



Pymble Ladies College Grey House Precinct

SSDA Landscape Design Report

Prepared for

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Date

Pymble Ladies College

O C U L U S

September 2021

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PLC Grey House Precinct

SSDA Landscape Design Report

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OCULUS acknowledges the traditional owners of the lands on which we work. We pay our respects to Elders past and present.

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1.0 Context

1.1 Purpose of Report

Purpose of Report

This report has been prepared by OCULUS in support of the Architectural Design Report completed by BVN Architects and has been co-ordinated with the broader consultant team to reflect a holistic and considered landscape design response.

The landscape report communicates the design intent of all areas upgraded by the new architectural works on site, focusing on mediating between the existing conditions and new built form to allow the building to nestle into the landscape. The resulting spaces provide a significant increase in functional and flexible open spaces for Grey House Precinct which connect to the wider Pymble Ladies College campus.

The design follows the principles set out by the existing Pymble Ladies College Master Plan document by MGS Architects. Ensuring that the site does not sit separate but is an integrated and connected precinct of the college.

The report also highlights the strategies and design principles specific to the site area with a focus on the natural heritage, boundary conditions and elements of play and discovery.



Proposed location for Grey House Precinct



View corridor along south eastern boundary



Connection to Grey House Walk



Existing outdoor spaces



Natural play elements

1.2 GANSW Design Guide for Schools



Government Architect NSW 2018

Design Guide For Schools

The GANSW Design Guide and Better Placed: Better Placed is an integrated design policy for the built environment of New South Wales, developed by the Government Architect. It establishes the value of good design and identifies key concepts, good process, and objectives for good design outcomes.

Better Placed is part of a suite of documents intended to support better design and to enhance the quality of our built environment. The Design Guide for Schools is a part of this broader suite and is intended to be used as a best practice guide to support the delivery of good design for schools across NSW. It has been a valuable resource in developing the landscape design response for the Grey House Precinct.

Education SEPP Design Quality Principles

The following section lists the Education SEPP Design Quality Principles to be used when designing new schools and school building upgrades. These principles are a set of values that enable a common understanding between school developers, design teams, school staff, students and the community when designing new school buildings or upgrades.

When read with the Maser plan principles developed by Pymble Ladies College and MGS, the Grey House Precinct principles by BVN and the existing context, they help form the reasoning behind the proposed landscape design for the precinct.

01. Context, amenity & character

Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage

The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate

Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites

02. 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.

03. 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.

05. Amenity

Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood

Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants

Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.

04. Health & Safety

Good school development optimises

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

06. 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.

07. 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.

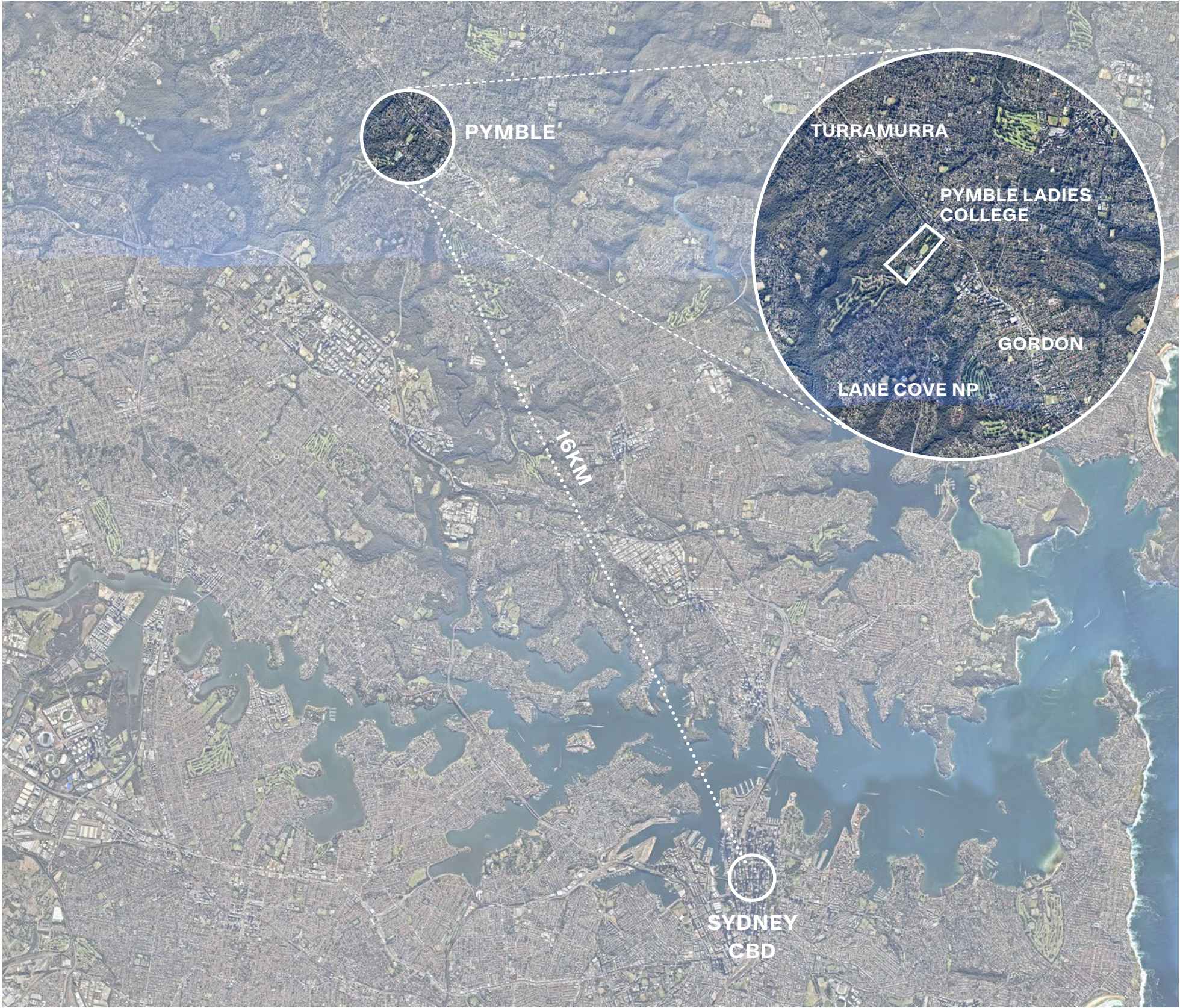
1.3 Site Context

Pymble

Pymble is a suburb of Ku-ring-gai, located 16km North of central Sydney between the suburbs of Gordon and Turramurra. The area is surrounded by large areas of green spaces including golf courses, sports ovals, parks and reserves.

Lane Cove National Park sits to the south of Pymble with various creeklines feeding into Lane Cove River including a creek which runs along the northern boundary of the wider project site of Pymble Ladies College.

The Pacific Highway and the T1 North Shore train line link Pymble south to the CBD and Lower North Shore.



Aerial image courtesy of Nearmaps - www.nearmaps.com

1.4 Site Context - Pymble Ladies College

Pymble Ladies College

Pymble ladies college is situated in Sydney's leafy Upper North Shore known for large block sizes and low density development.

The College is surrounded by dense forest to the North West with walking tracks linking to the Lane Cove River and National Park. The College local context consists of a mix of green open space, low-medium density housing, retail, community and recreational activities such as the Avondale Golf Course to the South West.

The site is well connected through public transport with the Pymble Train Station in close proximity and multiple bus networks. The road infrastructure surrounding it also provides ease of access with the main entries located along Avon Rd.

The Landscape context of the College consists of a perimeter of remnant urban bushland comprising of the ecologically threatened community of Blue Gum High Forest and Sydney Turpentine Iron Bark Forest.

The heritage areas of the college sit in the center of the site with formal gardens and large open spaces. The sports precinct sits to the southern part of the campus with the large oval and sports field split to the northern campus.



Aerial image courtesy of Nearmaps - www.nearmaps.com

1.5 History

Indigenous Heritage

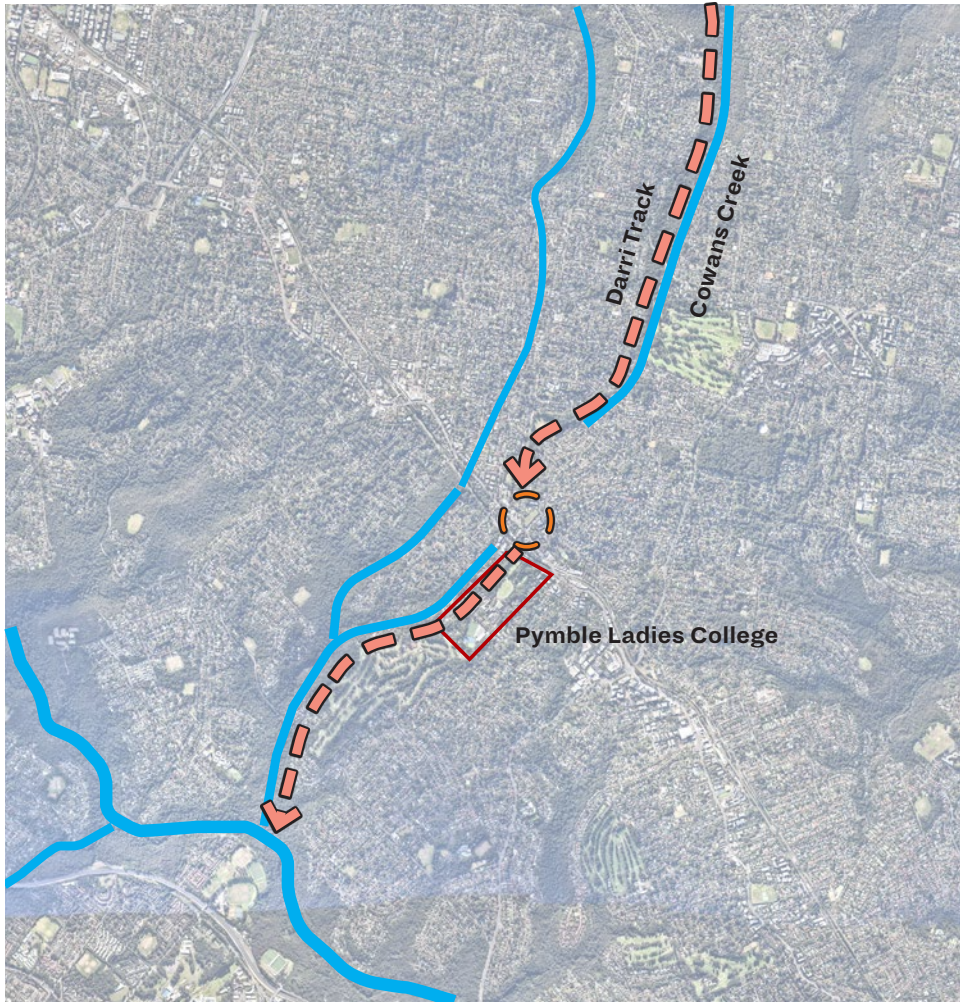
The Traditional Custodians of the Land on which Pymble Ladies College now sits were the Guringai people of the Eora Nation.

Below are records of the encounters between the Traditional Custodians and the Pymble family, showing a glimpse into the Indigenous heritage of the school site which served as a connecting ridgeline track connecting waterways and life sources.

The Pymble family, settlers in the area, provide a limited record of their contact with local clans. Robert Pymble recalled that Aboriginal people brought him fresh fish and oysters

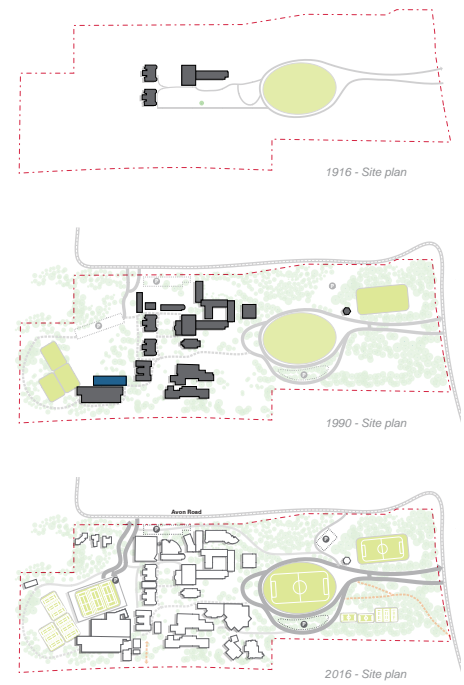
(Halstead 1982). He also refers to Aboriginal people travelling from Cowan Creek (Bobbin Head), camping on the hill above his orchard near the present. Reservoir (Thorne 1968:105) and then continuing their Journey along the ridge to the west across the area now occupied by the Presbyterian Ladies College.

Indigenous Walking Track



1802 Plan of Sydney, Leseur ,Charles Alexandre. Source: State Library NSW online.

Growth of PLC



Diagrams of PLC. Source: MGS Master Plan



Historic Photos of PLC. Source: PLC



1943 Map of Pymble College. Source: SIX Maps

1.6 Built Heritage

Development of the Campus

Pymble Ladies College was first established over 100 years ago in 1916 where it has grown from four foundation buildings to more than 30 buildings with a rich and diverse student population.

In 1919 the College was dedicated as the property of the Presbyterian Church of NSW, a day which is commemorated every year. The main foundation buildings were established in the heart of the campus which has remained the teaching and learning precinct of the school with sports activities to the north and south. The College has a strong connection to it's Riparian corridor and bushland edges which have been protected and retained to this day.

The College sits on 20 hectares of park-like land which has over 100 years of history captured in the remaining heritage buildings.

The foundation buildings lie at the centre of the core learning and teaching precinct, consisting of; The Chapel, The Hall, The Colonnade and the 3 Boarding houses (Goodlet, Lang and Marsden House).

Soon after the college opened in 1927 the John Marsden Memorial Gates were opened which create a grand entrance through to the parkland aspect of the northern campus.

The landscape around these historic buildings and elements follow a formal typology with a mix of ornamental and exotic plants species in contrast to the native bushland and forest to the campus perimeters.



Marsden House | Historic Boarding House



Goodlet House | Boarding House



Main Hall & Ware Memorial Chapel



John Marsden Memorial Gate

2.0 Campus Master Plan

2.1 Campus Master Plan

Pymble Ladies’ College will provide a world-class education that prepares girls for real-world challenges, and imbue them with the confidence to strive for a better world and the courage to make a difference.

As a distinctive campus, Pymble will deliver exemplary learning, teaching, research and collaboration facilities, all within a setting that celebrates the site’s unique topography, bushland, history and landscape.

The campus will enable experimentation and play through new buildings that open up and engage with the landscape setting, and new spaces for events and partnerships to engage the student, staff, alumni, parent and local communities.

In November 2019, Pymble Ladies’ College in partnership with MGS Architects, embarked on a whole of campus Master Plan to inform and direct the site development of the College’s campus at Pymble. The final Master Plan identifies the vision and strategies for the future development of the campus, as well as key projects.

A range of drivers for change influence the Master Plan. These include:

- + The strategic focus on student engagement with real world challenges*
- + The changing nature of learning and teaching pedagogies*
- + Opportunities for institutional and industry partnerships*
- + Resilience and adaptation to a changing climate*
- + A growing co-curricular program*
- + A desire to provide a vibrant extended-hour campus.*

The Master Plan seeks to ensure that the College’s mission and values are upheld and integrated at all stages of the master planning process. As such, it is informed by extensive consultation with key internal stakeholders, including the Senior Executive, Master Plan Advisory Group, the College Council, as well as focus groups of staff and students.

Critical to the long term success and health of the campus is the consideration of the site and landscape as equally important as the built form. Alignment between design and engineering disciplines, stakeholders and client is key to achieving the goals set out in the Master Plan.

The Master Plan Vision, Principles and Targets set out the school’s ambition for 2030. The Landscape Master Plan must consider how it can support and improve the strategic framework delivered in the 2019 Master Plan document by MGS Architects;

Learning & teaching

Learning at Pymble will be supported by high-quality, technology enabled spaces that provide opportunities for collaborative learning and engaging with real world challenges, all the while continuing to reinforce the intimate environment of each School.

Research and partnerships

Pymble girls will engage in real-world challenges and practical learning opportunities, through close collaborations with industry, research bodies and the community.

College life

Pymble will continue to offer a comprehensive and balanced educational experience, with students nurtured towards achieving their highest potential.

Access and wayfinding

The Master Plan will encourage and prioritise staff and student’s access to the College, using sustainable modes of transport. All staff, students and visitors will move and navigate around the College safely and with ease.

Landscape and public realm

The Landscape Master Plan will provide the frame work upon which to plan for future growth, conservation, enhancement of natural systems and infrastructure improvements. This would see more emphasis on sustainability and adaptability for a range of uses. The master plan will combine outdoor education, recreation and sport as an extension of the formal classroom experience and at the same time create a hierarchy of links and spaces to suit student numbers and the various age-based requirements of users.

Ecology

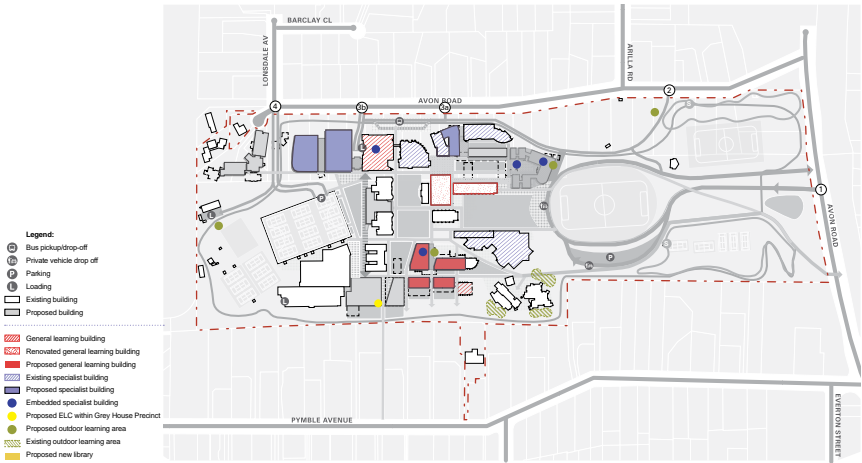
Pymble Ladies College contains patches of bushland which are a unique combination of two endangered ecological communities. As such, the Master Plan will protect, enhance and promote the biodiversity values of the college.

Sustainability

Sustainability is a focus we pursue with rigorous and disciplined intent, taking responsibility for our actions across our curriculum, our operations, our resources and our community. We encapsulate sustainability in our well-being, thoughts, processes and practices.

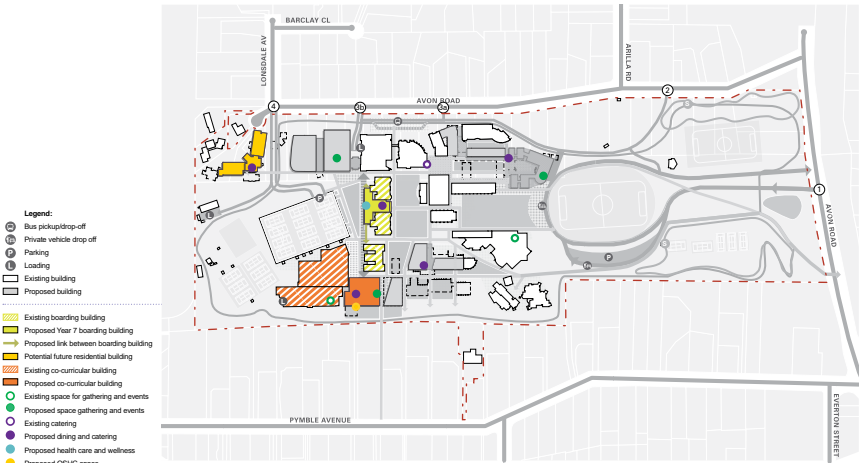
2.2 Master Plan Strategies

Learning and teaching



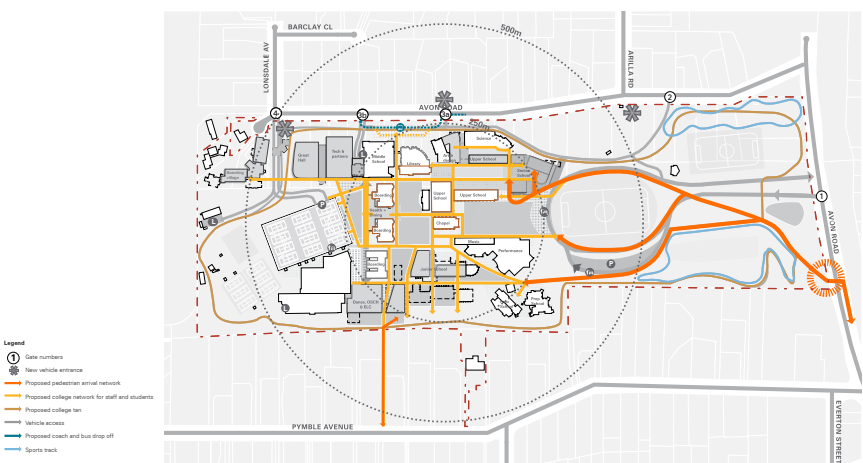
PYMBLE LADIES' COLLEGE MASTER PLAN MGS ARCHITECTS | WILLOWTREE | ARUP | STUART PITTENDRIGH | DRAGONFLY 38

College life



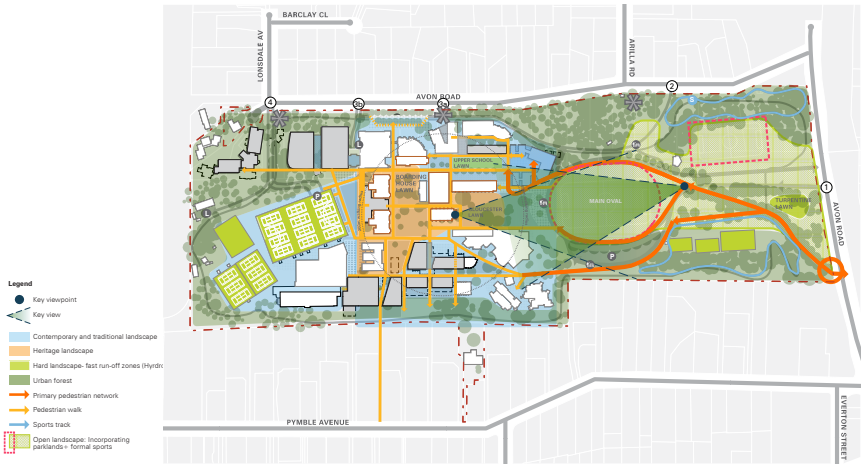
PYMBLE LADIES' COLLEGE MASTER PLAN MGS ARCHITECTS | WILLOWTREE | ARUP | STUART PITTENDRIGH | DRAGONFLY 42

Access and wayfinding



PYMBLE LADIES' COLLEGE MASTER PLAN MGS ARCHITECTS | WILLOWTREE | ARUP | STUART PITTENDRIGH | DRAGONFLY 44

Landscape and public realm



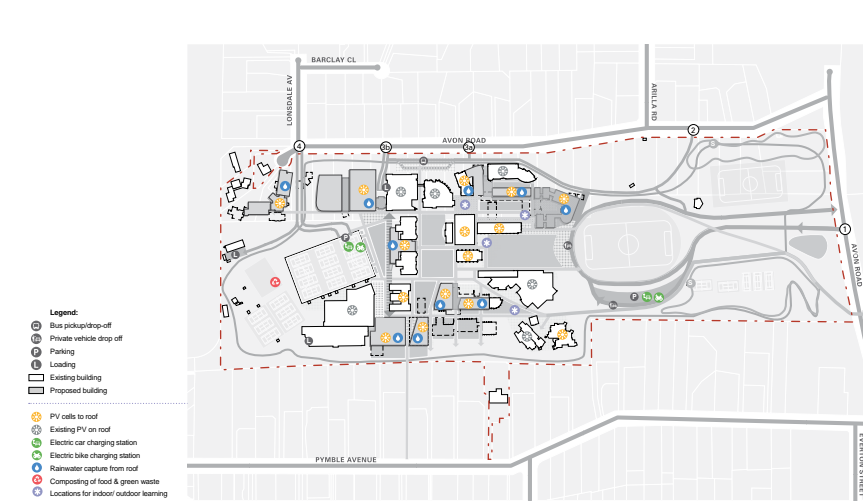
PYMBLE LADIES' COLLEGE MASTER PLAN MGS ARCHITECTS | WILLOWTREE | ARUP | STUART PITTENDRIGH | DRAGONFLY 46

Ecology



PYMBLE LADIES' COLLEGE MASTER PLAN MGS ARCHITECTS | WILLOWTREE | ARUP | STUART PITTENDRIGH | DRAGONFLY 48

Sustainability



PYMBLE LADIES' COLLEGE MASTER PLAN MGS ARCHITECTS | WILLOWTREE | ARUP | STUART PITTENDRIGH | DRAGONFLY 50

3.0 Design Principles

3.1 Reference Documents

When developing a design response for any school, let alone one with as much heritage as Pymble Ladies College, it is vitally important to understand the long term strategic direction and pedagogy of the school, and acknowledge any existing Master Plan documents. This ensures the proposal supports the students and teaching staff in their academic ambitions, aligns with the school vision and cares for the environmental context of the campus.

As a starting point for Grey House Precinct, it was critical to engage with the four pillars of Pymble Ladies College, which have helped guide the design process;

Empower to be Courageous

Pymble girls are courageous and determined learners who approach new challenges with a sense of optimism and excitement.

Knowledge for a better World

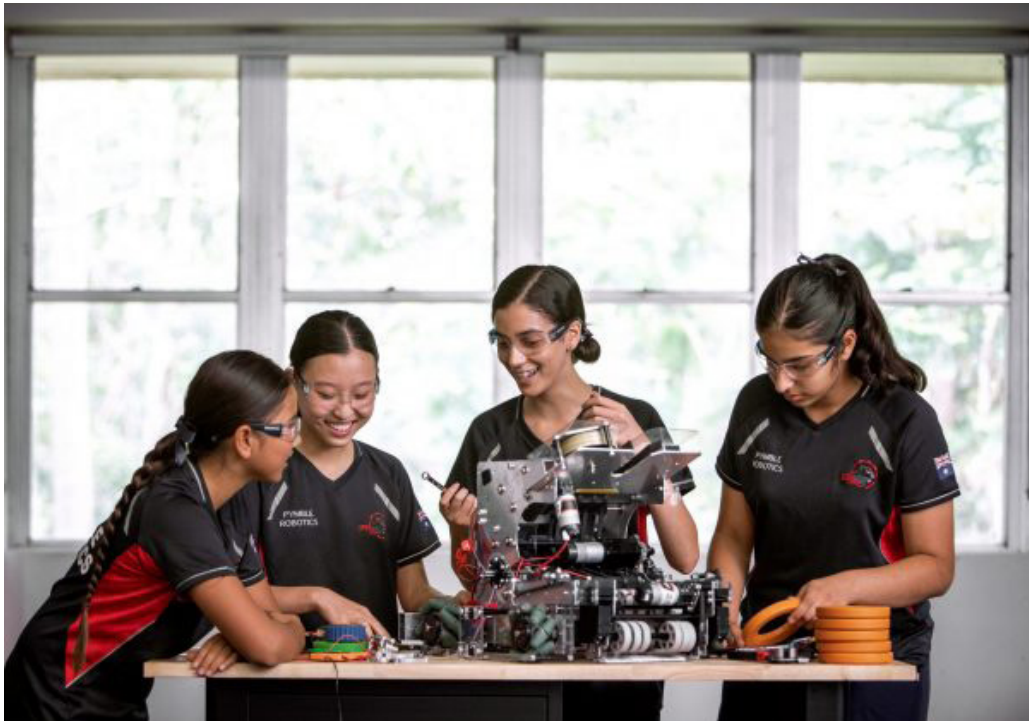
Learning at Pymble inspires students to explore what matters to them and see themselves in futures they may not have imagined.

Technologies for a better future

Pymble girls are active, responsible and engaged global citizens who harness the power of technology to effect positive change.

Diversity as the path to unity

Pymble students embrace opportunities to learn in collaborative environments where different perspectives are encouraged and valued.



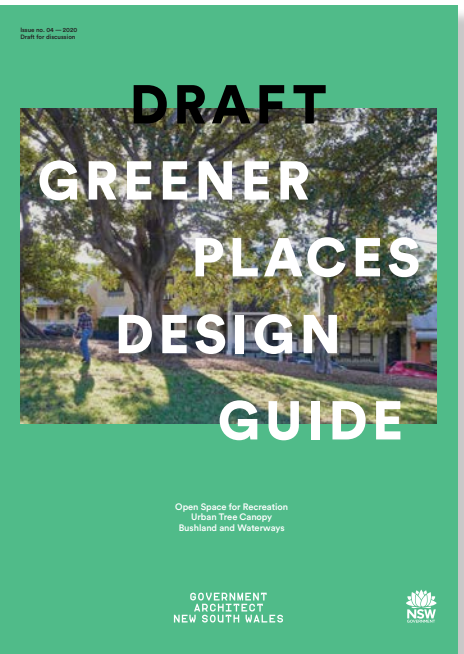
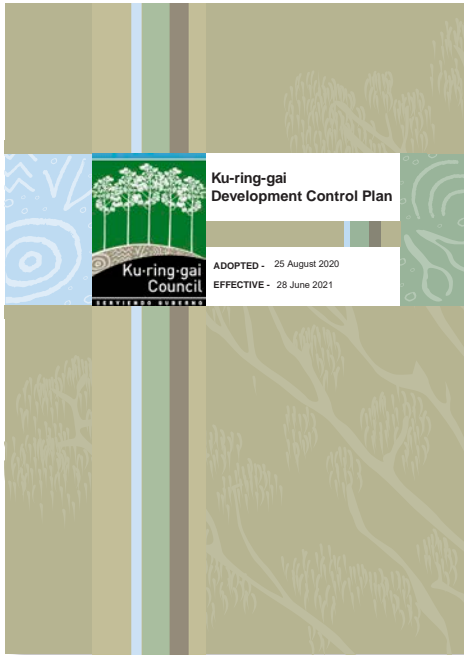
Images courtesy PLC

Policy Documents and Planning Guidelines

The following documents were critical in informing the landscape design response to GHP, and ensuring the team had considered all relevant state and local planning requirements;

- + Ku-ring-gai Development Control Plan
- + DPIE Childcare Planning Guideline
- + MGS Pymble Ladies College Master Plan
- + GANSW Designing With Country
- + GANSW Design Guide for Schools
- + GANSW Environmental Design in Schools
- + GANSW Greener Places Design Guide

Reference Documents



3.2 Design Principles



01 Celebrate History & Heritage

A college that celebrates its history and heritage and has neighbourhoods with clear identities.

- + Reference the ecological heritage and Indigenous significance of the College landscape
- + Respond to the existing Character and natural context



02 Landscape & Ecology

A college that is deeply embedded in its landscape and ecology through;

- + Provide a range of opportunities for outdoor learning through discovery and self determined play and learning.
- + Create spaces for contemplation and growth within a natural environment



03 Vibrant Campus

A college that is a vibrant, extended-hour community with places to live, experiment, eat, practice, perform and socialise.

- + Seamless indoor and outdoor transitions which allow for spill out spaces
- + Provide varied playful landscapes to be used throughout the day and all year round



04 Clear Gateways

A college that prioritises walking and makes walking safe and enjoyable through use of clear gateways and management of vehicles.

- + Establishing wayfinding strategies that connect between the precinct spaces and wider campus
- + Creating a gateway entrance from Grey House Walk through the heart of the precinct.



05 Intensity at Edges

A college that manages growth and intensity of activities at its edges and stitches into ecological corridors.

- + Creating naturalised landscape edges through layering of planting typologies and natural elements.
- + Providing opportunities for tracks and trails through the landscape spaces



06 Enabling Learning

Welcoming and enabling learning spaces and hybrid spaces for experimentation, supported by technology and partnership.

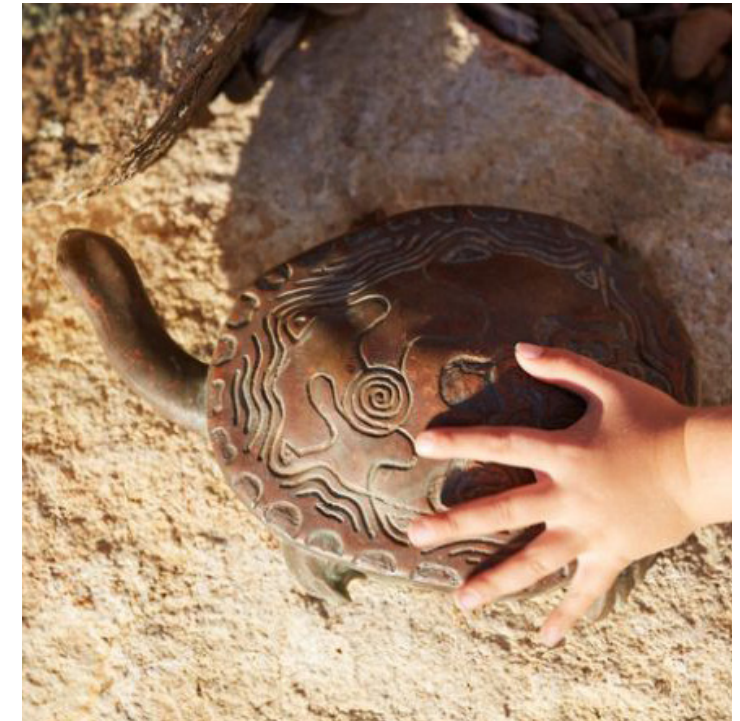
- + Integrating digital technology into outdoor learning environments for enhanced educational experiences
- + Flexibility and adaptability of use



07 Inclusive for All

A campus that offers inclusive access and belonging for all.

- + Providing equal access routes as well as elements of challenge and risk for growth and development
- + Allowing for a range of abilities and preferences in the open arrangement of spaces



08 School Address

Schools that have their own addresses and that celebrate lifelong learning

- + Enhancing connection to place through references to the site heritage and future potential
- + Creating a unique identity for Grey House Precinct while connecting to the Campus wide strategies.

3.3 Connecting with Country

Indigenous Consultation

Pymble Ladies College has an established and ongoing relationship with Uncle Laurie Bimson, a Gurigai Elder who has been involved in the cultural education in the school. OCULUS have had the opportunity to develop the design with Uncle Laurie to ensure an integrated landscape approach to Connecting with Country. Initial principles discussed were focussed on the education opportunities in the landscape such as:

- + Planting of indigenous plants with information plaques highlighting their significance and uses
- + Creating ecological landscapes with natural habitats
- + Providing environments for observing and learning from nature
- + Opportunities for gathering and sharing of knowledge
- + Storytelling through materiality and embedded references through sculpture and artwork.
- + Showcasing seasonal change through planting choice



Environment as Educator

The Cammeraygal occupied the land between the Lane Cove River, Hawkesbury and east to the coast. It is understood through settlers accounts that the Cammeraygal would regularly track from Cowans Creek to Parramatta River along the ridge line through where Pymble Ladies College now sits.

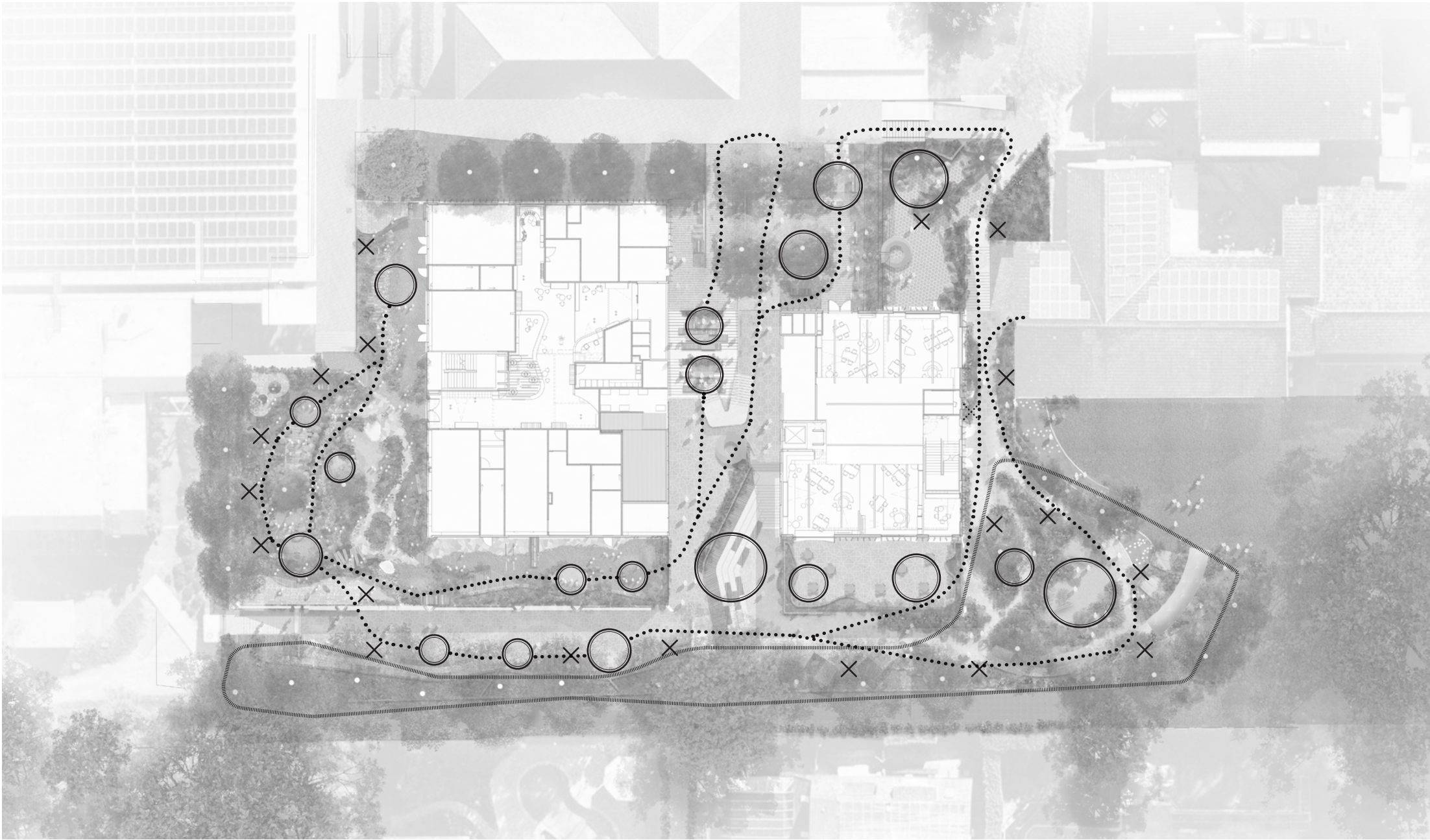
Taking a lead from the historical concept of ‘making tracks’ the landscape design endeavours to engage closely with natural materials to create a series of linear pathways through the landscape, all representative of the earth and country.

Moments of pause along these journey’s bring the students into direct contact with the planting, which has a focus on native species and can be used as prominent educational asset in teaching students about country and reconnecting with the remnant Blue Gum High Forest.

Extensive spaces for gathering, learning, observing and engaging with the surrounding landscape are provided in the design, and the re-naturalisation of the south west boundary presents an opportunity to increase bio-diversity, a critical tool in Caring for Country.

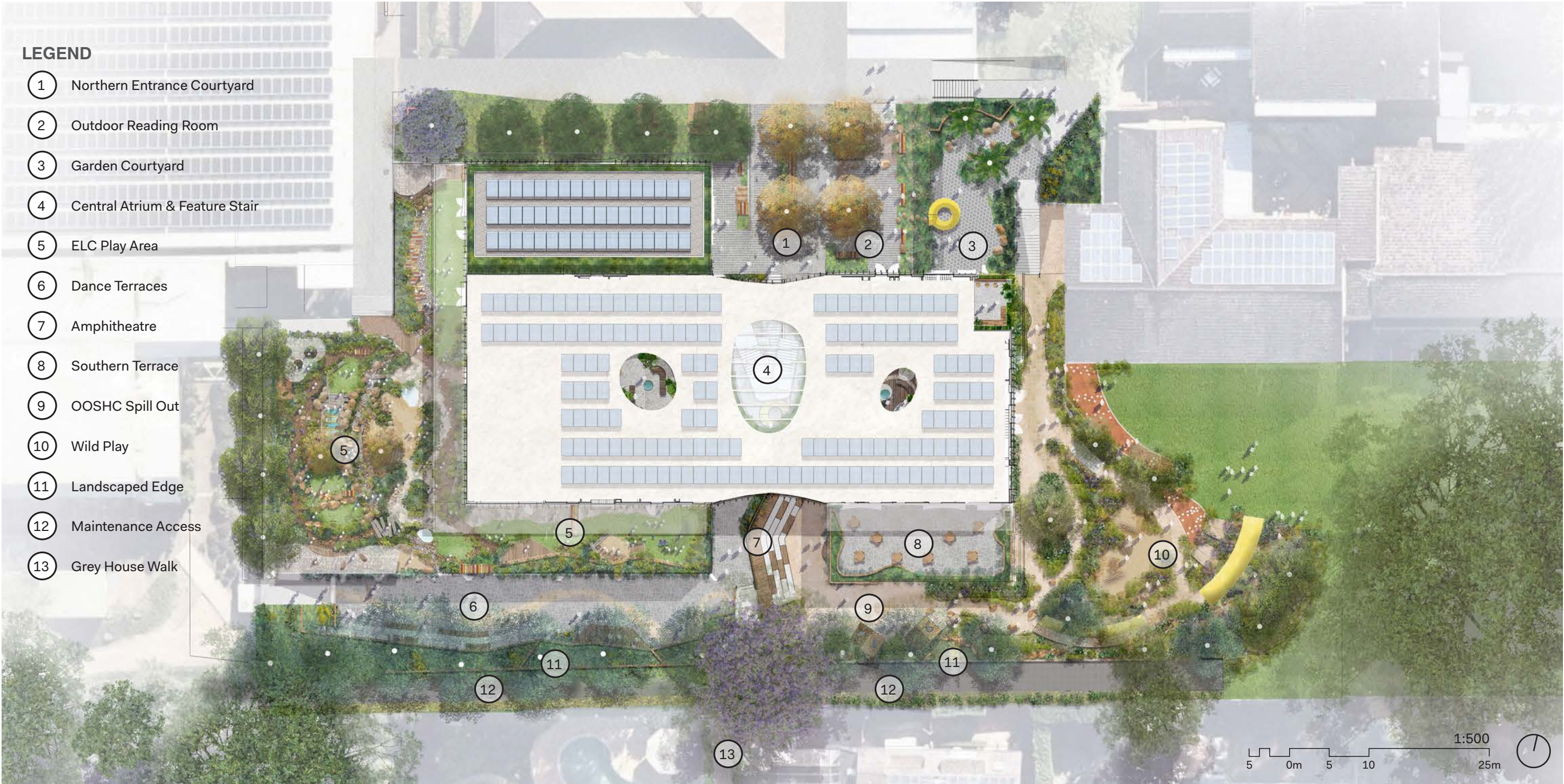
LEGEND

- Metaphorical Tracks
- × Educative Signage Opportunities
- Gathering Spaces
- ===== BGHF / Native Planting



4.0 Grey House Precinct

4.1 Master Plan



4.2 Precinct Wide Strategies

Integrated Design Response

The Grey House Precinct presents a challenging site, with level changes of approximately 8 metres across its extent. These latent site conditions, combined with the close proximity to residential neighbours, existing architectural forms and proposed multi level, mixed use program housed by the buildings require a highly collaborative and creative design response.

OCULUS have worked closely with BVN to develop a cohesive design across the entire precinct, establishing a series of site wide strategies which then go on to inform the concept design of each key area.

All strategies will be developed in more detail throughout future stages, but have been coordinated with design and engineering disciplines to ensure they have considered the requirements of the school and, importantly, the students.

Strategies include:

- + Levels
- + Access & Circulation
- + Maintenance
- + Tree Retention & Replacement
- + Planting
- + Storm water
- + Noise & Privacy
- + Materials
- + Play
- + Outdoor Learning

Intent images



Existing Levels

The existing site varies dramatically from ~ +121.40 on the northern edge, to ~ +106.76 at the south eastern corner. This fall of approximately 15 metres present numerous challenges in integrating new built form and functional landscape spaces.



LEGEND

--- Landscape Scope of Works

+ 120.20 Existing Level

Proposed Levels

The landscape proposal mediates between the proposed architectural floor levels and the surrounding landscape levels.

In attempting to provide flexible use, level spill out space from interior learning areas, the landscape responds with a series of terraces designed to support the architectural function and provide engaging nature based play areas for students.

LEGEND

--- Landscape Scope of Works

+ 120.20 Existing Level

+ 120.20 Proposed Level



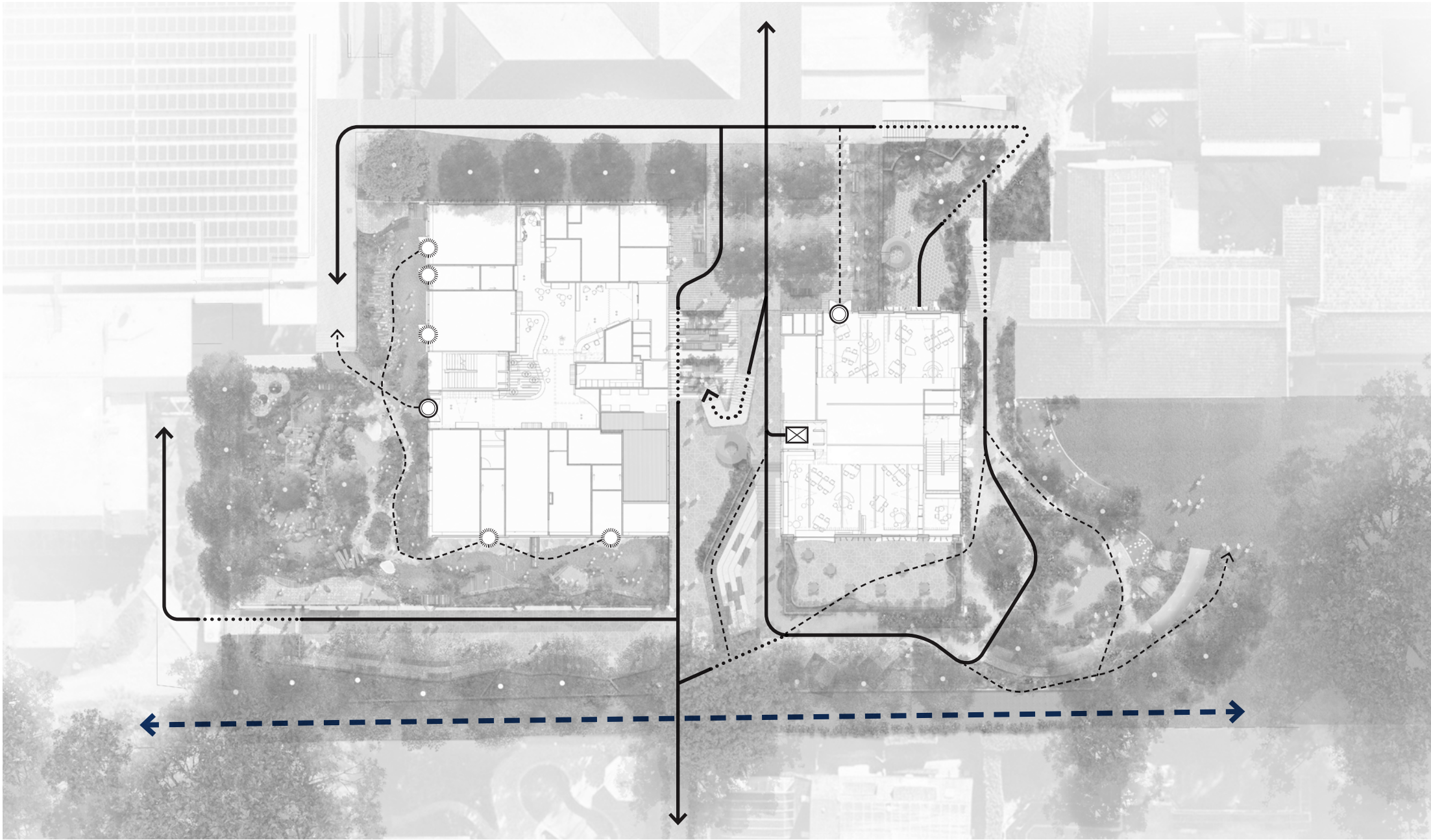
Access & Circulation

The main entrance to the precinct is via a forecourt on the northern edge of the buildings. This landscape provides equal access to the heart of the precinct via a ramp and compliant stairs. From here, there are multiple connections through the site, to the lower terrace levels on the southern edge and to the upper levels via the feature atrium stair.

Graded walkway and / or ramp access to the series of landscape terraces has been tested through the design process however, due to the extreme grades of the site and sheer length of ramp required to connect across levels, have not included in the final design. Equitable access is provided via the lift which address each separate level both internally and externally.

LEGEND

- Primary Circulation
- Secondary Circulation
- Formal Stair Connections
- Primary Building Entrance
- Secondary Building Entrance
- Lift
- Maintenance Vehicles

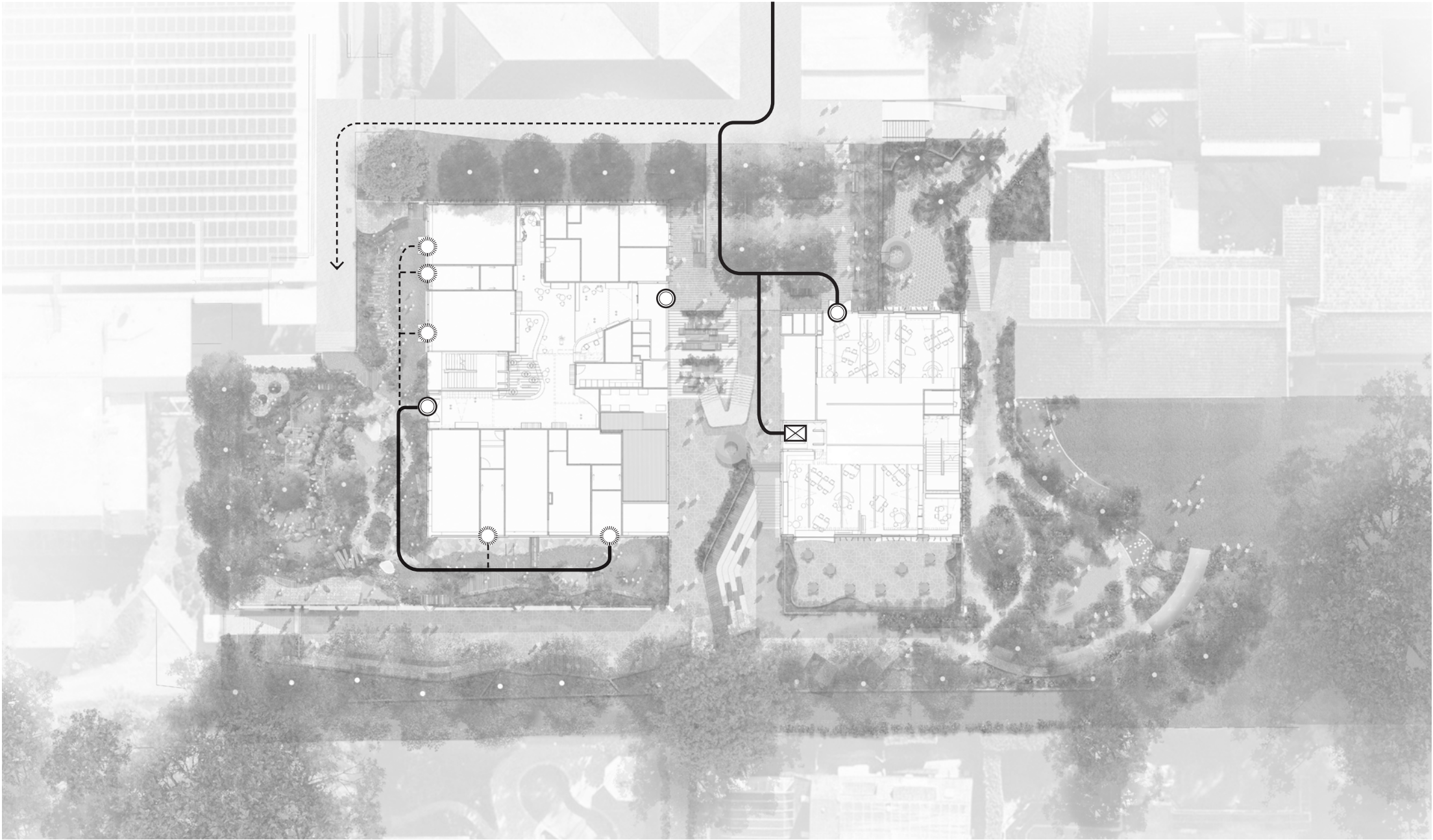


DDA Circulation

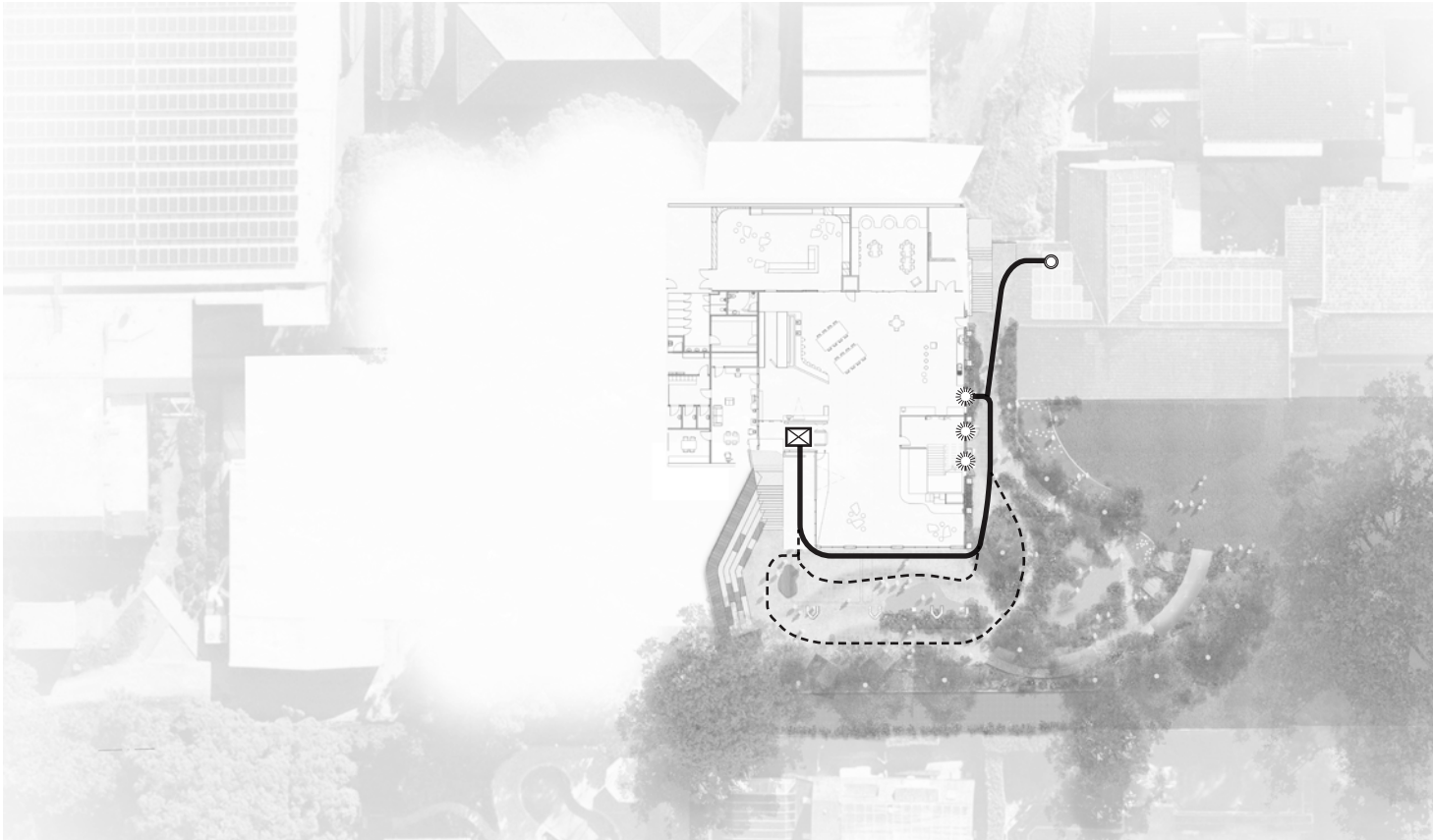
A centrally located lift provides equitable access to all building and landscape levels. Ramps and at grade walkways are present throughout much of the site. The sloping nature of the site means complete at grade access is not feasible. Access design has been optimised in order to provide functional outdoor play space.

LEGEND

- Primary Equitable Circulation
- Secondary Equitable Circulation
- Primary Building Entrance
- Secondary Building Entrance
- Lift

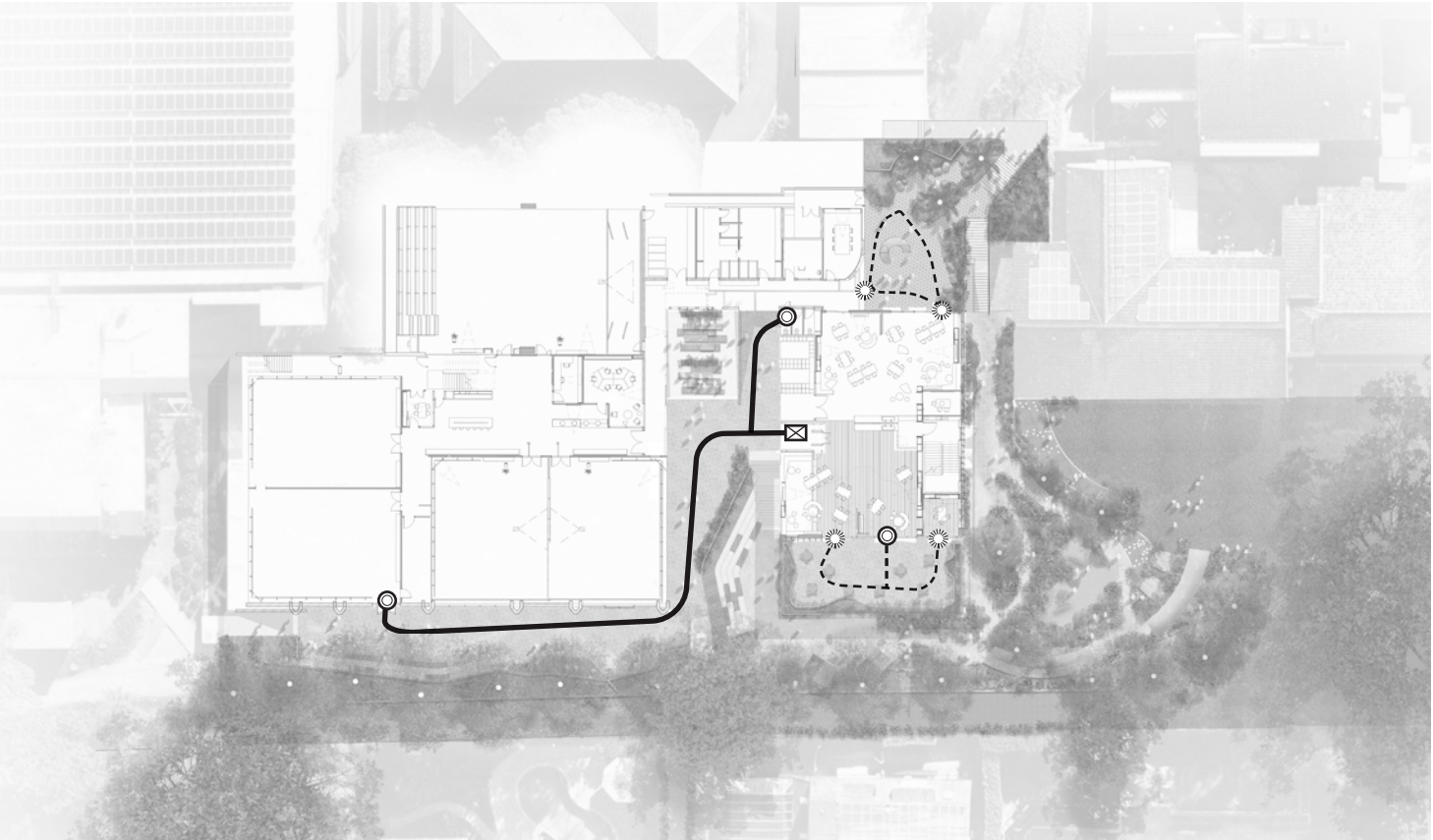


DDA Circulation - L00



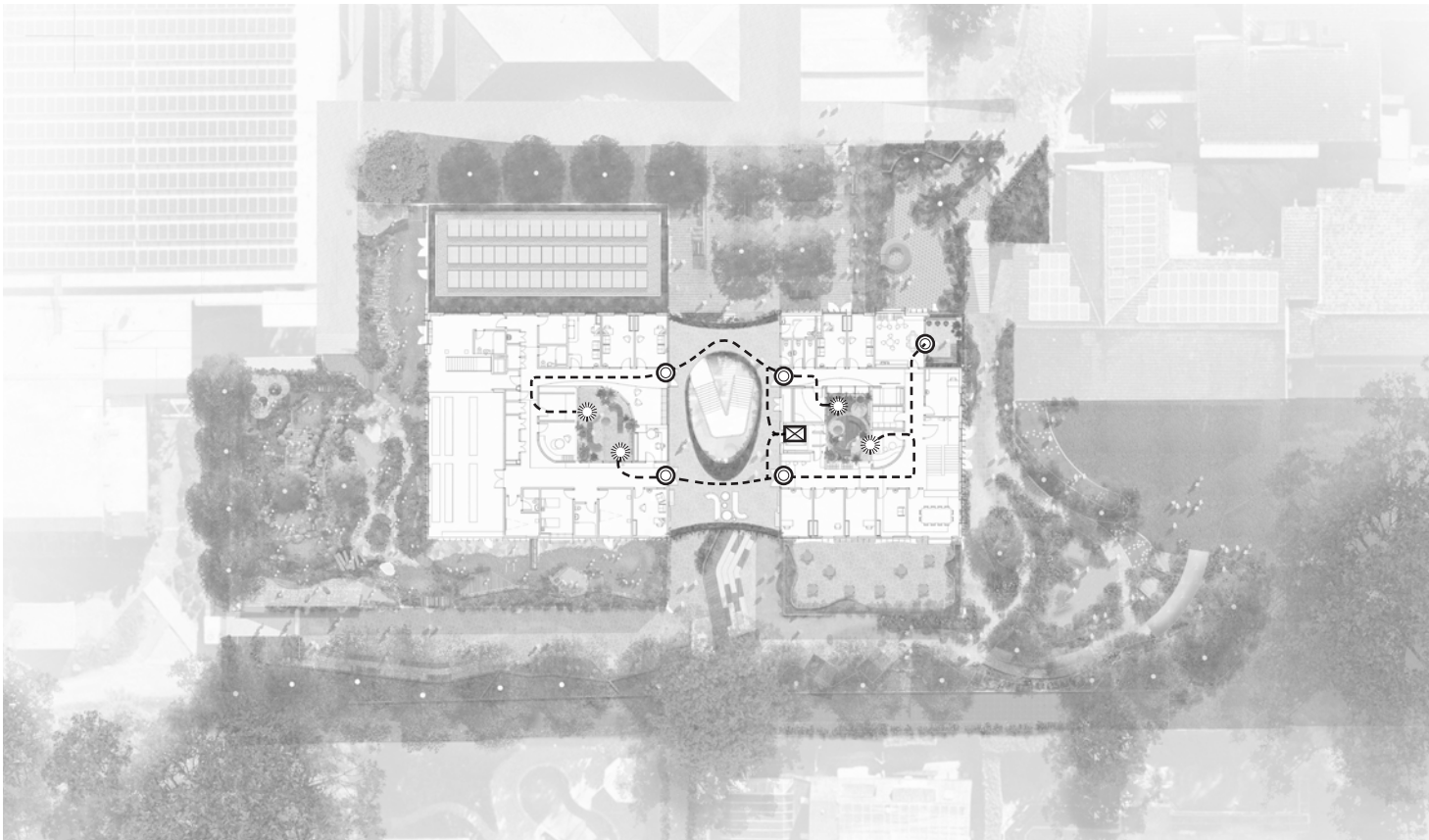
- LEGEND**
- Primary Circulation
 - Secondary Circulation
 - Primary Building Entrance
 - Secondary Building Entrance
 - Lift

DDA Circulation - L01



- LEGEND**
- Primary Circulation
 - Secondary Circulation
 - Primary Building Entrance
 - Secondary Building Entrance
 - Lift

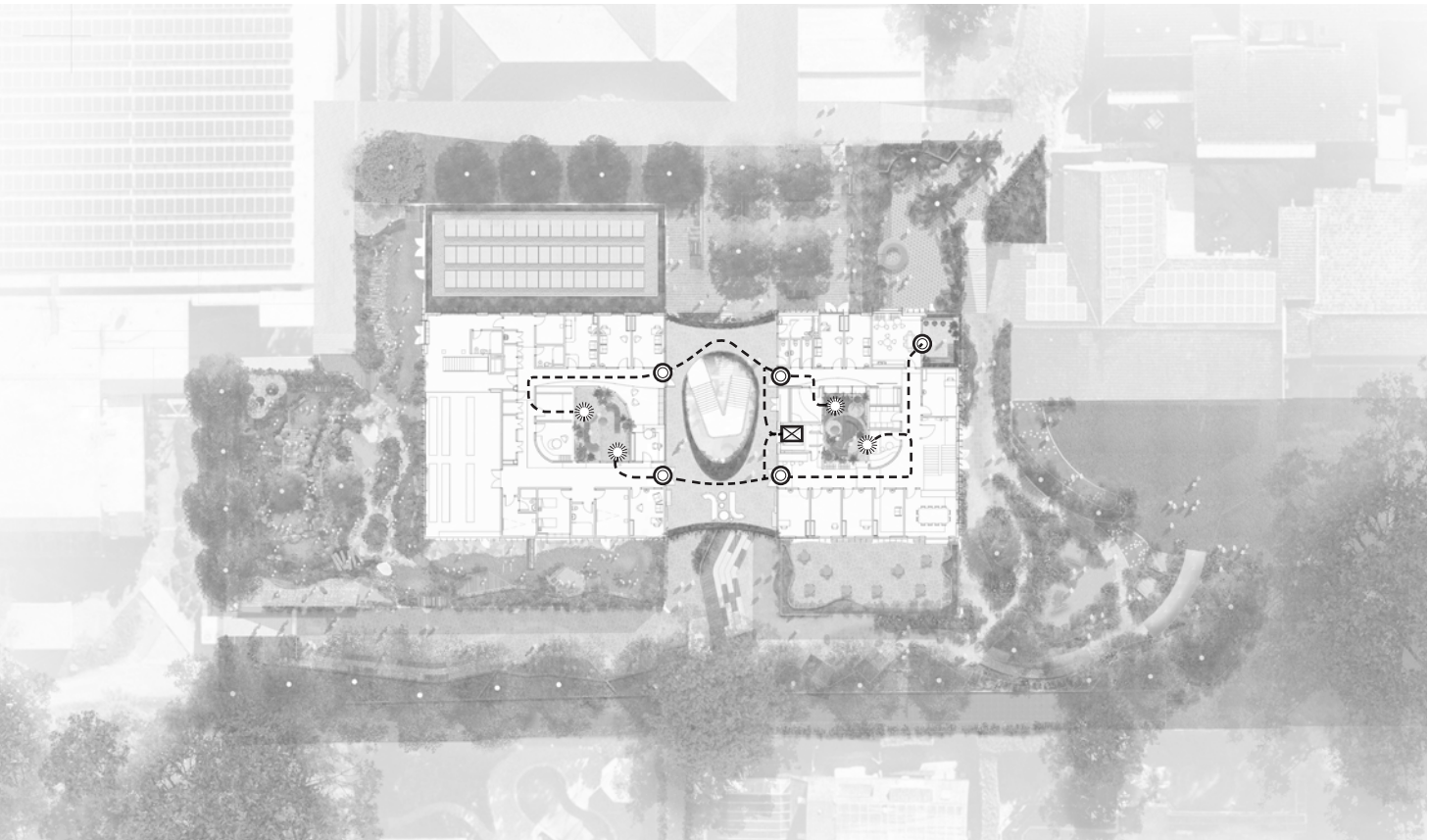
DDA Circulation - L03



LEGEND

- Primary Circulation
- Secondary Circulation
- Primary Building Entrance*
- Secondary Building Entrance*
- Lift

DDA Circulation - L04



LEGEND

- Primary Circulation
- Secondary Circulation
- Primary Building Entrance*
- Secondary Building Entrance*
- Lift

Planting Design

The planting scheme has been developed according to it's aspect and to tie into the existing established framework.

The northern portions of the site are stitched into the heritage precinct of the school which possess a more formal quality. The geometry of the layout and the selected species acknowledge this and help to integrate the old with the new.

The south eastern area lies within remnant Blue Gum High Forest. As such, the planting proposal through here is driven by the aim to assist in reforesting this area, and anchoring the architecture and play spaces into their natural environment.

LEGEND

- ① Northern Aspect Planting
- ② Shaded Planting
- ③ ELC Planting
- ④ Northern Aspect Planting
- ⑤ Green Roof



1. Northern Aspect Planting

A celebration of PLC's heritage precinct, the Northern Aspect Planting has a strong element of formality. Utilising the northern sun to transition boldly through the seasons, this planting creates continual sensory intrigue.

2. Shaded Planting

Lush garden beds in which tree ferns reach up over verdant understory plants, selected for their shade tolerance. Shaping cool and calm spaces for passive play and outdoor learning activities.

3. ELC Planting

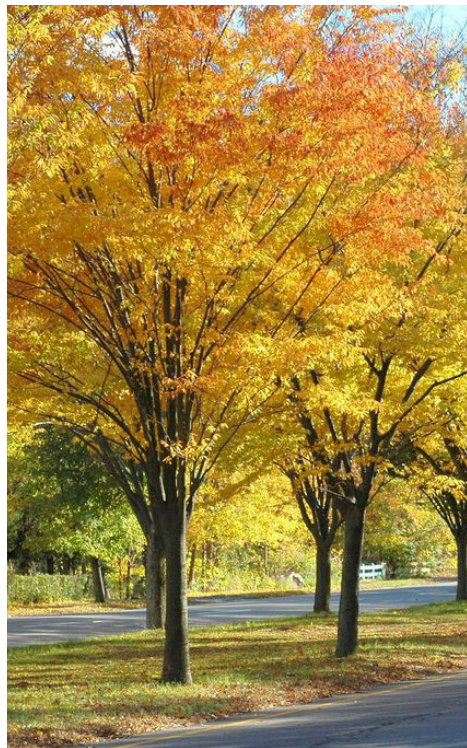
A collection of soft textures and vibrant colours, the ELC planting will contribute to a safe and engaging space for creative play and learning. An extensive pallet of native wild flowers will stimulate a budding interest in the natural world and encourage exploration.

4. Blue Gum High Forest

Providing continuity with existing Blue Gum High Forest this planting combines a range of endemic plants to reference the richly layered forest. Tall trees, lush ferns and sprawling ground covers come together in a celebration of the site's living heritage. This forest-like planting will have a powerful temperature regulating effect , keeping play spaces enjoyably cool in the warmer months.

5. Green Roof

Low sprawling flowers will carpet the rooftop, creating a sense of visual delight when viewed from above. The abundance of native flowers will be valuable to local pollinators.



1. Northern Aspect Planting

3. ELC Planting

4. Blue Gum High Forest

5. Green Roof

Tree Removal

The architectural proposal for Grey House Precinct requires the removal of 29 mature trees on site, as outlined in the arborist report.

LEGEND

- Existing Tree to be Retained and Protected
- Existing Tree to be Removed
















Tree Replacement

PLC has an existing and well considered tree planting and replacement strategy. Over the past 12 months alone, it has introduced an additional 50 trees to the campus, carrying on it's long stewardship of the site and respect of the existing environment.

In addition to the above, the school is undertaking landscape master planning process with a long term view to integrate tree planting strategies with a detailed landscape overlay, ensuring the campus retains elements of its historical landscape character, while embracing opportunities to develop modern learning environments with physical connection to their natural surrounds.

The landscape design proposes a 1 for 1 tree replacement strategy within the Grey House Precinct, with 29 trees in the current proposal. The school has already identified zones throughout the campus for further tree replacements where necessary.

LEGEND

- | | |
|---|--|
|  <i>Jacaranda mimosifolia</i>
Jacaranda |  <i>Glochidion ferdinandi</i>
Cheese Tree |
|  <i>Catalpa bignoides</i>
Indian Bean Tree |  <i>Syncarpia glomulifera</i>
Turpentine |
|  <i>Liriodendron tulipifera</i>
Tulip Tree |  <i>Eucalyptus saligna</i>
Sydney Blue Gum |
|  <i>Cyanthea australis</i>
Rough Tree Fern |  <i>Eucalyptus pilularis</i>
Blackbutt |
|  <i>Zelkova serrata</i>
Japanese Elm |  <i>Corymbia citriodora</i>
Lemon Scented Myrtle |
|  <i>Elaeocarpus reticulatus</i>
Blueberry Ash |  <i>Hakea laurina</i>
Pin-cushion Hakea |
|  <i>Angophra hispida</i>
Dwarf Apple Gum | |



Play

Playfulness is a key consideration of the landscape proposal.

Embracing the unique qualities of the site, and the pedagogy of the school, the design embraces the topography and the Blue Gum High Forest setting to create series of connected and playful landscape terraces.

With connections to extensive planting, natural materials, 'choose; your own adventure' pathways and planting and intimate hidey hole places for children to escape the watchful eye of the teachers, there is an appropriate play space for all ages and all abilities. Something for everyone!

The site has dictated that the landscape is split into levels with as much as 4 metres difference in heigh. Not wanting to let circulation impact on playfulness, the design team has proposed slides as connectors between these levels wherever possible.

LEGEND

- 1 ELC Adventure Play
- 2 Junior School Wild Play
- 3 Garden Reading Rooms
- 4 Inhabitable Landscape Wall
- 5 Atrium Slide & Amphitheatre



Outdoor Learning

While the key considerations of the landscape proposal are for fun and a connection to nature, outdoor learning spaces have also been embedded in the space as an important part of the design response.

They do not read overtly as outdoor rooms, but rather as an integrated and flexible use element to be inhabited in multiple different ways. The geometry, scale and material application in these different zones are such that a small group, class or year level can use them for outdoor lessons, performances or quiet zones, offering teachers more flexibility in their lesson planning, and the students valuable opportunities to be outside and engage with their surrounds.

LEGEND








- 1 Story Space
- 2 Rock Circle
- 3 Garden Reading Rooms
- 4 Rock Circle
- 5 Seating Wall
- 6 Performance Stage
- 7 Amphitheatre & Presentation Space

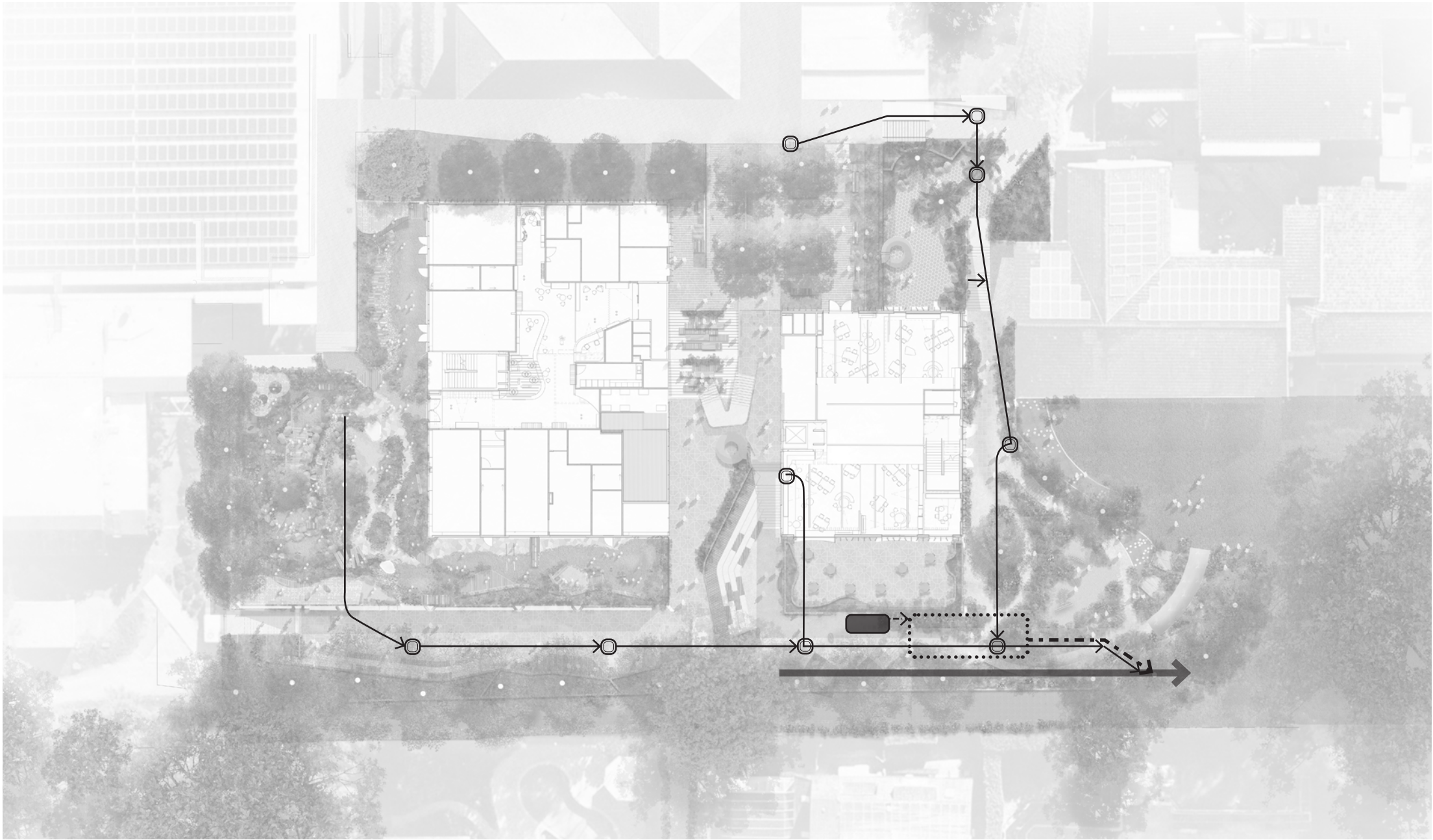


Stormwater

Overland flow is directed South East, to the lowest corner of the site, where an existing council stormwater pipe runs. Landscape has been designed to minimise disruption to this flow. The landscape design has also taken into consideration the placement of rainwater and OSD tanks below ground, in the site's South East corner.

LEGEND

-  Rainwater Tank
-  On-Site Detention Tank
-  Drainage Pits
-  Drainage Network
-  Rainwater Overflow
-  OSD Overflow
-  Existing Council Storm Water Pipe








Wind & Noise Mitigation

A range of wind mitigation measures are encompassed by WINDTECH's Pedestrian Wind Environment Study for the Grey House Precinct. In areas where wind is predicted to reach uncomfortable levels, landscape design will improve the usability of space through the following measures:

- + Trees capable of growing to a minimum height and width of 3-4 meters
- + Shrubs capable of growing to a minimum height of 1.5 meters
- + Impermeable balustrades
- + An impermeable awning
- + Porous screens

These measures will also act to mitigate the transmission of excessive noise across the site.

LEGEND

-  3-4m x 3-4m Tree
-  1.5m High Shrubs
-  1.2m High Impermeable Balustrade
-  Impermeable Awning
-  1.5-1.8m Porous Screening



4.3 Adjacent Considerations

Pymble Ladies’ College is seeking a whole of campus Master Plan to ensure that future development aligns with the strategic and spatial direction of the College.



Text & Cover Page extracts from MGS PLC Master Plan document

With the school having endorsed and adopted the 2019 Master Plan by MGS, OCULUS have been engaged to consider the findings and add a cohesive, landscape focused overlay to the work completed by MGS Architects.

While each of the aforementioned strategies is being developed holistically as part of the Campus wide landscape master plan, it is important to consider how the current Grey House Precinct project acts as a catalyst for future works, and ensure that this first priority project sits comfortably within the physical hierarchy of the campus and has considered the broader functional network of the school in it’s design.

The scope of works for the Grey House Precinct has been determined by the client, however the creation of a seamless physical connection to the existing environment, surrounding topography and pedestrian pathway network must form part of the design thinking in the short term to avoid redundant works in the long term.

In the case of the Grey House Precinct, the landscape design needs to consider the edge conditions and scale of transition spaces between the old campus and the new built form. While these spaces will not be constructed as part of the current works, they are important connector elements in developing a cohesive landscape character.

Secondary Landscape Works

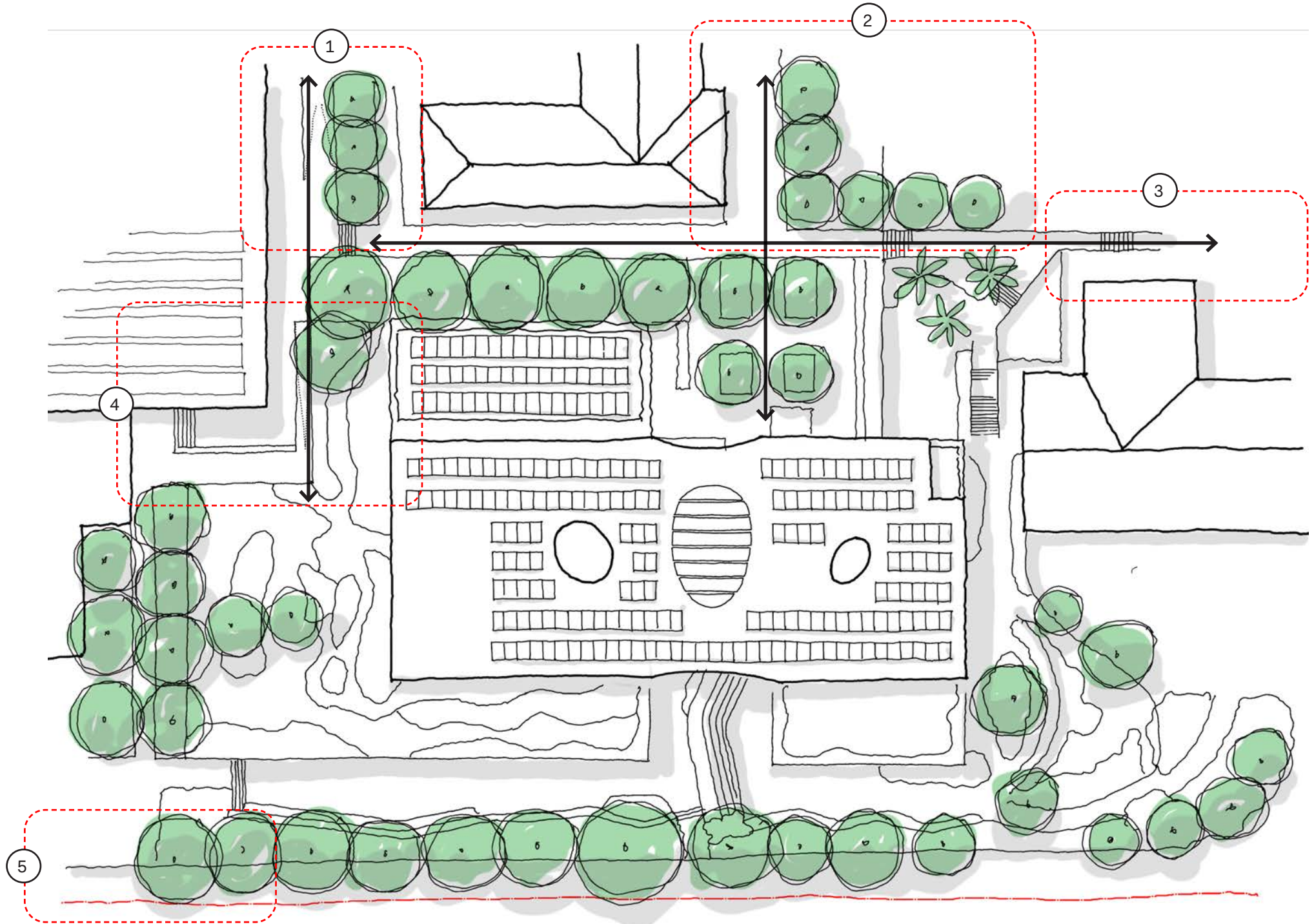
The secondary works indicated on this spread are outside of the nominal scope for the Grey House Precinct, but are being closely considered as part of the campus master plan.

The use and architectural form of the Grey House building will bring a new level of foot traffic and maintenance requirements to this portion of the campus. Although yet to be fully understood, the impact of the new architecture and intensity of use in the space will require the adjacent areas to be closely monitored and, perhaps, minor landscape works be carried out to ensure the circulation patterns and amenity of the surrounding spaces is not compromised.

These suggested projects are also key to mediating the scale of the intimate landscape spaces associated with the Grey house Precinct, and the more formal and open nature of the surrounding campus.

LEGEND

- ① Carpark Connection
- ② Goodlet Lawn
- ③ Junior School Connection
- ④ Aquatic Centre Forecourt
- ④ Maintenance Accessibility
- ↔ Long Term Axis



5.0 Illustrative Master Plans

5.1 Level 00

Illustrative Plan



- LEGEND**
- 1 Junior School
 - 2 OOSHC
 - 3 Spill Out Space
 - 4 Upper Play Terrace
 - 5 Lower Play Terrace
 - 6 Stair Connections
 - 7 Buffer Planting
 - 8 Maintenance Access
 - 9 Grey House Walk

Intent images



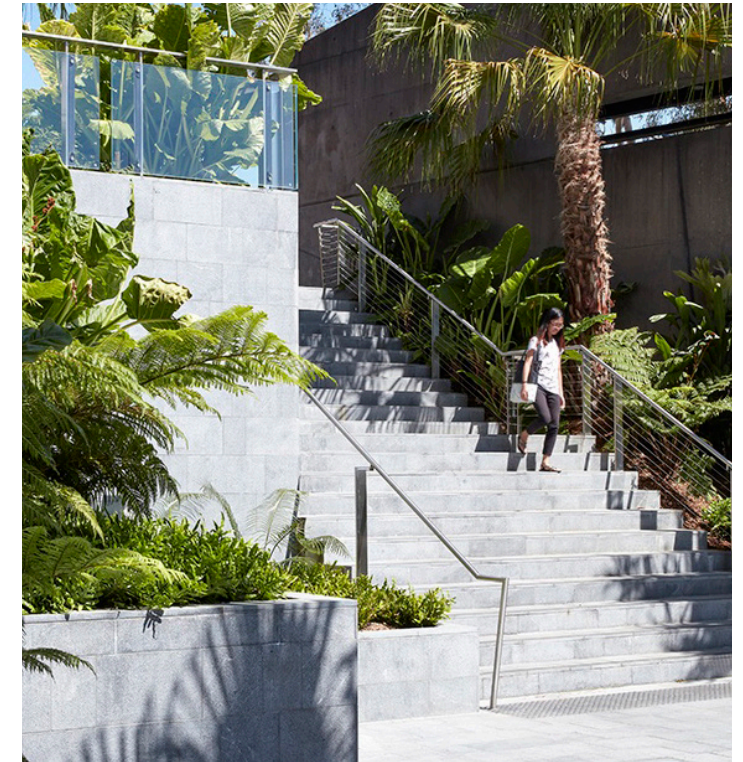
5.2 Level 01

Illustrative Plan



- LEGEND**
- 1 Junior School
 - 2 Stair Access
 - 3 Garden Courtyard
 - 4 Feature Stairs
 - 5 Amphitheatre
 - 6 Dance Spill Out
 - 7 Seating & Arts Wall
 - 8 Buffer Planting
 - 9 Maintenance Access
 - 10 Grey House Walk

Intent images



5.3 Level 02

Illustrative Plan



- LEGEND**
- 1 Junior School
 - 2 Northern Entrance Courtyard
 - 3 Outdoor Reading Rooms
 - 4 Feature Stair
 - 5 ELC
 - 6 ELC Play Area
 - 7 ELC External Access
 - 8 Edge Tree Planting

Intent images



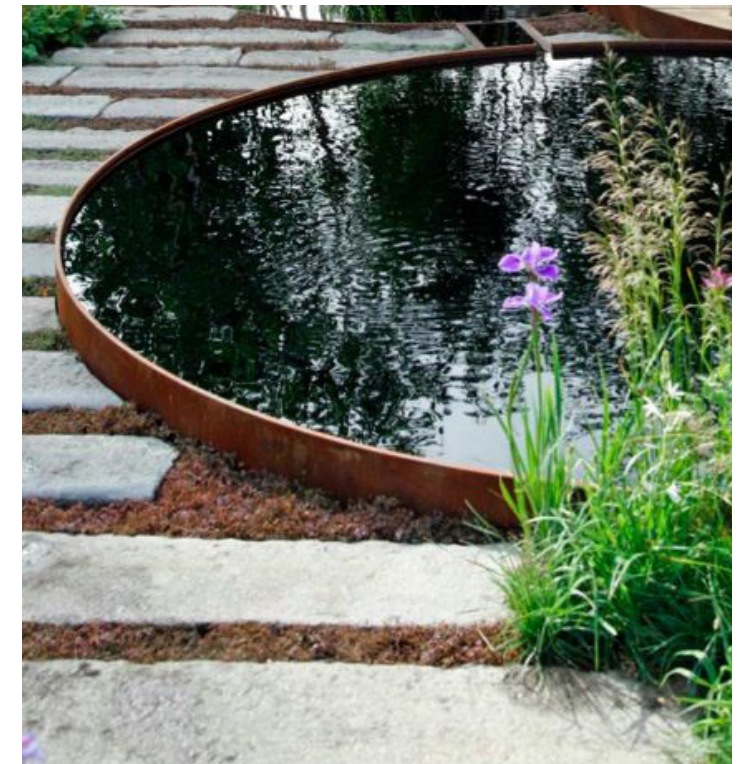
5.4 Level 04

Illustrative Plan



- LEGEND**
- ① Central Stair
 - ② Flexible Use Atrium
 - ③ East Courtyard
 - ④ West Courtyard
 - ⑤ Teachers Terrace

Intent images



5.5 Atrium Space (Levels 2-4)

Illustrative Plan



- LEGEND**
- ① Central Stair
 - ② Flexible Use Atrium
 - ③ North Planting
 - ④ South Planting
 - ⑤ Edge Planting

Illustrative Section



Intent images



5.6 Site Sections

Levels & Section Plan



These sectional elevations have been developed to communicate the range and complexity of levels across the Grey House Precinct.

Sectional Elevation A - North



Sectional Elevation B - East



Sectional Elevation C - West



Sectional Elevation D - South



Sectional Elevation E- Southern Boundary / Landscape Buffer



6.0 Key Landscape Spaces

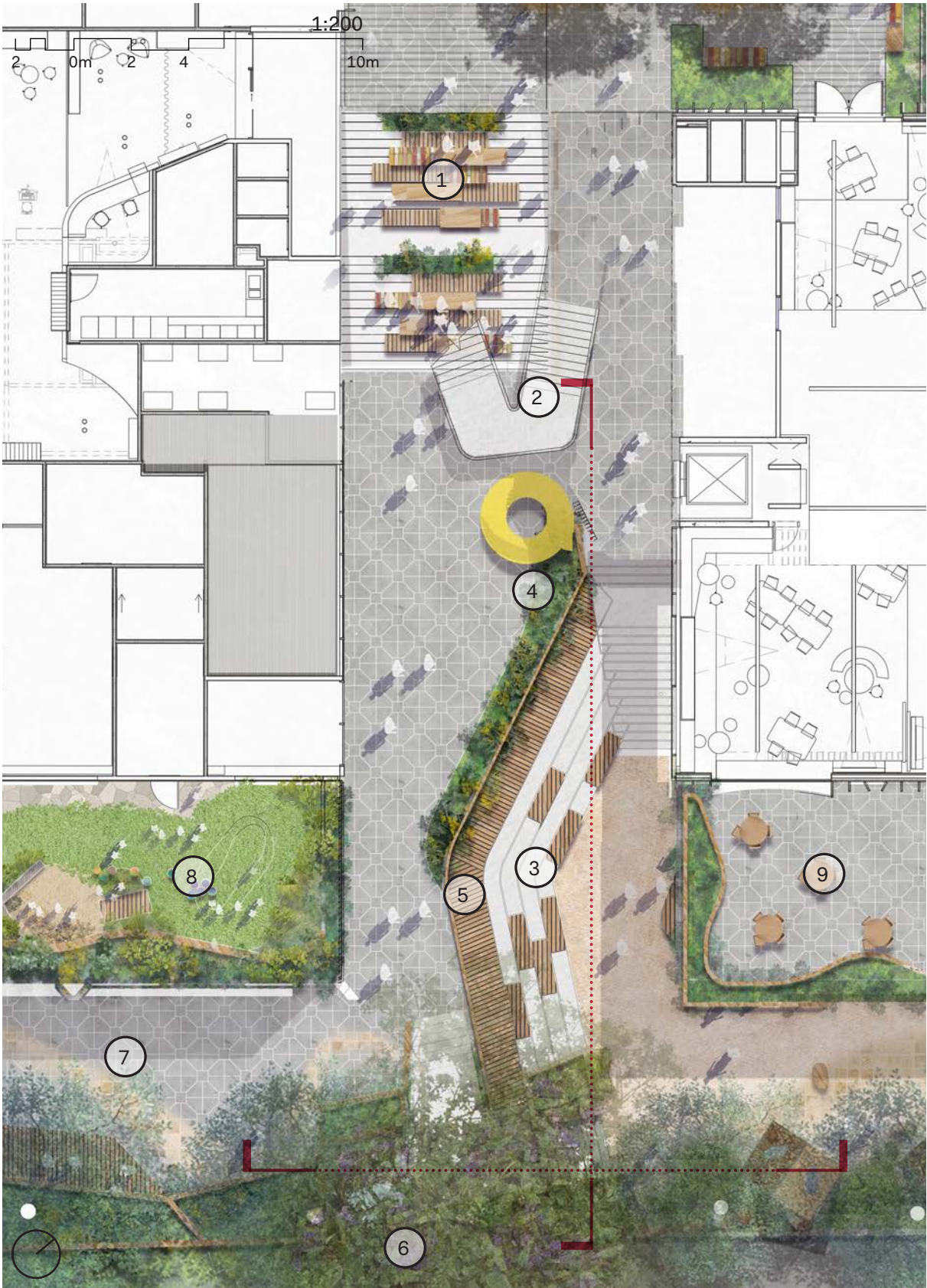
6.1 Northern Entrance & Courtyards



- LEGEND**
- 1 Pedestrian Entrance - Stairs
 - 2 Pedestrian Entrance - Ramp
 - 3 Outdoor Reading Room
 - 4 Deciduous Trees
 - 5 Balustrade Planter
 - 6 Slide
 - 7 Feature Seating Stair to Level 1
 - 8 Atrium Stair to Upper Levels
 - 9 Stair to Garden Courtyard
 - 10 Terraced Planting & Seating



6.2 Central Atrium



- LEGEND**
- 1 Feature Seating Stair to Level 1
 - 2 Atrium Stair to Upper Levels
 - 3 Amphitheatre
 - 4 Flush Planting
 - 5 Walkway Connection
 - 6 Connection to Grey House Walk
 - 7 Dance Studio Spill Out
 - 8 ELC Play (Level 2)
 - 9 Southern Terrace (Level 2)





6.3 Wild Play



- LEGEND**
- ① Amphitheatre
 - ② Flexible Use Area
 - ③ Naturalised Landscape Edge
 - ④ Cubby House
 - ⑤ Slide
 - ⑥ Rope / Rock Climb
 - ⑦ Hidden Garden
 - ⑧ Mass Planting
 - ⑨ Stair Connection



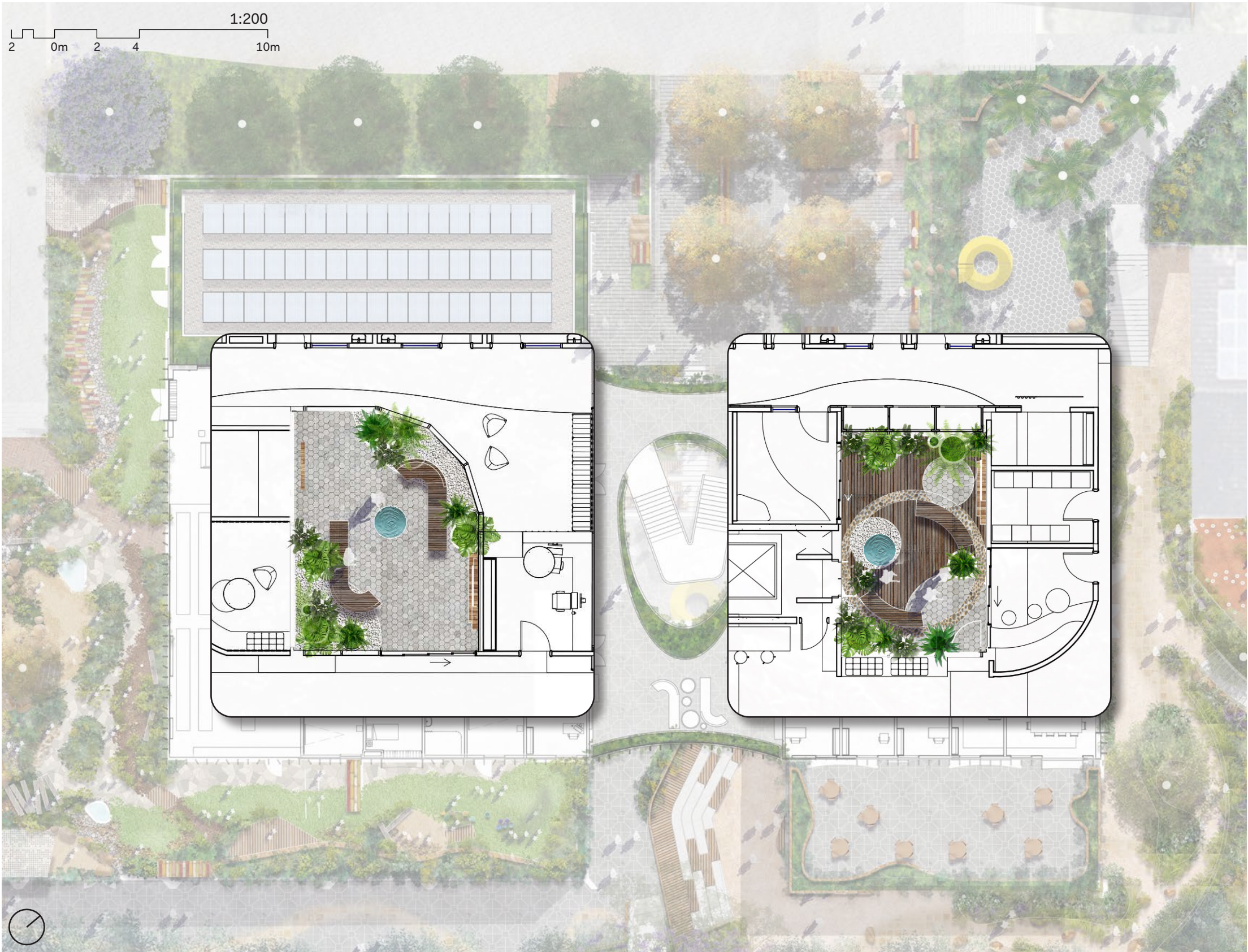
6.4 Early Learning Centre

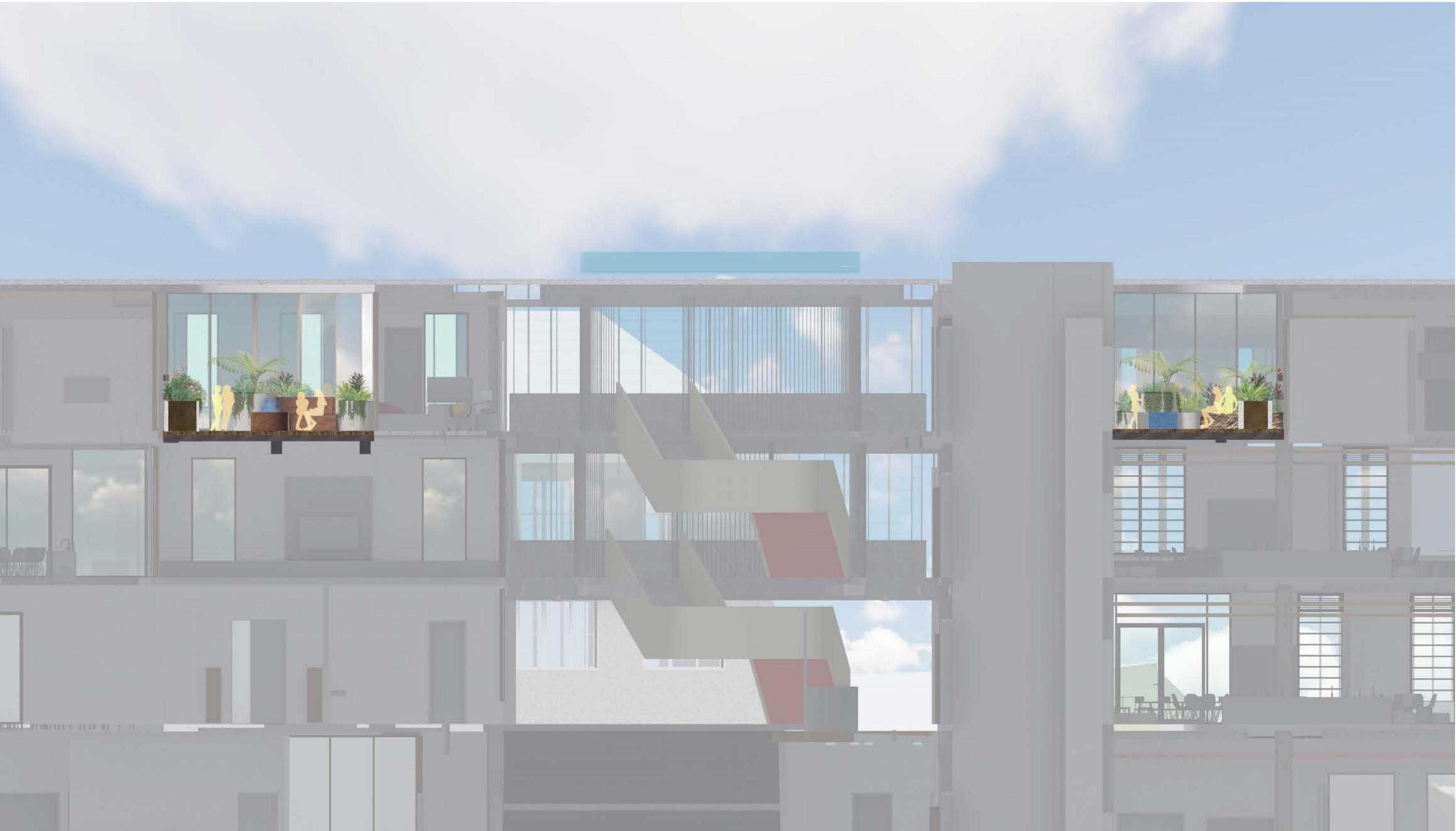


- LEGEND**
- 1 Water Source
 - 2 Wild Flower Meadow
 - 3 Mini Outdoor Learning Area
 - 4 Water Course
 - 5 Sand Pit
 - 6 Mounded Bridge Crossing
 - 7 Tunnel
 - 8 Adventure Play Forest
 - 9 Pole Play
 - 10 Cubby House & Canopy
 - 11 Toddler Balance Area
 - 12 Log Steppers
 - 13 Planted Balustrade
 - 14 Tree Privacy Planting



6.5 Well Being Courtyards



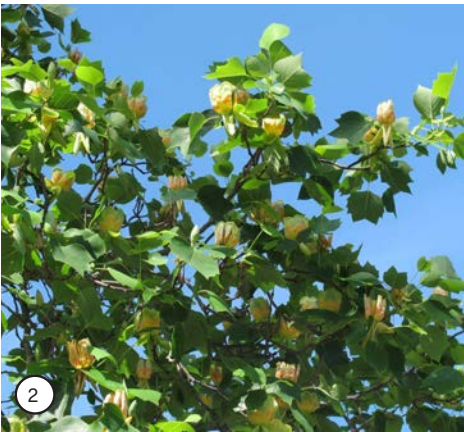


7.0 Planting

7.1 Planting Northern Aspect

Tree Species

Image	Botanic Name	Common Name	Height x Width	Install Size
01	<i>Zelkova serrata</i>	Japanese Elm	15 x 10m	100L
02	<i>Liriodendron tulipifera</i>	Tulip Tree	20 x 8m	100L
03	<i>Catalpa bignonioides</i>	Indian Bean Tree	15 x 12m	100L
04	<i>Jacaranda mimosifolia</i>	Jacaranda	10 x 8m	100L
	<i>Angophora hispida</i>	Dwarf Apple	6 x 5m	50L



Low Shrubs / Strappy Leaf

Image	Botanic Name	Common Name	Height x Width	Install Size
05	<i>Plectranthus argentatus</i> 'Silver Shield'	Silver Shield	1.0m X 1.5m	200mm
06	<i>Buxus microphylla</i> var. <i>japonica</i>	Japanese box	3m X 1.5m	200mm
05	<i>Salvia farinacea</i>	Mealy sage	900mm X 500mm	200mm
08	<i>Liriope muscari</i> 'evergreen giant'	Giant Liriope	400mm X 400mm	140mm
09	<i>Pittosporum tobira</i> 'Miss Muffett'	Miss muffet pittosporum	1m X 1m	200mm
10	<i>Westringia fruticosa</i> 'Jervis Gem'	Jervis Gem westringia	1.2m X 1.5m	200mm
11	<i>Grevillea</i> 'Cooroora Cascade'	Ground cover grevillea	400mm X 3m	200mm
12	<i>Ozothamnus diosmifolius</i> 'Petite'	Rice flower	1m X 1.5m	200mm
	<i>Teucrium fruticans</i>	Tree Germander	1.2m X 1.8m	200mm
	<i>Trachelospermum jasminoides</i> 'Tricolour'	Tricolour jasmine	500mm X 2m	140mm



7.2 Blue Gum High Forest

Tree Species

Image	Botanic Name	Common Name	Height x Width	Install Size
01	<i>Corymbia citriodora</i>	Lemon Scented Gum	20 x 10m	100L
02	<i>Eucalyptus saligna</i>	Sydney Blue Gum	30 x 20m	100L
03	<i>Elaeocarpus reticulatus</i>	Blueberry Ash	15 x 5m	50L
04	<i>Cyanthea australis</i>	Rough tree fern	6 x 3m	50L
	<i>Eucalyptus pilularis</i>	Blackbutt	30 x 20m	100L
	<i>Syncarpia glomulifera</i>	Turpentine	25 x 12m	100L
	<i>Glochidion ferdinandi</i>	Cheese Tree	15 x 10m	



Low Shrubs / Strappy Leaf

Image	Botanic Name	Common Name	Height x Width	Install Size
05	<i>Acmena smithii</i>	Lilly Pilly	4-6 x 2m	1L
06	<i>Adiantum aethiopicum</i>	Maidenhair fern	500mm X 500mm	140mm
07	<i>Dianella caerulea</i>	Flax Lily	400mm X 400mm	140mm
08	<i>Blechnum cartilagineum</i>	Gristle fern	1.5m X 1.5m	200mm
09	<i>Pittosporum tobira</i> 'Miss Muffett'	Miss muffet pittosporum	1m X 1m	200mm
10	<i>Viola hederacea</i>	Native Violet	200mm X 1m	tube
11	<i>Doodia aspera</i>	Prickly Rasp fern	400mm X 600mm	150mm
12	<i>Pratia pedunculata</i>	White star creeper	100 x 1.5m	tube
	<i>Clematis aristata</i>	Traveller's Joy	6m X 2m	150mm
	<i>Alpinia nutans</i>	Dwarf Cardamon	1.5m X 1m	200mm
	<i>Clivia miniata</i>	Kaffir Lily	600mm X 600mm	200mm



7.3 Planting ELC

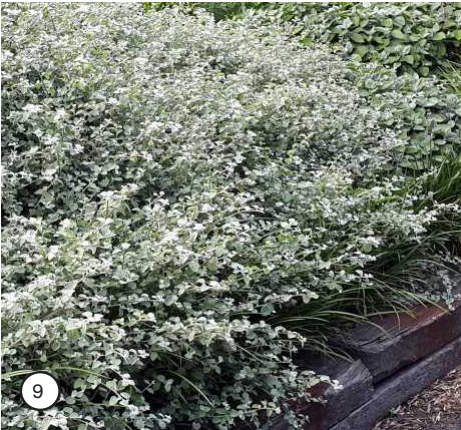
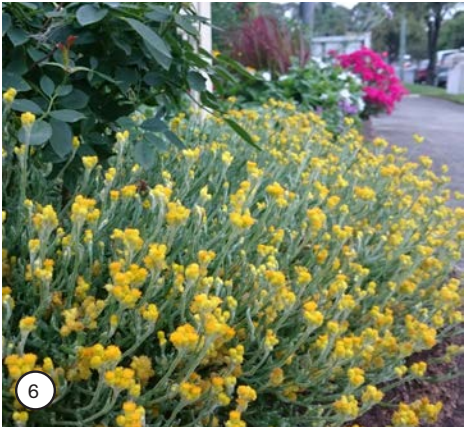
Tree Species

Image	Botanic Name	Common Name	Height x Width	Install Size
01	<i>Agonis flexuosa</i> 'Burgundy'	Willow Peppermint	6-4m	50L
02	<i>Eucalyptus victrix</i> 'Little Ghost Gum'	Little Ghost Gum	6-4m	50L
03	<i>Hakea laurina</i>	Pin-cushion Hakea	6-5m	50L
04	<i>Grevillea</i> 'Dorothy Gordon'	Grevillea 'Dorothy Gordon'	3-2m	25L



Low Shrubs / Strappy Leaf

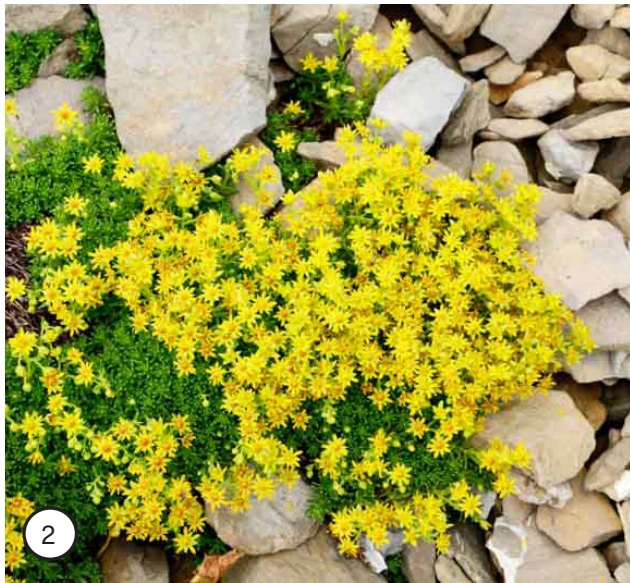
Image	Botanic Name	Common Name	Height x Width	Install Size
05	<i>Acacia cognata</i> 'Limelight'	River wattle	1m X 1.2m	200mm
06	<i>Chrysocephalum apiculatum</i>	Common everlasting	300mm X 500mm	150mm
07	<i>Thymus x citriodorus</i>	Lemon thyme	300mm X 600mm	150mm
08	<i>Poa labillardieri</i> 'Eskdale'	Tussock grass	1m X 1m	200mm
09	<i>Helichrysum petiolare</i>	Licorice plant	500mm X 1.5m	200mm
10	<i>Banksia blechnifolia</i>	Ground Cover Banksia	500mm X 4m	150mm
11	<i>Grevillea</i> 'Cooroora Cascade'	Ground cover grevillea	400mm X 3m	200mm
12	<i>Stachy byzantina</i>	Lambs ear	600mm X 900mm	150mm
	<i>Euphorbia</i> 'Diamond Frost'	Euphorbia hybrid	1m X 1m	150mm
	<i>Raphiolepis indica</i> 'Oriental Pearl'	Oriental pearl indian hawthorn	1m X 1m	200mm



7.4 Planting Green Roof

Low Shrubs / Strappy Leaf

Image	Botanic Name	Common Name	Height x Width	Install Size
01	<i>Hardenbergia violacea</i> 'Alba'	White Happy wanderer	1m X 1.5mm	140mm
02	<i>Sedum acre</i>	Spreading stonecrop	100mm X 450mm	140mm
03	<i>Banksia spinulosa</i> 'Birthday Candles'	Banksia birthday candles	500mm X 1m	140mm
04	<i>Thymus praecox</i>	Creeping Thyme	100mm X 1m	140mm
05	<i>Yareena™ Myoporum parvifolium</i>	Creeping boobialla	100m X 1m	150mm
06	<i>Carpobrotus rossii</i>	Pig face	400mm X 3m	150mm



8.0 Materials & Fixtures

8.1 Material Palette

Landscape materials across Grey House Precinct will tend towards natural tones and simple, robust finishes, reinforcing the connection to the existing landscape, and creating a sense of calm throughout,

Paving



PV01 Bluestone Paver



PV05 Sandstone Crazy Pave



PV06 Recycled Brick



PV09 Timber Deck



PV10 River Pebbles

Walls and Edges



ED02 Sandstone Log



WA01 Recycled Brick Wall



WA03 Rammed Earth



WA04 Precast Concrete Seating Wall



WA05 Sandstone Wall

Stairs



ST01 Precast Concrete Stairs

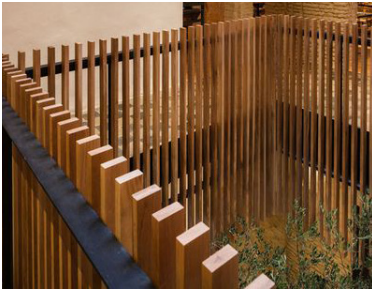


ST02 Sandstone Stairs



TGSIO1 Stainless Steel Studs

Balustrades Handrails and Fences



BA01 Timber Batten Balustrade



BA02 Timber Posts and Mesh Balustrade



FE01 Playground Fence



HR01 Steel Handrail

Fixtures, fittings, furniture and play elements will largely be constructed of timber and natural materials.

Furniture



FN01 Timber Storage Cupboard



FN02 Timber Cubby Storage

Playground Elements



PE01 Slide



PE03 Timber Log



PE05 Timber Log Flat



PE06 Timber Posts and Nets



PE08 Timber Cubby House

Landscape Elements



BO01 Sandstone Boulder (small)



BO02 Sandstone Boulder (medium)



BO03 Sandstone Boulder (large)

Softworks



MP01 Mass Planting



MP02 Mass Planting



SL01 Playground Sand



SL02 Bark Mulch



TF01 Natural Turf

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