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ARCHITECT'S STATEMENT

Introduction

The masterplan for the expansion of Rouse Hill Anglican College (RHAC) has been developed for the Anglican Schools Corporation (ASC) to address the long term expansion needs of the school to provide high quality educational facilities for the community.

Masterplan

The design for the RHAC masterplan has taken into consideration a series of documents as noted below along with detailed site analysis and client briefing in regards to the current educational facilities, the site characteristics and context, and the long term pedagogical approach and vision for the school.

The scope of the masterplan for RHAC includes:

- Junior school area at north of site expanded via relocation and further student growth with 3 new classroom modules, new roadway and carparking and associated landscaped areas.
- Senior school area extended at south of site with demolition and replacement of previous 2 no. teaching modules with new teaching spaces including for specialist teaching streams, new roadway and associated landscaped areas.
- New library, multi-purpose building and associated landscaped areas shared between the junior school and senior school.

The configuration of the existing school is shown in figure 1 below.

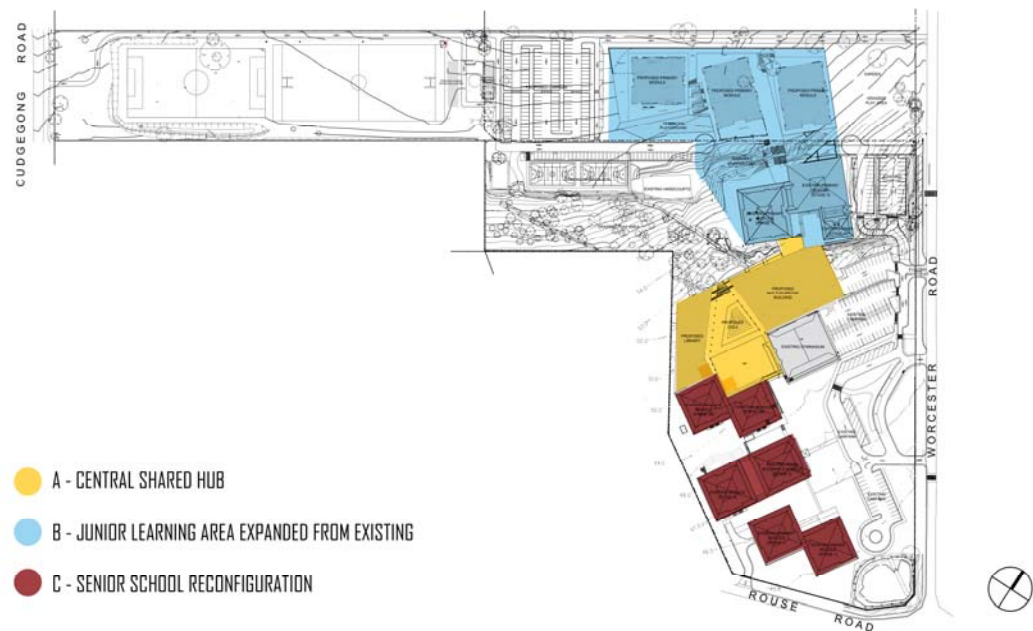


Figure 2 – Consolidated Zones

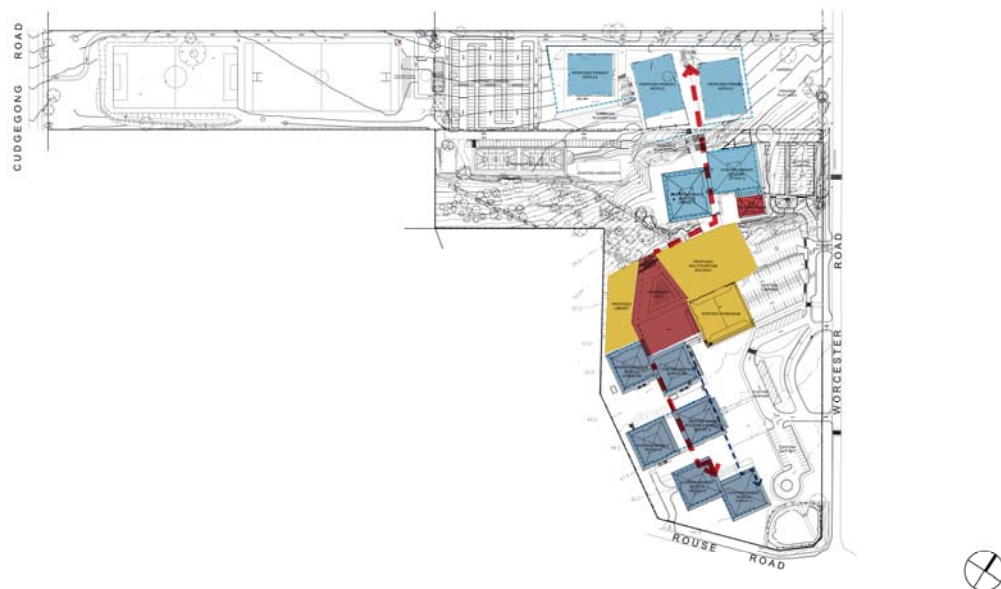


Figure 3 – Major Circulation

The other key move of the masterplan has been to shift vehicle movements to the perimeter of the site in terms of parent and visitor movements, deliveries and waste removal. This opens up the campus and allows it to be a pedestrian priority precinct which engages with the remnant existing bushland zones lending a lovely character and aspect to the campus, again reinforcing the four key principles of CPTED.

The zone in the centre of the site has been integrated into the existing buildings and pathways with the shared facilities and major gathering spaces for the senior and junior students. The masterplan landscape design across the campus zone weaves through the surrounding trees while following desire lines between Hub and Junior School for a more natural integration with its landscape; the frayed edges softening the transition between

hard and soft landscaping. This combination of hard and soft areas is woven in and around the buildings contributing to the qualities of the setting whilst reinforcing a clear wayfinding strategy across the whole site.

Junior School

The Junior School of RHAC currently exists in two parts. A portion is at the northern side of the site for years 3-6 and the more junior students are located in the far southern portion of the school in the original Blocks A & B. To facilitate the consolidation of the junior school into one area the school has purchased a lot to the north of the existing school. Refer figure 4 below.

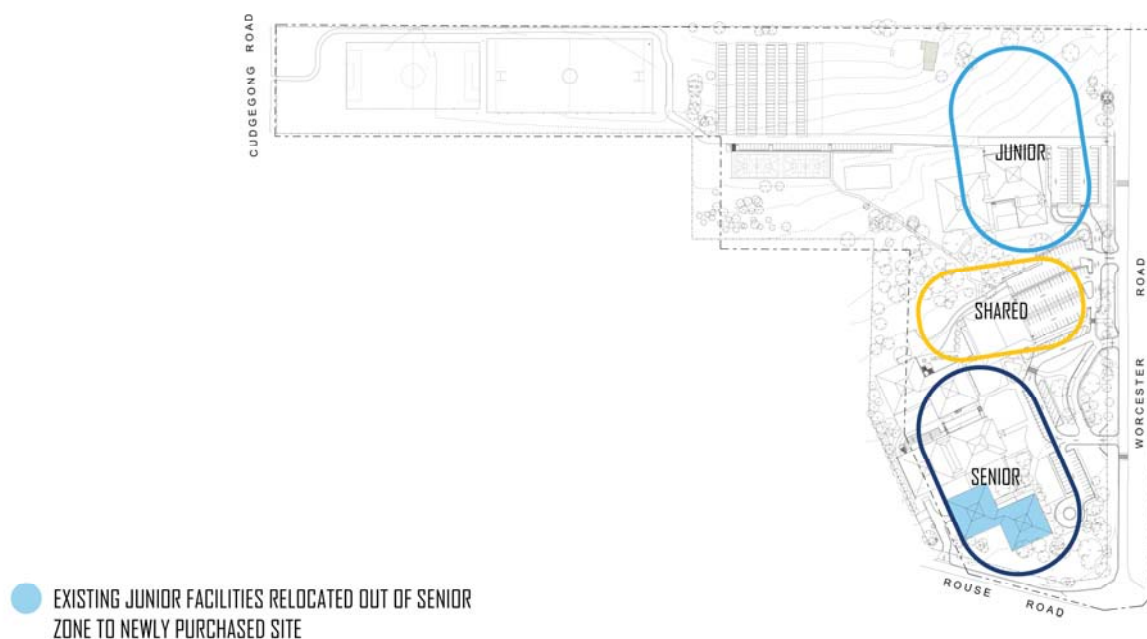


Figure 4 – Consolidation of junior school

The major design considerations for the junior school design are:

- Setting back the buildings substantially from Worcester Road to provide a major landscaped area at the front of the school which responds to the existing semi-rural character
- Carparking and drop off/collection points have been positioned to the west of the proposed buildings to provide queuing areas on school property and minimise the visual impact of the carparking on the street frontage.
- Balance between cut and fill of Junior School area, with no intentions to import new fill, but to reuse cut.
- Junior School buildings follow the site topography embedding the relationship of the buildings to the existing landscape.

- Minimal impact of the Junior School rooves on the northern elevation. Junior School buildings at similar heights to existing school buildings, that is, similar veranda and roof heights.
- Junior School roof falls at 12°, similar to existing school rooves to maintain consistency.
- Road and retaining wall levels designed at a suitable height to allow sunlight into northern classrooms during winter solstice.
- Wall batters to minimise impression of high walls and to conceal elements such as the canteen, storage and bin stores on the eastern elevation and the plants on the western elevation.
- Terraced playground to soften impression of Junior School buildings on the lower buildings.
- Materiality – two brick types. A darker brick base and a lighter brick band on top to match existing school buildings.
- Roof materiality – colour to match existing school roof to maintain consistency.
- Roof pops to allow light into classrooms and central learning spaces, with blades directing southern light into spaces, whilst shading the harsh western light from entering learning spaces.
- Columns to replicate existing school columns, column brick base to align with building brick base to continue language of existing.
- Canopy to shelter main desire lines between blocks, with column design which mimics the surrounding trees.
- Outdoor learning or amphitheatre spaces in between Junior School blocks
- Tunnel through terrace playground to lift access.

Senior School

The majority of the buildings in the southern end of the site are existing. To provide the expansion for the senior school building the original Blocks A & B are proposed to be demolished and replaced with a consolidated building which accommodates many of the senior schools' VET and specialist facilities.

The proximity to the existing delivery and waste collection access point from Rouse Road was a key consideration in the relocation and placement of new elements with these functions in the southern portion of the site. Across the senior school, this allows for a consolidation of the various teaching departments (figure 5) whereas at present these are highly dispersed due to the nature of the original staging of the school (figure 6).

In line with one of the CPTED principle of Space Management, articulating the circulation and movements of delivery trucks, waste collection and other heavy vehicle movements in the Senior School zone is a key strategic safety measure, based on the notion that older children, senior school age, are far more aware and able to negotiate the potential dangers of vehicular movements when in the same vicinity.

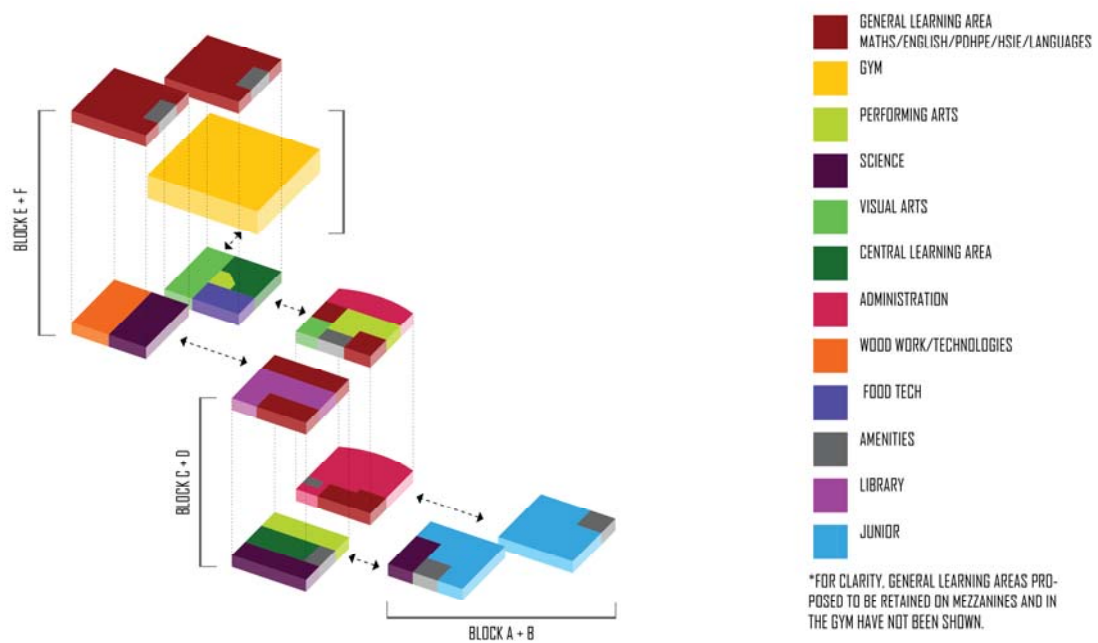


Figure 5 – Existing Senior School Teaching Relationships

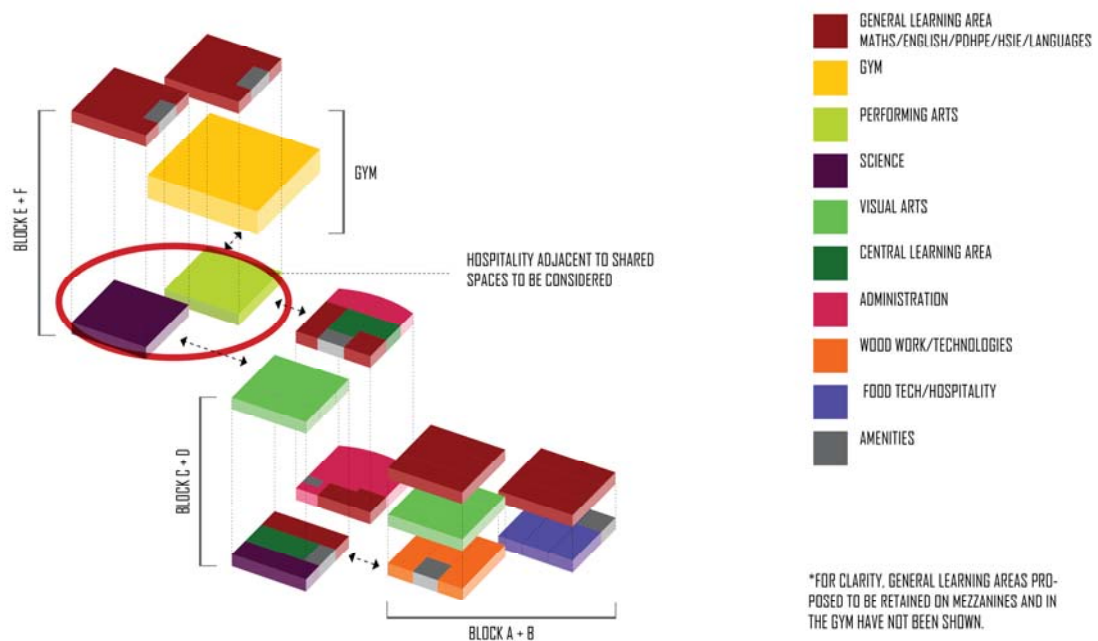


Figure 6 – Proposed Senior School Teaching Relationships

Shared Zone – Junior and Senior School Key Nodal Interface

The shared facilities for the school have been consolidated into the middle of the site adjacent to the Gym. This area is a key gathering space for the students and the broader school community for events and other activities. The new library and multi-purpose hall have been designed to be multi-use, flexible and positioned to relate to both the gym and other outdoor spaces. This facilitates the ability to open and access all these spaces together as a unified area for large scale uses and then configure it in multiple ways for smaller scale activities.

- Library –
 - Central ramp to allow access onto 1st floor of existing senior module from existing ground level.
 - Extension of balcony from existing senior module to library mezzanine level to better the connection between the two buildings.
 - Materiality - two brick types. A darker brick base and a lighter brick band on top to match existing school buildings
 - Roof materiality – colour to match existing school roof to maintain consistency.
- Multipurpose Hall –
 - Multipurpose hall height similar to existing gym.
 - Multipurpose roof fall towards school entrance. Earthen berm continues roof fall towards ground, allows a more natural transition to become part of the landscape. Softens the impression of building mass in landscape. Earthen berm/soil good insulator of noise for rehearsal spaces from road and carpark.
 - Proposed bridge to connect 1st floor of existing senior module to existing gym and proposed multipurpose hall mezzanine levels, efficient flow to mezzanine levels.
 - Roof materiality – colour to match existing school roof to maintain consistency.
- Proposed colonnade design to have a steady transition from existing columns. From a brick base to gradually no brick base to allow a connection with existing surrounding buildings.
- Covered Learning Area shelter amphitheatre spaces with a structure that mimics the surrounding trees.

Educational Facilities Standards and Guidelines

State Environmental Planning Policy (Infrastructure) 2007 references the School Facility Standards for consideration relative to design issues. Whilst the noted standards have been superseded the design for RHAC has considered the NSW Education Educational Facilities Standards and Guidelines (EFSG) which are the updated version of the School Facility Standards. In addition the ASC have also developed a series of design guidelines which vary from the EFGS where they are looking for particular areas of improvement. As noted in the website introduction to the EFSG these are not an exhaustive list of design opportunities so this is not considered to be a conflict with the standards:

While the EFSG documents provide matters for consideration and minimum standards for the elements of a building project, the materials and building practices detailed are not exhaustive. These documents are not intended to limit facilities planners and designers, in consultation with project stakeholders, from exercising creativity in providing alternative solutions within the available project budget.

The RHAC design has addressed the minimum requirements of the EFSG and the guiding intent of the sections that are relevant to the current level of detail at a masterplanning stage. The guides that address more specific details for the development and

documentation of the design will be reviewed and incorporated in the subsequent phases of the RHAC development.

SEPP EECC 2017 Education Establishments and Child Care Facilities (previously Draft Better Schools Design Guide)

The State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 has referenced the Draft Better Schools Design Guide for consideration relative to design issues. The recent Gazetting of the State Environmental Planning Policy - Educational Establishments and Child Care Facilities 2017 introduced proposed changes to permit minor expansions of schools on existing sites as complying development. The policy also introduces seven Design Quality Principles;

1. Context
2. Sustainable, efficient and durable
3. Accessible and Inclusive
4. Health and Safety
5. Amenity
6. Whole of Life Flexible and Adaptive
7. Aesthetics

The design considerations for the proposed development addresses each of these principles to provide purposeful, site responsive design in keeping with the existing design qualities of the Rouse Hill Anglican College, whilst addressing the core principles of the SEPP EECC 2017. As required Accessibility, ESD, Whole of Life Flexibility and Adaptability, Amenity and Aesthetics have been addressed in the design and the various appendix reports in coordination with the relevant consultants.

Crime Prevention Through Urban Design

The design of the Rouse Hill Anglican College masterplan has at its core, the four key principles of Crime Prevention Through Urban Design; Surveillance, Access Control, Territorial Reinforcement and Space Management.

Australian Children's Education & Care Quality Authority 2011 (ACECQA)

The design of Rouse Hill Anglican College has been designed to encompass the health and wellbeing of children, as set out in the Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011 to provide current and relevant spaces for the Pre-K, Junior and Senior Schools, providing flexible spaces for new forms of pedagogical practice, in particular Part 4 Operational Requirements with specific attention to Part 4.3 Physical Environment.

Summary

The masterplan for the expansion of Rouse Hill Anglican College (RHAC) has been developed for the Anglican Schools Corporation (ASC) to address the long term expansion needs of the school by providing high quality educational facilities for the region's growth.

The consolidation and space management of the three main zones across the masterplanned site; Junior School, Senior School and Central Hub / Library addresses the long term expansion goals of the college to reflect the growing community needs and future educational infrastructure demand in the area. The consolidation of the Junior School and Senior School with connections to the central learning areas; library and multi-purpose hall providing the central interface for the school community, is a clearly articulated site strategy with logical wayfinding and considered integration of existing facilities with the new facilities design.

The design for the RHAC masterplan has taken into consideration a series of documents as noted within this statement along with detailed site analysis and client briefing in assessing the current educational facilities, the site characteristics and context, and the long term pedagogical approach and vision for the school. The design response intends to enhance the positive qualities of the site's rural location and setting positively to achieve environmental, social and economic outcomes for the school and the greater community.

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