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WOODS BAGOT

25.02.22

Sydney Olympic Park New High School
SSDA Architectural Design Report
Amendment Report Addendum

Acknowledgment of Country

The SOPHS Precinct is on Wangal Country. The area is at the intersection of Burramattagal and Wangal Country, with Duck River widely accepted as the border between the two.

We would like to acknowledge the Burramattagal and Wangal People, the traditional custodians of this land and pay our respects to the Elders both past and present.

Each and every project is an opportunity to engage and respond to Aboriginal cultural connections to Country. By respecting and celebrating the value and significance of both Aboriginal heritage and contemporary Aboriginal culture our built environment is enriched and anchored into its specific location, its stories and varied experiences.

Contents

The proposed development is for the construction of a school whereby the project is known as Sydney Olympic Park new high school.

Following lodgement of the EIS and exhibition, DoE prepared a Submissions Report, which addressed the issues raised during exhibition and proposed a number of design refinements.

DoE now proposes further changes to the project to address the issues raised by DPE.

The proposed changes are detailed within the Amendment Report and reflected in the following plans. A summary of the changes proposed, includes:

- Cap student population at 850 students for this application to ensure the development does not rely upon road and open space infrastructure outside the site;
- Remove all school development from the approved Ridge Road reserve;
- Reduce the size of 2-storey hall building and reorganise outdoor activity areas to accommodate removal of development from the Ridge Road reserve; and
- Maintain the roundabout at the intersection Burroway Road and Wentworth Place.

While the student population is now proposed to be capped at 850 students, the incremental introduction of students previously proposed remains. This incremental introduction would see the school commence in 2024 with a cohort of Year 7 or Year 7 and Year 8 students, and a new cohort of Year 7 students would then commence each following year.

Core Project team

School Infrastructure NSW	Principal
Roberts Co	Main contractor
Woods Bagot	Architecture and Urban Design
Mecone	Planning Consultant
Urbis	Landscape Design
Taylor Thomson Whitting	Structural & Civil Engineering
Stantec	Multi-disciplinary Engineering

Project principles

Pedagogy First

Enable flexibility and the best possible teaching outcomes, now and in the future.

Increased building efficiency: larger teaching spaces, more outdoor space, less circulation.

Resilience & Wellness

Adapt for a changing climate.

Change the focus to the wellness and best possible teaching and learning environment for student and teacher.

Investment & infrastructure

Enable all construction methods from off-site volumetric to conventional to secure quality and program, and maximise use of budget.

Establish demand to grow NSW manufacturing capacity.

Drive lower construction costs per sqm.

JOY

Places and spaces to inspire happiness, wonder and joy for learning

Equity

Consistency across all schools.

Ability to deliver the same level of education, design, layout and joinery across the state.

Kit of Parts

A single universal education planning grid.

Interchangeable module for all primary, high school and special education teaching spaces.

Enables state-wide spatial and social equity.

School building as a learning opportunity.

Whole of life thinking

Shift the discussion on capital cost to encompass whole-of life cost, flexibility, durability and maintenance.

Put in place easy to use performance guidelines that set simple rules and allow for innovation.

School building as a learning opportunity.

Connection to Nature

Framing the natural world as nurturing, as well an asset we must protect

Connecting to Country - a deeper understanding of place and history

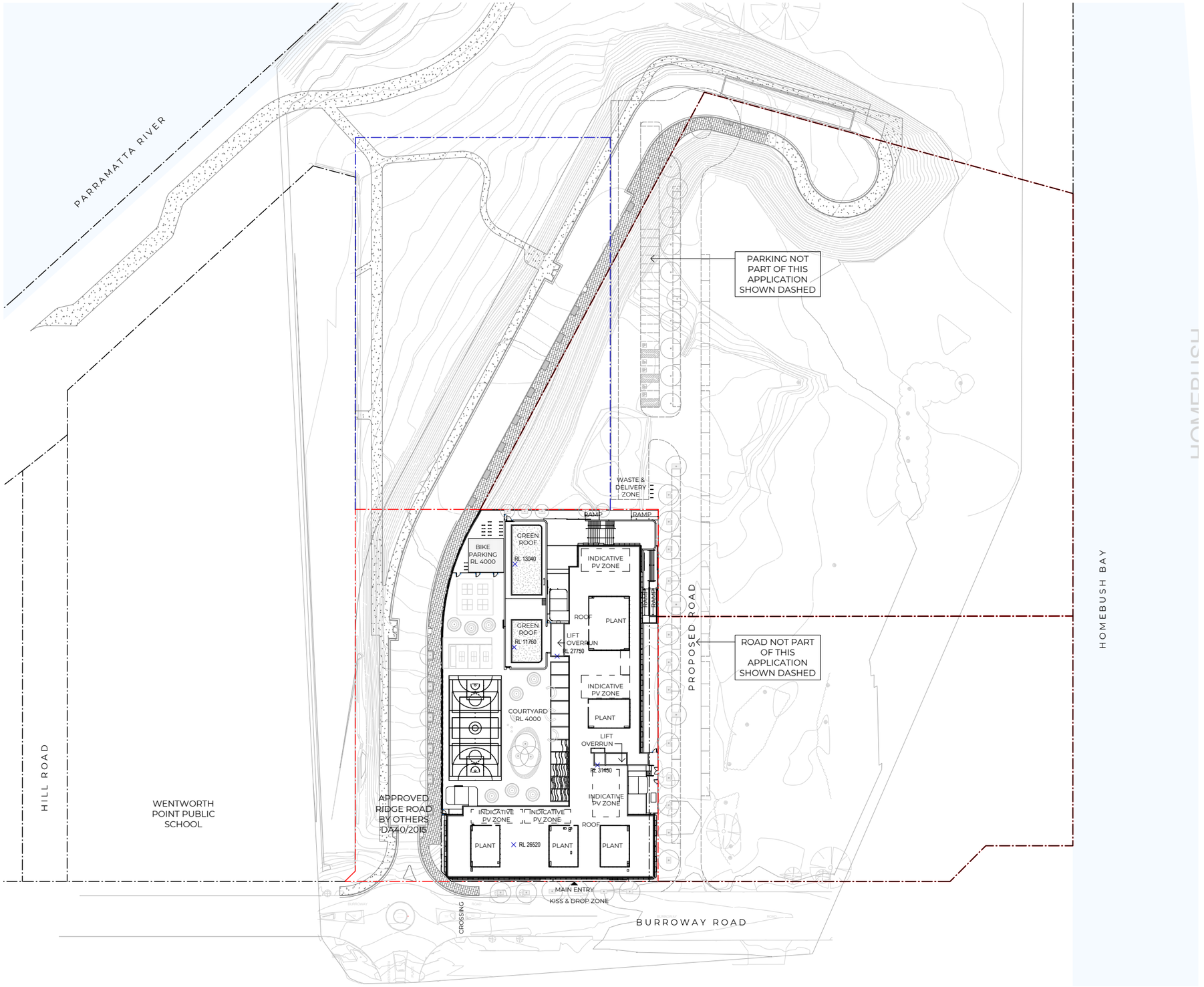
Bringing the outdoors in


SCHOOL NAME

01

Amended Drawings

Site Plan



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Recent revision history

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A		SSDA Draft Issue	21/08/16
B		SSDA Updates	21/08/27
C		SSDA Updates	21/09/02
D		SSDA Submission	21/09/15
E		SSDA RIS	21/12/03
F		SSDA RIS	22/02/24
G		SSDA RIS Resubmission	22/05/20
H		SSDA Amendment Update	22/06/07

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
roberts co

Issuer
W–B™
WOODS BAGOT

Project number
121566

Size check
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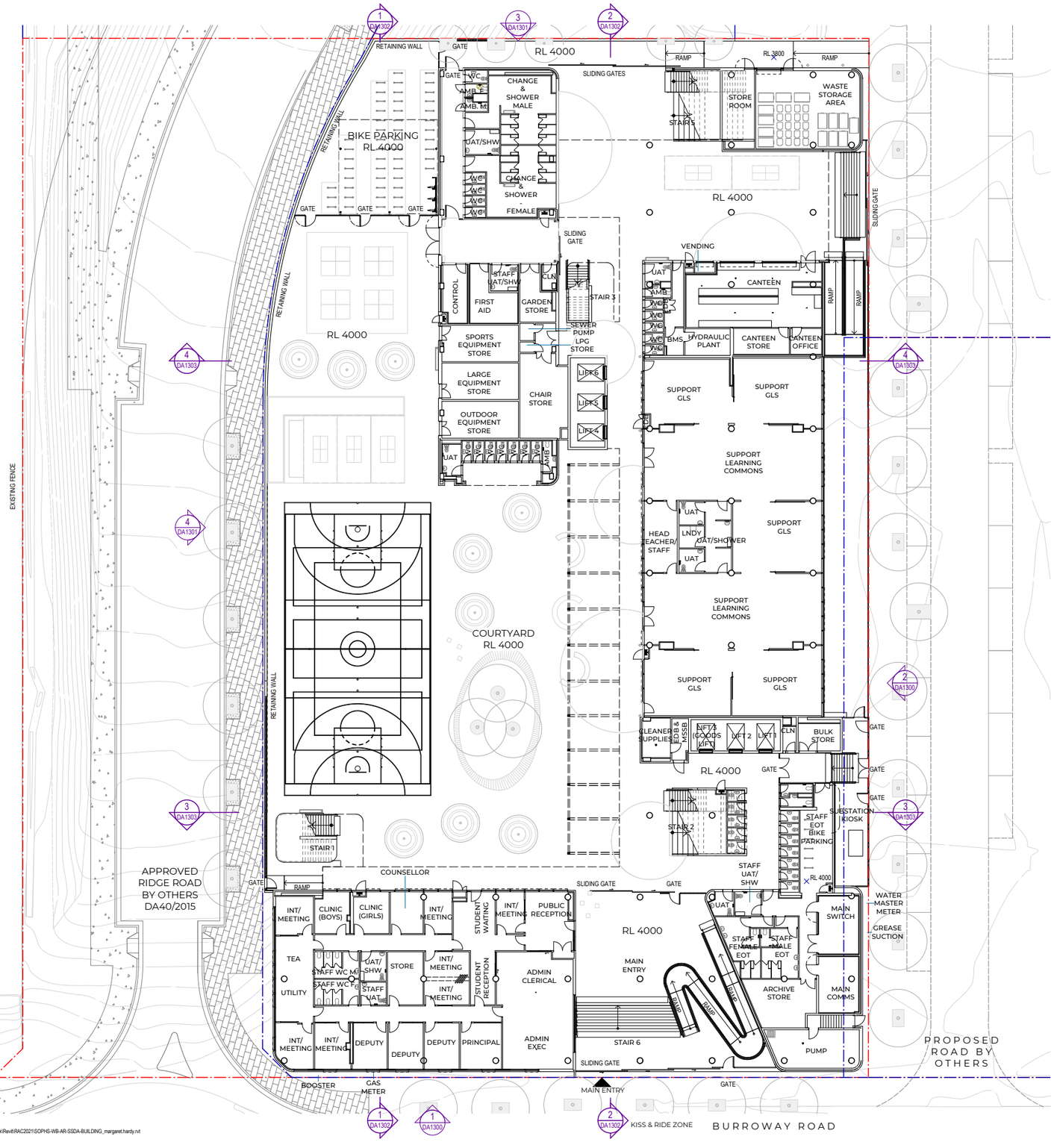
Sheet title
SSDA
Site Plan Proposed

Sheet number
SOPHS-WB-AR-DA1102

Revision
H

Status
SSDA

Ground Floor Plan



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G		SSDA RIS Resubmission	22/06/02
H		SSDA Amendment Update	22/06/07

Notes

Contractor must verify all dimensions on site before commencing work or preparing shop drawings.

Do not scale drawings.

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
roberts co

Issuer
W–B™
WOODS BAGOT

Project number 121566
Size check 25mm
Checked MH
Approved CS
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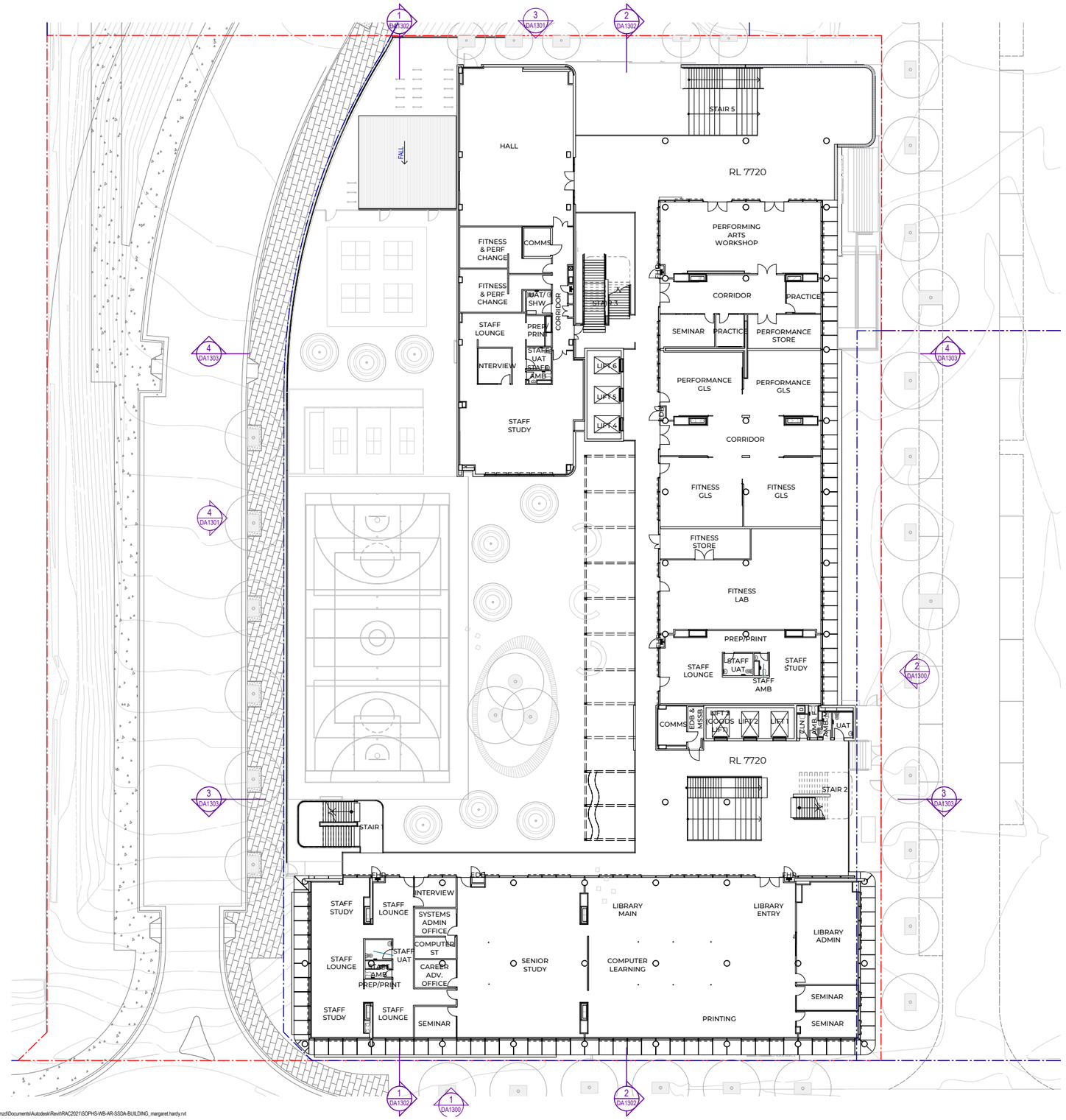
Scale 1 : 200

Sheet title
SSDA
Proposed Ground Plan

Sheet number **SOPHS-WB-AR-DA1200**
Revision H
Status SSDA

Level 01
Floor Plan



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Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
roberts co

Issuer
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WOODS BAGOT

Project number
121566

Size check
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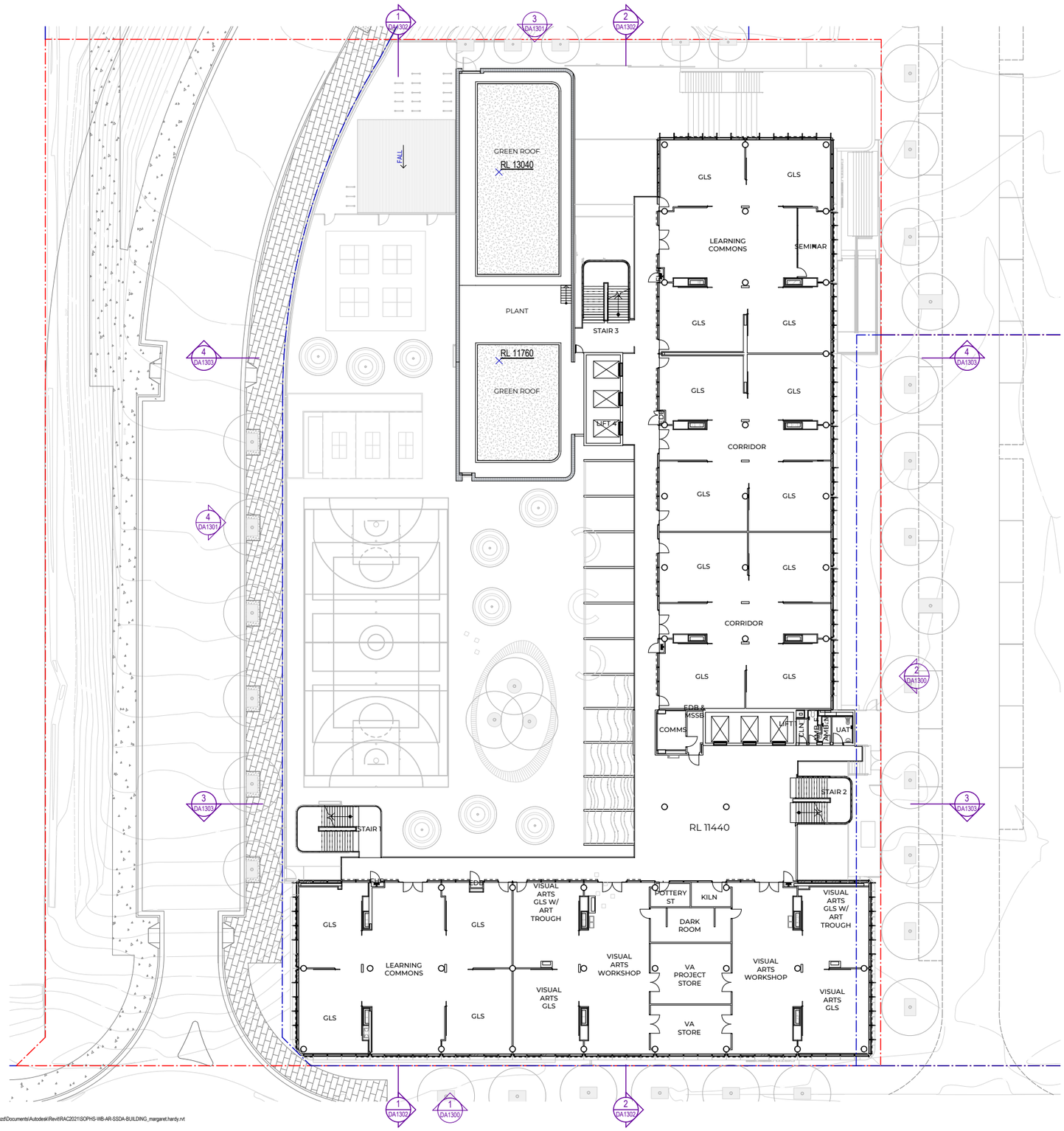
Sheet title
SSDA
Proposed Plan Level 1

Sheet number
SOPHS-WB-AR-DA1201

Revision
E

Status
SSDA

Level 02
Floor Plan



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Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
roberts co

Issuer
W–B™
WOODS BAGOT

Project number 121566
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Approved CS
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Sheet title
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Proposed Plan Level 2

Sheet number **SOPHS-WB-AR-DA1202**
Revision F
Status
SSDA

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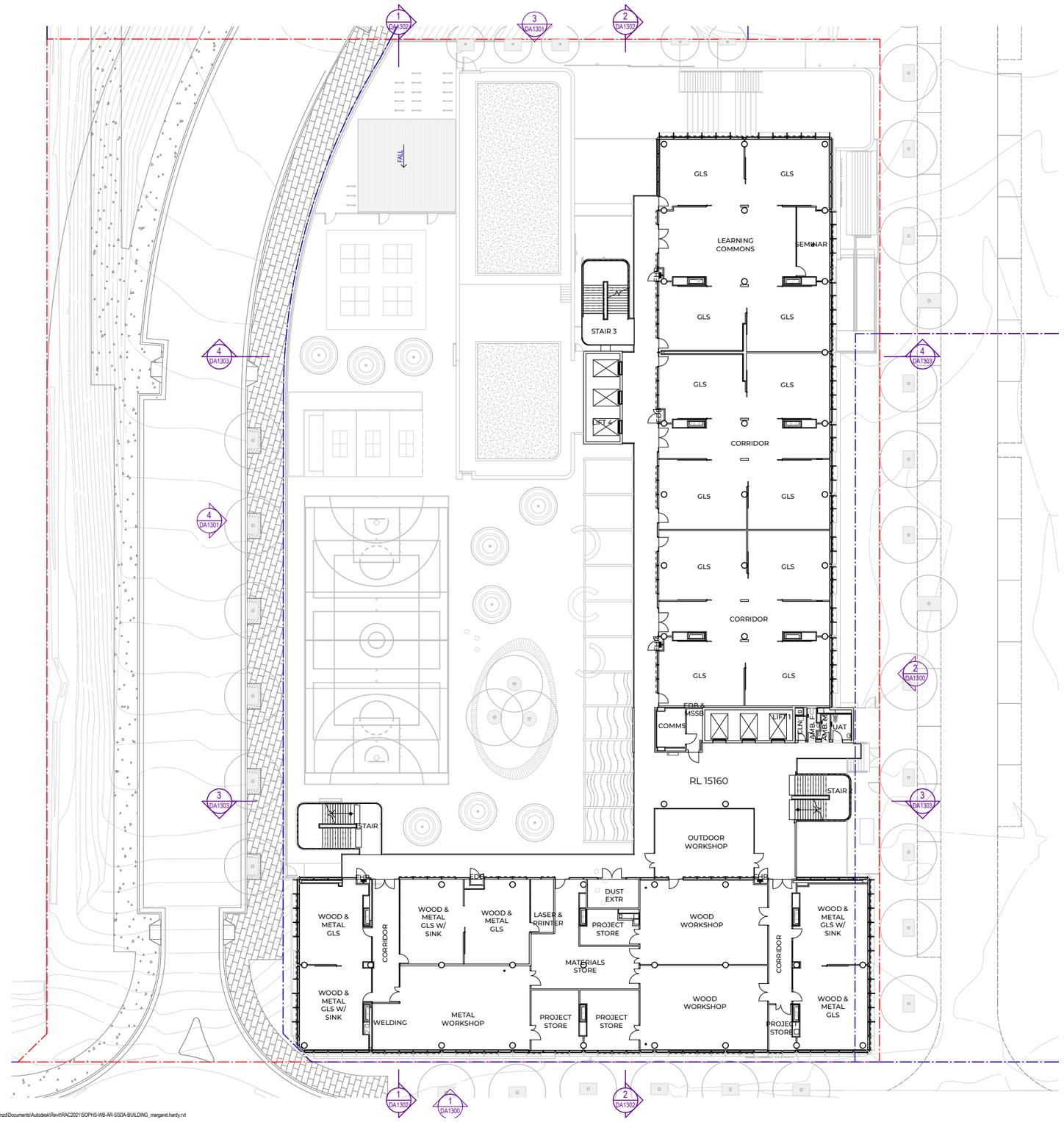
Level 03
Floor Plan



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Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
roberts co

Issuer
W–B™
WOODS BAGOT

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Proposed Plan Level 3

Sheet number
SOPHS-WB-AR-DA1203

Revision
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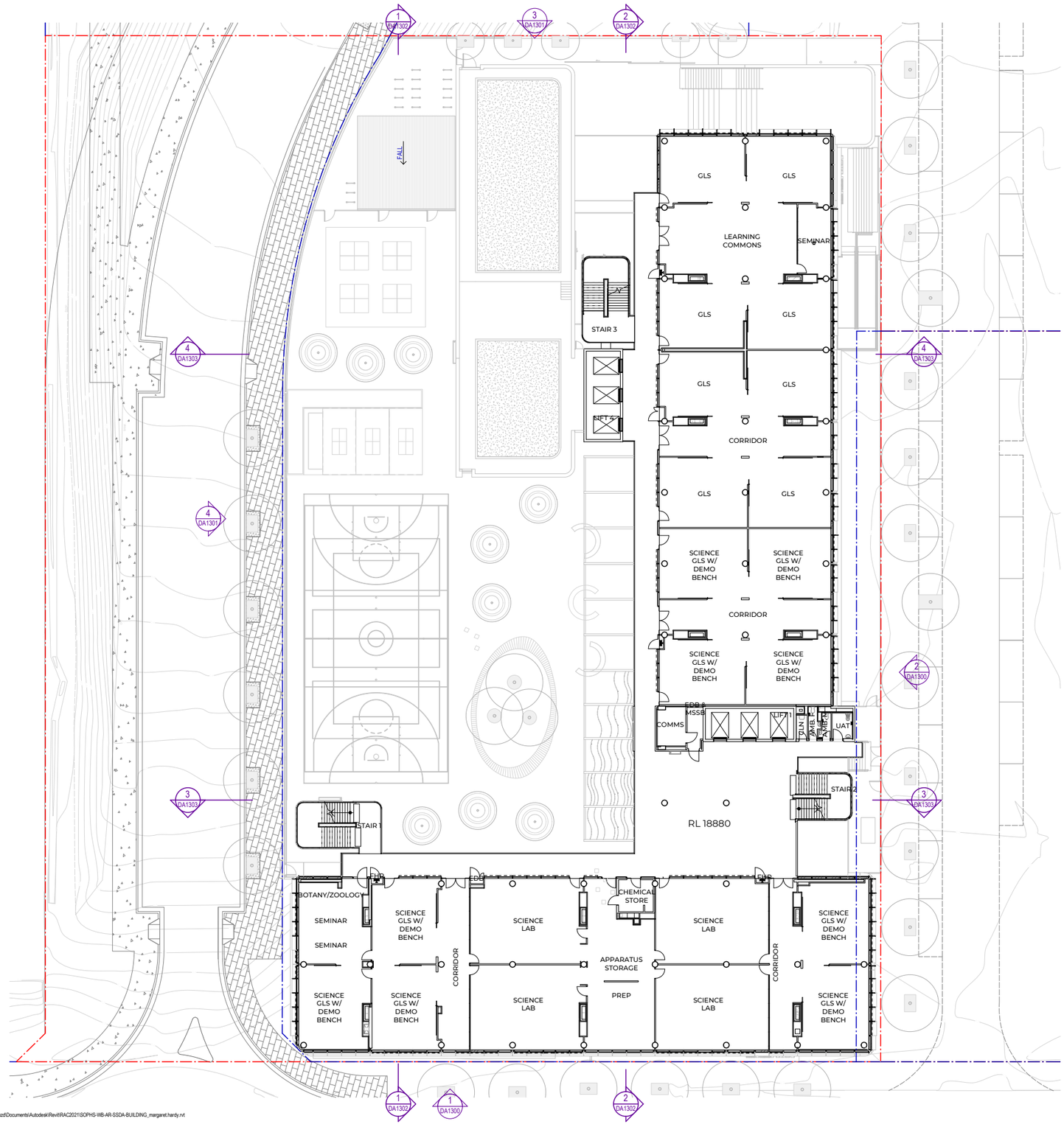
Status
SSDA

Level 04
Floor Plan



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Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
roberts co

Issuer
W–B™
WOODS BAGOT

Project number
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Sheet title
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Proposed Plan Level 4

Sheet number
SOPHS-WB-AR-DA1204

Revision
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Status
SSDA

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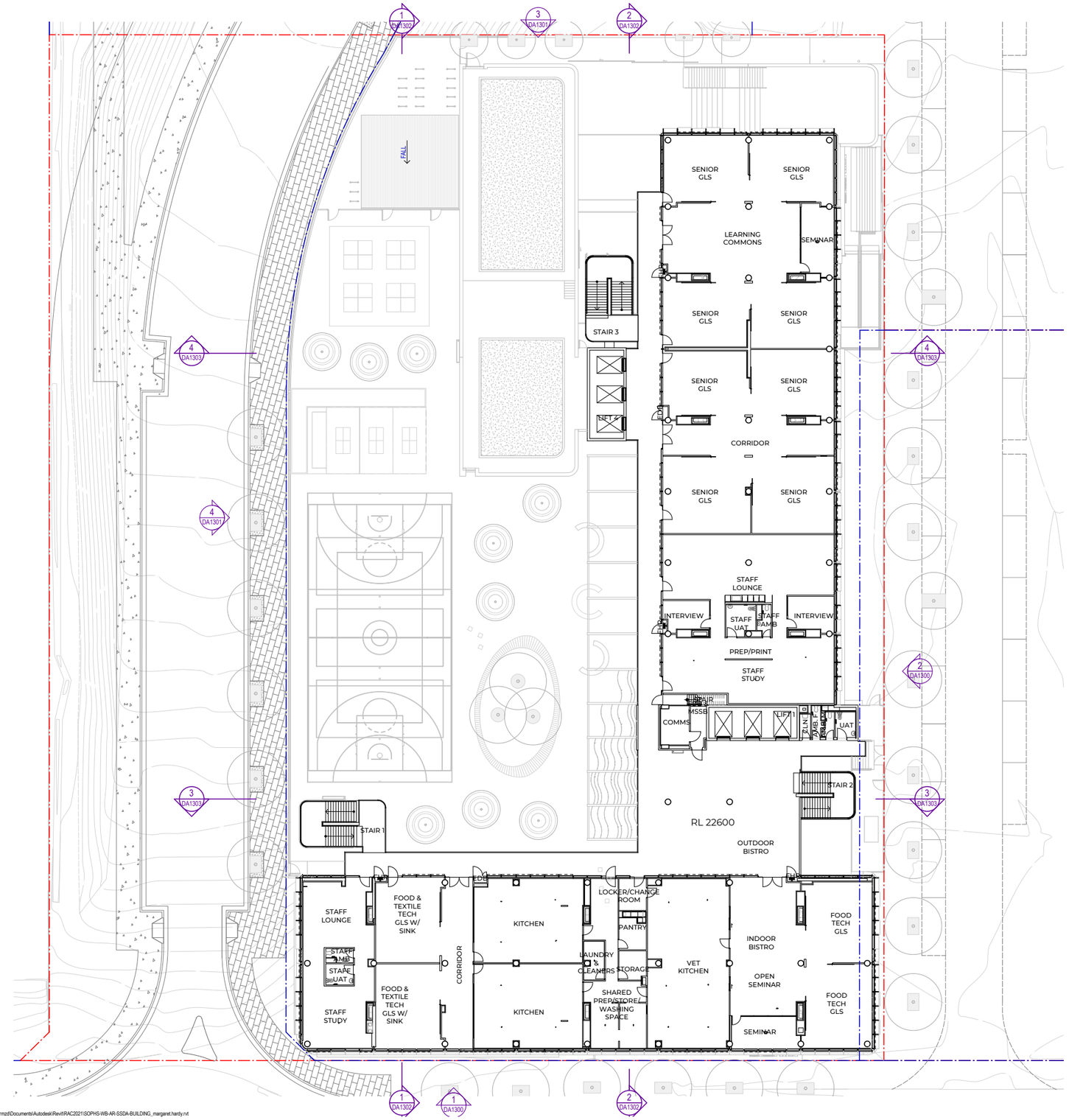
Level 05
Floor Plan



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F		SSDA RIS	22/02/24
G		SSDA RIS Resubmission	22/05/20

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Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
roberts co

Issuer
W–B™
WOODS BAGOT

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Status
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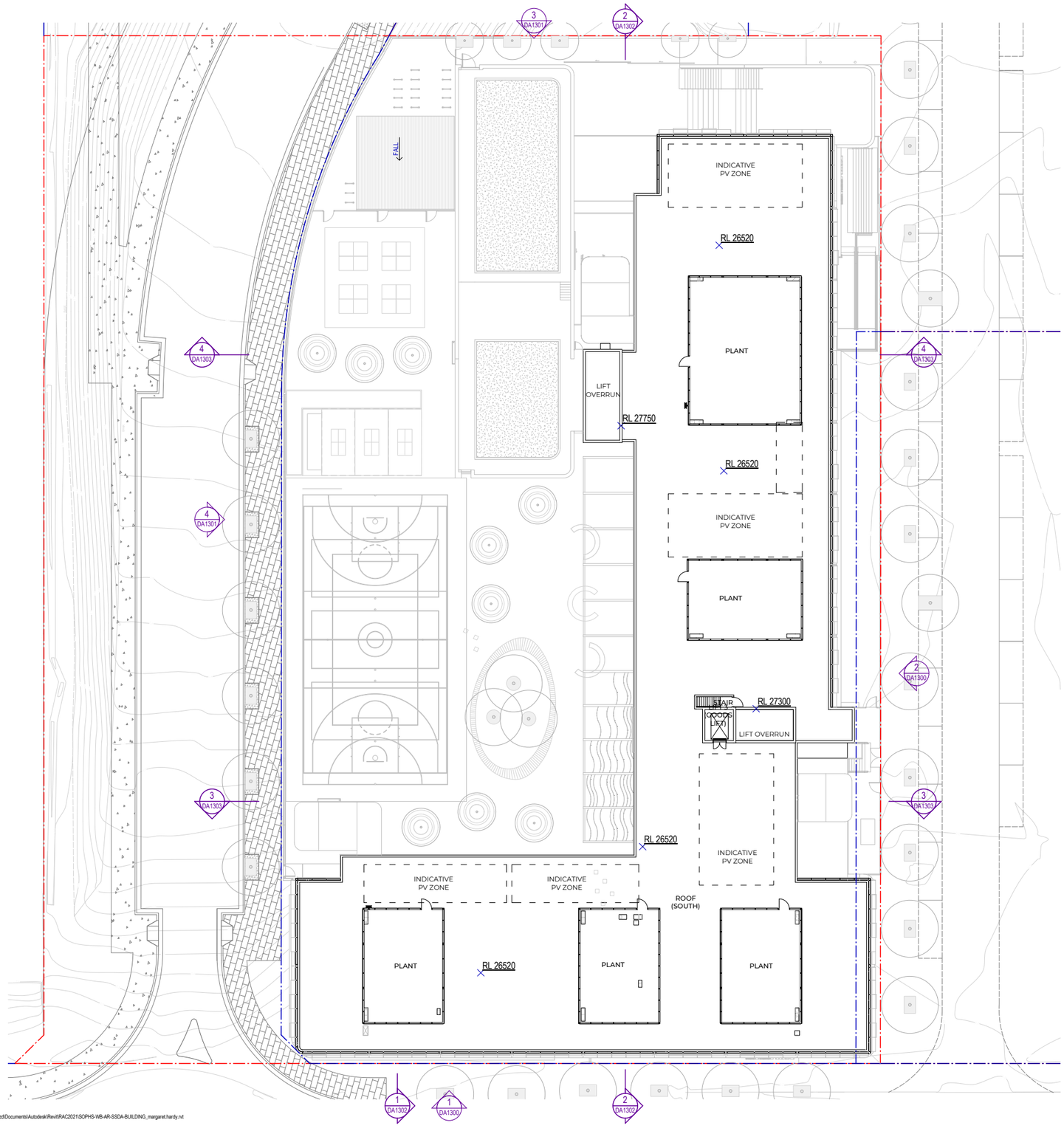
Roof Plan



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Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
roberts co

Issuer
W–B™
WOODS BAGOT

Project number
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Sheet title
SSDA
Proposed Plan Roof

Sheet number
SOPHS-WB-AR-DA1206

Revision
F

Status
SSDA

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02

Original v's Amended Design

Site Plan Comparison

A Bike parking relocated

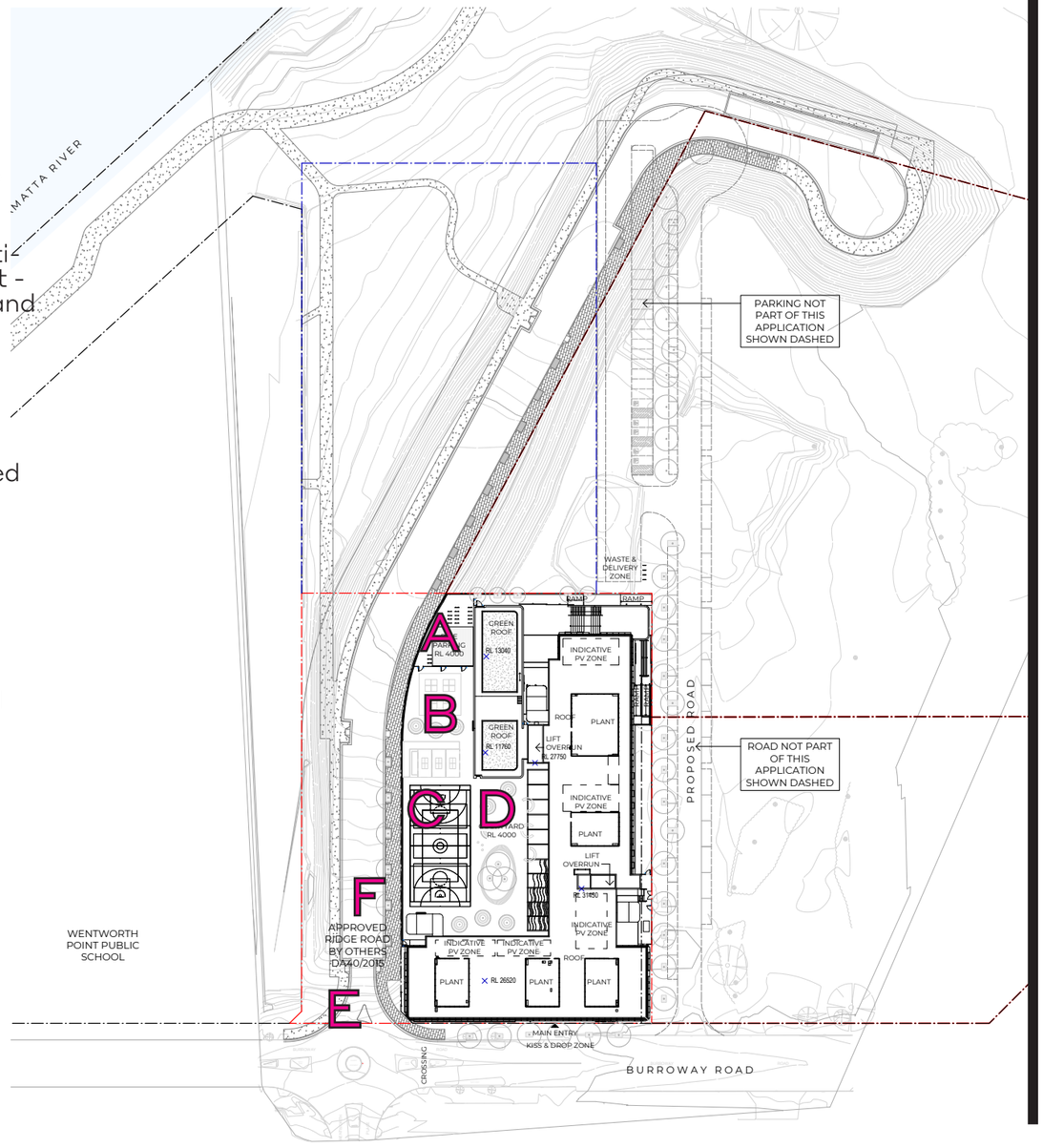
B Ground floor hall removed - relocated to Level 1

C External multi-purpose court - reduced to 1 and relocated

D Courtyard redesign, canopy omitted

E Ridge Road added

F Additional egress added to Ridge Road



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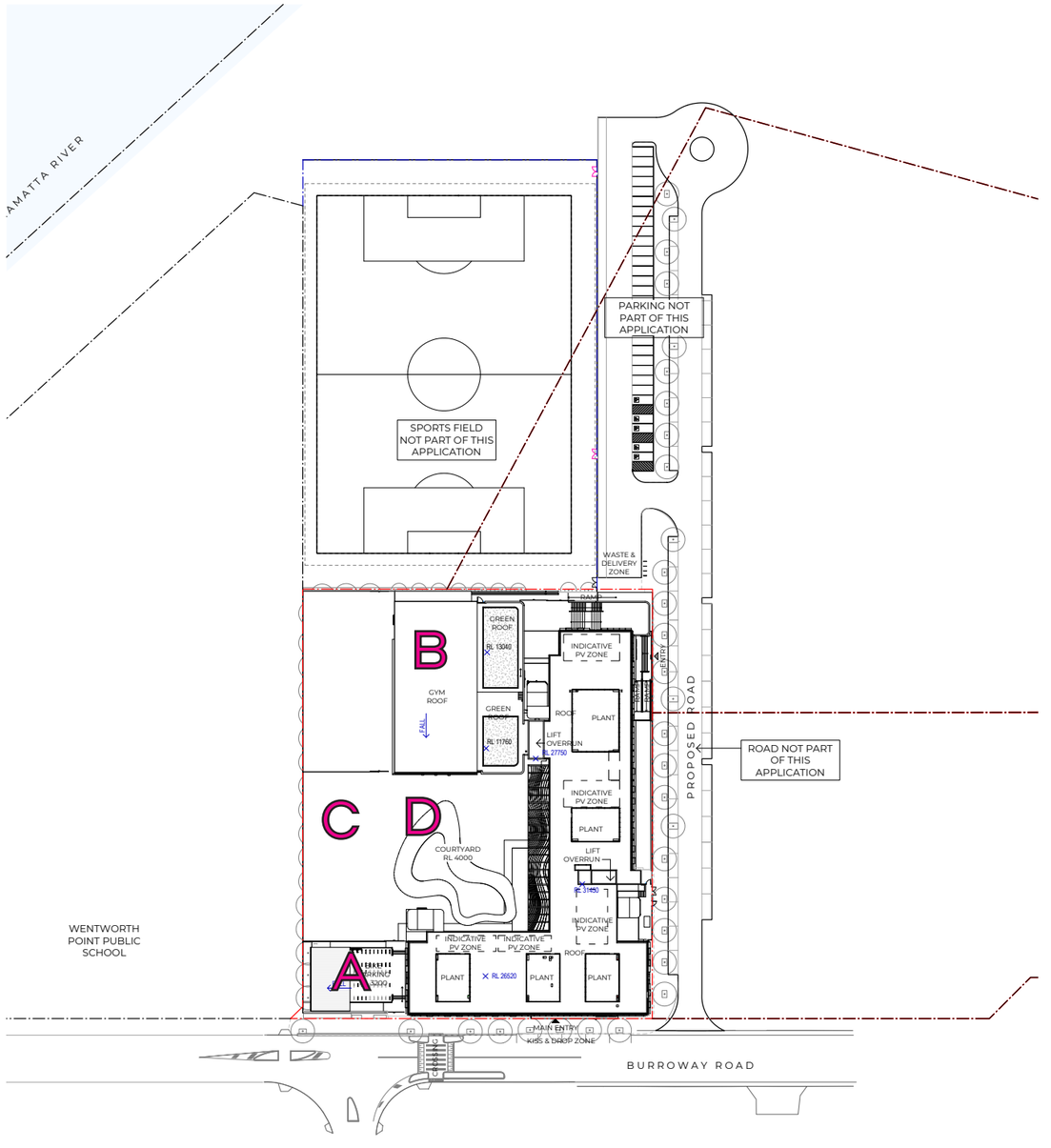


Original Design

Ground Floor Plan Comparison

A Bike parking relocated

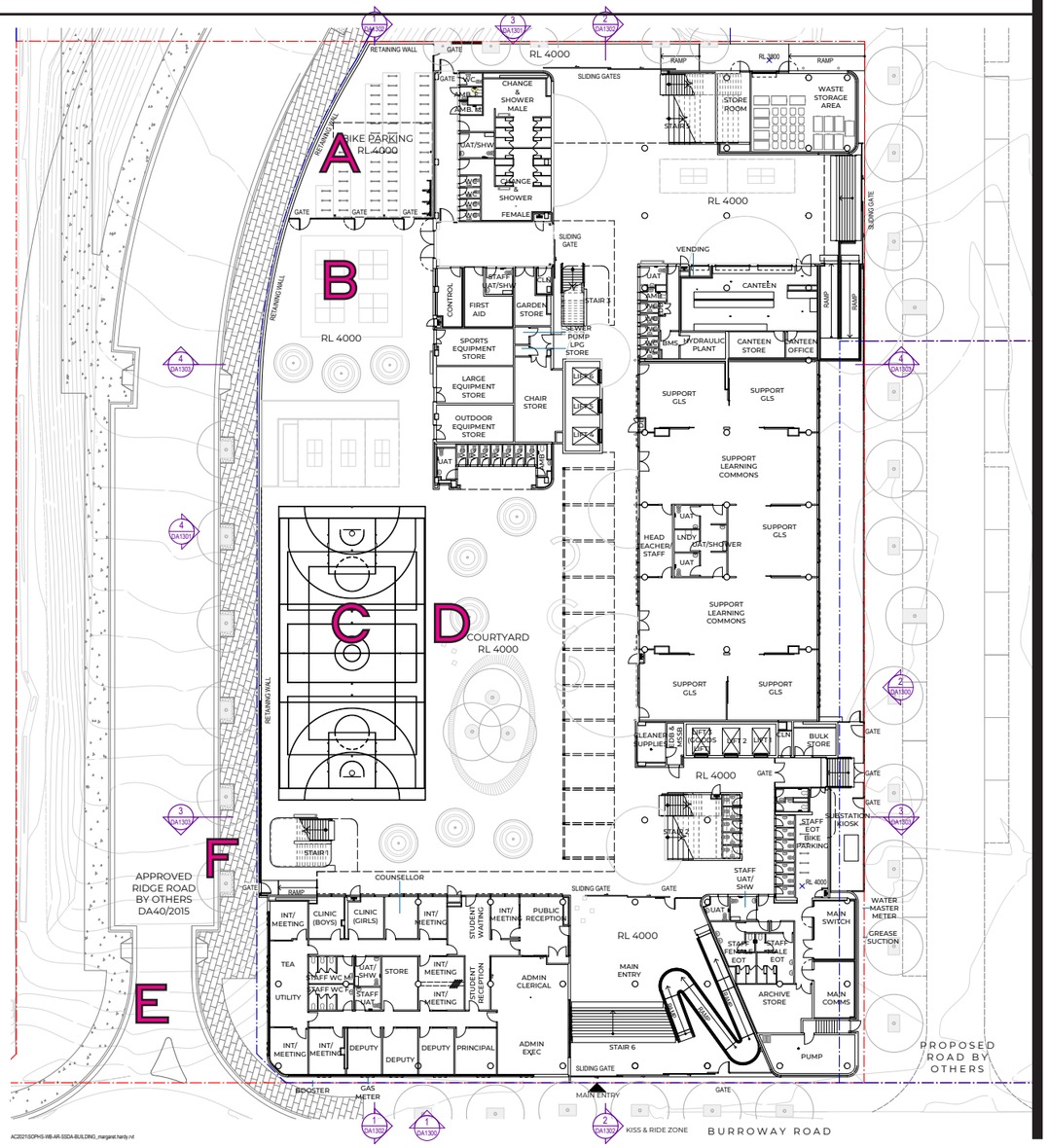
B Ground floor hall removed - relocated to Level 1

C External multi-purpose court - reduced to 1 and relocated

D Courtyard redesign, canopy omitted

E Ridge Road added

F Additional egress added to Ridge Road



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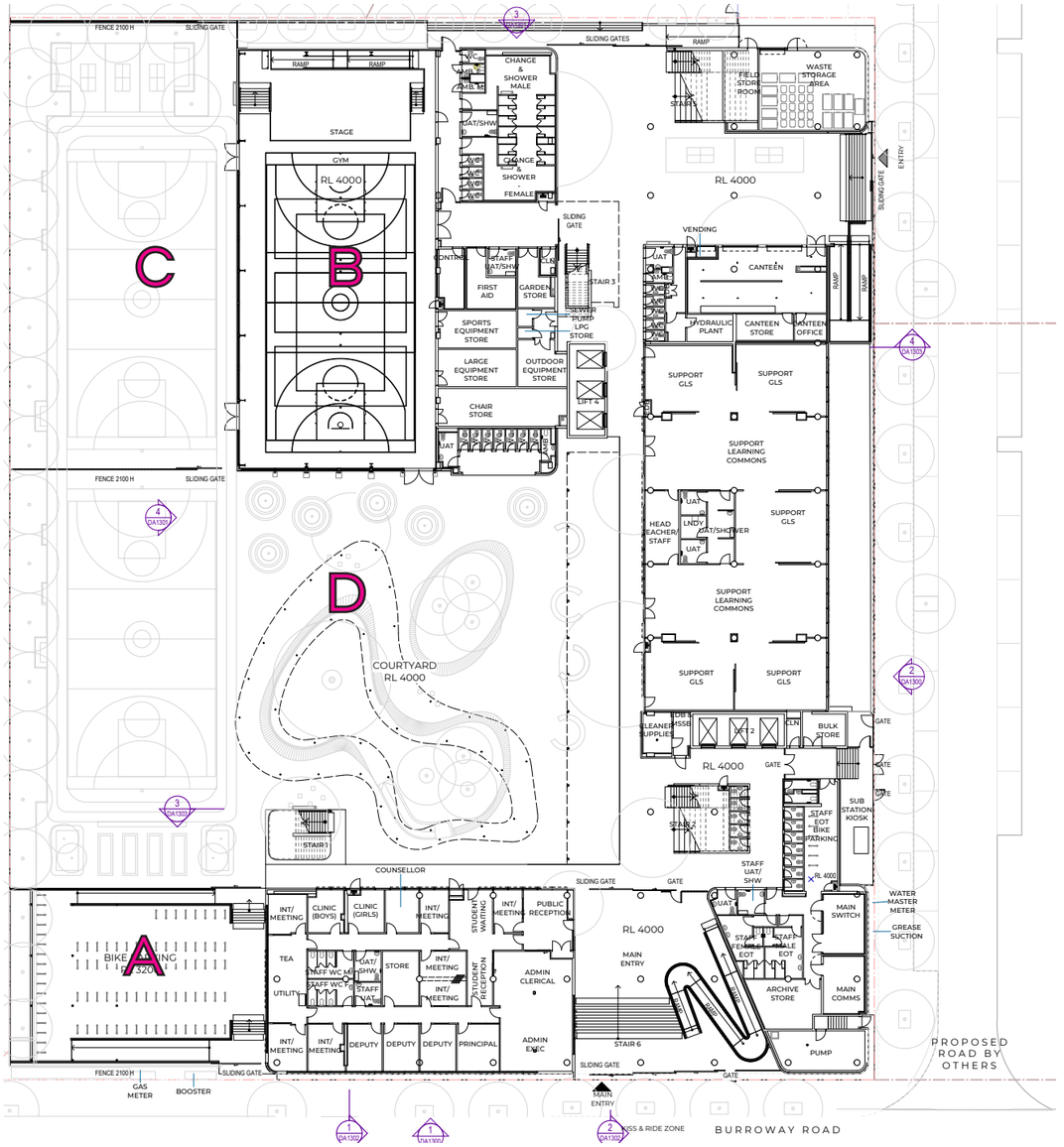


Original Design

Level 01 Floor Plan Comparison

A Bike parking relocated

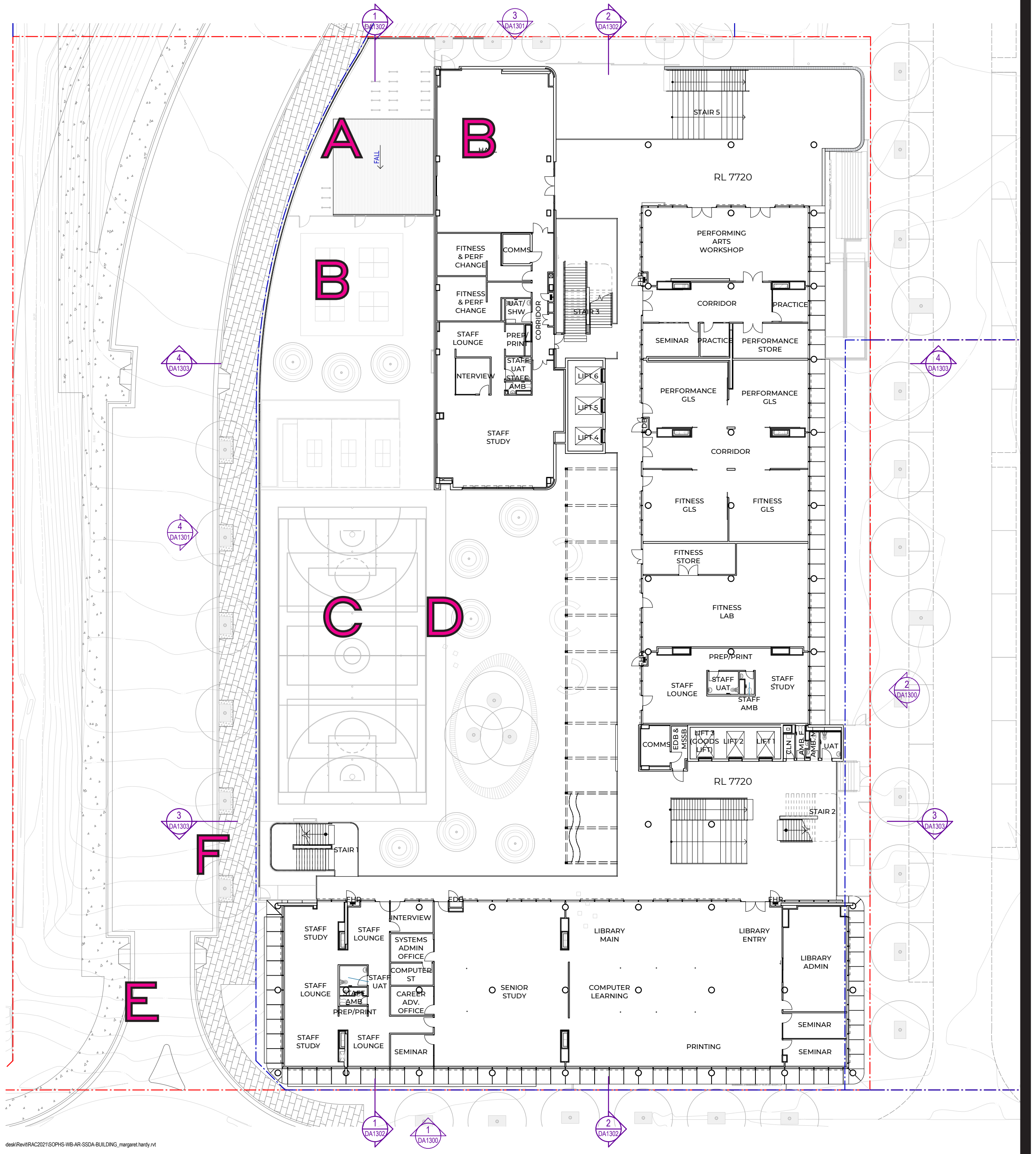
B Ground floor hall removed - relocated to Level 1

C External multi-purpose court - reduced to 1 and relocated

D Courtyard redesign, canopy omitted

E Ridge Road added

F Additional egress added to Ridge Road



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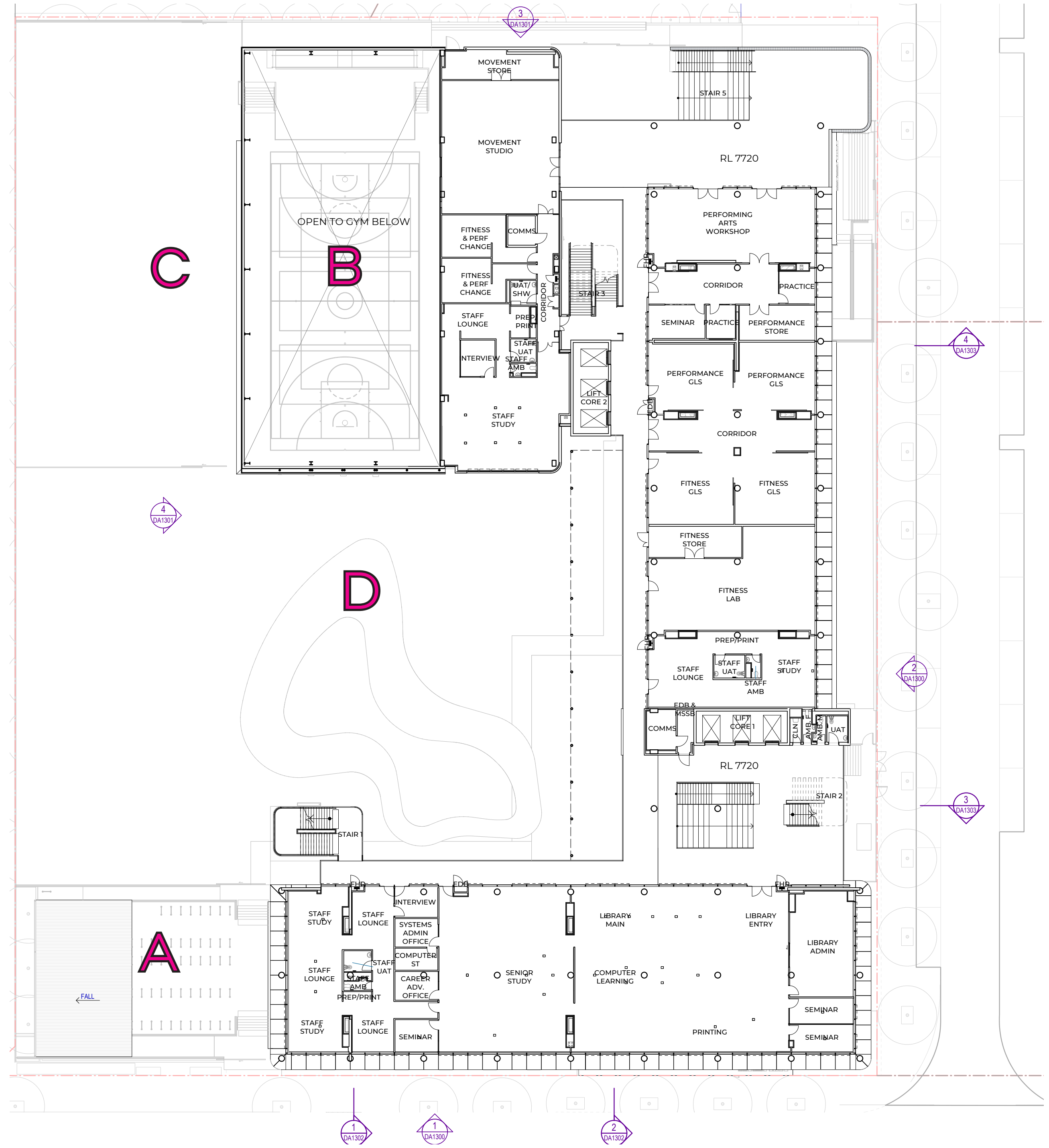


Original Design

Level 02 Floor Plan Comparison

A Bike parking relocated

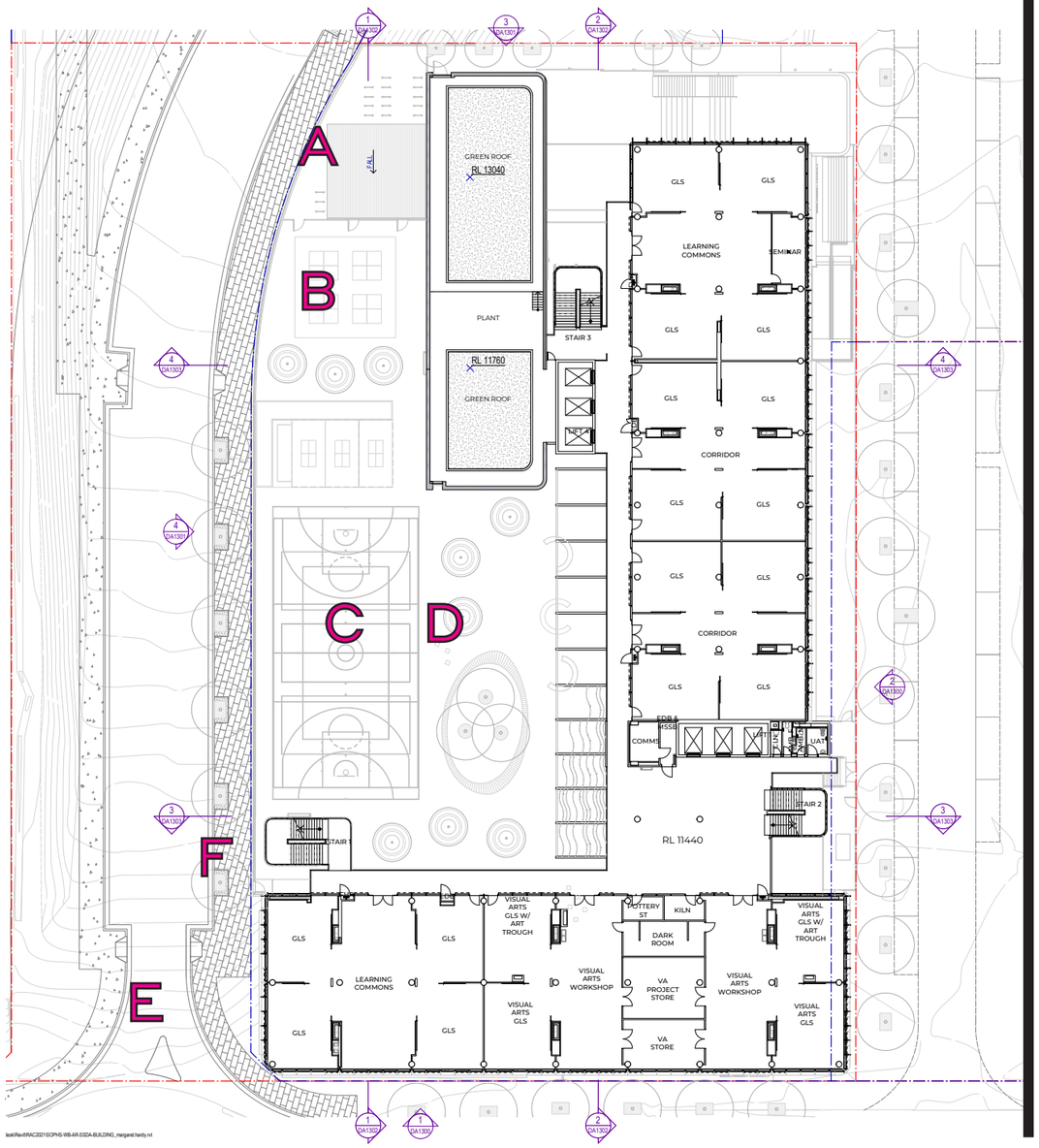
B Ground floor hall removed - relocated to Level 1

C External multi-purpose court - reduced to 1 and relocated

D Courtyard redesign, canopy omitted

E Ridge Road added

F Additional egress added to Ridge Road



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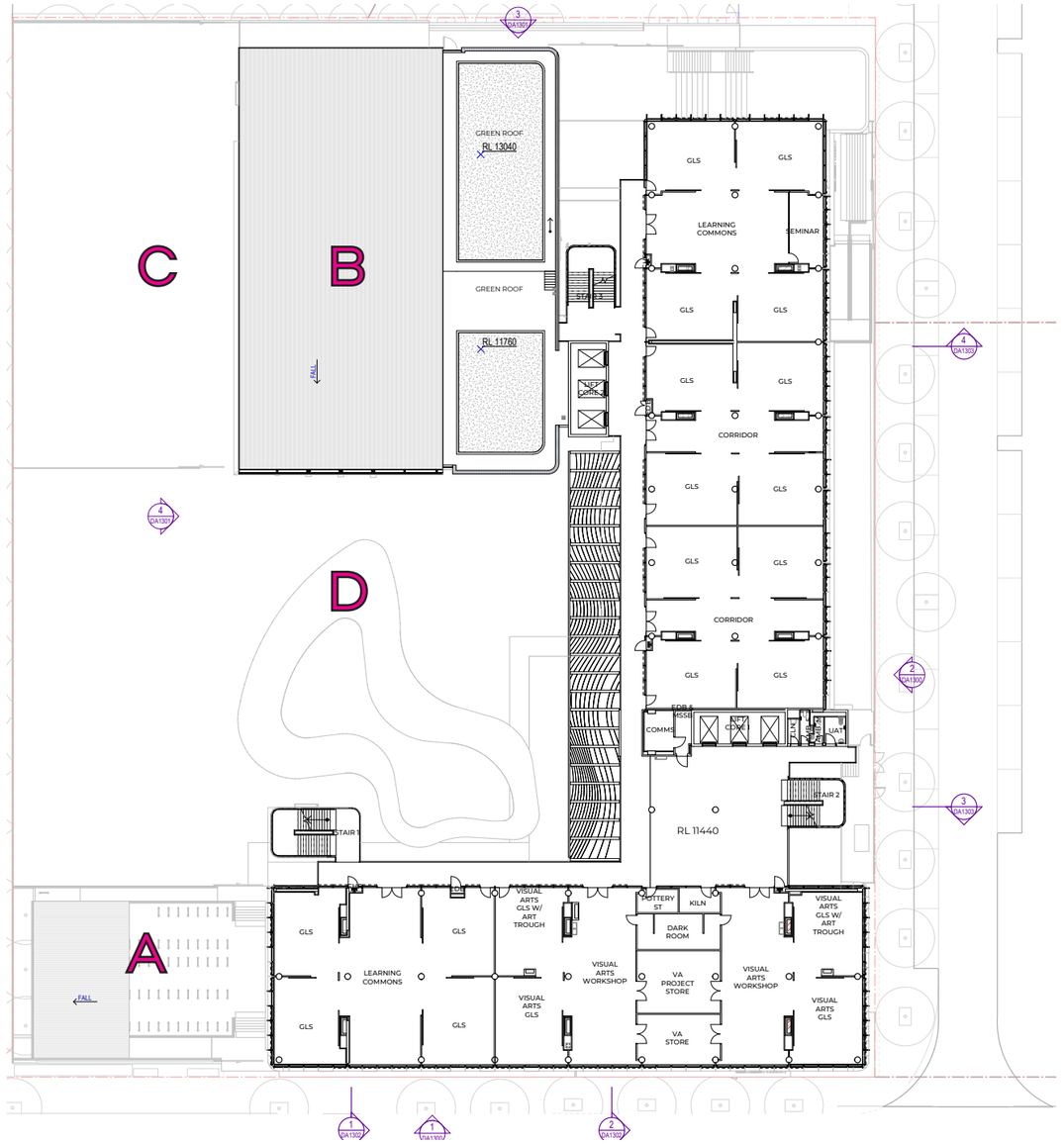


Original Design

Level 03 Floor Plan Comparison

A Bike parking relocated

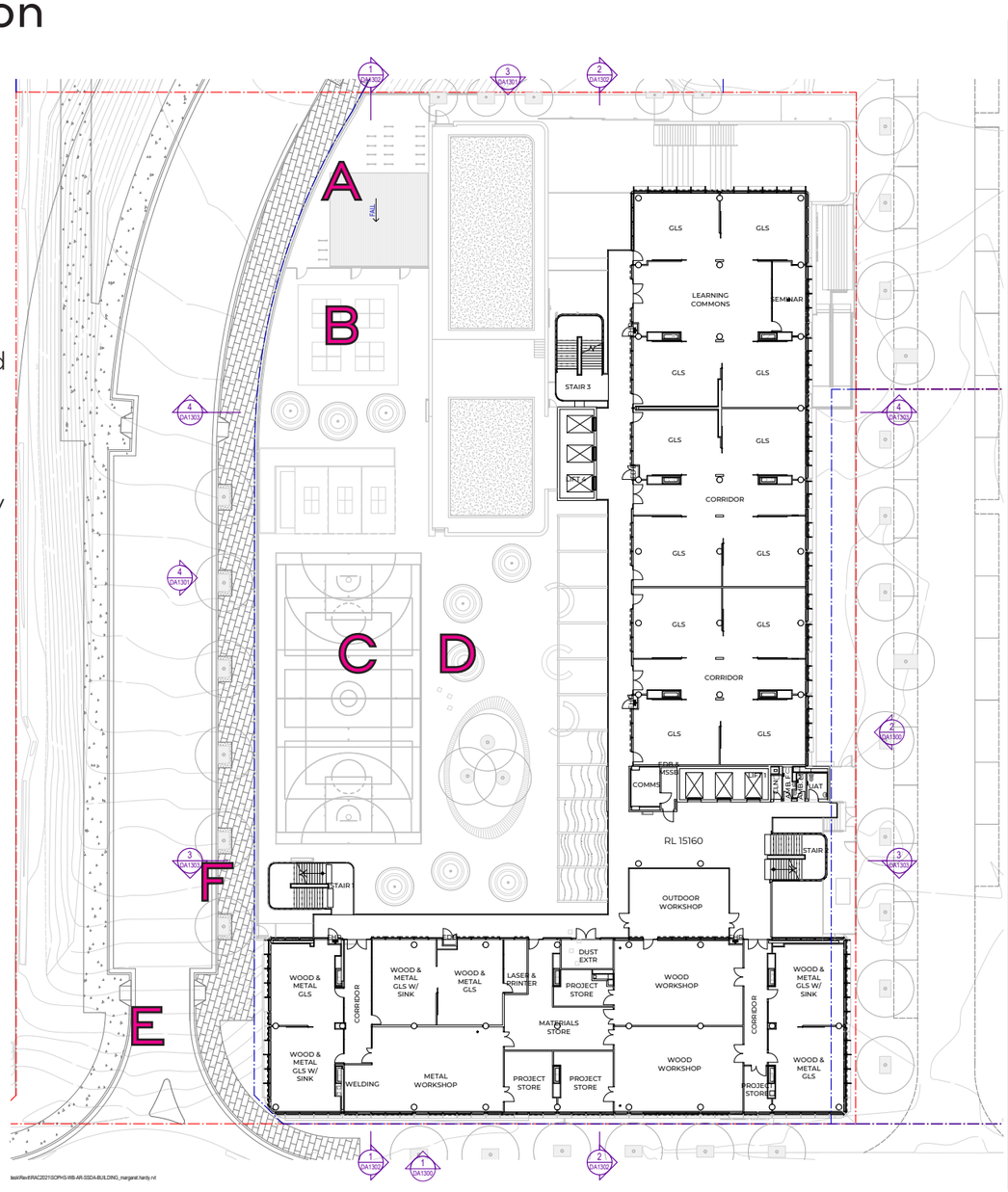
B Ground floor hall removed - relocated to Level 1

C External multi-purpose court - reduced to 1 and relocated

D Courtyard redesign, canopy omitted

E Ridge Road added

F Additional egress added to Ridge Road



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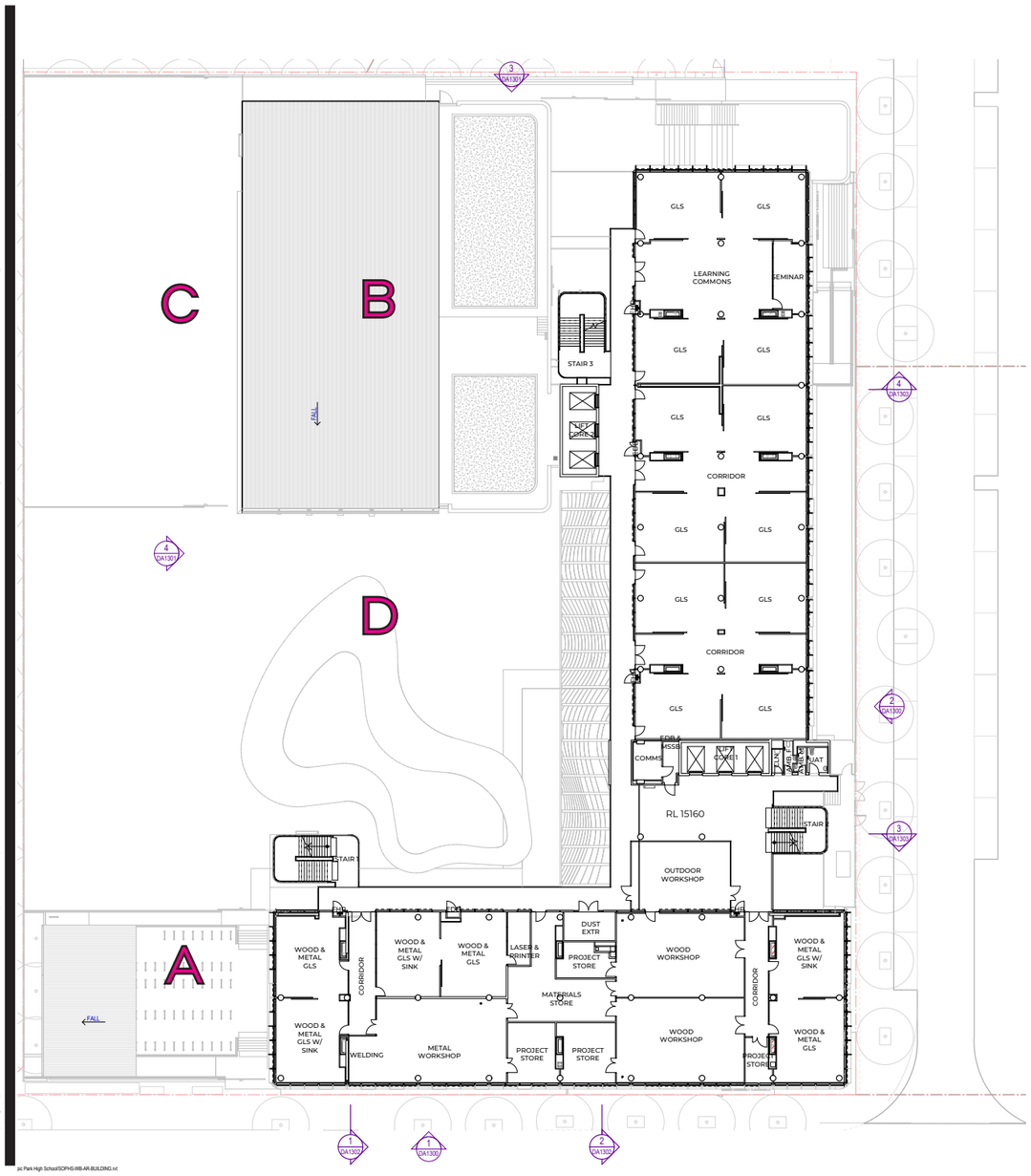


Original Design

Level 04 Floor Plan Comparison

A Bike parking relocated

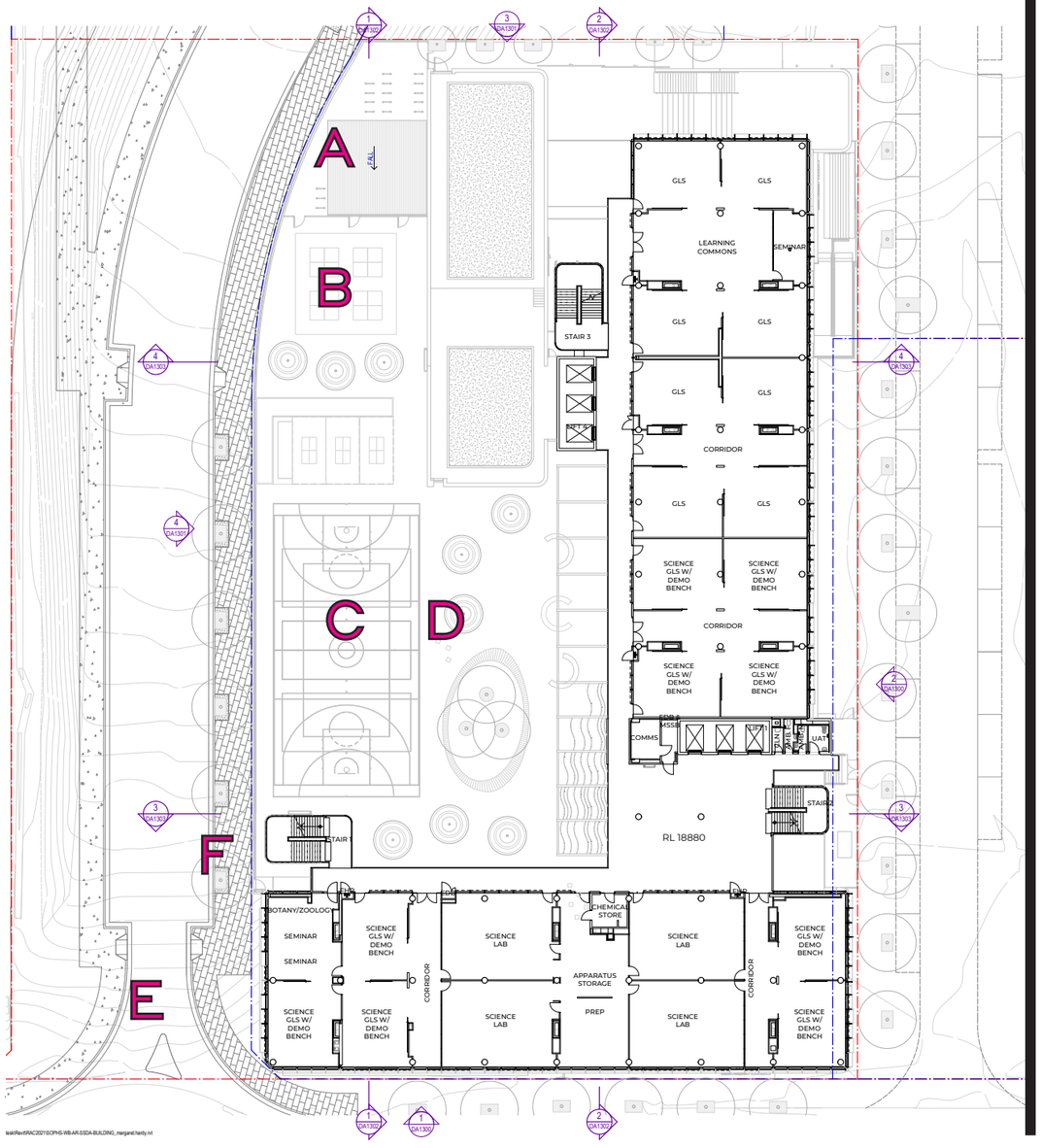
B Ground floor hall removed - relocated to Level 1

C External multi-purpose court - reduced to 1 and relocated

D Courtyard redesign, canopy omitted

E Ridge Road added

F Additional egress added to Ridge Road



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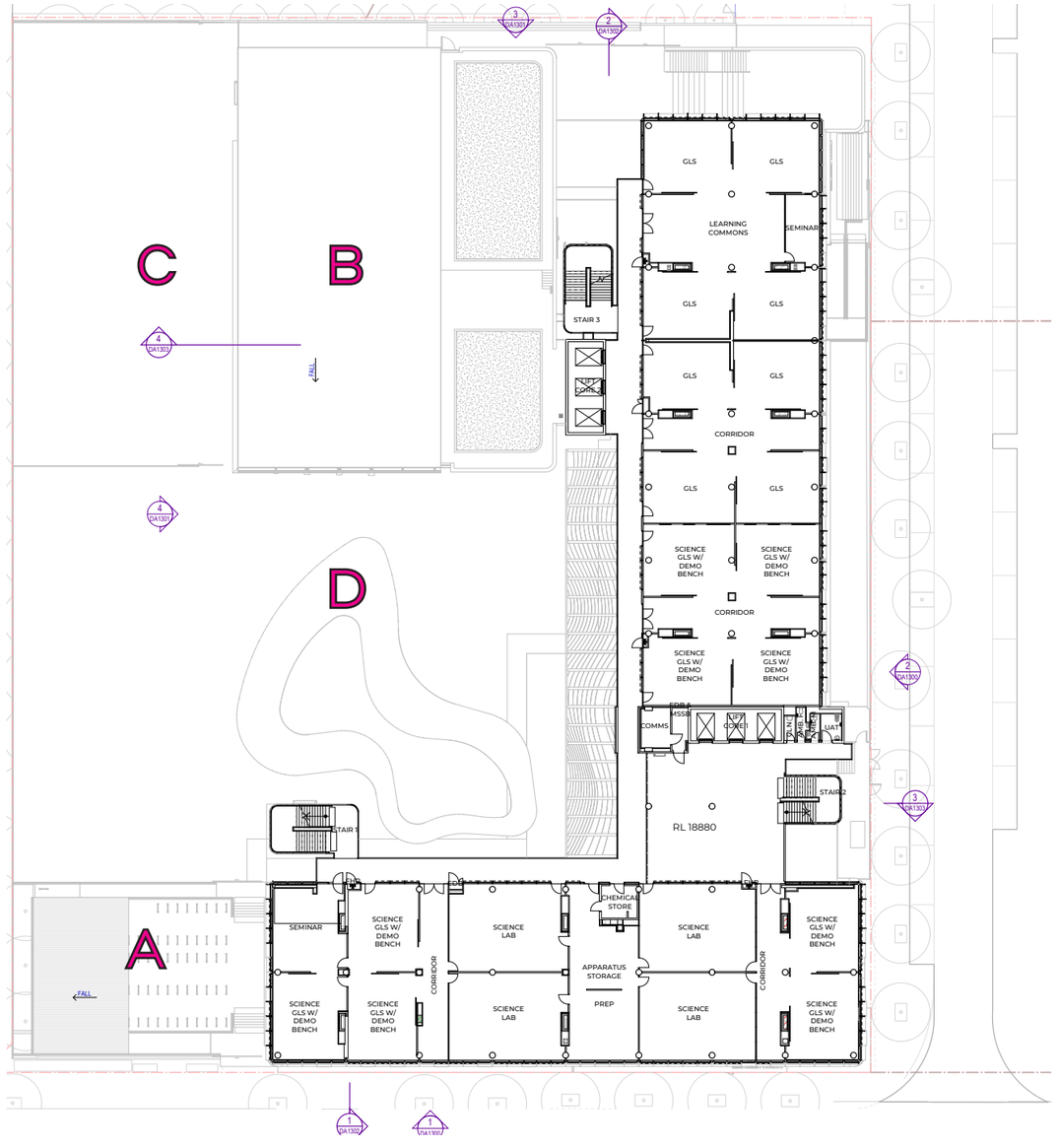


Original Design

Level 05 Floor Plan Comparison

A Bike parking relocated

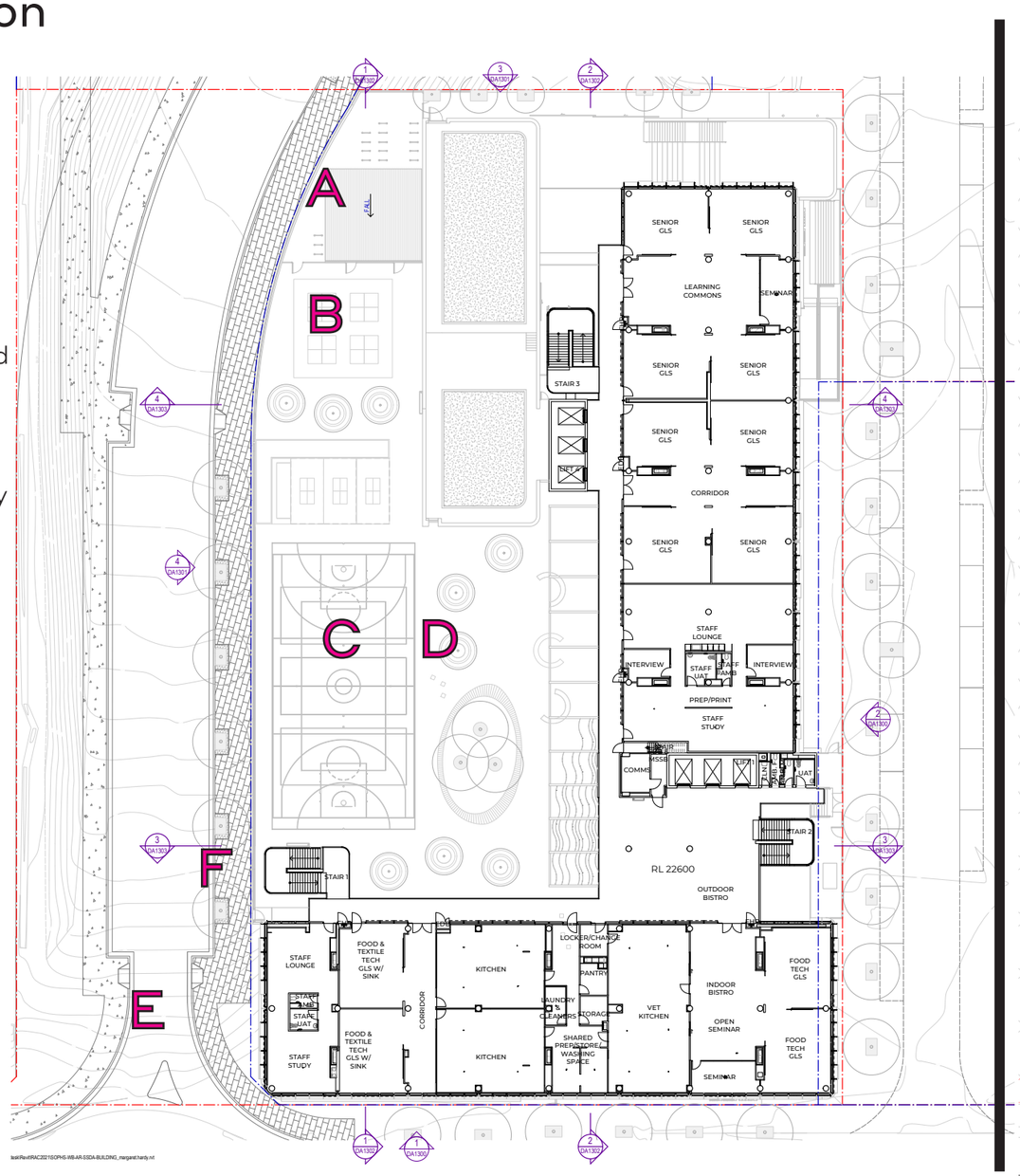
B Ground floor hall removed - relocated to Level 1

C External multi-purpose court - reduced to 1 and relocated

D Courtyard redesign, canopy omitted

E Ridge Road added

F Additional egress added to Ridge Road



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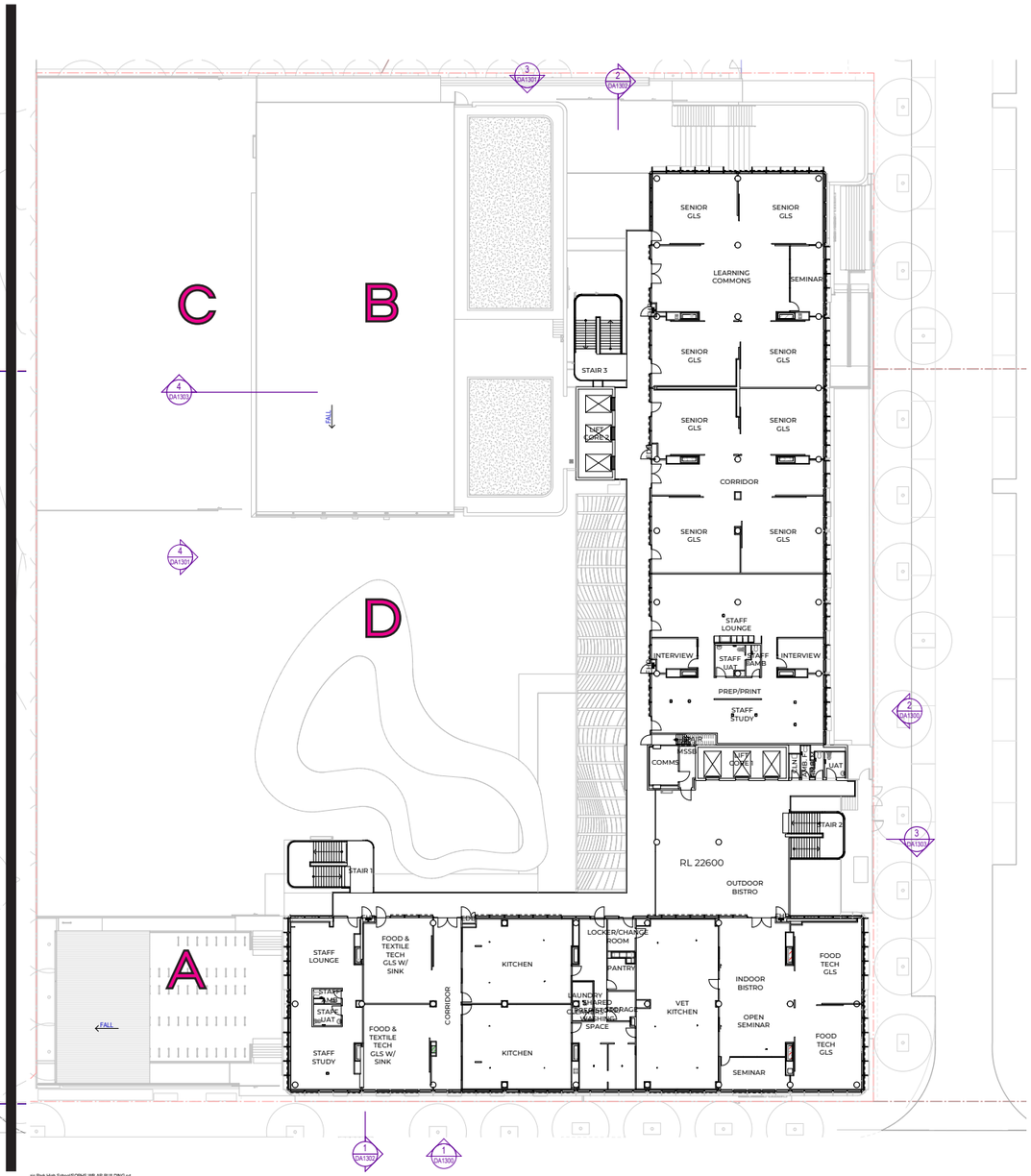


Original Design

Roof Plan Comparison

A Bike parking relocated

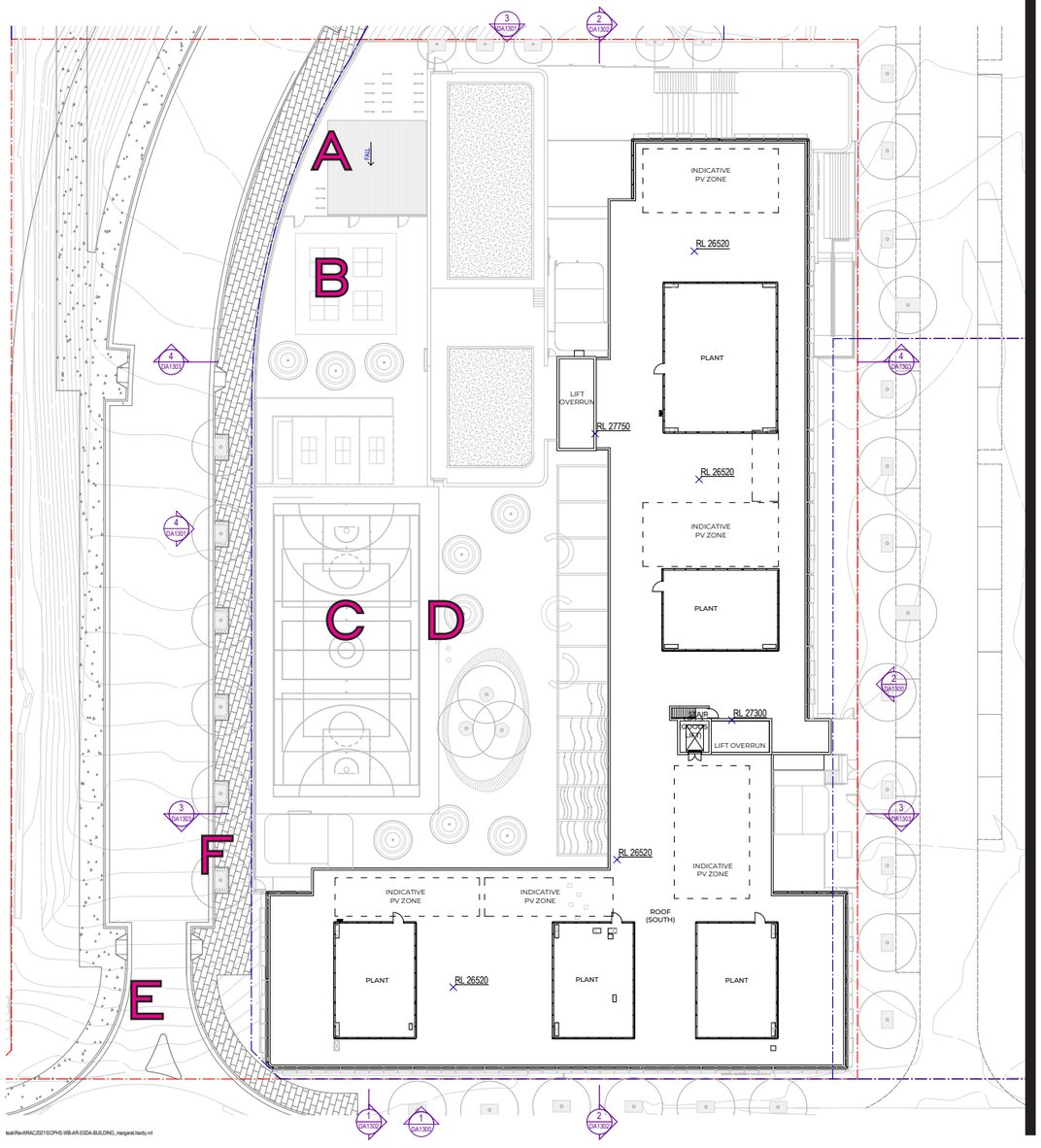
B Ground floor hall removed - relocated to Level 1

C External multi-purpose court - reduced to 1 and relocated

D Courtyard redesign, canopy omitted

E Ridge Road added

F Additional egress added to Ridge Road



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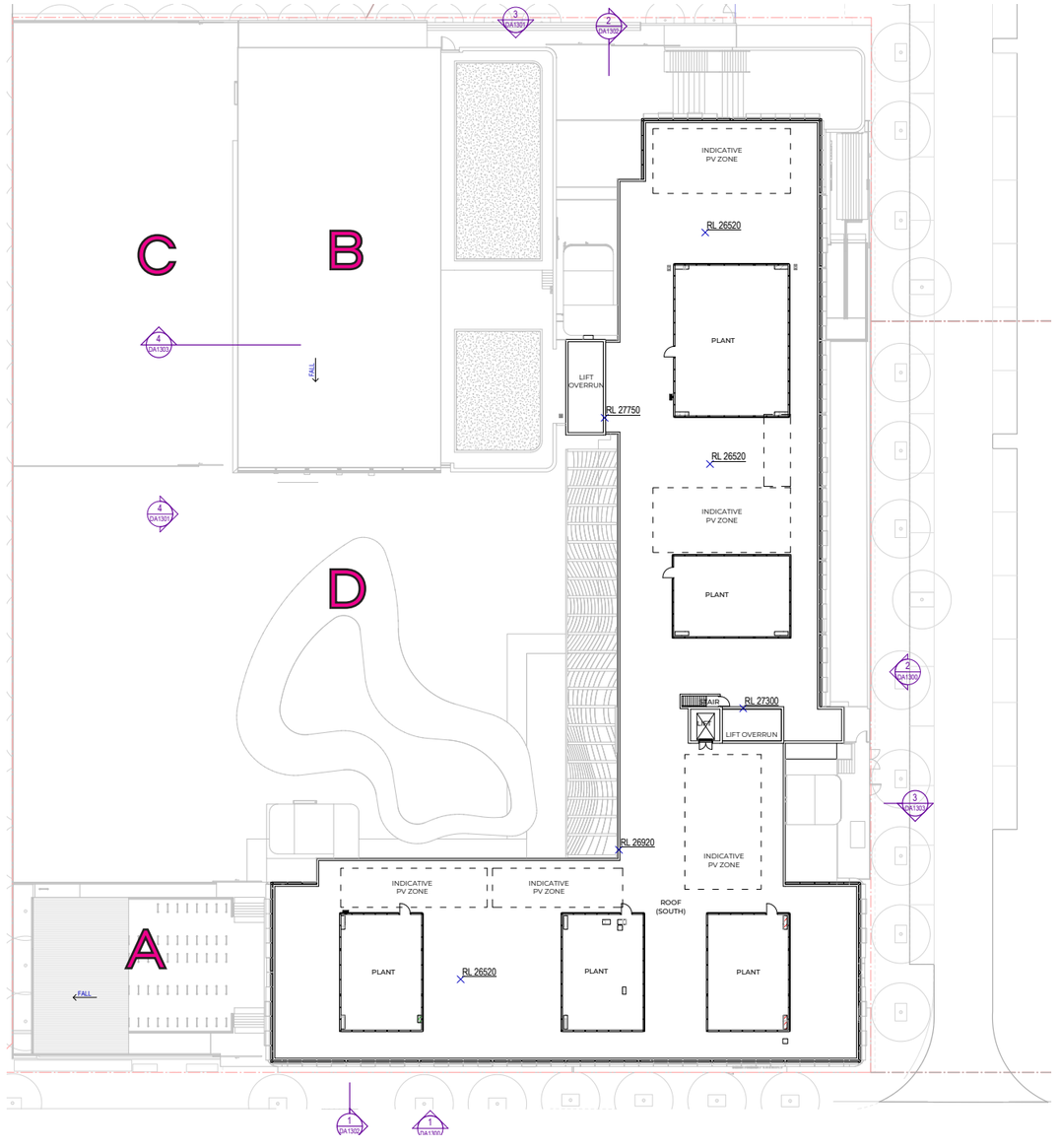

Original Design

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Appendix A

Design Response to GANSW

Amended Drawings Appendix A Note:

An extensive design response to the SDRP's comments were contained within Appendix C of the submitted Architectural Design Report.

Woods Bagot has considered the SDRP's previous comments in the design of the amended proposal and confirms that the proposal continues to respond positively to the issues raised by SDRP, noting that not all of the SDRP's comments remain relevant given the reduced scope of the design.

The amended design continues to provide for a high-quality school development with bulk and scale appropriate to the site and context; a visually appealing and functional exterior that will contribute positively to the existing and future context; and appropriate interfaces to the surrounding public domain.

The design previously considered by SDRP remains the future intended outcome for the site, while the amended design described in this addendum statement is the first and primary step in achieving that outcome.

Better Schools Design Verification Statement
Response to Education SEPP Design Quality Principles

The following statement summarises how the SEPP (Educational Establishments and Child Care Facilities) design quality principles have been applied in the proposed high school development. It adheres to the template provided in Better Placed: Design Guide for Schools (GANSW, 2018).

Sydney Olympic Park new high school

Project Overview:

Project name: Sydney Olympic Park new high school

Project address: Part 7-11 Burroway Rd, Wentworth Point, NSW, within City of Parramatta

Architect's name: Woods Bagot

Description of the project:

The proposal involves the construction of a new comprehensive high school at Wentworth Point, NSW.

01_Context, Built Form and Landscape

Located towards the northern tip of Wentworth Point, the proposed high school inhabits a site that was once mostly underwater – the shallow mudflats that lined what is now known as Parramatta River. It sits on the traditional lands of the Wann or Wangal people and was a place to visit for hunting and fishing. Following European occupation, the river was dredged to allow the passage of shipping vessels. The mudflats were reclaimed to create a flat tract of land for industrial use, leaving it significantly contaminated.

This historical narrative underpins the design of the school. As the first permanent structure to sit on this land, the proposal aspires to regenerate – both physically and spiritually – the contaminated land and provide a civic anchor for the burgeoning Wentworth Point community. A place of gathering, discussion and learning, the school will inspire connections to Country through the re-telling of old stories, and the creation of new ones.

The building comprises two 60m-long, six-storey wings, lining the southern and eastern boundaries of the site. This configuration ensures maximum solar access to play spaces and forms an internal landscaped courtyard – the heart of the school, onto which all teaching spaces open out. Given the small site area, careful attention has been paid to effectively balancing the conflicting imperatives of minimising building height and maximising play space on ground level.

The southern wing, pushed to the site boundary, establishes a confident urban presence along the key local artery of Burroway Rd. The main entry is expressed legibly in the massing as a sculpted recess. The eastern wing sets back along the narrower eastern road to create a landscaped setback and buffer. The western extents of the proposed building maintain an unobstructed viewing corridor that continues the line of Wentworth Place all the way to the River.

The architectural expression of the teaching wing derives from the flat terrain, the wide horizon, and the big sky – powerfully affective attributes of the site. The lower levels, containing the extroverted, community-inflected spaces, anchor to the ground in heavy masonry. The upper levels, containing the teaching spaces, reach up and out the sky, their subtly reflective metal cladding a canvas for the shifting sky. The two expressions are distinguished by a protective recess – the horizon line.

02_Sustainable, Efficient and Durable

The proposal espouses a multi-dimensional notion of sustainability, incorporating measures to minimise consumption and waste both now and throughout its lifespan. The long-term future of the school will hinge on its ability to become an integral piece of the local community. We believe that the building's durable materiality, its openness to potential shared use with the community, its ability to adapt over time, and its consciously civic stature will work towards this goal.

Factors such as air quality, ventilation, natural lighting, thermal comfort and acoustic performance are known to have profound impacts on teacher and student wellbeing. Creating learning environments that deliver these qualities is a core priority of the design. All teaching spaces are naturally lit yet protected from direct sunlight. To ensure high internal air quality, each teaching space has access to operable windows as part of a mixed-mode approach to ventilation.

Passive design strategies are fundamental to the school's configuration. The majority of façade oriented to the north is protected by the deep, external walkways providing shading during warmer months, while allowing passive heating in winter. Elsewhere, exposed façades are protected by integrated external shading fins. The façade design strives to provide glazing only where required for natural lighting and ventilation. Keeping glazing to a minimum is not only cost-effective but enhances the building's thermal qualities.

The materials selected for the project are intended to be robust, durable and suited to the particular challenges of a school environment. The base of the building is clad in masonry – a combination of glazed and dry-pressed bricks. Where the building sits on the site boundary, glazed brickwork up to a certain height provides a resistant, easy-to-clean external surface. External balustrades, handrails and other metal components are made from highly durable galvanised steel. Equally, the durability of internal fixtures and finishes is considered.

Materials and systems use are to be tried-and-tested, rather than experimental, to ensure reliability, and there will be an emphasis on supporting local manufacturing and production.

03_Accessible and Inclusive

Acknowledging that schools are vital pieces of social infrastructure, careful attention has been paid to the proposed high school's external appearance and interfaces with the public domain. The southern teaching wing sits confidently along the edge of Burroway Road where it is clearly visible from all approaches. The main entrance is marked by the creation of a deep recess in the brick base that gives access to the school's protected courtyard. Along the eastern road, the brick base juts out to mark a secondary entrance which may also be used by the community to access shared facilities if appropriate.

Equal access is considered throughout the building. As Burroway Road sits 1.2m below the ground floor level, ramp access is provided at the main entry and at the bike store adjacent. The eastern road slopes up to meet ground floor level along the eastern wing, allowing level access at the northern entry point. As travel between levels will be an inevitable aspect of students' daily lives in a six-storey building, four large passenger lifts are provided for those who require them. The lifts are clustered in pairs to reduce wait times, and each pair serves a different zone within the building.

Movement through the building takes place along linear external walkways – a simple, visible, legible configuration that is replicated at each level. To aid in distinguishing one level from the next, the façades along the external walkways are coloured distinctly: shades of green for ground and level 1, and graduating tones of blue from level 2 to 5. Stairs and entrances to teaching spaces are highlighted in complementary shades of orange and red.

04_Health and Safety

The proposal seeks to provide a healthy, safe learning environment for all students, promoting active lifestyles, social cohesion, privacy and security at all times. The arrangement of the two teaching wings and school hall create a protected courtyard, ensuring privacy from the tall residential towers overlooking the site, and separating the play space and walkways from pollution generated by traffic beyond.

A diversity of places to play and gather are integrated into the building and landscape. Undercroft spaces, pergolas and tree canopies will provide opportunities for shade and protection from the elements. Play space on school grounds may be supplemented by access to the playing field, subject to a joint use agreement.

Circulation within the building takes place predominantly along external walkways that line each teaching wing; four staircases and two pairs of lifts allow access between floors. All circulation spaces are configured to promote passive surveillance and easy supervision – walkways are wide and linear, and staircases are clad in transparent metal mesh. The design of toilets and change rooms similarly integrates anti-bullying measures, including preserving sight lines and avoiding dead end corridors.

The building is used as the secure line where possible, and elsewhere fencing lines the site perimeter. Though fencing is a necessary security measure, it is anticipated that the style of fencing will permit a sense of transparency and permeability and may be softened by climbing vegetation. Consideration of the school's configuration and secure line allows for multiple modes of operation. During school hours, secure access points are provided at the main entry and bike store which may be closely monitored by the administration offices adjoining them. Facilities that may be used be the community, or in conjunction with the playing field (such as the hall, change rooms, canteen, toilets and studios) are clustered so as to contain out-of-hours access.

05_Amenity

The proposed high school strives to create a variety of flexible, engaging learning environments that instil a sense of place. To celebrate the school's unique proximity to the Parramatta Rive, internal teachings spaces offer generous views out, and the ground level play space provides strong visual connections to the playing field and beyond.

The landscape design by Urbis integrates generous planting, mature trees, sculpted hummocks, seating and various other features to producing spaces that invite a range of formal and informal uses. The landscape is inherently didactic, reproducing local ecologies and featuring Indigenous plant species and production gardens. Generous, amphitheatre-like stairs adjoining the main entry and to the hall to the north promote informal learning, supplementing the more formal teaching spaces. Similarly, specialist labs and workshops are configured to open out to the open-plan fulcrum space between the two teaching wings, allowing students to work outdoors and showcase their activities to the wider school.

The school design maintains and enhances amenity to the public domain. The placement of the southern teaching wing and hall preserves a viewing corridor from Burroway Rd through to the river foreshore, enhancing a sense of proximity to the river and parklands. The teaching wings and hall enclose a protected courtyard, preventing noise generated within the school impacting negatively on neighbours.

06_Whole of Life, Flexible and Adaptive

The design of the proposed high school is closely informed by the SINSW initiative Modern Methods of Construction (MMC): a set of guidelines for school design and construction based on a "kit of parts" approach. The two teaching wings are based on the MMC universal planning grid (7.5 x 9m) – each wing is 60m in length, or 8 planning bays. A reinforced concrete sub-structure aligned to the planning grid permits varied and flexible arrangements of teaching spaces. Overlaid building elements, from internal partitions, fixtures and services to external façade panels, are intended to be modular.

In the future, the building will be able to adapt to changing needs – teaching spaces can be refreshed or re-configured as required. Similarly, as building components reach the ends of their lifespans, they may be simply replaced without compromising the overall structure. Should there no longer even be a need for a school in this location, the structural grid is equally suited to commercial, residential and other uses.

07_Aesthetics

The elemental articulation of the building is based on an interpretation of the site and local landscape. The six-storey teaching wings are broken into three components: a solid brick base, united with the earth, a wide horizon expressed as a sheltering recess, and a metal-clad upper portion reflecting the sky. Breaking up the building in this way creates a pleasing composition of elements that engage the building in a dialogue with its urban and natural context.

The inward- and outward-facing elevations are expressed deliberately differently. The southern and eastern façades, facing Burroway Road and the eastern road respectively, are consciously urban in presentation. Arrangements of façade panels that vary based on the needs of different teaching spaces within form a serendipitous composition – an abstraction of the clouds floating beside them – celebrating the different learning activities taking place within.

By contrast, the northern façades that are continuously animated by the movement of students along external walkways are distinctly joyful and fun. Here, the window walls are saturated in calming tones of green and blue, with circulation elements and entryways defined in complementary oranges and reds.

State Design Review Panel
Response to SDRP feedback - Session 01

Note: the SDRP comments from session 01 relate to the reference scheme by GroupGSA. The responses provided are by WB in relation to the current proposal. Although the comments were directed towards a different scheme, most are still valid

	SDRP Feedback	WB Comments
1.0	**Master planning**	
1.1	The river foreshore – provide clear north-south visual and pedestrian connections from the playing field to the foreshore's public open space and clear east-west connections to the foreshore. Provide a comprehensive landscape and ecological response that includes level transitions/equitable access, resilience for flooding and relationship to the waterline.	The playing field and its interface with the foreshore now falls outside the scope of the project.
	The building's public interfaces- optimise activation, interaction and engaging connections to community, including:	
1.2	– locate shared school or shared community uses at the ground floor within proximity to entrances	The proposal creates a cluster of community-oriented facilities in close proximity to a secondary entrance along the proposed eastern road. The hall, change rooms, canteen, toilets, as well as movement studio, performance and fitness workshops on level 01, may all be accessed from this entrance, while the rest of the school remains secure.
1.3	– balance and optimise security considerations with place qualities at the Burroway Road and COLA entrances, utilizing the building as the secure line where possible, minimizing fences and providing large access gates	The southern teaching wing is positioned on the boundary of Burroway Rd where it forms the secure line at ground level. A sculpted recess – the main entry to the school – is secured by large sliding gates. The southern wing holds the corner of Burroway Rd and the eastern road, while the eastern teaching wing sets back to form a landscaped buffer along the narrower street. The waste store to the north steps out again, forming the secure line. The hall is located along the site boundary to the playing field, flanked by sliding gates to the east and fencing to the west. This configuration allows the building to form a secure barrier where possible.
1.4	– the northern ground floor façade should provide visual connections and passive surveillance of the playing field - full height solid walls lack visual permeability and are not supported	On ground level, two wide corridors create visual and physical links between the school and the playing field; one along the viewing corridor to the west, and one between the eastern teaching wing and hall. A large terrace on level 01 overlooks the playing field, further strengthening visual connections and promoting passive surveillance. The hall is configured so that it opens out on three sides to the courtyard play space within the school, and towards the eastern road entrance. The hall's more opaque facade, behind which is located the stage and various store rooms, presents to the playing field. Given that this façade is likely to be located directly behind a football goal, it was considered sensible for it be well protected and durable.
1.5	North-south visual corridor - Minimise visual barriers and obstructions, including obstructive planting layouts, screens, minor structures, etc.	Noted. Items and planting located in this zone are consistent with maintaining a clear visual corridor.
1.6	1.8-meter-high perimeter fencing - Provide building edges in lieu of fencing as much as possible. Provide large and inviting connections between the playing field/shared community facilities and the public domain.	See response above.
2.0	**Traffic and transport**	
2.1	The project's traffic and transport strategy anticipates a reduction in congestion due to student travel principally contained within Wentworth Point combined with reduced car reliance/walkability. Provide transport and traffic modelling to support this assumption.	Refer to Traffic Consultant's report.
3.0	**Landscape and shared community facilities**	
3.1	Planting palettes -provide a palette that represents a living connection to Country, for example including species from the local salt marsh ecology. Incorporate this palette at active and passive outdoor learning spaces.	Refer to Landscape Architect's report.

	SDRP Feedback	WB Comments
3.2	Facade planting – incorporate measures for long-term viability and resilience into the façade's plant selections and general landscape design. Demonstrate the resolution of façade planting with provision of solar access and daylighting.	Façade planting is no longer included in the project scope.
3.3	Shared facilities – provide a project strategy to enable a comprehensive range of community uses that support integrated social connections. Identify shared facilities across the site and include considerations for multi-functionality, arrival, car parking, pedestrian movement and security.	As outlined above, the proposal integrates a coherent cluster of community-oriented facilities accessed by the entrance from the proposed eastern road. They can be secured from the rest of the school, containing any use out-of-hours. An undercroft space, running east-west from the eastern road entry to the hall, provides generous area for assembly and movement to and between the various facilities and amenities. The spaces included in the aforementioned cluster include: – a large hall gymnasium with associated stage and store rooms – a canteen that may double as food preparation and service during events – a bank of unisex toilets, including an accessible unit – two pairs of changing rooms – a large movement studio and two large workshops Though the design of these facilities relates directly to the EFSG It is considered that they, individually and collectively, support a wide range of potential community uses, including musical/dramatic performances, rehearsals of differently sized ensembles, sporting events (hosted in the hall and neighbouring playing field), fitness classes, public gatherings and forums, and more.
4.0	**Façade treatments and architectural expression**	
4.1	Optimise the northern facade – provide fenestration opening sizes and sunshading that better respond to the aspect's solar access and significant views.	There are two façade types within the proposal that are oriented towards the north: one that is protected by the deep external walkways, and one that is "exposed". This latter façade type – which amounts to approximately 25% of the façade area exposed to northern sun – incorporates vertical and horizontal shading fins to protect the spaces within from direct sunlight and solar gain, without compromising expansive views to the urban and riverside context beyond.

	SDRP Feedback	WB Comments
4.2	Material selection - use materials that are sympathetic to the natural landscape, to better enable a contextual fit and clear architectural expression for the buildings.	The materials that define the external expression of the proposed school buildings are drawn from an understanding of the site's urban, historical and environmental context. The brick base anchors the building to the ground, with red-browns evoking the deep earth and shimmering glossy greens picking up the hues of the natural environment. Bricks, sized to suit the human hand, help to provide a human scale to the building's public interfaces. The upper levels, clad in textured, subtly reflective anodised aluminium, serve to abstract, mirror and engage in a dialogue with the expansive sky that is characteristic of the location. Gradations of blue and green on the courtyard-facing façades further enmesh the building in its natural landscape.
4.3	Differing façades- provide a material palette and façade treatments that respond to differing solar orientations and urban conditions, including the built-form edge -south, the river - north & east and the Primary School – west.	The school buildings can be understood as double-sided, with the façades overlooking the public roads presenting distinctly from the façades oriented to the internal courtyard. The "urban" façades present an appearance of solidity at their base, creating a strong urban presence and defining the street edge. The upper levels comprise four façade panel modules arranged to reflect the activities taking place within, offering exciting glimpses to teaching spaces and creating an interesting formal composition. The inward facing façades, characterised by the presence of external walkways, are more attuned to the scale and activities of students. The window walls are coloured brightly to assist wayfinding.
5.0	**Country and ecology**	
5.1	Ecological healing and restoration – these ambitions are not evident in the concept design. Integrate ecological aspirations with a project-wide approach to connecting with Country. The following opportunities are recommended for their capacity to make manifest the attributes of Country: - plant species that support and restore local bio-diversity and ecology - the site's use and treatment of water.	Noted. Refer to Landscape Architect's report.

State Design Review Panel
Response to SDRP feedback - Session 01 (continued)

	SDRP Feedback	WB Comments
5.2	Engagement with traditional owners – Engagement with traditional owners as part of the design process should be undertaken as soon as possible to meaningfully inform an understanding of place and the project's response to Country. Avoid relying on select information from a singular Aboriginal Heritage and Culture consultant.	Noted. During the bid stage, the project team worked closely with Balarinji to learn about the place, Country and its stories, and to investigate how these understandings might inform the design process. During the ECI phase, we have consulted with the AECG whose stories, perspectives and recommendations have further informed the process and design.
6.0	**Sustainability** The following initiatives are recommended and should be clarified:	
6.1	PV cells to roofs.	There will be a large PV array situated on the roof of the eastern teaching wing, with potential to be expanded onto areas of roof elsewhere.
6.1	Green roofs – to improve the thermal properties of the building envelope and provide shared landscape amenity for adjacent buildings which look down onto the school.	The proposal incorporates a green roof to the hall.
6.2	Materials that optimise thermal properties of the building envelope and assist 'mixed mode' operation.	Noted.
6.3	Sun-shading to the western façade that balances views and daylighting with the impacts of solar heat gain.	Noted. See responses above.
6.4	Solar-gain control to the northern façade to improve passive solar design.	Noted. See responses above.
6.5	Water handling, storage and reuse - initiatives appropriate to the riverside context, including WSUD and reuse of water for landscaping and playing field irrigation.	Noted. The proposal incorporates measures for water collection, storage and reuse.

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State Design Review Panel
Response to SDRP feedback - Session 02

	SDRP Feedback	WB Comments
	Country	
1	Whole-project approach - Think of Connecting with Country as a whole of site and whole of project approach. Consider additional features that articulate narratives about Country aurally, through art, pedagogy, wayfinding, and always that come from engagement with Indigenous peoples.	The project team worked closely with Balarinji, our Indigenous Design consultant, to learn about the place, Country and its stories, and to investigate how these understandings might inform the design process. Further, a consultation with the AECG whose stories, perspectives and recommendations have further informed the process and design. Throughout this Design Statement and the Landscape Design statement, commentary is given about incorporation of gathering spaces, indigenous planting, and how the building has used tactile and natural materials that reflect the place – the sky and the horizon.
2	Planting - Expand the use of endemic Indigenous plants beyond the single First Nations productive garden to be throughout the site. This is an opportunity for the landscape to be part of the pedagogy.	Refer to Landscape Architect's report.
3	Green roof - Integrate endemic and Indigenous plants into the green roof and consider enabling monitored access to this area so that it can become part of the school.	Refer to Landscape Architect's report.
	Landscape Strategy	
4	Communal courtyard – The practicality of using movable tree planters to create spatial flexibility is questioned and the creation of a sufficiently large outdoor gathering space is recommended.	Refer to Landscape Architect's report.
5	Treecover - Provide detail on the proposed canopy cover percentage to provide comfort in relation to heat and other biophilic benefits.	Refer to Landscape Architect's report.
6	Planting palette – Provide more detail on plant selection at the next review.	Refer to Landscape Architect's report.
	Street scape & Urban Context	
7	Civic presence – The size and scale of this public building produces an expanded responsibility to produce good outcomes for its emergent urban context. There is currently insufficient detail to evaluate whether the building is fulfilling its civic promise and value to the community. Provide detailed elevations, detailed sections of the buildings' interface with the public domain, material selections and renders in context at follow up meetings.	Since the SDRP review, renderings, elevations, explanatory diagrams and sections have been added to the report for evaluation. Careful selection of tactile materials and a breaking down of scale allow the building to deal with the level changes and provide an anchoring of the building into the street scape. The scheme seeks to break the typical street edge treatment of the area which uses setbacks, and instead meets combines meeting the boundary edge with a tactile brick material, and setbacks to provide variety and relief. The edge is permeated with entrances on three sides, inviting the community to participate in the school when the security fences and gates are opened to invite it.
8	Length of block – Consider the 60m of the long north-south edge and how this may be further articulated through interfaces, circulation, entries, courtyards, façade treatment, or planting.	The school block is arranged to allow for maximum flexibility through a regular grid system, developed by the designers of this scheme, and is now a standard school planning grid. In order to achieve learning units (science, wood and metal, etc.) these units are best arranged in blocks of 8-9 to keep all the classrooms and labs together. The scale of the building is broken down by a variety of façade panel types that reflect the usage behind them, and through penetrating with the entrance on Burroway Road and the setback and secondary entrance on the eastern road. A recess at level 1 helps to break down the scale and separates the ground-anchoring brick at ground floor from the metal panelling of the upper levels.

	SDRP Feedback	WB Comments
9	Public Primary School – Recommend the inclusion of a strategy to enable long-term connections with the adjacent public school.	The amended design does not allow for a direct connection due to Ridge Road - the design previously considered by SDRP remains the future intended outcome for the site. The masterplan of the high school has been arranged to create an enclosure through a courtyard that captures both public school and high school play spaces. For the foreseeable future, these will remain separate through tree planting and a fence line between the two schools. However the opportunity to join or connect the schools can be easily achieved through the configuration provided.
10	Community space – The fence and gateway entry to the community spaces appear unwelcoming. Recommend further design development to make this visually and functionally welcoming for community members.	Security during school hours and community access after hours is a careful balance. The scheme has created openings in the eastern façade to allow access to the gym, canteen and performance spaces at level 1. It is announced by the building stepping out to the boundary giving a point of difference in comparison to the rest of the eastern façade which sets back away from the boundary. A large sliding gate will create a wide opening on school entry time and after hours. The space that is entered is an outdoor covered space servicing the canteen but also creating a wind-down and ante-space for the gym that can be serviced by the canteen. On the northern boundary, there is community access, again, through sliding gates, to allow ease of access to change room, canteen and the gym. The spaces feature amphitheatre seating adding great character and highly engaging facilities for the community to enjoy.
	Entry & Movement	
11	Undercroft entry – The current proposal for the entry undercroft is considered too low, narrow, and tight and is not supported. Explore options to optimise amenity of access, acoustics, and visual connection by making this less compressed and more generous both horizontally and vertically.	The material finish to the entrance soffit will be a perforated metal with mirror finish, in a wavy or corrugated profile. The reflective surface will help to bring natural light deep into the recess and contribute to a sense of height and depth and wonder at the interesting material. The tapered opening is directive, and creates the drama of aperture, where the entrant is greeted by the opening up of the courtyard space and the double high pergola that runs through the courtyard.
12	Pinch points - Review the space allocated to critical areas of movement on the ground plane including near the canteen and lift areas as they appear insufficient at present.	The pinch points create control points where gates are added to prevent community from entering the courtyard space. During school hours, these gates are open, leaving a 4-5m width, which is generous for ease of circulation.
	Facade Treatments & Architectural Expressions	
13	Aluminium cladding – The use of aluminium cladding, its longevity and visual appearance over time is problematic in this coastal environment and requires reconsideration. Illustrate an alternate design approach or provide evidence to back up the design intent.	Please refer to the following statement on anodising provided by the Façade Engineer, which is also integrated into the body of the report: Anodising is an electro-chemical process used to create a protective film of aluminium oxide on the surface of aluminium extrusions or sheet. As the aluminium oxide film is created from the aluminium itself, it is integral to the underlying aluminium and cannot crack, peel, flake or pit, unlike paint or powder coatings. The oxide coating is translucent, giving the aluminium an extremely durable, deep metallic lustre. The oxide layer is extremely hard and can be applied up to 25 microns in thickness, making it ideal for more severe building environments such as ocean and harbour frontages. Natural anodising enhances the base aluminium colour, while a range of other colours can be achieved through various methods, the most durable of these being integral, electrolytic and interference colouring. Anodised products have an extremely long life span and offer significant economic advantages through maintenance and operating savings. The final anodised finish is chemically stable, will not decompose and is non-toxic. Because the anodising process is a reinforcement of a naturally occurring oxide process, recycling of anodised aluminium is also more efficient and cost effective than that of paint and powder coated products and is almost "recycle-neutral" with minimal use of VOCs and heavy metals.

State Design Review Panel
Response to SDRP feedback - Session 02 (continued)

	SDRP Feedback	WB Comments
14	Courtyard façades – Ensure the interior elevations are appropriately scaled and have a softer edge in relation to human scale and material selection, incorporating the use of narrative and art to inform these spaces.	The façade along the external walkways consists of a modular window wall system, acting as a threshold between circulation and teaching spaces. At each level, this façade is brought to life by constant movement and activity of students inside and out. Generous windows (many operable) and doorways provide strong visual connections when desired, allowing classrooms and corridors to animate each other. The window wall panels – colourback glass, others perforated metal – are coloured in bold and subtle hues of graduating blues and greens. This colour scheme assists in wayfinding and constitutes a joyful expression of the building's relationships to its natural environment and to Country. Cable trays, doorways and other key elements are highlighted in complementary tones of orange, adding to a sense of both playfulness and legibility. A visualisation from the school's inner courtyard, looking east towards the eastern teaching wing, provides some clarity as to the window wall's expression.
15	Southern edges – Include sun shading considerations in the development of the southern façade, noting the need to mitigate strong and low sunlight for morning classes.	Shading elements are incorporated into all building façades except the southern façade overlooking Burroway Rd. This facade is oriented almost due south. In response to concerns of direct sunlight exposure to this façade during the late afternoon, solar analysis indicates that it does not receive any direct sunlight during school hours (i.e. to 3.30pm). In addition, the presence of tall neighbouring buildings to the west, combined with the deep reveals of the façade's section profile, combine to effectively protect and shield the façade at later times during the afternoon.

	SDRP Feedback	WB Comments
	Sustainability	
16	Green Star - The goal of 4-star Green rating is low considering the advantages of the site and association with Sydney Olympic Park. Consider implementing further sustainability strategies in line with a 6-star rating.	The project's baseline goal set by Schools Infrastructure NSW is to achieve 4-star Green Star accreditation, however it is anticipated that a higher rating will be achieved as the project progresses into detailed design phases. Despite the green star rating, the scheme incorporates passive measures as described in this report.
17	Green roofs – Consider the wider application of green roofs for the scheme, with particular focus on the increased efficacy of solar panels when combined with green roofs.	Increasing the area of green roof is constrained due to the additional costs that would be involved in construction and ongoing maintenance. The distribution of the project's budgetary resources prioritises the spaces with which students will have direct contact. The green roof on the gym block is now arranged to be accessible by students and features endemic and indigenous species as described within the Landscape report. As the green roof is restricted in size, priority has been given to the plants over solar panels. Solar panels remain on the main roof which is inaccessible by students and therefore no green roof is planned for the main roof.

Appendix B

Architectural Drawing Set

Sheet Number	Sheet Name	Current Revision	Current Revision Date
DA0000	Cover Sheet	H	22/06/07
DA1100	Site Plan Existing	E	22/05/20
DA1102	Site Plan Proposed	H	22/06/07
DA1200	Proposed Ground Plan	H	22/06/07
DA1201	Proposed Plan Level 1	E	22/05/20
DA1202	Proposed Plan Level 2	F	22/05/20
DA1203	Proposed Plan Level 3	F	22/05/20
DA1204	Proposed Plan Level 4	F	22/05/20
DA1205	Proposed Plan Level 5	G	22/05/20
DA1206	Proposed Plan Roof	F	22/05/20
DA1300	Proposed Elevations	J	22/05/20
DA1301	Proposed Elevations	H	22/05/20
DA1302	Proposed Sections	F	22/05/20
DA1303	Proposed Sections	E	22/05/20
DA1500	Area Plans - GFA	E	22/05/20
DA1900	Shadow Diagrams	E	22/05/20

Recent revision history

#	Status	Description	Date
A		SSDA Draft Issue	21/08/16
B		SSDA Submission	21/09/15
C		SSDA Submission Updates	21/09/17
D		SSDA RIS	21/12/03
E		SSDA Drawing List Update	22/04/08
F		SSDA RIS Resubmission	22/05/20
G		SSDA RIS Resubmission	22/06/02
H		SSDA Amendment Update	22/06/07

Notes

Contractor must verify all dimensions on site before commencing work or preparing shop drawings.

Do not scale drawings.

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
roberts co

Issuer
W–B™
WOODS BAGOT

Project number
121566

Size check
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Checker

Approved
Approver

Sheet size
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Scale

Sheet title
SSDA
Cover Sheet

Sheet number
SOPHS-WB-AR-DA0000

Revision
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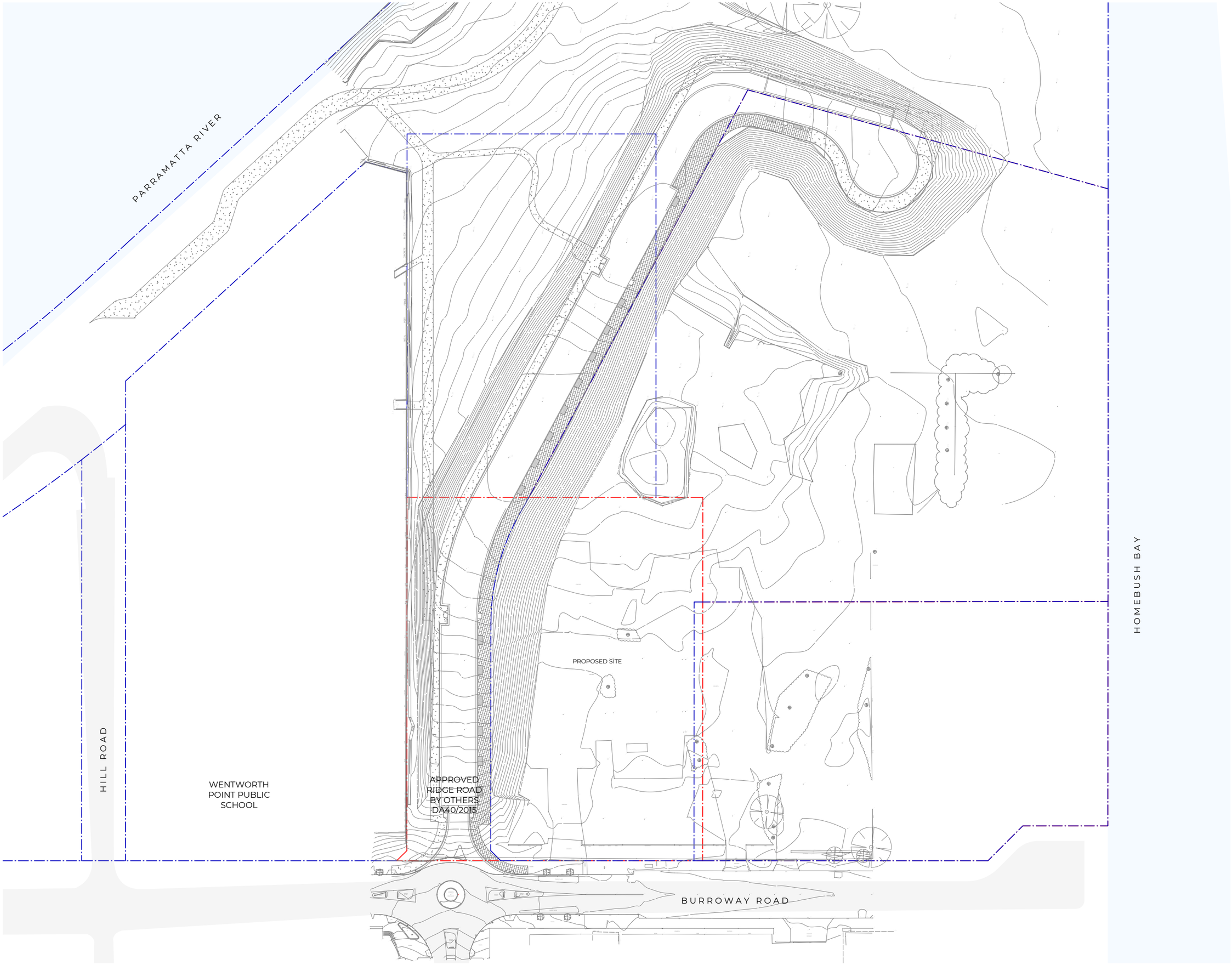
Status
SSDA



Recent revision history

#	Status	Description	Date
A		SSDA Draft Issue	21/08/16
B		SSDA Submission	21/09/15
C		SSDA RIS	21/12/03
D		SSDA RIS	21/12/21
E		SSDA RIS Resubmission	22/05/20

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Project number
121566

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Sheet title
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Site Plan Existing

Sheet number
SOPHS-WB-AR-DA1100

Revision
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Status
SSDA

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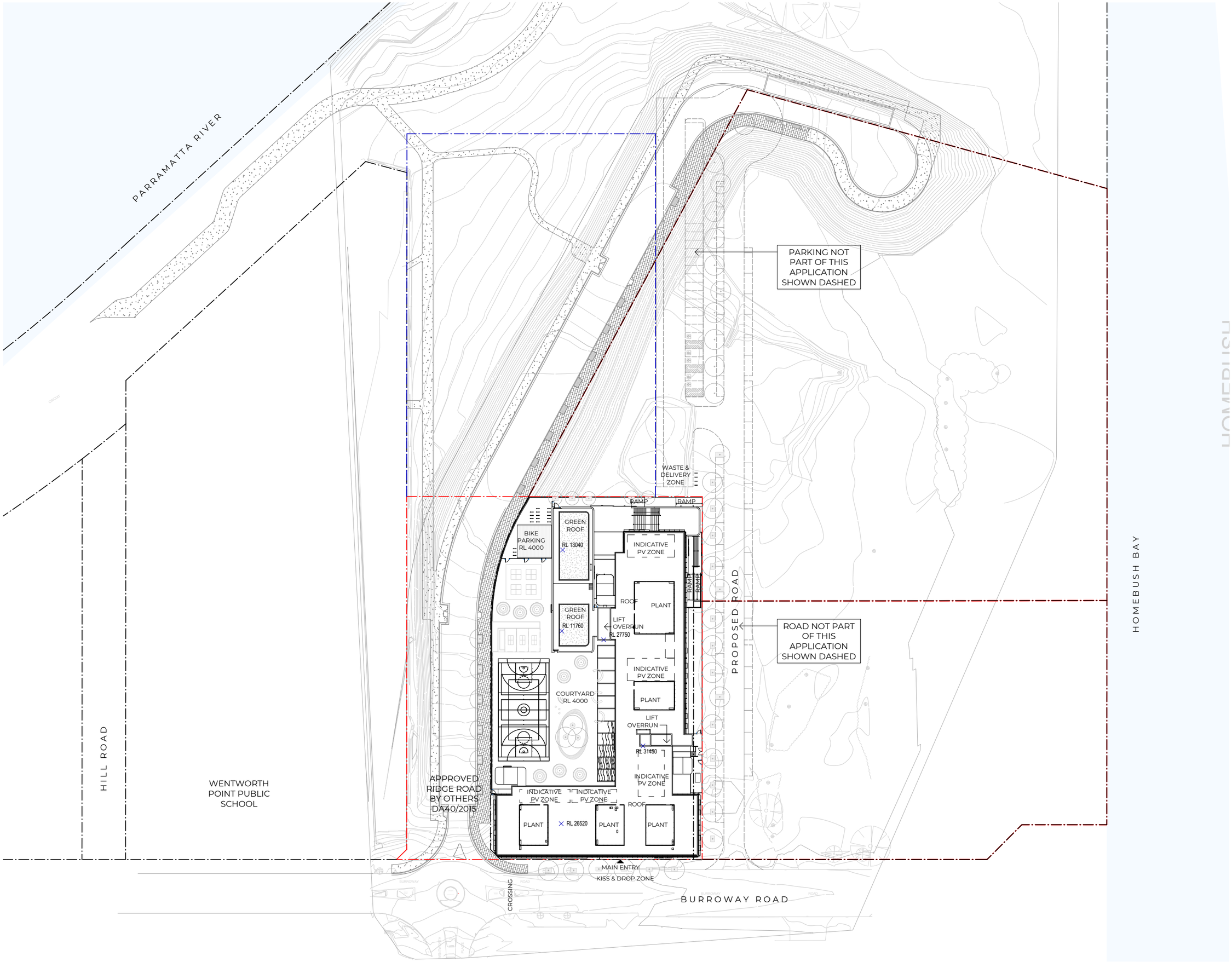

Recent revision history

#	Status	Description	Date
A		SSDA Draft Issue	21/08/16
B		SSDA Updates	21/08/27
C		SSDA Updates	21/09/02
D		SSDA Submission	21/09/15
E		SSDA RIS	21/12/03
F		SSDA RIS	22/02/24
G		SSDA RIS Resubmission	22/05/20
H		SSDA Amendment Update	22/06/07

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Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
roberts co

Issuer
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WOODS BAGOT

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Sheet title
SSDA
Site Plan Proposed

Sheet number
SOPHS-WB-AR-DA1102

Revision
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Status
SSDA

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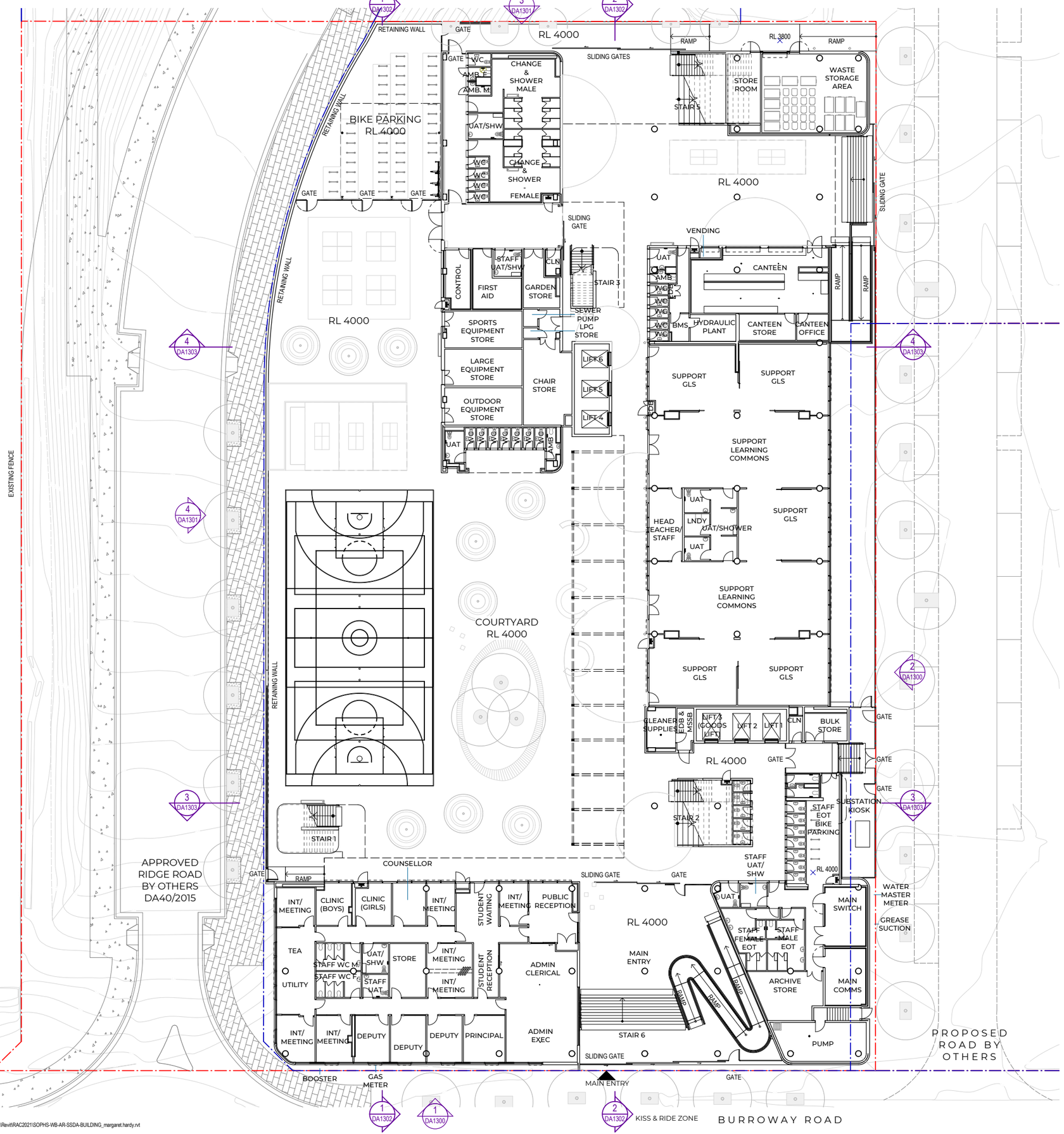

Recent revision history

#	Status	Description	Date
A		SSDA Draft Issue	21/08/16
B		SSDA Updates	21/08/27
C		SSDA Submission	21/09/15
D		SSDA RIS	21/12/03
E		SSDA RIS	22/02/24
F		SSDA RIS Resubmission	22/05/20
G		SSDA RIS Resubmission	22/06/02
H		SSDA Amendment Update	22/06/07

Notes

Contractor must verify all dimensions on site before commencing work or preparing shop drawings.

Do not scale drawings.

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
roberts co

Issuer
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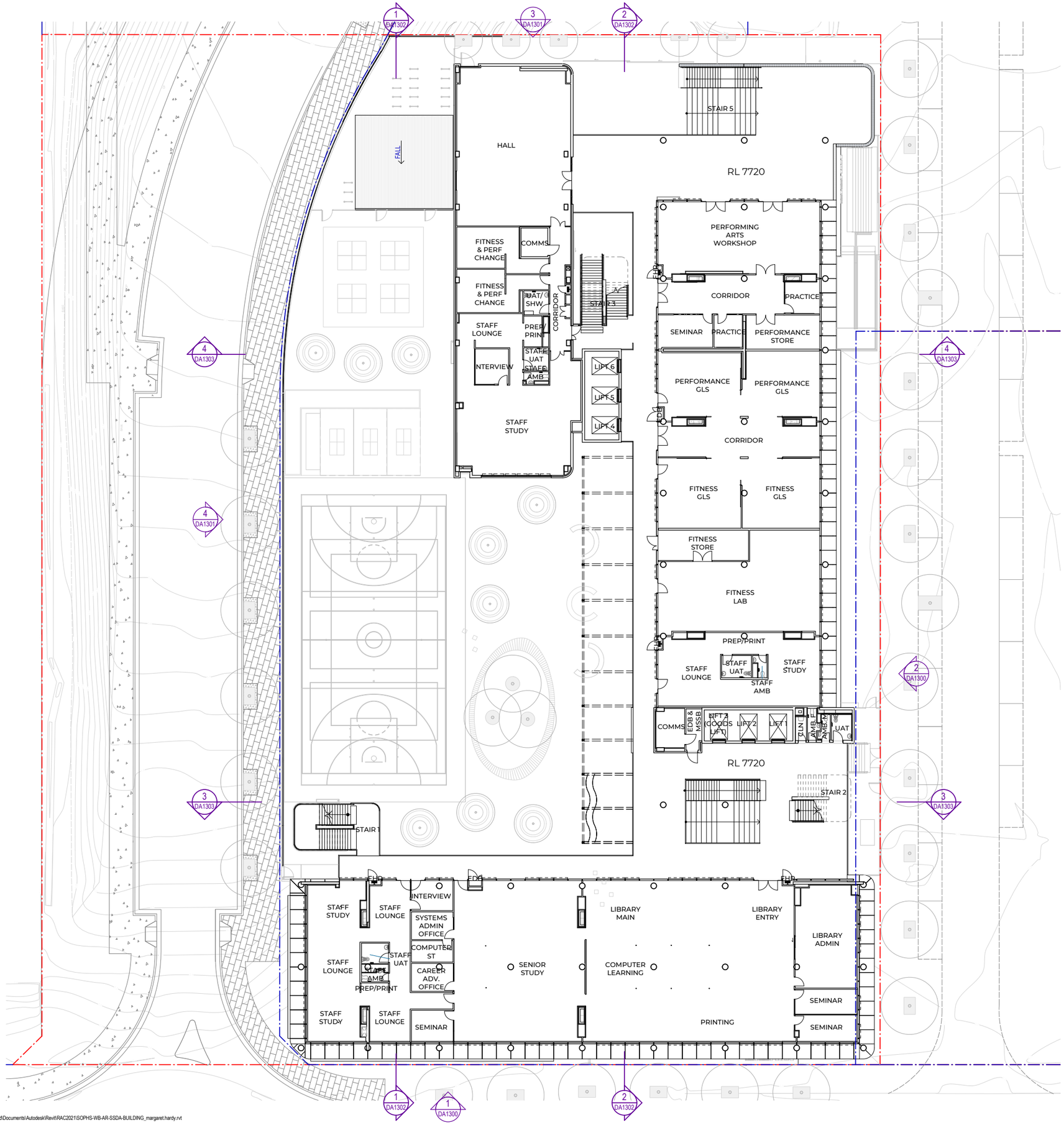
WOODS BAGOT

Project number 121566
Size check 25mm
Checked MH
Approved CS
Sheet size A1
Scale 1 : 200

Sheet title
SSDA
Proposed Ground Plan

Sheet number **SOPHS-WB-AR-DA1200**
Revision H
Status SSDA



Recent revision history

#	Status	Description	Date
A		SSDA Draft Issue	21/08/16
B		SSDA Submission	21/09/15
C		SSDA RIS	21/12/03
D		SSDA RIS	22/02/24
E		SSDA RIS Resubmission	22/05/20

Notes

Contractor must verify all dimensions on site before commencing work or preparing shop drawings.

Do not scale drawings.

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
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Issuer
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Project number
121566

Size check
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MH

Approved
CS

Sheet size
A1

Scale
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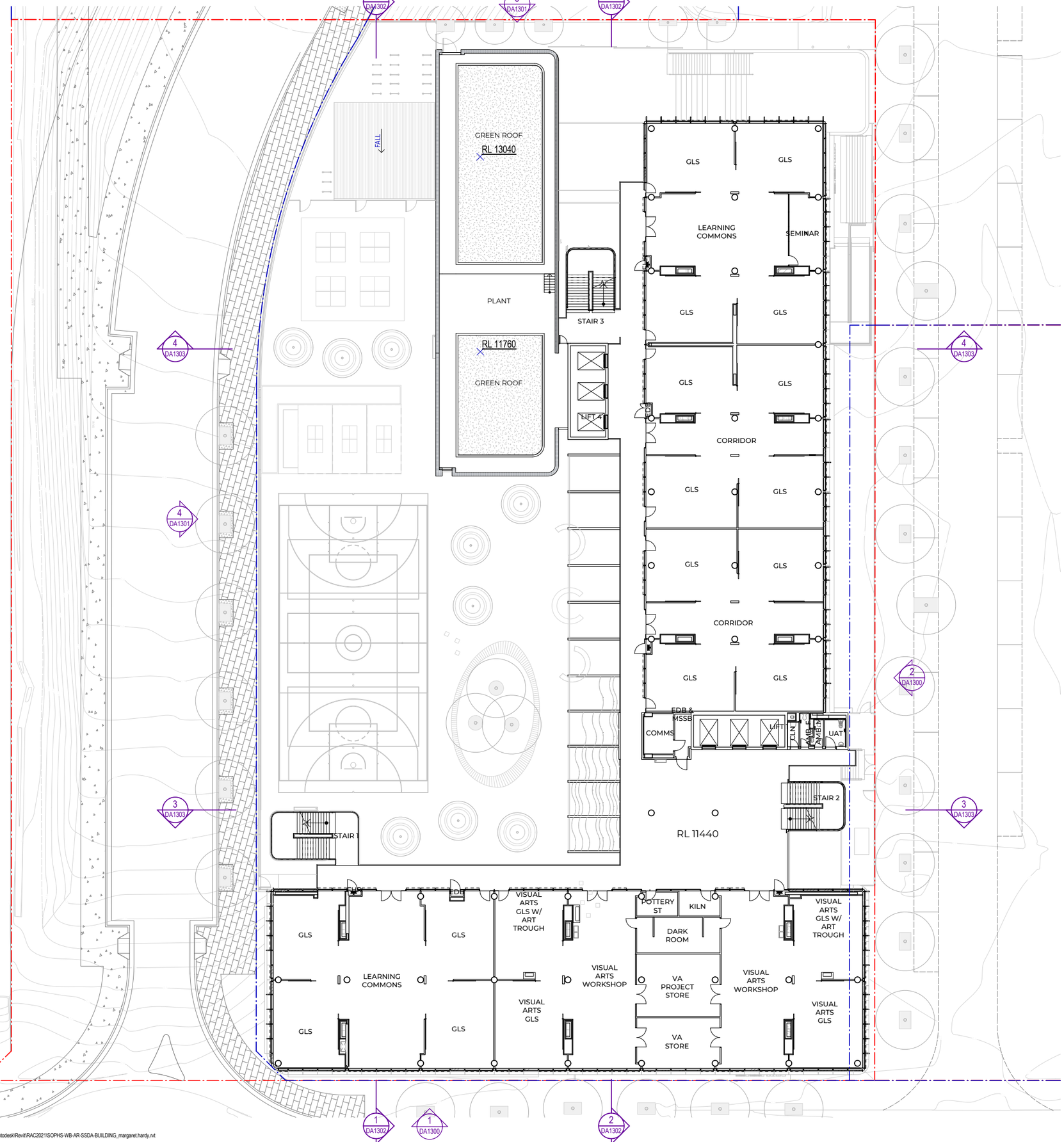
Sheet title
SSDA
Proposed Plan Level 1

Sheet number
SOPHS-WB-AR-DA1201

Revision
E

Status
SSDA



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Recent revision history

#	Status	Description	Date
A		SSDA Draft Issue	21/08/16
B		SSDA Draft Issue Updates	21/08/18
C		SSDA Submission	21/09/15
D		SSDA RIS	21/12/03
E		SSDA RIS	22/02/24
F		SSDA RIS Resubmission	22/05/20

Notes

Contractor must verify all dimensions on site before commencing work or preparing shop drawings.

Do not scale drawings.

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

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Project number
121566

Size check
25mm

Checked
MH

Approved
CS

Sheet size
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Scale
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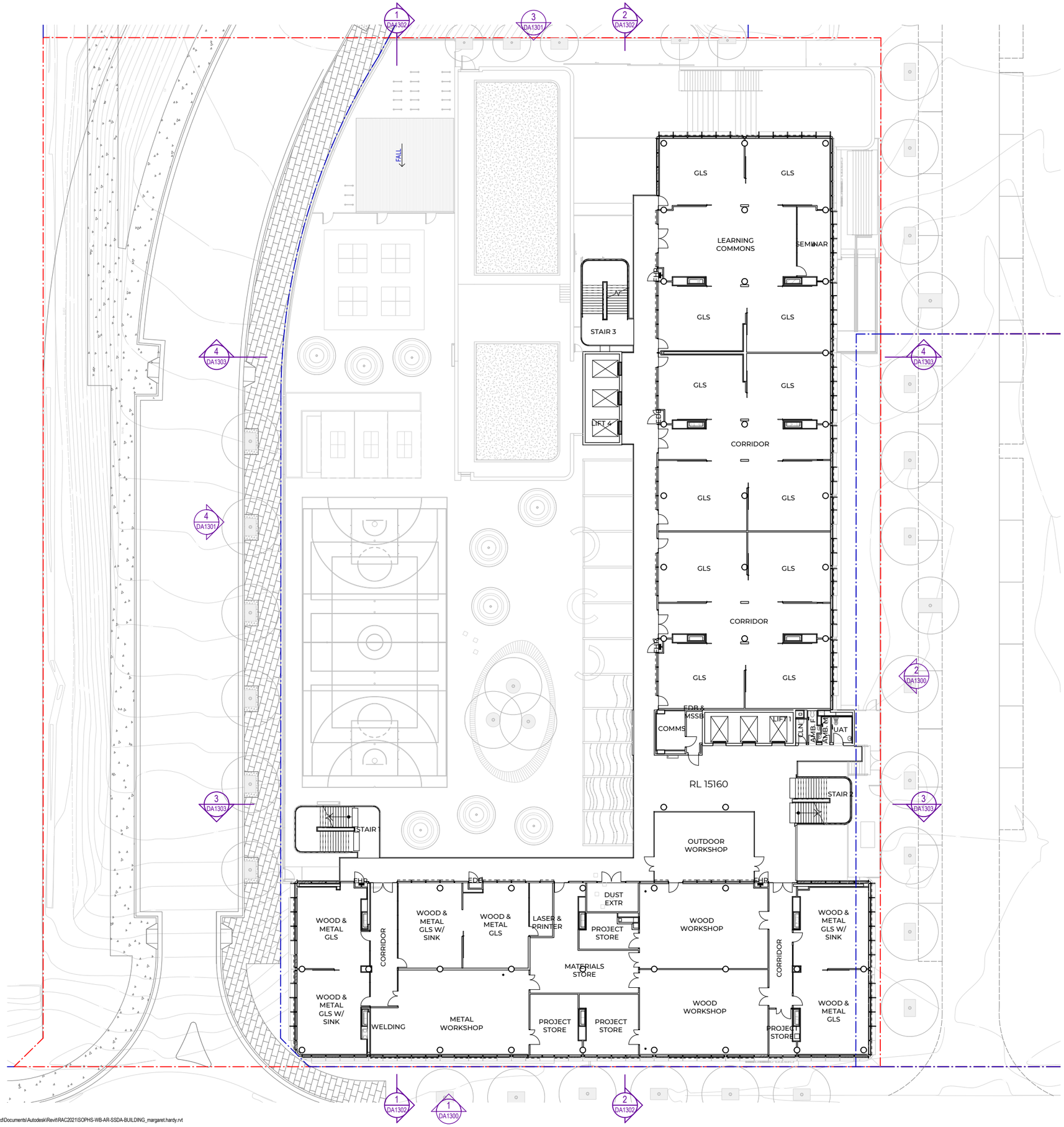
Sheet title
SSDA
Proposed Plan Level 2

Sheet number
SOPHS-WB-AR-DA1202

Revision
F

Status
SSDA



Recent revision history

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A		SSDA Draft Issue	21/08/16
B		SSDA Draft Issue Updates	21/08/18
C		SSDA Submission	21/09/15
D		SSDA RIS	21/12/03
E		SSDA RIS	22/02/24
F		SSDA RIS Resubmission	22/05/20

Notes

Contractor must verify all dimensions on site before commencing work or preparing shop drawings.

Do not scale drawings.

Project
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Project number
121566

Size check
25mm

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MH

Approved
CS

Sheet size
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Scale
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Sheet title
SSDA
Proposed Plan Level 3

Sheet number
SOPHS-WB-AR-DA1203

Revision
F

Status
SSDA

Recent revision history

#	Status	Description	Date
A		SSDA Draft Issue	21/08/16
B		SSDA Draft Issue Updates	21/08/18
C		SSDA Submission	21/09/15
D		SSDA RIS	21/12/03
E		SSDA RIS	22/02/24
F		SSDA RIS Resubmission	22/05/20

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

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Project number
121566

Size check
25mm

Checked
MH

Approved
CS

Sheet size
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Sheet title
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Proposed Plan Level 4

Sheet number
SOPHS-WB-AR-DA1204

Revision
F

Status
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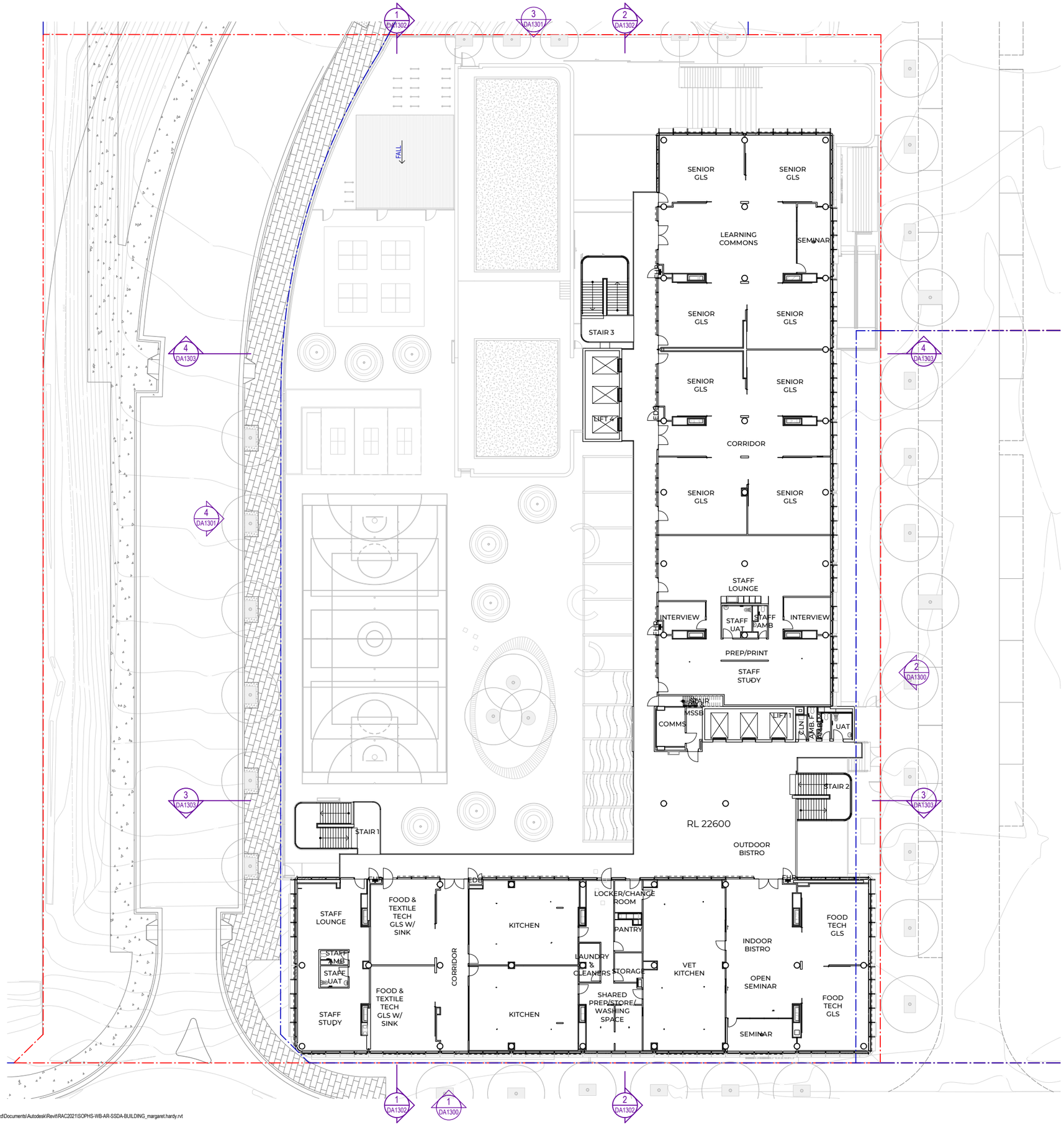

Recent revision history

#	Status	Description	Date
A		SSDA Draft Issue	21/08/16
B		SSDA Draft Issue Updates	21/08/18
C		SSDA Submission	21/09/15
D		SSDA RIS	21/12/03
E		SSDA RIS	21/12/21
F		SSDA RIS	22/02/24
G		SSDA RIS Resubmission	22/05/20

Notes

Contractor must verify all dimensions on site before commencing work or preparing shop drawings.

Do not scale drawings.

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

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Project number
121566

Size check
25mm

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MH

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CS

Sheet size
A1

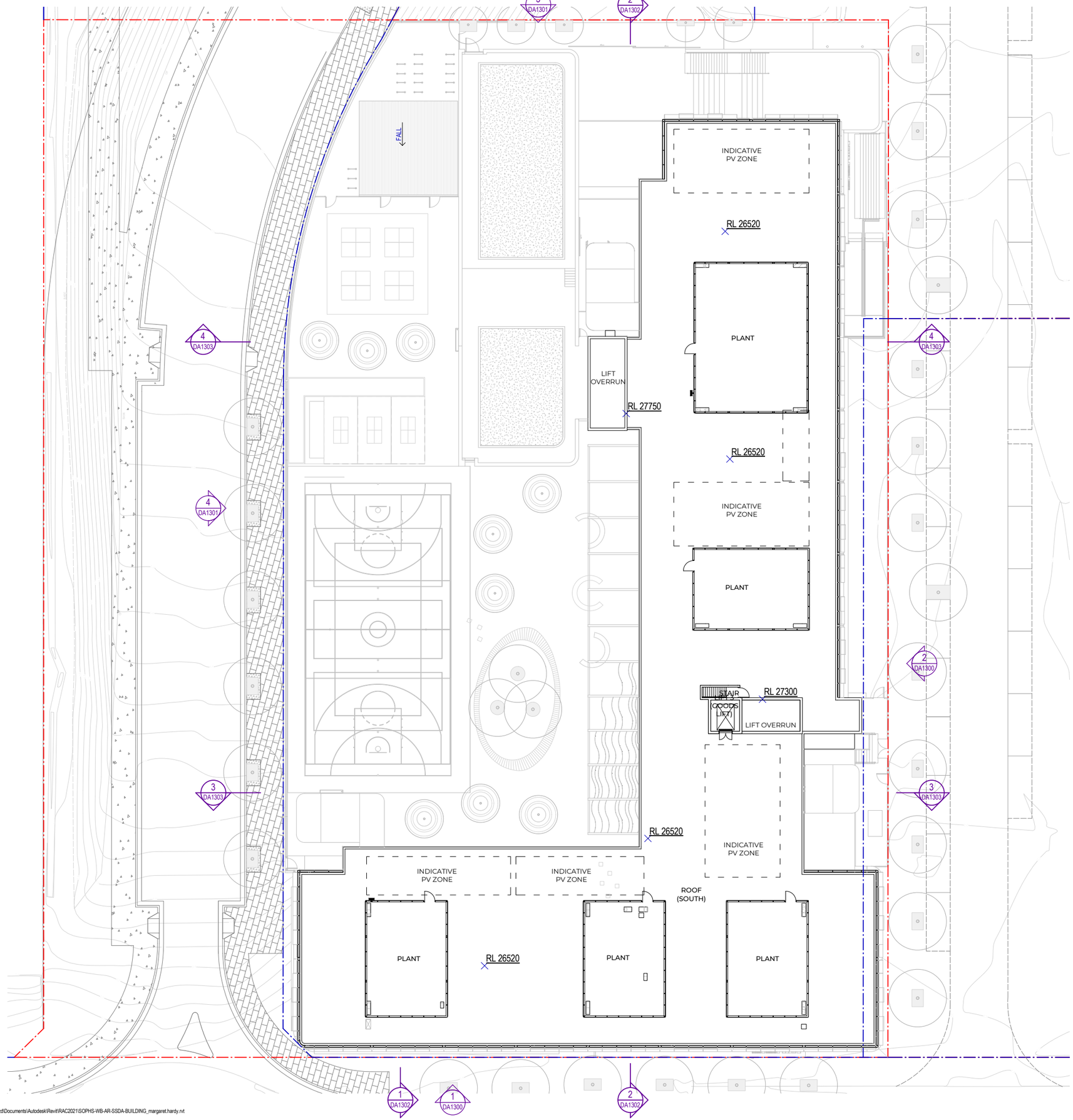
Scale
1 : 200

Sheet title
SSDA
Proposed Plan Level 5

Sheet number
SOPHS-WB-AR-DA1205

Revision
G

Status
SSDA



Recent revision history

#	Status	Description	Date
A		SSDA Draft Issue	21/08/16
B		SSDA Draft Issue Updates	21/08/18
C		SSDA Submission	21/09/15
D		SSDA RtS	21/12/03
E		SSDA RtS	22/02/24
F		SSDA RtS Resubmission	22/05/20

Notes

Contractor must verify all dimensions on site before commencing work or preparing shop drawings.

Do not scale drawings.

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

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Issuer
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WOODS BAGOT

Project number
121566

Size check
25mm

Checked
MH

Approved
CS

Sheet size
A1

Scale
1 : 200

Sheet title
SSDA
Proposed Plan Roof

Sheet number
SOPHS-WB-AR-DA1206

Revision
F

Status
SSDA

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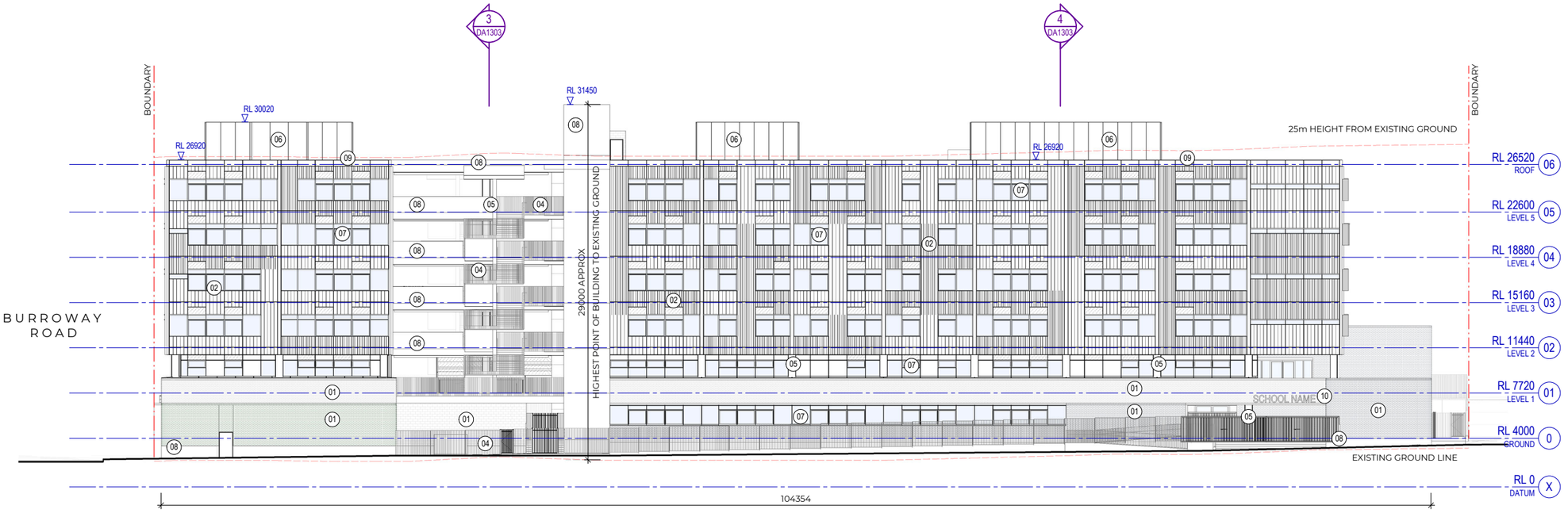

2 PROPOSED ELEVATION 2
SCALE 1 : 200

Recent revision history

#	Status	Description	Date
A		SSDA Draft Issue	21/08/16
B		SSDA Draft Issue Updates	21/08/24
C		SSDA Updates	21/08/27
D		SSDA Updates	21/09/02
E		SSDA Submission	21/09/15
F		SSDA Submission Updates	21/09/16
G		SSDA RIS	21/12/03
H		SSDA RIS	22/02/24
J		SSDA RIS Resubmission	22/05/20

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
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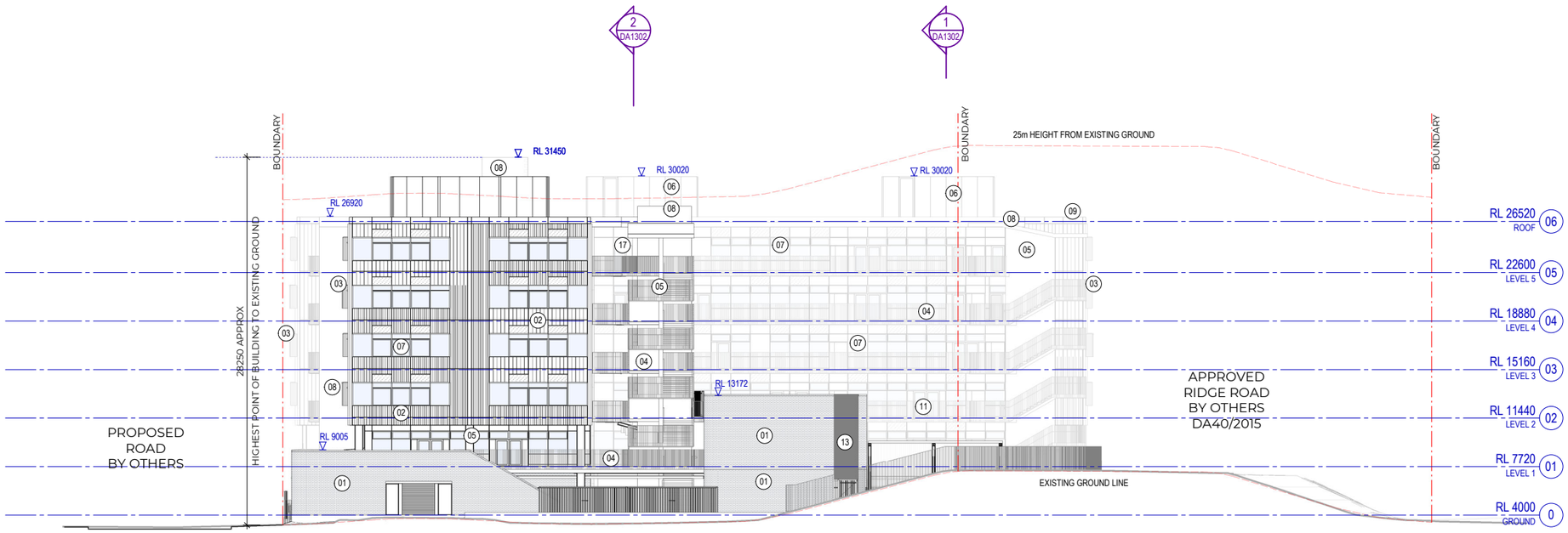
Project number 121566
Size check 25mm
Checked MH
Approved CS
Sheet size A1
Scale 1 : 200

Sheet title
SSDA
Proposed Elevations

Sheet number **SOPHS-WB-AR-DA1300**
Revision J
Status
SSDA



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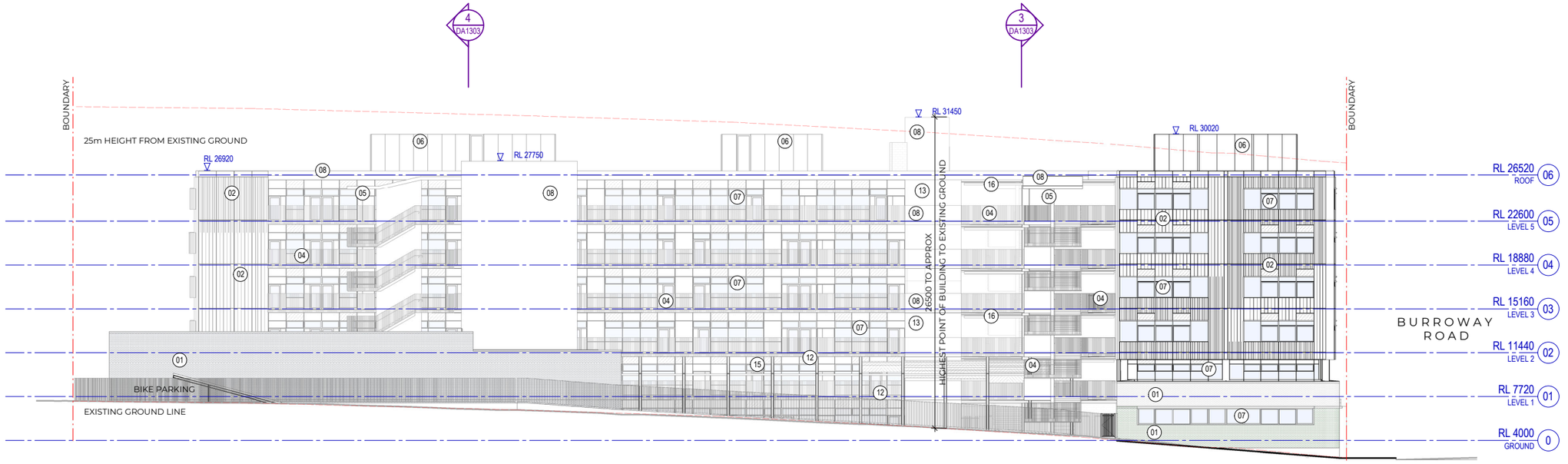

4 PROPOSED ELEVATION 4
SCALE 1 : 200

Recent revision history

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A		SSDA Draft Issue	21/08/16
B		SSDA Draft Issue Updates	21/08/24
C		SSDA Updates	21/08/27
D		SSDA Submission	21/09/15
E		SSDA Submission Updates	21/09/16
F		SSDA RtS	21/12/03
G		SSDA RtS	22/02/24
H		SSDA RtS Resubmission	22/05/20

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

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Project number
121566

Size check
25mm

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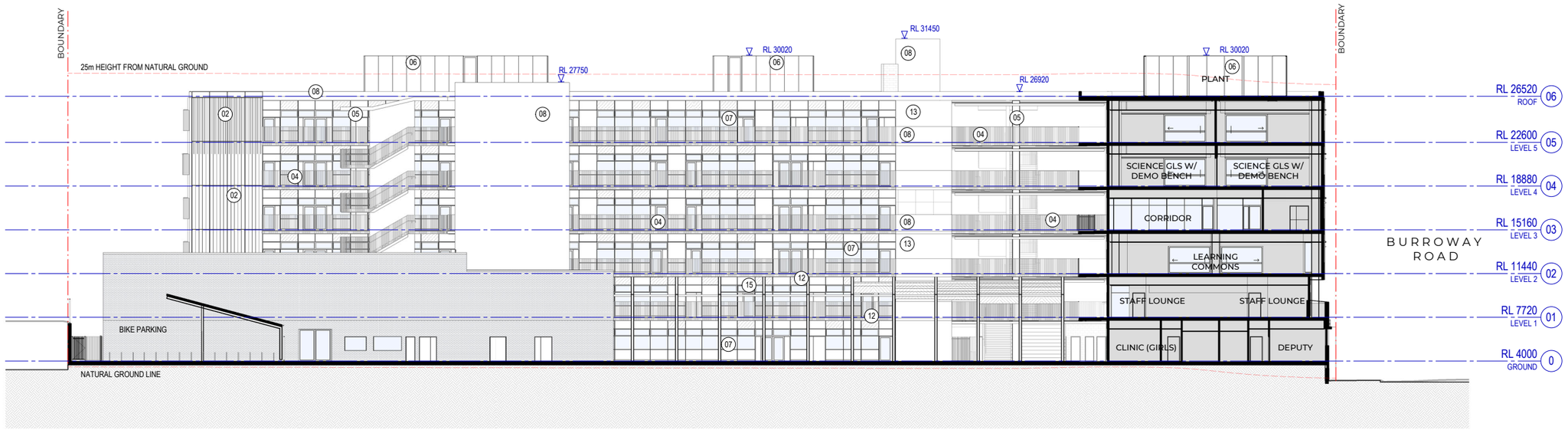
Sheet title
SSDA
Proposed Elevations

Sheet number
SOPHS-WB-AR-DA1301

Revision
H

Status
SSDA



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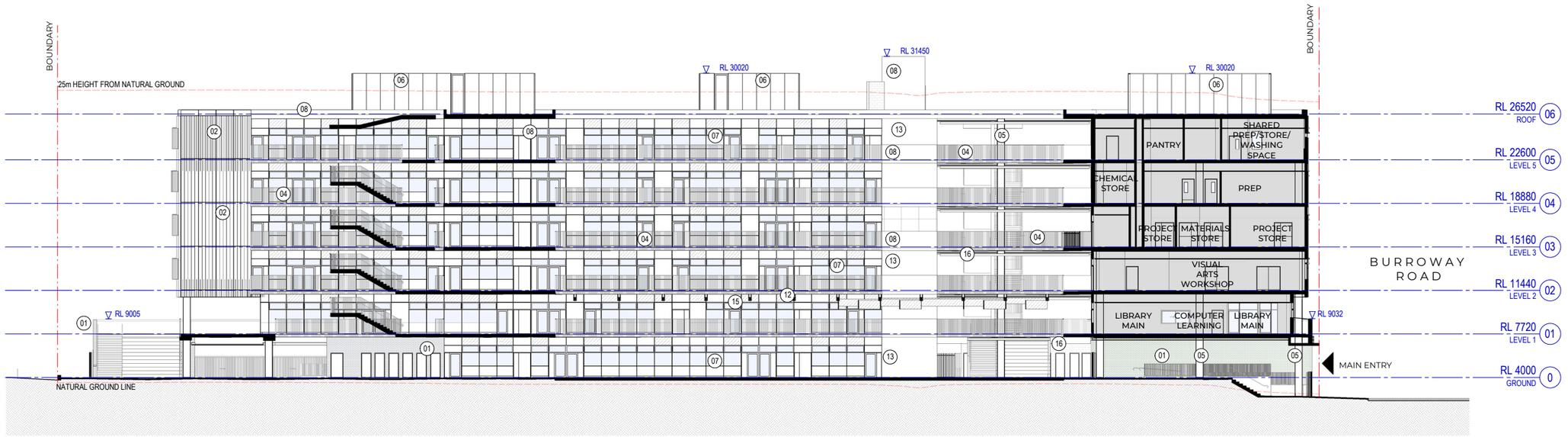

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Recent revision history

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A		SSDA Draft Issue	21/08/16
B		SSDA Submission	21/09/15
C		SSDA Submission Updates	21/09/16
D		SSDA RIS	21/12/03
E		SSDA RIS	22/02/24
F		SSDA RIS Resubmission	22/05/20

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

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Project number 121566
Size check 25mm
Checked MH
Approved CS
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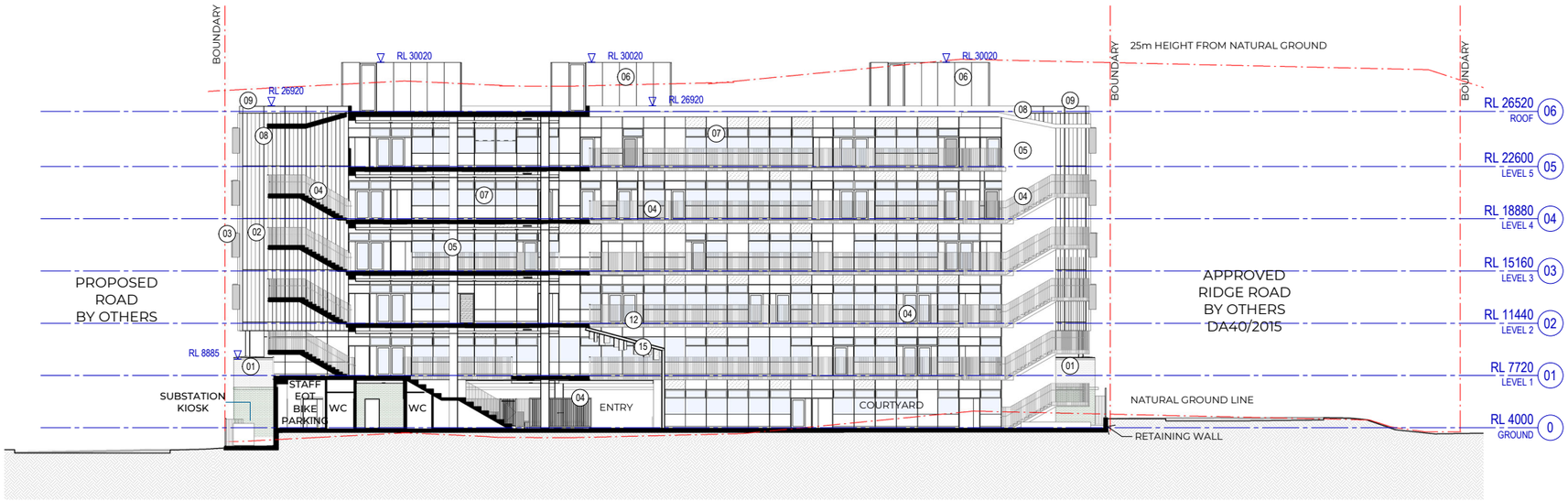
Scale 1 : 200

Sheet title
SSDA
Proposed Sections

Sheet number **SOPHS-WB-AR-DA1302**
Revision F
Status
SSDA



3 PROPOSED SECTION 3
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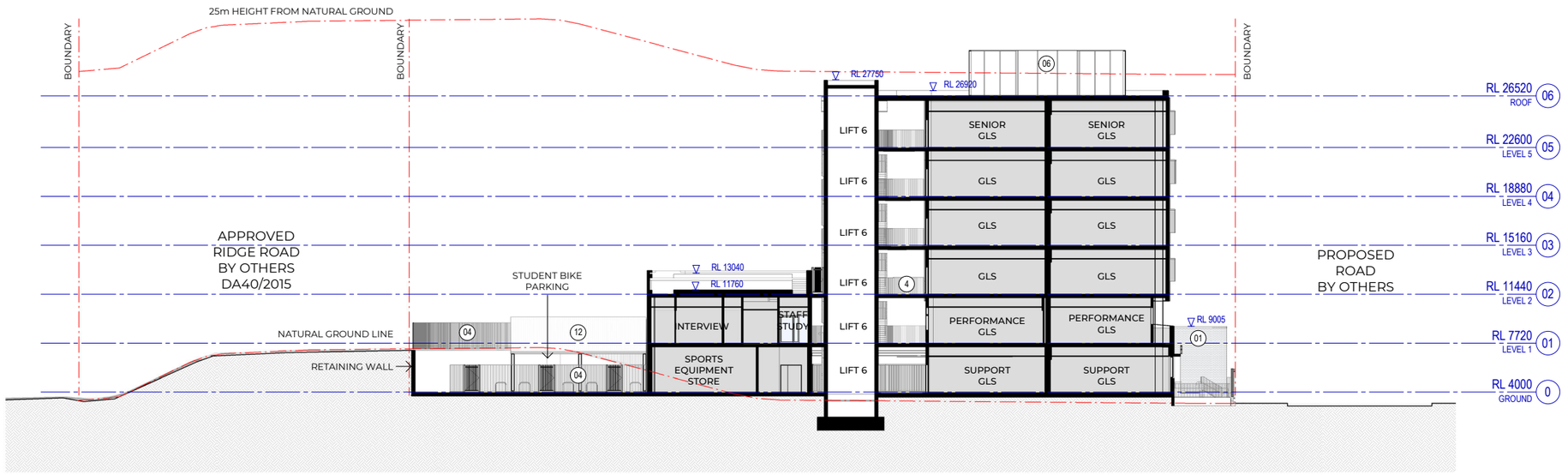

4 PROPOSED SECTION 4
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Recent revision history

#	Status	Description	Date
A		SSDA Draft Issue	21/08/16
B		SSDA Submission	21/09/15
C		SSDA RIS	21/12/03
D		SSDA RIS	22/02/24
E		SSDA RIS Resubmission	22/05/20

Notes

Contractor must verify all dimensions on site before commencing work or preparing shop drawings.

Do not scale drawings.

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
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Issuer
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Project number
121566

Size check
25mm

Checked	Approved	Sheet size	Scale
MH	CS	A1	1 : 200

Sheet title
SSDA
Proposed Sections

Sheet number
SOPHS-WB-AR-DA1303

Revision
E

Status
SSDA

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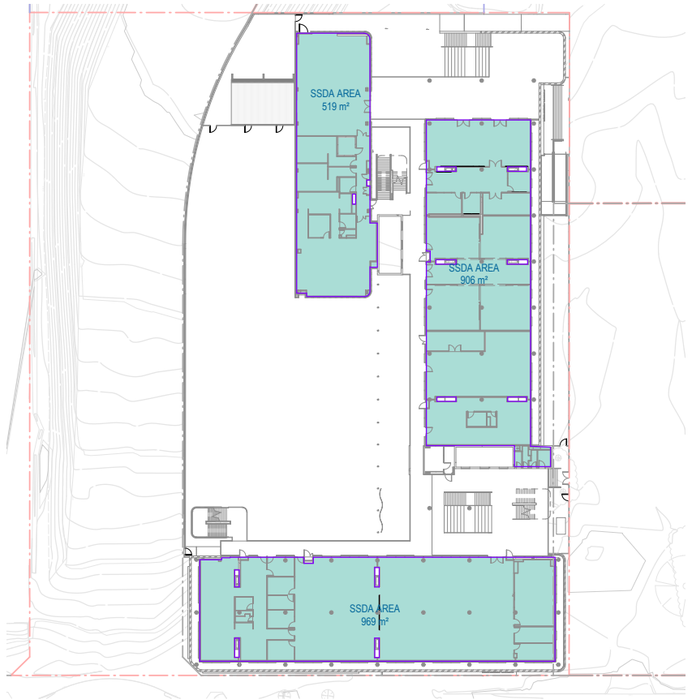
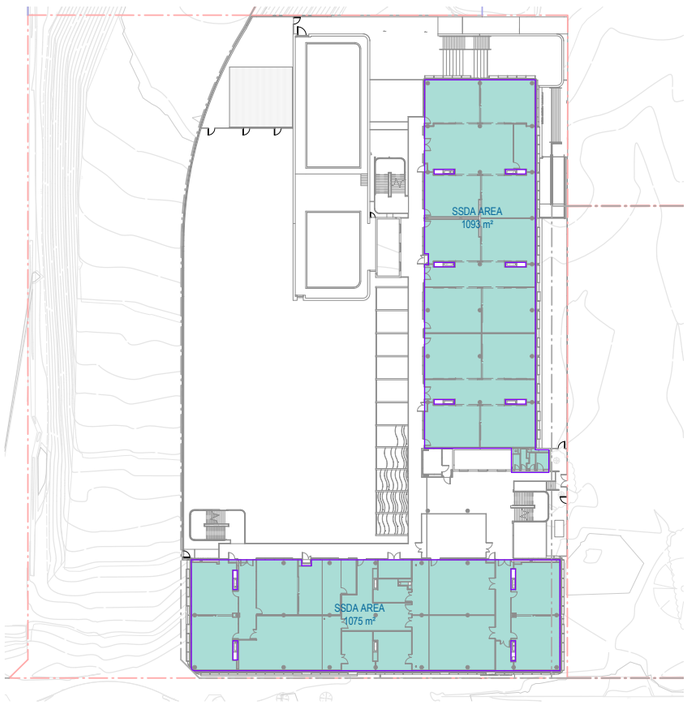


2 LEVEL 1
SCALE 1 : 500

3 LEVEL 2
SCALE 1 : 500



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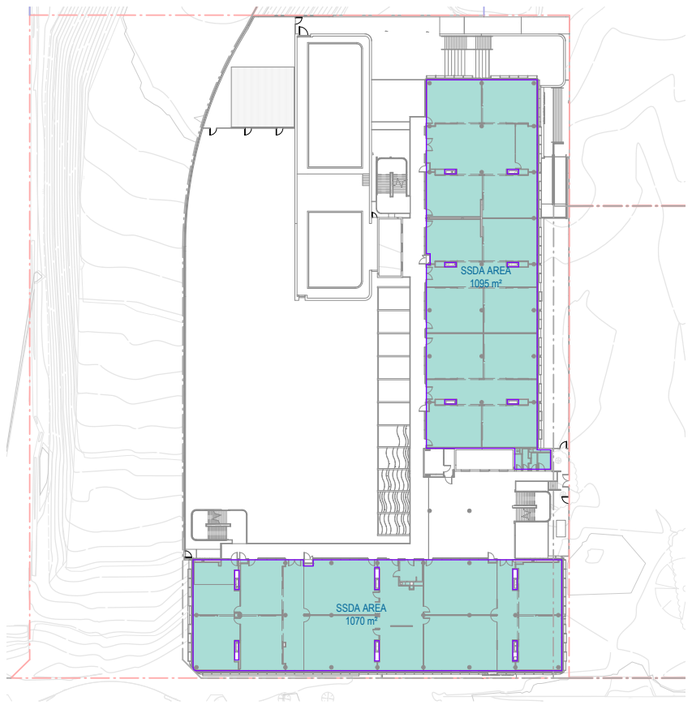

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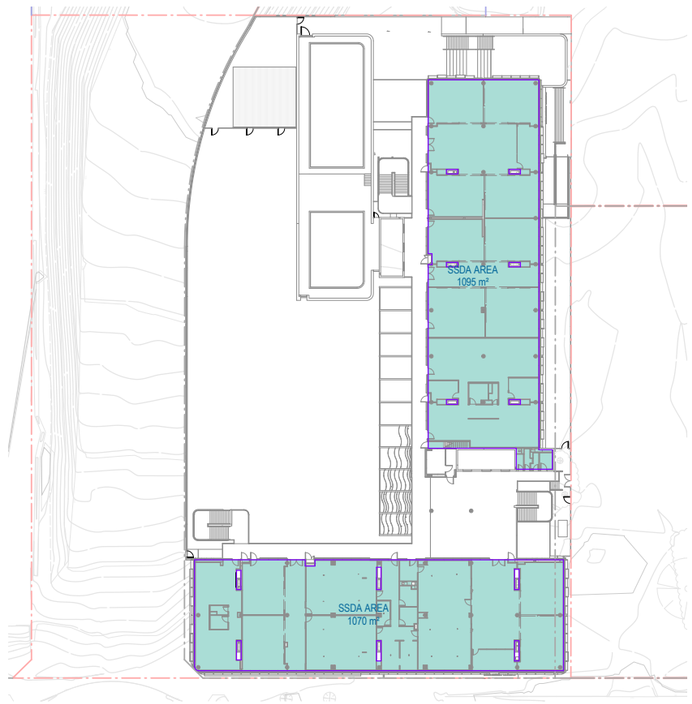
SCALE 1 : 500



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Recent revision history

#	Status	Description	Date
A		SSDA Draft Issue	21/08/16
B		SSDA Draft Issue Updates	21/08/24
C		SSDA Submission	21/09/15
D		SSDA RIS	21/12/03
E		SSDA RIS Resubmission	22/05/20

Notes

Contractor must verify all dimensions on site before commencing work or preparing shop drawings.

Do not scale drawings.

Level	Name	Area
GROUND	SSDA AREA	2294 m²
LEVEL 1	SSDA AREA	2394 m²
LEVEL 2	SSDA AREA	2165 m²
LEVEL 3	SSDA AREA	2167 m²
LEVEL 4	SSDA AREA	2165 m²
LEVEL 5	SSDA AREA	2165 m²
		13349 m²

Gross floor area means the sum of the floor area of each floor of a building measured from the internal face of external walls, or from the internal face of walls separating the building from any other building, measured at a height of 1.4 metres above the floor, and includes:

(a) the area of a mezzanine, and
(b) habitable rooms in a basement or an attic, and
(c) any shop, auditorium, cinema, and the like, in a basement or attic,

but excludes:
(d) any area for common vertical circulation, such as lifts and stairs, and
(e) any basement:
(i) storage, and
(ii) vehicular access, loading areas, garbage and services, and
(f) plant rooms, lift towers and other areas used exclusively for mechanical services or ducting, and
(g) car parking to meet any requirements of the consent authority (including access to that car parking), and
(h) any space used for the loading or unloading of goods (including access to it), and
(i) terraces and balconies with outer walls less than 1.4 metres high, and
(j) voids above a floor at the level of a storey or storey above.

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
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W–B™
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Project number
121566

Size check
25mm

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MH

Approved
CS

Sheet size
A1

Scale
As indicated

Sheet title
SSDA
Area Plans - GFA

Sheet number
SOPHS-WB-AR-DA1500

Revision
E

Status
SSDA

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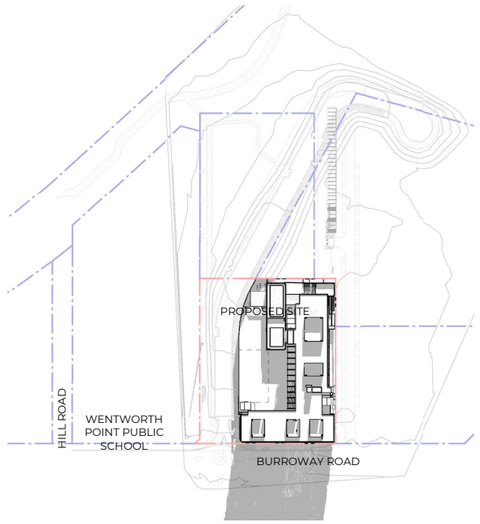

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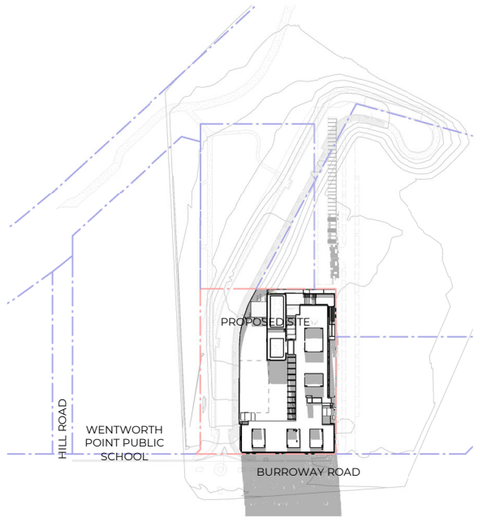

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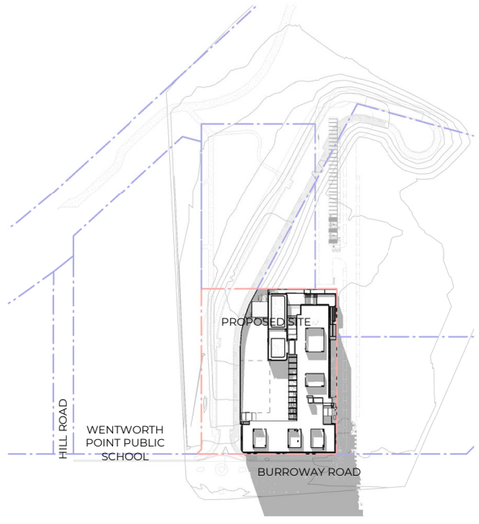

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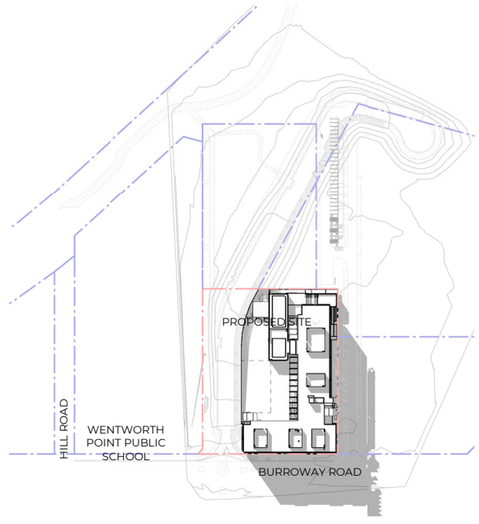

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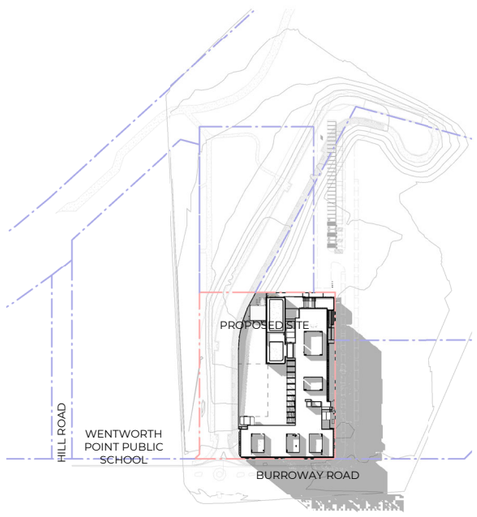

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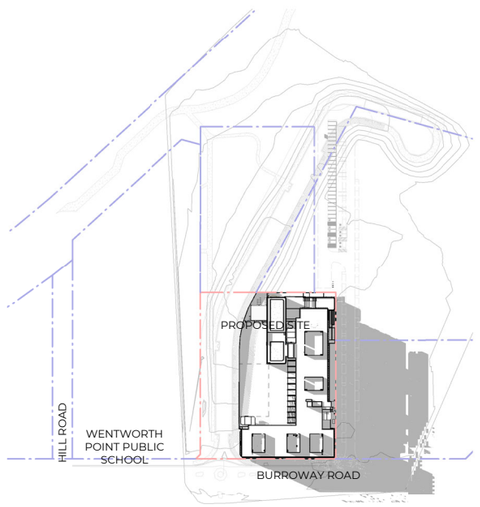

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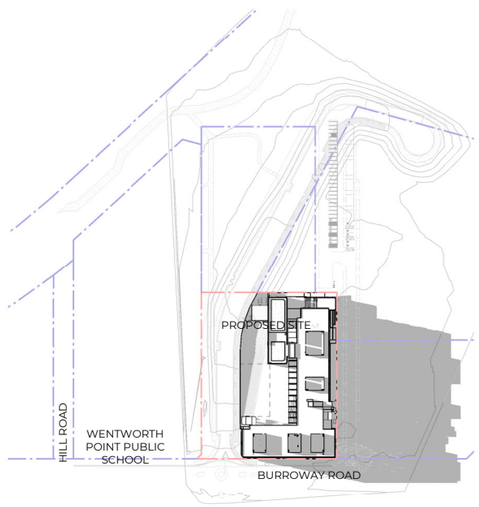

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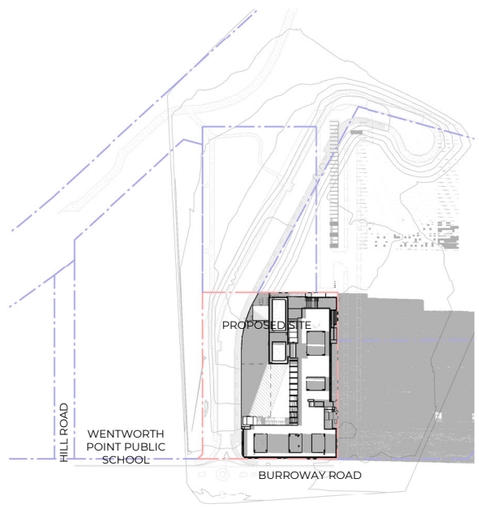

8 4PM WINTER

Recent revision history

#	Status	Description	Date
A		SSDA Draft Issue	21/08/16
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D		SSDA RIS	22/02/24
E		SSDA RIS Resubmission	22/05/20

Project
SYDNEY OLYMPIC PARK HIGH SCHOOL

Client
roberts co

Issuer
W–B™
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Project number
121566

Size check
25mm

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MH

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CS

Sheet size
A1

Scale
1 : 2000

Sheet title
SSDA
Shadow Diagrams

Sheet number
SOPHS-WB-AR-DA1900

Revision
E

Status
SSDA

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WOODS BAGOT

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