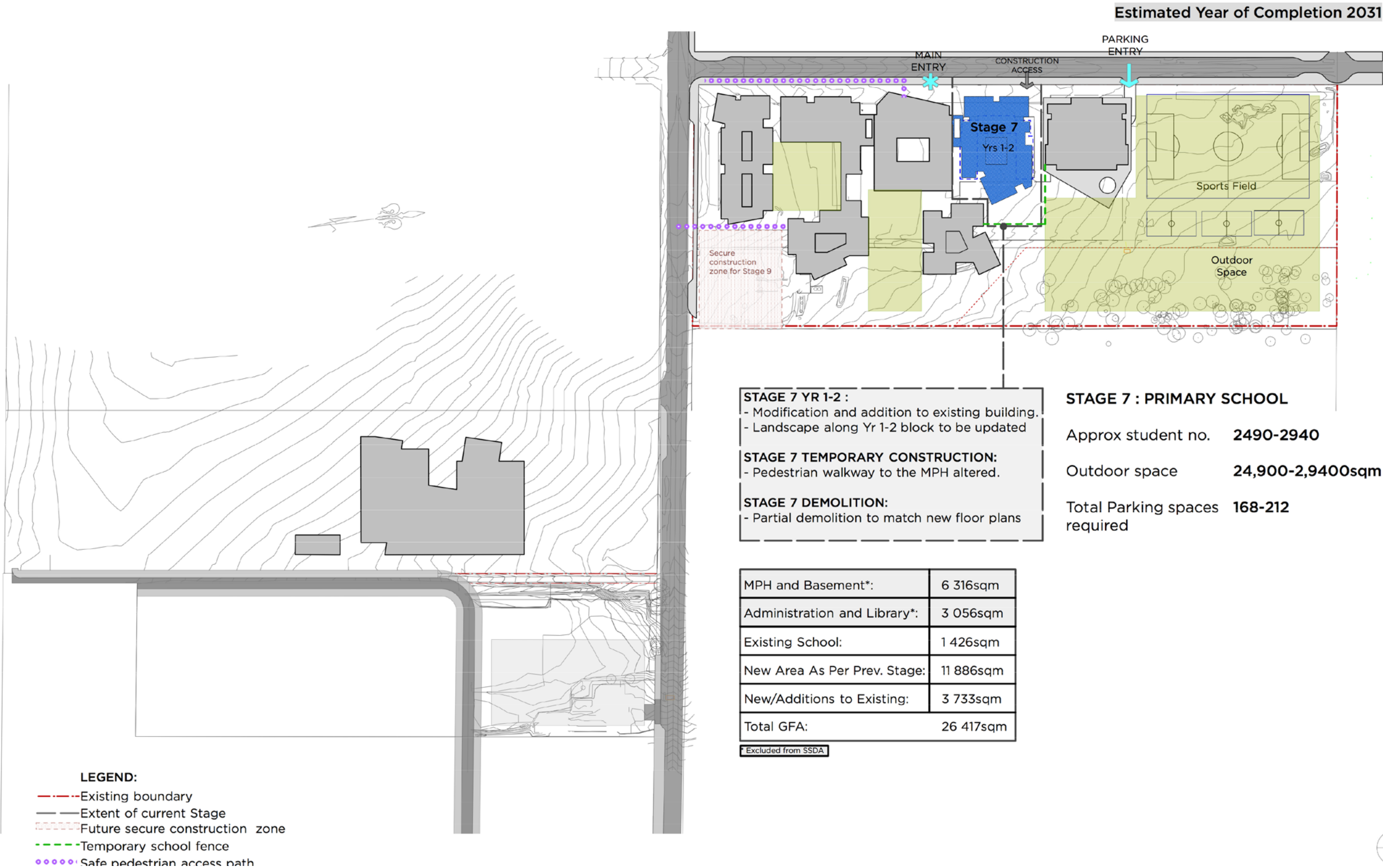
STAGE 5



STAGE 6 A-D

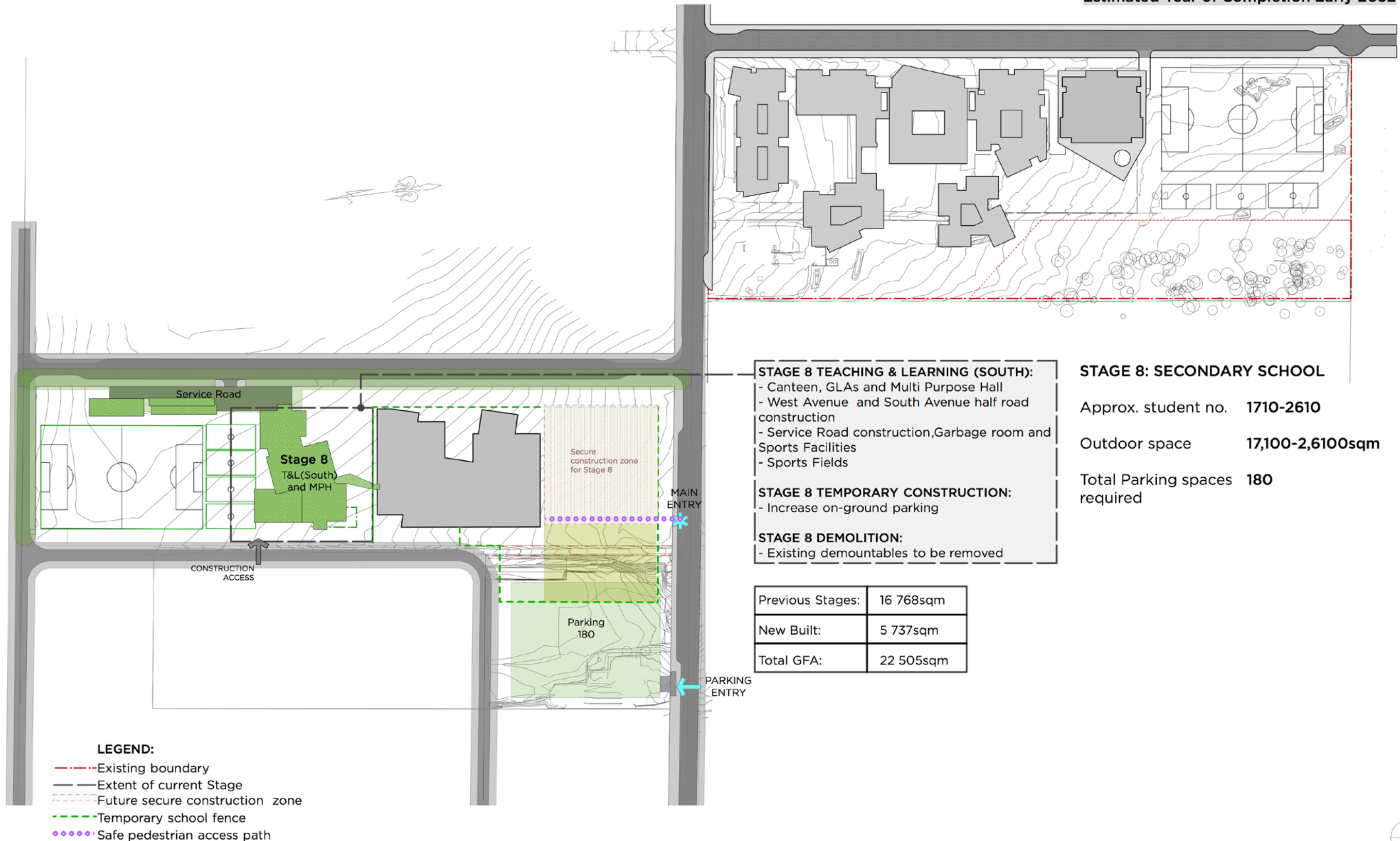


STAGE 7

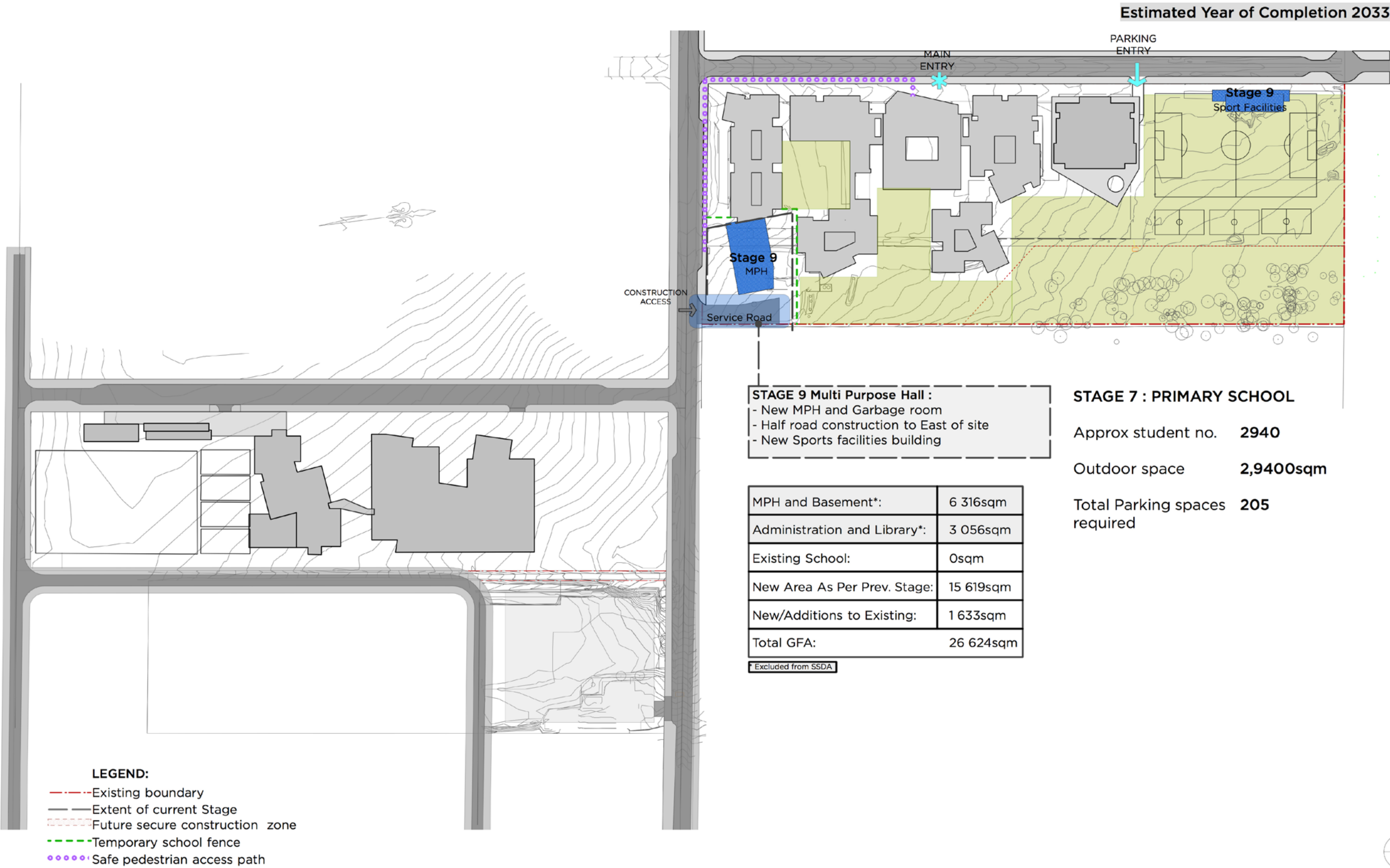


STAGE 8

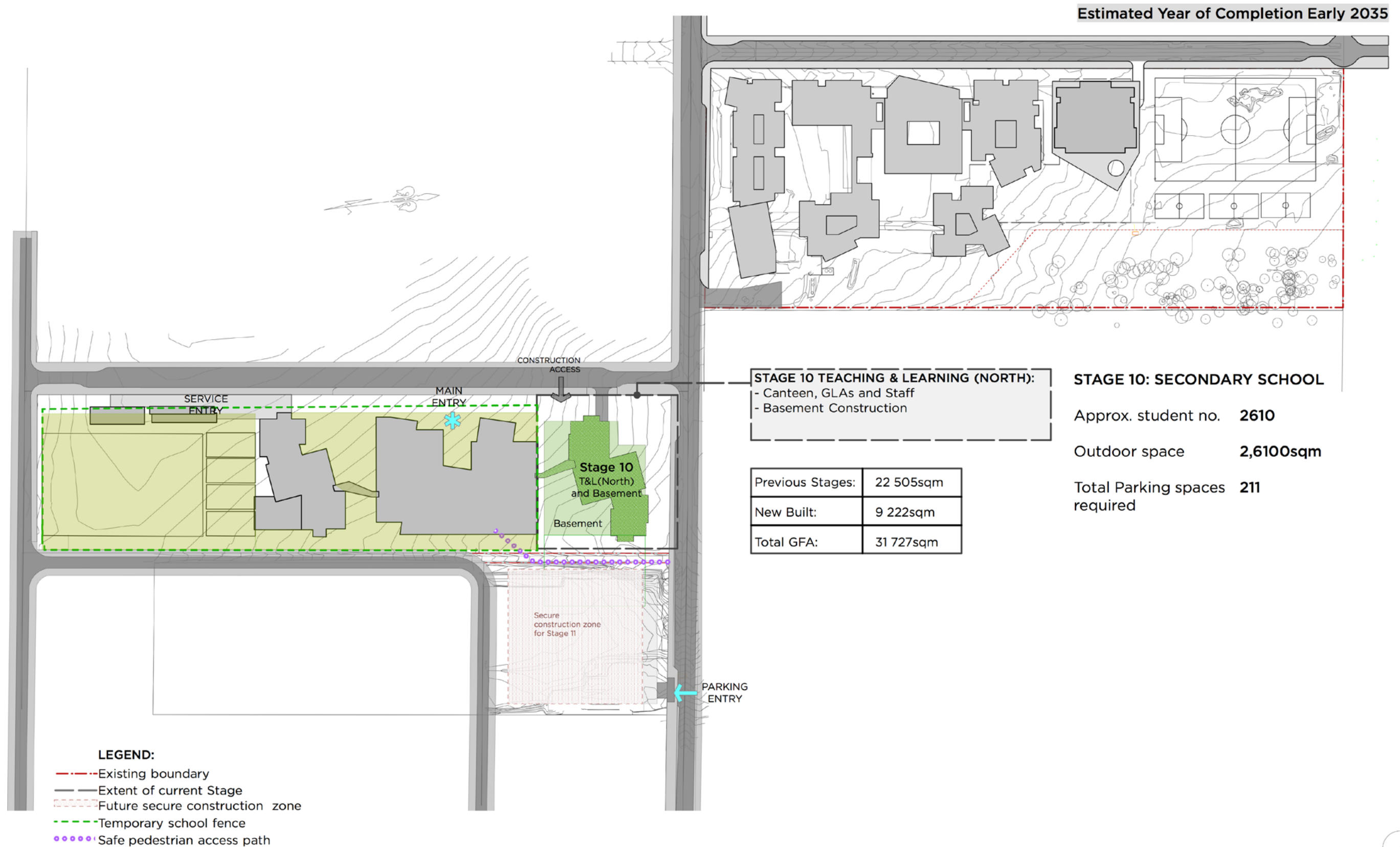
Estimated Year of Completion Early 2032



STAGE 9

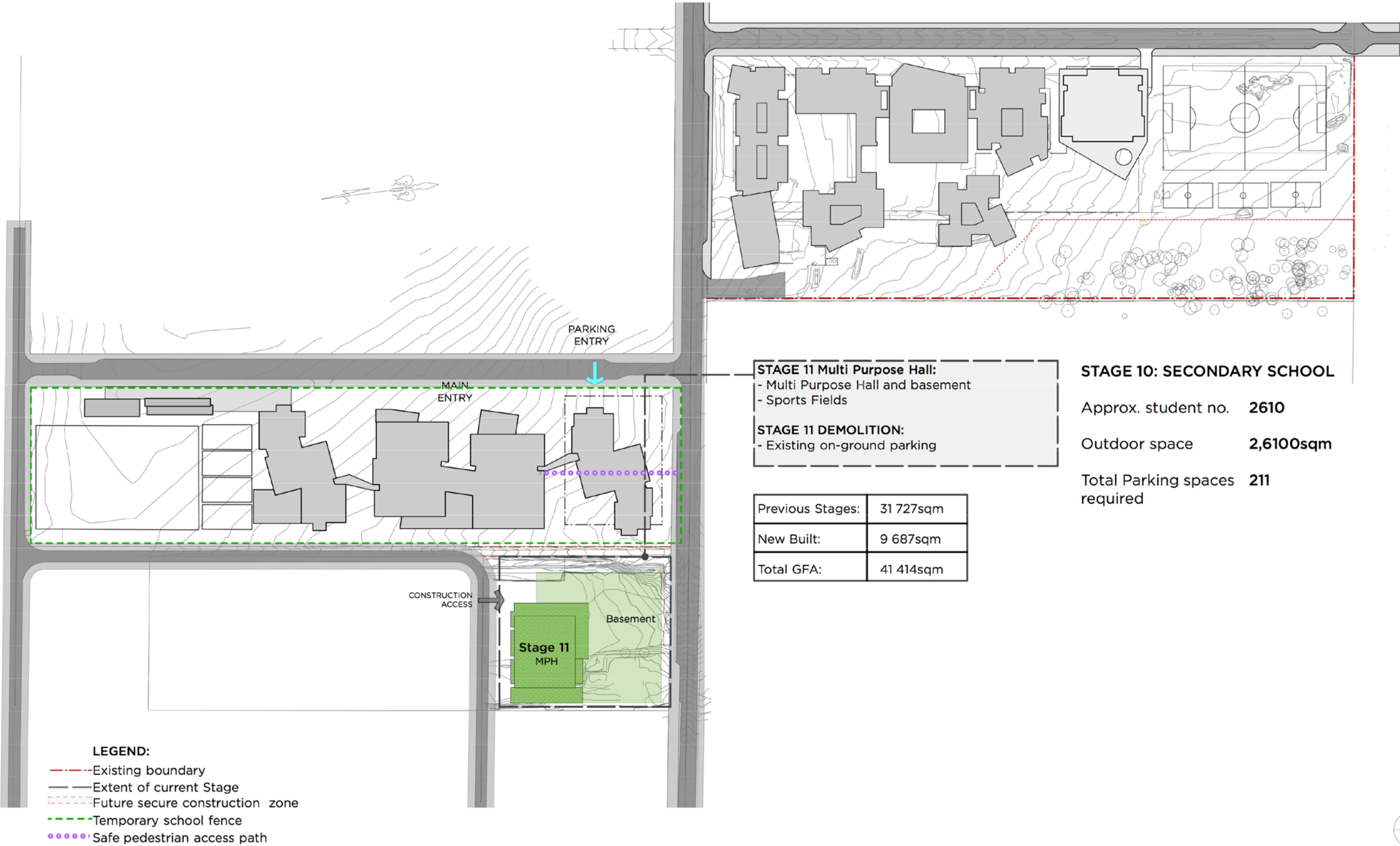


STAGE 10

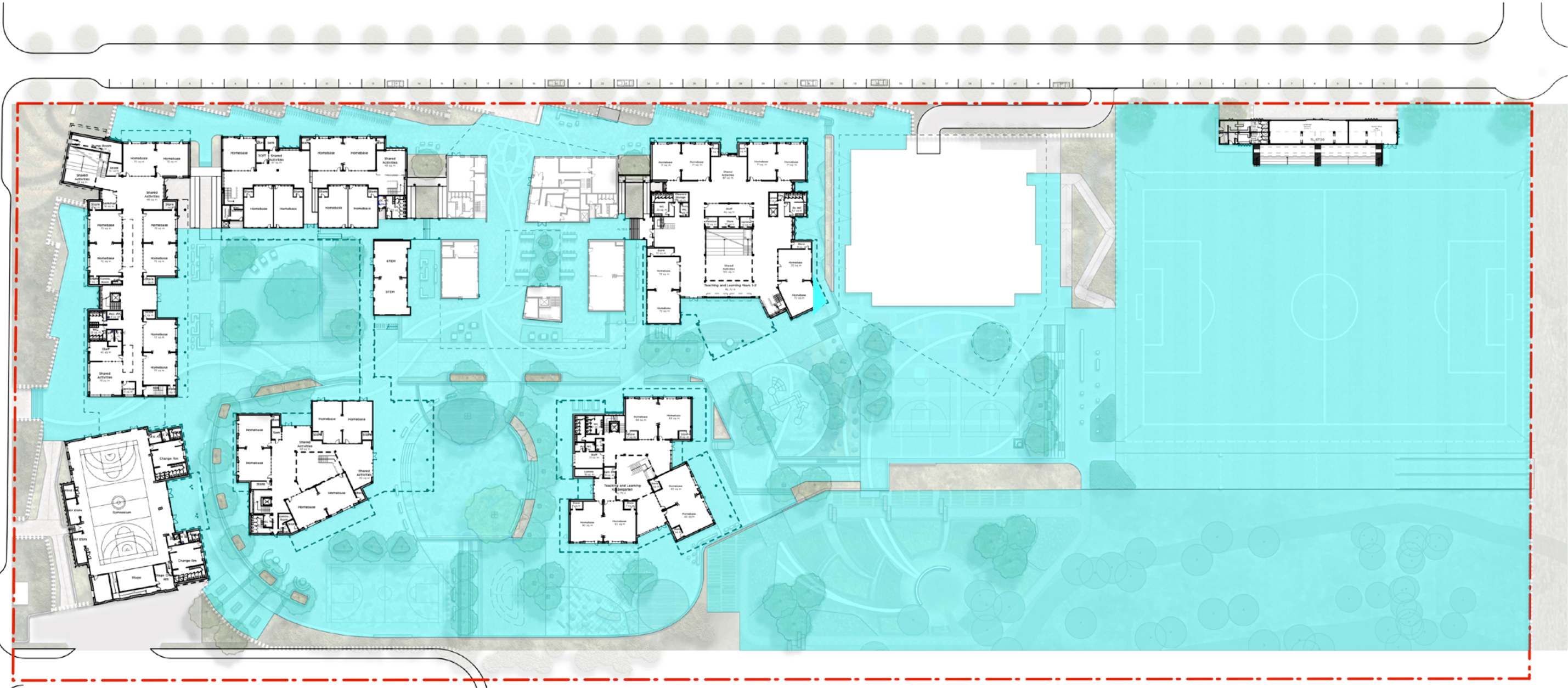


STAGE 11

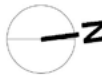
Estimated Year of Completion Early 2038



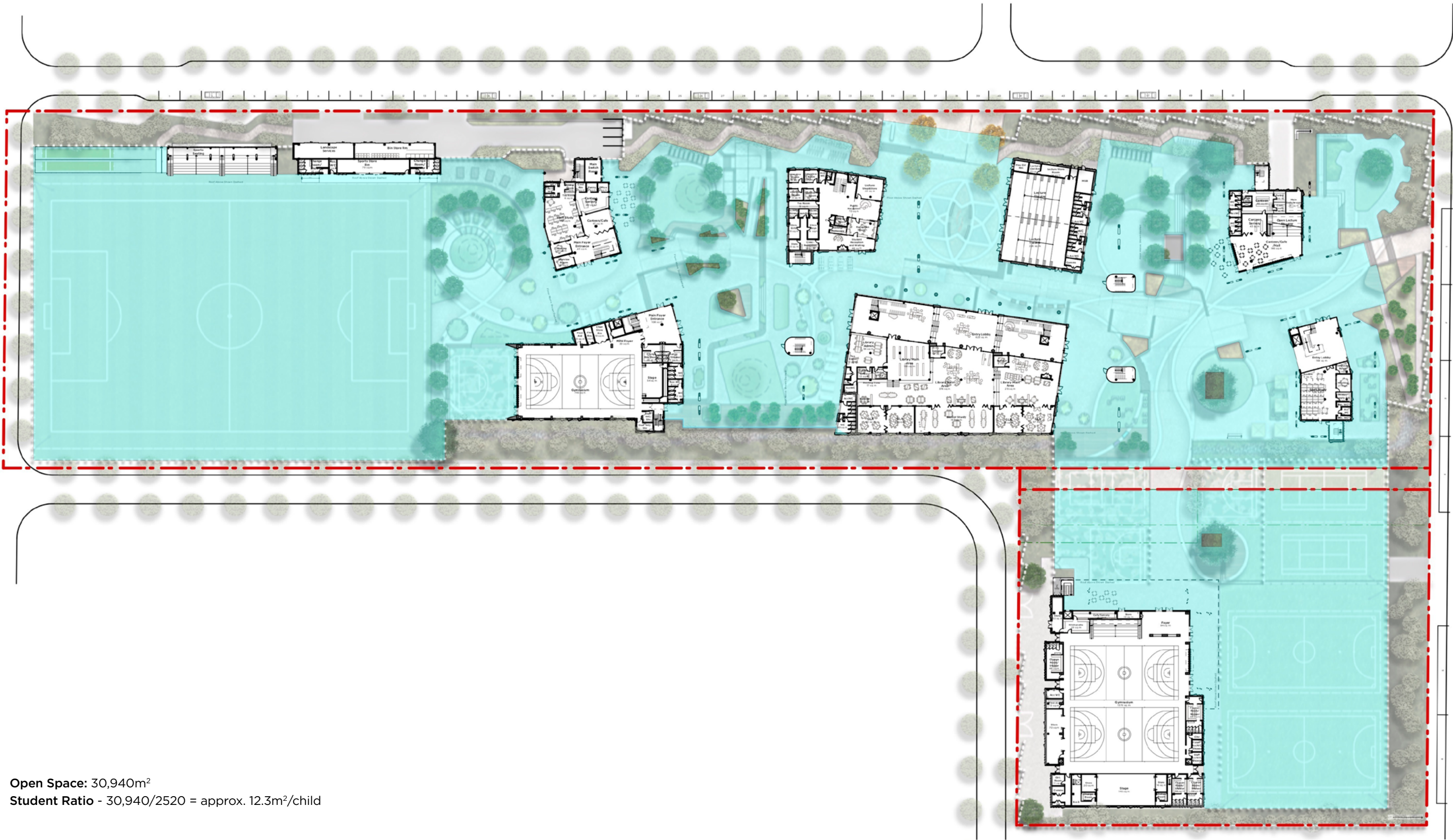
PLAY AREA/OPEN SPACE - PRIMARY



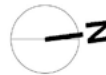
Open Space: 38,640m²
Student Ratio - 38,640/2940 = approx. 13m²/child



PLAY AREA/OPEN SPACE - SECONDARY



Open Space: 30,940m²
Student Ratio - 30,940/2520 = approx. 12.3m²/child



OVERALL SITE



PRIMARY - VISUAL ANALYSIS



BEFORE: Street view looking from the intersection of Fourth and Gurner Avenue



Note: Photo-montage does not accurately represent actual context as surroundings are transforming from rural to low and medium density residential housing.

Refer to overall site renders and architectural perspectives for a more accurate representation.



AFTER: Photo montage of the Corner Building from the intersection of Fourth and Gurner Avenue

PRIMARY - VISUAL ANALYSIS



BEFORE: Street view from the intersection of Fourth and Gurner Avenue



Note: Photo-montage does not accurately represent actual context as surroundings are transforming from rural to low and medium density residential housing.

Refer to overall site renders and architectural perspectives for a more accurate representation.



AFTER: Photo montage of the Corner Building from the intersection of Fourth and Gurner Avenue

PRIMARY - VISUAL ANALYSIS



BEFORE: Street view from Gurner Avenue



Note: Photo-montage does not accurately represent actual context as surroundings are transforming from rural to low and medium density residential housing.

Refer to overall site renders and architectural perspectives for a more accurate representation.



AFTER: Photo montage of the Multi Purpose Hall from Gurner Avenue

PRIMARY - VISUAL ANALYSIS



BEFORE: Street view from the green area



Note: Photo-montage does not accurately represent actual context as surroundings are transforming from rural to low and medium density residential housing.

Refer to overall site renders and architectural perspectives for a more accurate representation.

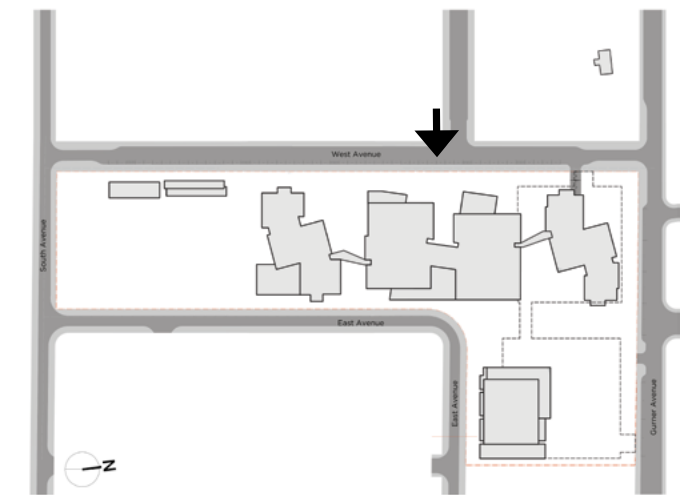


AFTER: Photo montage of the Kindergarten and HUB buildings from the green area

SECONDARY - VISUAL ANALYSIS



BEFORE: Street view to the existing school site from the west neighbour



Note: Photo-montage does not accurately represent actual context as surroundings are transforming from rural to low and medium density residential housing.

Refer to overall site renders and architectural perspectives for a more accurate representation.

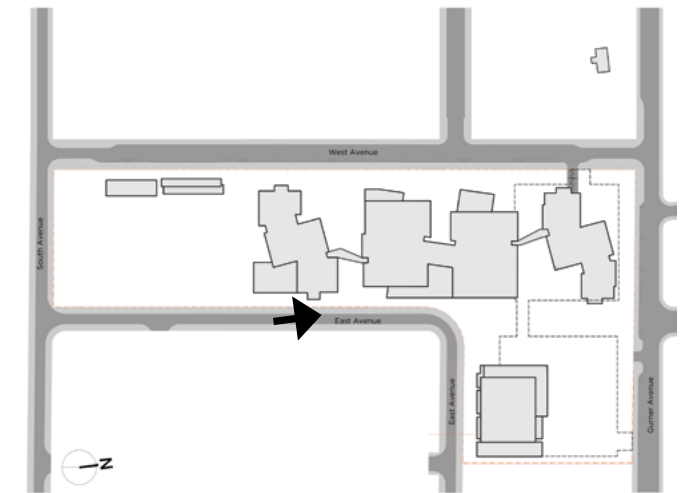


AFTER: Street view looking West to the Main Entry and HUB Building from the West Avenue

SECONDARY - VISUAL ANALYSIS



BEFORE: Street view looking North to the existing school site along passage way



Note: Photo-montage does not accurately represent actual context as surroundings are transforming from rural to low and medium density residential housing.

Refer to overall site renders and architectural perspectives for a more accurate representation.

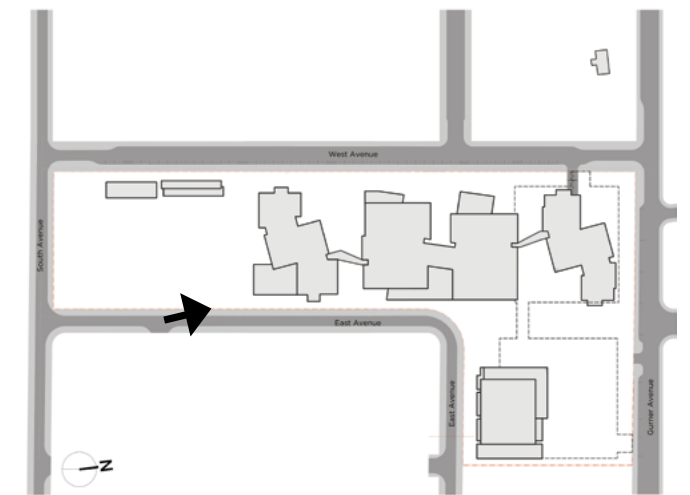


AFTER: Street view looking North to the Teaching & Learning and HUB buildings along the east Avenue

SECONDARY - VISUAL ANALYSIS



BEFORE: Street view looking North to the existing school site along passage way



Note: Photo-montage does not accurately represent actual context as surroundings are transforming from rural to low and medium density residential housing.

Refer to overall site renders and architectural perspectives for a more accurate representation.

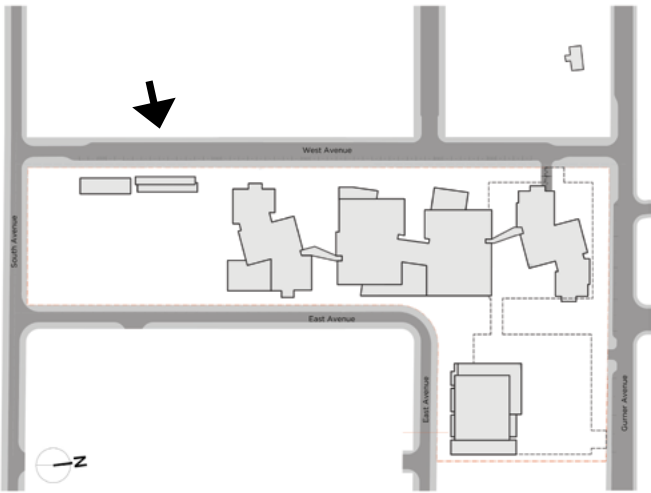


AFTER: Street view looking North to the Teaching & Learning building along the east Avenue

SECONDARY - VISUAL ANALYSIS



BEFORE: Street view looking West to the existing school site from the west neighbour



Note: Photo-montage does not accurately represent actual context as surroundings are transforming from rural to low and medium density residential housing.

Refer to overall site renders and architectural perspectives for a more accurate representation.

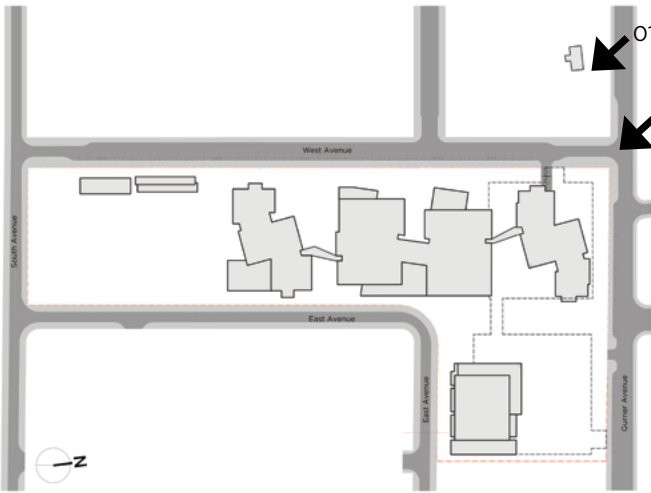


AFTER: Street view looking West to the Sports Facility building from the West Avenue

SECONDARY - VISUAL ANALYSIS



01: Street view looking South-East to the HUB Building from Gurner Avenue



Note: Photo-montage does not accurately represent actual context as surroundings are transforming from rural to low and medium density residential housing.

Refer to overall site renders and architectural perspectives for a more accurate representation.



02: Street view looking South-East to the Teachin&Learning North building from the corner of Gurner and West Avenue

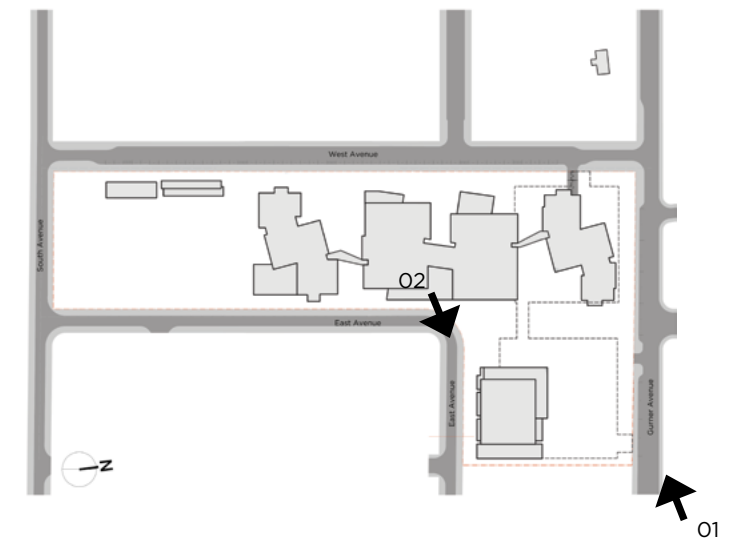
SECONDARY - VISUAL ANALYSIS



01: Street view looking South-East towards Multi Purpose Hall, HUB and T&L North Building from Gurner Avenue



02: Street view West to the Multi Purpose Hall service entry along East Avenue



Note: Photo-montage does not accurately represent actual context as surroundings are transforming from rural to low and medium density residential housing.

Refer to overall site renders and architectural perspectives for a more accurate representation.

EDUCATION SEPP DESIGN QUALITY PRINCIPLES

1. CONTEXT BUILT FORM & LANDSCAPE

Site Context

Primary Site

The proposed substantial alterations and additions to the primary school and the construction of a new purpose built secondary school is in response to the growing demand of student intake into the Al-Faisal College community based pedagogy. The school enjoys a high level of community engagement with a cosmopolitan Muslim demography ranging from numerous global destinations that have found common synergies within the Liverpool region.

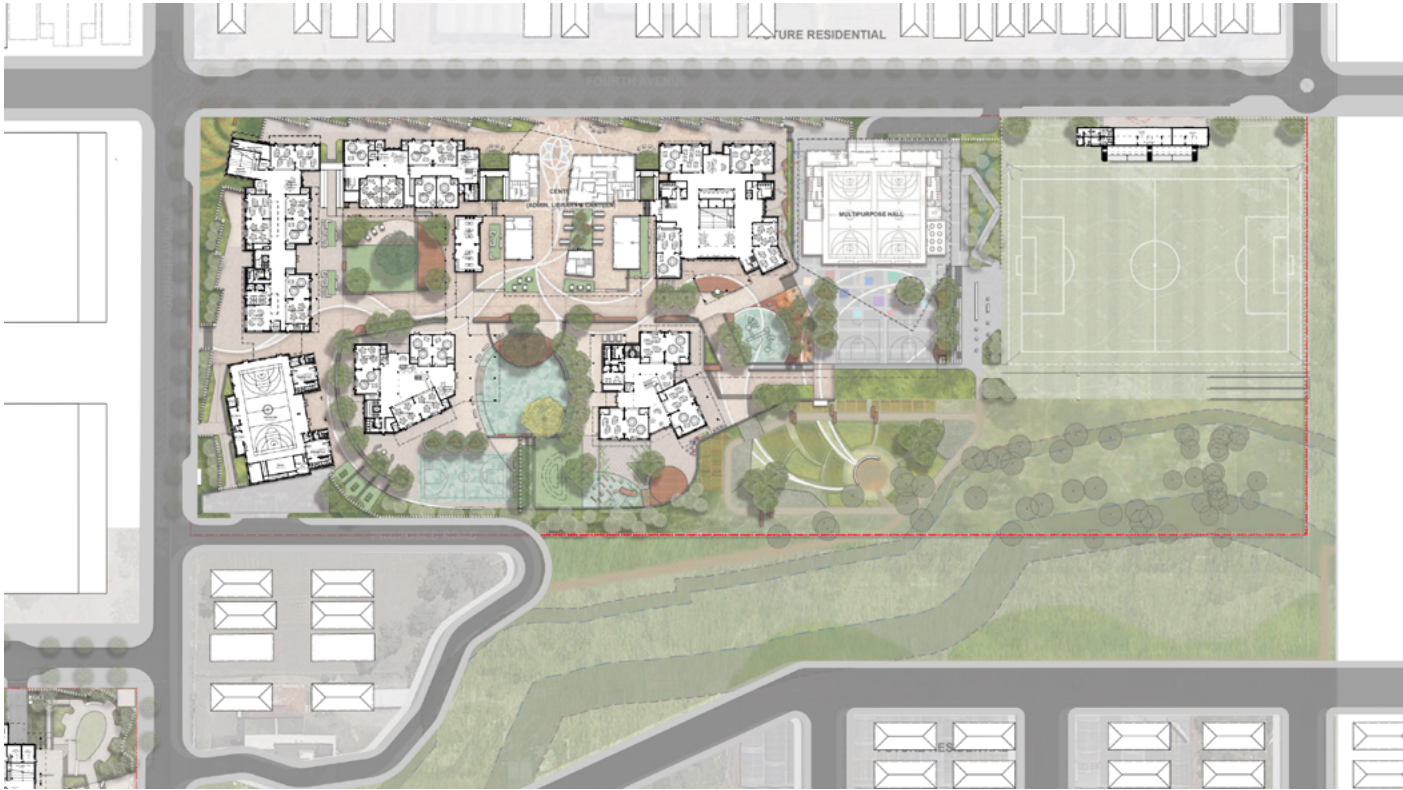
Working with the existing building fabric, an appropriate building height of two to three storeys was established with building heights being restricted to two storeys for younger children. As part of the concept of “schools within schools”, clearly identifiable areas are established with clusters of cohorts of an appropriate scale.

The masterplan identified a preferred entry to the school along Fourth Ave as it offers an appropriate edge condition for stop-kiss-leave and soundly avoids children needing to cross busy roads to gain entry to the school. Building form changes to an abstract modern Islamic screen both at the corner of Fourth Ave and Gurner Ave and at the school entry on Fourth Ave. A modern totem-like monolithic structure sits proud at the entry with deliberate reference to both Islamic and Aboriginal gestures. It’s ambition being strengthen the point of entry and create intuitive way-finding.

The white abstract Islamic screened administration building pushes out westward with an upper level overhang with an obvious aptitude that speaks to the experience of entry. Beyond the entry, building massing forms the edge of a main “pedestrian street” that ties the school together with expansive break-out open spaces that visually connect to the open spaces to the east and north.

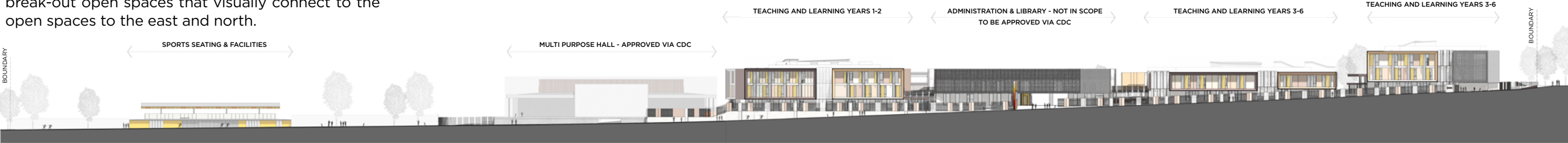
While the streetscapes along Gurner and Fourth Ave enjoy a varied and modulated language of “edge”, the internal massing sees buildings overhang as COLA and numerous apertures are offered to strengthen internal and external spacial interconnection relationships.

The built form sensitively engages with the streetscape with generous setbacks, building modulation, articulation of form that engages with both fourth Ave and Gurner Ave. The boundary treatment sees a fence-line that recedes back into the school to form a varied line of boundary that offers opportunities for public space such as public seating and landscaped nooks. Where possible, fences are removed entirely. As it is anticipated that Gurner Ave will become a busy feeder road in the future, the design response sees building massing deliberately form a protective edge to the South and West. On the North and East the building massing opens up to the natural landscape beyond.



Overall Site Plan

Existing Primary Campus



EDUCATION SEPP DESIGN QUALITY PRINCIPLES

1. CONTEXT BUILT FORM & LANDSCAPE

Site Context

Secondary Site

The secondary site is diagonally opposite the primary school site and is bound with roads on all four sides with only a small section of the “L” configuration to the east bounded by a left-over parcel of land zoned as SP2. The former farming lot falls from the South to the North towards Gurner Ave with a total fall across the site of ten meters. The landscape is dominated by cleared grassland with a small cluster of trees close to Gurner Ave. A single dwelling exists on the eastern portion of the site which is proposed to be demolished at a latter stage of the development.

A circa 1960's dwelling is located to the west at 90 Gurner Ave within the community centre zoned land. Current eastern neighbours are presently developing housing lots, roads and infrastructure. With such a large school population, the challenge of the masterplanning was to create an appropriate scale for both adequate pastoral care, and for meaningful social bonds with the students themselves. Clusters of cohort groupings were identified as being less than 200 students. With priority on the quality of these gathering spaces, the design responded with a series of interconnected open spaces that all link to the a central circulation experience reminiscent of a pedestrian street.

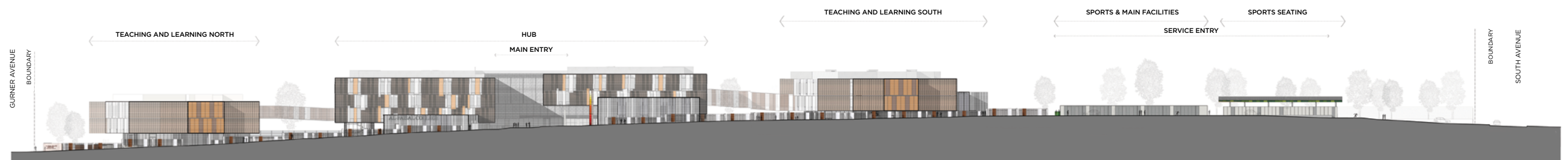
To facilitate this, buildings were deliberately used to form and define open space. At times lifting up to enable generous undercrofts that engage with the open spaces and offering shelter with “verandah - like” expression and offerings.

Built form avoids simply “coming to ground” with upper level floor plates relating to the teaching programs with more formal settings. The ground floor becomes the setting for social connection and activities. Playful forms with bright colours, expansive openings and strong internal and external transitions are used to express base as having its own architectural discourse.

With such a large school population the challenge of the masterplanning was to create an appropriate scale for both adequate pastoral care, and for meaningful social bonds with the students themselves. Clusters of cohort groupings were identified as being less than 200 students. With priority on the quality of these gathering spaces, the design responded with a series of interconnected open spaces that all link to the a central circulation pedestrian street.



Overall Site Plan



2. SUSTAINABLE, EFFICIENT & DURABLE

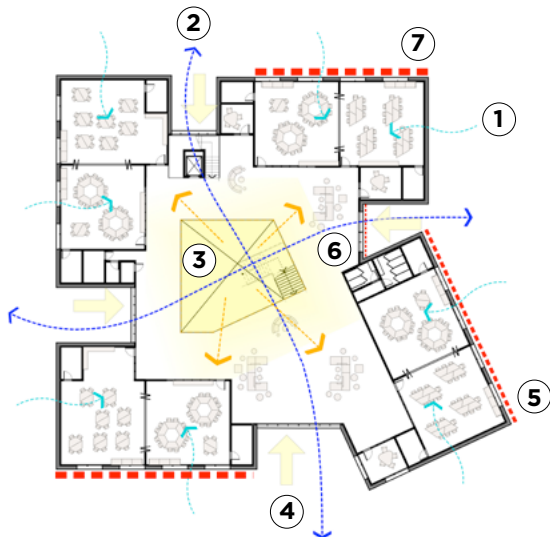
Better Performance

The new facilities have been developed through an iterative process with passive and active Environmentally Sustainable Design (ESD) principles at the core of the thinking. ESD is not a separate element of the design process, but an integral aspect of all high-quality designs of the 21st century.

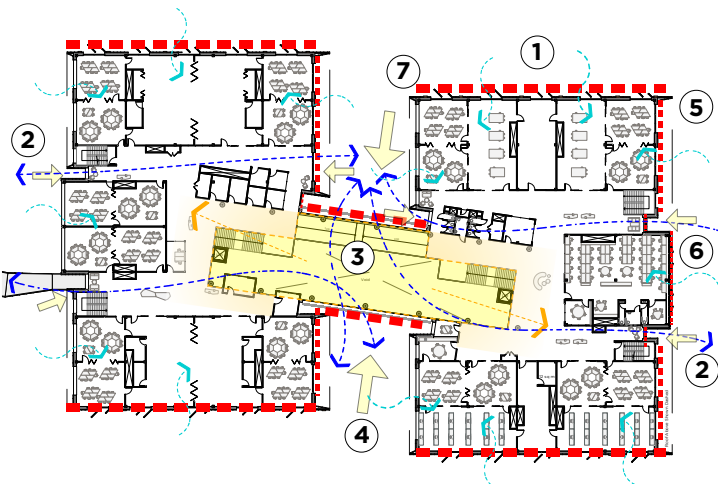
The environmental performance of some of the buildings in the Primary campus feature screen facade elements as a second skin, to manage ventilation and shading, providing visual appeal as well as sun protection. The decorative pattern of the screen embraces the buildings, whilst allowing at least 50% of daylight into each respective building. Along the west, the screen offers a visually pleasing backdrop.

In the Secondary HUB building, natural light penetrates through the building along the entirety of the east and west facade of the atrium. In particular, the multi purpose space features a large glazed skylight shaft, encouraging natural light into the core of the space, whilst also acting as a ventilation stack. The main learning blocks of the HUB receive additional natural light through a number of strategically placed skylights.

The concept of central roof skylights is similarly utilised in the Primary school buildings. In particular, the internal void of the Teaching and Learning Years 1-2 building, combined with a central skylight, ensures natural light and strong connections across all floors.



Primary School: Kindergarten Building



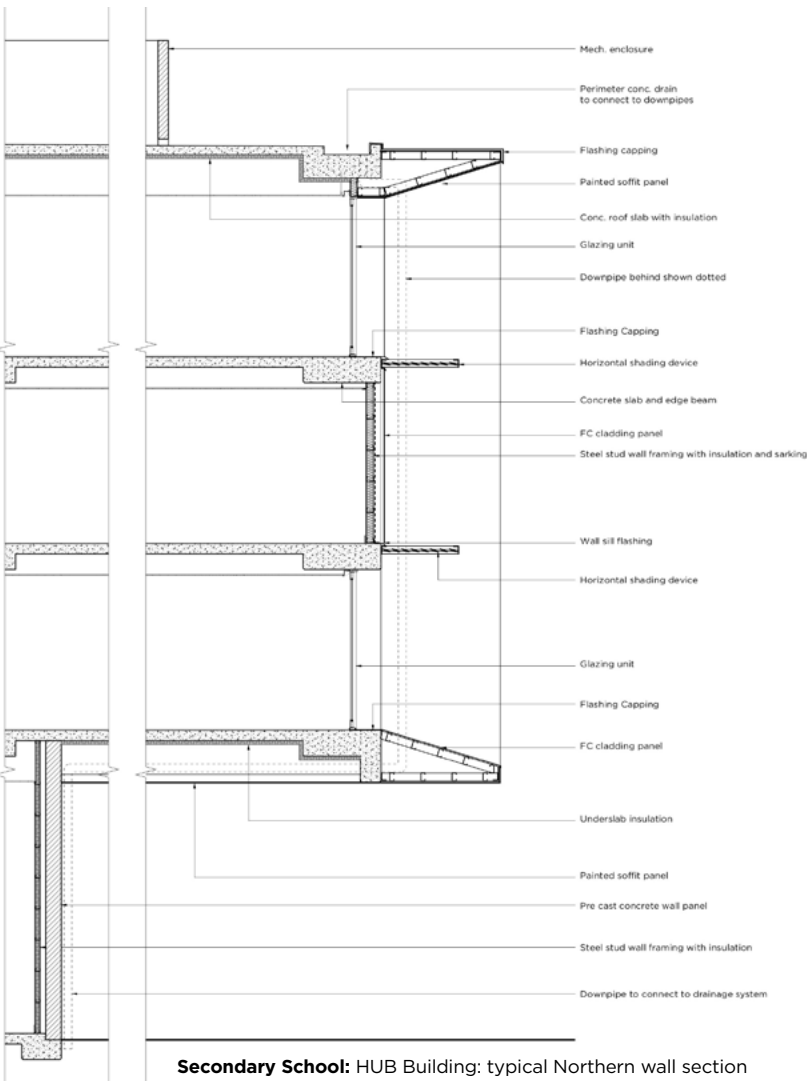
Secondary School: HUB Building

This integrated design approach has created ample opportunity for natural ventilation, with additional mechanically-assisted fresh air flow (with heat recovery) within a well-sealed and highly insulated building. Simple user controls provide the most environmentally beneficial outcome for the occupants, thus addressing acoustic attenuation and indoor air quality simultaneously.

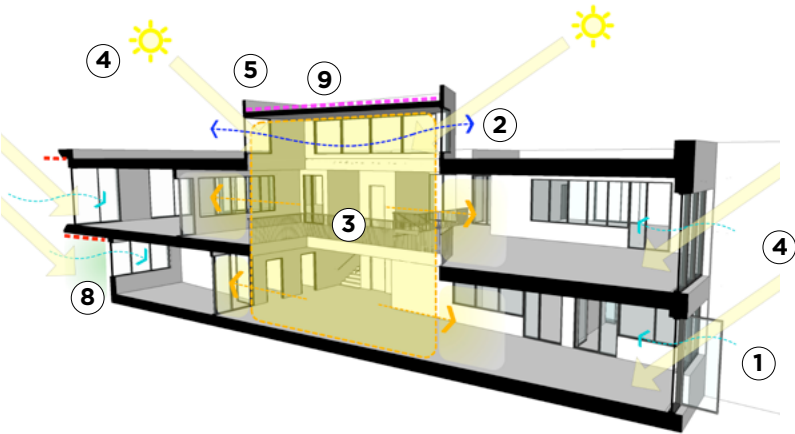
Building depths and three-dimensional spatial relationships have been developed to optimise natural daylight access and opportunities for cross ventilation and night purging through low and high level, operable, louvre windows.

Solar and glare controls have been integrated into the facade design of the buildings, respective of their orientation, to reduce heat gain in the summer months and to avoid unnecessary glare within the learning and working spaces, whilst simultaneously allowing winter solar access as a part of the passive solar design strategy for the entire project.

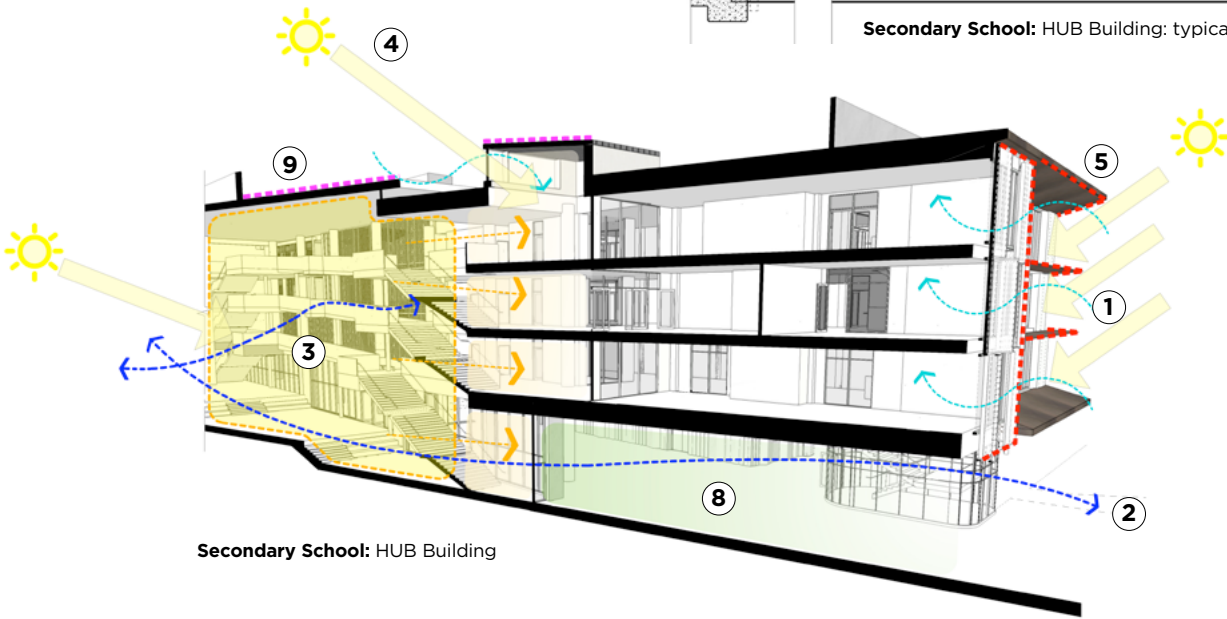
Rainwater collection, storage and recycling will support food growing and shade-plant irrigation. The careful selection of robust, quality, locally-sourced, low-maintenance, fit-for-purpose, sustainable building materials and construction methods will provide for the long-term future performance of the buildings.



Secondary School: HUB Building: typical Northern wall section



Primary School: Kindergarten Building



Secondary School: HUB Building

- KEY
- 1. Natural Ventilation
 - 2. Cross Ventilation
 - 3. Atrium
 - 4. Direct source of natural daylight into circulation space
 - 5. North windows with horizontal louvres
 - 6. North windows with screen shading
 - 7. East and west windows with screen shading
 - 8. C.O.L.A. - good outdoor air quality in summer + rain protection
 - 9. PV panels

3. ACCESSIBLE & INCLUSIVE

Better for Community

The aesthetic of the school is representative of the community it serves, immediately creating a comfortable bond between the users, the broader community and the building. The entry points to the school are clear and welcoming, with the architecture sweeping into the building to lead people into the ‘Civic Heart’ of the primary school and public forecourt for the secondary school. The heart of the school offers connections between buildings, ensuring a community sense within the overall campus.

The entry forecourt area placed at the centre of the building aims to create a sense of place where people feel welcomed embracing the totality of students, community and visitors. While the two sites share common elements, both the Primary and Secondary campuses have their own identity to ensure each zone is recognisable, allowing the students to have a feeling of belonging.

Accessibility throughout the school will be provided through the use of walkways, the lift and a seamless internal/external transition. When read together with the transparent and open elements of the heart as well as the playground area, this will provide a set of comfortable zones for learning and play.

Clear way-finding signage will be provided; however, strong access created on site, such as the heart and visibility to vertical circulation, bridge links and strong identifiable spaces, make the buildings easy to navigate.

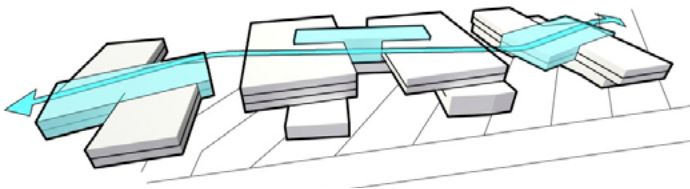
An integrated landscape solution is proposed to maximise opportunities for recreational and social outdoor environments, benefiting all in social, play and learning settings. The Secondary school campus maximises social and recreational spaces on the ground level to better integrate with existing outdoor spaces.



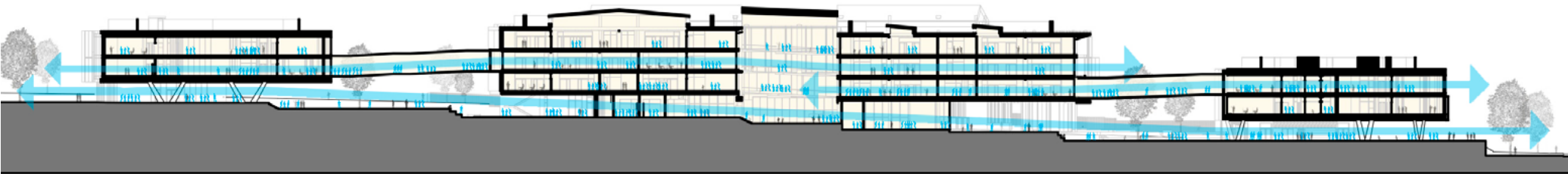
Primary School Civic Heart



Secondary School Entrance



Secondary School Key Movements



4. HEALTH & SAFETY

Better for People

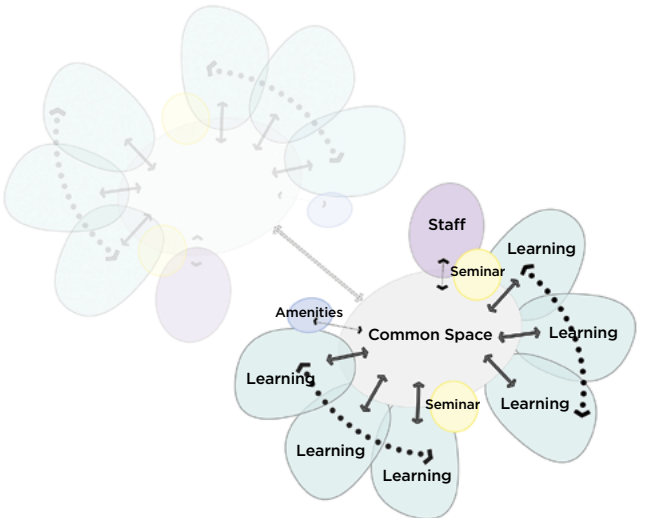
The existing buildings within the Primary campus that are to be demolished/upgraded currently feature very traditional, restrictive, cellular classrooms and corridors. The proposed modification to the existing Primary school buildings will provide contemporary and transparent spaces in a variety of settings for staff and students.

The Secondary buildings have been designed to create courtyards between buildings, defining them as meaningful meeting spaces. Planning of all precincts aims to maximise access to daylight and natural air. Being east-west orientated, implementation of screens to the east, and the facade to the west will provide a facade for environmental controls.

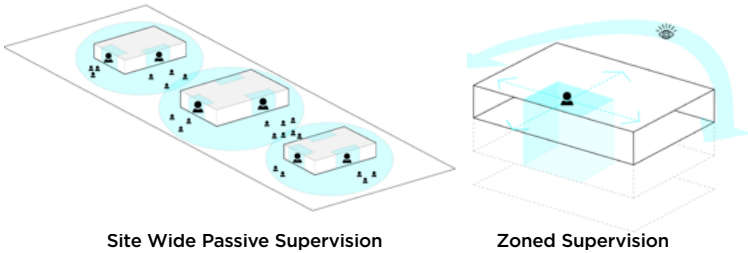
Safety and security are considered across both of the campuses to ensure staff presence at all learning locations, allowing passive supervision throughout. Increased amenities are appropriately provided across each campus, with their locations strategically placed to support the day-to-day running of the school.

Shifting the main entry of the Primary and Secondary campuses off Gurner Ave will allow for a more welcoming arrival point for pedestrians off Gurner Avenue, which is separated from vehicles for added safety. New bike parking will be provided for both students and staff.

To the maximum extent possible, buildings extend to form the street-edge boundary (on the corner of Fourth and Gurner Avenue in Primary and East Avenue in Secondary), reflecting safe urban design principles as well as eliminating unsightly security fencing.



HUB Atrium



Site Wide Passive Supervision

Zoned Supervision

5. AMENITY

Better Working

The school design features transparent, flexible learning spaces supported by a number of specialist and community focused spaces. The spaces will address a range of student needs from Kindergarten to Year 6 in Primary, and Year 7 to Year 12 in Secondary. The maximisation of daylight, ventilation and vistas support comfort and productivity.

The massing of the Primary buildings protects the younger students, while the connection with the civic heart and playground at multiple layers allows for dynamic and inquisitive learning environments.



Secondary School Civic Heart



Tiered seating flexibility



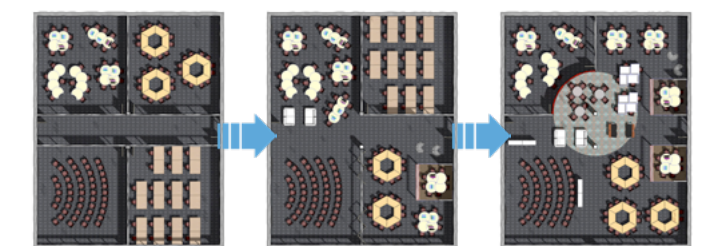
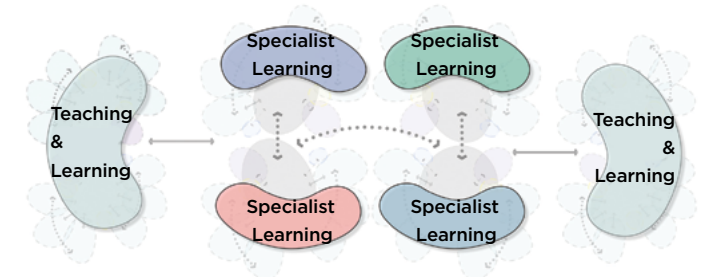
6. WHOLE OF LIFE, FLEXIBLE & ADAPTIVE

Better Value

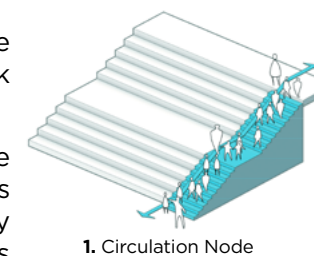
The strategic and spatial planning, along with consideration of structure and sustainable measures, aim to ensure the school design offers value to students, teachers and the community by providing a flexible and adaptive environment now and in the future.

Learning areas are planned with flexibility and adaptability in mind - learning spaces will support collaborative learning with the ability to be reconfigured as required by ever evolving learning methodologies.

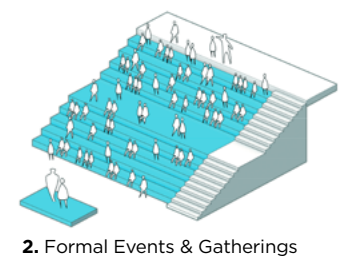
- The simple grid structural approach ensure the spaces are large enough to offer a range of learning setting and modes to respond to the various requirements of teachers and students across all subject material and projects. A range of spaces offer flexible and agile learning opportunities to suit a range of activities.
- The framed structure and generous spans of the grid also ensure the ease to adapt the internal spaces should future needs require change.
- The design of the Multi Purpose Hall (MPH) in Primary is structurally detached from the main building. This strategic move allows the MPH to act as a plug-on element to the buildings on site and allow them to express their own architectural character.
- Architecturally it is an element which can be carried into the future should the school look to expand its facilities on campus.
- Positioning the MPH space to the east of the campus allows for opportunities of various usage with minimal impact to day-to-day running of the school, or vice versa, i.e. exams and events.
- The screening of the facade offers control of environmental factors to reduce the impact on internal spaces, and the operability within the internal facade allows ventilation.



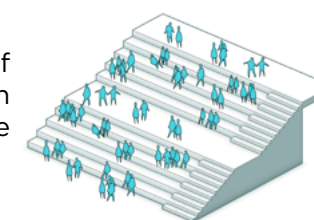
Flexible learning spaces



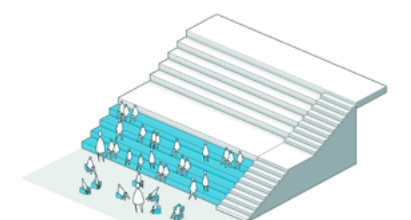
1. Circulation Node



2. Formal Events & Gatherings



3. Group Gatherings & Recess



4. Class Incursion

7. AESTHETICS

Better Look and Feel

The design aesthetic of the school is in direct response to: Al-Faisal's unique pedagogy, modern Islamic and Aboriginal themes, and the environmental and climatic conditions of Austral. Both campuses respond to and are driven by considered social spacial planning with an intent of creating strong social bonds, nurtured pastoral care and architecture that is responsive and adaptable to the evolution of the school's pedagogy.

The existing building fabric is miss-aligned with Al-Faisal's pedagogy. The new building expression is proposed to look beyond to "our children's children" with a modern architecture that moves away from the traditional institutional language of "school" to find an exciting and vibrant architectural language.

Within the streetscape aesthetic, the design challenge was finding balance with the need for protection boundary while avoiding a defensive architectural response. To address this a softened more transparent and meandering boundary fencing strategy was established with regular insets offering landscape opportunities to the public realm. With the inversion of the parking and generous visual openings to the school an overall welcoming language presents to the streets. Wherever possible, boundaries are blurred with fencing hidden within landscaping, the use of Haha Walls and the complete removal of fences wherever possible where buildings become the public interface.

The overall bulk and scale of facades are broken up and modulated. Buildings step down and follow the terrain with occasional dominant forms taking strengthening a sense of arrival or location. Service infrastructure is integrated into the landscape or within built form wherever possible. Large openings are offered with occasional artworks presented to the public space.



Decorative Screen



Primary School Corner Building



Secondary School Landscape Ribbon



Secondary School undercrofts

RESPONSE TO GANSW PANEL

Response to GANSW Consultation

As part of the SEAR's requirement, consultation with the NSW Government Architects was required, the first consultation meeting taking place on 17 June 2020. The feedback was positive, and a second meeting followed on 12 August 2020, where the project team presented further developments to the design and addressed issues raised at the first meeting.

The following text in ***bold italics*** represents extracts of the meeting minutes from the first and second consultation meetings.

1/ Masterplan

The security requirements of the schools are acknowledged as well as the desire to be open to the community. Sketches or diagrams are required to demonstrate the edge treatments at the public interfaces illustrating how these edges are softened through activation, for example with seating, landscaping and material selection.

The diverse fencing approach is well resolved to the primary school, but requires more development in the secondary school.

PMDL Response

A blurred boundary edge was created with fencing that is somewhat transparent and weaves in and out of the site to offer "landscape nooks" to the public street. Where possible fences are integrated within the landscape with a dominant landscape expression. If possible, fences recede completely where buildings become the public interface.



Secondary School Teaching and Learning North



Secondary School HUB



Primary School Corner Building

2/ Indigenous Response

Illustrate where the communal outdoor meeting space, to be designed with the Dharawal Elders, will be located and how it is proposed to be used.

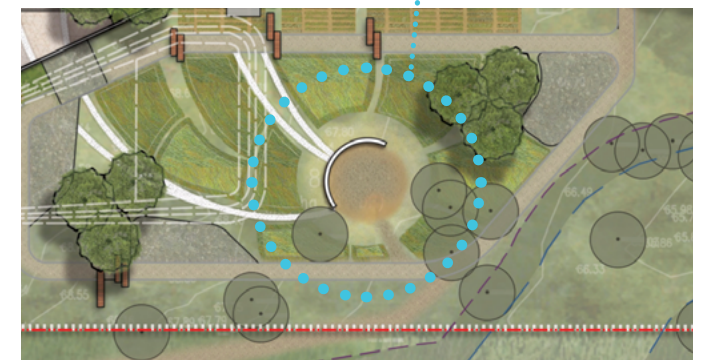
PMDL Response

An outdoor Aboriginal teaching space is proposed adjacent to the kindergarten, which will be used as a teaching space for activities such as working under the curation of Aboriginal Elders as part of a cultural sharing process. The detailed design will be realised in the post pandemic period with close consultation with Elders. This will include the use of local bush tucker foods which are proposed to be grown adjacent to the meeting place.

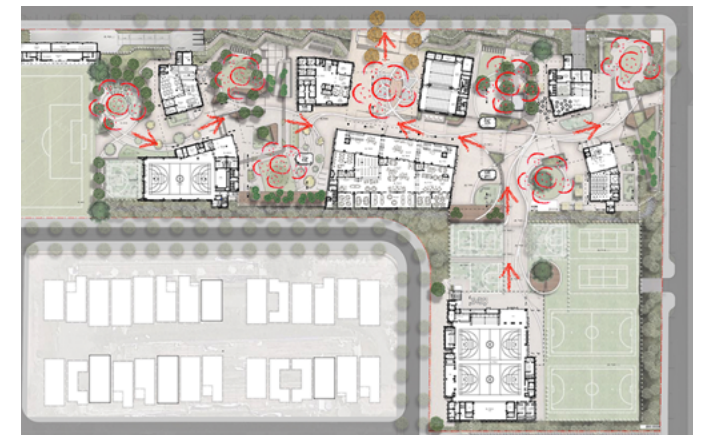
The current proposal of a 'living cultural ribbon' needs to be pushed further as a concept, as well as extending up into the vertical plane. Consider input from a local Indigenous and/or Islamic artist to make this approach site specific and unique to this community.

PMDL Response

The "Living Cultural Ribbon" is a metaphor that stemmed from the abstract Aboriginal Placemaking drawing which explains the connections between Meeting Places. This is apparent in the masterplan's as pedestrian streets which meander through the sites in a ribbon-like manner. A white line in floor surfaces symbolically celebrates the concept. The concept of Meeting Places is also apparent within the vertical circulations nodes. Smaller meeting places were identified as break-outs adjacent to GLA arrangements. Both Islamic and Aboriginal artworks have been incorporated appropriately into the building fabric which includes dramatic Islamic paving patterns, large screens with Islamic motif and Aboriginal artwork is extended up into the vertical plane within the soffits of undercrofts as well as to entry totems (Refer to P39, 61)



Primary School outdoor meeting space



Secondary School HUB soffit

RESPONSE TO GANSW PANEL

3/ Environmentally Sustainable Design

The micro-climate of Liverpool (very hot Summer and cool Winter temperatures) calls for an innovative architectural response to provide high performance buildings. Passive heating and cooling devices found in traditional Islamic architecture may offer useful precedents.

PMDL Response

Given the micro-climate of Austral, natural ventilation is utilised wherever possible, however mechanically conditioned spaces are required. Mechanical plant equipment will be selected to be as energy efficient as possible, and to minimise long term environmental and monetary costs. A hybrid system is proposed that often circulates unconditioned air. External environments offer a multitude of sunshine and shelter.

Traditional Islamic design strategies have been incorporated into the design such as perforated screens, which provide a decorative treatment to the building facade while also acting as a filter for sunlight into internal spaces/classrooms. Some of the perforated panels are angled outward, which helps to circulate air provide passive cooling, it deflects excess solar gain as well as wind and rain and allows correct levels of diffused light to enter the GLAs/internal spaces.

The use of Islamic screen devices to the facades are supported but requires further development and differentiation across buildings. Development of artwork and facade design with local artists is encouraged to facilitate a unique contemporary approach that speaks directly to the values and identity of the school.

PMDL Response

Facades generally follow the natural hierarchy of the school with civic buildings expressing prominence. This includes the use of Islamic motif screening. The civic entry building on the primary site for example is completely clad in Islamic screen while less significant built form recedes with more modest expression.



Secondary School Teaching and Learning North



Primary School Administration Building

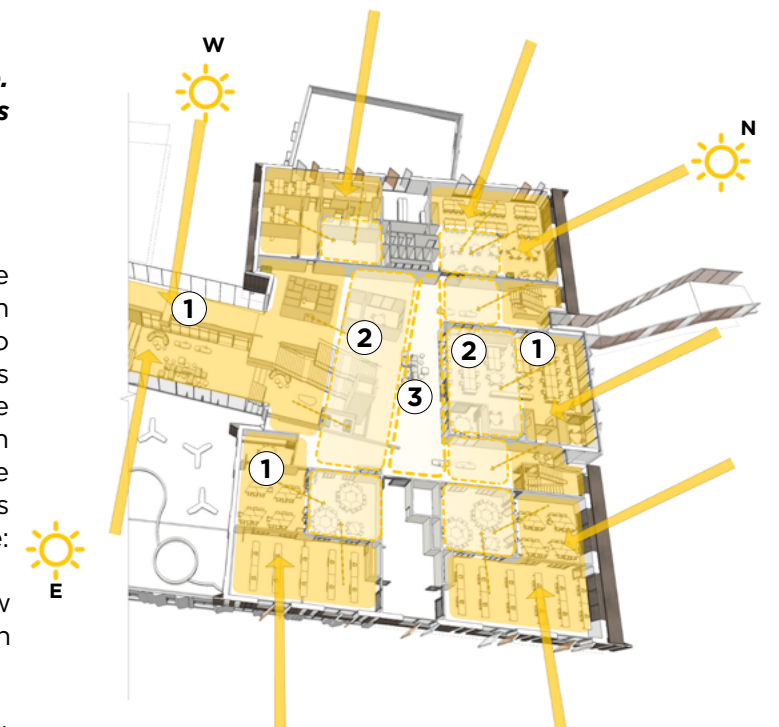
4/ Access to Light

The footprints of the main buildings are very deep. Provide sections showing how solar access is achieved in the central learning spaces.

PMDL Response

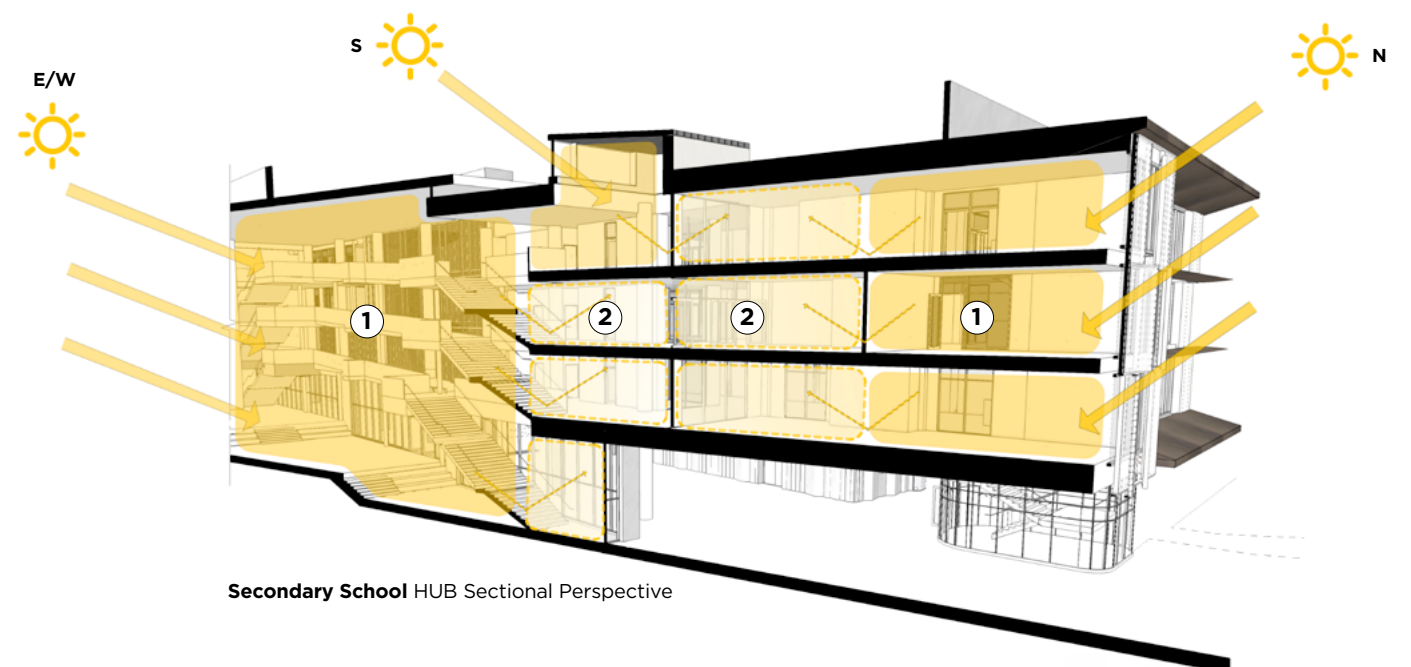
The buildings are designed to take advantage of, a number of systems and strategies, which allow natural daylight to penetrate through to the internal areas. In particular, the HUB features an atrium shaft that channels light into the core of the space, whilst also acting as a ventilation stack. Direct solar gain to the library space has been appropriately designed. Strategies incorporated throughout the school campuses are:

- Central Atriums with screened facades to allow diffuse solar penetration to main circulation spaces
- South-facing skylights to maximise sunlight while minimising solar gains
- Internal walls and partitions have been glazed to allow for daylight to penetrate deeper into buildings



Secondary School: HUB Building

1. Direct Sunlight Space
2. Borrowed Light Space/Artificial Light
3. Space Artificially Lit



Secondary School HUB Sectional Perspective

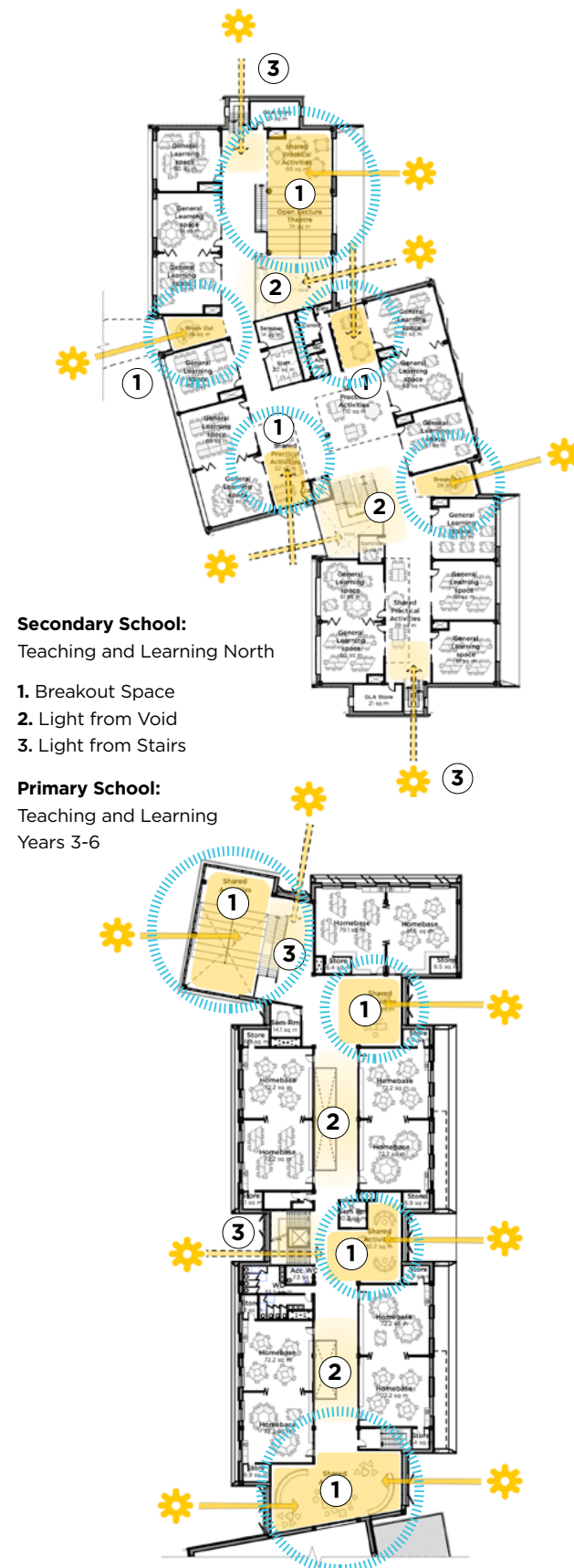
RESPONSE TO GANSW PANEL

5/ Buildings

The floorplates are still very deep in some instances with the breakout spaces internalised and the homoe-bases around the edges. This planning approach has solar access and ventilation impacts as well as potential acoustic implications. Internal space more than 6-8m from a window experiences greatly reduced daylight penetration. While there are clerestories overhead, their dimensions suggest they will admit only low levels of daylight. Consider opportunities to have some breakout spaces on building edges to ensure a diverse range of spaces.

PMDL Response

On the primary school site the designs engage with existing floor plates and are at times bound by an existing structural grid. Where this occurs, generous voids, clerestory glazing and double height tiered seating have been introduced in response to the circumstance. Also, home bases typically strategically fracture, offering generous glazing to the exterior. In some cases entire elevations are dedicated to glazed walls. A diverse range of spacial experience is achieved with generous solar gains.



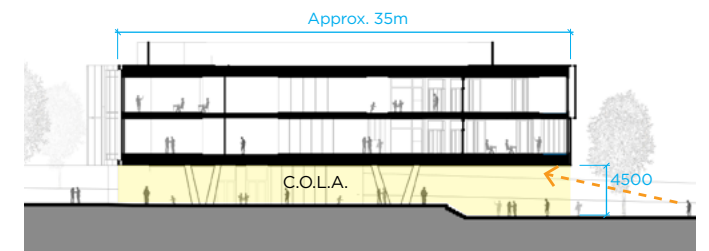
6/ Undercroft Spaces

The elevation of the building mass to create a continuous ground plane is supported, however more detailed sections are required to explain these undercroft spaces showing their horizontal dimensions, including material and soffit details. A drawing showing the site ground plane that is built on and covered by buildings is required.

PMDL Response

The undercroft spaces are a feature of the design thinking and are key spaces that offer essential refuge during the harsh summer conditions, wet weather and form part of a sequential shelter linking school programs. The aim of using building mass as COLAs is to move away from simply bringing buildings to ground and then needing to create outdoor shelters with a myriad of covered walkways. The strength of the undercrofts is in their strong connection to prominent social nodes, that they are central to the circulation “pedestrian street” and that they will become a destination space with a multitude of uses such as teaching, social interaction and circulation. The advantage of buildings as COLAs is that the open space is free to be “open space” as opposed to open space with an introduced shade canopy.

Refer to the shadow studies on the following pages to address ground planes.



Secondary School: Teaching and Learning North undercroft



Secondary School: HUB Building undercroft

RESPONSE TO GANSW PANEL

7/ Shadows

Provide shadow diagrams showing the outdoor spaces and undercroft spaces at all break times, and before and after school in Winter and Summer.

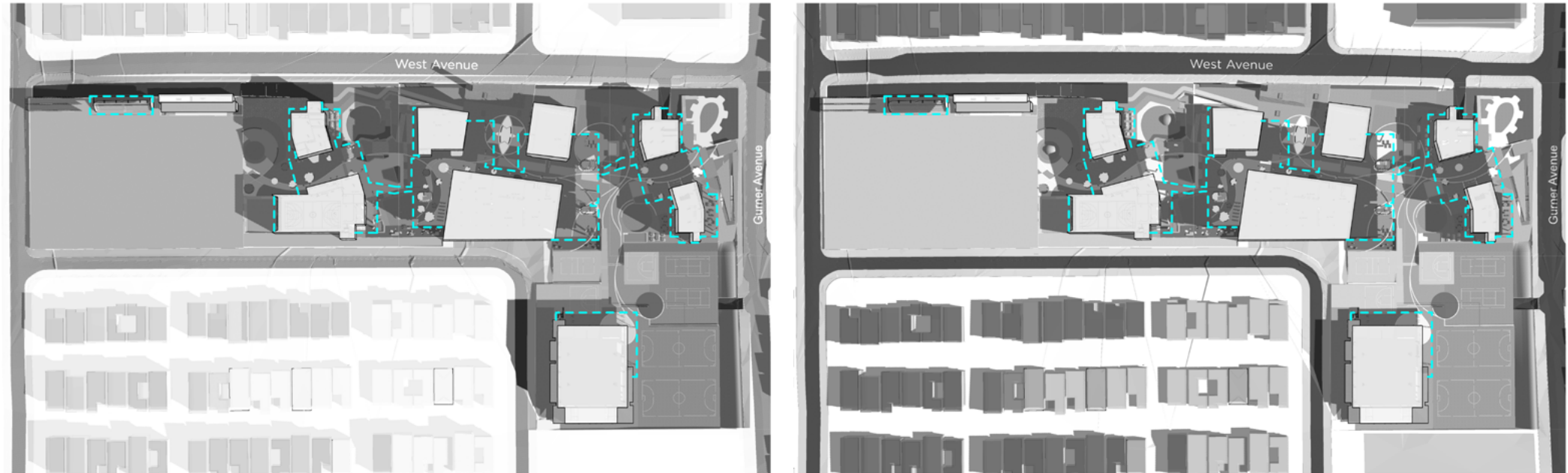
Within the open space a desired balance between sunshine and shade is achieved without the need to implement additional COLA structures and numerous walkway canopies within open space. The end result is a truly unobstructed, attractive landscape which benefits the school and lends to an open and welcoming experience from the public realm.

Legend:

COLA Outline

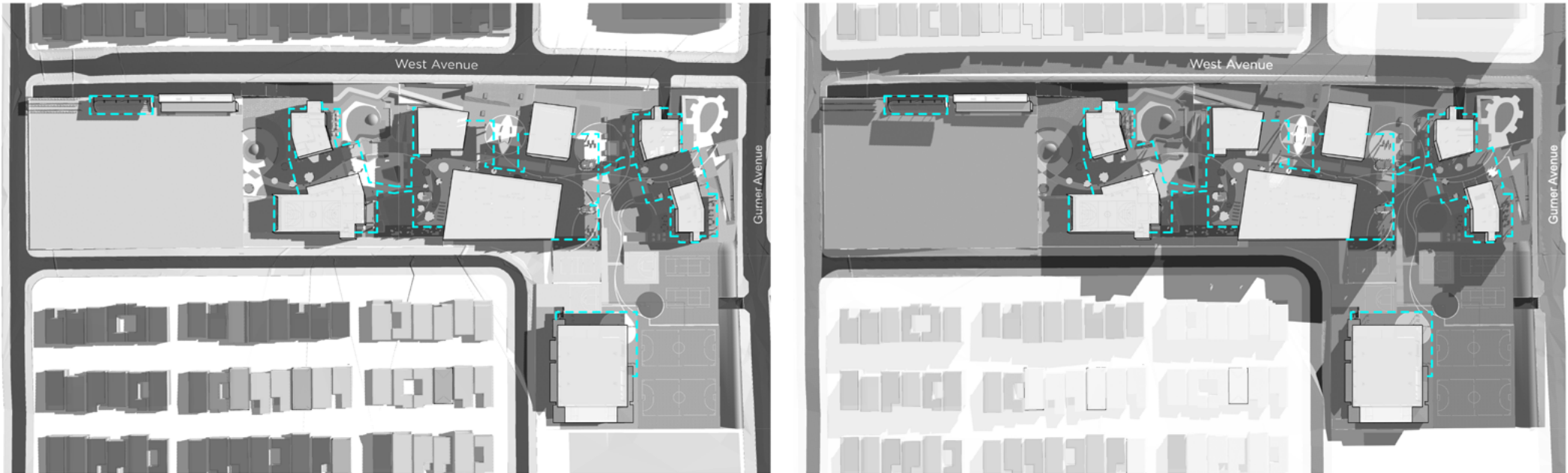
Building Massing

21 June Shadows



9:00am

10:30am



12:00pm

3:00pm

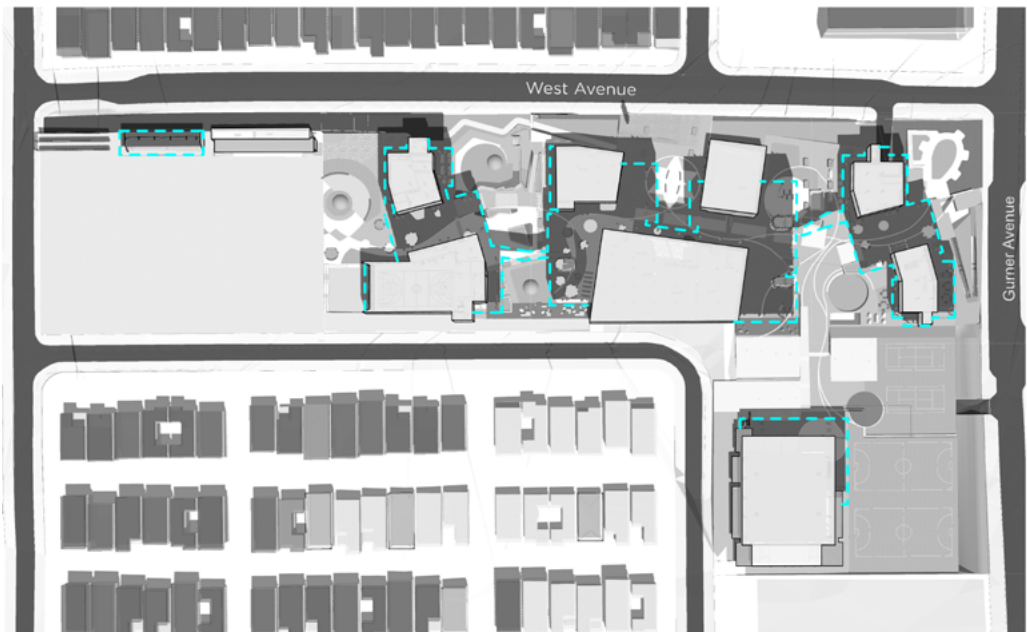
RESPONSE TO GANSW PANEL

Legend:

COLA Outline

Building Massing

22 December Shadows



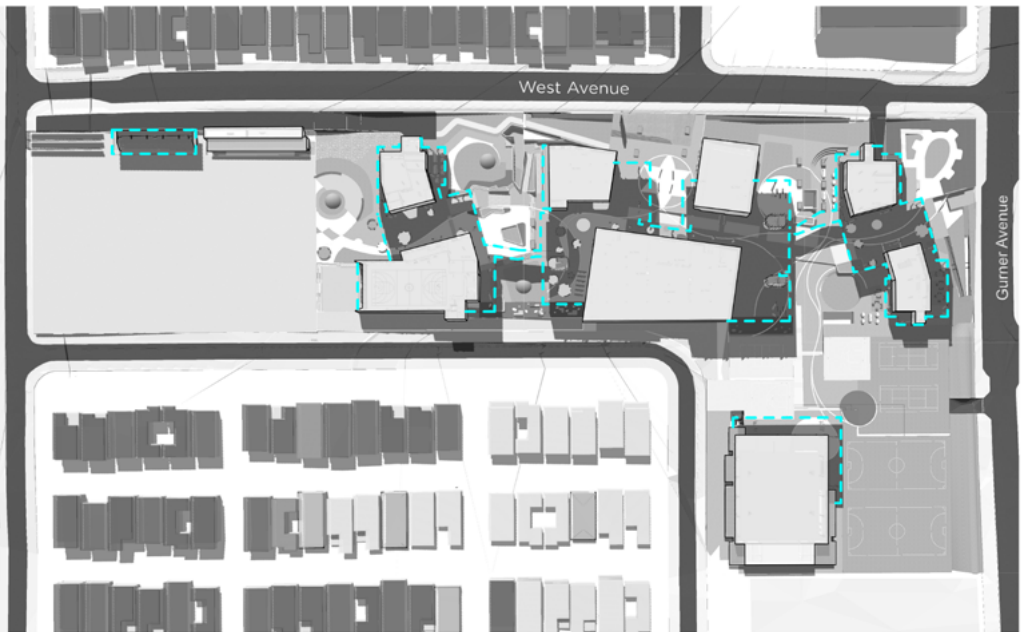
9:00am



10:30am



12:00pm



3:00 pm

RESPONSE TO GANSW PANEL

8/ Response to Masterplan

The ambition to wrap the site in native vegetation is supported. The panel notes that this site is in the highly threatened Cumberland plain. There is an opportunity to support this habitat across both sites through careful species selection and placement. This is not currently reflected in the landscape plan.

PMDL Response

The use of local and endangered vegetation is proposed wherever possible. The current Landscape package and Ecology report refers to the process of retaining and supporting the existing habitat.

Refer to Landscape package for detailed species tree selection schedule.

A major cycle route along Gurner Avenue is proposed; demonstrate where bike parking is located for both schools and how this will integrate with this path.

PMDL Response

See Traffic Strategies on P27, 48.

Demonstrate the option to enable division of genders with current planning if this approach is adopted by the School.

PMDL Response

This only occurs within the secondary campus and is achievable with the separation of Teaching and Learning buildings north and south. Gender separation is not proposed to occur within the central Hub Building which relies on bookable space use which, to a reasonable extent, allows the school to program the specialist teaching spaces appropriately.

While the panel acknowledges that current conditions make it difficult to consult with

members of the community, the cultural interpretation needs to be developed into a more contemporary expression in a forward-looking institution such as this. Explore further opportunities to demonstrate the shared values between the Muslim and Indigenous communities of Liverpool.

PMDL Response

The school has indicated that they would like to engage appropriate Elders to periodically attend the school with the view of cultural teaching. The detailed design will be realised in the post pandemic period with close consultation with Elders. This will be a great opportunity to share values from both Muslim and Indigenous communities of Liverpool.

The communal area requires development. As the land for this communal area is to be acquired by Council, further clarity is required on the intended timeframe and users of this area (council or school or both).

PMDL Response

The land is currently set down for compulsory acquisition. The communal meeting area is further developed following Session 2 of the GA presentation. Refer to the Landscape package for detailed use.

Clarify joint-use arrangements, including access, for any facilities shared with the community after-hours.

PMDL Response

Community use strategy and access to the site 'after hours' will be considered and further discussed with the council at time of compulsory acquisition of land.

Details of proposed wayfinding strategies demonstrating how they connect to the main entrances; consider how this might tie into opportunities for cultural interpretation.

PMDL Response

There is opportunity to integrate Aboriginal culture and heritage in a meaningful way for this project through way finding, signage and public art. The design of the school with the perforated screen establishes a strong Islamic/Australian connection and the environment lends itself to incorporating references to Aboriginal culture, within the paved area, strong visible entry totem and attractive soffits to form a strong wayfinding strategy.

Further consultation with local Aboriginal communities will occur during detailed design of the project.

Bushfire ratings in the area are expected to change with proposed development; provide confirmation as to when and how this will occur and how it aligns with the staging of the work.

PMDL Response

The current design is beyond the APZ and future drainage works will only improve this circumstance.

A full public transport plan is required due to the large increase in student numbers.

PMDL Response

A full traffic study has been conducted and forms part of this submission. Refer to P27, 48.

Detailed sun studies of outdoor spaces are required, zoomed-in to each outdoor space for recess and lunch times in Summer and Winter across both schools.

PMDL Response

Previously provided (P105-106).

Consultation with the Liverpool City Council Design and Public Domain team is recommended to finalise drop-off and pick-up zones, street layouts and details, connection to the cycle path and other public domain issues. This will help establish cohesive governance for long term amenity and success.

PMDL Response

Council has been consulted on this and the traffic study conducted incorporates engagement with Liverpool Council.

The architectural response needs development and differentiation across both campuses. Long street elevations are required along all frontages including material selections, roof edge profiles, shading devices and so on to fully explain the proposed streetscape.

PMDL Response

Refer to respective Primary and Secondary Elevations provided (P32, 54-55).

RESPONSE TO GANSW PANEL

9/ Response to Primary School

The athletics track is proposed to cut through the existing riparian woodland. Include this proposed path and connection on the Site Plan.

PMDL Response

The athletics path shown in the preliminary landscape has been replaced, and the masterplan further developed to suit the daily use of the school.

Interface between council acquisitioned land and the school needs to be developed and communicated. This is a secure fence line, yet visual and physical connection to the school is encouraged; explore the use of earth mounds and recessive fencing. Provide detailed sections illustrating what is proposed.

PMDL Response

Refer to Landscape Package for detailed sections.

Clearly illustrate the edge condition where the below grade parking adjoins the reserve and open space to the creek.

Refer to Landscape Package for edge condition details.

10/ Response to Secondary School

More details are required on flood mitigation methods due to the senior school's location on a flood affected site.

PMDL Response

Refer to the Civil report and flood study for details on the flood migration strategy.

The ample carpark will work as an incentive for students to drive to school. A detailed transport plan is required to illustrate alternative transport methods and demonstrate how these will be encouraged.

PMDL Response

Refer to Traffic report and Green travel plan provided.

The uniformity of the proposed built form, in terms of height, volume and massing requires further development. Some variation in building design will assist in placemaking and wayfinding, and promote a richer overall campus fabric.

PMDL Response

Clear way-finding signage will be provided, however, strong access created on site, such as the entry forecourt and visibility to vertical circulation, bridge links and strong identifiable spaces, make the buildings easy to navigate.

The overall bulk and scale of facades are broken up and modulated with variation in colour and finish. Buildings step down and follow the terrain with occasional dominant forms taking strengthening a sense of arrival or location. The varying heights of undercrofts provide the ideal soffit to express local indigenous art and give a special identity to each building.

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