



SSDA Architectural Design Report - SSD-78268465

## Newington College

Sevington Precinct and Masterplan





We acknowledge the traditional custodians of the land on which we work — the Gadigal people of the Eora Nation. We honour their elders both past and present, and extend that respect to all Aboriginal and Torres Strait Islander peoples.

**We recognise their lands were never ceded,  
their continuing connection to the land, water  
and culture.**

**Lisa-Jane Van Dyk**

This artwork represents the Southern Cross in the night sky, which First Nations tribes used for travelling. Each dot represents a star in the constellation. For some tribes, the position of certain stars within the constellation indicated if it was nesting season for certain animals, and therefore eggs could be harvested.

# Contents

<b>1.0 Introduction</b>	<b>4</b>	<b>4.0 Project Vision &amp; Brief</b>	<b>25</b>	5.16 Stage 3 - Overlooking Analysis	58	<b>7.0 Pedestrian Bridge Proposal</b>	<b>109</b>
1.1 Project Introduction	5	4.1 Project Vision	26	5.17 Stage 4	59	7.1 Concordia Bridge Link	110
1.2 Project Description	6	4.2 Briefing Workshops and Brief	27	5.18 Stage 5	60	7.2 Concordia Bridge Link - Floor Plans	111
<b>2.0 Response to SEARs</b>	<b>7</b>	4.3 Concept Proposal Guiding Design Principles	28	5.19 Stage 6 Drawings	61	7.3 Concordia Bridge Link - Elevation and Sections	112
2.1 Response to SEARs - Concept Proposal	8	4.4 Connecting with Country	29	5.20 Masterplan: Shadow Studies	66	7.4 Concordia Bridge Link 3D Views	113
2.2 Response to SEARs - Detailed Stage 1 Works	9	4.5 Design Process and Option Testing	30	<b>6.0 Stage 1 Works Proposal</b>	<b>69</b>	<b>8.0 Design Consultation</b>	<b>114</b>
<b>3.0 Site &amp; Context</b>	<b>10</b>	4.6 Site Planning Opportunities	31	6.1 Sevington - Key Site Constraints	70	8.1 Design Consultation	115
3.1 Gadigal Country	11	4.7 Masterplan Design Iterations	32	6.2 Sevington - Key Site Opportunities	71	8.2 Architectural Response to SDRP 01 Comments	116
3.2 Regional Context	12	4.8 Masterplan: Extent of Demolition	33	6.3 Tree Protection - Sevington Precinct	72	8.3 Architectural Response to SDRP 02 Comments (Concept Masterplan)	119
3.3 District Context	13	<b>5.0 Outline Concept Masterplan Proposal</b>	<b>34</b>	6.4 Sevington - Design Approach	73	8.4 Architectural Response to SDRP 02 Comments (Stage 1 Sevington)	120
3.4 Local Context	14	5.1 Concept Masterplan	35	6.5 Sevington - Facade Design Approach	76	8.5 Architectural Response to Pre-DA Meeting	123
3.5 Development Controls	15	5.2 Key Concept Envelopes	36	6.6 Sevington - Circulation and Planning	80	<b>9.0 Response to Policy</b>	<b>124</b>
3.6 Existing Buildings	16	5.3 Existing Teaching Precincts	37	6.7 Facade Design - Exterior Finishes	85	9.1 Response to Relevant Policy and Guidance	125
3.7 Site Analysis	17	5.4 Proposed Teaching Precincts	38	6.8 Exterior Finishes - Sevington Sports hall /Pavilion	87	9.2 Response to Better Placed - Design Objectives	126
3.8 Heritage Significance	18	5.5 Landscaped Interventions	39	6.9 ESD Initiatives	88	9.3 Response to EPI Provisions	127
3.8 Heritage Significance Detailed	19	5.6 Connecting with Country: Architectural Design	40	6.10 Sports Court - Netball Show-court and Assembly	89	9.4 Response to Design Quality Principles of the SEPP	128
3.9 Circulation	20	5.7 Sustainability: Site-wide Opportunities	41	6.11 Sports Court Flexibility	90	<b>10.0 Appendix</b>	<b>129</b>
3.10 Existing Distribution of Faculties	21	5.8 Staging	42	6.12 Floor Plans (Detailed Stage 1)	91	10.1 External Lighting (Steensen Varming)	130
3.12 Existing Context - Sevington Precinct	22	5.9 Revised Circulation	43	6.13 Elevation and Sections (Detailed Stage 1)	98		
3.13 Existing Context - Centenary Hall Precinct	23	5.10 Masterplan: Site Plan	44	6.14 Sevington: Shadow Studies	101		
3.14 Existing Context - Concordia/Pedestrian Bridge	24	5.11 Masterplan: Site Elevations	45	6.15 Stanmore Road: Stage 1 Street Level Views	104		
		5.12 Masterplan: Site Sections	46	6.16 CPTED Principles	105		
		5.13 Stage 1 Drawings	47	6.17 Detailed Facade Sections	106		
		5.14 Stage 2 Drawings	50	6.18 Building Signage	108		
		5.15 Stage 3 Drawings	54				

Date	Revision	Status	By	Checked
17.11.2025	A	DRAFT ISSUE - FOR REVIEW	JC	JC
08.12.2025	B	DRAFT ISSUE - FOR REVIEW	JC	JC
19.12.2025	C	FIRST ISSUE	JC	DG
17.04.2026	D	REVISED FOR SSSA	JC	DG



**1.0 Introduction**



# 1.1 Project Introduction

## Introduction

AJC has been commissioned by the Council of Newington College (the Applicant) to prepare this report in accordance with the technical requirements of the Secretary's Environmental Assessment Requirements (SEARs), and in support of the State Significant Development Application (SSD-78268465) for alterations and additions to the Newington College Senior Campus in Stanmore.

## Description of the Site and Locality

The Newington College Senior Campus is located at 200-244 Stanmore Road, Stanmore and is bordered by Stanmore Road to the north, Newington Road to the south and College Lane to the west. The College boundary also includes the Concordia building to the north at 221-235 Stanmore Road. The main campus is legally described as Lot 8 in DP710369 and the Concordia site is legally described as Lot A in DP109269, Lot 1 in DP49, Lot B in DP330028, and Lot 1 in DP526319.

Key features of the site include:

- The main campus site is a regular shaped allotment with an area of 8.7ha. The Concordia site (and access handle to Cavendish Street), immediately north of the main campus is irregular in shape and is 2,903sqm in area.
- The topography of the main campus is a defining characteristic, particularly the grassed slope from the historic Founders Building down to Johnson Oval. The site has an overall fall of approximately 18m from the north-west corner to south-east corner.
- The at-grade car park adjacent to the Concordia building sits approximately 2.8m above the Stanmore Road street level, and is accessed via Cavendish Street (to the rear).
- The existing school buildings are largely located along the College Lane and Newington Road edges of the site. Existing buildings generally range from 2-4 storeys in scale. The balance of the site comprises at-grade car parking and sporting facilities, including sporting ovals and tennis courts.

- The Concordia building across Stanmore Road is a two-storey building with basement and car parking accessed from Stanmore Road. An at-grade car park is located within the eastern portion of this site, with vehicular access from a driveway to Cavendish Street (to the north).
- The site has a primary frontage to Stanmore Road (which accommodates both vehicular and pedestrian access to the site) and a secondary frontage to Newington Road, which is generally limited to pedestrian access and service vehicles.
- The area surrounding the site is predominantly zoned R2 Low Density Residential and includes a combination of single dwellings and residential flat building ranging from 1-3 storeys in height. Stanmore Train Station is located approximately 220m to the north. An existing pedestrian bridge and signalised traffic lights provide pedestrian access over Stanmore Road to Stanmore Train Station, further north.

The site is identified in the figure overleaf.



## 1.2 Project Description

This SSDA seeks consent for the staged alterations and additions to the Newington College Senior Campus, comprising:

Concept Proposal for the provision of new and upgraded facilities, including:

- Building envelope for the redevelopment of Sevington Courts to accommodate recreational facilities and teaching spaces (refer to detailed Stage 1 Works below).
- Building envelope for alterations and additions to Centenary Hall and development of an adjoining, four storey teaching and learning facility (College Lane building). This development will accommodate a cafeteria and dining hall, lecture theatre, multi-purpose teaching spaces and additional pastoral spaces.
- Building envelope for the redevelopment of the Concordia building to accommodate a performance theatre, multi-purpose gallery and exam centre, new teaching spaces and basement car parking. The Concordia redevelopment includes a new pedestrian bridge across Stanmore Road to the main campus.
- Landscaping design strategy across the campus.
- Car parking provision and circulation arrangements.
- Increase of 368 students and 45 full-time equivalent (FTE) staff.

Detailed Stage 1 works, including:

- Earthworks and the associated demolition of Sevington Courts.
- Construction, fit-out and operation of 3 storey building comprising multi-purpose indoor and rooftop courts, fitness centre, multi-purpose teaching spaces, amenities and basement car parking.
- Construction, fit-out and operation of 4 storey building comprising multi-purpose teaching spaces, administrative functions and amenities.
- Alterations to the existing driveway within the site to facilitate vehicle access to the new basement car park.
- Temporary car park during construction phase of Stage 1 Works.
- Tree removal and new landscaping adjacent to the Stage 1 development site.
- Increase of 368 students and 45 FTE staff.





## 2.1 Response to SEARs - Concept Proposal

### Relevant SEARs

This SSDA Report addresses the following relevant Secretary's Environmental Assessment Requirements (SEARs) in relation to the Concept Proposal and the detailed Stage 1 works as set out in the tables adjacent and overleaf. The assessment and findings contained within this report relate to both the Concept Proposal and the detailed Stage 1 works. When there is close alignment between the Concept Proposal and the Stage 1 works, a single assessment has been provided, with unique findings to the Concept Proposal or Stage 1 identified where relevant.

### Concept Proposal

Secretary's Environmental Assessment Requirements (Architectural)	Section
<b>3. Design Quality</b>	
Demonstrate how the concept development will achieve: <ul style="list-style-type: none"> <li>design excellence in accordance with any applicable EPI provisions</li> <li>good design in accordance with the seven objectives for good design in <i>Better Placed</i></li> </ul>	Design quality in general is described throughout this report, with the specific detail on design excellence, particularly relating to the EPI provisions, described in Section 9.3 and good design in accordance with <i>Better Placed</i> described in detail in Section 9.2
Demonstrate that the development has been reviewed by the State Design Review Panel (SDRP). Recommendations are to be addressed prior to lodgement	There have been two reviews by the SDRP for this proposal, the recommendations and feedback from both reviews are listed and addressed in Sections 8.2 and 8.3.
<b>4. Built Form and Urban Design</b>	
Demonstrate how concept design quality will be achieved in accordance with the Design Quality Principles of the SEPP (Transport and Infrastructure) 2021 and the Design Guide for Schools, including: <ul style="list-style-type: none"> <li>how the proposed concept built form and uses addresses and responds to the context, site characteristics, streetscape, and existing and future character of the locality.</li> <li>how the design will deliver a high-quality development including any signage, integration of services, and the principles of Crime Prevention through Environmental Design.</li> </ul>	A detailed response to the Design Quality Principles of the SEPP is provided in Section 9.4 of this report, with additional information contained throughout Section 5 in particular. CPTED principles have been addressed in detail in Section 6.16.
Assess how the concept development complies with the relevant accessibility requirements.	The accessibility report provides detail of how the concept development complies with relevant accessibility requirements, as a summary, however, all spaces proposed by the concept masterplan, including the primary landscaped circulation components (refer to Landscape Architecture design report), are intended to provide the ability to meet relevant accessibility requirements.
<b>5. Environmental Amenity</b>	
Address how good internal and external environmental amenity is achieved by the concept, including access to natural daylight and ventilation, pedestrian movement throughout the site, access to landscape and outdoor spaces.	Section 5 provides the detail for internal and external environmental amenity, noting that the concept outline design provides the framework to allow this amenity to be achieved. Access to landscape and pedestrian movement through the site is discussed in Section 7 (bridge) and the Landscape Architecture Report
Assess amenity impacts on the surrounding locality, including lighting impacts, solar access, visual privacy, visual amenity, view loss and view sharing (if applicable), overshadowing and wind impacts (including the preparation of a wind assessment where the concept development has a height above four storeys). A high level of environmental amenity for any surrounding residential or other sensitive land uses must be demonstrated.	The impact to solar access of neighbouring properties is described in Section 5.17 of this report, with visual privacy to neighbouring properties for the Stage 3 project (College Lane Building) assessed in Section 5.15. The Visual Impact Assessment by Urbis and the Environmental Wind Impact Study by SLR provide additional detailed assessments.
Provide a solar access analysis of the overshadowing impacts of the concept building envelopes within the site, on surrounding properties and public spaces (during summer and winter solstice) at hourly intervals between 9am and 3pm, when compared to the existing situation and a compliant development (if relevant).	A solar access analysis is provided in Section 5.17 of this report. Noting that the location of the proposed sites are either to the south or east of the neighbouring properties, minimal overshadowing is proposed.

## 2.2 Response to SEARs - Detailed Stage 1 Works

### Relevant SEARs - Continued

### Detailed Stage 1 Works

Secretary's Environmental Assessment Requirements (Architectural)	Section
3. Design Quality	
Demonstrate how the Stage 1 will achieve: <ul style="list-style-type: none"> <li>design excellence in accordance with any applicable EPI provisions</li> <li>good design in accordance with the seven objectives for good design in <i>Better Placed</i></li> </ul>	Design quality in general is described throughout this report, with the specific detail on design excellence, particularly relating to the EPI provisions, described in Section 9.3 and good design in accordance with Better Placed described in detail in Section 9.2. A detailed description of the Stage 1 design is provided in Section 6.
Demonstrate that the Stage 1 has been reviewed by the State Design Review Panel (SDRP). Recommendations are to be addressed prior to lodgement	There have been two reviews by the SDRP for this proposal, the recommendations and feedback from both reviews are listed and addressed in Sections 8.2 and 8.3.
4. Built Form and Urban Design	
Demonstrate how the building will be achieved in accordance with the Design Quality Principles of the SEPP (Transport and Infrastructure) 2021 and the Design Guide for Schools, including: <ul style="list-style-type: none"> <li>how the proposed Stage 1 built form and uses addresses and responds to the context, site characteristics, streetscape, and existing and future character of the locality.</li> <li>how the design will deliver a high-quality development including any signage, integration of services, and the principles of Crime Prevention through Environmental Design.</li> </ul>	A detailed response to the Design Quality Principles of the SEPP is provided in Section 9.4 of this report, with additional information contained throughout Section 6 in particular. CPTED principles have been addressed in detail in Section 6.16.
Assess how the Stage 1 works comply with the relevant accessibility requirements.	The accessibility report provides detail of how the detailed Stage 1 works component complies with relevant accessibility requirements, as a summary, however, all spaces proposed is the Stage 1 works design, including the primary landscaped circulation components (refer to Landscape Architecture design report), are expected to meet relevant accessibility requirements.
5. Environmental Amenity	
Address how good internal and external environmental amenity is achieved by the concept, including access to natural daylight and ventilation, pedestrian movement throughout the site, access to landscape and outdoor spaces.	Section 6 provides the detail for internal and external environmental amenity, with some additional analysis pertaining to pedestrian movement through this area of the site found in Section 5. The Landscape Architecture Report provides a detailed description of the landscape design.
Assess amenity impacts on the surrounding locality, including lighting impacts, solar access, visual privacy, visual amenity, view loss and view sharing (if applicable), overshadowing and wind impacts (including the preparation of a wind assessment where the Stage 1 buildings have a height above four storeys). A high level of environmental amenity for any surrounding residential or other sensitive land uses must be demonstrated.	The impact to solar access of neighbouring properties and the adjacent areas of the campus is described in Section 6.14 of this report. Given the project site's location no loss in visual privacy to neighbouring properties is anticipated, noting that the project looks onto Stanmore Road and the Newington Campus itself. The Visual Impact Assessment by Urbis and the Environmental Wind Impact Study by SLR provide additional detailed assessments.
Provide a solar access analysis of the overshadowing impacts of the Stage 1 works within the site, on surrounding properties and public spaces (during summer and winter solstice) at hourly intervals between 9am and 3pm, when compared to the existing situation and a compliant development (if relevant).	A solar access analysis is provided in Section 6.14 of this report. Noting that the location Stage 1 works site is to the south the neighbouring properties across Stanmore Road, no overshadowing is proposed.



### 3.1 Gadigal Country

#### 200-244 Stanmore Road, Stanmore

Newington College has been built upon Gadigal Country and what we now know as 'Stanmore'.

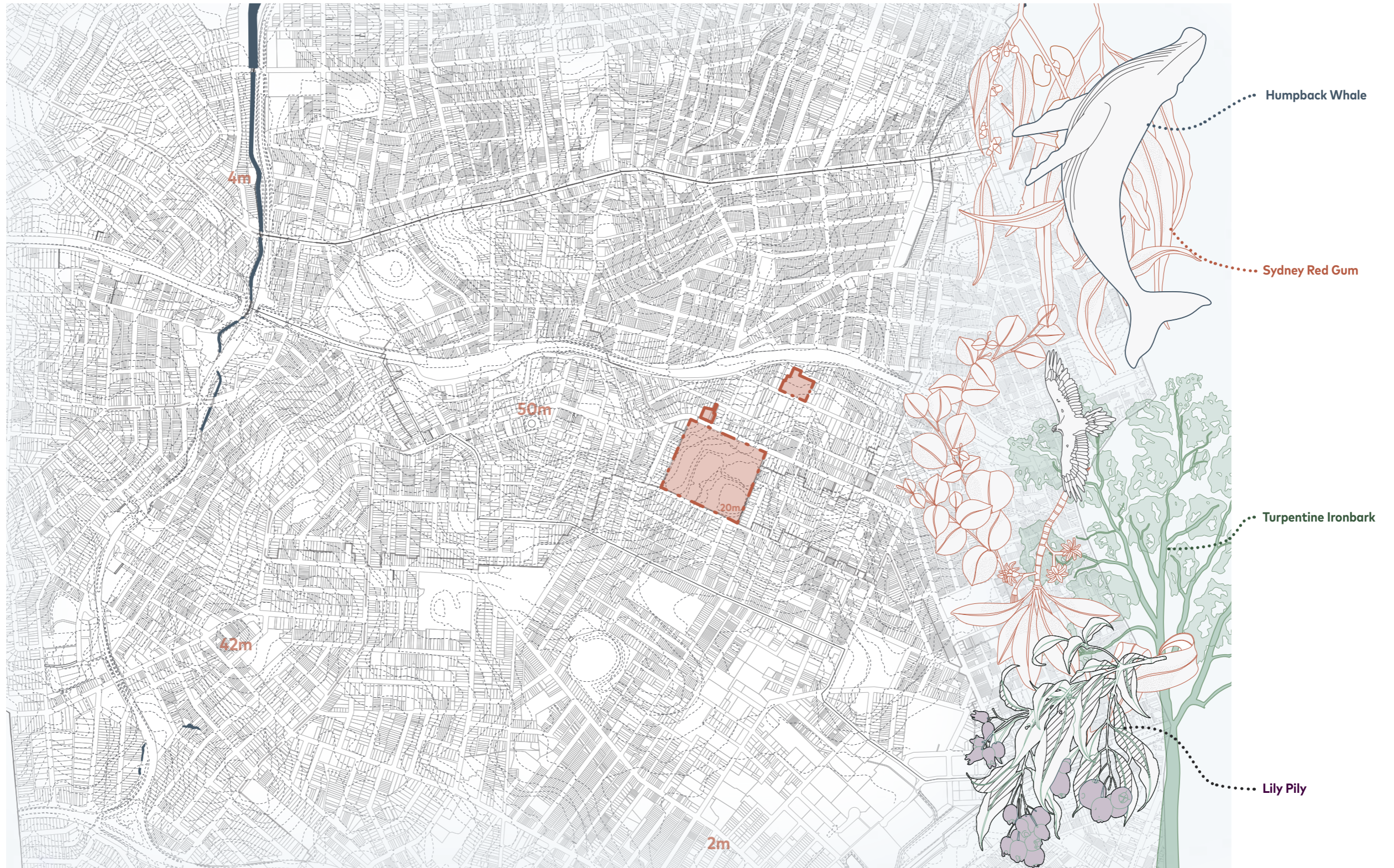
Through this illustration, we let the cadastral division of land sit in the background and in the foreground we read the land through its peaks, valleys and water streams.

The site falls way from the north to the south and sits on a valley below the lands highest point to the near west.

Endemic flora such as the Ironbark Tree and the Lily Pily, while native fauna remind us of the plants and animals that have a connection with Gadigal Country.

The relationships between plants, animals and humans still exist today but have been significantly impacted since colonisation.

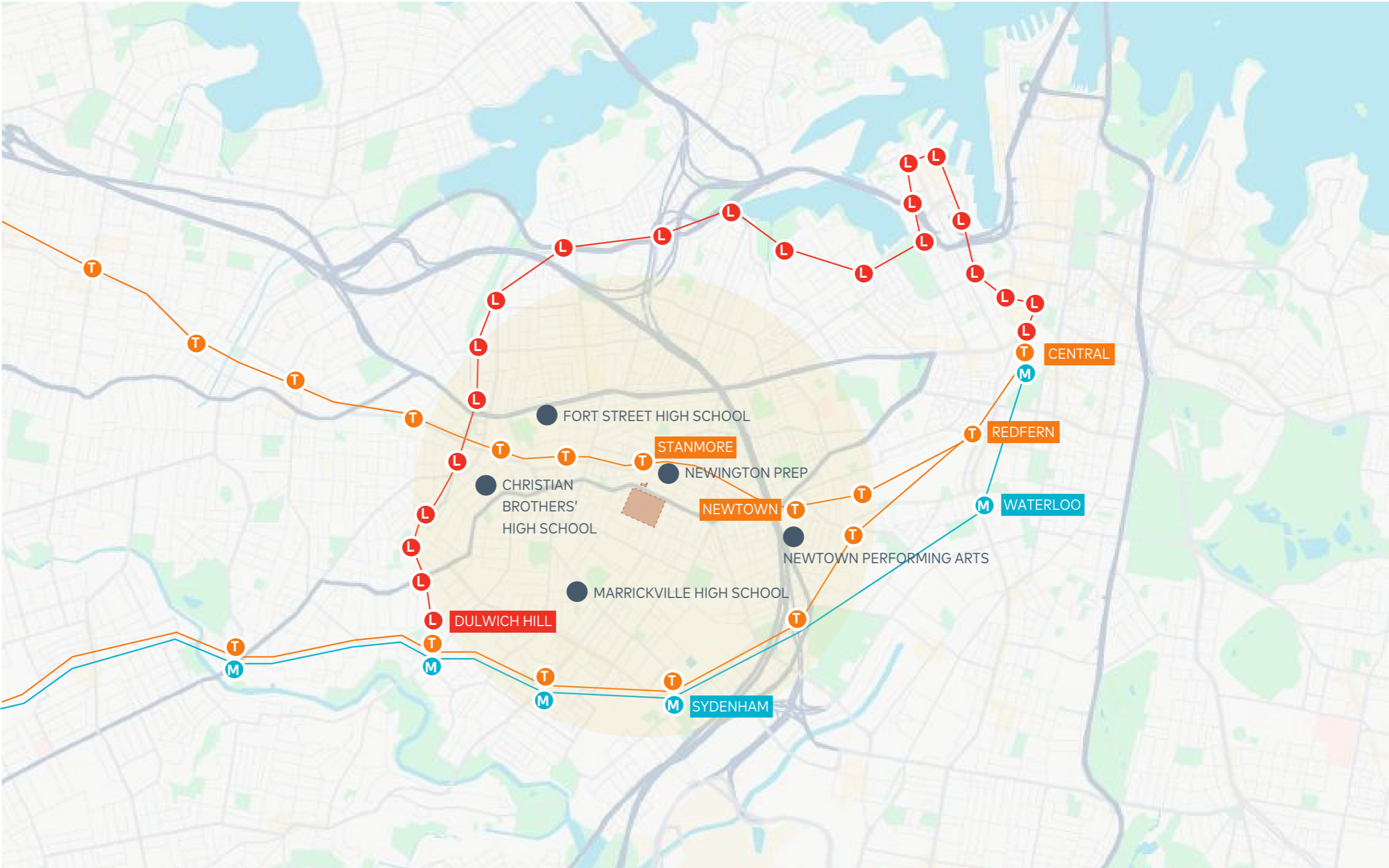
A tributary of Sydney harbour can be seen to the north-west. Connecting Gadigal and Wangal Country through the rivers and water streams.



# 3.2 Regional Context

## Regional context

The regional context of the Newington campus illustrates how the site sits within the Inner West Local Government Area (LGA) and is accompanied by a collection of existing schools. It is located on Stanmore Road and has a visual relationship to the local district beyond, particularly at the upper levels of existing College buildings. The site falls within the catchment of Stanmore train station.



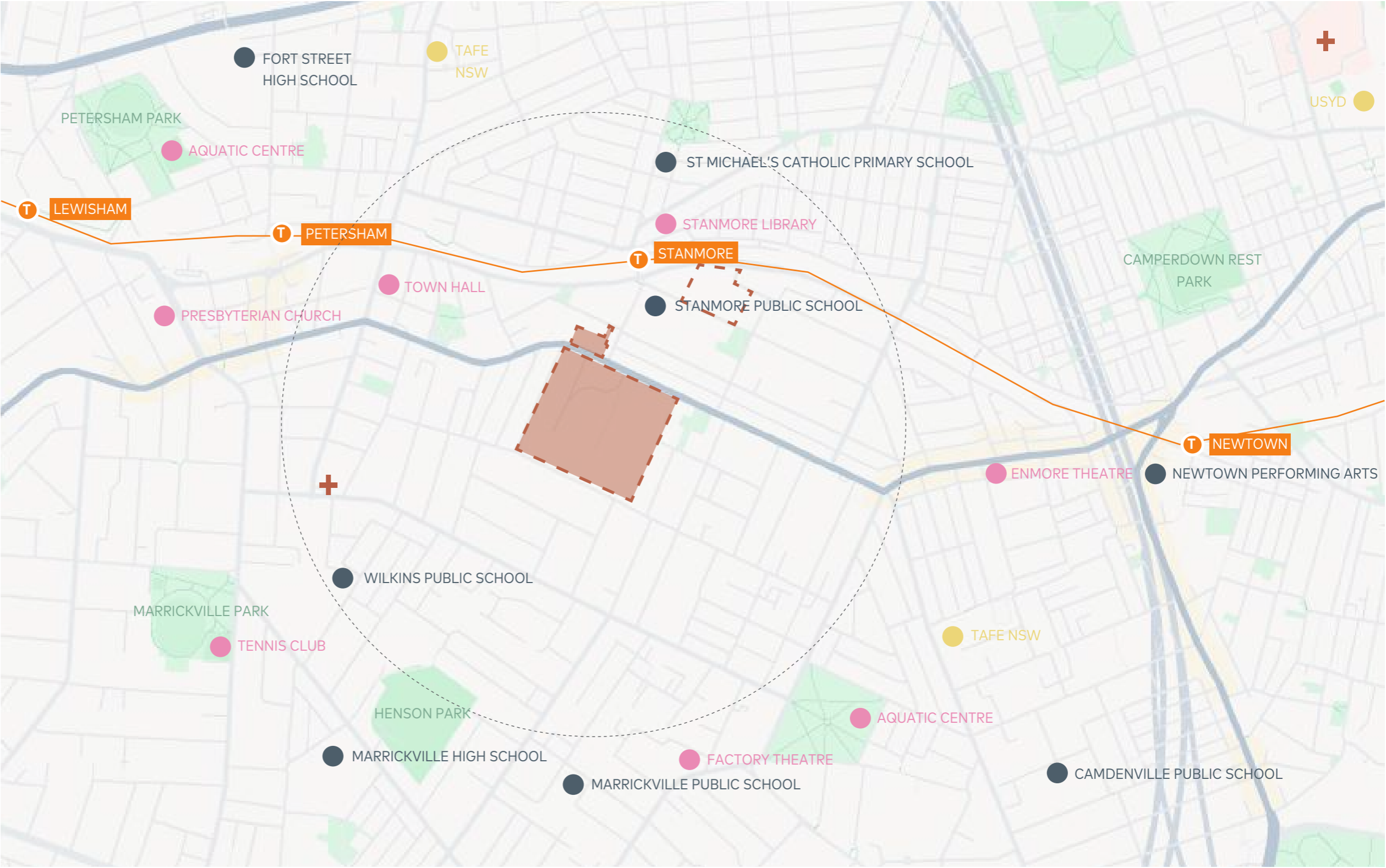
- Newington College Site
- Train Station
- Metro Station
- Light Rail Station
- Railway
- Surrounding Schools
- Public and Private Parks
- 800m Radius

1:12000 @A3

# 3.3 District Context

## District context

The district context of the Newington campus illustrates how the site is located in close proximity to the Stanmore centre, including the station. The Petersham and Enmore main streets (New Canterbury Road and Enmore Road respectively) are within walking distance from the College.



- Newington College Site
- Train Station
- Railway
- Surrounding Schools
- Public and Private Parks
- Preparatory School Boundary
- Community and Sport
- Health
- Higher Education
- 750m Radius

1:5000 @A3

## 3.4 Local Context

### Local Context

Surrounded by predominately residential areas, the campus is also located in close proximity to Stanmore Public School and afforded very good access to Stanmore Station.

1. 200 - 244 Stanmore Road, Newington College (Senior Campus)
2. 231 - 235 Stanmore Road, Concordia Art Gallery
3. 115 Cambridge Street, Newington Stanmore K-6 Preparatory School (NOT PART OF THIS SSDA)



# 3.5 Development Controls

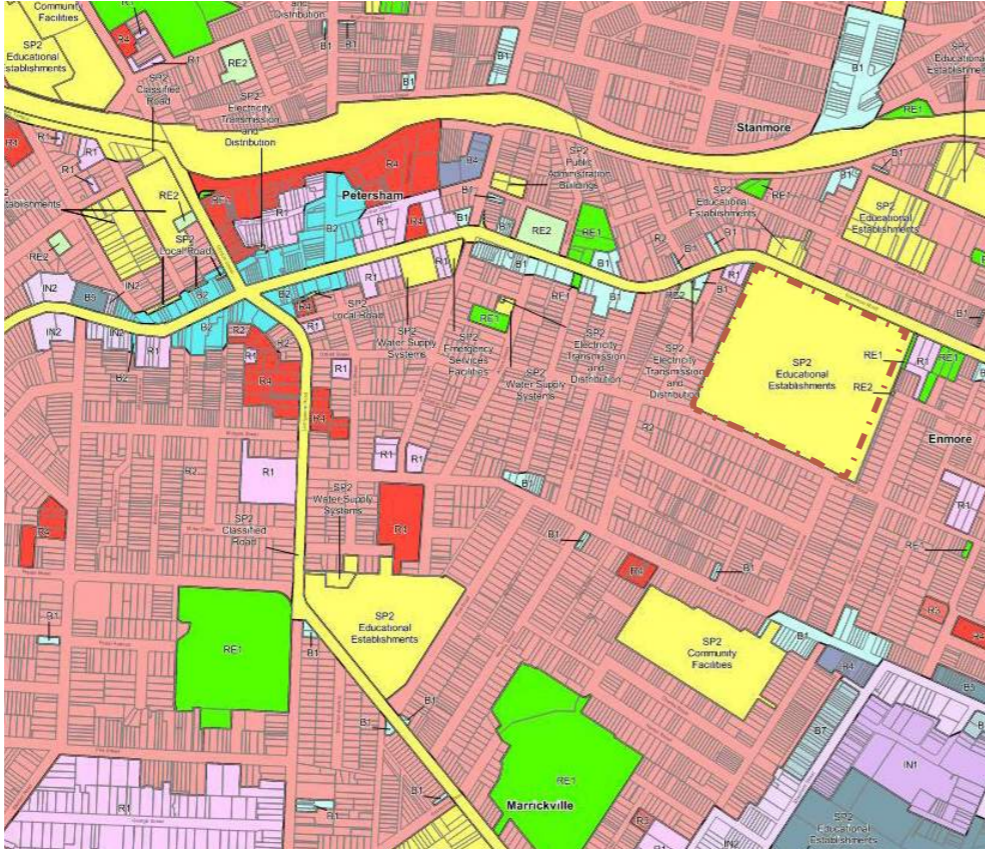
The Inner West Local Environment Plan 2022 classifies both the main campus and the Concordia site as SP2 Infrastructure - Educational Establishments.

Three local heritage listings apply to the main campus:

- Newington College – Grounds and Founder’s Building, including interiors (Item No. 264)
- Newington College – Gate House, including interiors (Item No. 265) (now referred to as the Headmaster’s residence or ‘Parsonage’); and
- Former Methodist Church – Newington College, including interiors (Item No. 266) (now referred to as the Old Chapel).

There are no height or floor space ratio controls that apply to the main site and Concordia site.

All maps sourced from Inner West Local Environment Plan 2022



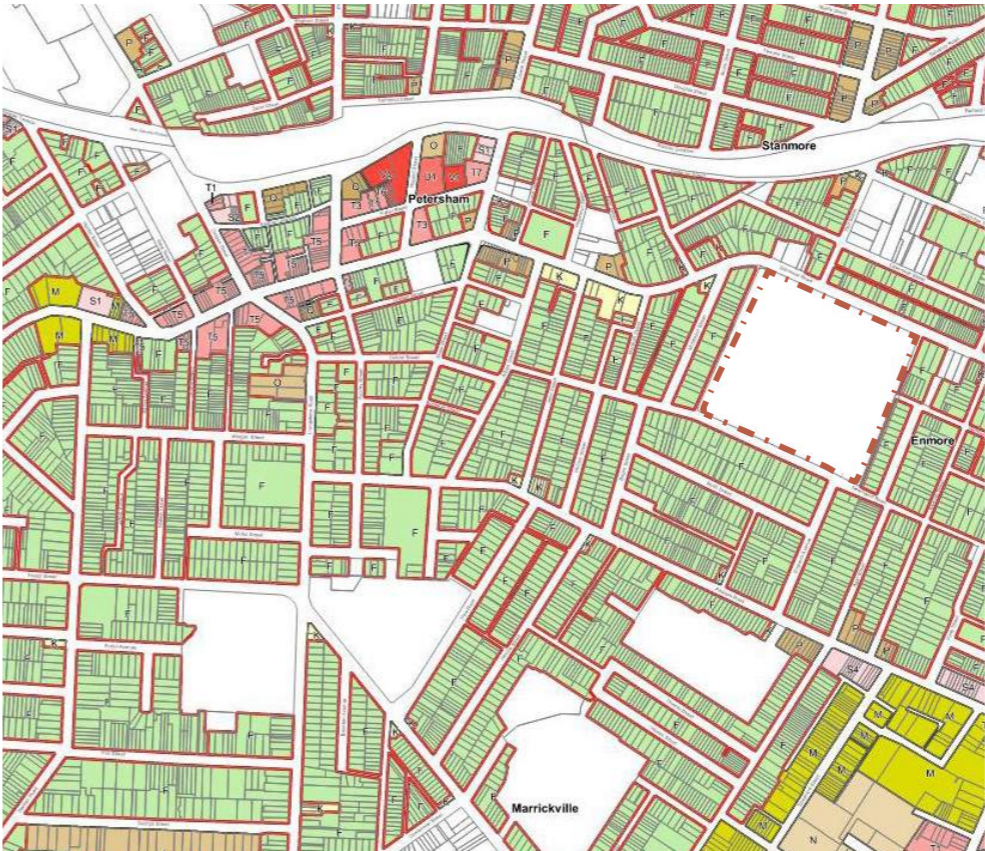
Zoning: SP2 Infrastructure, Education Establishment



Heritage Items



Height of Buildings Map

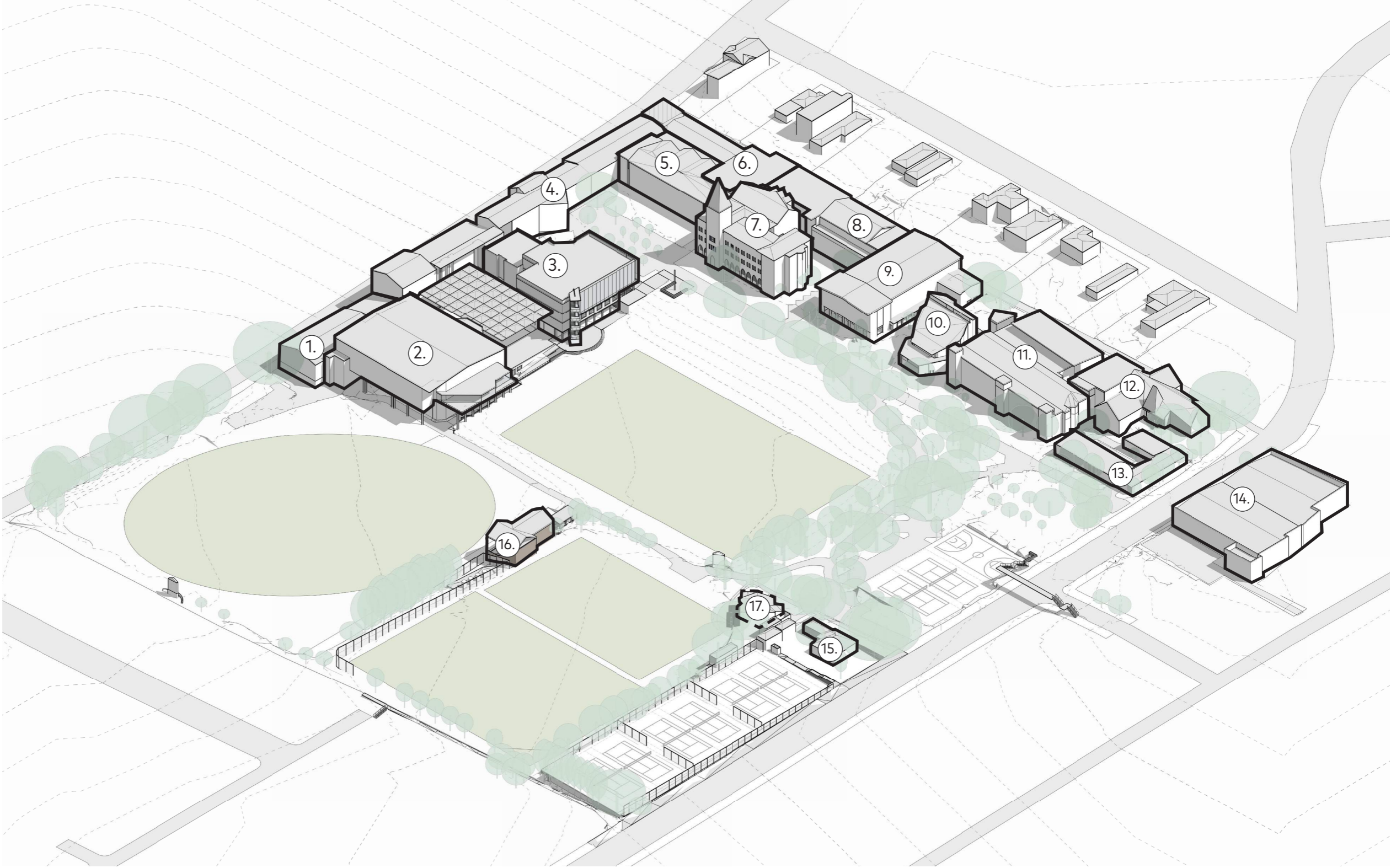


FSR Map

# 3.6 Existing Buildings

A list of the current major buildings on the Newington Stanmore Road Campus.

- 1. Old Gymnasium
- 2. Taylor Sports
- 3. Rae Centre
- 4. War Memorial Building
- 5. Nesbitt Centre
- 6. Technology Centre
- 7. Founders Building
- 8. Music Block
- 9. Centenary Hall
- 10. New Chapel
- 11. Le Couteur and Tupou
- 12. Duckmanton Drama & Old Chapel
- 13. Demountables
- 14. Concordia
- 15. The Parsonage
- 16. Glasson Pavilion
- 17. Chaplain's Residence - to be removed under existing DA



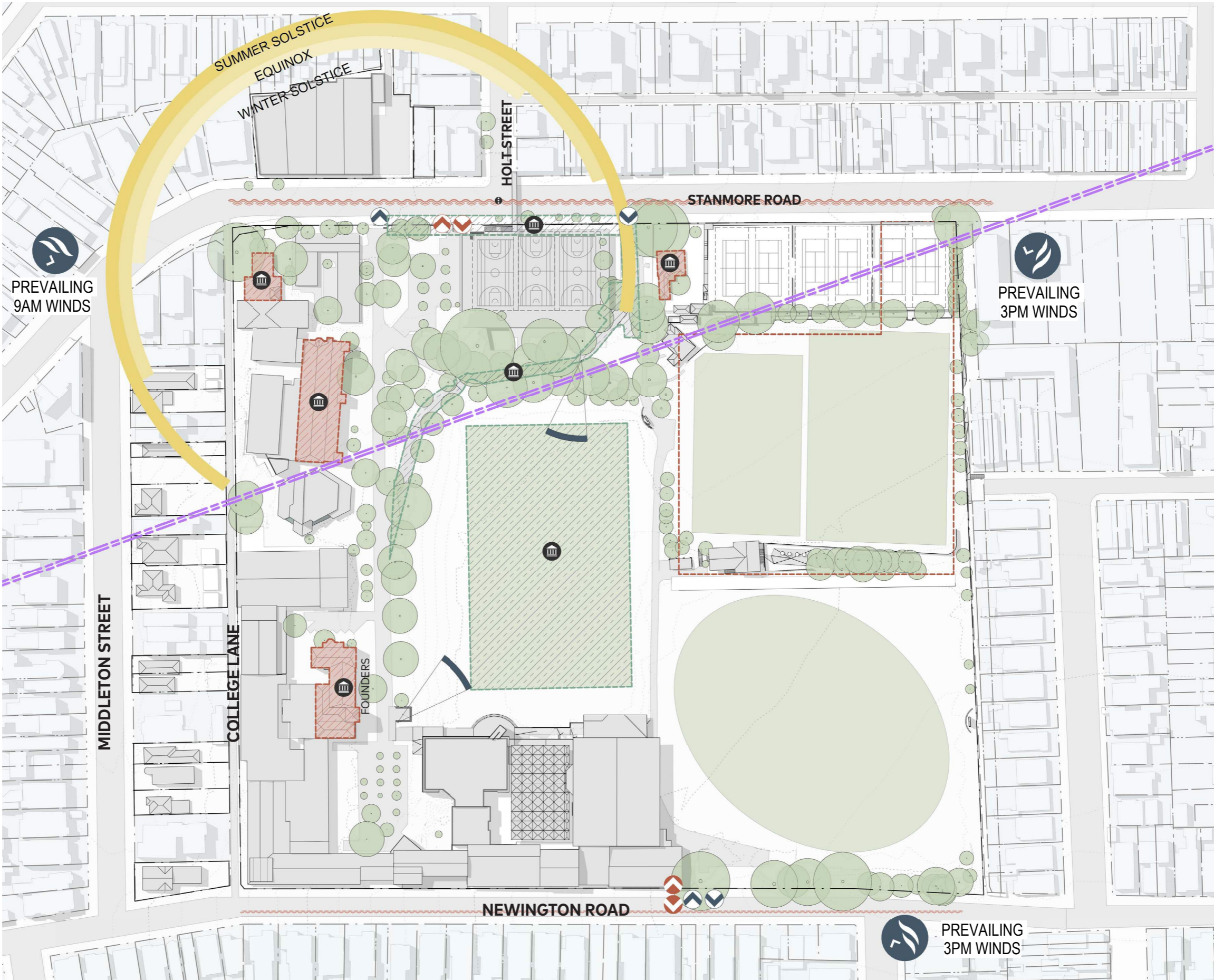
Founders Building (7)

# 3.7 Site Analysis

The site is wholly owned by the Council of Newington College and consists of the main campus at 200-244 Stanmore Road and Concordia at 221-235 Stanmore Road. The western side of the main campus accommodates much of the school's built form including the original Founders building, whereas the eastern side of the site consists of sports grounds and facilities.

The northern edge of the campus is bound by Stanmore Road which separates the main campus from Concordia, which students access via the existing pedestrian crossing or existing footbridge. Stanmore Road, is a major arterial route through suburban Sydney.

ANALYSIS	
	SUN PATH
	PREVAILING WINDS
	VIEWS FROM SITE
	VIEWS TO SITE
	NOISE SOURCE
CONTEXT	
	EXISTING TREES
	HERITAGE TREES (MORETON BAY FIGS)
	EXISTING BUILT FORM
	TRAFFIC INTERSECTION
	HERITAGE BUILDING
	DIRECTION TO PLACE OF INTEREST
	PEDESTRIAN ACCESS
	VEHICLE ACCESS
	HERITAGE BUILDING
	HERITAGE LANDSCAPE
	OPPORTUNITY SITES
	CONSTRAINTS
	SYDNEY WATER PRESSURE TUNNEL

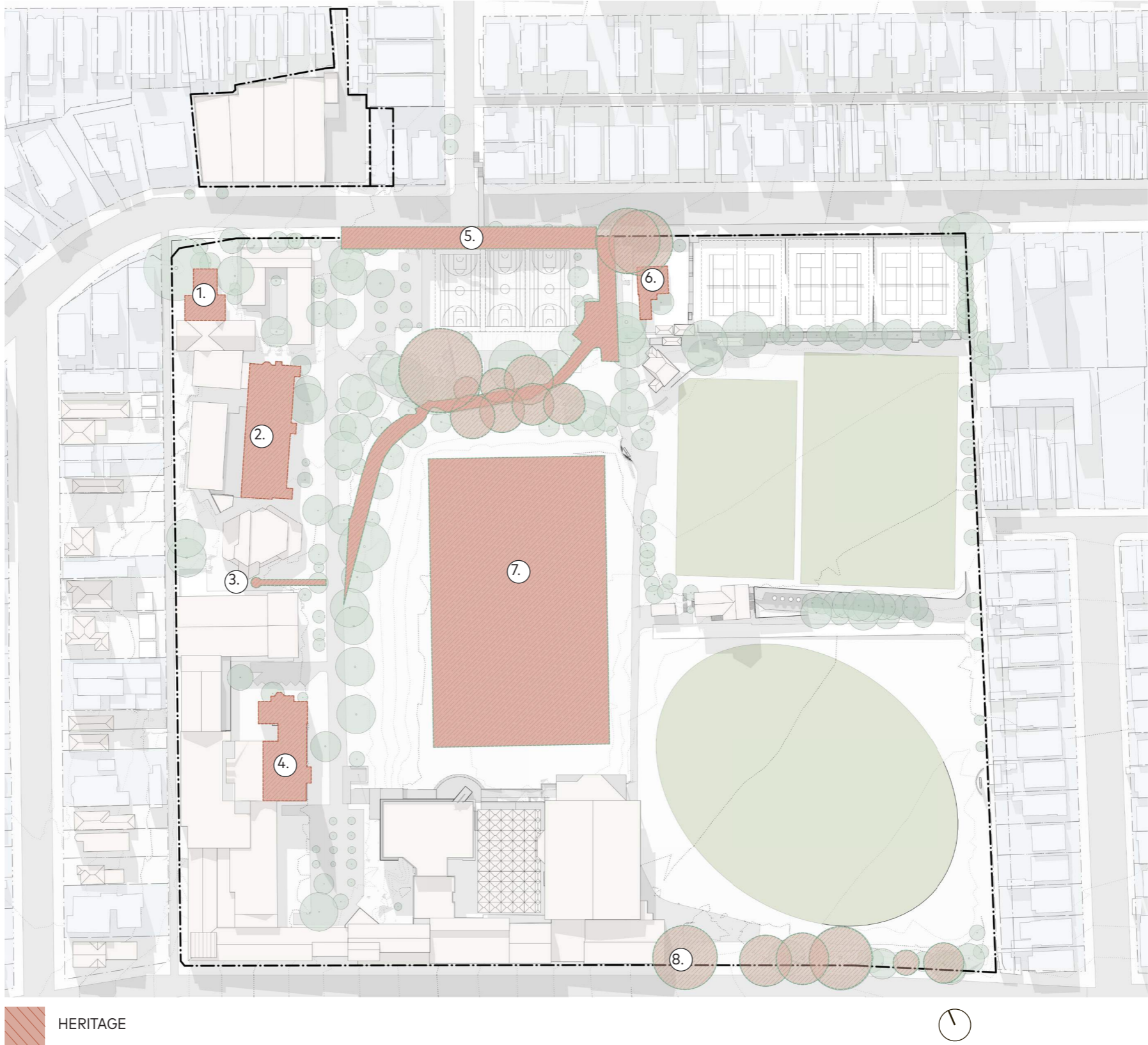


# 3.8 Heritage Significance

Newington College was founded in 1863 under the Wesleyan Methodist Church and has been located on its site in Stanmore since 1881.

- 1. Old Chapel building is heritage listed so works to the area must consider history and refurbishment
- 2. Le Couteur building is heritage listed so works to the area must consider history and refurbishments
- 3. The Hardy Wilson Garden Memorial has cultural, social and historic significance as a memorial for former students who died in WW1
- 4. Founders building is hallmark Sydney Sandstone building within the Campus. Refurbishment works to be considerate of history, aesthetics and architectural style
- 5. Entry from Stanmore Road is heritage listed as a contribution to the street scape of Stanmore Road
- 6. Johnson Oval is heritage listed
- 7. The Parsonage is heritage listed, representative of a typical late Victorian house
- 8. Moreton Bay fig trees along Newington road are protected

The Conservation Management Plan that has been prepared by Urbis Ltd provides the detailed requirements for these items



### 3.8 Heritage Significance Detailed

1. Old Chapel building is heritage listed so works to the area must consider history and refurbishment



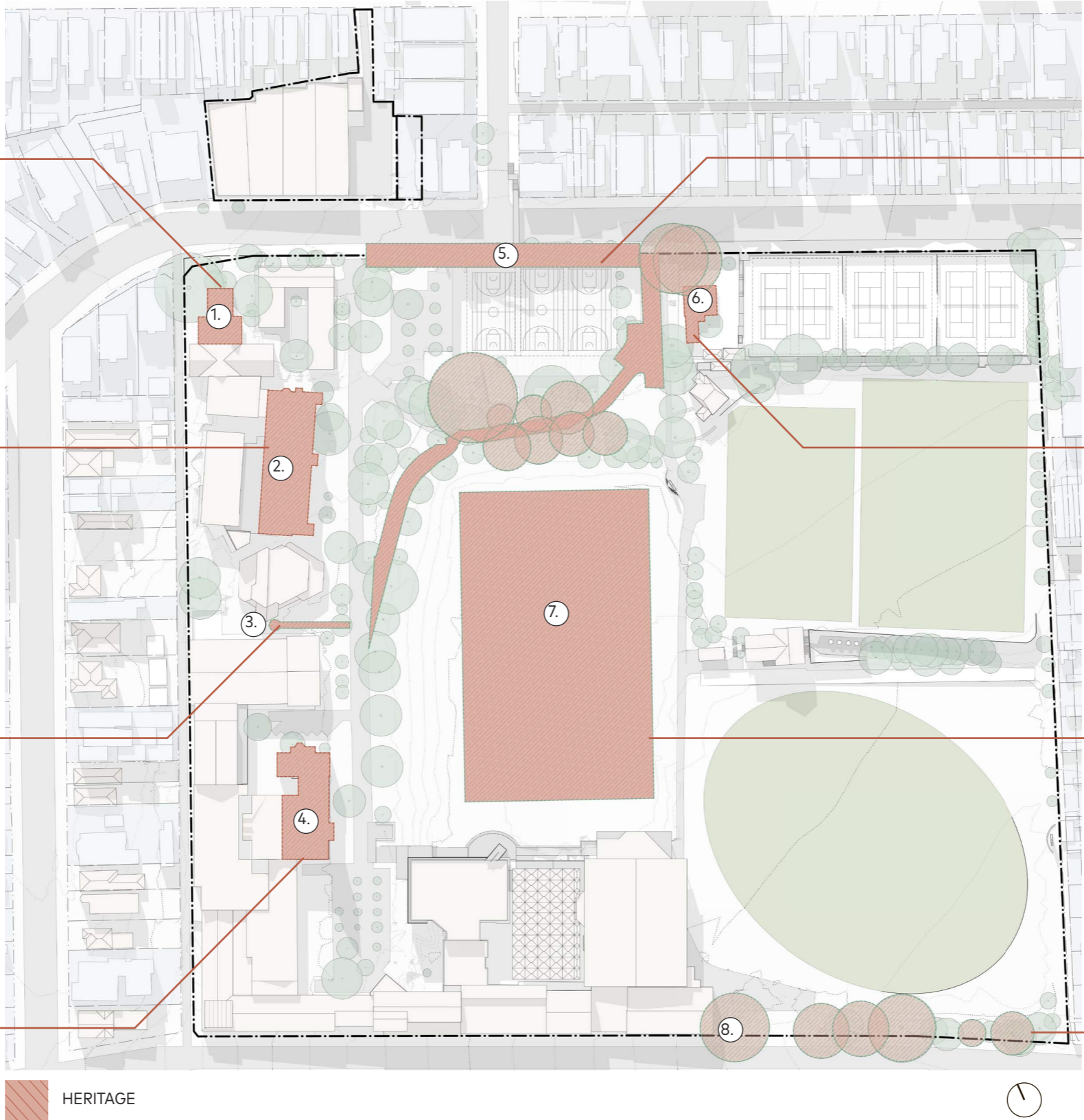
2. Le Couteur building is an inter-war stripped classical style building, and heritage listed so works to the area must consider history and refurbishments



3. The Hardy Wilson Garden Memorial has cultural, social and historic significance as a memorial for former students who died in WW1



4. Founders building is a Sydney Sandstone building within the Campus. Refurbishment works to be considerate of history, aesthetics and architectural style



5. Entry from Stanmore Road is heritage listed as a contribution to the street scape of Stanmore Road



6. The Parsonage is heritage listed, representative of a restrained Victorian Italianate house



7. Johnson Oval is heritage listed



8. The Moreton Bay fig trees along Newington Road date from the late 1800s to early 1900s and are protected

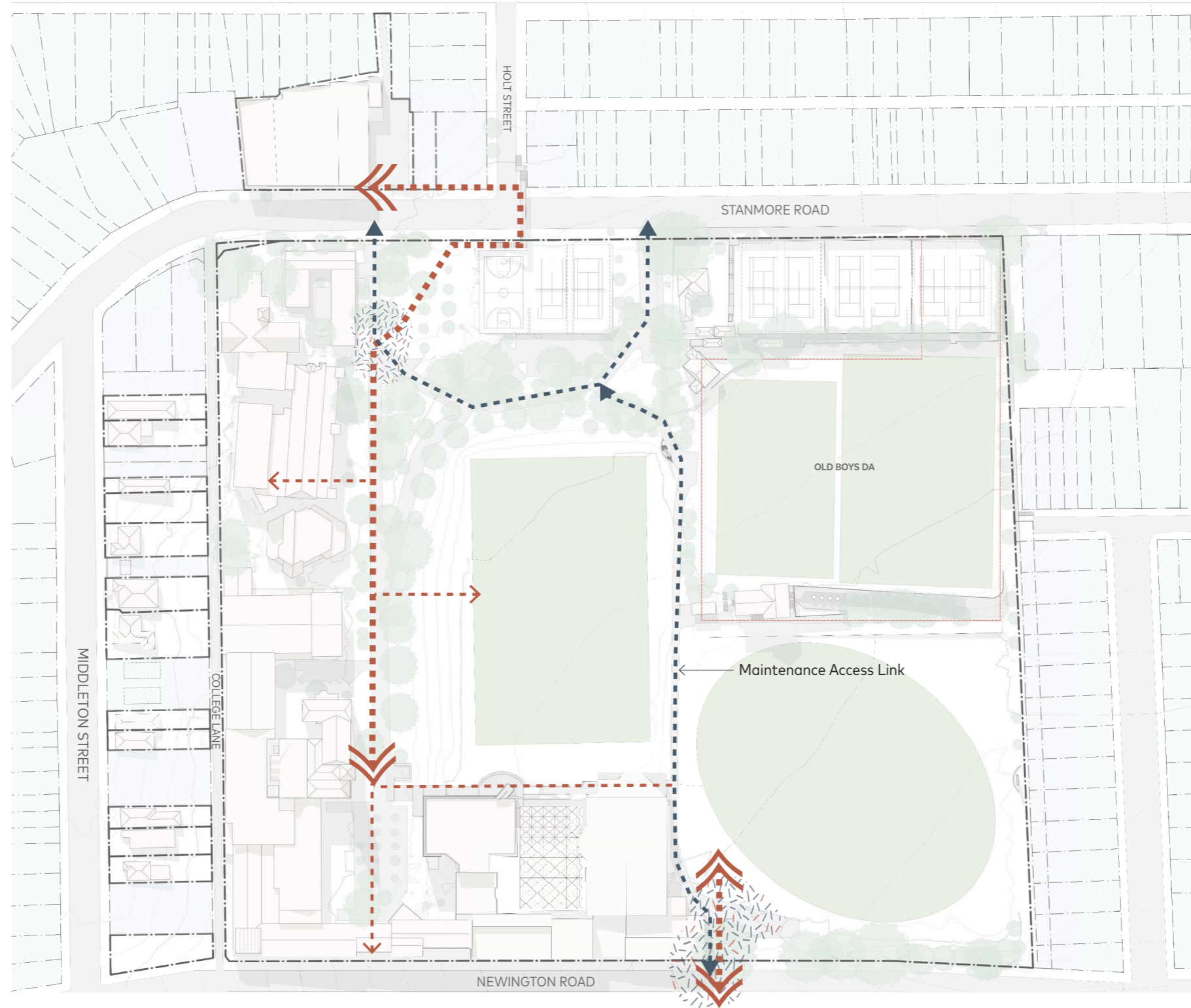


### 3.9 Circulation

The existing circulation on site is congested and pedestrian and vehicles have to share a path and their routes clash.

The key area that requires intervention is to the south-west of the forecourt, at the junction between Memorial Drive and the driveway to the south of the Sevington Courts. Currently, a large proportion of the students (and staff and visitors) arrive to the College either from the existing bridge or the pedestrian crossing and make their way through the forecourt to this driveway junction. For the majority of the day, there is a limited number of vehicles using these driveways, but at pick-up and drop-off times, the magnitude of the problem is revealed. The College is adept at managing this situation, but a key requirement for the masterplan is to address this issue in such a way that there is minimal pedestrian and vehicle cross over on the site.

The maintenance access link to Newington Road also results in some cross over between pedestrians and vehicles, but this is much simpler to manage for the College as, unlike the pick-up and drop-off near Sevington Courts, the vehicle movements can generally be timed to avoid the moments of heaviest foot traffic.



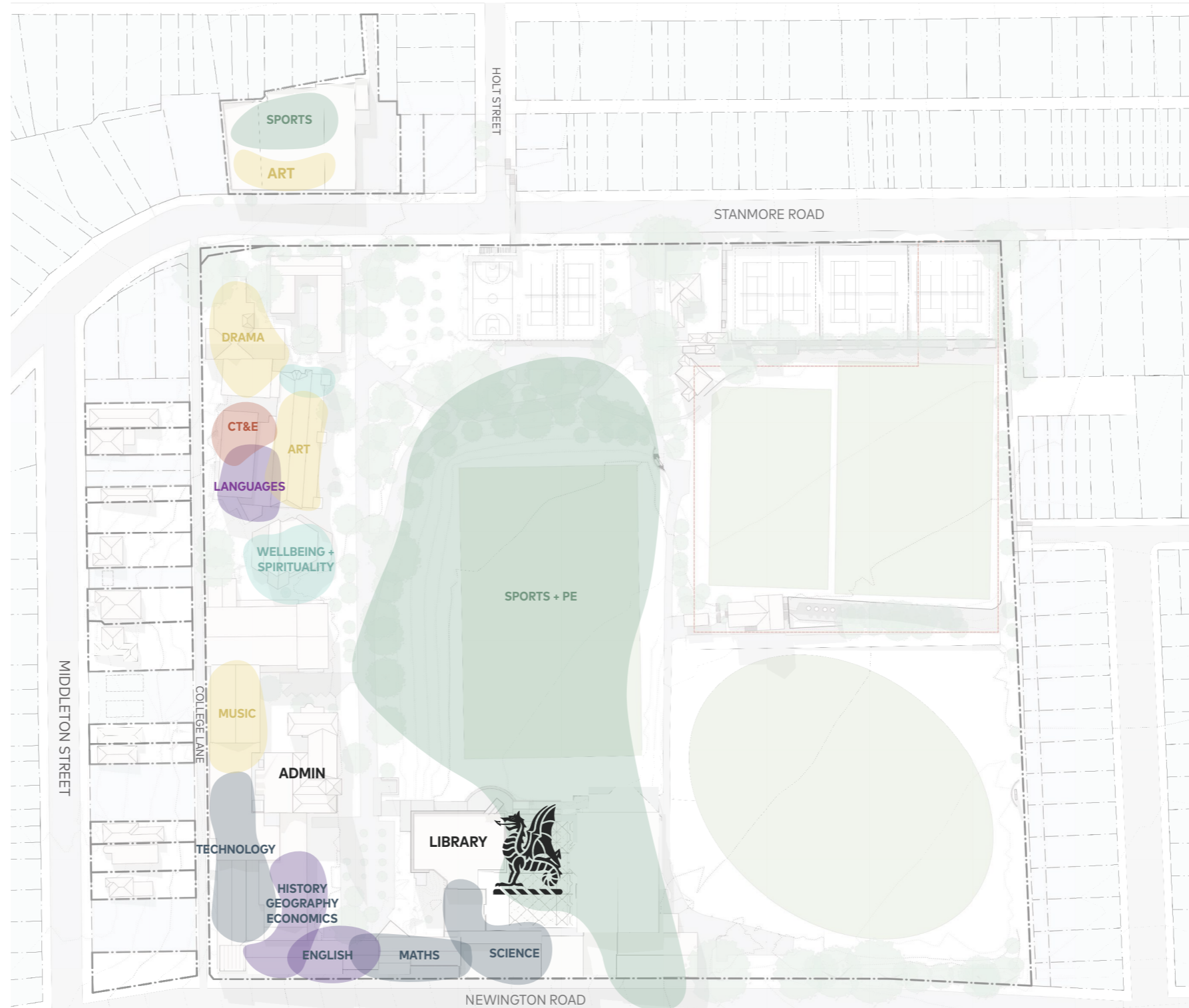
- Vehicular Circulation
- Pedestrian Circulation

### 3.10 Existing Distribution of Faculties

Developing organically over time, and similar to many schools and colleges, Newington has a mix of well considered groupings of faculties alongside some more haphazard groupings. Out of necessity, and responding to where space may have become available at any particular point in time, some incompatible collocations of faculties have come to be, such as sport and art in the Concordia building (also located with property and maintenance).

Purpose built facilities for music are also located remotely from the other creative arts, while languages is located separately from the humanities. These are workable arrangements, and sometimes may result in unexpected benefits, but the Masterplan provides the opportunity to move forward with a well considered approach.

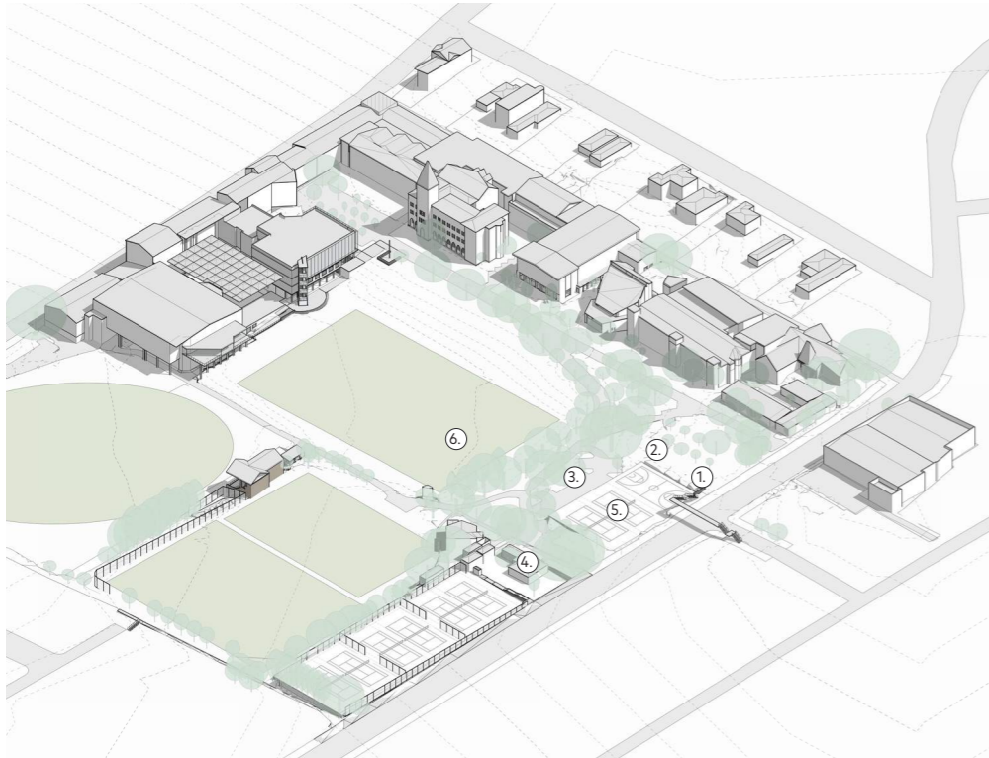
One key issue, identified through workshops and site observations, is that the College campus lacks a well located central gathering space, or heart of the campus. Currently, numerous spaces allow for both formal and informal gathering, but these are scattered throughout and fall short of providing a recognisable heart of the school. Traditionally the central gathering space for a school, the cafeteria and dining space (for the boarders) sits to one side of the library, well away from the teaching spaces that are located along the western edge of the campus, resulting in this space being under utilised and not seen as the primary informal gathering space for students



# 3.12 Existing Context - Sevington Precinct

## Existing Site Conditions

The existing Sevington Precinct primarily consists of the three, on-grade basketball/tennis courts and the entrance forecourt fronting Stanmore Road. The Parsonage is located to the east, and the College's main sporting field, Johnson Oval, is located to the south.



3D site plan



1. Stanmore Road entry forecourt



2. Entry forecourt across Johnson Oval



3. Existing on-grade staff carpark



4. Heritage listed property known as the Parsonage



5. Sevington sports courts



6. Views across Johnson Oval towards Founders Building and Rae Centre



7. Stanmore Road, Memorial Drive Exit

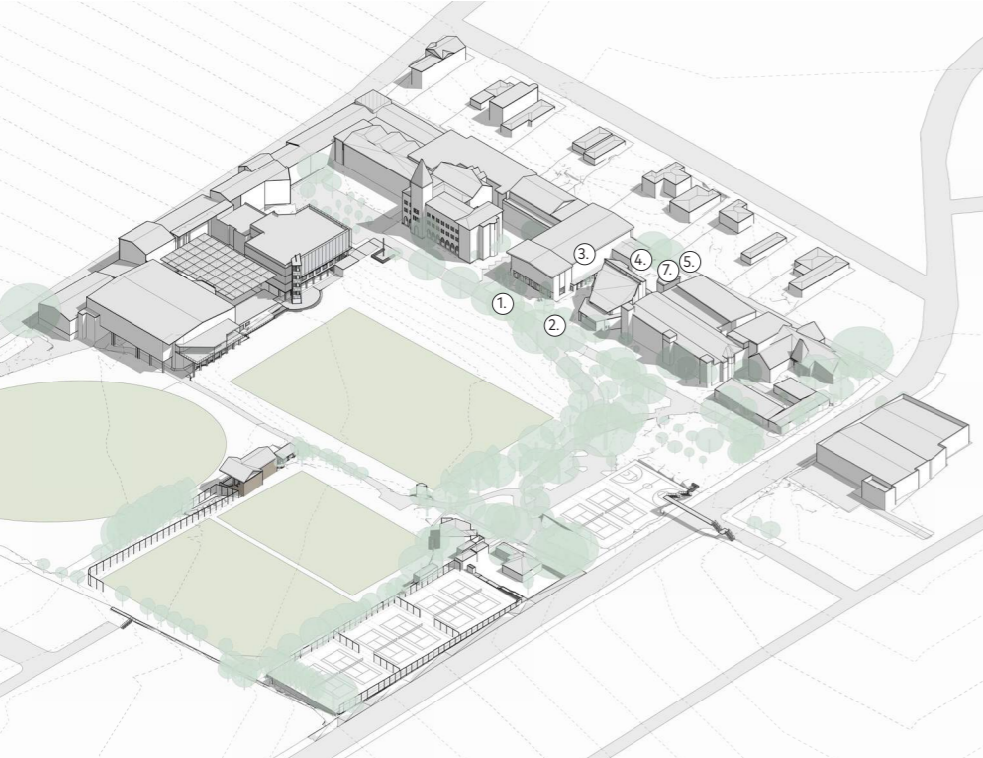


8. Views From Concordia looking towards Duckmanton Drama

# 3.13 Existing Context - Centenary Hall Precinct

## Existing Site Conditions

Located in the centre of this precinct, Centenary Hall also sits roughly in the centre of the built zone of the campus, adjacent the Founders Building and the Chapel. To the rear of the Chapel, along the College Lane boundary, sits the Bergin Courtyard, currently a slightly underutilised space with minimal connection to the adjacent buildings (including the Chapel).



3D site plan



1. Centenary Hall eastern facade



2. Centenary Hall northern facade and heritage listed garden memorial



3. Centenary Hall in exam mode



4. Bergin Courtyard



5. Bergin Courtyard



2. Chapel

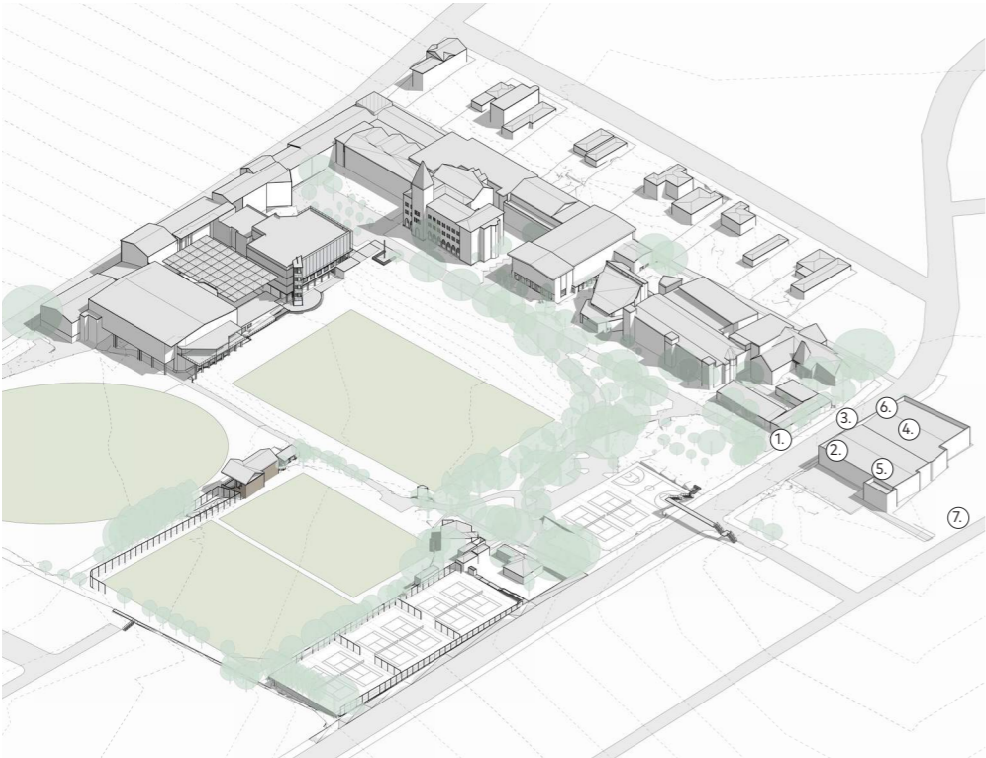


7. Looking north along College Lane

# 3.14 Existing Context - Concordia and Pedestrian Bridge

## Existing Site Conditions

The Concordia Building is currently used for a variety of, generally, unrelated purposes, including the student art gallery, numerous spaces dedicated to sport (rowing, fencing, table tennis), the uniform shop, and the property and maintenance department. The building dates from the 1960s and has had many iterations in its layout and use, it has been reviewed for retrofitting previously, but is seen as a highly valuable site to locate a full department in, with a bridge link directly into the campus avoiding the need to cross Holt Street to use the existing bridge. The north of the site also links to Cavendish Street, enhancing the access possibilities and potentially reinforcing the link with the Preparatory School campus.



3D site plan



1. Concordia south elevation facing Stanmore Road



2. Concordia sports facilities



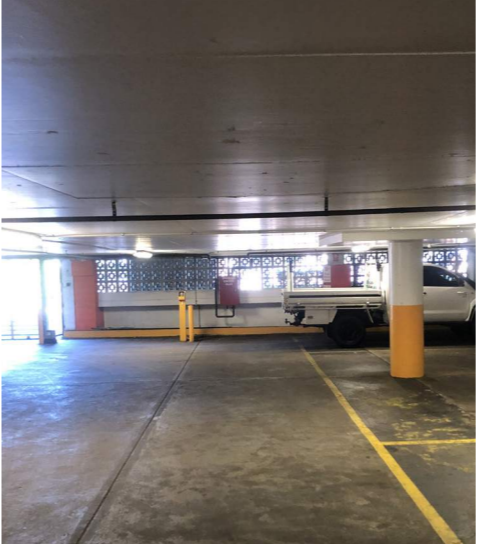
3. Looking east onto Stanmore Road from upper levels of Concordia



4. Cavendish Street entry to Concordia



5. Concordia art gallery



6. Concordia parking



7. View through houses on Cavendish Street



# 4.1 Project Vision

## Concept Proposal Vision

Newington College has occupied the site for over 140 years. The site contains several significant heritage items which are heavily valued by the school community and are also recognised within the broader community.

The Concept Proposal Masterplan provides a vision and framework for the site that allows the school to fulfil its physical needs into the future. The design enables growth to align with the coeducational transition and contribute to the character and Identity of Newington whilst ensuring sustainable, financially economical and ecologically sensitive development over time.

## Strategic pathways

Newington has always had a passion to deliver holistic education for young men through their pedagogical vision, Inspired Minds, Great Hearts, Strong Wings and Firm Foundations.

As of 2026, starting at the Junior School, they will deliver a holistic and rounded education for both young men and women expanding and developing upon these strategic pillars. The Senior School will commence with the co-education change in 2028.

Through conversations with the school community and review of the Strategic Plan, a set of guiding Concept Proposal Design Principles have been developed, they are as follows: Recentring the Heart, Staff and Student-Centred College, Sustainable and Future Proof, Enhancing the Country's relationship with Country, Celebrate the College's Tradition of Inclusivity and An Equally Accessible and Connected Site. These principles, and the process that led to them are discussed further on the following pages.

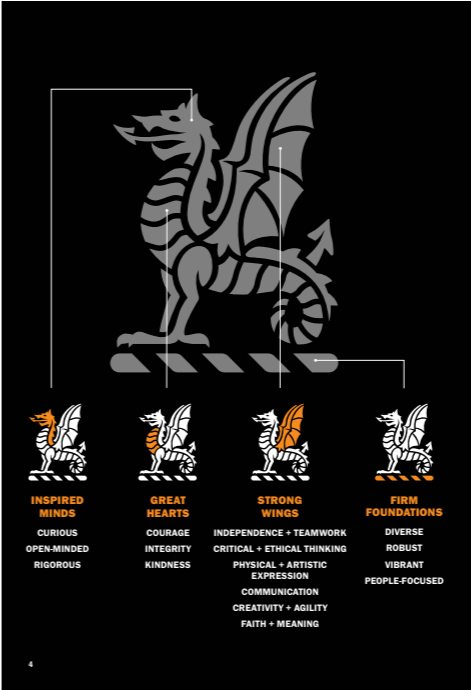
## Capacity Increase

Aligned with the co-educational transition Newington College will increase the senior school capacity from 1478 (FY2025) to 1860 (FY2033).

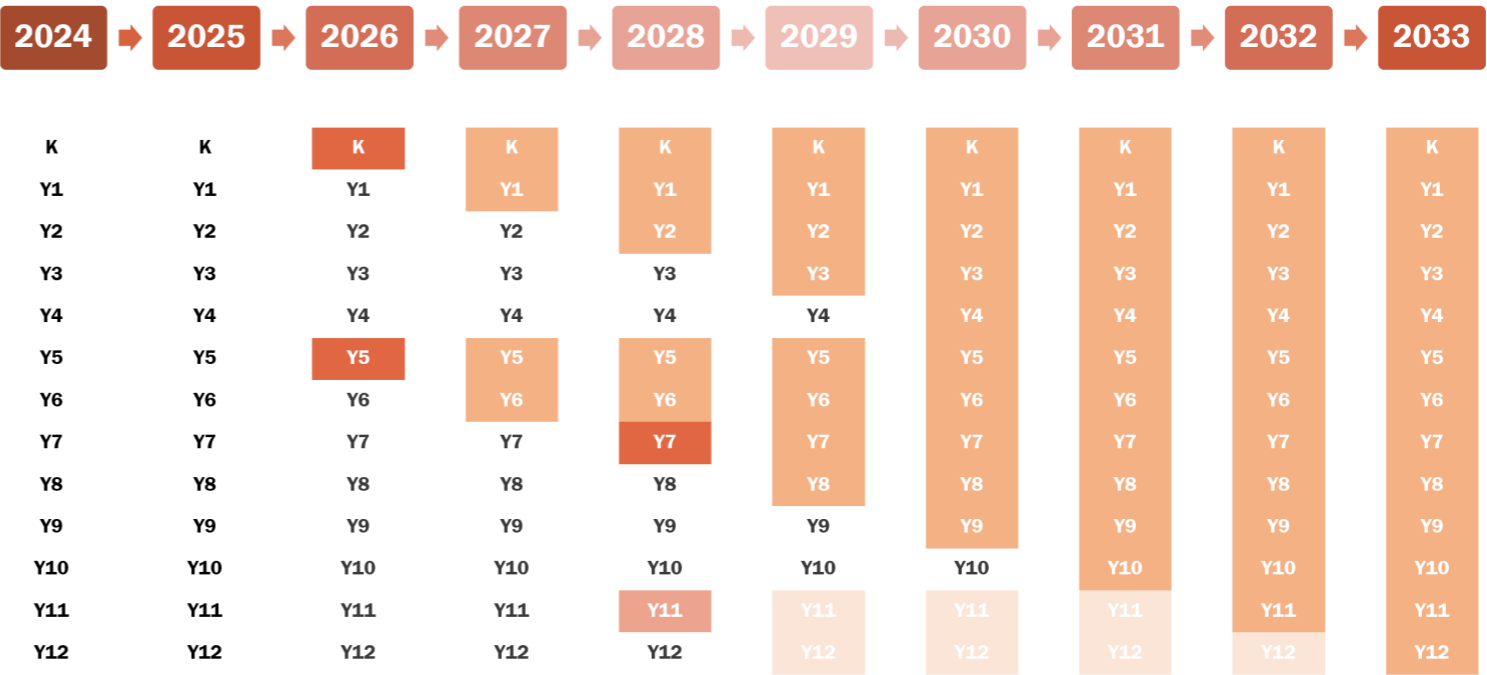
This will consist of an increase in general learning spaces, specialist spaces, collective facilities, staff rooms and amenities.

'The transition will be staged, with the College fully co-ed across all four of its campuses by 2033. Enrolments will be open to girls first in Kindergarten and Year 5 from 2026, and then Years 7 and 11 from 2028.'

*Excerpt from Newington College 'Why Co-educational', March 2024*



# Co-education timeline



## 4.2 Briefing Workshops and Brief

Over 160 years, Newington College has offered a quality education for its students. Newington is evolving its education model in order to grow and prosper into the 21st century – and is doing so through the lens of inclusion, diversity and growth.

A key component of the briefing for the Newington College Masterplan is to support student growth and a transition to co-educational learning. To deliver on this brief, a number of aspirational and spatial briefing items were identified through a series of extensive workshops with the College's key stakeholders:

- Students
- Teaching Staff
- Senior Leadership

SPATIAL	ASPIRATIONAL
<ul style="list-style-type: none"> <li>• New teaching and learning facility which encourages students to be curious about learning</li> <li>• Connect Concordia into the campus</li> <li>• Purpose built Drama and Music teaching spaces</li> <li>• Strengthen faculty groupings</li> <li>• Contemporary Visual Arts studios</li> <li>• Establish a hub for student Wellbeing</li> <li>• Pedestrianise Memorial Drive</li> <li>• Create a safer entry at Newington Road</li> <li>• Establish a Cafeteria as the physical and community heart of the Campus</li> </ul>	<ul style="list-style-type: none"> <li>• Additional 30+ GLAs for Teaching</li> <li>• Additional 6+ GLA equivalent staff rooms</li> <li>• A further 8 GLAs unlocks ability to remove demountables (44 total aspiration)</li> <li>• New lecture theatre for 400 people</li> <li>• Performing Arts Theatre for 600 people</li> <li>• New Canteen for 200 people</li> <li>• Address parking provisions with an additional 150+ private parking spaces</li> <li>• Provide place for whole-school gathering - 2000 people</li> <li>• Significant fitness and training centre</li> <li>• Covered multi-purpose sports courts</li> </ul>



1. Staff workshop



2. Student workshop



3. Senior leadership workshop



4. Staff workshop

## 4.3 Concept Proposal Guiding Design Principles

Following the workshops and a review of the outcomes, the key guiding design principles were established to provide direction for the Masterplan. During the design process, all iterations of the Masterplan and the detailed design of the Sevington Courts building were tested against these principles.



- Establish a strong Heart at the centre of the campus to encourage the building of relationships across year group cohorts
- Accommodate a range of outdoor spaces that allow for both active and passive movement, suitable for a wide mix of individuals of different ages
- Focus on Student Wellbeing by providing centralised support facilities



- Provide a variety of engaging internal and external spaces that foster a lifelong love of learning
- Equal consideration given to all faculties to provide exceptional opportunities for all subjects
- Support spaces for staff that encourage opportunities for tailored teaching experiences for individuals
- Opportunities for "real-world" learning
- Enhancement of existing facilities to create improved inter-faculty connections in line with future growth
- Select development sites which consider and minimise student disruption



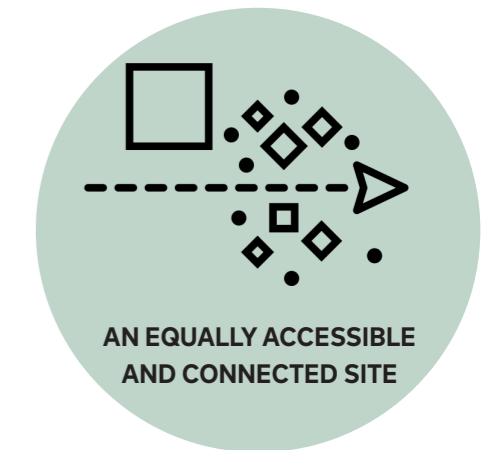
- Flexible layouts to allow for reconfiguration as pedagogical ideals or cohort sizes change
- Carefully considered building materials that are circular and reusable
- Construction materials that have proven longevity and low maintenance
- Development potential of selected sites to be maximised



- Celebrate and maintain pre-existing sightlines by working with the natural topography of site
- Reintroduce native vegetation where possible to make the campus a place for humans and non-humans
- Preserve existing green spaces on campus



- Establish celebratory whole school gathering places
- Provide a range of appealing spaces for students and staff to meet
- New shared amenities and co-educational spaces that support an expanded offering of student curricular and co-curricular activities



- Focus on establishing a strong connection between the main campus and Concordia
- Provide equally accessible and legible connections through the site at both a macro and micro level
- Extend beyond the campus boundaries by creating community facing opportunities for use by the Prep School (Wyvern House), and the Stanmore community as a whole

# 4.4 Connecting with Country

As an integral part of the design team, Ngurra Advisory has led the Connecting with Country approach for this project.

## Engagement Overview

Our approach to community engagement for the Masterplan Development at Newington College, is grounded in a deep respect for the Dharug (Wangal) and Gadigal peoples.

The consultations to date have played a pivotal role in shaping the themes for this project, ensuring that the voices, perspectives, and cultural knowledge of the local First Nations community are embedded in the design process. Through meaningful collaboration with the Traditional Custodians, students, and staff, these discussions have allowed us to listen, learn, and begin to articulate key ideas that reflect both cultural values and contemporary needs. This engagement has fostered a shared understanding of place, connection, and responsibility, providing the foundation upon which the design principles will be built.

Building on these themes the Design Principles Framework has been prepared.

This foundational document outlines the core design principles, themes, and the community's needs, aspirations, and cultural responsibilities in caring for Country. This framework will guide the project through its entire life cycle, ensuring that the masterplan remains true to the enduring connection of the Dharug, (Wangal), and Gadigal peoples to this land. It will serve as a key reference to uphold cultural integrity, sustainability, and respectful engagement, embedding these values into every stage of the project's development.

## What We Have Done To Date

- Meet and Greet with the Project Team
- Visioning Workshop with Traditional Custodians, Staff, Students and Project Team
- Design Themes Framework

The Newington College Masterplan Project Team received guidance from Traditional Custodians on how the community wanted to progress the relationship meaningfully. This included:

## Walk on Country with Uncle Charles Davison & Aunty Julie Jones (Traditional Custodians)

An opportunity to participate in a Walk on Country with a Traditional Custodian, Elder and/or Knowledge Holder to deepen cultural understanding, connect with the land, and gain insights into the history of the local area.

## Reconnection to Site

An opportunity for Traditional Custodians, Elders and Knowledge Holders to "go back to Country" and reconnect to the site location.

## Vision Validation Workshop

We held a further workshop with the project team to evolve and integrate concepts and discuss what a long-term relationship between the local First Nations community and Newington College can look like.

## Cultural Immersion Activity

Ngurra Advisory facilitated a cultural immersion experience relevant to the

project to deepen cultural understanding and bring students, staff, Traditional Custodians, and the project team together to connect with the Country and share stories.

## Connecting with Country - Design Principles Framework

The Design Principles Framework that details the cultural knowledge and interpretations the community would like to see throughout the design and operations of the development (currently in progress) has been developed and can be reviewed in the Ngurra Advisory *Country-Centred Design & Cultural Integration Framework*. Some preliminary opportunities that have been incorporated into the architectural and landscape design can be found in subsequent pages in this document and the landscape architecture design report.

## Action Plan

An action plan detailing the necessary steps to implement all aspects of Connecting with Country in the masterplan project for when each stage transitions to a more detailed design phase.

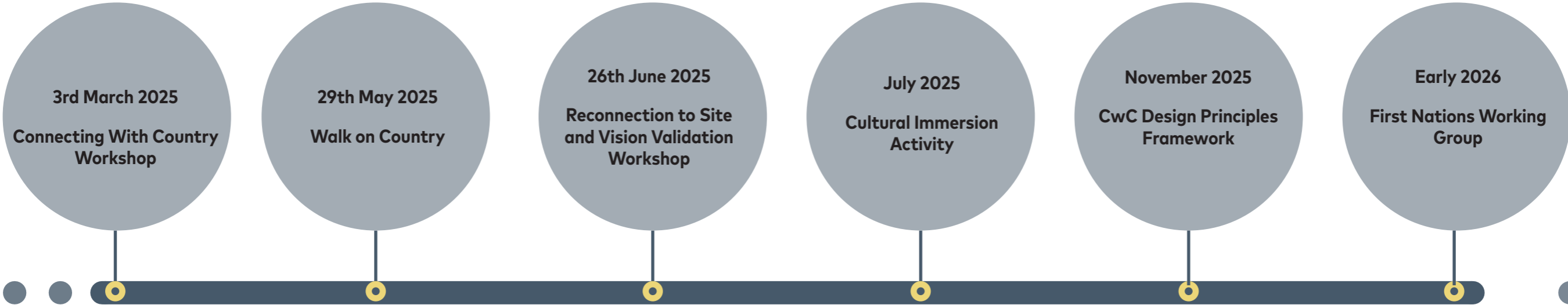


March 2025 – Staff & student visioning workshop with the project team & traditional custodian Uncle Charles Davison

## First Nations Working Group

Formation of a First Nations Working Group that will provide meaningful guidance and advice for the Project Team throughout the masterplan project lifecycle, and the remainder of the Stage 1 detailed design phase will be established in advance of the commencement of further substantial design work following the conclusion of the SDA approval process.

Refer to the Ngurra Advisory *Country-Centred Design & Cultural Integration Framework* for additional information and for the detailed description of the Connecting with Country considerations for this project.



# 4.5 Design Process and Option Testing

## Design Approaches and Optioning

The Newington College, AJC, and consultant team engaged in a comprehensive masterplanning design process. This included a deep analysis of the brief, functional requirements of the school and site constraints in line with pedagogical beliefs and growth.

Extensive consultant input was provided and forms part of this submission.

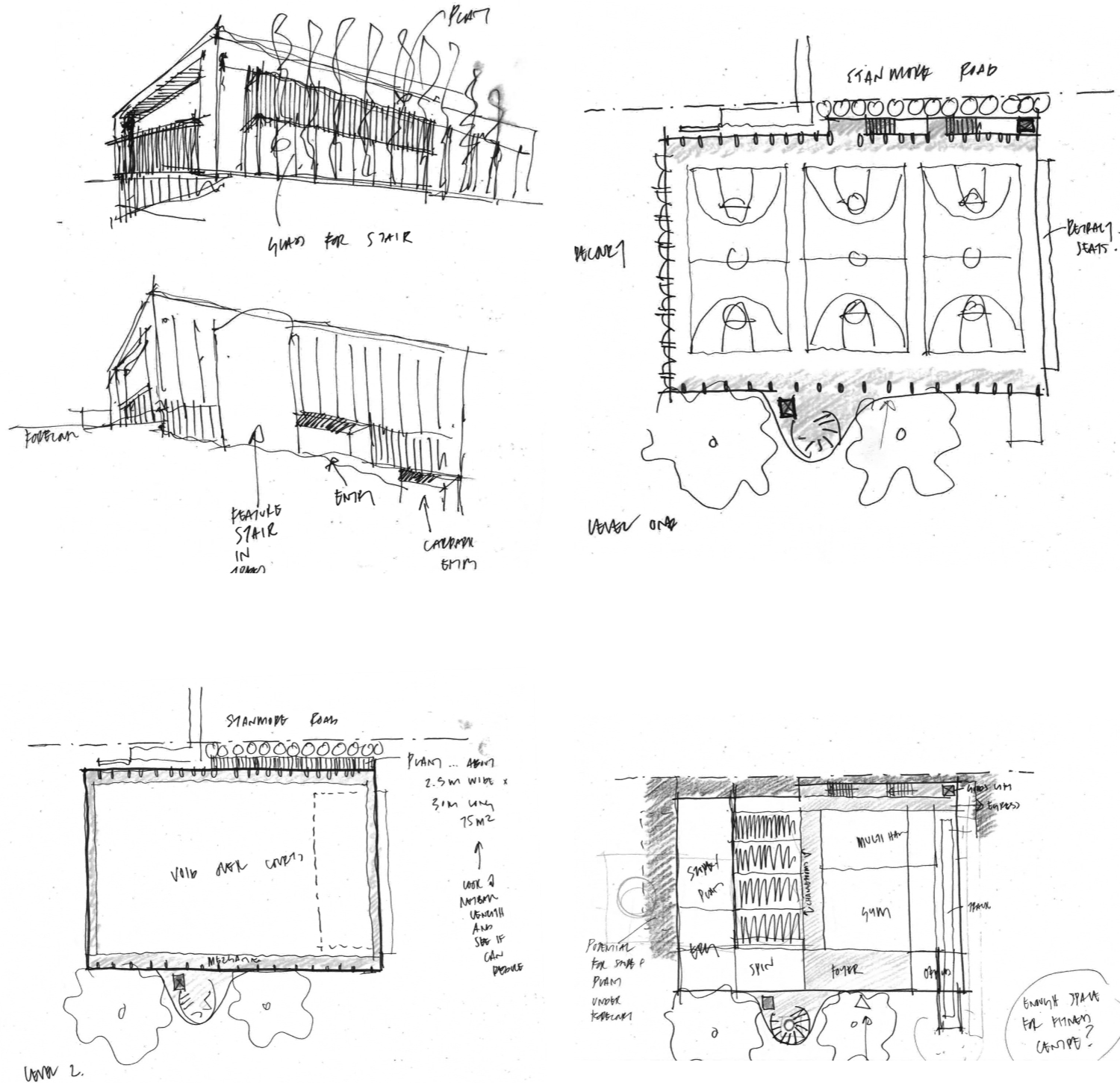
The site selection of major projects was refined through an extensive optioning process that found the best location, use and staging of each project whilst also assessing the opportunities and constraints of each building and working within an existing built fabric.

Each of the designs in the masterplan stem from critical briefing notes formed through the site selection process to align with the school's growth and coeducational transition.

Weekly meetings were held with AJC and the school to define and determine the extent of the brief and how these projects will be able to cater for the Newington of today as well as the Newington of tomorrow. This allows the pedagogical beliefs to shift and grow as the school's capacity grows alongside it.

## Workshops

An extensive set of workshops were also run across different groups within the school community. These included students, staff and the executive team allowing a more refined brief for the Stage 1 proposal to be realised.



Leadership Workshop



Sports Staff Workshop

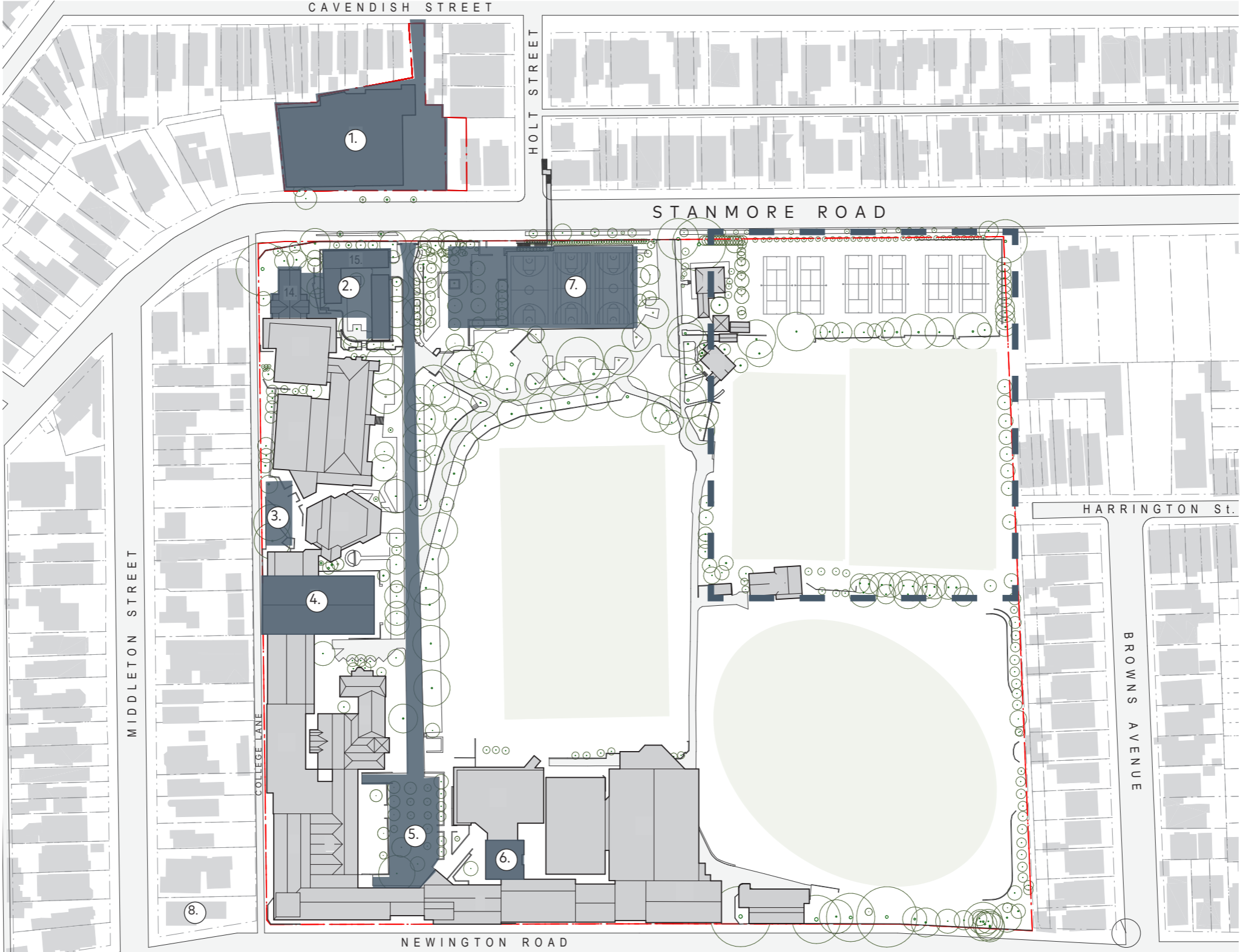


Students Workshop

# 4.6 Site Planning Opportunities

Following extensive site investigations and workshops with the design team and Newington stakeholders, a number of key sites were identified as exhibiting potential for redevelopment (either as built form or open, landscaped space) with a view to improving the experience on campus and providing the required quantum of space.

1. The Concordia site holds potential for a high number of teaching and learning spaces, with good proximity to the Preparatory School
2. The Old Chapel and Demountables site have ability to address a stronger connection and entry to Memorial Drive
3. Bergin Courtyard (Chapel site) as a possible development zone and link building from Centenary to Tupou - providing the missing undercover link between the north and south sides of the campus
4. Centenary Hall is underutilised, development potential to hold more program, and potentially draw upon it's location near the centre of the campus
5. Memorial drive could become a better connected 'street' within the school, a pedestrianised thoroughfare between Concordia and W Block
6. Pyke Centre could be extended up to hold more Science Labs (utilising existing lift and stair)
7. Sevington Courts and the entrance forecourt hold significant potential as a location for indoor sporting facilities, as well as providing the forecourt a greater sense of entry
8. 1 Middleton Street offers a unique position to house a small amount of teaching and learning spaces, or returned to a residence (already underway, subject of previous DA)
9. The Old Boy's oval and adjacent tennis courts are the subject of a previous DA which has not been incorporated into the Concept Design



- SHORT TO MEDIUM-TERM OPPORTUNITIES
- PREVIOUS SIGNIFICANT DEVELOPMENT APPROVALS



## 4.7 Masterplan Design Iterations

Prior studies and masterplans were also reviewed, with the preferred proposal selected as it provided the closest alignment with Newington's values and aspirations



### First Proposal

Build under Old Boy's Oval (approved and activated DA) and refurbish Nesbitt Centre and War Memorial Centre.

Construction under Old Boys' Oval was seen as a significant time investment, taking critical infrastructure offline for long periods of time. The College recognised the effects on the environment that excavation to this extent would have.

Due to the heritage significance of buildings within the site and constraints associated with the layout of the Concordia building, upgrading the existing development would not satisfy the spatial or functional requirements to provide the facilities and amenities required for the proposed student growth.

### Second Proposal

Build under Johnson Oval.

As with the proposal for, Old Boys' Oval, the College was hesitant to construct a building under the Oval due to the central location on site being disruptive to teaching and learning, and again its environmental impact.

### Preferred Proposal

Smaller, staged projects which use existing, underutilised built form.

The areas identified for development have had appropriate regard to the heritage significance of the site including key buildings and significant trees.

The proposal provides for the logical and efficient staging of development to minimise disruption to the ongoing operation of the College.

The proposal is compatible with the local context in terms of scale and land use and appropriately responds to the status of Stanmore Road.

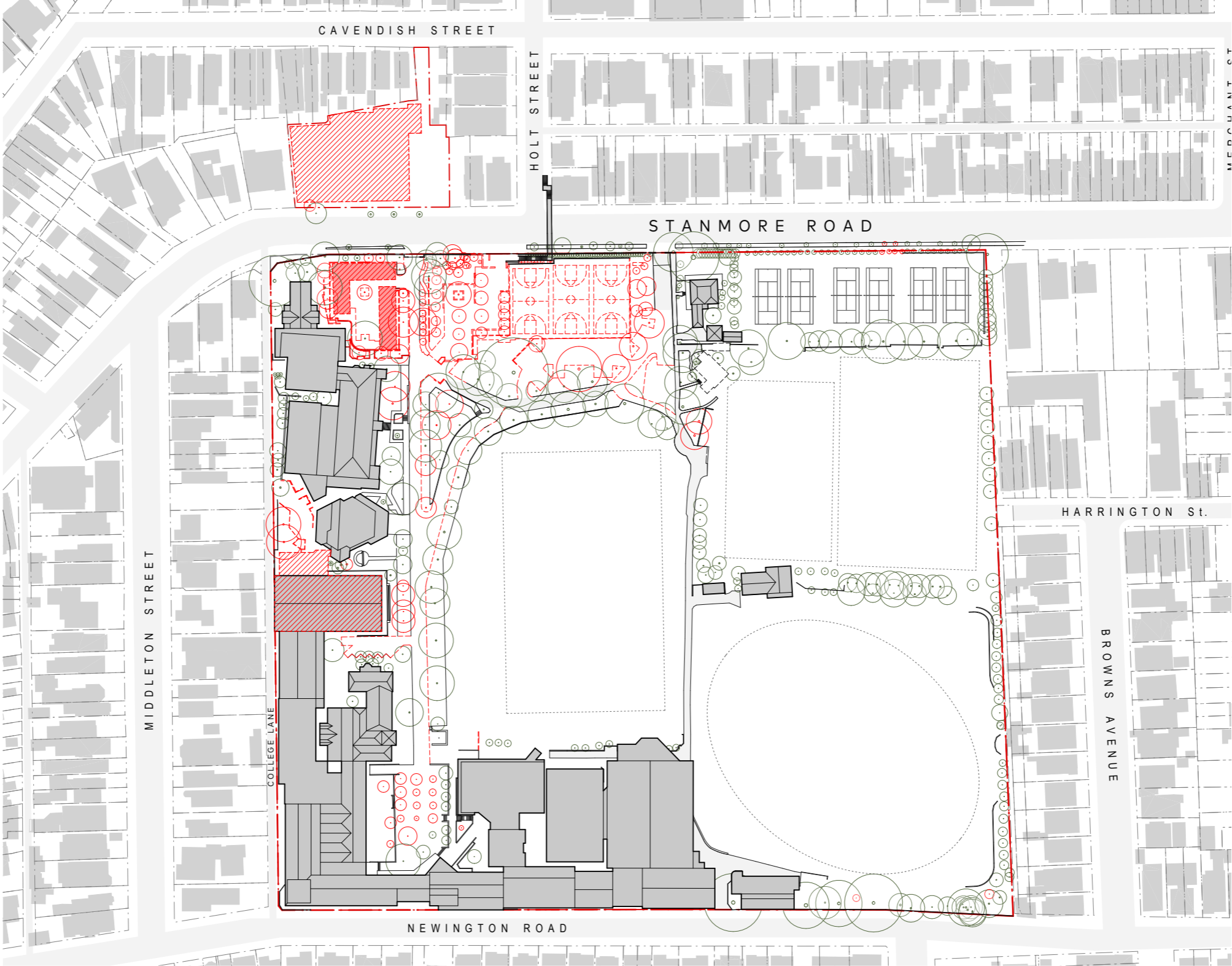
It is expected that the development can be achieved without having unacceptable environmental impacts in relation to traffic, noise, heritage, biodiversity and visual impacts, subject to the implementation of suitable mitigation measures, where required.

# 4.8 Masterplan: Extent of Demolition

Review of the demolition plan shows minimal demolition of existing assets. Newington College and AJC's commitment to sustainable design solutions saw us extensively evaluate the requirement for new buildings and the reuse of existing buildings. Concordia's original use as a club means that reuse as an educational facility was not an appropriate design response. The building would require a significant amount of resources and upgrades to make it suitable for 21st century learning.

At the centre of the campus, Centenary Hall has the opportunity to go from an exam space used a few times a year, to the heart of the College. Designed by Newington Old Boys in the early 1960s, the hall has emotional value to the College community. Retaining the envelope and removing the interior allows the project to save carbon in the envelope and keep a well-respected building.

Both Sevington and Bergin courtyard were identified for their lack of built form. There will be minimal demolition of existing built fabric.



	DEMOLITION WORKS
	ALTERATIONS + ADDITIONS
	EXISTING

NOTE: FINAL EXTENTS OF WORKS MAY NOMINALLY CHANGE

