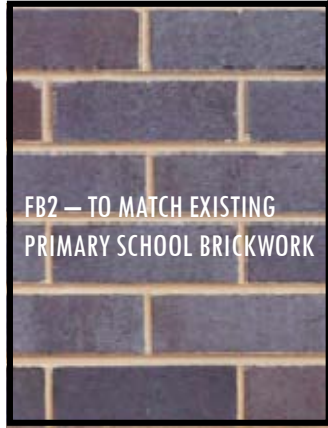
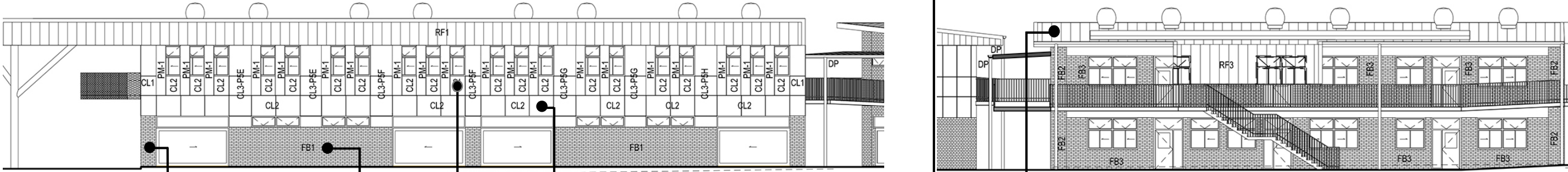
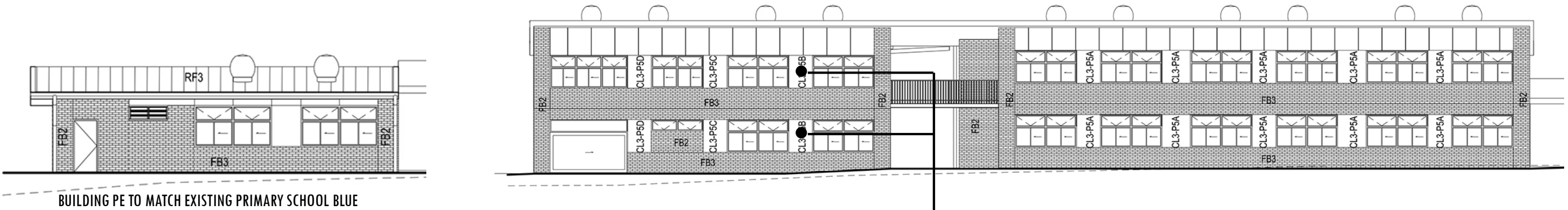
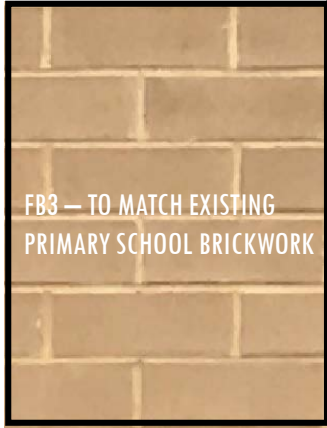


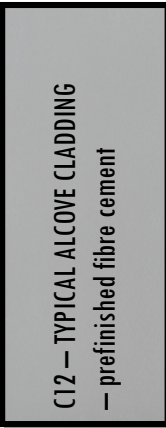
11 MATERIALS AND FINISHES
BUILDINGS PE+PF+PG



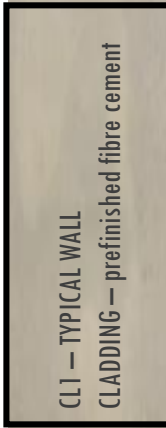
FB2 — TO MATCH EXISTING
PRIMARY SCHOOL BRICKWORK



FB3 — TO MATCH EXISTING
PRIMARY SCHOOL BRICKWORK



CL2 — TYPICAL ALCOVE CLADDING
— prefinished fibre cement



CL1 — TYPICAL WALL
CLADDING — prefinished fibre cement

P1A	P2A	P3A	P4A	P5A
P1B	P2B	P3B	P4B	P5B
P1C	P2C	P3C	P4C	P5C
P1D	P2D	P3D	P4D	P5D
P1E	P2E	P3E	P4E	P5E
P1F	P2F	P3F	P4F	P5F
P1G	P2G	P3G	P4G	P5G
P1H	P2H	P3H	P4H	P5H



RF3 — ROOF SHEETING AND CAPPING
Woodland grey to match existing



12 DESIGN STATEMENT – Draft SEPP Educational Establishments and Child Care Facilities 2017

Principle 1—context, built form and landscape

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

The design for the Oran Park Public School expansion and the proposed new Oran Park High School (Oran Park School) is based on information drawn from the site analysis and urban design principles that ensure the project is suited to its context and provides a positive streetscape response. The main buildings are designed to front both South Circuit and Holden Drive to create a street edge building with clearly defined entry points. This urban design element, along with the continuation of the street tree planting found in the surrounding suburb, are the elements that create a positive streetscape. The sloping site has been utilised to create the building layout. The middle school building has been angled to take advantage of the terrain and has the benefit of creating a tiered outdoor seating area on the western side. The buildings maximise their northern orientation and utilise appropriate sun shading to control solar gain. The main guiding principle for the landscape design is to provide a variety of external spaces that respond to the buildings, topography and orientation. A key design element of the landscape design is the inclusion of the Oran Park Raceway motif in the paving. This acknowledges the history of the suburb. The design report that forms part of this submission outlines these ideas in more detail.

Principle 2—sustainable, efficient and 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.

Oran Park School is designed around the principles of environmentally sustainable development. The building orientation, sun shading and passive thermal design elements are the first step to creating a sustainable building. This is further enhanced by the inclusion of a rainwater tank to be used for irrigation and toilet flushing, solar power and the selection of long lasting, low maintenance materials. The structural system for the building is a concrete frame. The benefit of this system is that the internal walls are non-loading bearing allowing for reconfiguration in the future if deemed necessary. The ESD report that forms part of this submission outlines these ideas in more detail including energy conservation, water conservation and other sustainability initiatives.

12 DESIGN STATEMENT – Draft SEPP Educational Establishments and Child Care Facilities 2017

Principle 3—accessible and 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.*

The site has been designed to provide an accessible ground plane with the main premise such that the number of stair only access point is reduced. The buildings are all served by ramps and/or lifts which create equitable access for all uses. The site layout is clear and simple, promoting easy and direct circulation. This will be enhanced by clear way finding signage. The layout of the various functions that can be used by the community have been designed so as to facilitate secure after hours use. The double court sized hall with stage is specifically designed to be used by community groups (pursuant to Clause 29(4) of the Draft SEPP). The library and performance spaces are located in the street edge building to allow easy access by the community.

Principle 4—health and safety

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

The Oran Park Schools design ensures that natural light, ventilation & acoustics are used to create healthy and safe learning and teaching environments. The school site is to be fenced at the boundary with the new High School buildings fronting South Circuit and Holden Drive used as the perimeter security. The High School has a main entry on Holden Drive that is clearly identified. There are multiple secondary entry and exist points that are needed to manage the large student numbers on the site. These points are secure and are open at the start and end of the day only. They lock during school hours to ensure that all visitors and students enter and leave via the main entry via during school hours.

Principle 5—amenity

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

The layout of both the public and high school campuses is designed around the principle developed through workshops with our education consultant Spacelogic and the project reference group. The principle is to provide a variety of teaching and learning spaces that have access to natural light and ventilation and have good room acoustics. Each learning area has a combination of large, medium and small learning spaces. This is complemented by a range of informal and outdoor learning spaces. Some spaces are designed to be multipurpose to cater for a range of school uses as well as community use. The layout of the school provides a perimeter street edge building that encloses the main outdoor activities. This has the benefit of protecting the amenity of the local neighbourhood and the safety of the students.

Principle 6—whole of life, flexible and 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.

The design of the site is based on the urban design and sustainability principles described in the points above. The key factors that ensure a building can be used well into the future are; Long lasting, low maintenance materials to ensure its use stand up to the impacts associated with school buildings, framed construction that allows the internal walls to be reconfigured in the future to adapt to future learning requirements and finally, providing a variety of learning spaces that have good amenity for the uses teachers, students & community. The Oran Park School design is founded on these principles.

Principle 7—aesthetics

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

The Oran Park School is designed to provide an articulated and dynamic built form. The buildings each have a robust masonry base with an articulated upper facade. The upper facade is based on varied module that moves in and out to provide the articulation and respond to the orientation. This is further enhanced by the gradation of colour as you move along the facades. The concept for this treatment comes from the original Oran Park Raceway that was located not far from the site. The idea of movement is expressed in the facades and the presentation to the street changes as the viewer's position changes. This idea, combined with the passive environmental principles described above, produces an aesthetic that is both dynamic yet responsive to climate and context. The volume of the buildings increases as it moves to the East towards the town centre. This massing is a positive urban design strategy that focuses towards the town centre and has symbolic meaning, as the senior school learning areas are located at the upper level with views back to the town centre. The form of the building has a strong street presence that will provide a sense of identity for the neighbourhood.