

# 5.0 Design Principles

Loreto Kirribilli's Vision for the Future paper, site observations and analysis and stakeholder consultation informed the formulation of the following Design Principles which are applied to the Master Plan and each stage of development.

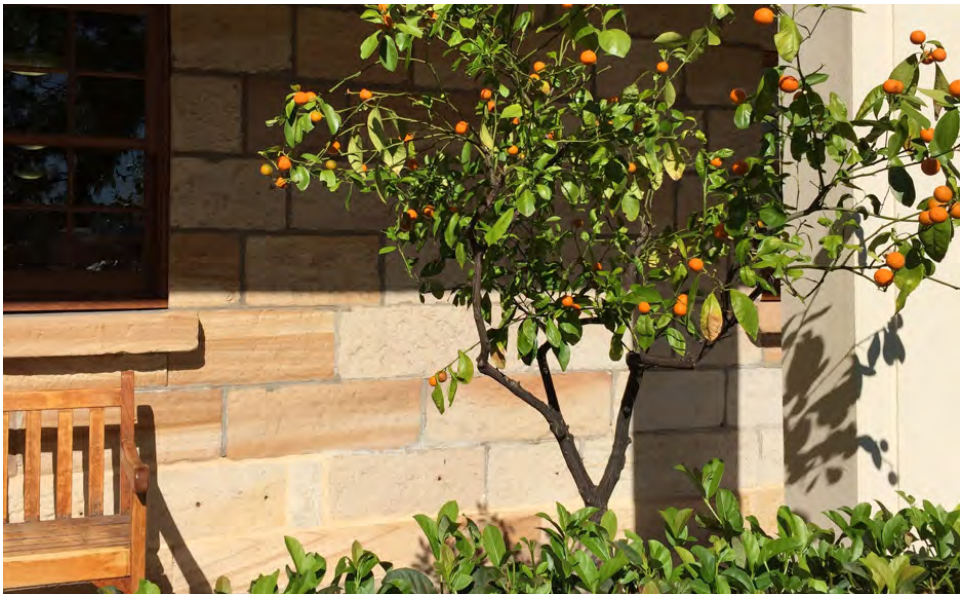
## Principle 01

### Heritage and Landscape

**Working with existing heritage fabric within the campus which has a deep meaning to the identity of Loreto Kirribilli.**

#### Objectives

- work within best heritage practice principles and respect the existing heritage fabric with any new works
- any new additions should where possible enhance and reveal the existing heritage buildings.
- if possible careful demolition should be undertaken to reinstate the clarity of the heritage fabric, provided learning spaces are not compromised
- provide a complimentary palette of materials to the heritage materials of brickwork, sandstone and terracotta tiles
- understand and respond to the existing character of the heritage fabric - the deep set balconies, framed views
- preserve where possible the existing landscape
- orientate to and engage new works always with landscape and
- if tree removal is required to meet other functional needs of the brief replace with like



## Principle 02

### Views and Beauty

**Loreto Kirribilli has an aesthetically beautiful site on Sydney Harbour, with buildings and gardens cascading down the hillside. This setting is very special to the current and past school community.**

**Identity and memory will always create a strong sense of place - a sense of ownership, engagement, surety and comfort.**

#### Objectives

- preserve the important views to, from and within the site with any new additions
- framing and revealing views with new works
- any new development should consider views from neighbouring properties to minimise view loss
- create a complimentary architecture which responds to the existing massing and scale of the current site.



## Principle 03

### Accessibility and Wayfinding

**Clear and equitable access will create a new core for the campus, joining together the many disparate parts.**

#### Objectives

- any new addition should address accessibility to its precinct
- provide a staged (high priority) approach to accessibility so that full accessibility can be realised as soon as is practicable
- fully integrate accessible pathways into the existing and new fabric so that each response is where possible equitable
- develop the new "campus connectors" to provide new orientation points much in the same way as the chapel bell tower
- new campus connectors to resolve accessible access to all buildings within its precinct.
- provide at least one covered route with the new additions





Principle 04

Innovation and Technology

Develop a K-12 Innovation centre housing robotics, allowing for cross curricular study and project based learning.

Objectives

- Infrastructure to meet contemporary standards and anticipate future standards
- provide flexible learning spaces which can be adapted over time. This includes appropriate ceilings and walls for mounting if equipment and access to new services.
- develop a clear services reticulation strategy which enables future development



Principle 05

Differentiation

Enable differentiation of curriculum through the development of a variety of learning environments, both indoor and outdoor.

Objectives

- develop circulation areas as learning spaces, creating new areas for discussion, contemplation, rest, informal meetings and socialisation
- “blurr” the separation between corridor and classroom; internal and external
- refurbish existing learning spaces to meet new C21st Learning Environments objectives
- maximise outdoor learning opportunities



Principle 06

Flexibility

Offer flexibility which can change as the curriculum changes fostering collaboration, teamwork and synergy.

Objectives

- provide a series of general areas which can be easily adapted to changing group sizes and modes of teaching
- consider structural and services design of new buildings to ensure future flexibility
- provide specific “service” areas for fixed functions which are attached to more flexible “generic” spaces. (ie: Wet areas to support Maker Spaces or Art areas)





Principle 07

Learning that is Visible

Provide an inclusive, collaborative and stimulating environment where teachers and students alike can share resources.

Objectives

- open up learning spaces with the use of glass
- provide visibility of all types of spaces; teaching spaces, circulation spaces; staff workspaces, external spaces
- provide writable surfaces to learning spaces, circulation spaces



Principle 08

Sustainability and Wellbeing

Foster sustainability and wellbeing with all new works.

Objectives

- infrastructure to meet contemporary standards and anticipate future standards
- provide flexible learning spaces which can be adapted over time. This includes appropriate ceilings and walls for mounting of equipment and access to new services.
- develop a clear services reticulation strategy which enables future development



## 6.0 Design Concepts

Following the detailed analysis of the site and the outcome of continued consultation with the school community as well as an understanding of the Constraints and Opportunities of the site, has enabled a series of design concepts to be developed which respond to the various constraints and opportunities which have been identified.

Each of these concepts has considered the Design Principles in their formulation.

### Campus Core

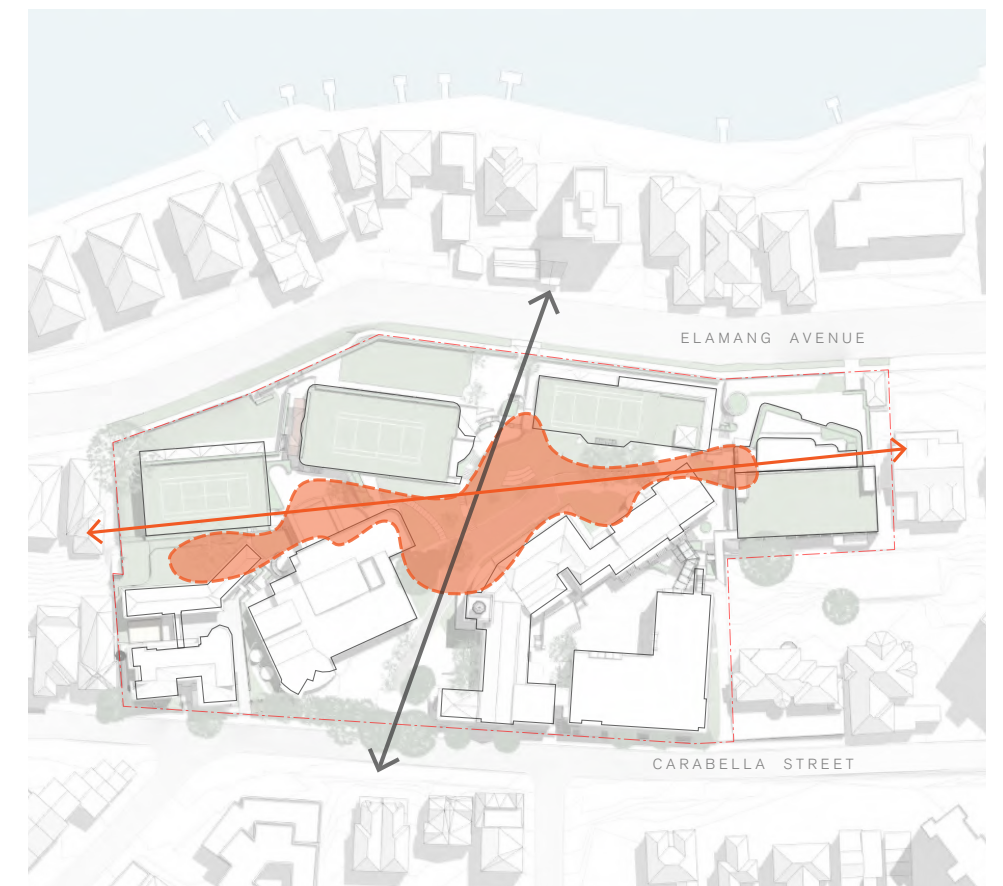
There is a strong sense of place to the existing campus and the Master Plan seeks to enhance and strengthen this. The entrance driveway which provides access to the centre of the campus with the northern view across the harbour and the verandah of Elamang shaded by the surrounding landscape has been identified as a significant place within the campus.

It is important that this is enhanced in any new works to the campus. The intention of the Master Plan is that this significant place acts as a fulcrum point for circulation around the campus.

### Enhancing and extending the Campus Core

In order to strengthen the campus core the Master Plan proposes that access to each of the buildings is related back to the main driveway level, either through physical links or visual links.

Movement around the campus is always directed back to the core of the site, away from the edges of the site, hence strengthening the sense of community and containment.





Connected landscapes

Overlaid onto the new extended campus core are new opportunities for external learning and engagement.

The current campus where possible utilises the roof tops of the lower level buildings. In the Master Plan, the use of roof tops is further developed.



Topography and Contours

The development of the site over the past 100 years, has generally followed the contours in three defined level changes.

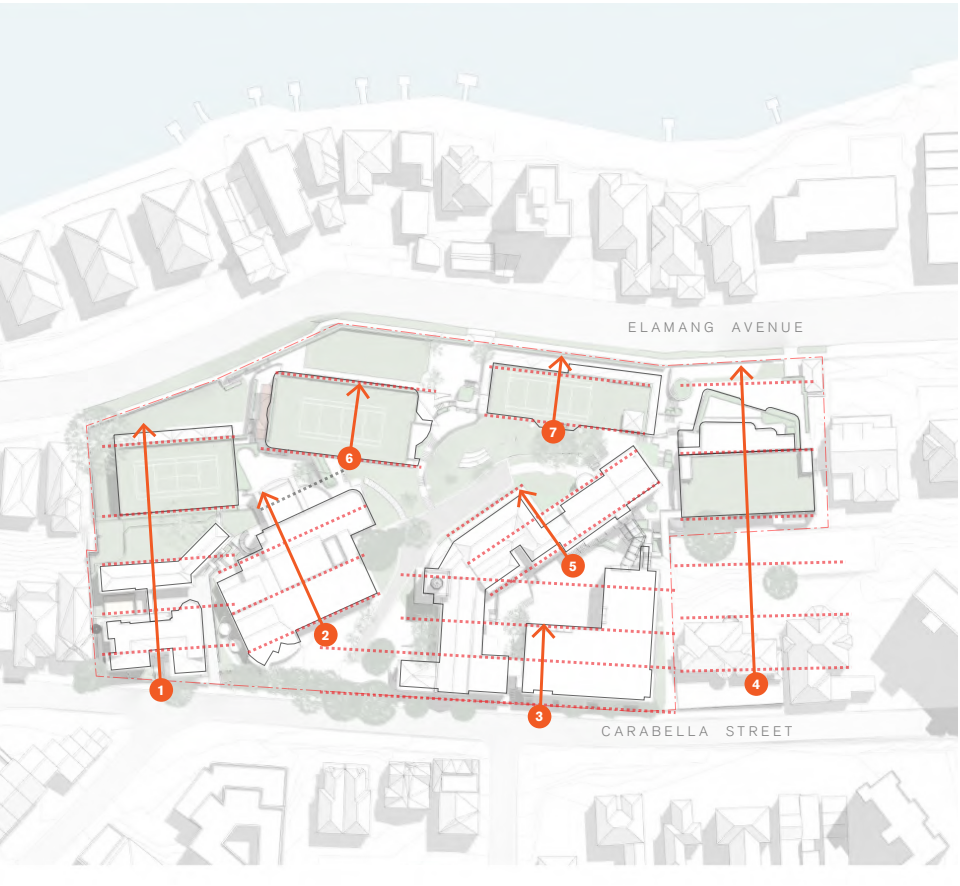
This is reinforced in the new development sites proposed for the Master Plan. Where possible the natural topography of the site is maintained which is consistent with the objectives of the North Sydney Council DCP.



Contextual grids and alignments

The built forms of the current Loreto campus are orientated to align with the adjacent streetscapes of both Carrabella Street and Elamang Avenue.

The original villa of Elamang is orientated to the north, breaking the two street grids. The alignment of the existing campus structure is reinforced with the placement of the new buildings in the Master Plan.



### Campus Bookends

To provide acoustic and visual privacy two new development sites are proposed to the east and west of the site.

These provide closure to the campus and a transition to the adjacent residential context.



### Campus Connectors: Unlocking Wayfinding, Accessibility and Circulation

The Master Plan seeks to develop a new language of "Connectors" which provide new markers for the campus and access to multiple buildings. The Connectors will predominantly consist of a stair and a lift with adjacent lockers and where practical some gathering areas for students and staff opening up possibilities for casual encounters. The objective will be to;

- Provide an accessible environment for DDA compliance in any new building and refurbishments
- Provide generous circulation paths to enable use for shared outdoor learning areas
- Egress to be associated with collaborative learning areas rather than through specific learning spaces.





# 7.0 Built Form and Urban Design

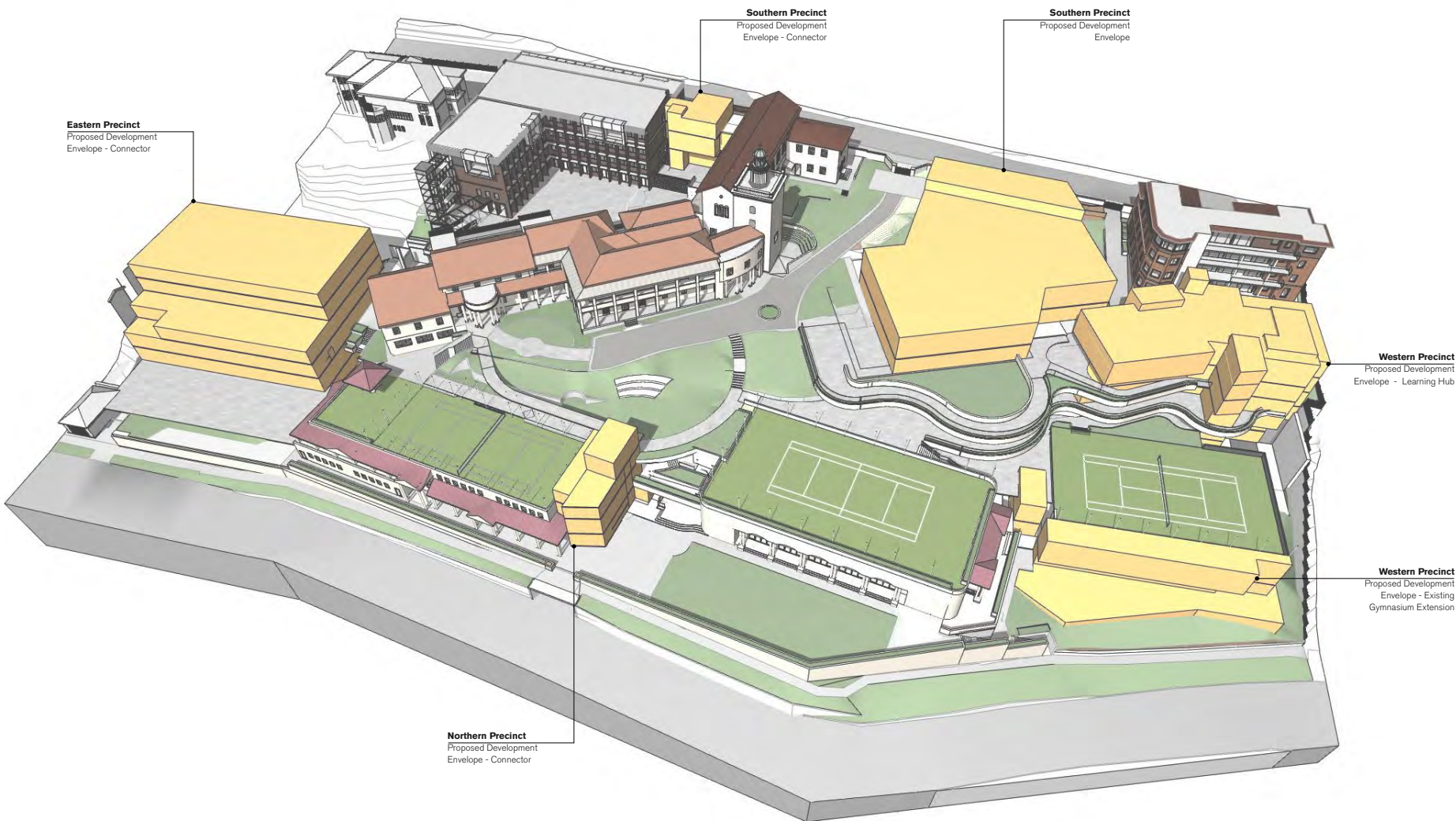
The Master plan response has been developed taking into consideration the Site Strategies, Design Principles and the Design Concepts.

The site has been divided into five Precincts. It is envisaged that each Precinct will be developed in stages which will be determined through the ongoing requirements of the school and availability of funding.

The Concept Proposal has identified a number of potential development sites including development envelopes for proposed 'connectors' and new buildings. As the Master Plan is over an extended period of time, the building use has not been defined, rather flexible envelopes have been provided which can accommodate over the life of the school, a number of different functions. Nominally uses have been investigated to test the envelopes, however these uses are not definitive.

Each stage is described in terms of:

- Height
- Massing, Bulk and Scale
- Setbacks
- Open spaces and adjacent landscaping
- Visual impact
- Acoustic impact
- Overshadowing
- Proposed area



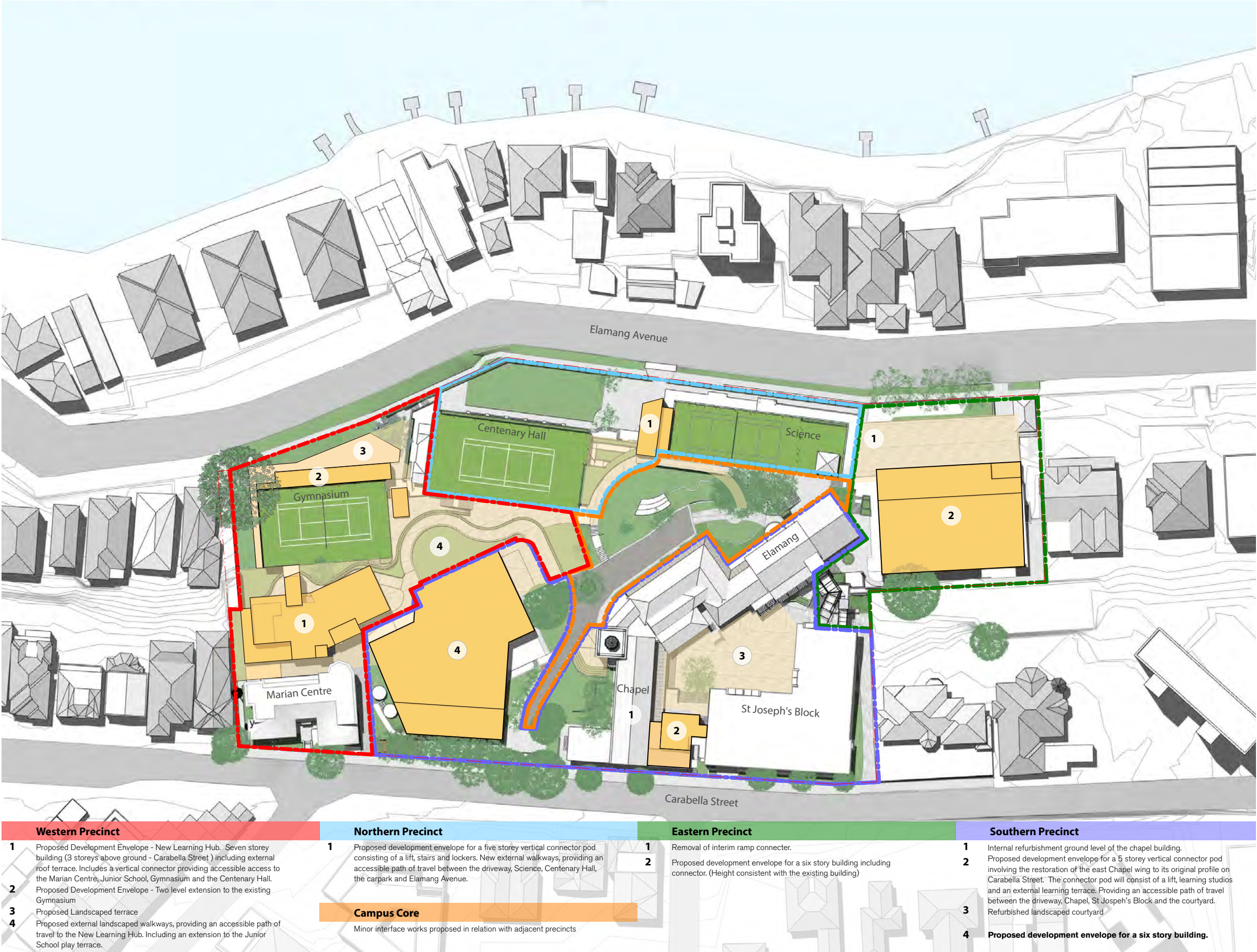


Concept Master Plan Overview

Campus Core:

The Campus Core is largely unchanged in the Master Plan, with the exception of the interface with the new circulation paths from the adjacent precincts and some minor landscaping works.

Due to the constrained site, every available outdoor area is considered for either recreational use or outdoor learning. Where new connections have been implemented the adjacent landscaping will be upgraded. The driveway will maintain its existing function as a formal (or ceremonial) visitor drop off and parking and a temporary parking area for the campus mini bus.





# Western Precinct

The Western Precinct includes the existing buildings of the Marian Centre, Block B and the Gymnasium with a Tennis Court located on the roof top of the Gymnasium.

## The Marian Centre

The Marian Centre, is 5 levels (3 storeys on Carabella Street Elevation and 5 storeys to the north within the campus) and currently consists of the following uses:

- Lower Ground 2 - classrooms with shared open plan area (currently used for Art)
- Lower Ground 1 - classrooms with shared open plan area (currently used for Art)
- Ground Level (Carabella Street Entrance) - classrooms with shared open plan area
- Level 1 - classrooms with shared open plan area
- Level 2 - an apartment for internal school use

Marian Centre has been recently refurbished to provide a more flexible approach to learning.

### Proposed Improvements:

Increased access to outdoor learning and connectivity to the Campus Core.

## Block B

Block B, located to the north of Marian Centre, is a 3 storey building, originally designed as a hostel/ private hotel, it is now used by the school for storage, offices and tutorial rooms. It is connected to Level 1 of the Marian Centre by an un covered concrete walkway.

### Proposed Improvements:

Block B will be demolished to provide a new development site for the Western Precinct.

## Gymnasium

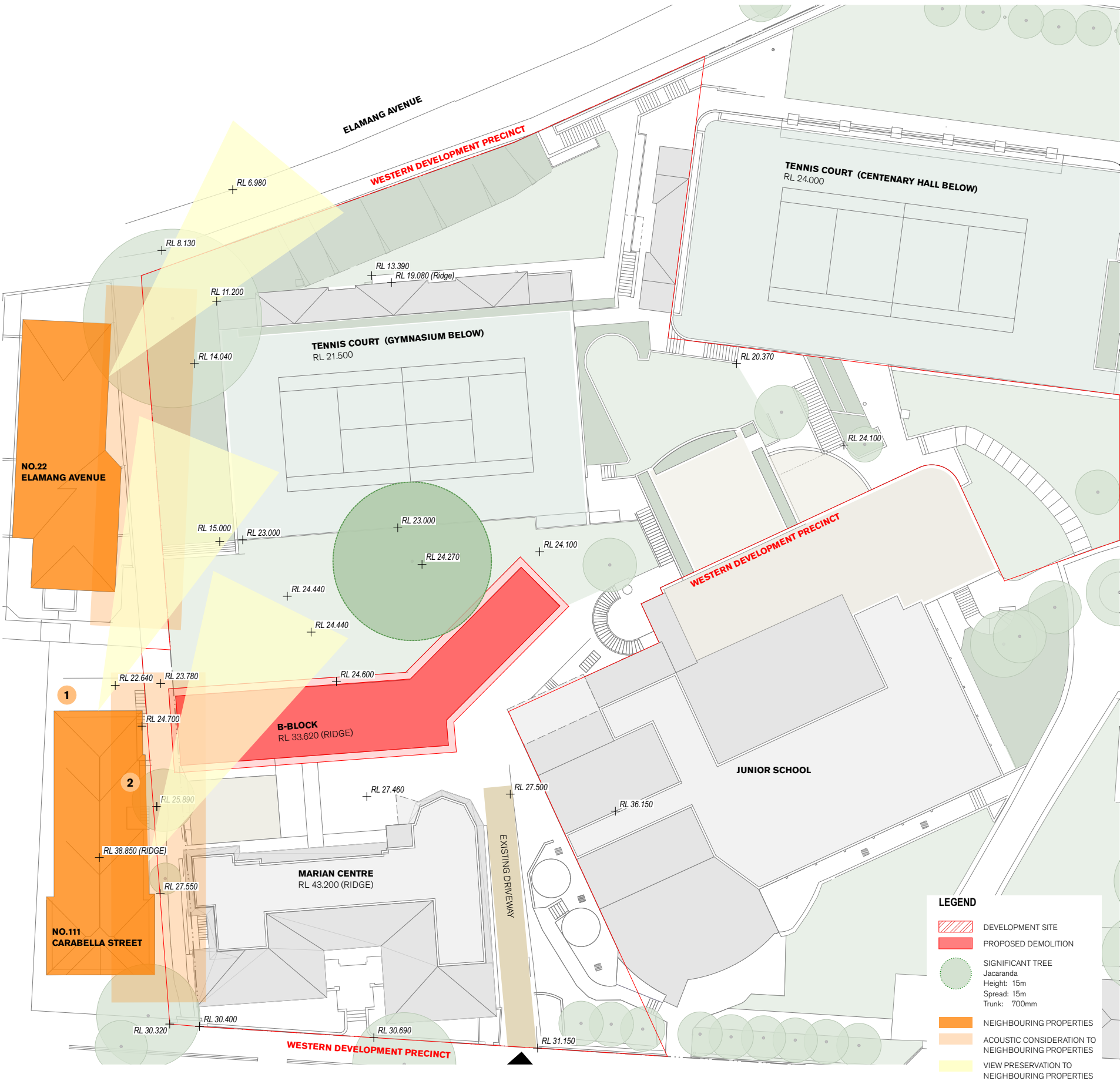
The Gymnasium located to the northern boundary of the site. The building consists of a double height sports court with associated storage, change rooms and weights. The access to the Gymnasium is difficult and non accessible.

### Proposed Improvements:

- Improved access from the Campus Core
- Improved emergency service vehicle access
- Increased accessibility for both students and equipment
- Upgraded change rooms
- Upgraded storage (and new storage to replace removed storage from Block B)
- Upgraded weights area
- New staff workplaces (to replace removed offices from Block B)
- New internal and external learning spaces as-associated with the gymnasium
- Better connection to Centenary Hall
- Improved sports court viewing



1 No. 111 Carabella Street - NE Elevation





A book end development site is proposed on the location of the existing Block B.

### Height

The new development site has been designed to follow the topography of the site towards the north. The envelope sits is predominantly within the 12m height limit which applies to this part of the school campus, however there are point exceedances to accommodate the lift, stairs and plant. The highest point of the envelope is the stair connection on the building's northern elevation, which has a height of RL 37.50 (14.5m).

The envelope sits well below the height of the existing Marian Centre fronting Carabella Street, thereby reducing any streetscape impacts.

The extension to the Gymnasium has a maximum height of 8.7m and is therefore within the 12m height control.

### Massing, Bulk and Scale

The envelope has been configured to respond to the alignments of the adjacent buildings on the campus providing appropriate clearances between the existing buildings to provide appropriate amenity.

### Setbacks

The Learning Hub is setback a minimum of 3.14m to the site's west boundary, consistent with North Sydney Council DCP which requires a minimum setback of 3m where non-residential uses are proposed adjacent to residential development.

Whilst there is a minor encroachment into the 45 degree setback plane, the encroachment has been ameliorated by setting the overall built form back from the boundary by over 3m.

### Open spaces and adjacent landscaping

Due to the constrained nature of the site, every possible external area is utilised for either circulation of teaching and learning. New walkways connect the Western Precinct from the Campus Core.

### Visual impact

The visual impact from the streets cape is minimised as the envelope sits within the profile of the Marian Centre. The new gymnasium extension envelope sits within the profile of the existing gymnasium. The envelope has been configured to consider views from both the surrounding context and from within the site.

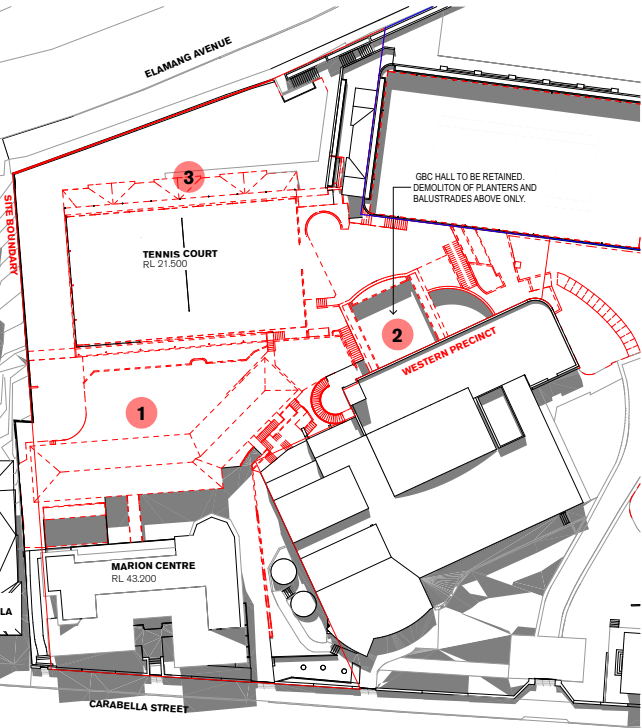
### Overshadowing

As the site is north facing, overshadowing is minimised. The envelope is set back to the western boundary to maintain solar access during core hours of 9.00am - 3.00pm.

### PROPOSED DEMOLITION

- 1 Demolition of B-Block, three storey existing brick building. Site excavation to the existing Gymnasium floor level.
- 2 Partial demolition of external stairs, landings, walkways and planters in between the Gymnasium, Centenary Hall and the Junior School.
- 3 Demolition of the existing Gymnasium facade

----- PROPOSED DEMOLITION



### PROPOSED DEVELOPMENT

- 1 Proposed Development Envelope - New Learning Hub. Seven storey building (3 storeys above ground - Carabella Street) including external roof terrace. Includes a vertical connector providing accessible access to the Marian Centre, Junior School, Gymnasium and the Centenary Hall.
- 2 Proposed Development Envelope - Two level extension to the existing Gymnasium
- 3 Proposed Landscaped terrace
- 4 Proposed external landscaped walkways, providing an accessible path of travel to the New Learning Hub. Including an extension to the Junior School play terrace.





# Northern Precinct

The Northern Precinct includes Centenary Hall and the newly refurbished Science Centre. Both existing buildings have sports courts located on their roofs.

## Centenary Hall

Accessible access to Centenary Hall is not possible from the Campus Core, only from the carpark located on the Elamang Street level. It is proposed to provide a new development site which will resolve this issue.

## Science Centre

The newly refurbished Science Centre, is also not accessible from the Campus Core.

The new development site located to the west of the Science Centre will also provide accessible access from the campus core.



**1 Potential Development Site 1**  
Site Area 500m<sup>2</sup>



**1 Harbour View from base of entry driveway**



**1 Harbour View from base of entry driveway**



**2 Harbour View from base of entry driveway**

