



Jindabyne education campus
Architectural Design Statement

December
2021

Architectural
Design Services

Rev - 05

207 Barry Way,
Jindabyne
NSW 2627



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- SDRP comments
- Education SEPP + GANSW Design quality principles
- Better Placed (GANSW)

refer Landscape report for Draft Greener Places Design Guide (GANSW)

1.0 EXECUTIVE SUMMARY

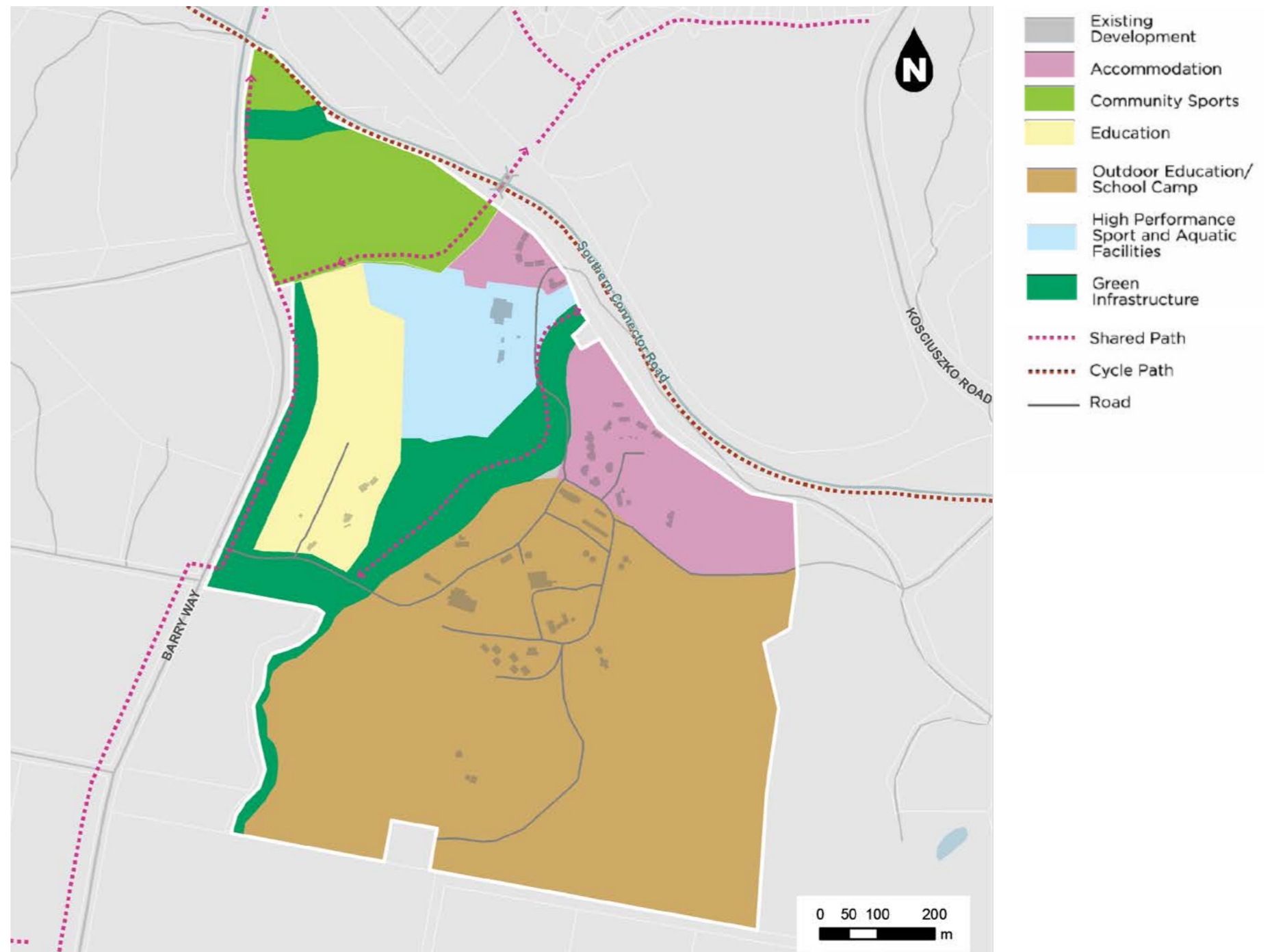
INTRODUCTION

Located in the NSW Snowy Mountains and on Ngarigo Country, Jindabyne is an alpine village with a strong focus on winter tourism and farming. It is 470km from Sydney, 180km from Canberra, 580km from Melbourne and lies within the Snowy Monaro Regional Council LGA. It is a popular year round holiday destination but it is during the winter months when the population really swells as tourists arrive for ski holidays in the neighbouring resorts of Thredbo and Perisher and staff and their children relocate to the area to service the industry.

The 1960's Snowy Hydro program established a period of large migration to the town including many Italians who went for work but made the town a permanent home. The original town that was settled in the 1840's on the banks of the Snowy River is now located within the picturesque Lake Jindabyne as it was moved due to the construction of the dam.

The Go Jindabyne 2036 Masterplan was announced in late 2018 to 'revitalise Jindabyne into Australia's premier alpine destination at the heart of the Snow Mountains and grow the town into a great place to live, work and visit all-year round.' In response, the Snowy Mountains Special Activation Precinct (SAP) was announced in November 2019 to expand Go Jindabyne to encompass the wider region.

A site for a new primary and high school was identified by the SAP on the Barry Way frontage of the Sport and Recreation Centre owned by the Office of Sport. The student population of the existing K-12 Jindabyne Central School has increased since it was established in 1960s resulting in 48% of teaching occurring in demountable buildings and insufficient open play space. Located in the centre of the town, there is no adjoining area for physical expansion and the relocation of the school to the new site provides the opportunity to provide fit-for-purpose facilities that enable current teaching typologies.



Sport and Education Precinct structure plan
source: Snowy Mountains Special Activation Precinct Draft Masterplan
June 2021(nsw.gov.au)

1.0 EXECUTIVE SUMMARY

PROJECT BACKGROUND

Jindabyne Central School (JCS) is currently operating a K-12 campus with 812 students (2020 enrolment data) on a 2.5 ha site in the heart of Jindabyne. The case for change is as follows:

- Generally central schools are located in small regional and rural communities where distance education also works. Jindabyne is at least four times bigger than the average central school.
- 21 demountables equates to 48% of teaching spaces
- Demountables occupy a large portion of greenspace limiting the play space to 6.7m² per student (below 10m² EFSG entitlement)
- Core facilities are undersized and unfit for purpose
- High School specialist teaching spaces do not meet the curriculum demand, particularly future-focused learning & VET courses

In 2018 SINSW explored upgrades of the existing campus, which maintained the central school operational model, however, following the establishment of the Snowy Mountain Special Activation Precinct (SAP) SINSW looked at additional options, arriving at a preference for a primary and high school on a new site.

A new primary school and high school on the identified site were announced in December 2020.

Core 21 primary school

Design population of 515 students

Learning Spaces:

- 20 x General learning spaces connected to shared learning commons, and supported by multipurpose group spaces,
- 2 x Support learning spaces connected to learning commons, and supported by multipurpose group spaces,

Core Facilities:

- Primary school hall and stage
- Library
- Special Programs
- Out of hours school care facilities
- Administration and staff facilities
- Canteen (shared)

Landscaped areas

- Active outdoor play space
- Multipurpose outdoor court
- Passive outdoor play areas
- Outdoor learning environments

Stream 2 high school

Design population of 410 students

Learning Spaces:

- 20 x General learning spaces,
- Shared learning commons,
- Multipurpose group spaces,
- 2 x Support learning spaces connected to learning commons, and supported by multipurpose group spaces,

Specialist Learning Spaces:

- Food technology
- Visual Arts
- Science
- Wood & metalwork
- Agriculture

Core Facilities:

- Full sized indoor multipurpose court with a stage
- Library
- Administration and staff facilities
- Canteen (shared)

Landscaped areas:

- Sport field
- Multipurpose outdoor courts
- Passive outdoor play areas
- Outdoor learning environments



Images: Existing Jindabyne Central School

2.0 SEARS RESPONSES

Item	SEARS reference	SEARS requirement	Location
SA1	General Requirements	Detailed constraints plan	43.0 Site Context & Analysis
SA2	General Requirements	Plans, elevations & sections	Architectural Drawing Set
SA3	General Requirements	Cladding, window and floor details, including external materials	Architectural Drawing Set
SA4	General Requirements	Site Plan	Architectural Drawing Set
SA5	General Requirements	Plans & details of any signage to be installed including size, location & finishes.	4.0 Design Principles Architectural Drawing Set
SA6	Key Issues Built Form and Urban Design	Height, density bulk & scape, setbacks & interface to surrounding development, topography, streetscape & public open spaces.	5.0 Built Form
SA7	Key Issues Built Form and Urban Design	Design quality & built form. Site layout, streetscape, open spaces, façade, rooftop, massing, setbacks, building articulation, materials, colour palette.	5.0 Built Form
SA8	Key Issues Built Form and Urban Design	Crime Prevention through Environmental Design (CPTED)	refer CPTED report
SA9	Key Issues Built Form and Urban Design	Good environmental amenity including natural daylight & ventilation, acoustic separation, access to landscape & outdoor spaces, future flexibility.	5.0 Built Form
SA10	Key Issues Built Form and Urban Design	How design quality principles achieved in accordance with SEPP (Educational Establishments & Childcare Facilities) and GANSW Design Guide for Schools.	7.0 Education SEPP and GANSW design guide for Schools
SA11	Key Issues Built Form and Urban Design	How services, including waste, loading zones, mech plan are integrated	Architectural Drawing Set

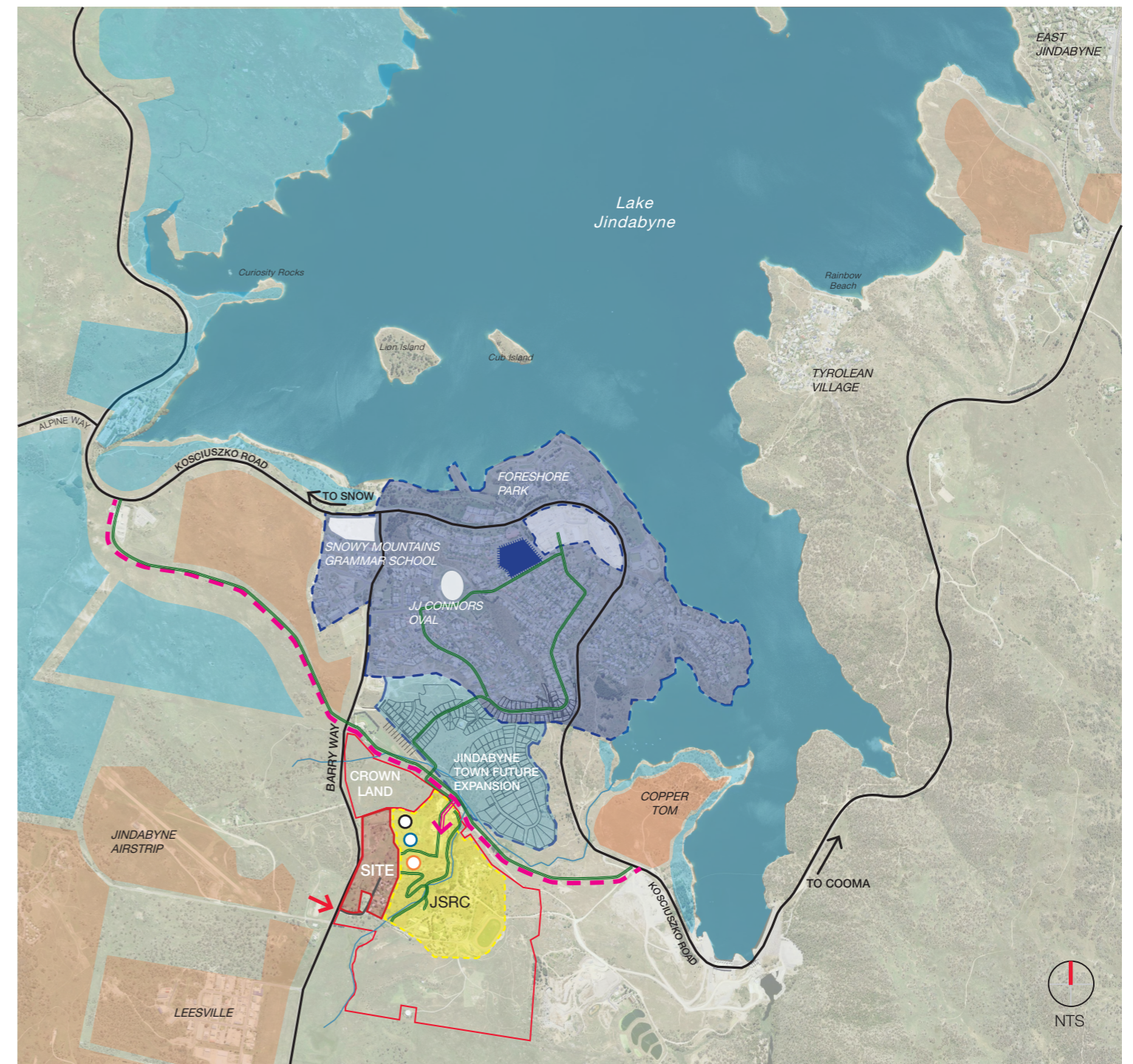
Item	SEARS reference	SEARS requirement	Location
SA12	Key Issues Built Form and Urban Design	Context analysis site plan	Architectural Drawing Set
SA13	Key Issues Built Form and Urban Design	Massing options	4.0 Design Principles
SA14	Key Issues Built Form and Urban Design	Visual impact assessment. & view analysis	6.0 Visual Impact Statement / View Analysis
SA15	Key Issues Environmental Amenity	Amenity impacts including solar access, visual privacy, visual amenity, overshadowing, wind impacts, acoustic impacts.	4.0 Design Principles
SA16	Key Issues Environmental Amenity	Shadow diagrams	5.0 Built Form
SA17	Key Issues Environmental Amenity	An analysis of proposed lighting that identifies impact on surrounding receivers etc.	ref Consultant Advice
SA18	Key Issues Transport and Accessibility	Identification of location for pedestrian, cycle and transport, proposed access, roads, footpaths, service & emergency vehicles, drop-off, kiss and drop, car parking.	Aurecon Transport plan
SA19	Key Issues ESD	Sustainability solutions	4.0 Design Principles
SA20	Key Issues Trees and Landscaping	Security, integration of landscape with built form.	Landscape Design Report
SA21	Key Issues Aboriginal Cultural Heritage	Walking with Country Response	4.0 Design Principles

3.0 SITE CONTEXT AND ANALYSIS

GREATER CONTEXT

The proposed site of the new education campus is located approximately 1.6km south east of the existing Jindabyne Central School and outside of the Jindabyne town centre (2.2km by road). However, with the lake to the north and east of the town, the pattern of new development is expanding Jindabyne to the south. The proposed site is approx. 9ha of land located on the western boundary of the Jindabyne Sport and Recreation Centre (JSRC). Both the proposed site and the JSRC currently have a single point of entry off Barry Way, opposite the Jindabyne airstrip. A new TAFE Connected Learning Centre is proposed adjacent the education campus site. Enhanced connectivity between the proposed site and Jindabyne town, and East Jindabyne, is expected in the SAP development of the Southern Connector Road (SCR), which includes a shared path and footbridge connection to Jindabyne.

- Subject site
- Site entry (current entry for JSRC)
- Jindabyne
- Town centre
- Existing school site
- Jindabyne town future expansion
- Activation precincts
- Jindabyne growth areas
- Jindabyne Sport & Recreation Centre (JSRC)
- Lot boundary
- Ski jump
- Proposed dry ski slope
- BMX track
- Main roads / Transport corridor
- Site existing road
- Water course
- Proposed future pedestrian / cycle link (diagrammatic)
- Future Southern Connector Road (SCR)



3.0 SITE CONTEXT AND ANALYSIS

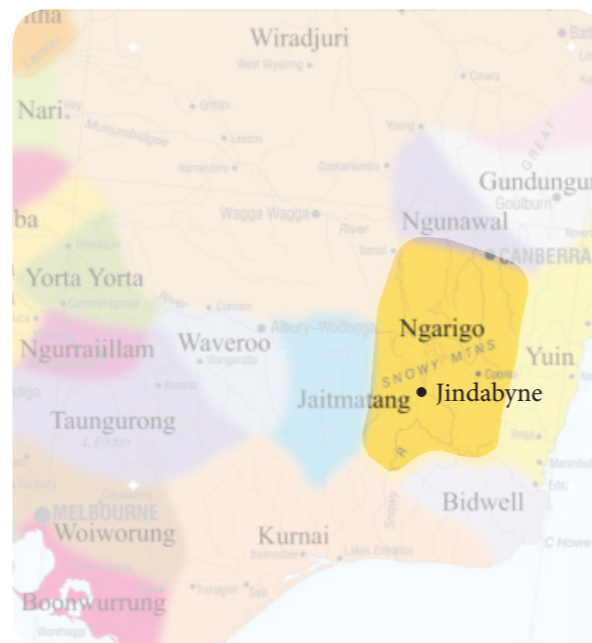
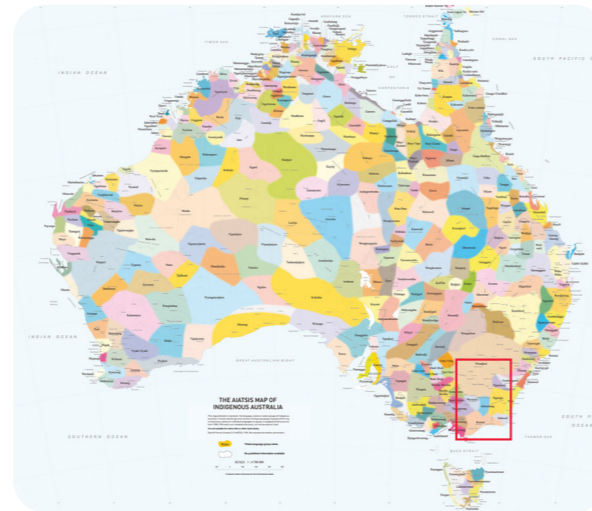
LOCAL CONTEXT

The Ngarigo people are the traditional custodians of the majority of what is now known as the Snowy Monaro region. Archaeologists believe that Aboriginal people had been living on the Monaro for at least 20,000 years before European arrival. Although it was initially believed that these groups only lived in the high country during the summer months, it is now understood some groups lived there year-round.

There is an extremely rich history to be drawn upon in the high country. The region was used for tens of thousands of years as a place to hunt, gather, hold ceremonies and for different language groups to meet, settle disputes and to celebrate.

Local Aboriginal Community Groups:

- Southern Kosciuszko Aboriginal Working Group (primary contact for Jindabyne area)
- Bega Local Aboriginal Land Council
- Ngarigo Nation Indigenous Corporation



The Mountains are very old and an ongoing life force that strengthens the ancestral link of our people.

We have a living, spiritual connection with the mountains.

We retain family stories and memories of the mountains, which makes them spiritually and culturally significant to us.

Our traditional knowledge and cultural practices still exist and need to be maintained

– Kosciuszko Aboriginal Working Group

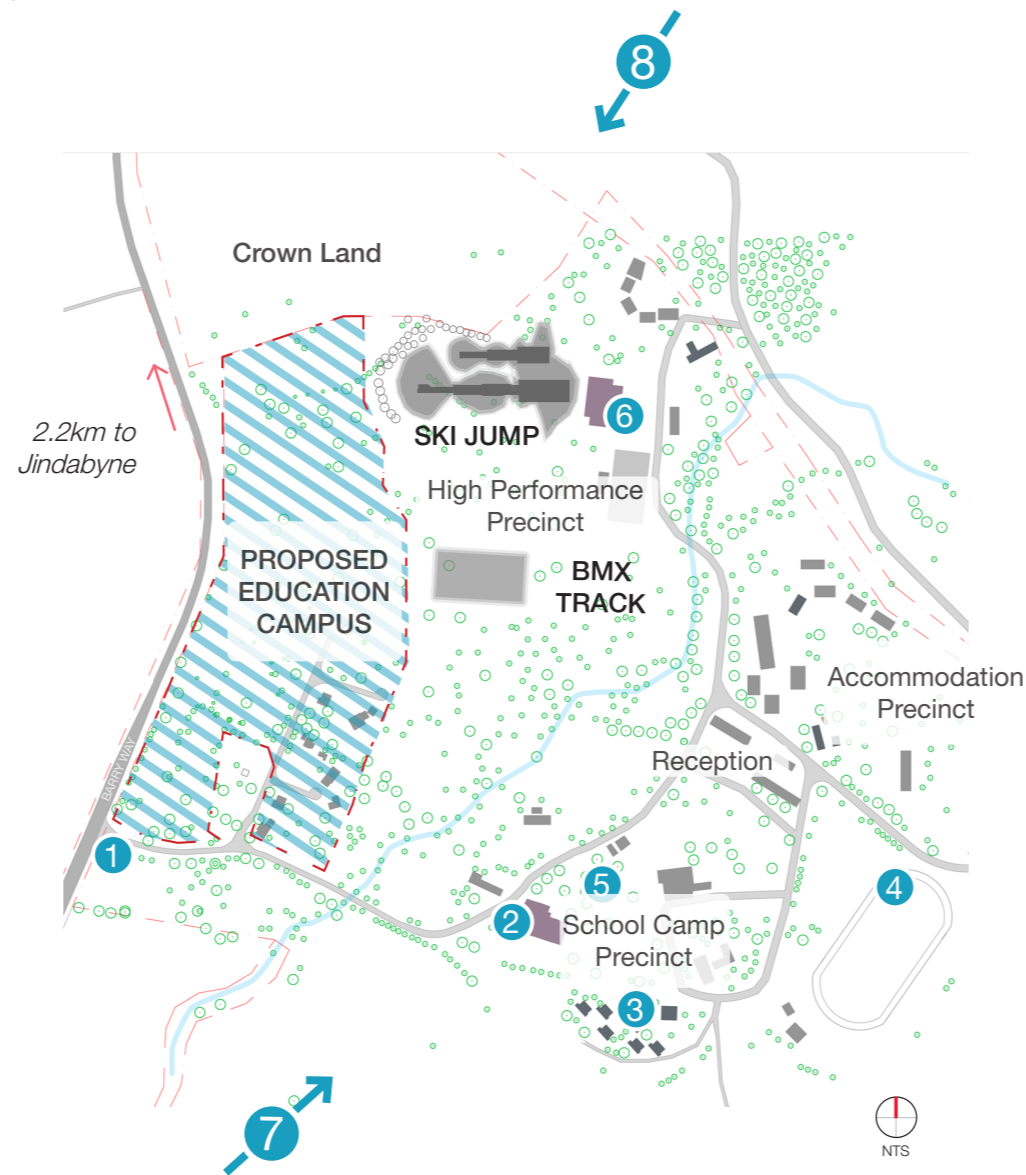
Curiosity Rocks is significant to Aboriginal people; in sight of Kalkite Mountain and adjacent to a camping area and ceremonial grounds. The site is noted to have archaeological evidence of occupation and use by Ngarigo people and the area holds a deep spiritual connection for these traditional owners.

3.0 SITE CONTEXT AND ANALYSIS

JINDABYNE SPORT AND RECREATION CENTRE (JSRC)

Located at 207 Barry Way the Jindabyne Sport & Recreation Centre provides a range of services, facilities and accommodation options for school camps, family camps, kids' camps, sporting events, weddings, ski trips, weekend escapes, corporate training, community groups. In addition to the current sporting and accommodation facilities a high performance winter sports precinct is currently under construction, and a new BMX track has recently been completed. The proposed education campus will be located adjacent to the JSRC.

- 1 Entrance - Barry Way
- 2 Moguls Dining Hall
- 3 Student Lodges
- 4 Athletics track
- 5 Ropes Course
- 6 Indoor Sports Centre



7 View from South



8 View from North (new subdivision)

3.0 SITE CONTEXT AND ANALYSIS

LAND OWNERSHIP, TITLES AND ZONING

The proposed site is owned by the Office of Sport (B, in diagram). The education campus will be developed on 9ha of the Office of Sport lot, see diagram for site extents.

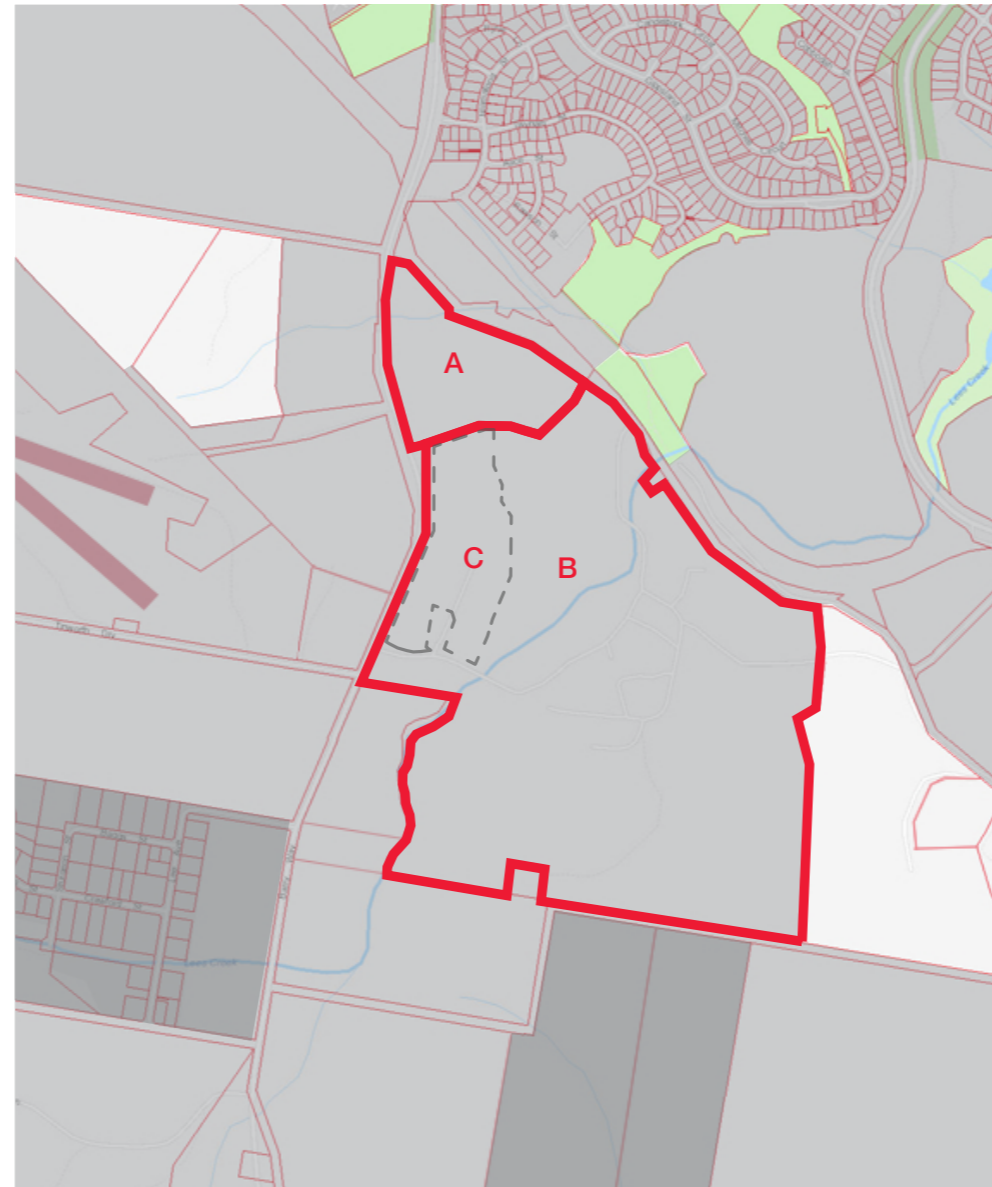
The Jindabyne Sport and Recreation Centre will occupy the rest of the lot to the east of the site.

The Western boundary of the proposed site borders the road reserve of Barry Way.

The Southern boundary of the subject site is the existing driveway to the JSRC.

A new TAFE Connected Learning Centre is proposed adjacent to the education campus.

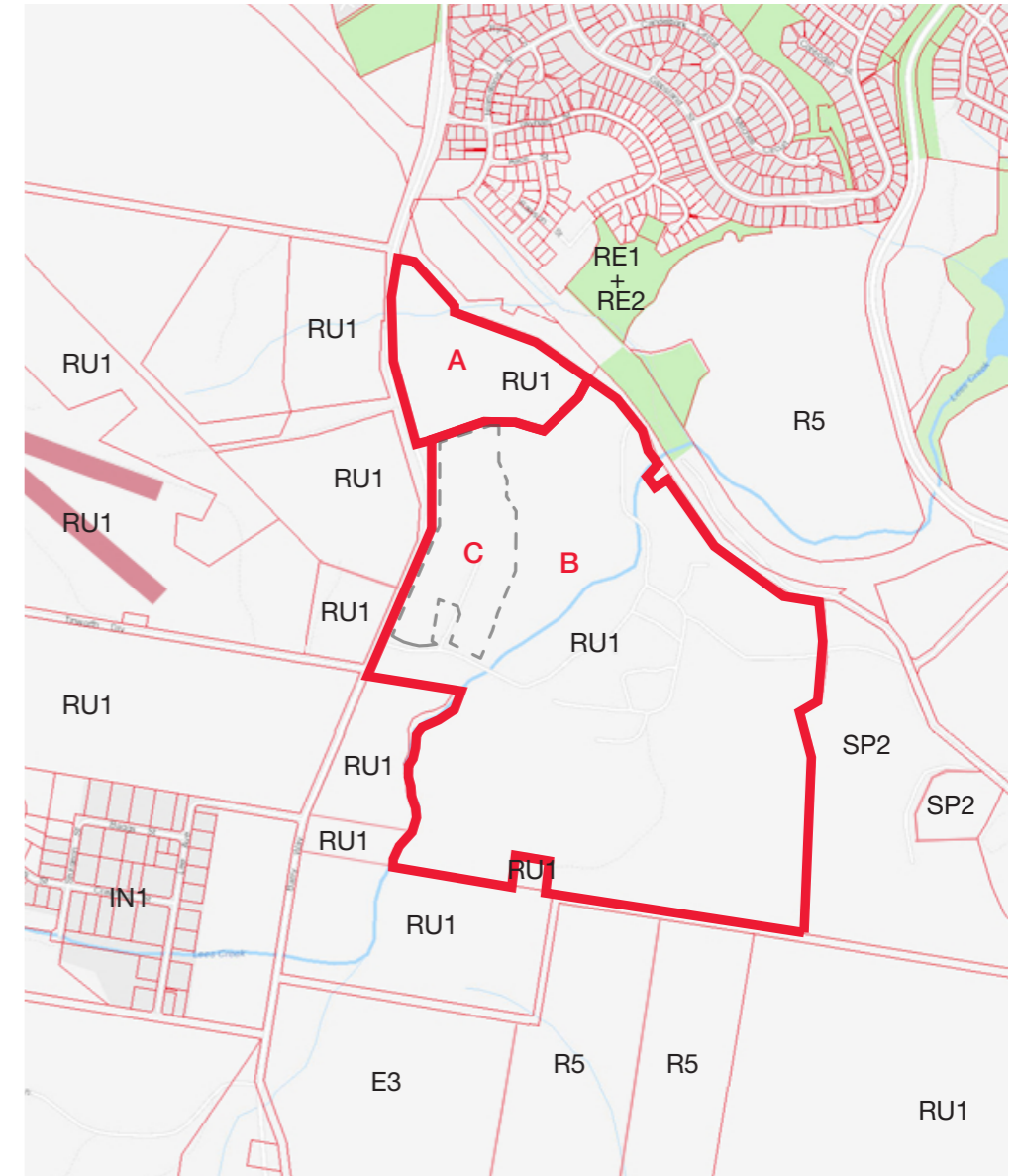
Immediately to the north of the proposed education campus site is Crown Land (A, in diagram).



Maximum Building Height



- A** Crown Land
- B** NSW Office of Sport
- C** Proposed site
- Proposed site boundary



Land Zoning

- E3 Environmental Management
- IN1 General Industrial
- R5 Large Lot Residential
- RE1 Public Recreation
- RE2 Private Recreation
- RU1 Primary Production
- SP2 Infrastructure

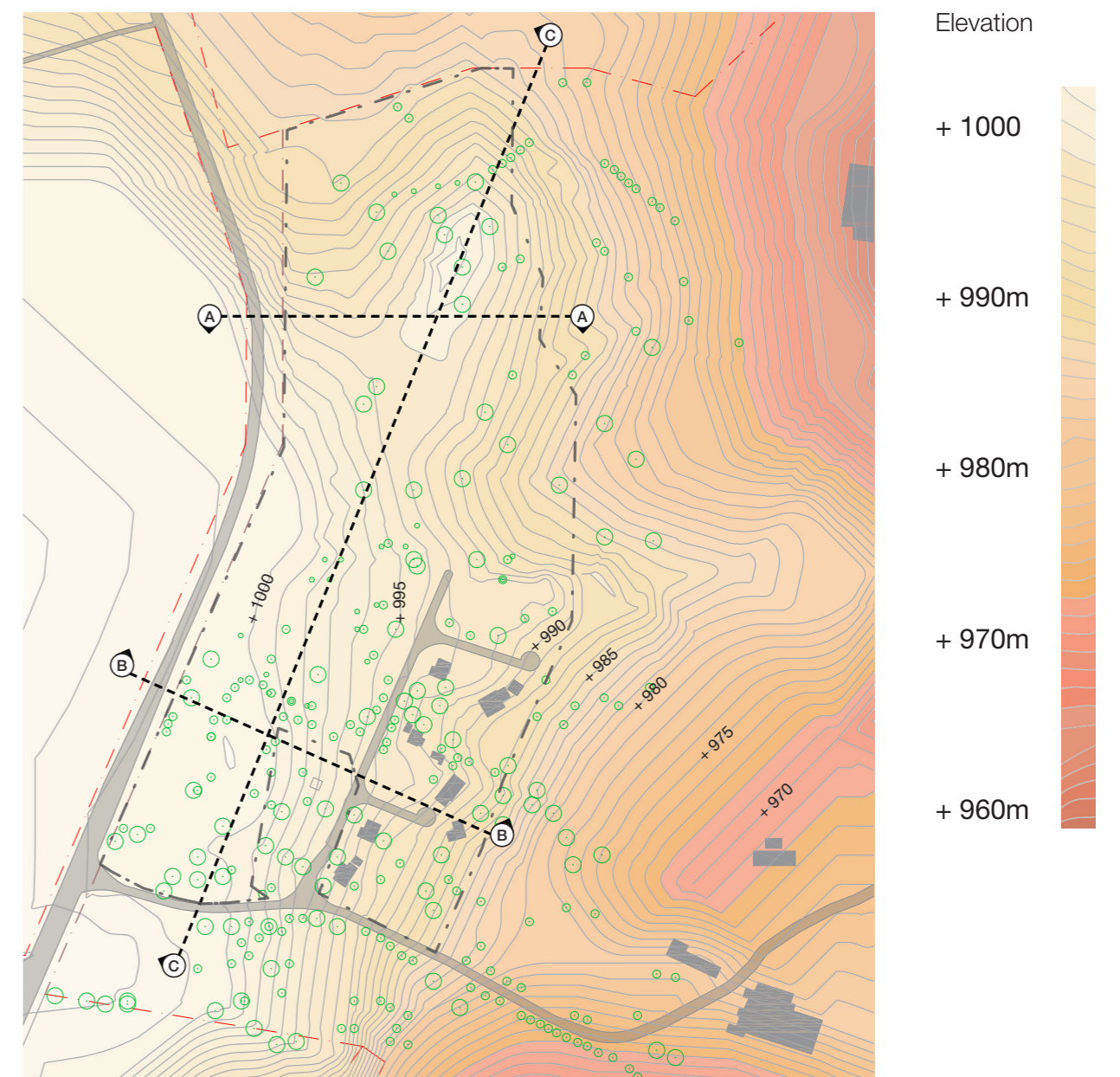
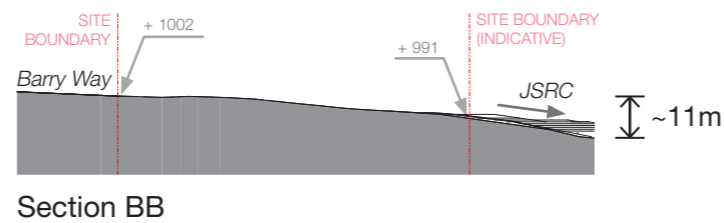
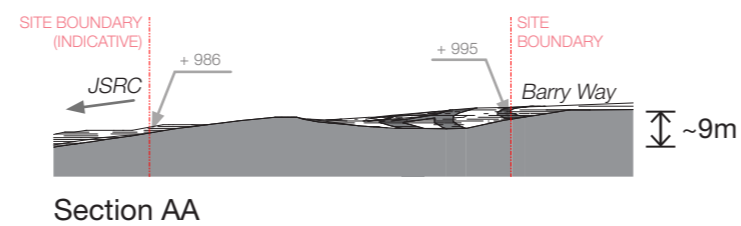
3.0 SITE CONTEXT AND ANALYSIS

TOPOGRAPHY

The proposed site was firstly the site of workers cottages and most recently a golf course. Groundworks to first develop the cottages and then later to create tees and links have contributed to a large portion of the central site being disturbed land.

The site slopes both South-North and West- East. The highest point of the site is approximately 1002m AHD in the South-West near the current JSRC entry off Barry Way. This is also the flattest part of the site.

The site sections show the slope is not uniform. The majority of the site is above RL995 but falls away steeply to both the East and to the North. The lowest points are on the North and East boundaries, 983m and 985m respectively.



--- Proposed site boundary



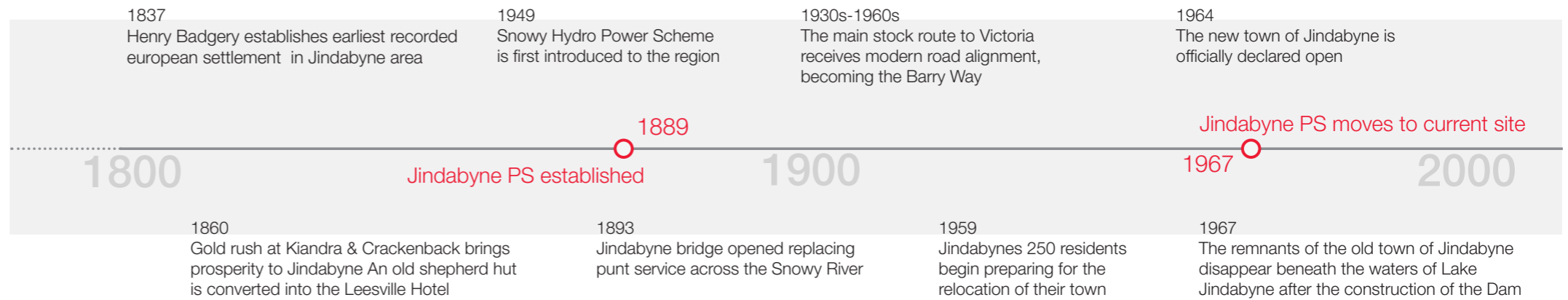
3.0 SITE CONTEXT AND ANALYSIS

LOCAL HISTORY

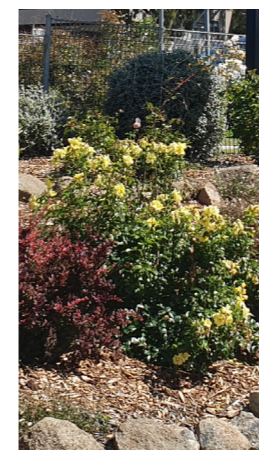
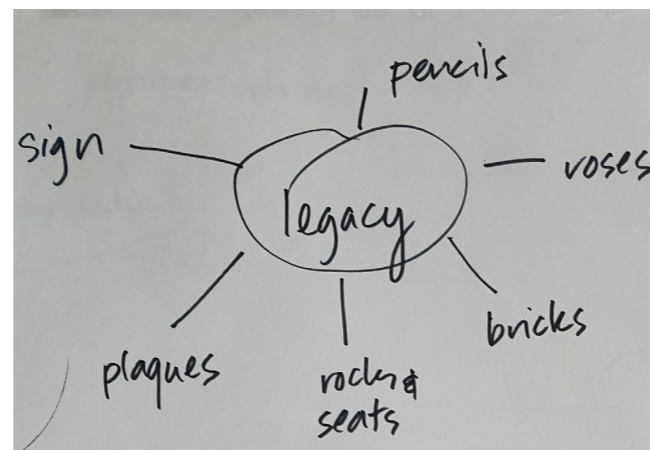
The 1960's Snowy Hydro program established a period of large migration to the town including many Italians who went for work but made the town a permanent home. The original town that was settled in the 1840's on the banks of the Snowy River is actually now located within what is now Lake Jindabyne as it was moved due to the construction of the dam. Some buildings were moved but not many.

Jindabyne Primary School moved to its current site in 1967. While the School buildings have no Heritage value or historical significance, there are landscape elements in the Central School site that purportedly were removed from the original school and placed on the current site. These include founding stones and rose bushes.

Also within the landscape are elements that have more recent local significance and were identified during workshops with the School community. These include heritage roses, bricks laid by families in previous fundraising efforts, boulders that were relocated from the original school when the Jindabyne dam was constructed, commemorative plaques, and artworks gifted by previous students (see images, right). It is proposed these will be relocated to the new Education Campus and incorporated within the new landscape design.



Heritage items: Leesville Hotel and workers cottages on Sport & Rec site



3.0 SITE CONTEXT AND ANALYSIS

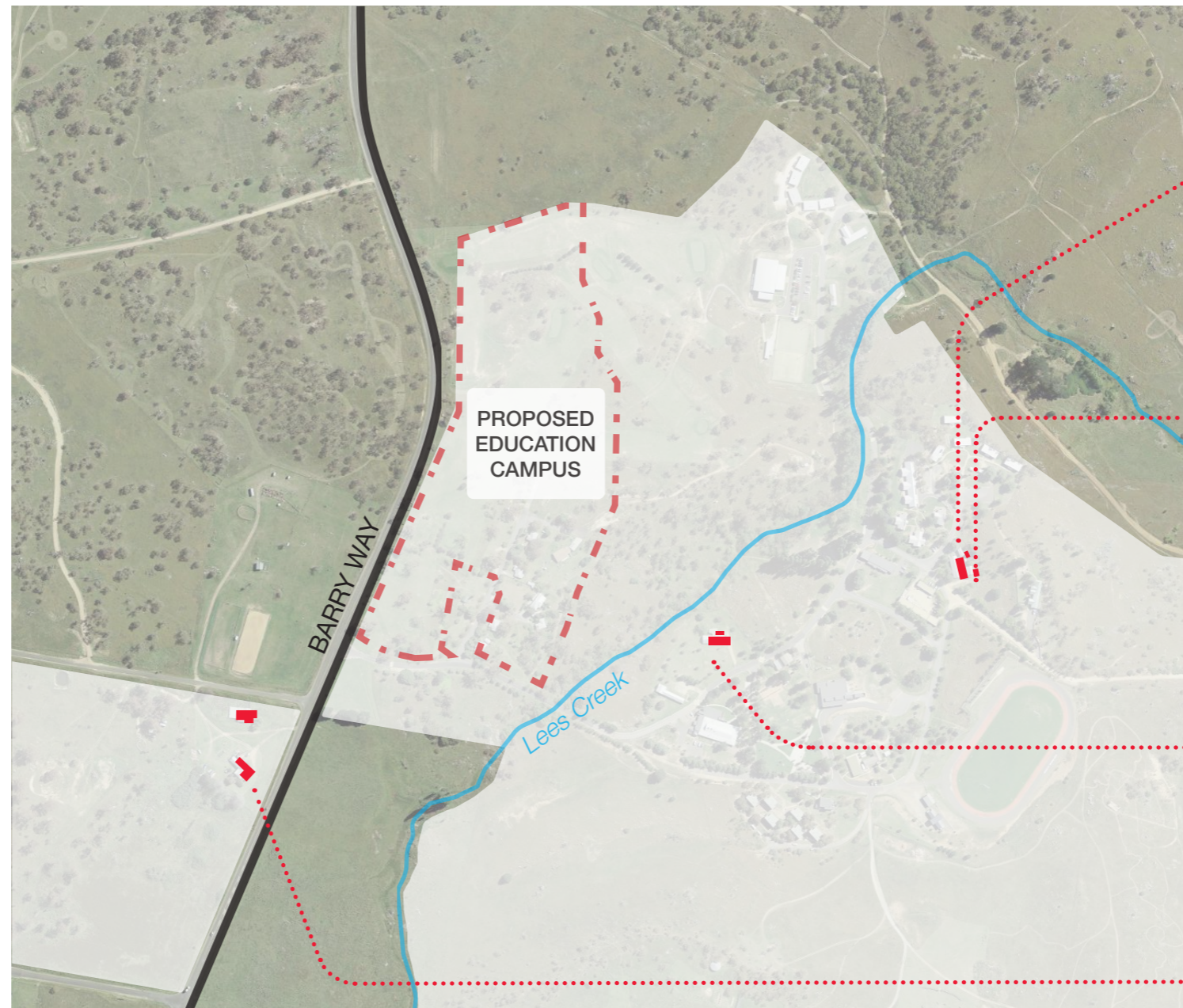
EUROPEAN HERITAGE

The Jindabyne Sports and Recreation Centre is listed as a Heritage Item (I146) on the on the Snowy River LEP. The listing for 'Jindabyne Winter Sports Academy' includes lodges that are significant because of their association with the Snowy Mountains Scheme.

The lodges are noted as being tangible evidence of post-World War II temporary workers' single accommodation. The 'Love Shack' is noted as being particularly significant as it was used by Sir William Hudson when visiting the Snowy Mountains Scheme. These older buildings are dotted around the current Sport and Recreation Centre, however, none of the structures on the education campus site are included in the listing.

Statement of Heritage Impact prepared by NGH notes 'The lodges are tangible evidence of the construction of the historic Snowy Hydro Scheme which had a dramatic effect on the local community, its inhabitants and economy. The existing cottages within the project area are also tangible evidence of the construction of workers accommodation for the Snowy Hydro Scheme, however they have been altered through various periods of use and do not offer the same connection to the scheme as the contributory items as listed in the inventory sheet for Item I146'

In close proximity, is Heritage item (I147) the Leesville Hotel. Statement of Heritage Impact prepared by NGH notes 'The original section of the Leesville Hotel was originally constructed in c.1850s and was a significant early building within the region that was used as accommodation for gold digging travellers that travelled to the Thredbo Valley in the 1860s'



Lodge 6



'The Love Shack'



Lodge 5



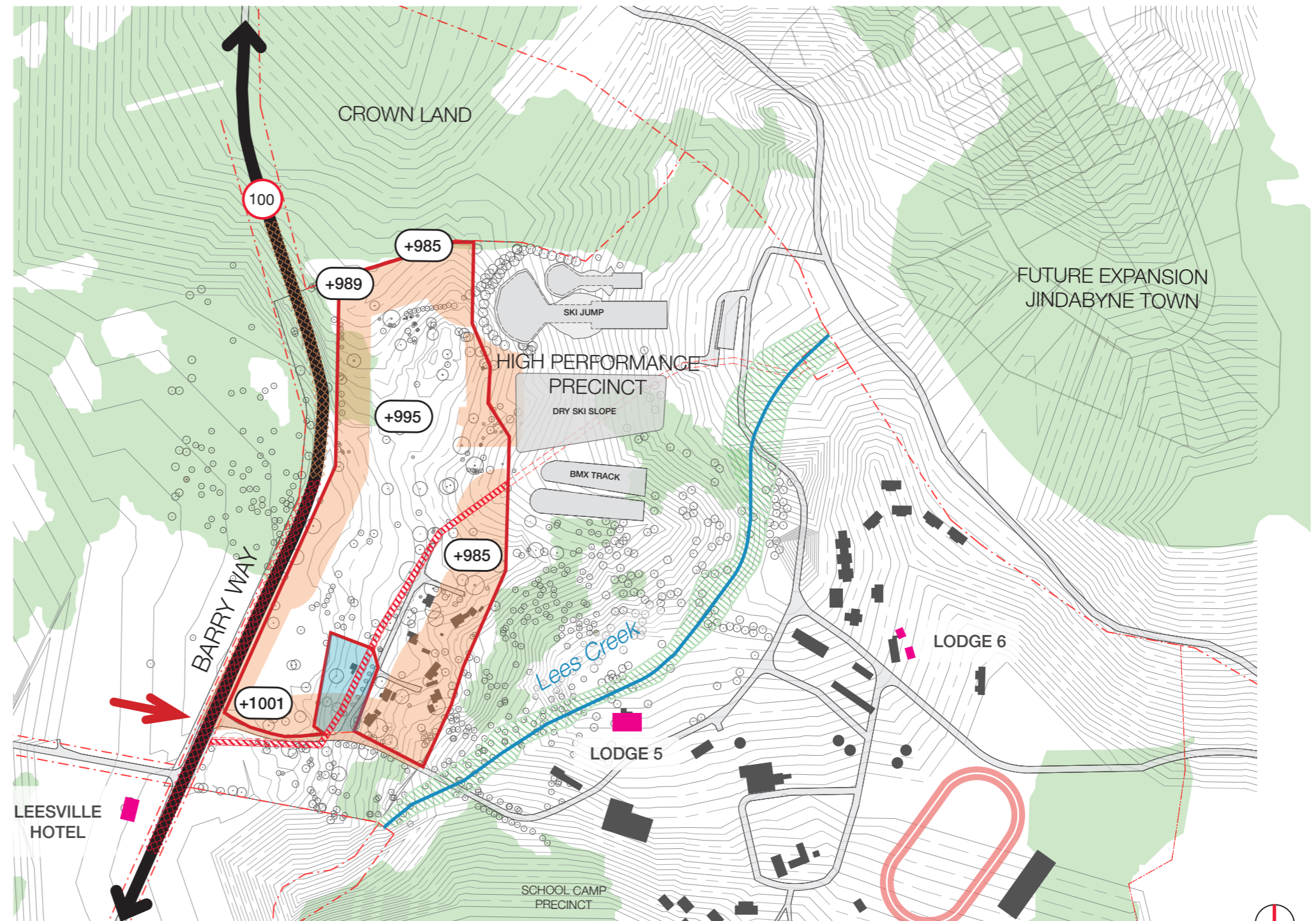
Leesville Hotel



3.0 SITE CONTEXT AND ANALYSIS










SITE CONSTRAINTS

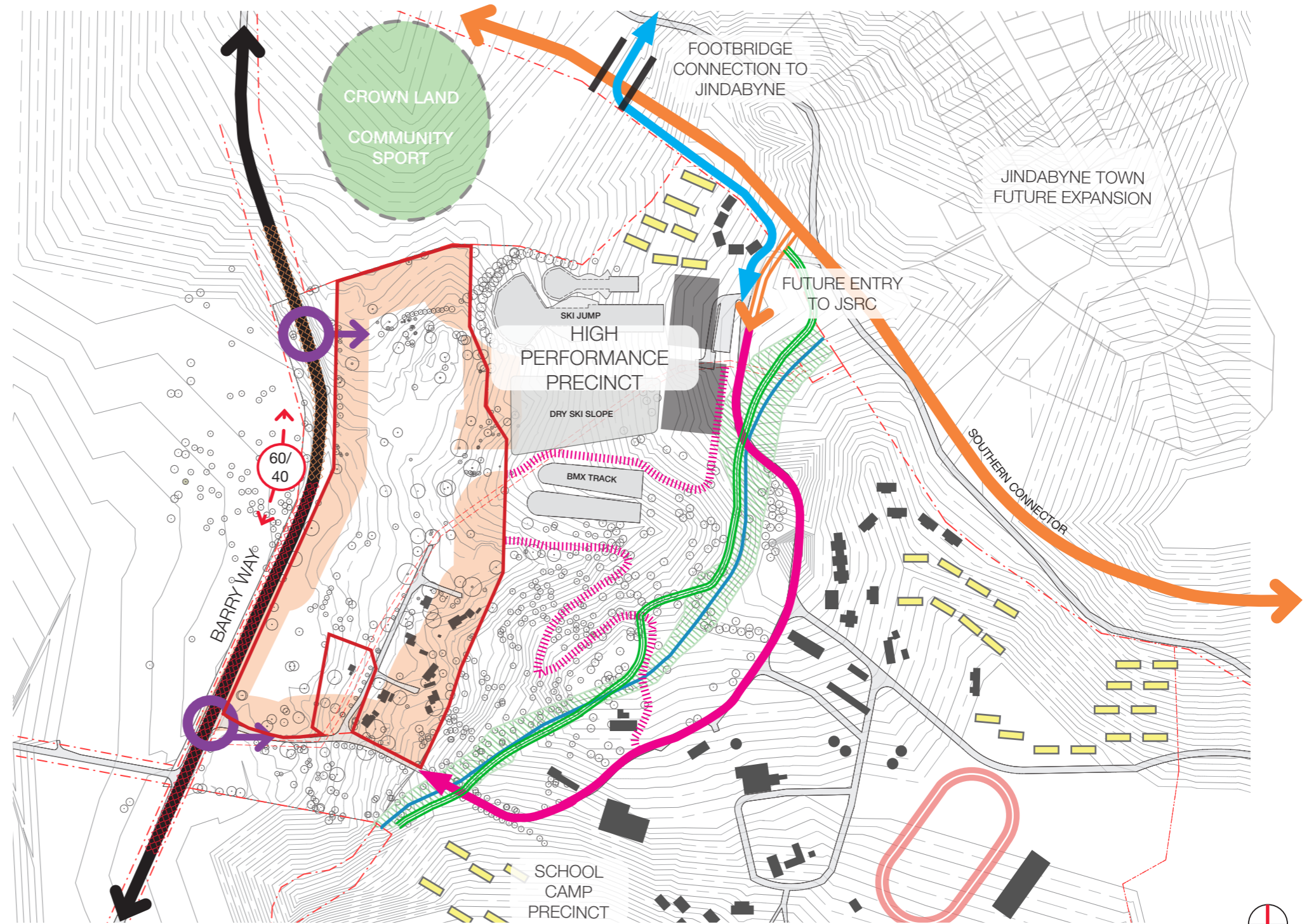
-  Site Boundary
-  Barry Way - Current Speed limit of 100km/h
-  Current single point of vehicle access to the Sport & Rec site
No pedestrian or cycle connections
-  Sport & Rec existing internal road system
-  Existing sewer line
-  Asset Protection Zone (APZ)
-  Existing trees
-  Topography - 16m fall in both East/ West and North/ South directions
-  CEEC (Critically Endangered Ecological Communities) - Cool Temperate Grassy Woodlands
-  Lees Creek Riparian zone
-  Item of Heritage significance
-  TAFE



3.0 SITE CONTEXT AND ANALYSIS

SITE OPPORTUNITIES

-  Create new site entry to the north to improve site access. Improve current JSRC entry (delivered by others)
-  Barry Way - Reduced speed limit and timed School Zone
-  Additional points of vehicle access to the Sport & Rec site (SAP)
-  Create strong pedestrian and cycle connection to Jindabyne via. new footbridge over Southern Connector (SAP)
-  Asset Protection Zone (APZ)
-  Existing trees - retain where possible for natural shade
-  Topography - position elements to minimise cut & fill eg. Sports Field
-  Shared path connectivity to JSRC and to SCR shared path/ footbridge (delivered by others)
-  Integrated Aboriginal Cultural Heritage & Biodiversity learning trail with JSRC (delivered by others)



4.0 DESIGN PRINCIPLES

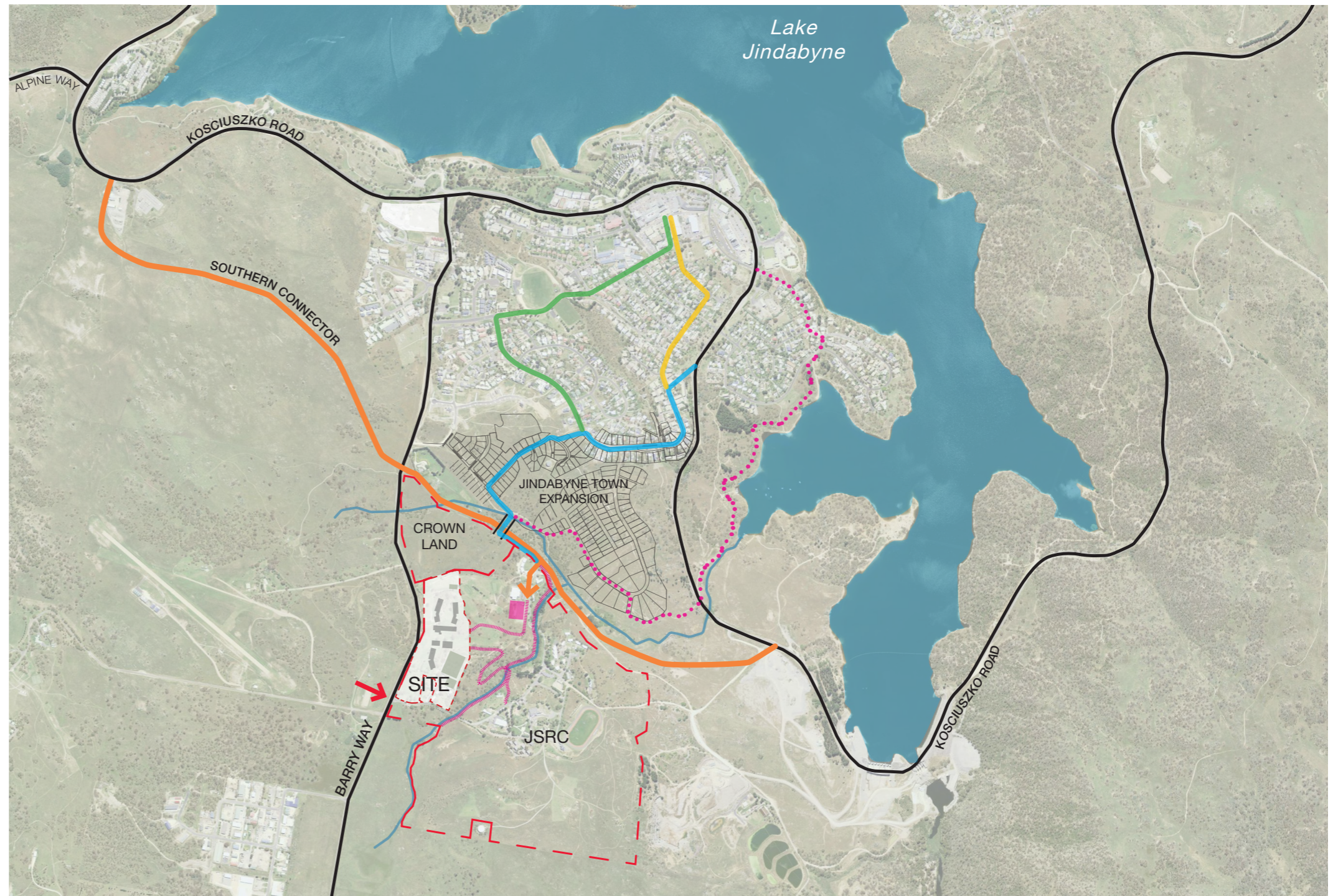
SITE ACCESS - GREATER CONTEXT

The relocation of the education campus from the town centre of Jindabyne to the new site requires consideration of site access and linkages back to the town.

The primary objective is to improve access and integration of the site. This includes improved vehicle connections, and also the establishment of an active transport network that connects pedestrians and cyclists to the new education campus site.

A number of the initiatives are included as part of the SAP and JSRC masterplans. These are summarised on the adjacent diagram.















-  Proposed Footbridge (SAP)
-  Proposed Southern Connector Road and new JSRC entrance (SAP)
-  Current JSRC entrance
-  Active transport connections
Shared paths (suggested)
-  Informal walking/ cycling trail
-  Proposed shared paths
(JSRC masterplan)
-  Proposed Community Hub
(JSRC masterplan)

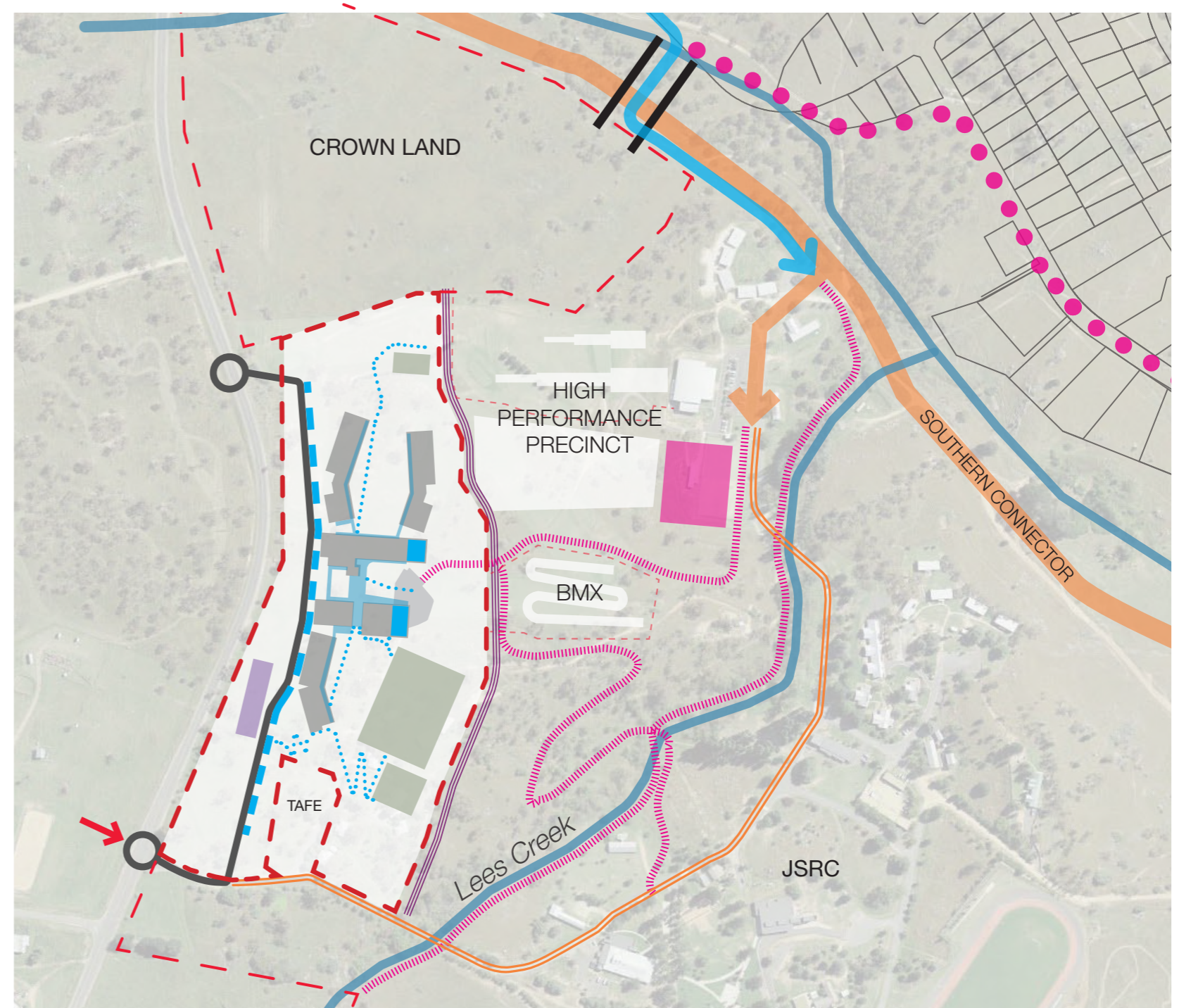


4.0 DESIGN PRINCIPLES

SITE ACCESS - LOCAL CONTEXT

The education campus site access strategy proposes new roundabouts to the north of the site and at the location of the current JSRC entrance off Barry Way. It is proposed that these are connected by a two-way driveway which includes kiss & drop, coach bays, accessible and visitor carparking. Staff and student carparking are also provided onsite.

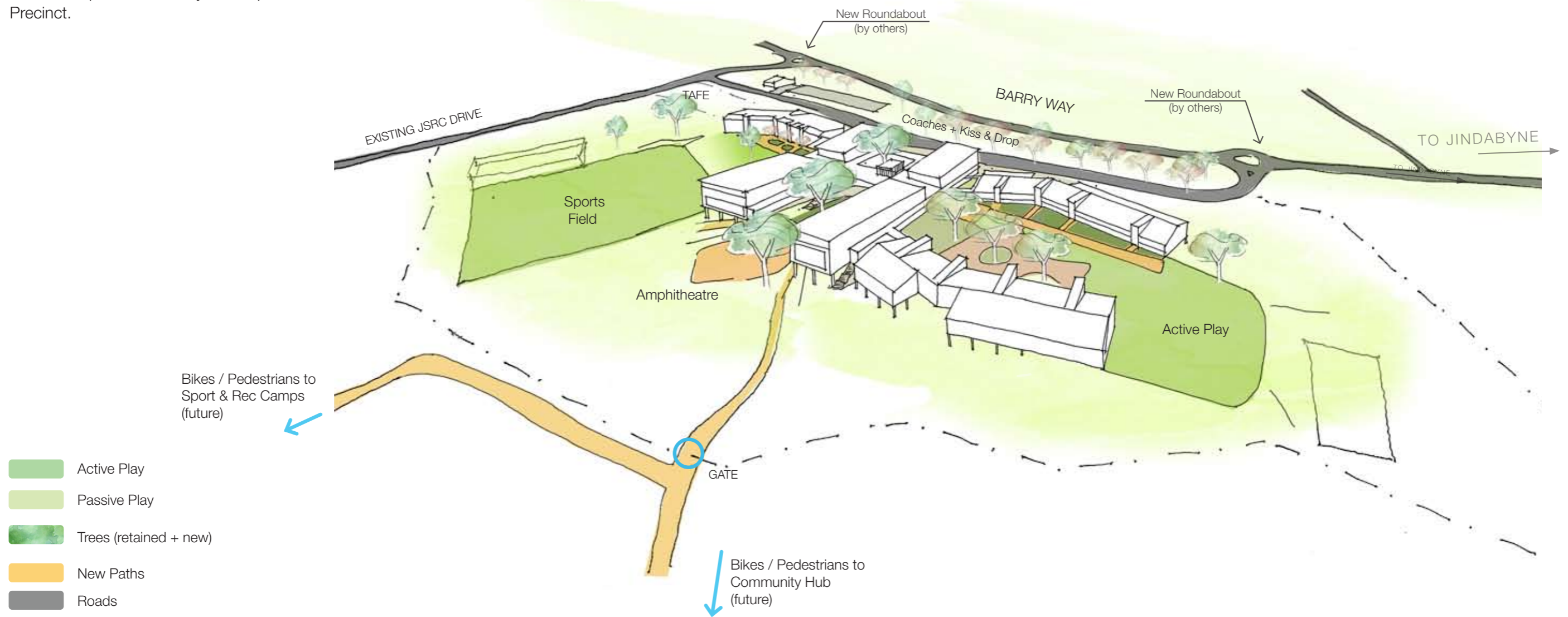
-  Current JSRC entry
- Education campus**
-  Internal driveway
-  Footpath access from Coach bays and kiss & drop
-  Proposed carpark
-  Proposed bike parking locations
-  Internal circulation paths
- By others**
-  New roundabout access to/ from Barry Way
-  Proposed Footbridge (SAP)
-  Proposed paths (JSRC masterplan)
-  Active transport connections
Shared paths (suggested)
-  Informal walking/ cycling trail
-  Proposed Southern Connector Road and new JSRC entrance (SAP)
-  Existing JSRC road
-  Emergency Vehicles (JSRC masterplan)



4.0 DESIGN PRINCIPLES

SITE ACCESS AND LINKAGES

Improved connectivity from the site to Jindabyne town centre proposes new roundabout access from Barry Way. Shared path proposals dovetail with the SAP and JSRC masterplans providing a holistic approach to active transport connectivity in the Sport and Education Precinct.



4.0 DESIGN PRINCIPLES

RESPONSE TO TOPOGRAPHY & BUSHFIRE ASSET PROTECTION ZONE (APZ)

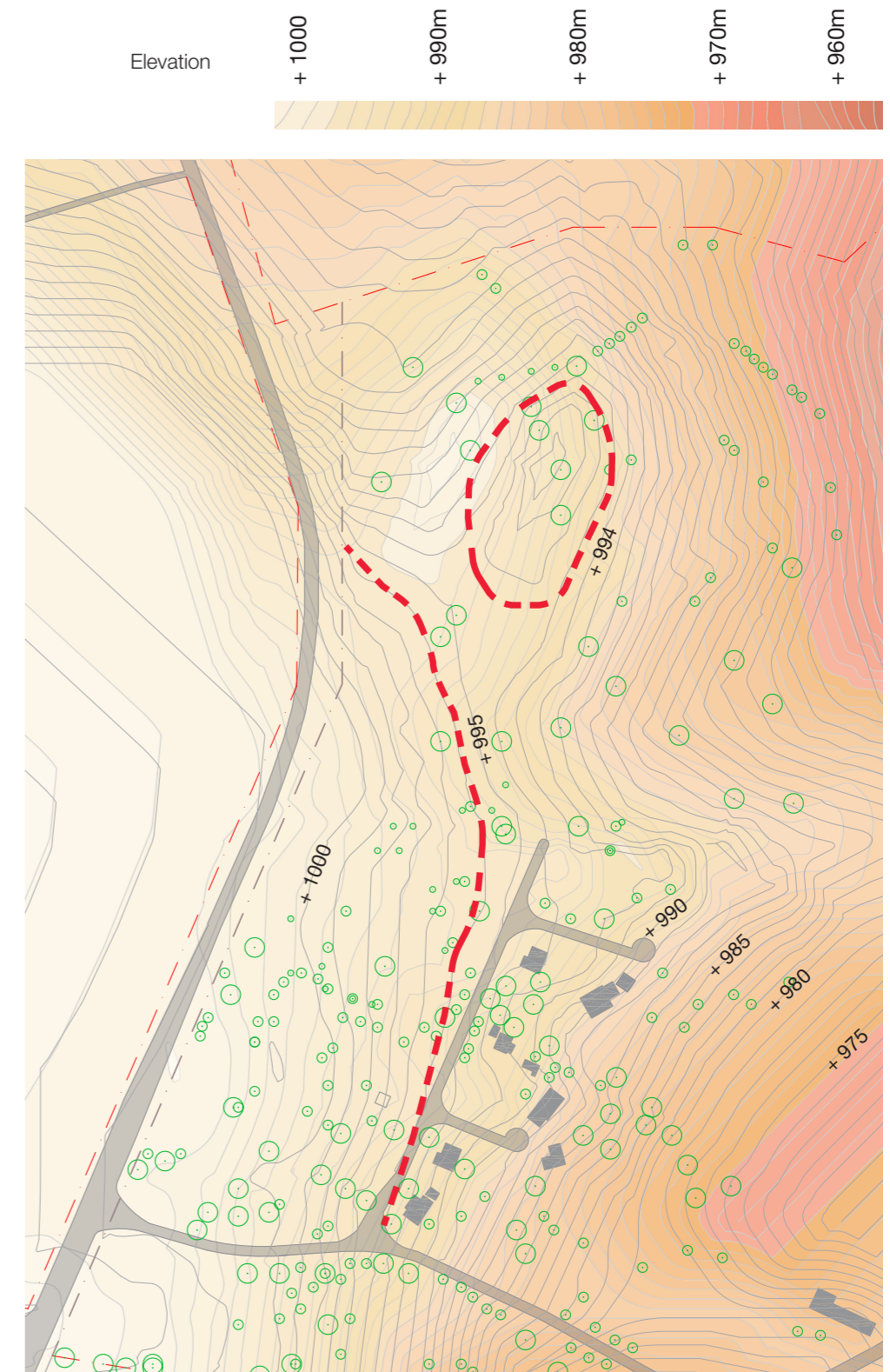
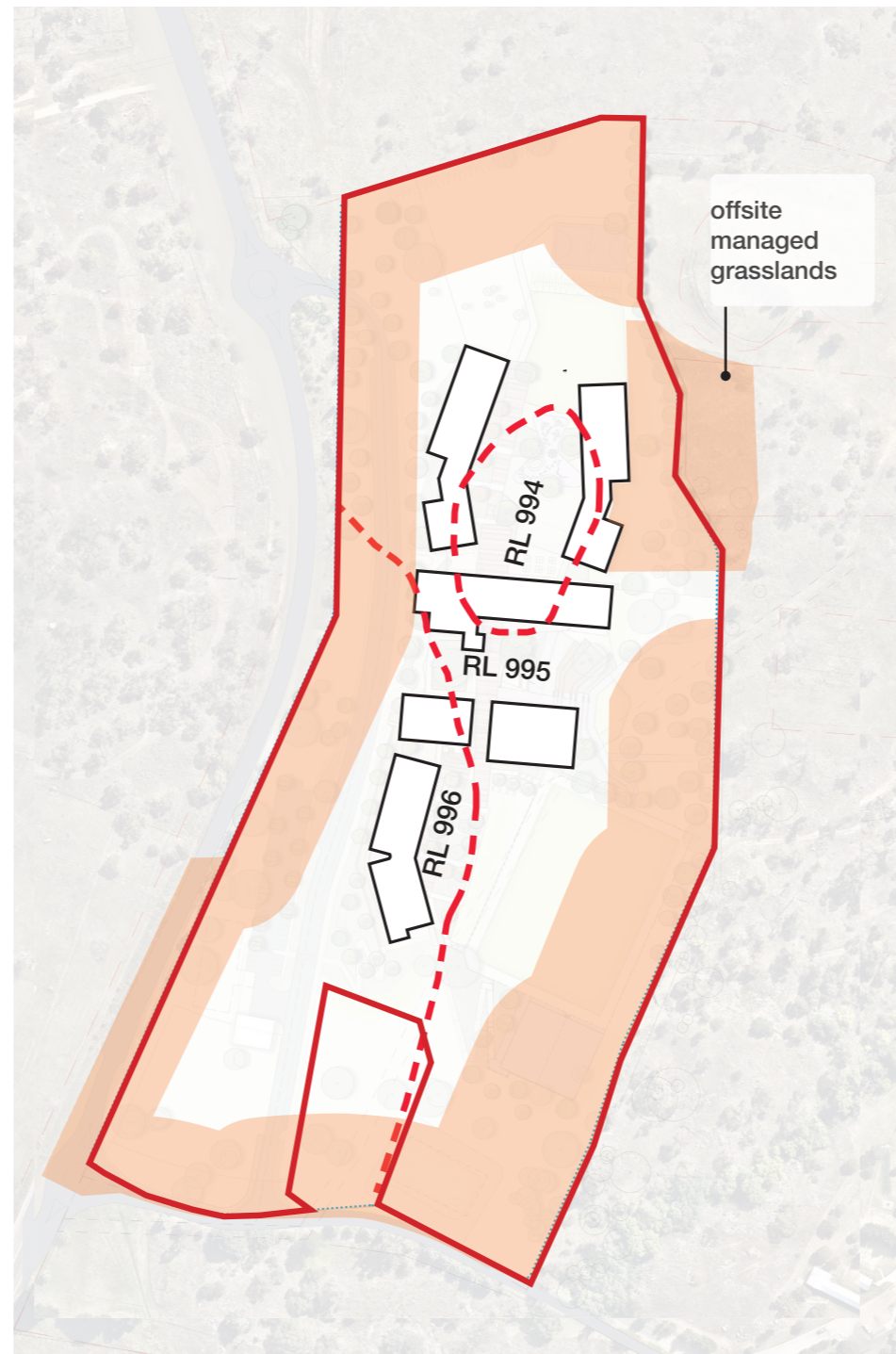
The subject site is located adjacent managed grasslands and woodlands, which are possible bushfire sources. The built form has been located to avoid the Bushfire Asset Protection Zone, as derived by Blackash bushfire consultants. A managed solution has been sought for adjacent managed grasslands until the proposed dry ski slope in the High Performance sports precinct is developed by JSRC.

The response to topography minimises cut and fill to reduce intervention with the landscape and assist tree retention.

The Primary School built form wraps a fairly level section of the site at RL994 connecting the learning spaces to a level outdoor playspace.

The High School is located to take advantage of consistent contour of RL 996 running through the steep site.

The Central Plaza at approx. RL 995 transitions the levels between the Schools, providing equitable and accessible spaces.



4.0 DESIGN PRINCIPLES




ENVIRONMENTAL AMENITY

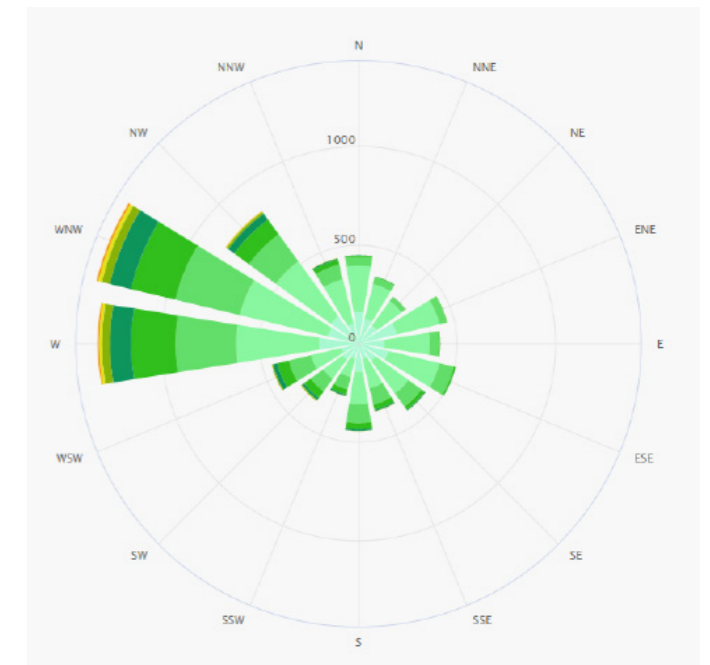
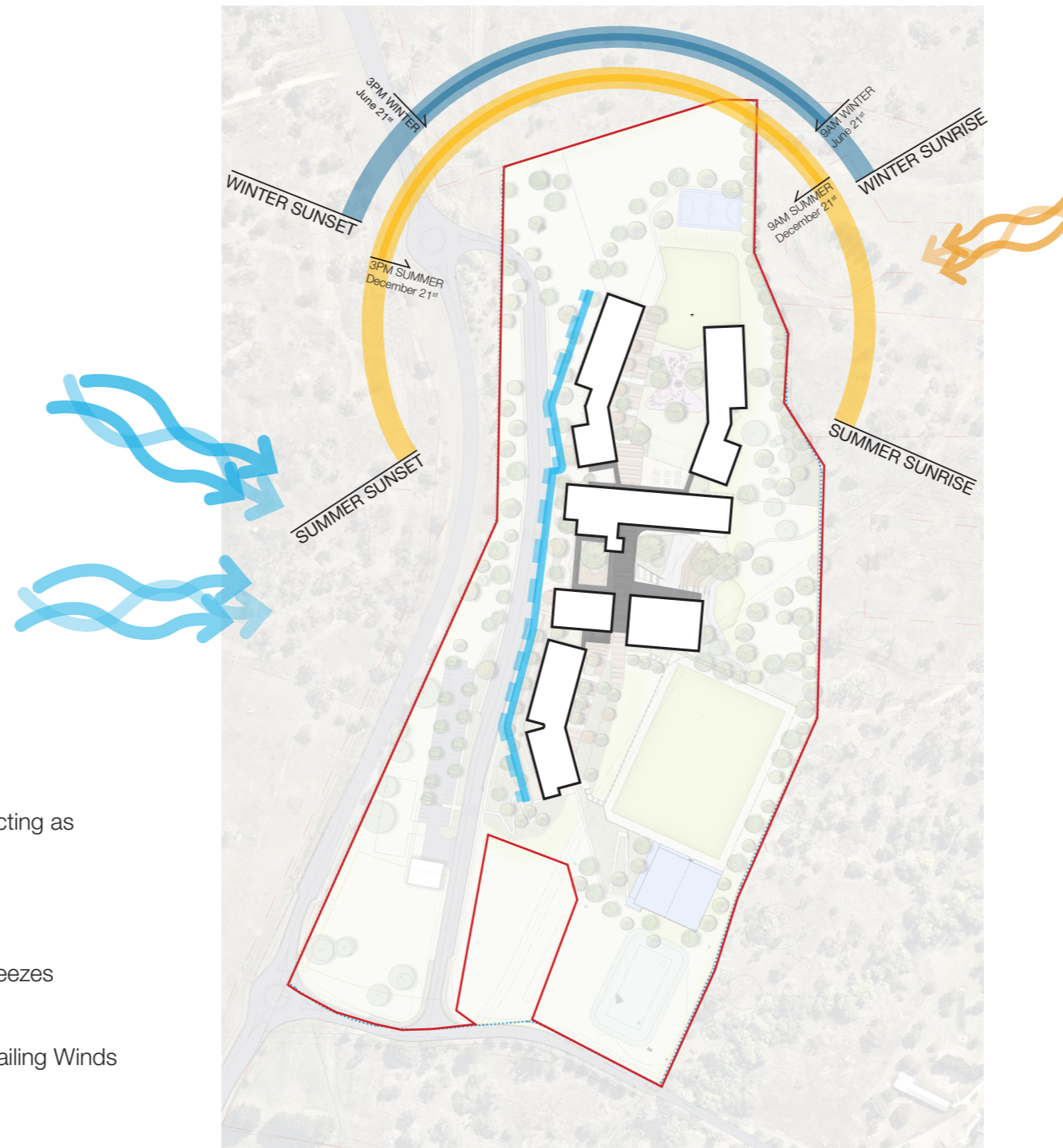
The microclimate of Jindabyne is susceptible to very strong W-NW winter winds. Given the cold winter temperatures, with occasional snowfalls, these winds can cause high levels of discomfort in outdoor spaces.

The design response uses the built form as a wind break, protecting the external playspaces and primary circulation spines. Consideration has also been given to avoiding south facing pathways, which are subject to ice in winter.

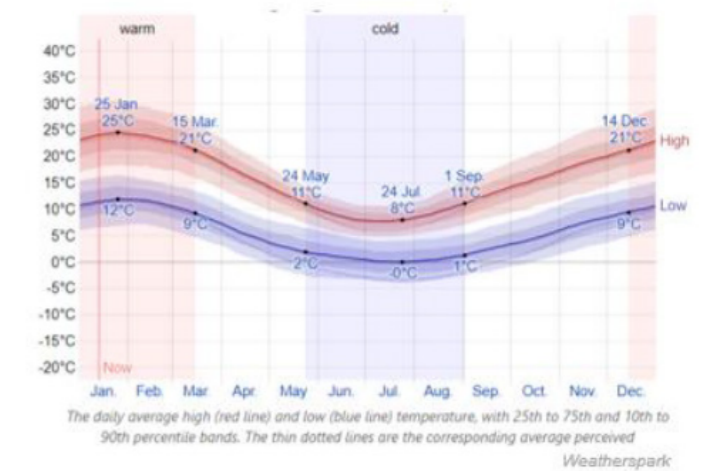
The cool temperate climate of Jindabyne creates opportunities for passive cooling in the summer months. The built form embraces the NE summer breezes with natural ventilation strategies.

Given the buildings are offset from Barry Way the acoustic report has not identified any significant road noise concerns.

-  Built form acting as wind break
-  Summer Breezes
-  Winter Prevailing Winds



Wind Rose



Median temperatures



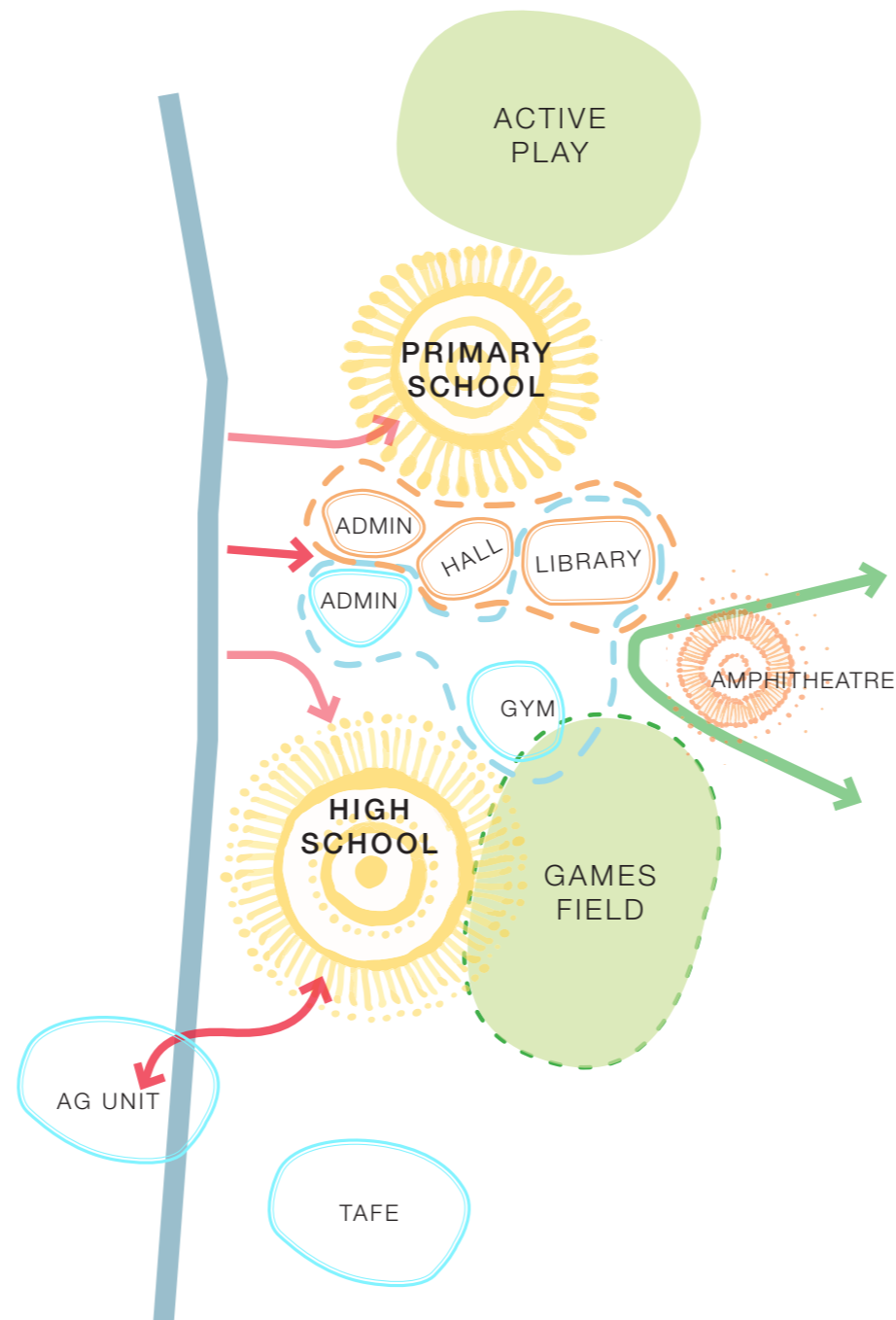
4.0 DESIGN PRINCIPLES

RESPONSE TO EDUCATION RATIONALE

As part of the Masterplanning process DJRD participated in three education workshops. The first workshop concentrated on opportunities for shared/combined School facilities. The second workshop on key curriculum requirements eg. Agriculture, STEM, VET courses in Hospitality & Primary Industries. The third workshop took place over 2 days onsite and included group activity exercises to test and ratify the findings of earlier workshops. The outcomes of these workshops have identified a strong directive for separate Primary and High School facilities moving away from the Central School model. However, given the success of a number of peer support programs across the K-12 cohort and the desire to maintain a single canteen operator, a non-designated communal space was desirable for mutual benefit and to encourage integration and transition.

Key stakeholder objectives for the Jindabyne education campus include:

- Cohesive
- Safe
- Belonging
- Focus of the community
- (Combined) Canteen
- K – 12 performance space
- Continuity
- beautiful grounds sensory undulating
- K – 9/10 peer to peer leadership
- new building pathways (flora/fauna)
- Primary access to specialist facilities



4.0 DESIGN PRINCIPLES

CONNECTING WITH COUNTRY

On the 20th of April, DJRD joined Aunty Iris White to Walk Country, listening as she shared her story, the stories of the Monaro-Ngarigo peoples and their connection to the Alpine Country surrounding Jindabyne. She was accompanied by her brother Jason and noted that when consulting they will often take both a man and a woman as there are sites and customs that relate to men's business and others that relate to women's business.

- Chair of the Southern Kosciuszko Aboriginal Working Group
- Member of the Aboriginal Cultural Heritage Advisory Committee
- Background in vocational education, working for TAFE.
- Knowledge Holder for the Monaro-Ngarigo through her family ties to Alec Brindle, a prominent Ngarigo tracker.



'People assume that because Mount Kosciuszko is the tallest it is the most important but Mt Kosciuszko alone is not significant, all of the Mountains are sacred to us.'

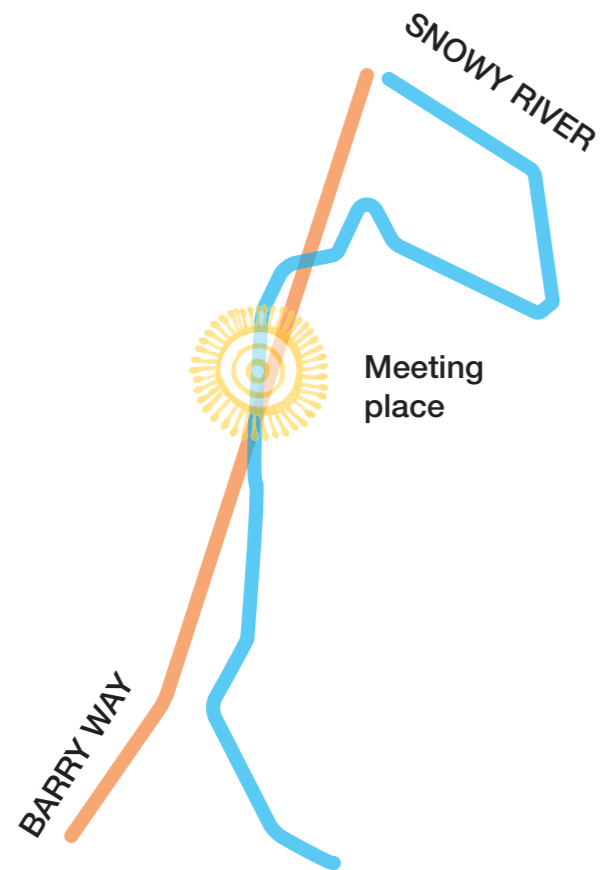
'When our people die, the Mountains are where our spirits go to be with our Ancestors. When the clouds come down low into the valleys, that is when they are with us.'

The Snowy River is particularly significant to the Ngarigo women.



4.0 DESIGN PRINCIPLES

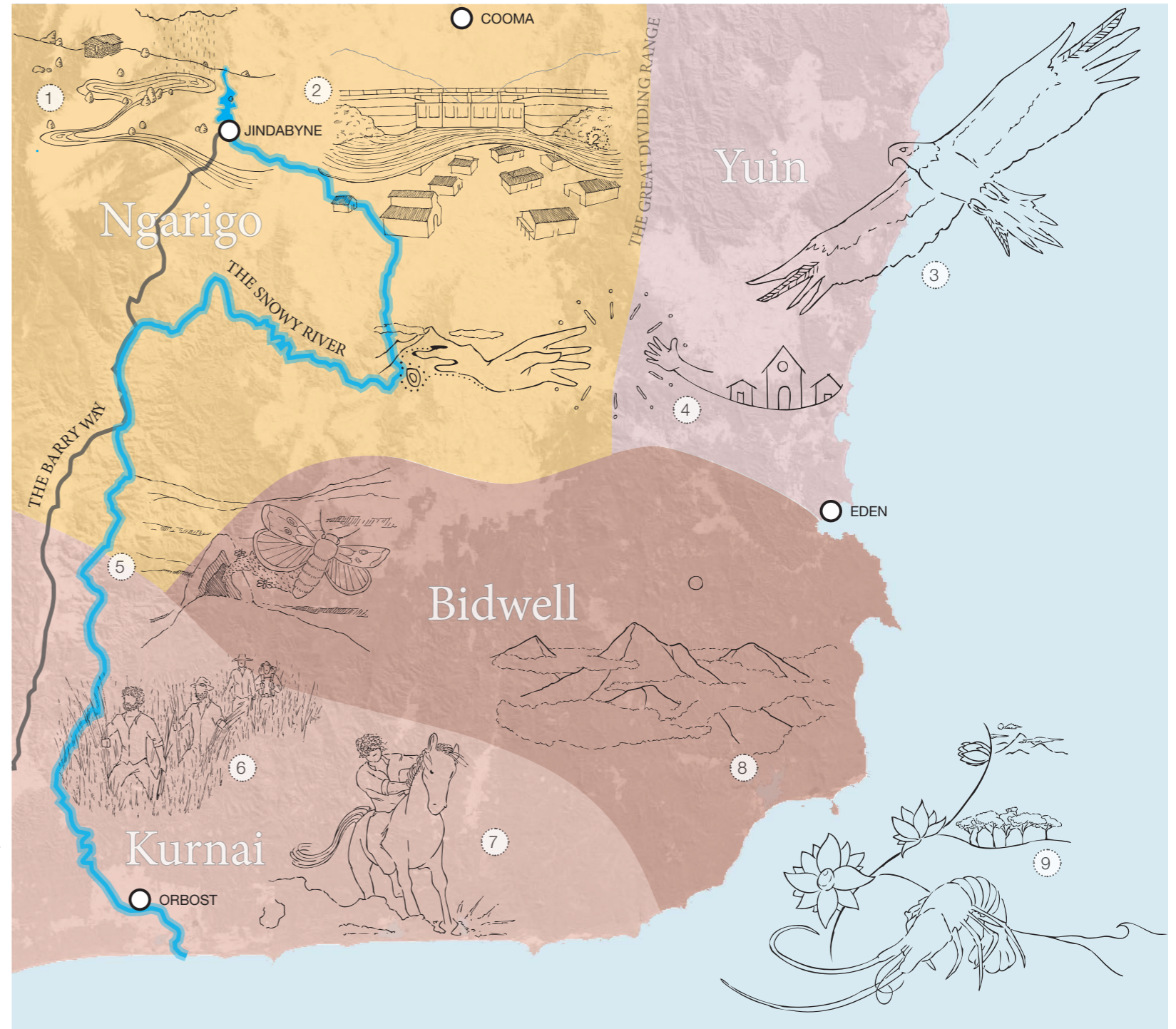
CONNECTING WITH COUNTRY



The Barry Way -
Ancient walking trail, Seasonal migrations

The Snowy River -
Natural History, Geology, Geography

- ① **SNOWY RIVER BELOW SEAMANS HUT**
HEADWATERS OF THE RIVER AND A SACRED PLACE FOR THE MONARO NGARIGO
- ② **JINDABYNE DAM - SNOWY HYDRO**
RELOCATION OF THE TOWNSHIP AND ARRIVAL OF MIGRANT FAMILIES
- ③ **WEDGE TAILED EAGLE**
AUNTY IRIS' DREAMING, SHARED BY SOME OTHER MONARO NGARIGO PEOPLES
- ④ **TRUTH TELLING - FACING THE PAST**
THE STOLEN GENERATION, AND OTHER HIDDEN PARTS OF OUR HISTORY, NEED DISCUSSION TO MOVE FORWARD
- ⑤ **THE BOGONG MOTH**
PEOPLE FROM AS FAR AS THE EAST COAST WOULD JOURNEY TO THE HIGH COUNTRY TO COLLECT AND FEAST ON THESE
- ⑥ **MONARO NGARIGO TRACKERS**
TRACKERS GUIDED EUROPEAN SETTLERS SAFELY THROUGH THE ALPINE COUNTRY
- ⑦ **STOCKMEN**
THE NGARIGO WORKED ON STATIONS AND WERE KNOWN FOR THEIR SKILL AS STOCKMEN AND BREAKING IN BRUMBIES
- ⑧ **THE MOUNTAINS - THE ANCESTORS**
ALL OF THE MOUNTAINS ARE SIGNIFICANT AND A PLACE TO CONNECT WITH THE ANCESTORS
- ⑨ **SEASONAL PLANTS**
CERTAIN PLANTS FLOWERING WOULD INDICATE TIME TO GO HUNTING FOR DIFFERENT ANIMALS & FISH



4.0 DESIGN PRINCIPLES

CONNECTING WITH COUNTRY

The Snowy River -
Natural History, Geology, Geography

The main headwaters of the Snowy River, which include the Eucumbene, Gungarlin and Thredbo Rivers and many smaller alpine watercourses, are predominantly located in Kosciuszko National Park and meet near Jindabyne. From this point the river winds 352 kilometres southwards through the Snowy River National Park, eventually reaching the sea in the Snowy Inlet, at Marlo, near Orbost, Victoria.

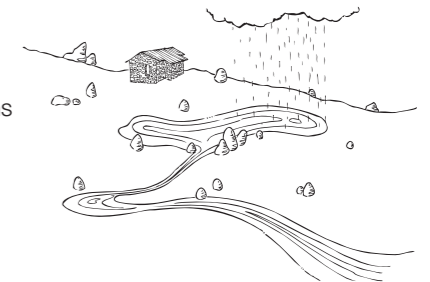
The Snowy River is extremely significant, particularly the headwaters near Charlotte's Pass, and its path will frame many lessons about the Ngarigo people and their connection to this Country.





MOMENTS & LESSONS

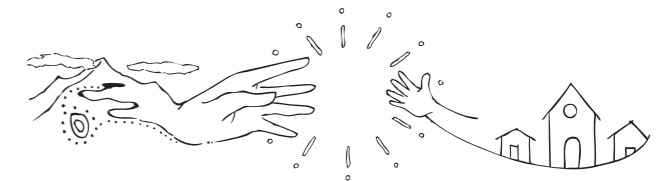
Along this trail, both schools will feature moments and lessons unique to the High Country.

These will follow a timeline running from north to south and each moment can be observed alone or explored deeper through a guided lesson.



 The Primary School will focus on traditional life, significant animals, plants and Dreaming stories.

 The High school will focus on significant people and life in the alpine country post European settlement. Truth telling will be an important part of these lessons.



4.0 DESIGN PRINCIPLES

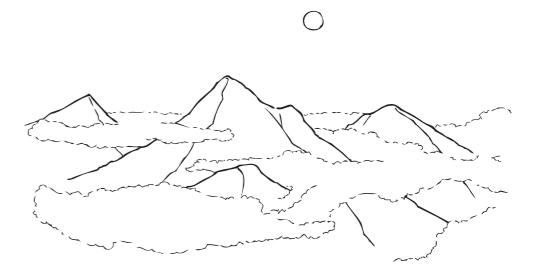
CONNECTING WITH COUNTRY

The Barry Way -
Ancient walking trail, Seasonal migrations

The Barry Way borders the site and runs from Jindabyne south to the Victorian border. The road closely follows the path of an ancient walking trail that connects the Alps and Coast.

During the summer months, alpine foods such as the yam daisy, flax seeds and fern roots became available and are believed to be another reason for seasonal migration to the region. Kangaroos, wallabies and possums were also a key food source for the Ngarigo among other groups.

Walking Country with Aunty Iris emphasised the significance of the Alps landscape. Aunty Iris noted that it is not just Kosciusko but the entire mountain range that has relevance to the Ngarigo, and that when the clouds descend in the Mountains this is the spirits of ancestors. Aunty Iris' brother Jason also noted the significance of changes in flora and fauna that serves as indicators of seasonal produce, for example time to migrate to the coast for the lobster.



Spiritual connection of the Ngarigo people to the mountains explored within landscape



Colors of Country embedded into north-south spine

Plants used for traditional tools grown for lessons in Country



4.0 DESIGN PRINCIPLES

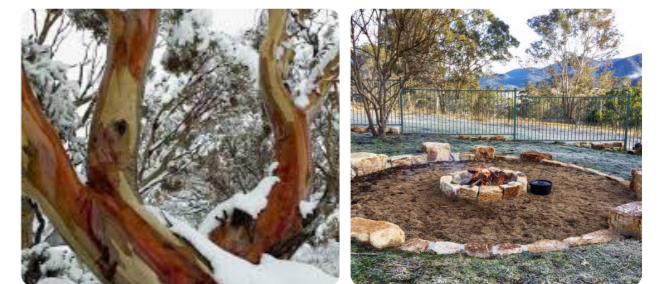
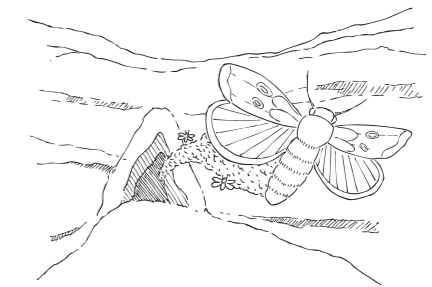
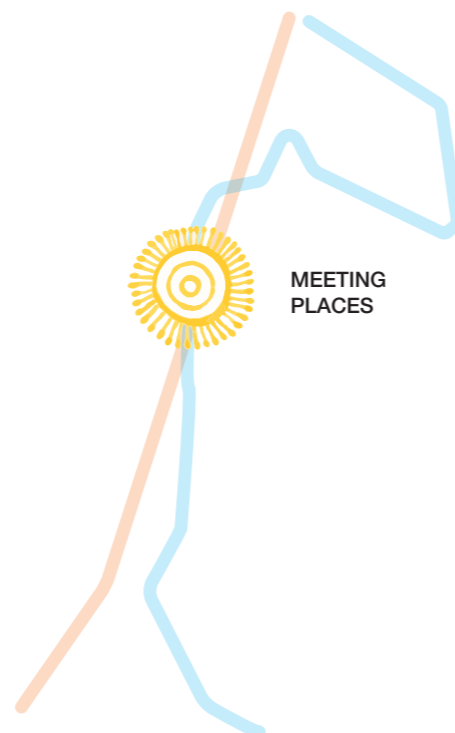
CONNECTING WITH COUNTRY

Meeting places

There is an extremely rich history to be drawn upon in the High Country. The region was used for tens of thousands of years as a place to hunt, gather, hold ceremonies and for different language groups to meet, settle disputes and to celebrate.

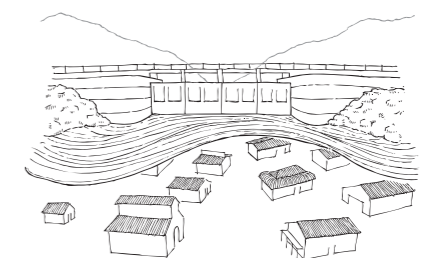
It is understood that people from all tribal groups would meet along the Tumut River, moving south toward the Bogong Mountains during the season when the moths would aestivate in the mountain caves.

Meeting places are integral for the sharing of stories and transfer of ideas. The central plaza zone includes landscaped opportunities for small group gatherings, class sized outdoor learning, and an amphitheatre for larger performances.



Gathering - The Bogong season would bring many language groups together in the High Country

Early European exploration of the area, the first settlements and establishment of Old Jindabyne



Arrival of migrant workers and their families during the construction of the Jindabyne Dam and the new town

4.0 DESIGN PRINCIPLES

SUSTAINABILITY

A Sustainable Development Plan has been prepared by Steenson Varming. The report outlines the main Environmentally Sustainable Design (ESD) objectives for the development, sustainable design principles, and design philosophy, with reference to code and best practice design standards. Image right, is extracted from this report and notes sustainability strategies for the Jindabyne education campus.



Building massing
 Orientation of High School building may expose East and West facades to glare.
 Narrower buildings can support Cross Ventilation
 Consider the topography of the site for the building placement to reduce site fill outs.
 Buildings are aligned along western edge to help provide shelter in outdoor play spaces from strong westerly prevailing winds.



Control Noise and Air Pollution
 Potential noise source from road and internal bus road. Landscaping could be used as a buffer for noise and pollution.
 Aero Club nearby (West) potential noise source to be considered.



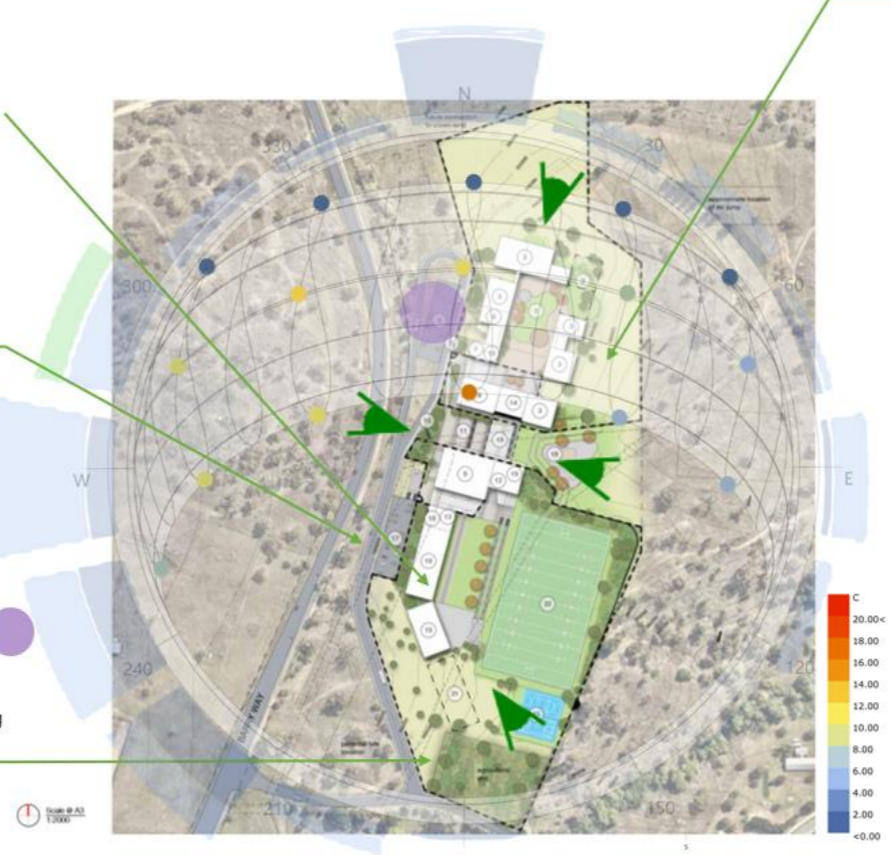
Biodiversity & Ecology
 Landscaping opportunity to include native plants and increase biodiversity on site
 Parking 4 proposed over Critically Endangered Ecological Communities (CEEC) – Cool Temperate Grassy Woodlands
 Smaller building footprint has lower impact on existing landscape features
 Denser layout may allow for energy savings.
 Existing trees to be retained where possible



Sustainable Transport
 - Cycle parking and facilities to be provided for staff and students.
 (secure bicycle parking and EoI facilities)
 - Consider space for EV vehicles w/chargers to reduce pollution and encourage EV use.
 - Snowy Mountains SAP scope – potential transport infrastructure?



Distance to city centre (JJ Connors Oval)
 1.8 km (48m ↑)
 10' Cycle



Sustainable urban drainage features
 Swales / biofiltration / rain gardens throughout landscaping
 - Improve biodiversity
 - Control stormwater quantities and quality
 - Rainwater harvesting for irrigation
 - Reduce air and noise pollution from road
 - Allow space for rainwater tanks
 - Permeable paving



Building Materials
 Design Building massing to allow for sustainable material selection
 Sustainably sourced materials
 Healthy materials with low harmful chemicals
 High performance building envelope



Roof PV
 - Possibly combined with green roofs



Health and Well-being
 - Buildings provide views out over landscape
 - Greenery improves shading and biodiversity
 - Building façade design required to control glare, especially on NW edge



Geothermal boreholes in green areas
 Geothermal boreholes can be considered for a low energy means for space heating and cooling. If this strategy is unlikely to be feasible, a reduction of heating and cooling loads can be achieved through a high performing passive energy strategy.

Thermal Comfort
Winter - Potential for passive and active solar heating strategies, retention of internal heat gains and high performance of the building envelope.
Summer - Potential for natural ventilation

4.0 DESIGN PRINCIPLES

SUSTAINABILITY

Lessons in sustainability can be embedded into the built form through both visual and interactive means.

Re-use of materials

The project objective is to eliminate any material wastage or disposal off site. The analysis of cut & fill is ongoing and targets zero exported fill and minimal cut. Where stone is unearthed re-use on site is proposed.



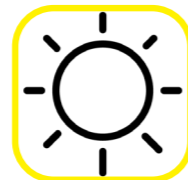
Natural ventilation

A mixed mode ventilation approach is proposed for the schools. Given the climatic conditions in Jindabyne, it is likely that natural ventilation could be used during most of summer and mid-seasons.



Daylighting/ Solar

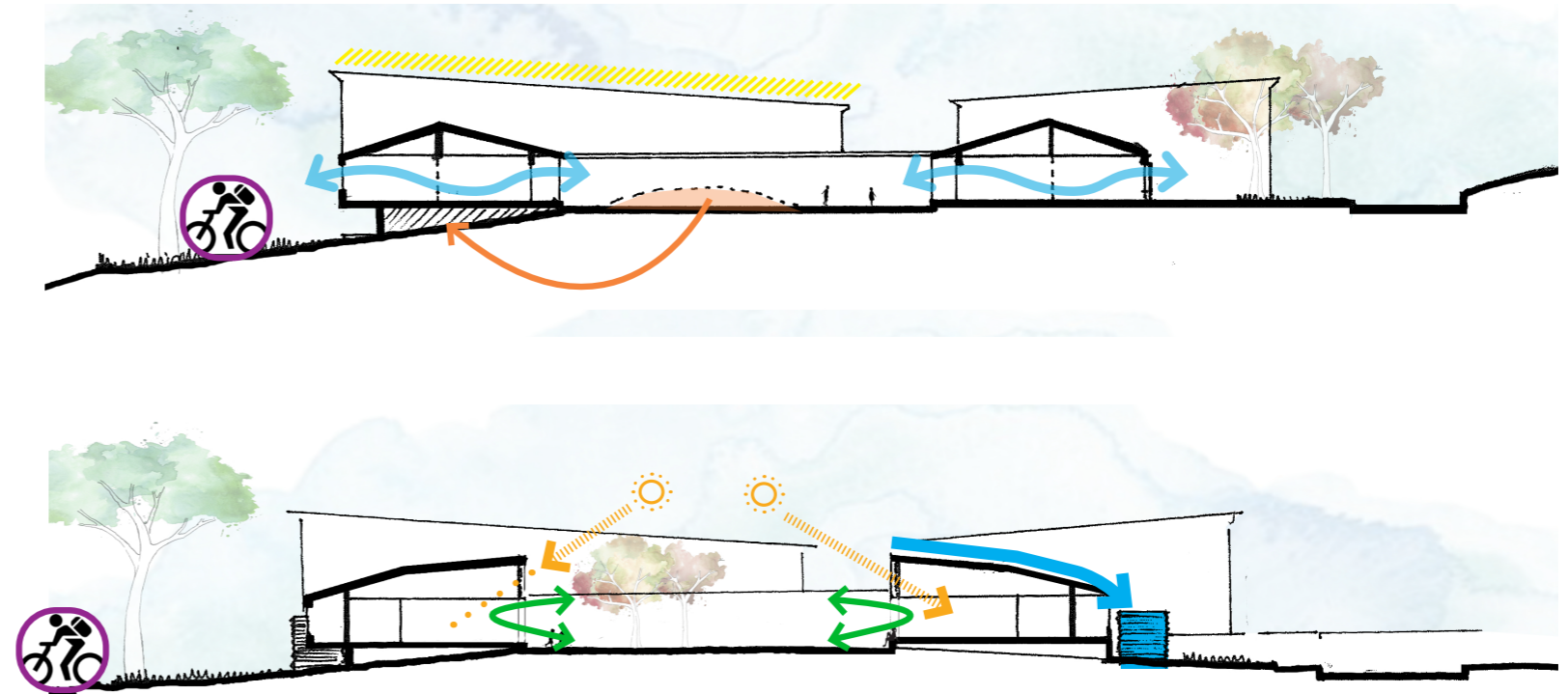
There are many benefits to good daylight within buildings including: connection with space and time; improved concentration; happier users. However, sunlight requires control at times to prevent glare and solar heat gain. Vertical screens are proposed on west and east facades and horizontal shading on north facades. The project also includes PV array for energy generation and the ambition of future net-zero status.



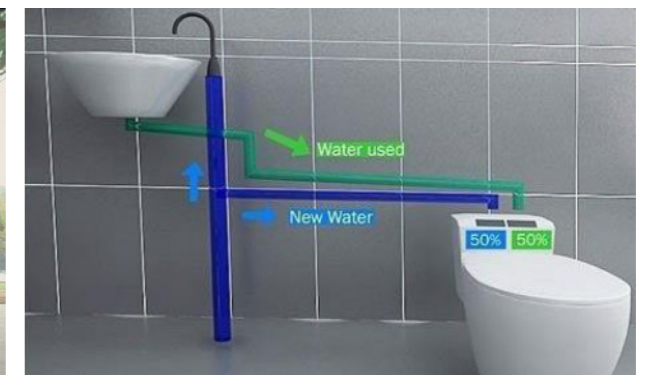
Water

Potable water use reduction aims for zero potable water where alternative sources could be used (eg. Irrigation / toilet flushing). The strategy is to capture and reuse as much water as possible.

The Snowy Hydro scheme is undoubtedly familiar to local students, these lessons in energy can continue within the site through exposed plant rooms, solar energy tracking, visible building systems or interactive water elements.



Primary School Sections



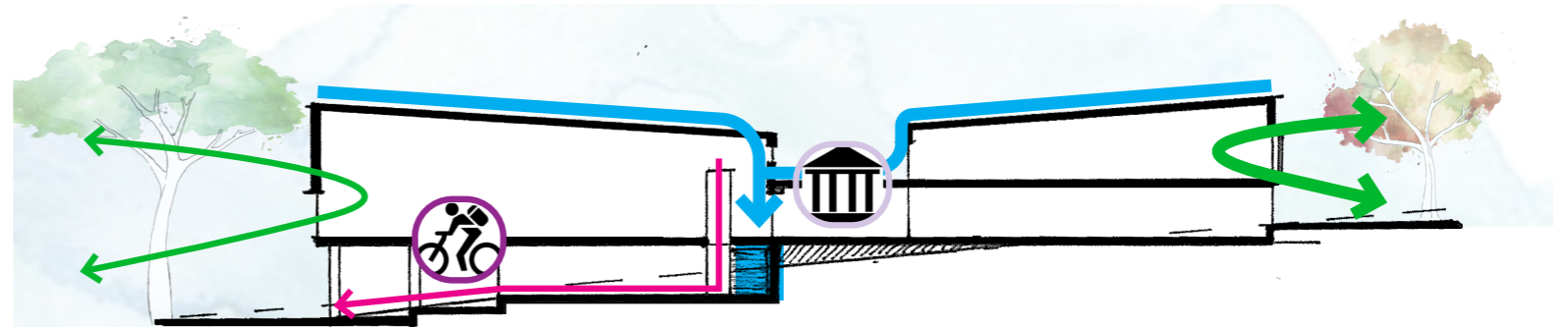
Water re-use and education strategies

4.0 DESIGN PRINCIPLES

SUSTAINABILITY

Green travel

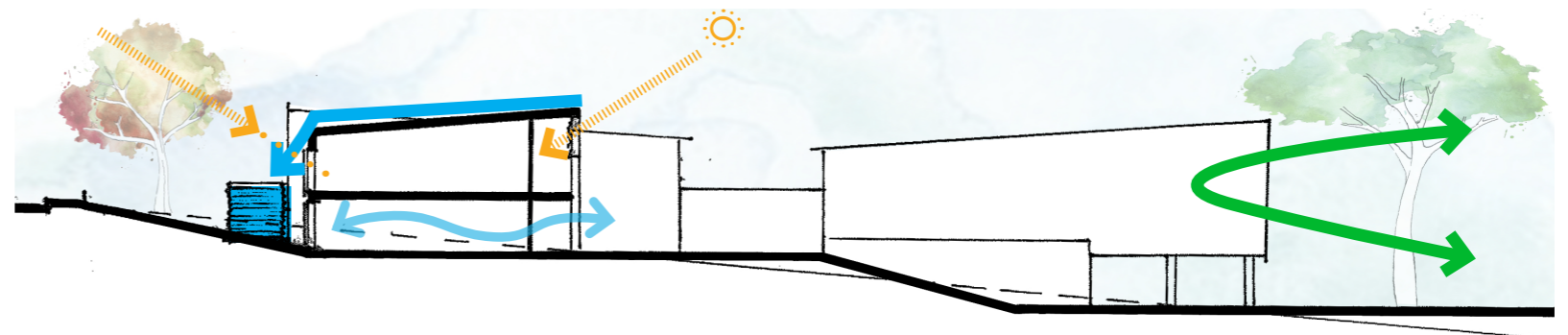
Encourage cycling for students and staff; provide electric vehicle infrastructure; reduce car parking on site; secure and accessible bicycle storage provided on site; lockers and shower facilities provided for staff.



Central Plaza Section

Biophilic design

Biophilia is so important for our physical and mental well-being. If we are deprived of the ability to affiliate with nature, it does affect us. Humans have an inherited need to connect to nature and other biotic forms due to our evolutionary dependence on it for survival and personal fulfillment.



High School Section

Inclusive design

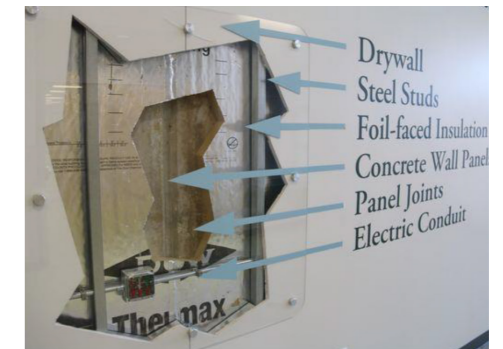
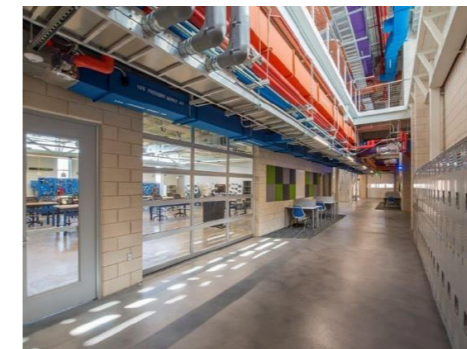
Inclusive design is about making places everyone can use. It enables everyone to participate equally, confidently and independently.



Building and landscape as a teaching tool

Our goal is to increase awareness of sustainability issues, and educate students about natural systems and the environment.

Using the building itself to teach students about construction, engineering and architecture gives students a valuable practical understanding of their built environment. Exposed building systems, highlighted by type across the school can show just how services interact and traverse the site. Exposed support structures, life sized cross sections or scale models all help in understanding built form, along with finding small opportunities to incorporate lessons into the fabric of the school.



Building as a teaching tool strategies

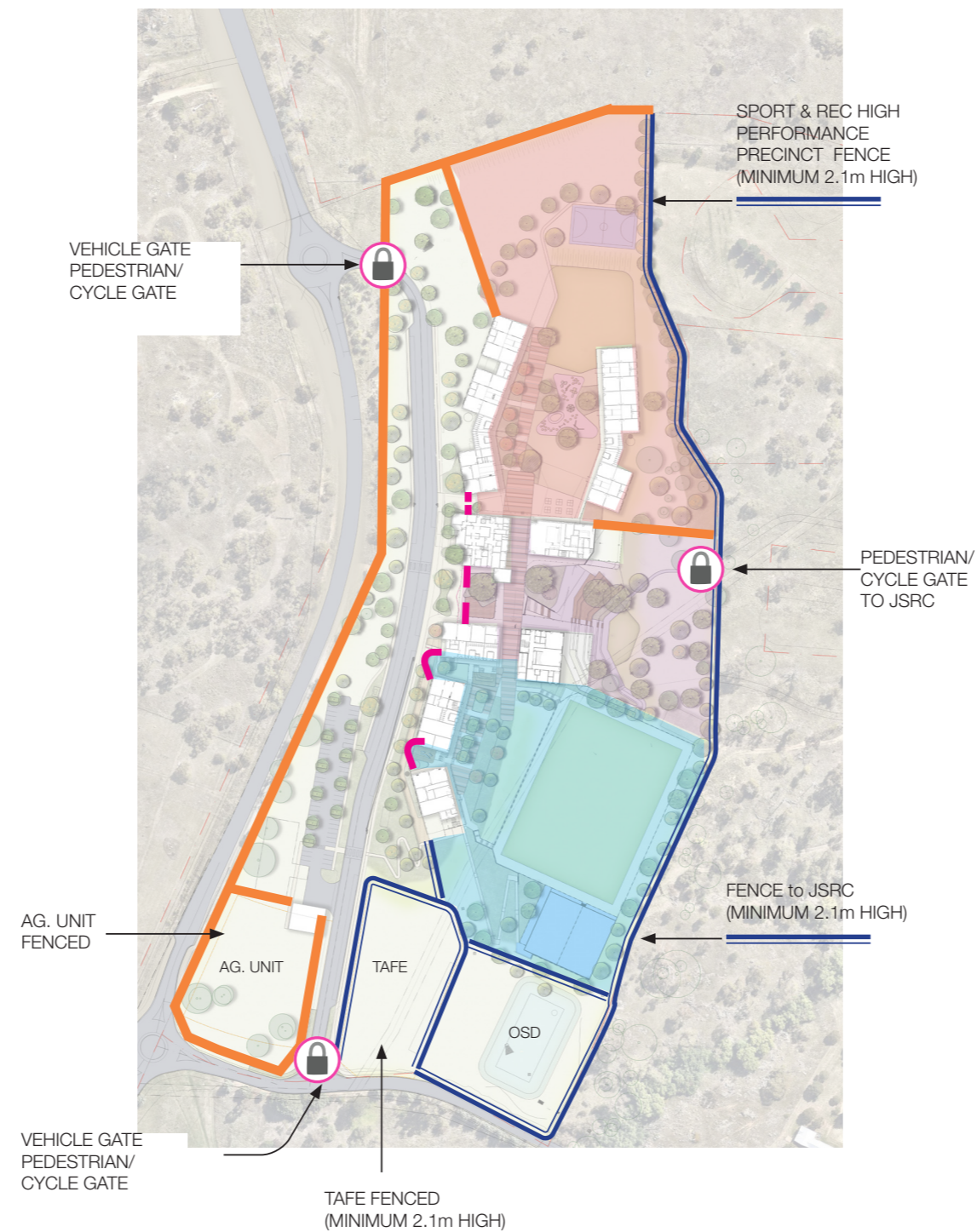
4.0 DESIGN PRINCIPLES

SECURE LINES

The site secure lines strategy has two objectives:

- Ensure the safety of students, staff and visitors
- Provide welcoming interfaces to the public, without the stigma of institutional barriers

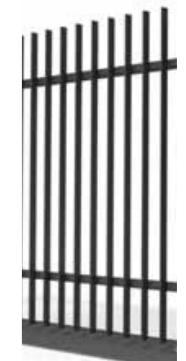
The north and south access points of the school driveway are access controlled, allowing the entire site to be secured when not in use. However, during the normal School day, when after hours activities are in place, and when the School facilities are used by community on weekends and during holidays these gates are open. Both vehicle and pedestrian gates are provided.



SITE FENCE
Corromesh 2100h



PERIMETER SITE
FENCE
2100h palisade fence



INTERNAL SITE FENCE
2100h palisade fence and
screens (wind breaks)

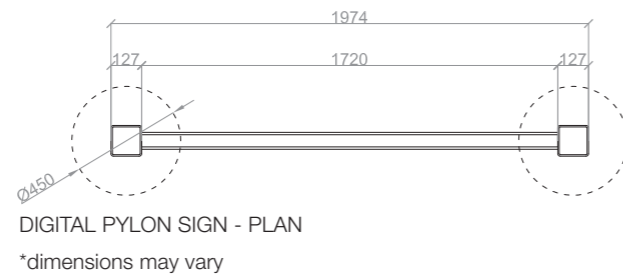
4.0 DESIGN PRINCIPLES

SIGNAGE - OFF SITE

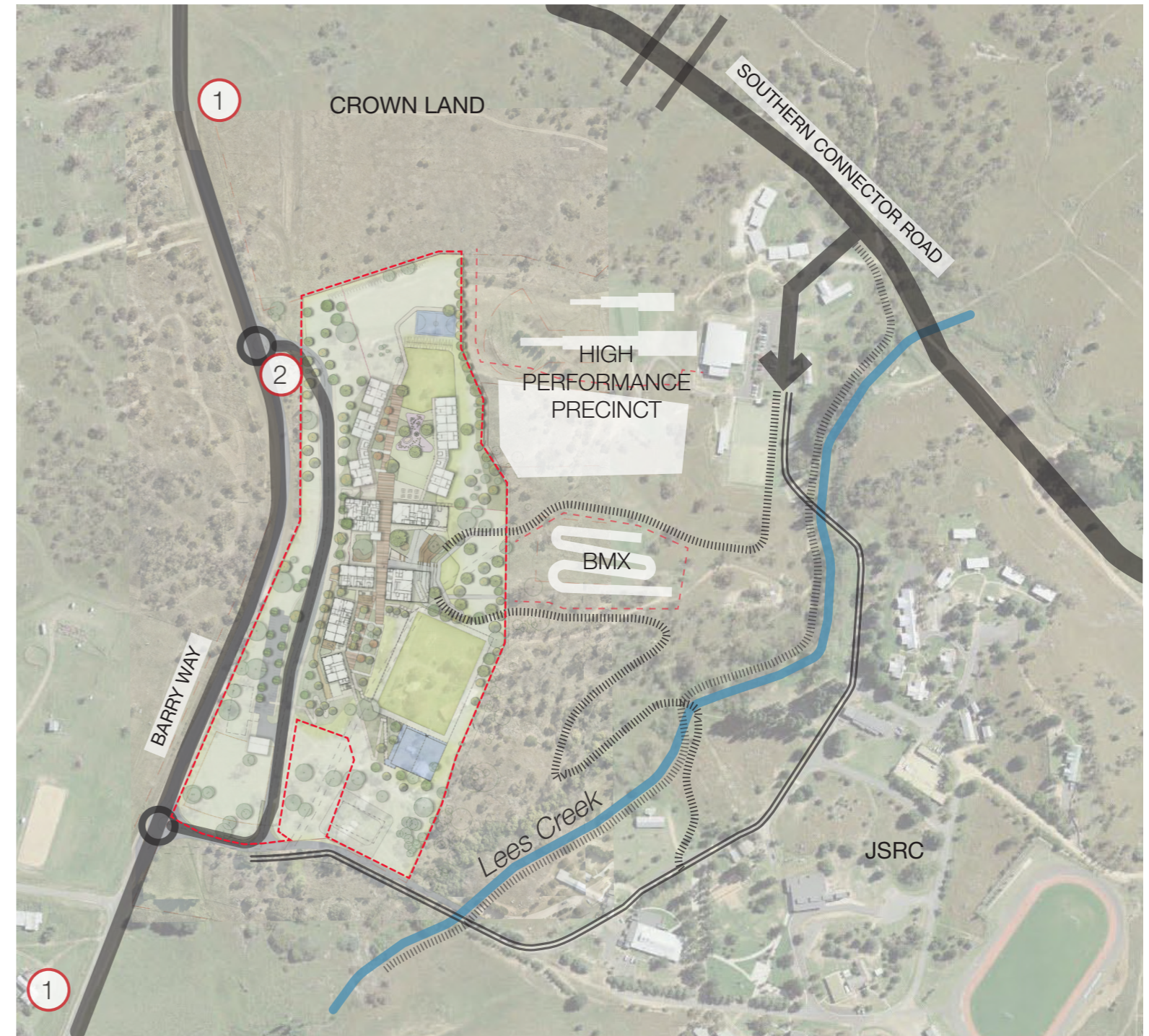
Directional signs are suggested to let drivers know they are approaching the turn-off for the new school. Traffic engineering advice is that the sign needs to be 180 - 250m from the proposed new roundabouts. Directional signage is provided for southbound vehicles (Jindabyne, Thredbo, Perisher) and northbound vehicles from Moonbah, Ingebirah, Lakewood Estate). Approximate locations are noted on diagram. Note these are by others. A digital pylon sign is proposed for the education campus, located at the main driveway entry with a digital content area of 1,080mm x 1,720mm. See location 02.

1 Directional road sign (by others)

2 Digital pylon sign
Note: Colours TBC



VIEW FROM NORTHERN ENTRANCE, BARRY WAY



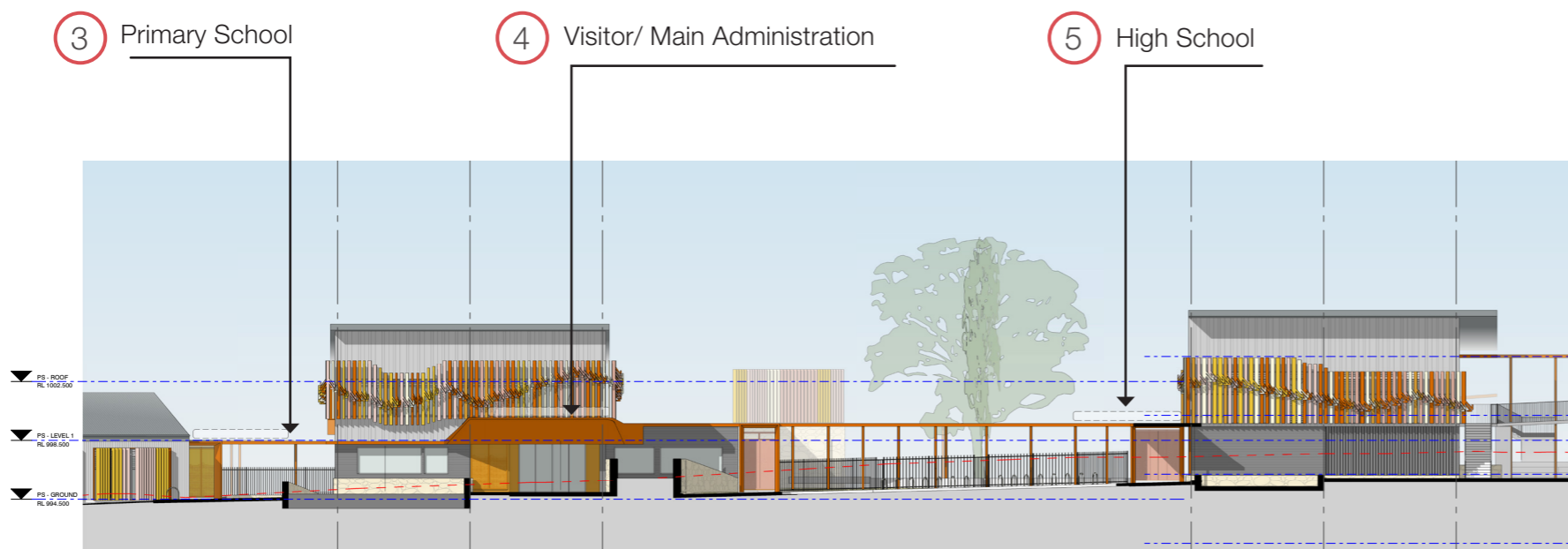
4.0 DESIGN PRINCIPLES

SIGNAGE - ON SITE

Individual letter signage (min. 150mm high) will be provided in a prominent position at the approach to the Schools. A sign noting the year of completion will also be located at the main entrance zone.

- ③ Primary School
- ④ Visitor/ Main Administration
- ⑤ High School

Noting, however, that the naming of the Schools have not yet been determined.



4.0 DESIGN PRINCIPLES

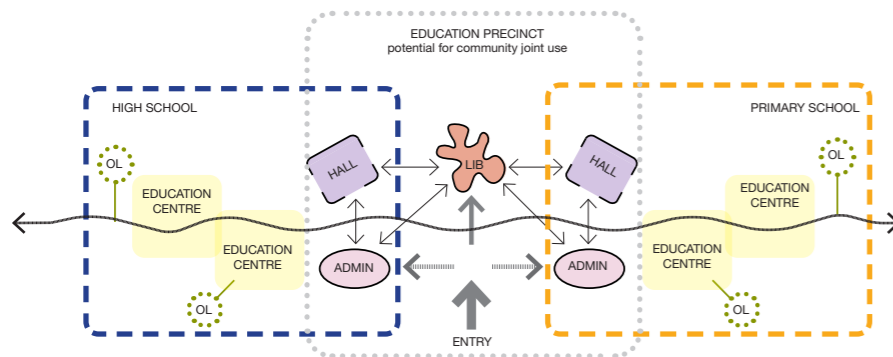
MASTERPLAN OPTIONS

Option 1

Axonometric



Precinct relationships

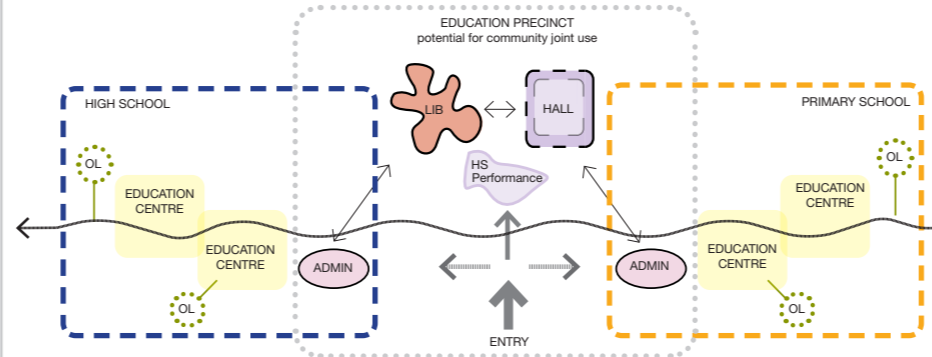


Option 2

Axonometric



Precinct relationships

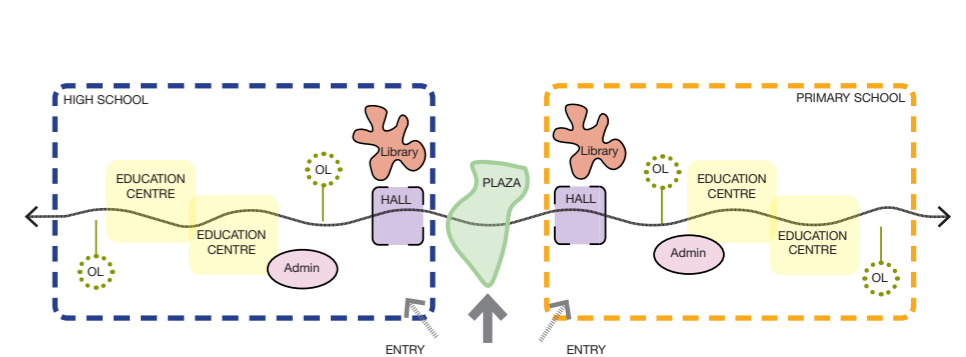


Option 3

Axonometric



Precinct relationships



4.0 DESIGN PRINCIPLES

MASTERPLAN OPTIONS ANALYSIS

The 3 Masterplan Options against Multi Category Criteria

Option 3 scored highest under most categories and overall. However, as it stood the access road solution in Option 3 while supported by Traffic Engineering was considered problematic by the Civil Engineer being located on steeply sloping terrain.



	Option 1	Option 2	Option 3
Project Objectives	✓	✓	✓
Multi Criteria Analysis			
Precinct strengthens JCS identity and community perception	3	2	4
Allows opportunity for the shared use of facilities (particularly sporting facilities) in order to encourage and support engagement with the local community	2	3	4
Responds well to site's environmental opportunities and constraints including topography, APZ and winter winds	2	3	3
Supports ability to meet Education Rationale objectives	3	3	3
Responds to objectives of the SAP including pedestrian network, vehicular access and physical connection to TAFE	4	3	3
Provides the flexibility to meet existing educational needs and future population fluctuations	5	5	5
Provides suitable safety, accessibility and amenity for students, teachers and community. Allows for the physical protection of school assets	2	2	3

4.0 DESIGN PRINCIPLES

MASTERPLAN OPTION DEVELOPMENT

Key variances of Masterplan Option 4 to Option 3:

Traffic Management strategies, including:

- Use of the APZ for North – South access road (better site utilisation) and reduced travel distance for vehicles
- Road on East eliminates the physical barrier between the School campus and Sport & rec, allowing for a more permeable connection and improving joint use opportunities
- Reduces extent of civil works for new School driveway

Collocation strategies, including:

- Single visitor entry point to improve wayfinding clarity
- PS and HS Admin collocated
- PS and HS staff collocated
- Combined Canteen (more attractive license offering)

Massing:

- HS building oriented to minimise cut& fill by following not crossing contours
- HS building oriented to protect outdoor playspace from West gales
- PS arranged in quadrangle format for better inclusion and visual connections
- Central plaza terraced to respond to existing topography
- Lower ground floor added under HS Gym including the Performing arts/ languages hub and is well positioned to use amphitheatre. Lift access makes amphitheatre accessible.



Masterplan Option 3



Masterplan Option 4

5.0 BUILT FORM AND URBAN DESIGN

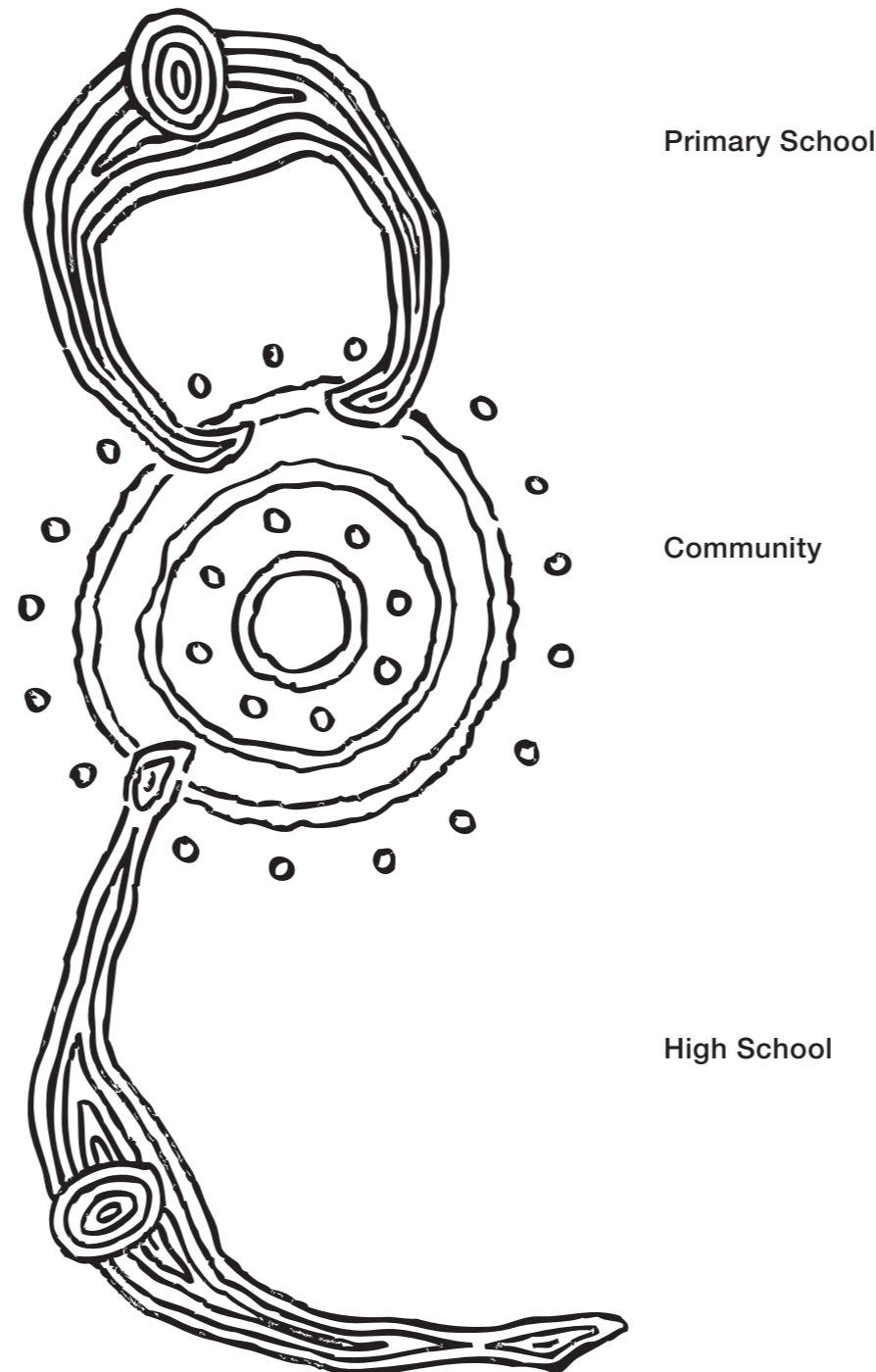
BUILT FORM CONCEPT

The built form concept derives from the response to Country, Community and Culture.

The embrace of the Primary School is that of a hug, reflecting the needs to nurture younger students and instill in them a deep connection to Place.

The embrace of the High School is that of outreach, representing young people embarking on their future courses equipped with knowledge and supported by an intrinsic sense of belonging.

Connecting both these gestures is Community. A recognition that although two Schools, they are part of Jindabyne education campus, the Jindabyne greater area, and the Ngarigo nation.

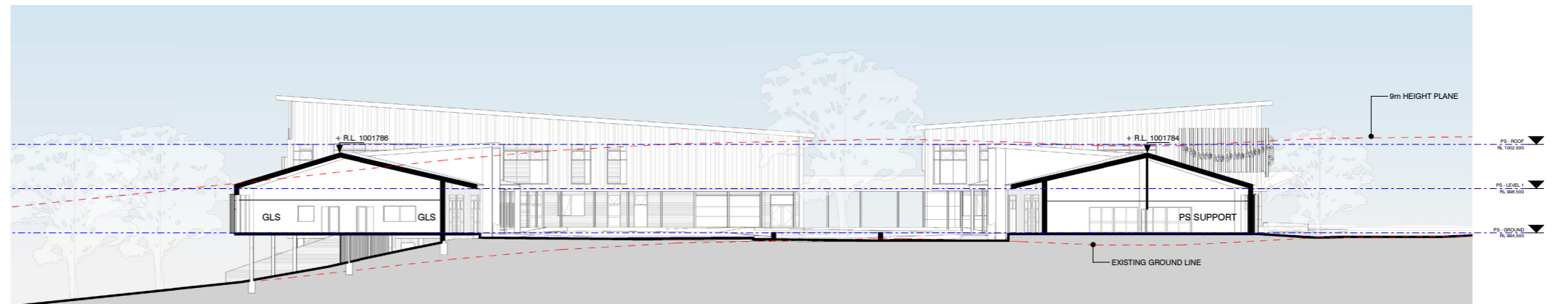


5.0 BUILT FORM AND URBAN DESIGN

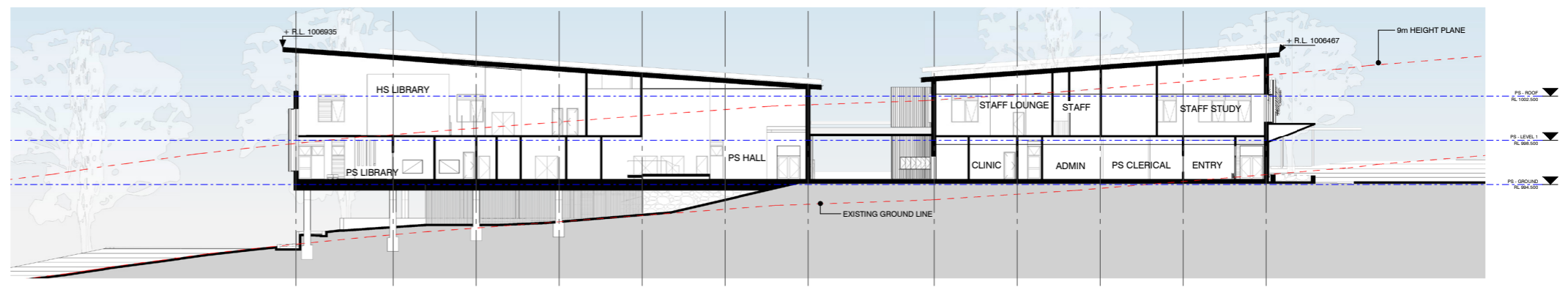
BUILDING HEIGHTS

PS school buildings are single storey and HS double storey to reflect the low density architectural language of the town and JSRC.

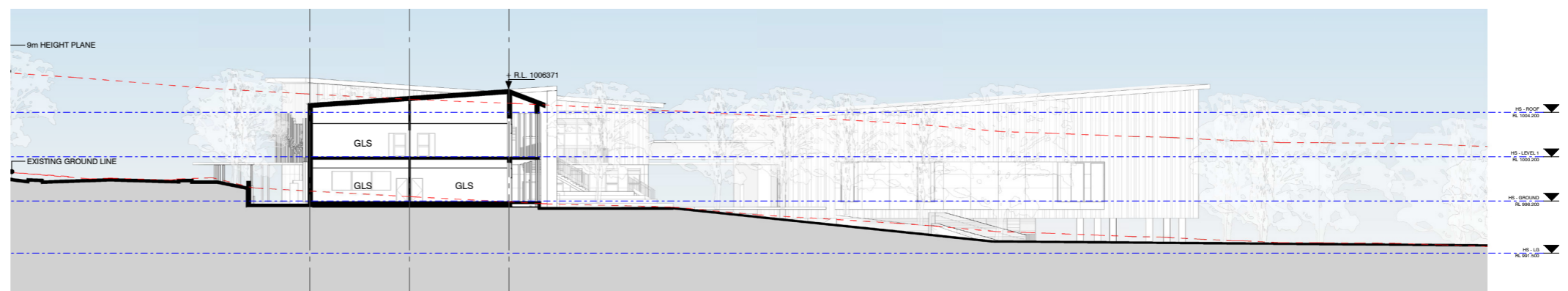
From the east the High School gym appears as a 3 storey volume, with the double-height gym space above the performing arts facility below. However, the effective height does not exceed the two-storey High School teaching block as the lower ground takes advantage of falling topography along the eastern edge of the site.



Primary School



Central zone



High School

5.0 BUILT FORM AND URBAN DESIGN

DENSITY

Jindabyne is characterised by low density (majority 2 storeys, up to 4 storeys) development. As a tourism destination many of the taller structures are either accommodation or civic natured. Most of the outskirts of Jindabyne is one or two storey residential dwellings.

The expansion of south Jindabyne, in closest proximity to the Schools site, is single or two storey residential dwellings. The current building typology of the Sport and Recreation Centre, the Eastern neighbour, is single to two storey.

- ONE STOREY
Primary School
- TWO STOREY
High School & Core facilities

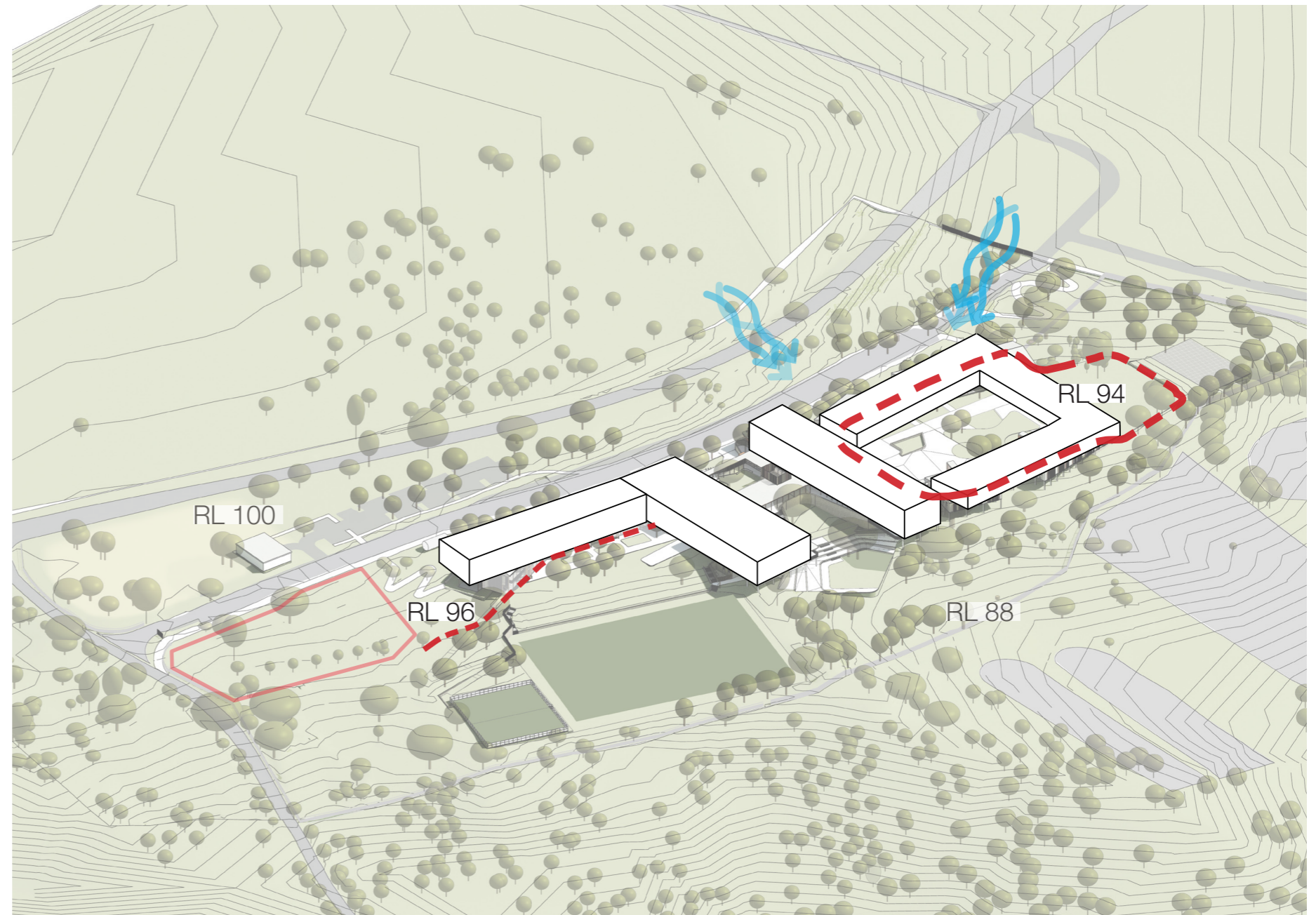


5.0 BUILT FORM AND URBAN DESIGN

MASSING DEVELOPMENT

Key design drivers that informed the site strategies for massing included:

- response to topography,
- response to climate (prevailing winds),



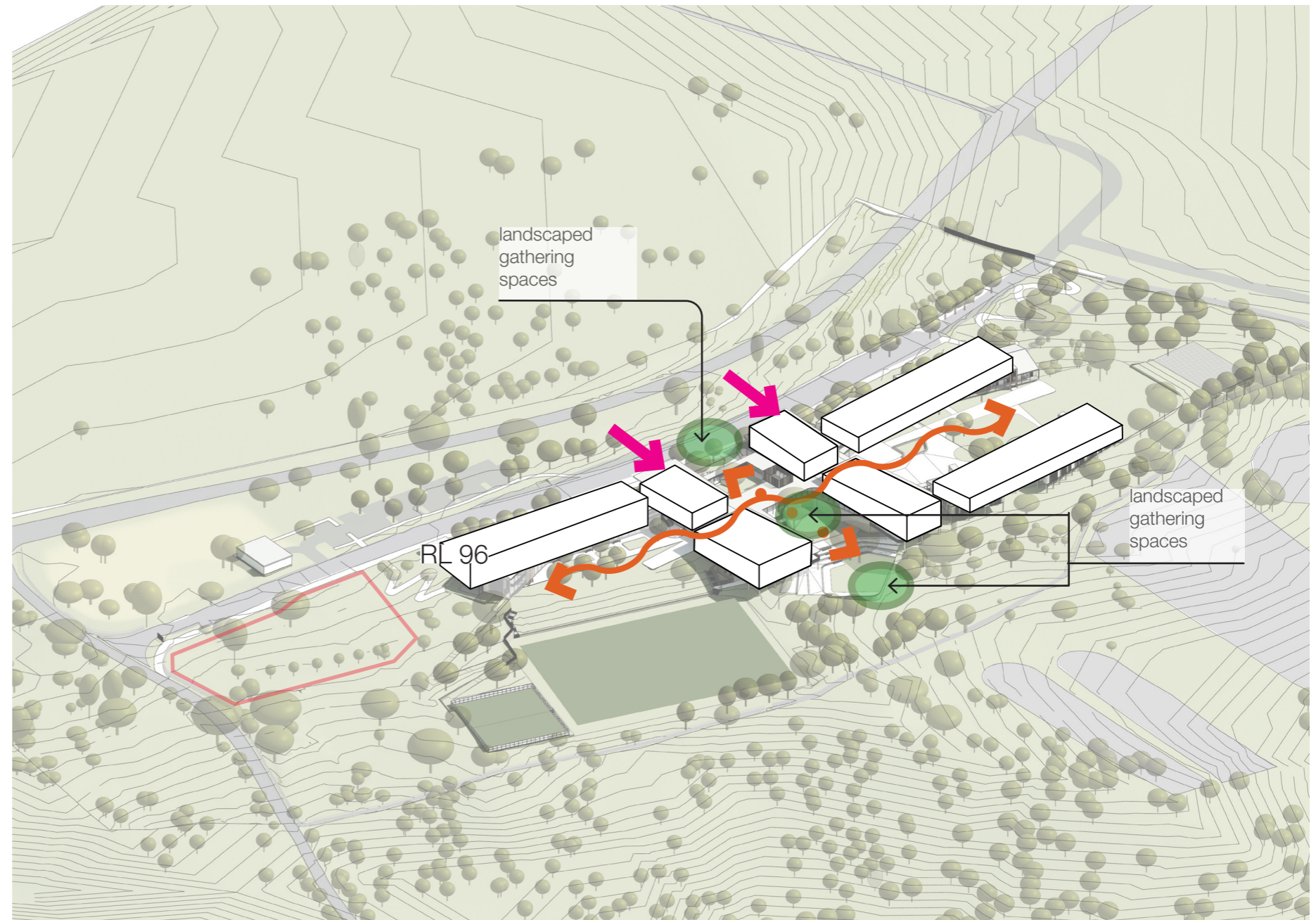
Siting based on level topography on a steep site, high point of site - 1000, low point of site 98
Building form to protect open space from strong NW winds

5.0 BUILT FORM AND URBAN DESIGN

MASSING DEVELOPMENT

Incisions in the massing respond to:

- principal site entries
- primary north-south circulation axis (reference Connecting with Country)
- connection of community focused spaces to views and adjacent community facilities (JSRC)
- creation of landscaped gathering spaces that respond to the natural topography, views and sequences of entry

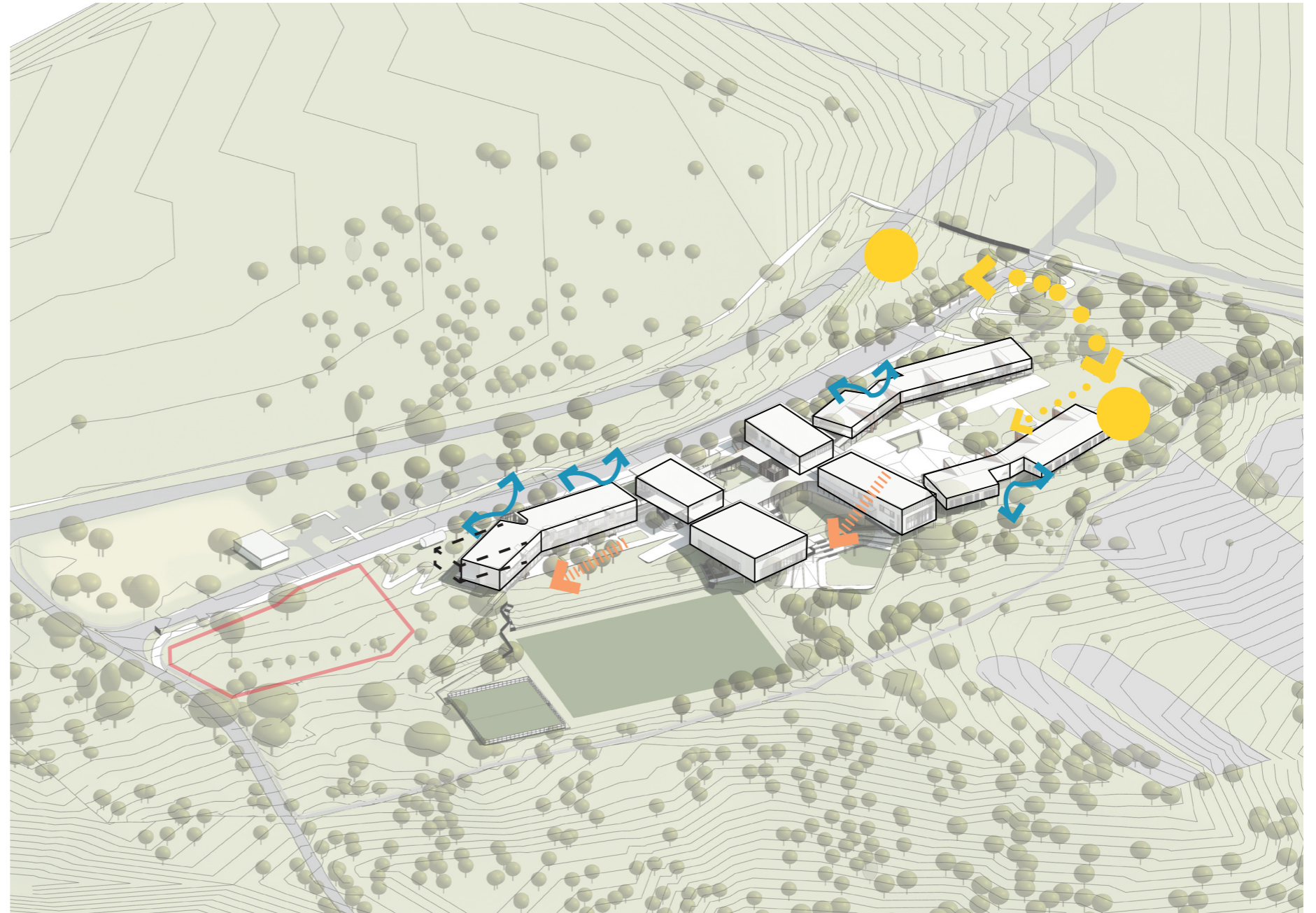


The north-south circulation axis interprets significance of the Barry Way as an ancient trail used by the Ngarigo peoples from the High Country to the Coast and connects the two Schools to the central shared zone, a community focused centre to the campus.

5.0 BUILT FORM AND URBAN DESIGN

MASSING DEVELOPMENT

Through the concept design phase the building form has further evolved in response to climate, in particular ESD principles of natural ventilation and daylighting.

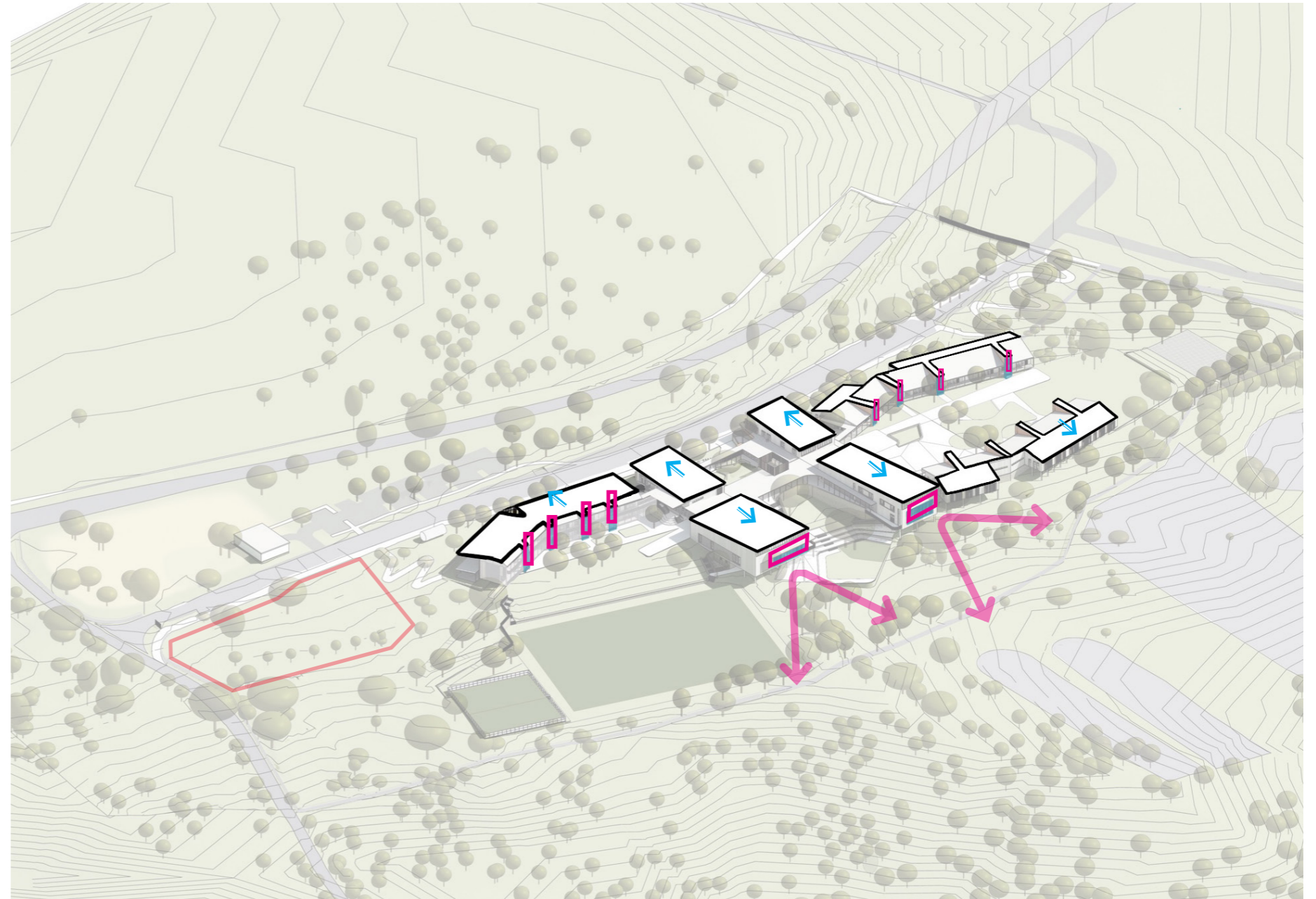
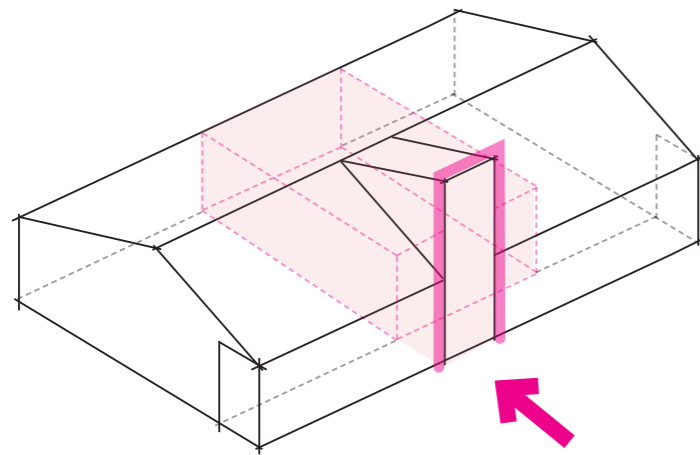


Refer to Section 5.0 'NATURAL DAYLIGHT AND VENTILATION' for detailed analysis of daylighting and natural ventilation strategies for the education campus

5.0 BUILT FORM AND URBAN DESIGN

MASSING DEVELOPMENT

While snowfall is neither frequent nor heavy in Jindabyne roof forms have been designed to prevent snow accumulation and consider snow deposition. The 'pop-up' roofs over entries creates opportunities to frame vistas and announce key entries.



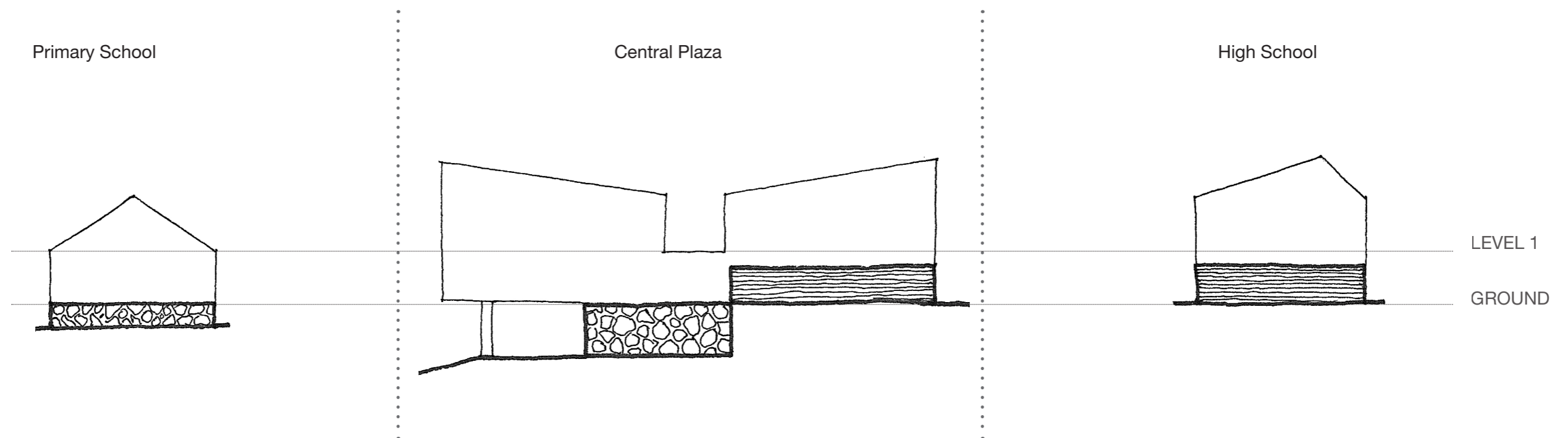
Roof forms and glazing respond to orientation and view opportunities. The High School gym and both libraries enjoy panoramic views.

5.0 BUILT FORM AND URBAN DESIGN

BULK AND SCALE

The DfMA 'train track' of two 9m grids reduces the perception of bulk and improves natural light penetration into the building floorplate.

While the language of a solid, heavy base and lighter upper layers is a consistent theme across the education campus, the Primary School, Central Plaza, and High School use datums to clearly reference differences in scale. Scale contributes to the sense of identity; the Primary School scale is comparatively smaller than the High School, in keeping with the idea of student progression through the education campus.



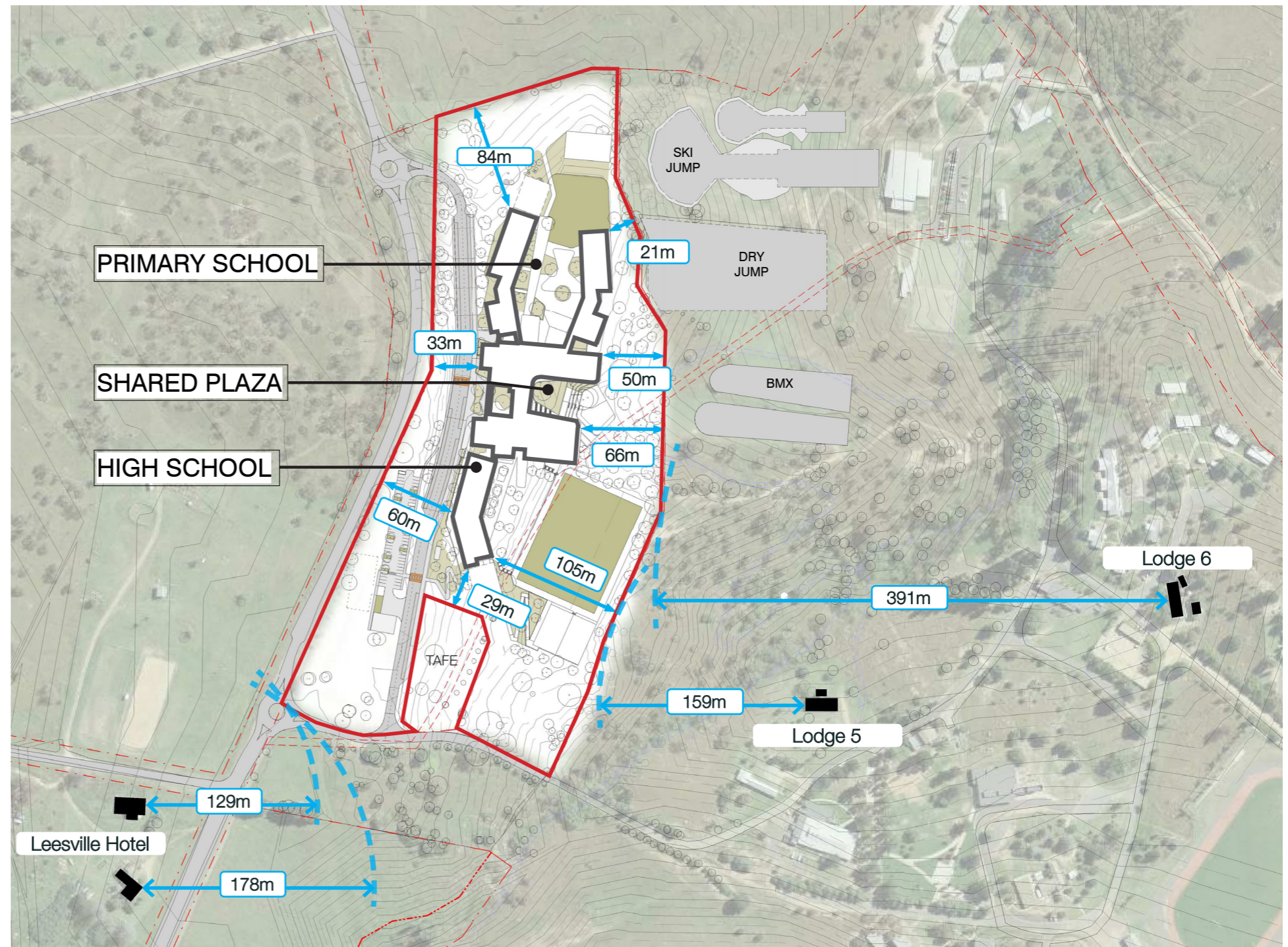
5.0 BUILT FORM AND URBAN DESIGN

SETBACKS AND INTERFACE TO SURROUNDING DEVELOPMENT

Located on a large site in a rural context there are no significant interfaces to surrounding development. An indication of setbacks to significant neighbouring structures such as the Heritage items the Leesville Hotel, and Lodge 5 and Lodge 6, located on the JSRC site are included on the diagram opposite.

Boundary setbacks are significant in response to the Bushfire Asset Protection Zones from neighbouring properties. The nearest boundary setback is in the north-east of the site to the Sport and Recreation Centre High Performance Precinct and measures approximately 21m at its nearest offset.

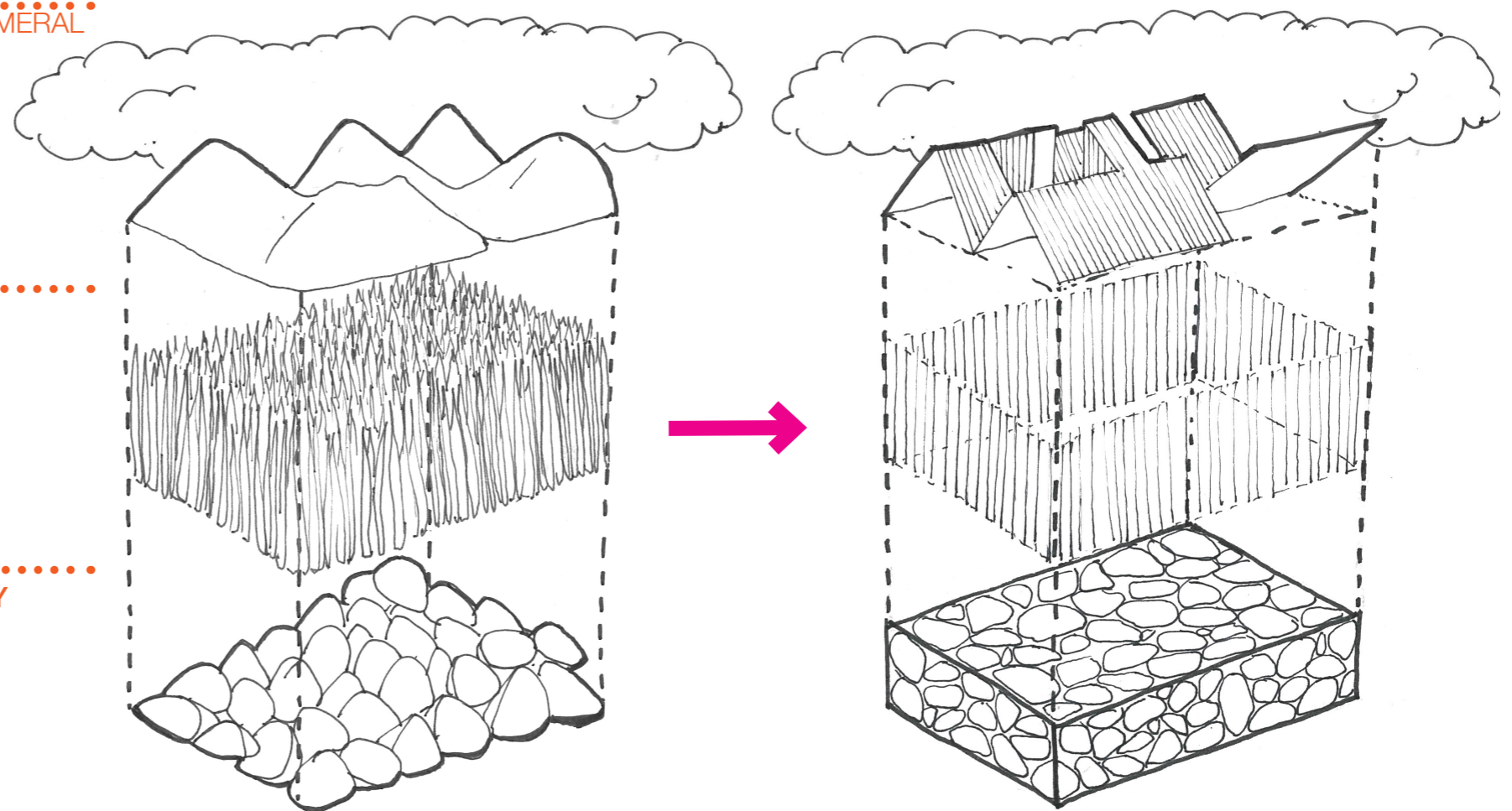
The new high school building is approximately 29m to the north of the site boundary with TAFE.



5.0 BUILT FORM AND URBAN DESIGN

ELEVATIONS, MATERIALS AND FINISHES

The proposal sits within a unique and beautiful landscape. It is a landscape of contrasts; short seasonal blossoming of grasses and alpine wildflowers against solid, immutable mountains. These textural, chromatic, and material contrasts are reflected in the architectural response.



5.0 BUILT FORM AND URBAN DESIGN

ELEVATIONS, MATERIALS AND FINISHES

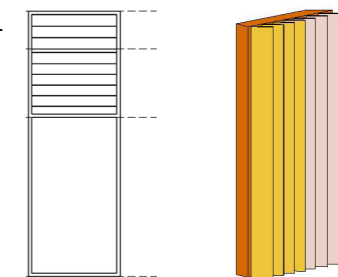
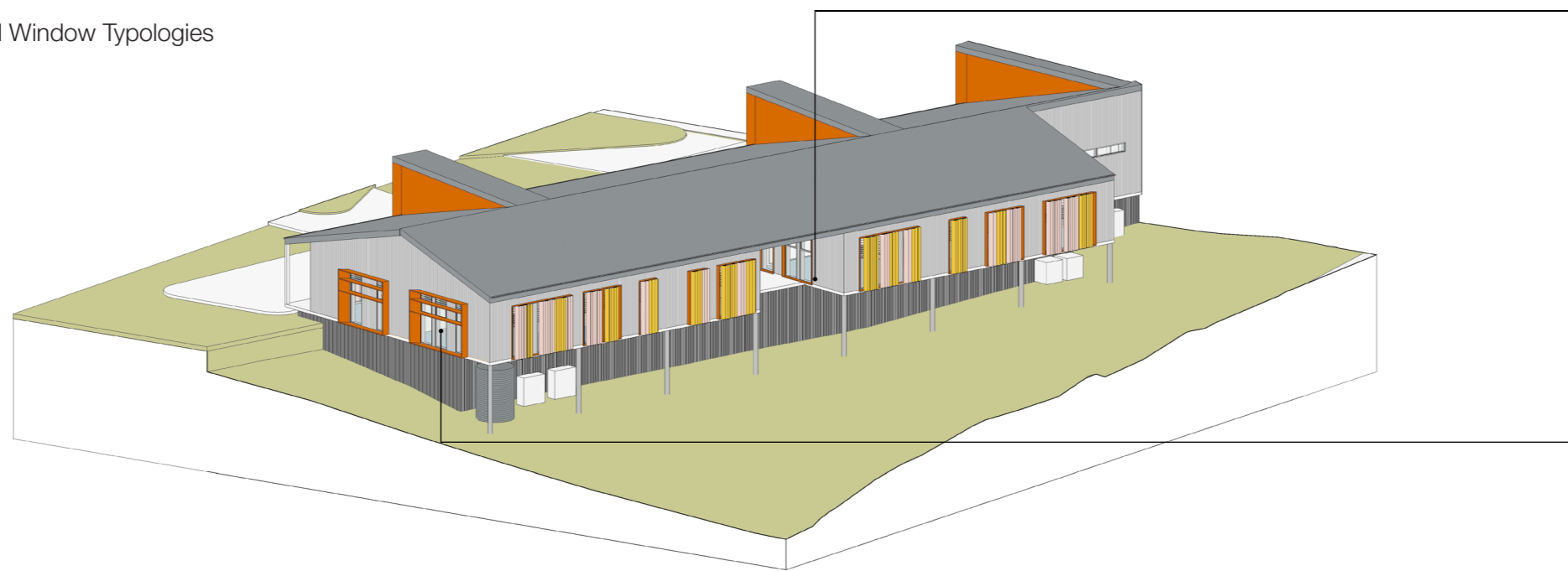
Walking with Country highlighted the significance of changes in flora and fauna that serves as indicators of seasonal produce, for example time to migrate to the coast for the lobster. While the material language is common, the separate identity of the Schools is expressed with changes in colour and rhythm, reflecting the transition of students through the education stages.



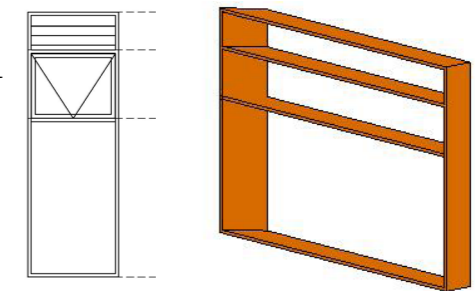
5.0 BUILT FORM AND URBAN DESIGN

ELEVATION DETAILS

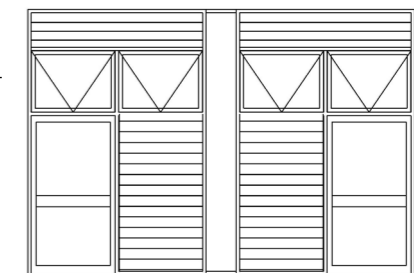
Homebase
Typical Shading and Window Typologies



East/West Glazing and Shading
Louvre Window Module
Shroud with Vertical Louvre Shading



North/South Glazing and North Shading
Awning Window Module
Shroud with Horizontal Shading



Accessway Glazing Module

5.0 BUILT FORM AND URBAN DESIGN

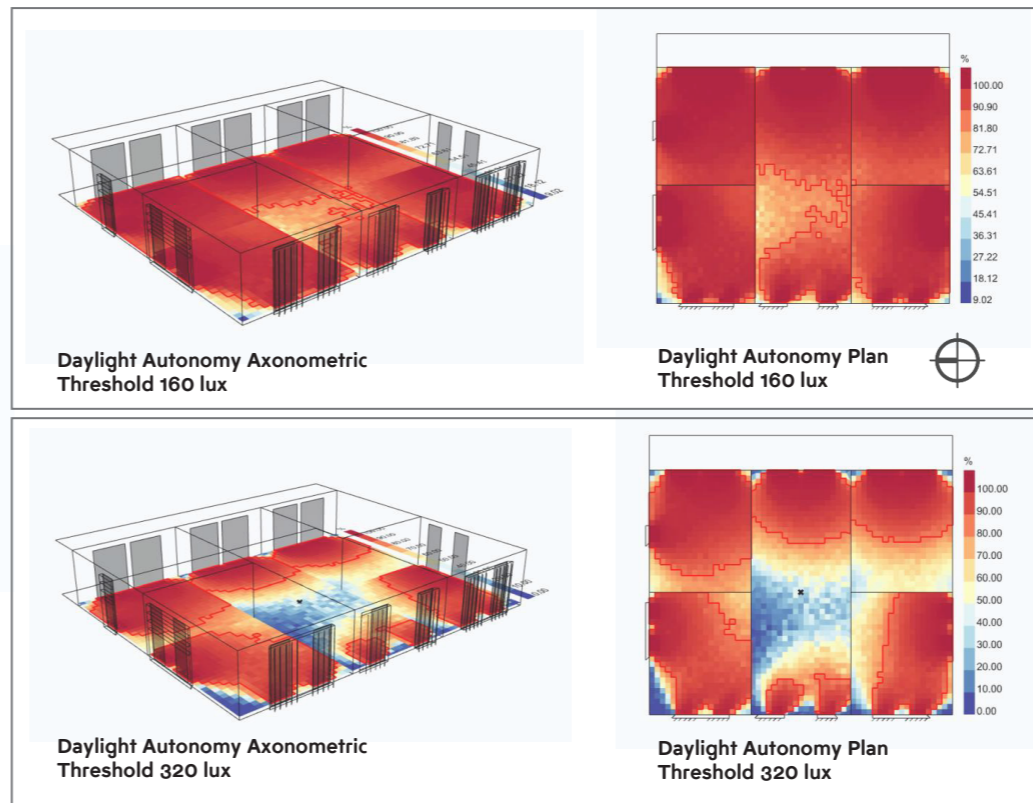
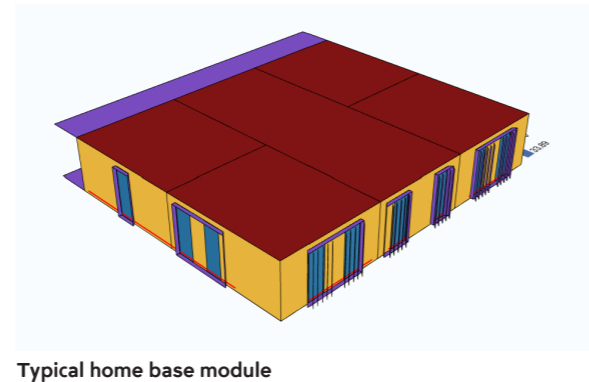
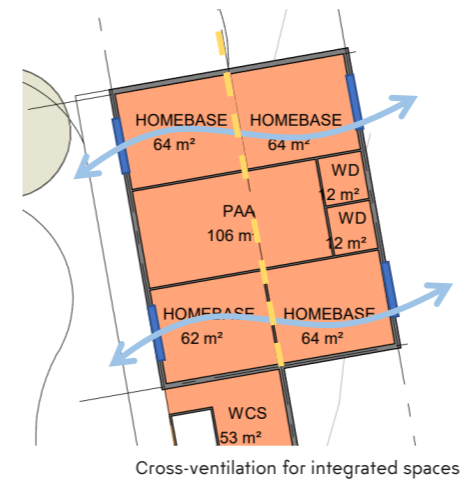
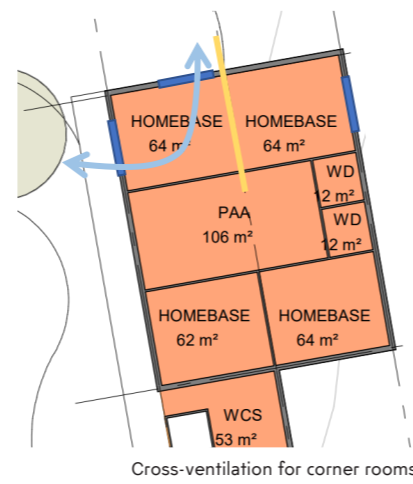
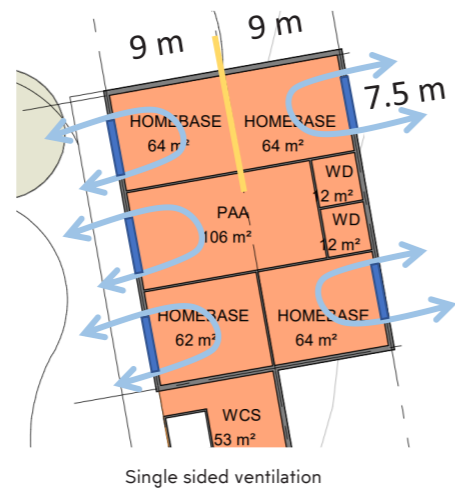
NATURAL DAYLIGHT AND VENTILATION

VENTILATION

Single sided ventilation or cross ventilation for spaces with windows in two walls, will be the predominant method for natural ventilation.

When the internal partition is open, then cross ventilation through the space will be possible.

Buildings are separated where possible to allow for cross-ventilation to two sides of a room

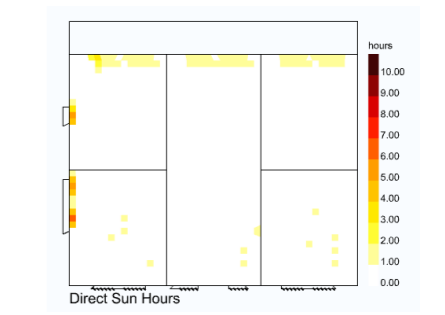
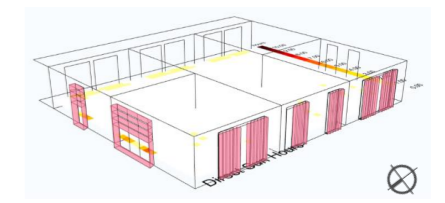


DAYLIGHT

Threshold of 40/60% of the space to receive at least 160 lux during 80% of the time is met

SUNLIGHT

North: 500mm frame with horizontal fins
West: 250mm frame + operable fins


















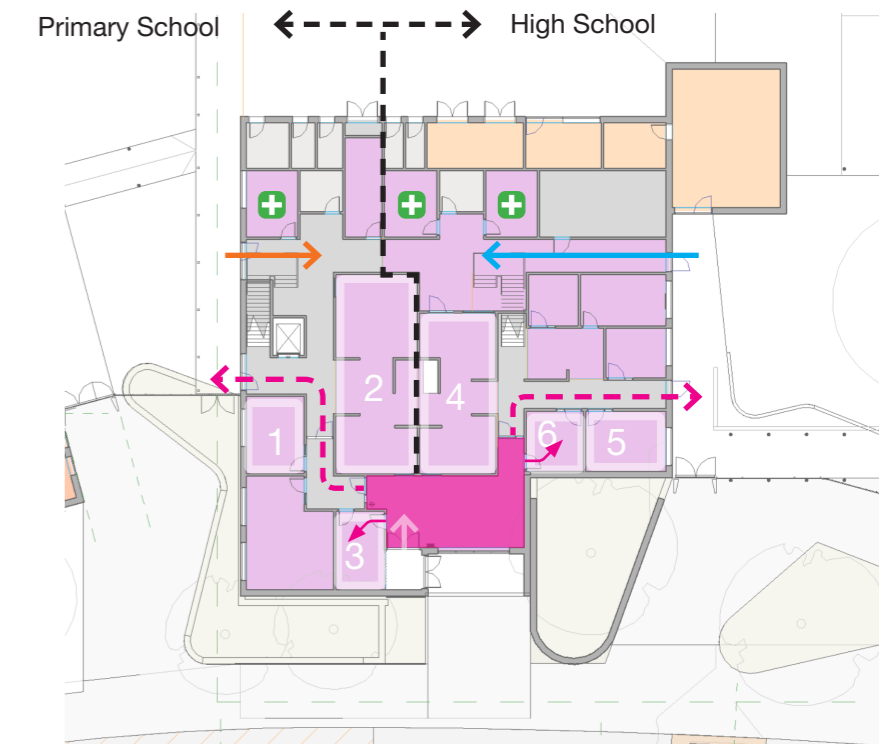
North: Minimal direct sun access
West: Mostly blocked by operable fins
East: Only one hr exposure (9am-10am)

5.0 BUILT FORM AND URBAN DESIGN







ACCESS & CIRCULATION

Parking and drop-off zones are positioned to reduce walking distances to the School entrances. A single point of visitor access is controlled through the secure lines within the administration building.

-  Primary School kiss & drop
-  Visitor & Accessible parking
-  Coach drop-off zone
-  High School kiss & drop
-  Raised crossing
-  Bus shelter
-  Staff carpark
-  Student carpark
-  Student entry
-  Visitors entry (Administration building)
-  Student entry
-  Alternate entry
-  Primary School main circulation (Covered)
-  High School main circulation (Covered)
-  Active transport entry



ADMINISTRATION BUILDING SECURE LINES & ACCESS

- | | | | |
|---|----------------------|---|---------------------------|
|  | CLINIC |  | VISITOR ENTRY / RECEPTION |
|  | PS STUDENT ENTRY |  | ACCESS TO INTERVIEW |
|  | HS STUDENT ENTRY |  | SUPERVISED ACCESS |
| 1. | PS PRINCIPAL OFFICES | 4. | HS CLERICAL |
| 2. | PS CLERICAL | 5. | HS PRINCIPAL OFFICE |
| 3. | PS INTERVIEW | 6. | HS INTERVIEW |

Note Primary and High School administration facilities are separated except for visitor entry/ reception

5.0 BUILT FORM AND URBAN DESIGN

ARRIVALS & WAYFINDING STRATEGY

The Snowy River serves as the conceptual frame for wayfinding over the site. Running north-south through both schools, the meandering interpretive trail aims to connect the site through a school songline.

Arrival:

Entry zones are significant thresholds, opportunities to welcome the public, but also by necessity a secure line to protect students and staff. The scale of entry is in keeping with the landscape context. The wrapping awning roofs provide a sheltered path and assist wayfinding. The uplift of this awning over the administration entrance provides a strong visual cue for visitors and establishes a hierarchy of entries. A landscaped forecourt in front of the central plaza provides a transition zone between public and privileged spaces. Trees, planting and seating visually soften the fence line. There is also potential for artworks; sculptures, or inlays in the groundplane. The materiality of the entry zone is welcoming and respectful of Country.

Building Names:

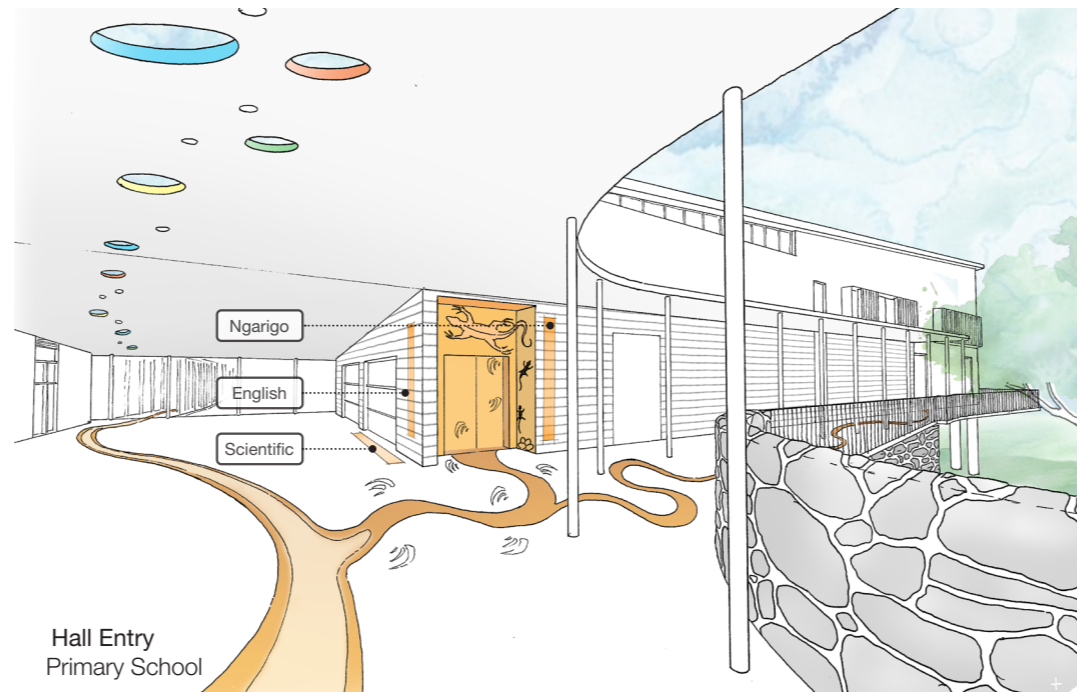
Following consultation with a Ngarigo linguist, buildings will be named to represent their place along the songline, with Ngarigo, English and scientific names on display. Main entries will feature symbols and imagery of each subject, to be developed with Ngarigo artists.

Colours of Country:

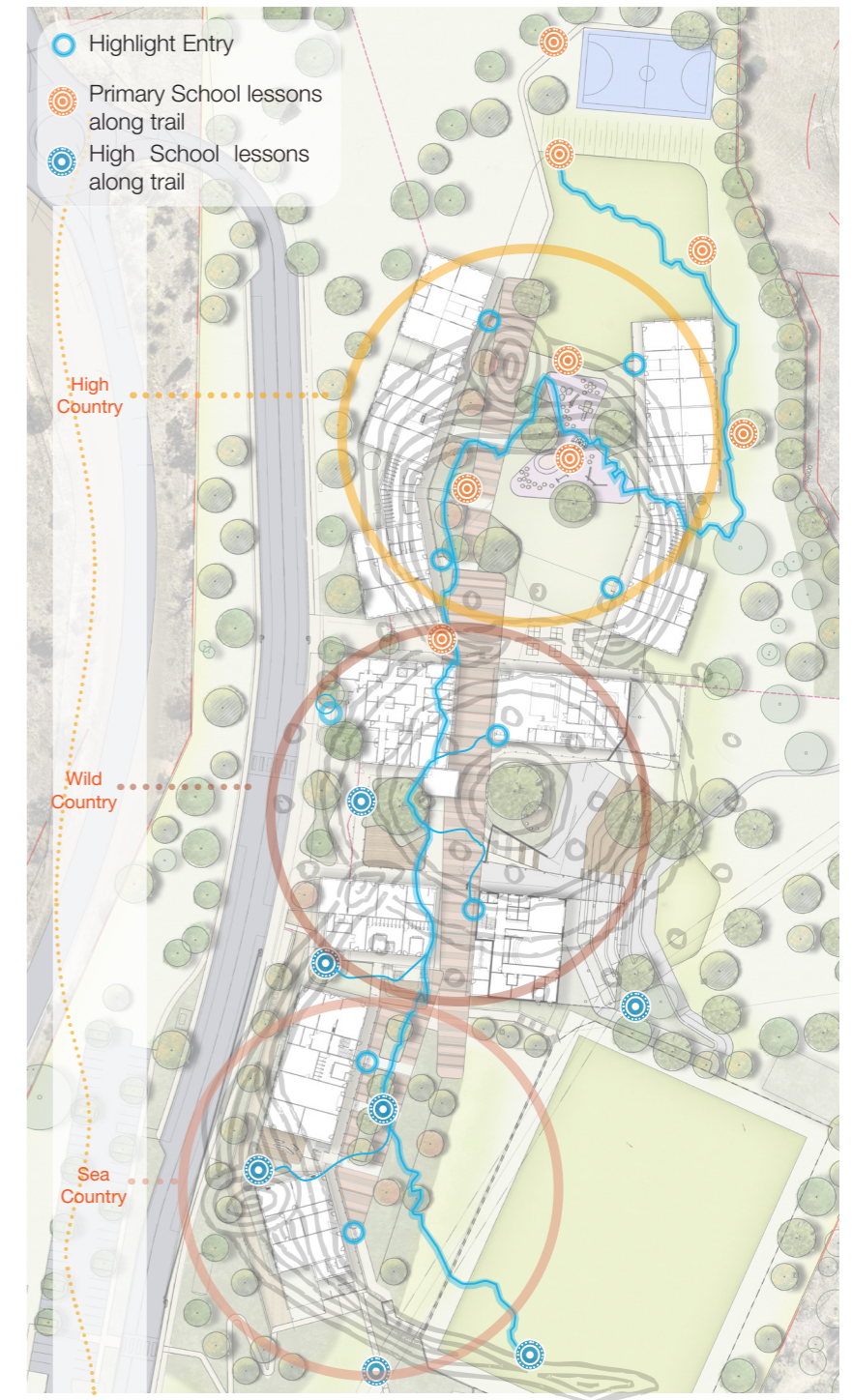
The colour palette reflects both the journey of the Snowy River and the Ngarigo from the alpine country to the sea. The Primary School, shared zone and High School represent the High Country, Wild Country and Sea Country respectively.



Visitor Arrival



Hall Entry
Primary School



5.0 BUILT FORM AND URBAN DESIGN

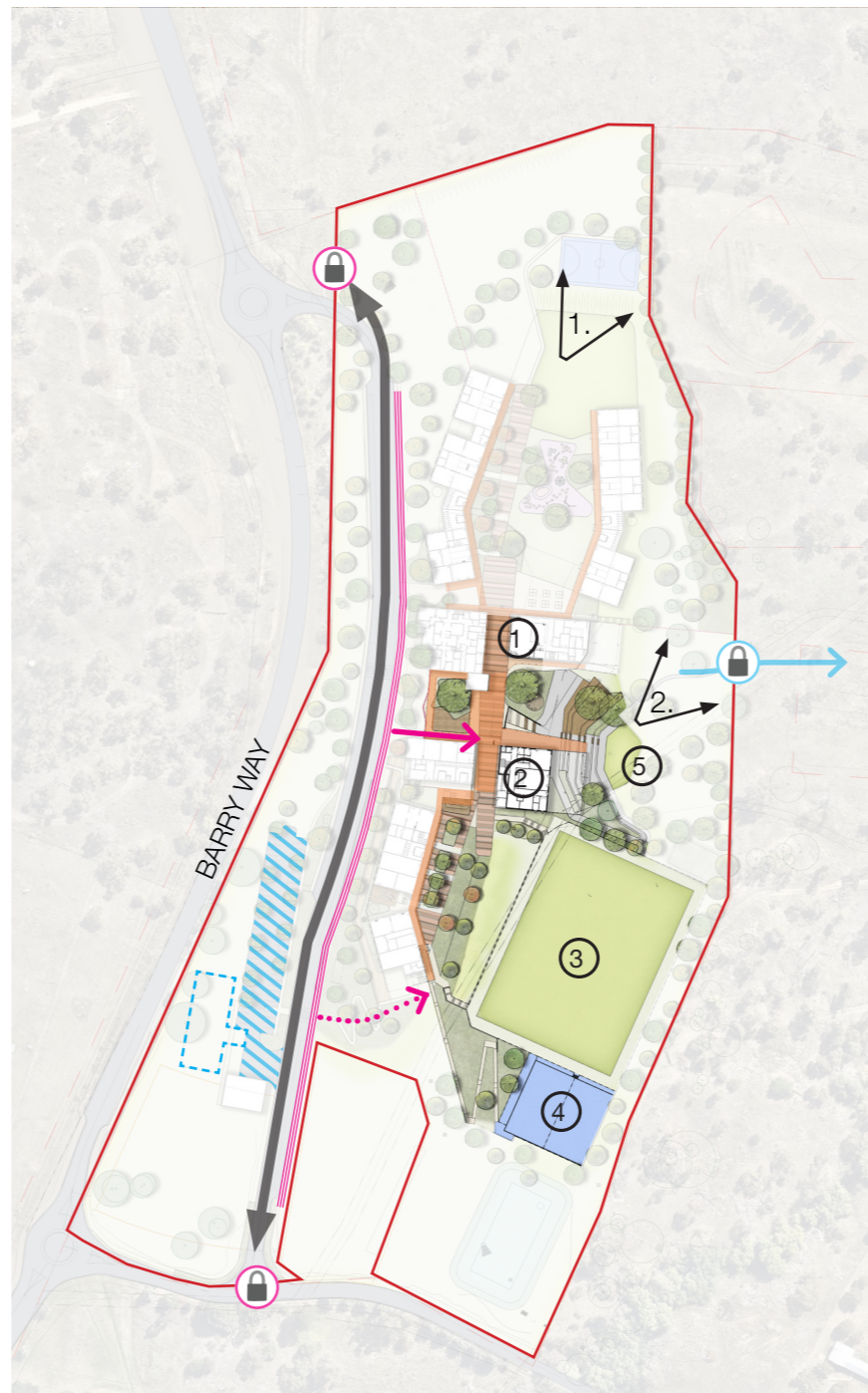
COMMUNITY, SHARED USE, AND INTEGRATION

The proposal includes opportunities for community and shared use, to be determined at an operational stage.

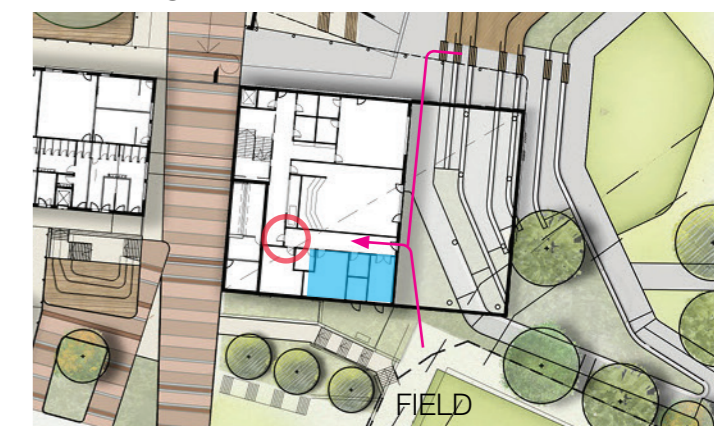
- ① PS Hall: internal multipurpose space
- ② HS gym: basketball court and stage
- ③ HS field: sports field with spectators embankment
- ④ HS courts: multipurpose games courts
- ⑤ Amphitheatre: large scale public entertaining area

The central plaza serves the schools' community centre, allowing larger gatherings and space for peer support.

Direct connection to the Jindabyne Sport and Rec. Centre provides an opportunity to share facilities.



AMENITIES



- Male, Female & Accessible Toilets
- Door Locked during public event

5.0 BUILT FORM AND URBAN DESIGN

LANDSCAPE DESIGN

Refer to Landscape Design Report prepared by Site Image for further information. Image right, shows extract of site plan showing landscape zones, and site strategies which have informed the landscape design response.



Respond to the future needs of the users. Create a sense of place, embracing local culture, natural systems and climatic conditions.



Respect, and embrace the significance and practices of the Traditional Owners



Create a functional and harmonious landscape with its surrounds and the built forms.



Respond to the future needs of the users.



5.0 BUILT FORM AND URBAN DESIGN

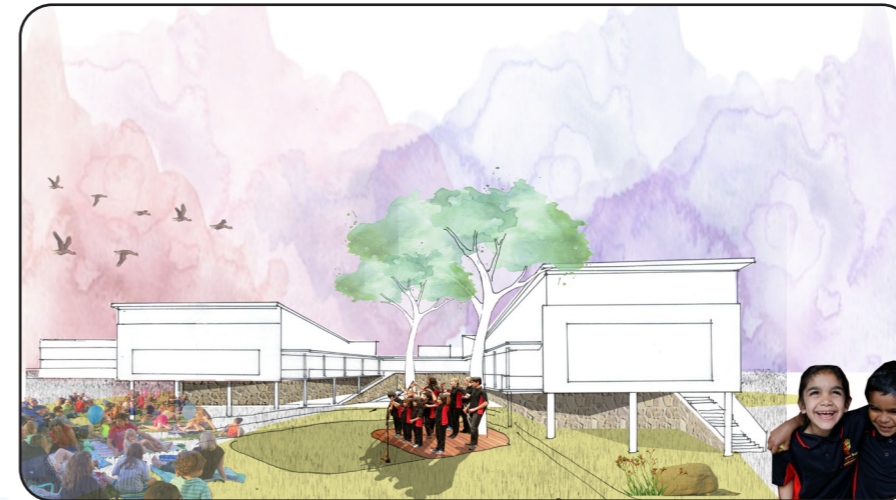
PUBLIC OPEN SPACE AND COMMUNITY USES

The Central Plaza provides outdoor space for use by both Schools. Opportunities for community and shared use, to be determined at an operational stage. The landscape is activated by the canteen, PS hall, HS gym, and libraries. All core facilities with potential wider community engagement opportunities.

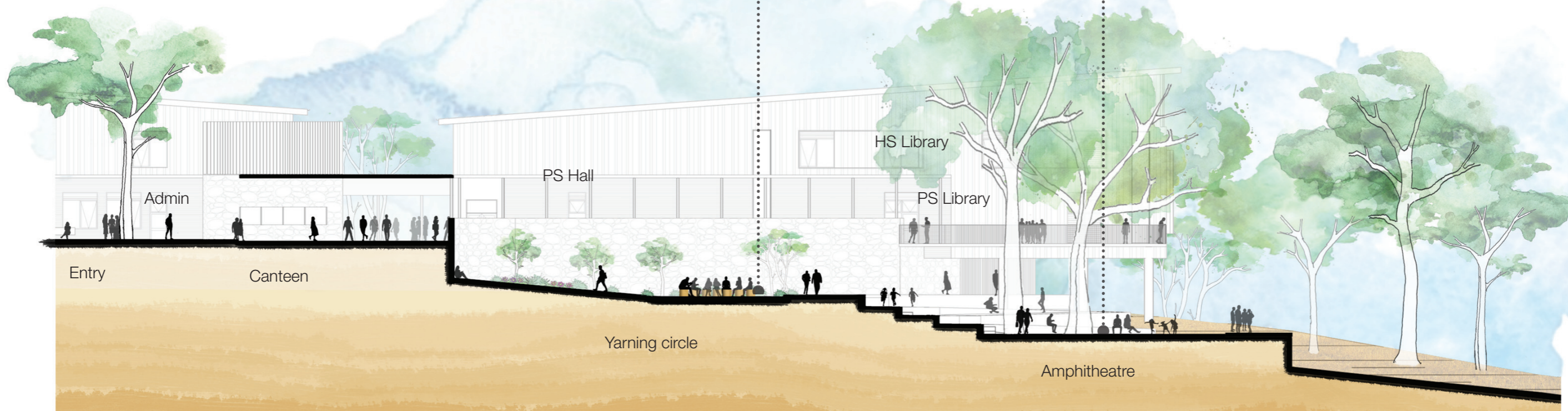
The entry forecourt, the yarning circle, and the amphitheatre are terraced to respond to existing topography. These outdoor learning and gathering spaces are designed with a focus on natural landscapes, including new native plantings and trees.



Yarning circle



Amphitheatre

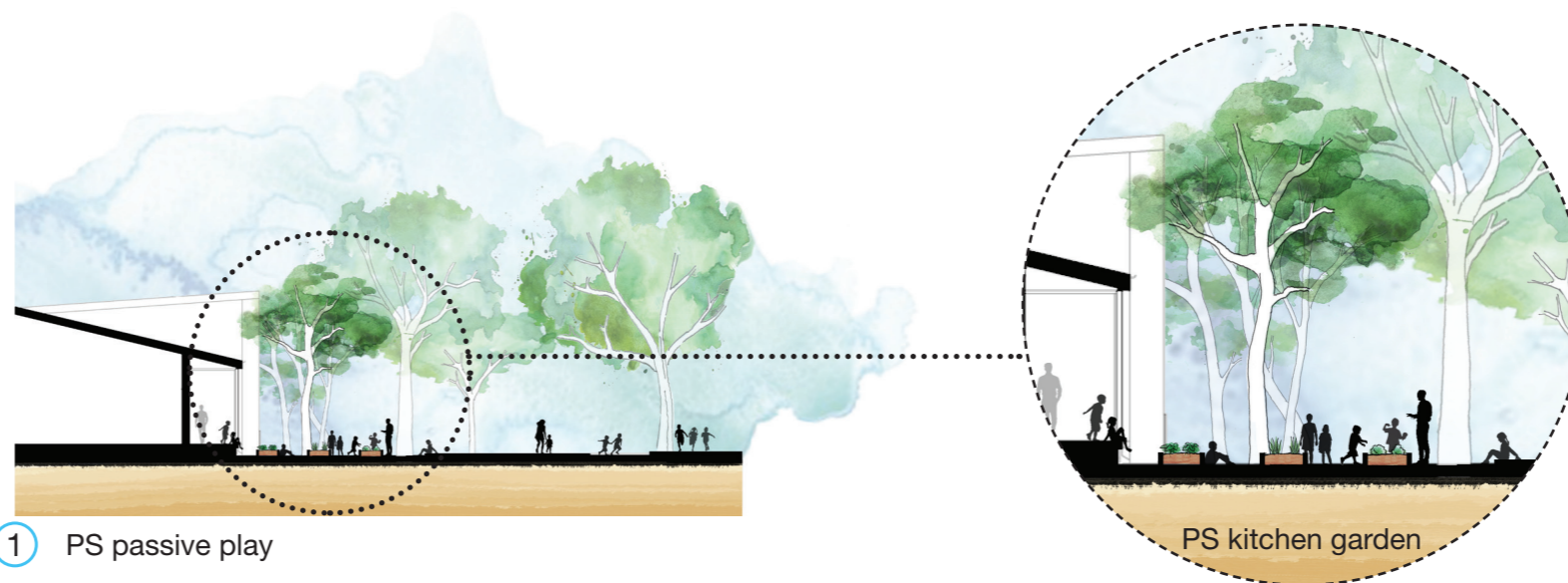


5.0 BUILT FORM AND URBAN DESIGN

ACCESS TO LANDSCAPE AND OUTDOOR SPACE PRIMARY SCHOOL

The landscape design includes specific zones for kitchen and alpine gardens in both the Primary and High School. Kitchen gardens can include opportunities for learning about traditional foods and medicinal plants. The alpine garden featuring regional native species provide rich opportunities for learning; for example how the flowering of seasonal plants informed the patterns of ancient migrations from the high Country to the coast, or how plants were used to make traditional tools and instruments.

The Primary School outdoor landscape includes turfed active play space, softfall play areas, handball courts and a games court.



② PS active play

5.0 BUILT FORM AND URBAN DESIGN

ACCESS TO LANDSCAPE AND OUTDOOR SPACE HIGH SCHOOL

To complement the large active playspace of the sports field a number of smaller, more intimate, landscaped spaces have been considered for the High School. These include:

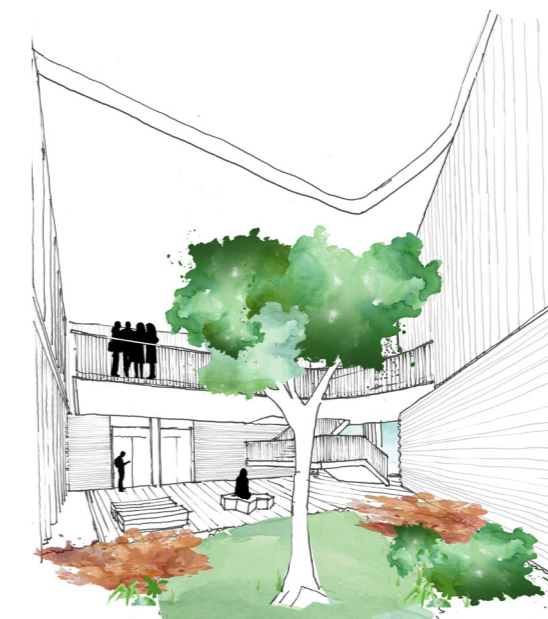
- An Alpine sensory garden located near the Support Learning Unit but accessible for all students. The alpine garden featuring regional native species provide rich opportunities for learning; for example how the flowering of seasonal plants informed the patterns of ancient migrations from the High Country to the coast, or how plants were used to make traditional tools and instruments.
- A kitchen garden located near the Food Technology unit can include opportunities for learning about traditional foods and medicinal plants.
- Enhancing existing retained trees with new deciduous trees to create a sheltered landscape grove to provide natural shade to the spectator embankment to the west of the sports field
- A sheltered double height outdoor learning environment with seating on ground floor for use by the Food technology cafe, and interactive with the STEM teaching spaces on level 1.



① HS alpine garden



② HS grove & spectator embankment



③ HS outdoor Learning



image: Braemar College,
Hayball Architects

5.0 BUILT FORM AND URBAN DESIGN



5.0 BUILT FORM AND URBAN DESIGN



5.0 BUILT FORM AND URBAN DESIGN



5.0 BUILT FORM AND URBAN DESIGN



5.0 BUILT FORM AND URBAN DESIGN



6.0 VISUAL IMPACT STATEMENT/ VIEW ANALYSIS

VIEWPOINT LOCATIONS

The following view analysis examines the impact of the proposal from the following key vantage points:

- ① On approach to subject site travelling north along Barry Way
- ② On approach to site travelling south along Barry Way
- ③ Tinworth Drive, adjacent to Local item 147, Leesville Hotel
- ④ Adventist Alpine Village and or viewpoint from Tinworth Drive
- ⑤ From heritage building, Lodge 5
- ⑥ From JSRC accommodation lodges

The proposal is visible from viewpoints 1, 2 and 3. The proposal is not visible from viewpoints 4, 5, and 6. Refer following pages for detailed view analysis image comparison.



6.0 VISUAL IMPACT STATEMENT/ VIEW ANALYSIS

VIEW 1- Approach traveling North along Barry Way

Existing trees south of the JSRC entry road are retained in the proposal. These largely screen the proposal in this view. Proposed amendments to the JSRC entry off Barry Way, potentially the inclusion of a roundabout, are associated with the Education Campus development.



Existing



Proposed

6.0 VISUAL IMPACT STATEMENT/ VIEW ANALYSIS

VIEW 2 - Approach, travelling south along Barry Way

Travelling south from Jindabyne along Barry Way, the Primary School portion of the Education campus is visible. The Primary School buildings are single storey; the bulk and scale of the built form is appropriate in the rural context. Existing trees are retained where possible, and new plantings included, to enhance the landscape setting.



Existing



Proposed

6.0 VISUAL IMPACT STATEMENT/ VIEW ANALYSIS

VIEW 3 - Tinworth Dr at Leesville Hotel

The proposal is partly visible through retained, and new planted, foliage.

The proposed Agriculture unit is located in the south-west of the subject site, near the current JSRC entry off Barry Way. A proposed structure associated with the agriculture plot, which stores equipment associated with the learning unit, is visible in this view.

The scale and use of this building is in keeping with the local context.



Existing



Proposed

6.0 VISUAL IMPACT STATEMENT/ VIEW ANALYSIS

VIEW 4 - View from north at Adventist Alpine Village



Existing



Proposed - no change

VIEW 5 - Lodge 5, JSRC



Existing



Proposed - no change

VIEW 6 - From JSRC accommodation lodges



Existing



Proposed - no change

7.0 DESIGN VERIFICATION STATE DESIGN REVIEW PANEL

The Jindabyne Education Campus proposal has been reviewed under the State Design Review Panel program implemented by the Government Architect's Office.

SDRP 01 took place on 17.02.2021

SDRP 02 took place on 12.05.2021

SDRP 1 - 17.02.2021

CONNECTING WITH COUNTRY (CwC)

Comments:

The commitment to engage with the local Ngarigo Community, and the initial ideas to respond to Country across the campus are noted and supported, including collaboration with the SAP and Office of Sport in this regard. The project is well positioned to respond to the Draft Connecting with Country Framework.

With an appropriately qualified Aboriginal consultant, develop a strategy for embedding what is learnt, including how to manage knowledge that is shared, how to demonstrate a response to that knowledge through the project and how to 'report back' – a continuing relationship. The following areas could be explored to inform the CwC response:

- Cultural practices, including cultural land management and living culture
- Place names and language
- The stories of the Ngarigo nation and their neighbours – both of and beyond the site
- A response to the human and non-human requirements of the site and surroundings
- Repair of the site from its previous use as a golf course
- Use of local materials and colours in the architecture and landscape design
- Relationship of the built form and landscape to key significant views

In addition to the above, it was strongly recommended to take the opportunity of walking Country with local knowledge holders, if this is presented.

Response:

On the 20th of April, DJRD joined Aunty Iris White to Walk Country, listening as she shared her story, the stories of the Monaro-Ngarigo peoples and their connection to the Alpine Country surrounding Jindabyne. She was accompanied by her brother Jason and noted that when consulting they will often take both a man and a woman as there are sites and customs that relate to men's business and others that relate to women's business.

Some of the stories shared included:

- The significance of the Snowy Rover, particularly to Ngarigo women
- The significance of all of the Alps, not Mt Kosciusko alone, as a place to connect with the ancestors
- The importance of truth-telling, including about the stolen generation, to face the past and move forward
- Important Ngarigo historical figures including trackers and stockmen
- The significance of seasonal plants as indicators of hunting and fishing seasons
- The ancient walking trail from the High Country to the Victorian coast, now roughly marked by the Barry Way

Aunty Iris also noted that opportunities for gathering and learning on Country should be encouraged, perhaps including landscape amphitheatres, interpretive trails and moments for sharing traditional knowledge.

Refer also Section 5.0 Design Principles for full Connecting with Country response

MASTERPLAN AND LANDSCAPE

Comments:

As articulated by the design team, the new school is a unique opportunity to embrace the potential of indoor / outdoor learning and harness the special qualities of the site. The JSCR and its seasonal facilities provide unique opportunities for a school.

- Ensure the masterplan delivers many, legible and pragmatic connections into the adjacent JSCR campus and surrounding suburbs
- Limit fencing and where fencing is required, ensure design and landscape limit visual impacts
- The approach to using topography and landscape design to create a range of large and small spaces for the students to gather is supported, look to increase smaller and more intimate spaces across the high school campus where larger spaces currently predominate
- The specification of local species for landscaping is supported
- Maximum retention of trees is encouraged
- Avoid 'over-design' of the landscape, work with the natural topography, materials and setting where possible
- The network of roads at the entry of the campus is currently extensive and exposed –reduce where possible and demonstrate how soft landscaping and trees will ensure an inviting entry environment and address to the school.

Response:

Improved connectivity from the site to Jindabyne town centre proposes new roundabout access from Barry Way. Shared path proposals dovetail with the SAP and JSRC masterplans providing a holistic approach to active transport connectivity in the Sport and Education Precinct.

Refer also Section 5.0 Design Principles Site Access and linkages

The site secure lines strategy has two objectives:

- Ensure the safety of students, staff and visitors
- Provide welcoming interfaces to the public, without the stigma of institutional barriers.

The use of landscaping, planting, and earth berms softens the visual impact of the fence line.

Refer also Section 5.0 Design Principles Secure lines

The developed landscape concept design includes:

- A range of large and small, active and passive playspaces
- Intimate spaces in the High School, such as a sensory alpine garden, kitchen gardens, landscaped grove, and semi-enclosed outdoor learning space
- Retention of significant mature trees
- A variety of planting types including local, native, and some non-native species where deciduous foliage is preferred for winter sun
- Proposed new tree planting to provide shelter from western and sun / winds and provide an inviting entry and approach to the schools

Refer also Landscape design report

7.0 DESIGN VERIFICATION STATE DESIGN REVIEW PANEL

SDRP 1 - 17.02.2021

DESIGN DEVELOPMENT

Comments:

Provide further information on:

- The scale and materiality of entry zones
- How the proposed active transport routes will operate across the day eg. when the school is open / closed / at night etc.
- Connection of active transport routes to the centre of Jindabyne
- Wayfinding, specifically with regards to the shared main entry to both schools (primary and secondary), to different school areas from secondary entry points and to the adjacent JSRC campus.

Response:

The scale and materiality of entry zones

Entry zones are significant thresholds, opportunities to welcome the public, but also by necessity a secure line to protect students and staff. The scale of entry is in keeping with the landscape context. The wrapping awning roofs provide a sheltered path and assist wayfinding. The uplift of this awning over the administration entrance provides a strong visual cue for visitors and establishes a hierarchy of entries. A landscaped forecourt in front of the central plaza provides a transition zone between public and privileged spaces. Trees, planting and seating visually soften the fenceline. There is also potential for artworks; sculptures, or inlays in the groundplane. The materiality of the entry zone is welcoming and respectful of Country.

Within the schools 'pop-up' roofs create opportunities to frame vistas and announce key entry zones to the learning commons. The variation in the scale of this gesture between the single-storey primary school and two-storey high school contributes to their unique identities.

Refer also Section 5.0 Design Principles Circulation and Wayfinding

How the proposed active transport routes will operate across the day eg. when the school is open / closed / at night etc.

The entire site is able to be secured. However, during the normal School day, when after hours activities are in place, or when the School facilities are used by Community the school driveway and gates to JSRC active transport shared paths are open. Refer also Section 5.0 Design Principles Site Access and linkages, and Section 5.0 Design Principles Secure lines

Connection of active transport routes to the centre of Jindabyne

Shared path proposals dovetail with the SAP and JSRC masterplans providing a holistic approach to active transport connectivity in the Sport and Education Precinct. The fulfillment of the active transport connectivity back to Jindabyne hinges on the construction of the Southern Connector Road footbridge and shared paths (by others).

Refer also Section 5.0 Design Principles Site Access and linkages

Refer also Section 5.0 Design Principles Site Access and linkages

Wayfinding, specifically with regards to the shared main entry to both schools (primary and secondary), to different school areas from secondary entry points and to the adjacent JSRC campus.

While these are two distinct schools students may not arrive separately. Siblings or carshare arrangements may mean some primary and high school students arrive in the same vehicle. If the current transport mode share is maintained the majority of students will arrive by coach, which transport both primary and high school students. Recognising natural desire lines a number of entry points are considered that consider to both primary and high school students. A single point of entry is provided for visitors, however, the school administrations are co-located not combined.

The Songline that maps a path through the School campus also delineates key pathways and entries. The naming of Place, is intended to be in the Ngarigo language. Acknowledging that language is multi-dimensional the intention is that the naming of place is expressed as words (Ngarigo and English), symbols, and icons. Colours of Country provide both a gradient of progression from Primary School to High School and highlight entry points. The wayfinding strategy is a design intent, a framework that will be built upon further through dialogue with Traditional owners and Knowledge holders.

Refer also Section 5.0 Design Principles Access & Circulation and Arrivals & Wayfinding

7.0 DESIGN VERIFICATION STATE DESIGN REVIEW PANEL

SDRP 2 - 12.05.2021

Comments

Further embed and present the stories of the Barry Way, Snowy River and Bundian Way walking trails into the architecture	Explore how the arrangement of built form elements could be 'loosened' to create pathways and courtyards that are less orthogonal and more organic.	Provide developed details of the materiality for the elevations, window screenings, elevated walkway balustrades and covered areas	A comprehensive explanation of the active and passive approaches to ESD should form part of the next SDRP presentation including details on water use/harvesting, renewable energy, and sun shading.
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Responses

DJRD have undertaken additional consultation with a Ngarigo elder Aunty Iris White with whom we initially walked Country and helped inform the Connecting with Country framework. This consultation highlighted that the authenticity of the Bundian Way as an ancient walking trail is under review by NSW Heritage, and noted it was not significant to the Monaro-Ngarigo.

The importance of the Snowy River and the walk from the Alps to the coast (the Barry Way) was reinforced in this consultation, and opportunities for referencing the poem The Nimbling, by Aunty Rachel which recounts this walk were discussed.

DJRD have adjusted the Songline concept to reflect the geographic journey of the Snowy River from the Alps to the Coast. This is a journey of changing landscapes, seasonal migrations and cultural practice. The new education campus creates unique opportunity for Connecting and Designing with Country.

Following SDRP 02, and subsequent advice that reduced the site's western APZ, DJRD explored opportunities to realign the Primary School built form. The concept of the 'embrace' and strategic positioning of buildings to shelter outdoor space from prevailing winds is maintained but the rigid orthogonal quadrangle is 'loosened' in the cranking of the East and West facing buildings.

The relocation of the North building opens the Primary School to the north-east, increasing the active outdoor play space. The relocation of the games court to the north and outside of the central zone allows for a more organic landscape response, and improved passive playspace better placed for direct connection to learning spaces.

The design response considers the unique landscape context of permanent (mountains) vs. ephemeral (seasonal foliage). This is reflected in the material language of heavy vs. light. A solid base of stone or masonry anchors the built form to Country and echoes the granite boulders of the site landscape. Lighter coloured lightweight cladding elements above echo the muted hues of the snow gum bark. Walking with Country highlighted the significance of changes in flora and fauna that serves as indicators of seasonal produce, for example time to migrate to the coast for the lobster. These colours are reflected in the vertical (east and west facades) and horizontal (north facades) window screening elements. While the material language is common, the separate identity of the Schools is expressed with changes in scale, colour and rhythm, reflecting the transition of students through the education stages.

ESD initiatives have been developed in conjunction with the ESD consultant Steenson Varming, including the implementation of 4 star greenstar. For greater detail please refer to their report. In summary:

Water saving strategies include potable water use reduction, aim for zero potable water where alternative sources could be used (eg. Irrigation / Toilet flushing). WSUD strategies include minimising stormwater runoff through paving design and landscaping.

Vertical sunshading screens are proposed on west and east facades, horizontal sunshading is proposed on the north facades. The project also includes PV array for energy generation.

A mixed mode ventilation approach is proposed for the schools. Given the climatic conditions in Jindabyne, it is likely that natural ventilation could be used during most of summer and mid-seasons.

7.0 DESIGN VERIFICATION

EDUCATION SEPP + GANSW DESIGN QUALITY PRINCIPLES

PRINCIPLE 1 – CONTEXT, BUILT FORM & LANDSCAPE

Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage. The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate. Landscape should be integrated into the design of school developments to enhance onsite amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

The site for the new primary school (PS) and high school (HS) offers both challenges, which the design seeks to mitigate, and opportunities that have been embraced to embed the uniqueness of the location into the design of buildings and the landscape.

The existing Jindabyne Sport and Recreation Centre (JSRC) is proposed to be zoned an Education Precinct under provisions of DPIE's Jindabyne SAP. The area of land to be subdivided for the schools is currently outside of town and undeveloped. It is accessed off The Barry Way, is subject to bushfire control and management, strong winter westerly winds and as is typical of the area, is topographically steep.

The siting of the buildings responds to these challenges by using the built form to create a physical barrier to the winds that protects the outdoor spaces to the east and enhances views towards the lake and township. Care has been made to avoid locating major travel paths on the shadowed sides of buildings to avoid slips and trips during the winter months when the ground freezes.

The buildings are sited to reduce cut and fill as much as possible while at the same time providing level areas where required including the active play spaces. Undercrofts are utilized for services including rain water tanks, but also, as in the case of the HS lower ground, for the music and performance unit which opens into a large outdoor undercroft space and communal amphitheater to maximize outdoor education opportunities. Buildings are located outside the Asset Protection Zones (APZs).

PS school buildings are single storey and HS double storey to reflect the low density architectural language of the town and JSRC. They adopt a simple language of gabled metal roofs for the PS and monopitch metal roofs for the HS and communal zone. Cladding is lightweight with a solid masonry base to reflect the architectural language of the Snowy Monaro.

The landscape design addressed the provision of active and passive zones sited to integrate with the buildings but also sympathetic to the topography. It provides views into the natural environment, enhances local biodiversity including flora and fauna and retains as many trees as practically possible. Aboriginal heritage has not been found on site but design objectives identified through the CwC process will physically connect country into the landscape design.

PRINCIPLE 2 – SUSTAINABLE, EFFICIENT & DURABLE

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

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

Positive environmental measures have been considered in the design including passive design principles, material choices, services efficiency and use of recycled materials. These include;

- Rainwater harvesting and integrated storm water management including rainwater tanks and onsite retention basin.
- Photovoltaic panels
- Use of shading devices on west facades to minimize glare and solar gain.
- Monitoring of energy usage to facilitate the building as a teaching tool.
- Maximization of natural cross ventilation and daylighting opportunities through window placement, size and quantity.
- School travel plan and active transport networks.

The design aligns with SINSW DfMA guidelines that ensure ease of construction but also that the buildings are durable, resilient and adaptable. The project is targeting a formal Green Star (D&AB v1.3) 4 Star Certification. An ESD report is included with this SSDA application.

PRINCIPLE 3 – ACCESSIBLE & INCLUSIVE

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

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

The schools site is large and will provide various access points. Consequently, clear navigation through the schools is a key driver in the design. Using objectives developed through the CwC process, the design proposes subtle iconography built into the architecture and landscape to identify the PS from the HS and the communal zone. The use of CwC to inform the wayfinding will create a welcoming environment for all. At arrival to the front of the campus the main visitor entry supports the main signage with separate entries to the PS and HS. Different identities will be highlighted through the design of perforated screen gates to entry

7.0 DESIGN VERIFICATION

EDUCATION SEPP + GANSW DESIGN QUALITY PRINCIPLES

PRINCIPLE 4 – HEALTH AND SAFETY

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

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

The proposed location for the schools is rural and very different provisions are required to a school in an urban situation. Safety and security is addressed on a number of levels. The arrangement of the buildings is responsive to needs with the PS courtyard providing a more intimate sense of belonging and the HS, open to the sports facilities and JSRC, embraces community on a social and physical level.

The large site is challenging to fence in a traditional model and the School and Community prefer that the schools are welcoming and inclusive and that high security fencing is minimized. Additionally, the shared use facilities require that the community is welcomed onto the site.

A security plan has been designed in consultation with SINSW to ensure a safe school is maintained. This proposed a variety of security solutions depending on the location within the site and includes retention of existing fencing to the Barry Way and JSRC facilities, gates at main school entries and vegetation embankments to conceal fencing to prevent an unfriendly perception.

PRINCIPLE 5 – AMENITY

Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood. Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

The rural character of the area, the surrounding natural settings and topography, the provisions of the SAP and the adjacent sporting and recreational facilities of the JSRC were considered when planning the site to utilize opportunities available from the existing locality. This aids in providing socially and environmentally responsive solutions to create pleasant spaces for education and the community.

The design considers age appropriate outdoor facilities and the HS provides outdoor learning in spaces between buildings that are protected from the harsh alpine environment. The PS embraces the courtyard concept to provide a variety of learning modes within a controlled, agile environment.

The separation on PS home bases into clusters of building units and the HS into neighbourhoods, maximizes daylight and ventilation opportunities which is further enhanced by the façade design. Being outside of town, the site is not subject to major noise issues however, avoiding constructions in the APZ located along the Barry Way has enabled the provision of a buffer zone to the road.

PRINCIPLE 6 – WHOLE OF LIFE, FLEXIBLE & ADAPTIVE

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

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

The proposed design provides for future needs, environmental performance, flexibility of space and ease of adaption and maximizing multi-use facilities. The buildings are planned to SINSW DfMA guidelines which are intended to ensure any school assets can be easily repurposed with minimum intervention. Additionally, this allows for key learning space configurations that provide flexibility, maximizing multi-use. Through space control and furniture selections, various learning modalities can be achieved.

Current demographics do not predict a great growth in the area, even when the future provisions of the SAP are considered. However, if there is the need for the schools to expand, future provision is considered and accounted for within the masterplan.

Seamless connections between indoor and outdoor learning environments are provided to make the most of the external landscape. This allows for diverse and integrated learning areas and can accommodate a community of learners and teachers including community groups and social activities.

PRINCIPLE 7 – AESTHETICS

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

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

The design process has considered the physical and social context of the site within the Snowy Monaro, JSRC and the SAP. The architectural response has most notably been informed by the work completed for the CwC and in collaboration with local knowledge holder and Elder Aunt Iris White. This includes the physical representation of important key items such as the Barry Way and Snowy River in planning and has informed the material palettes, landscaping and plant selection and wayfinding strategies. The use of materials and colours responsive to CwC will embed the buildings in the environment and form an important part of the narrative around our first nations people and culture.

7.0 DESIGN VERIFICATION BETTER PLACED

Below are responded to the Better Placed (GANSW) 2.6.1 – Design Objectives For NSW.

OBJECTIVE 1. BETTER FIT

Contextual, local and of it's place

Good design in the built environment is informed by and derived from its location, context and social setting. It is place-based and relevant to and resonant with local character, heritage, and communal aspirations. It also contributes to evolving and future character and setting.

Connecting with Country, Community and Culture is a guiding design principle, and has been informed through consultation with Ngarigo elders. This consultation has enriched the design concepts for indoor and outdoor learning spaces; including the use of colours of Country, Ngarigo language in place-naming and wayfinding, and opportunities for sharing Ngarigo history and traditional knowledge embedded within the landscape. The stories of Country reflect on both the spiritual significance of the Snowy river and the alps, and the ancient walking trail from Jindabyne to the Victorian Coast, now marked by Barry Way, to the Monaro-Ngarigo peoples.

There is an extremely rich history to be drawn upon in the high country. The region was used for tens of thousands of years as a place to hunt, gather, hold ceremonies and for different language groups to meet, settle disputes and to celebrate. Meeting places are integral for the sharing of stories and transfer of ideas. The Central plaza, which is accessible to both the Primary and High School and the Community (after hours), includes landscaped opportunities for small group gatherings, a class sized yarning circle for outdoor learning, and an amphitheatre for larger performances.

OBJECTIVE 2. BETTER PERFORMANCE

Sustainable, adaptable, and durable

Environmental sustainability and responsiveness is essential to meet the highest performance standards for living and working. Sustainability is no longer an optional extra, but a fundamental aspect of functional, whole of life design.

The positioning of built forms has been considered to protect outdoor playspace and circulation spines from the harsh W-NW prevailing Winter winds. All buildings are connected by covered walkways and internal stairs. The building envelope will be appropriately insulated and designed to thermally regulate the internal spaces through the cold winter months. Sufficient sun-shading to West and North facades provides protection from solar heat gain and glare through the warmer months. The building footprints have been considered to maximise natural daylighting and natural ventilation opportunities, when external weather conditions are favourable.

This project has been developed with ecological sustainability integrated from first principles including: passive heating and cooling design; flexibility of buildings for future uses; provision for a photovoltaic system on the roof; selection of durable lasting materials; and close collaboration with key consultants including ESD and Landscape.

See also Section 5.0 Design Principles

OBJECTIVE 3. BETTER FOR COMMUNITY

Inclusive, connected, and diverse

The design of the built environment must seek to address growing economic and social disparity and inequity, by creating inclusive, welcoming and equitable environments. Incorporating diverse uses, housing types and economic frameworks will support engaging places and resilient communities.

Inclusive design is about making places everyone can use. It enables everyone to participate equally, confidently and independently. The proposed lift access to all buildings provide equitable access to all of the necessary spaces for students and teachers. This includes access to the Lower ground outdoor teaching and gathering spaces; the yarning circle and amphitheatre. Given the topography of the site a number of landscaped spaces are accessible by ramps, these include the sports field, games court, multipurpose court, and agricultural unit. The diversity of outdoor environments provide different learning and community opportunities, and access to all these spaces ensures equity of use.

See also Section 6.0 Built form

OBJECTIVE 4. BETTER FOR PEOPLE

Safe, comfortable and liveable

The built environment must be designed for people with a focus on safety, comfort and the basic requirement of using public space. The many aspects of human comfort which affect the usability of a place must be addressed to support good places for people.

While the site is securely fenced thresholds are treated as welcoming entrances to the Schools, and landscape elements visual soften security fencing. The two entries are located either side of the administration unit, which allows for passive surveillance of those entering and exiting the school.

Human comfort has been considered in the response to daylighting, acoustics, thermal comfort, and natural ventilation. There are many benefits for teaching spaces including: connection with space and time; Improved concentration; happier users.

See also CPTED report

7.0 DESIGN VERIFICATION BETTER PLACED

Below are responded to the Better Placed (GANSW) 2.6.1 – Design Objectives For NSW.

OBJECTIVE 5. BETTER WORKING

Functional, efficient, and for purpose

Having a considered, tailored response to the program or requirements of a building or place, allows for efficiency and usability with the potential to adapt to change. Buildings and spaces which work well for their proposed use will remain valuable and well-utilised.

The buildings are planned to SINSW DfMA guidelines which are intended to ensure any school assets can be easily repurposed with minimum intervention. Additionally, this allows for key learning space configurations that provide flexibility, maximizing multi-use. Through space control and furniture selections, various learning modalities can be achieved.

The module of 4 x GLS around a shared learning commons supported by a multipurpose room allows for numerous teaching and learning configurations, ensuring the future validity of the spatial layouts.

See also response to ESEPP Principle 6 - Whole of life, flexible and adaptive above

OBJECTIVE 6. BETTER VALUE

Creating, and adding value

Good design generates ongoing value for people and communities and minimises costs over time. Creating shared value of place in the built environment raises standards and quality of life for users, as well as adding return on investment for industry.

The Central Plaza provides outdoor space for use by both Schools and by Community out of School hours. The landscape is activated by the Canteen, PS Hall, HS Gym, and Libraries. All core facilities with potential wider Community engagement opportunities.

Both the Entry forecourt and the amphitheatre are designed around significant existing mature trees. A new significant tree will be planted to provide shade and a landscape focus to the yarning circle.

See also response to ESEPP Principle 6 - Whole of life, flexible and adaptive above

OBJECTIVE 7. BETTER LOOK AND FEEL

Engaging, inviting and attractive

The built environment should be welcoming and aesthetically pleasing, encouraging communities to use and enjoy local places. The feel of a place, and how we use and relate to our environments is dependent upon the aesthetic quality of our places, spaces and buildings. The visual environment should contribute to its surroundings and promote positive engagement.

The proposal sits within a unique and beautiful landscape. It is a landscape of contrasts; short seasonal blossoming of grasses and alpine wildflowers against solid, immutable mountains. These textural, chromatic, and material contrasts are reflected in the architectural response. The lighter upper levels are anchored to Country with heavier natural stone base. Variegated vertical screens reflect the changeable qualities of light and seasons. The overall effect is of an architectural aesthetic that sits harmoniously within and contributes to the natural beauty of its surrounds.

See also response to ESEPP Principle 7 - Aesthetics above