



Education



CONTENTS

- 
1. Introduction
 2. Context Analysis
 3. Site Analysis, Opportunities & Challenges
 4. Site Images
 5. Existing buildings
 6. Site Strategies
 7. Architectural design statement
 8. Area Calculations
 9. Design Statement – SEPP Educational Establishments and Child Care Facilities 2017



Education



1 INTRODUCTION



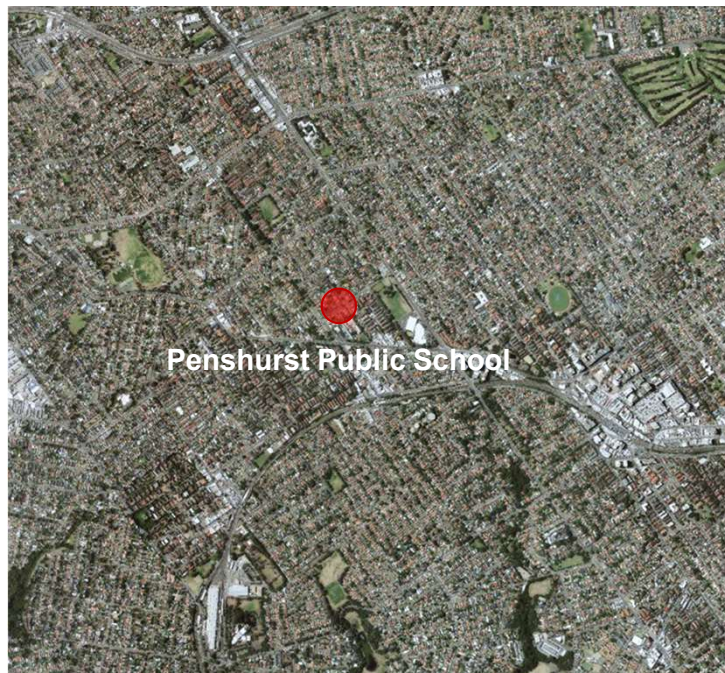
South-west corner of the site from Forest Road

Penshurst Public School is located on the corner of Arcadia Street and Forest Road in Penshurst.

Penshurst Public School Upgrade will result in doubling the size of the school bringing the total student number to approximately 1,000. The project will also provide appropriate core facilities and replace existing demountable classrooms with permanent facilities in line with the Department's *Education Facilities Standards & Guidelines* and to facilitate 21st Century and Future Focused learning.

During the Concept Design phase of the project, eleven concept options were developed for evaluation by the Department of Education. The options explored a range of scenarios, including retention of all existing buildings, retaining some existing buildings and complete replacement. Achieving a play space of 10sqm per student was paramount.

The design proposal entails complete demolition of the existing school and replacement with a much larger new facility. The project will result in the school site being inaccessible to students and staff throughout construction, and therefore a temporary "Pop Up" school is required at another school site in the locality. This will be subject to a separate planning process and does not form part of this SSD DA.



Satellite Image of Southern Sydney



Penshurst Public School Site



Education



2 CONTEXT ANALYSIS



- 01 St Declan's Catholic School
- 02 Georges River College
- 03 Penshurst West Public School

- 04 Penshurst Train Station
- 05 Hurstville Aquatic Leisure Centre
- 06 Penshurst Park

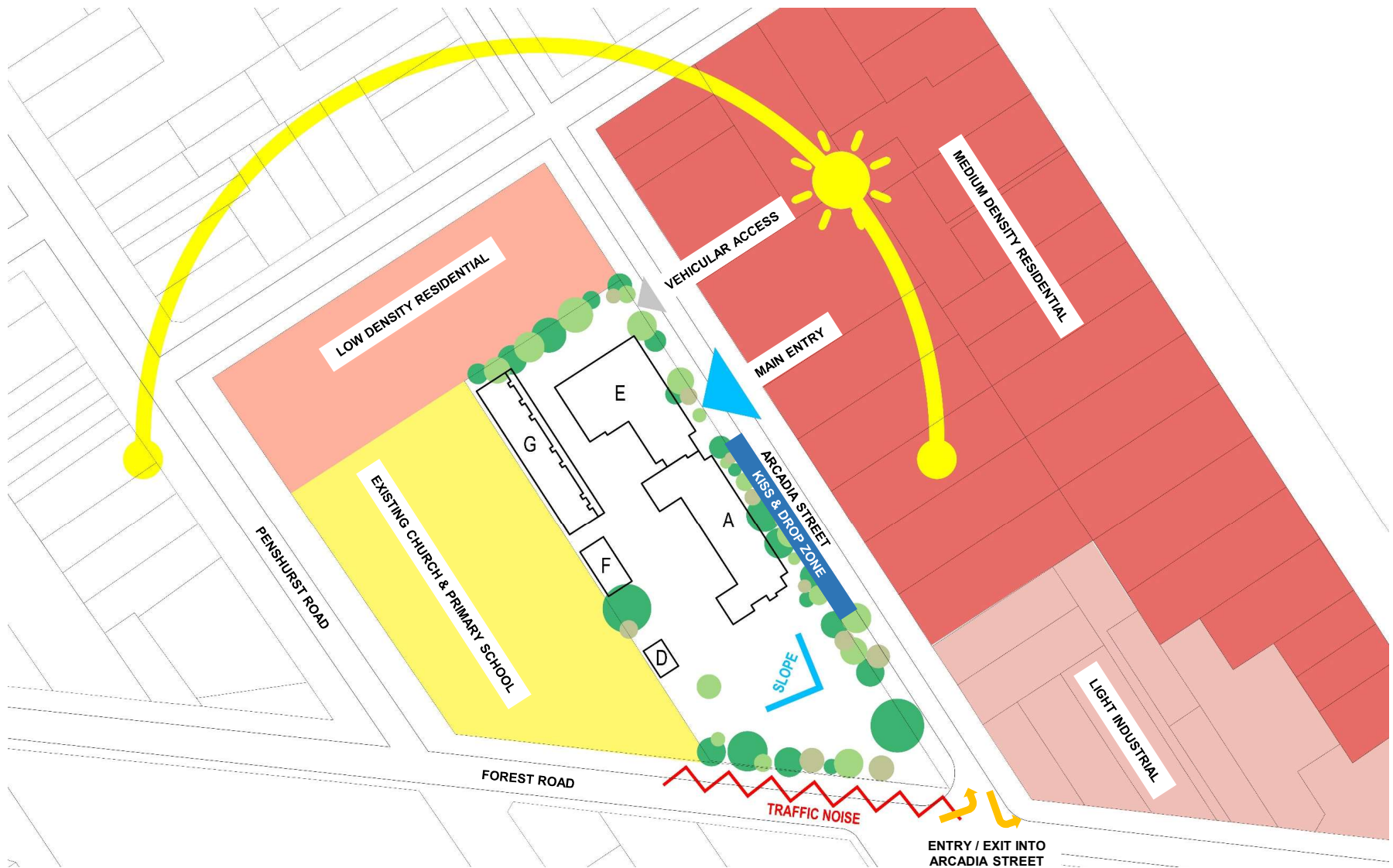
- Penshurst Public School
- Penshurst Road
- Forest Road
- Local Roads



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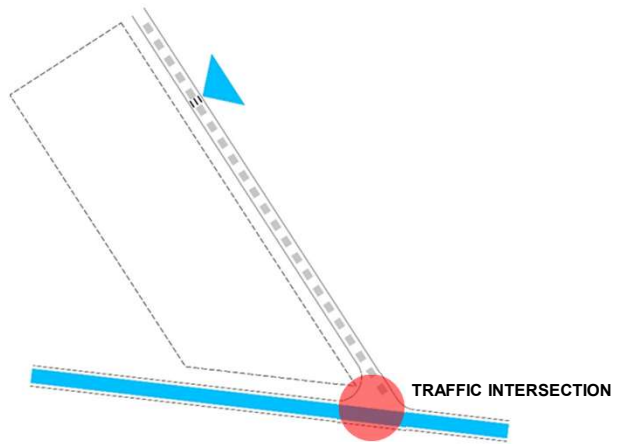
3 SITE ANALYSIS , OPPORTUNITIES & CHALLENGES



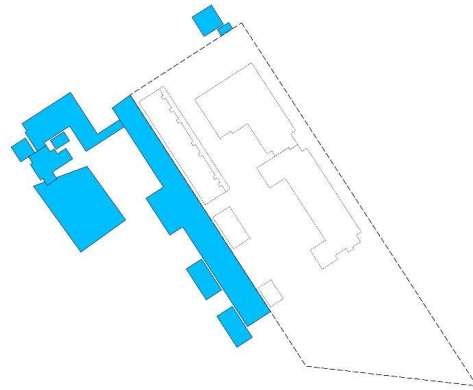
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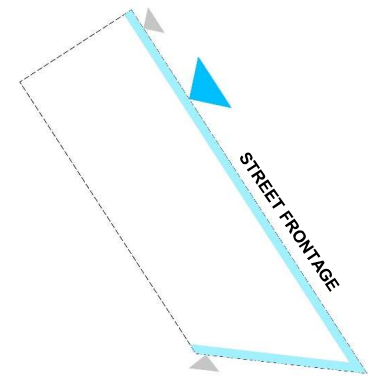
3 SITE ANALYSIS , OPPORTUNITIES & CHALLENGES



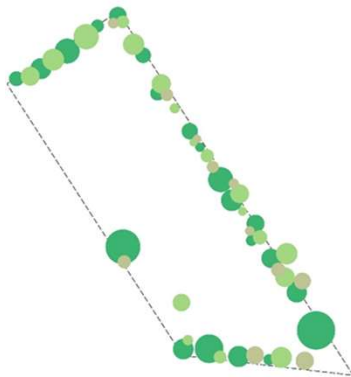
TRAFFIC FLOW & DROP OFF



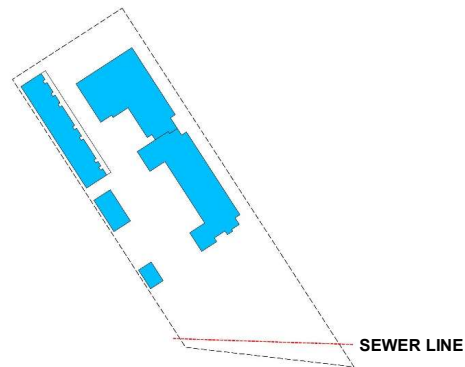
NEIGHBOURING PROPERTIES



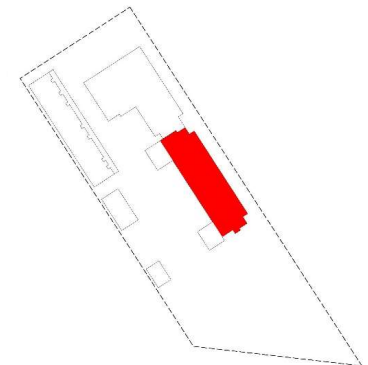
STREETSCAPE FRONTAGE & ENTRIES



EXISTING VEGETATION



EXISTING BUILDINGS & INFRASTRUCTURE



HERITAGE BUILDING

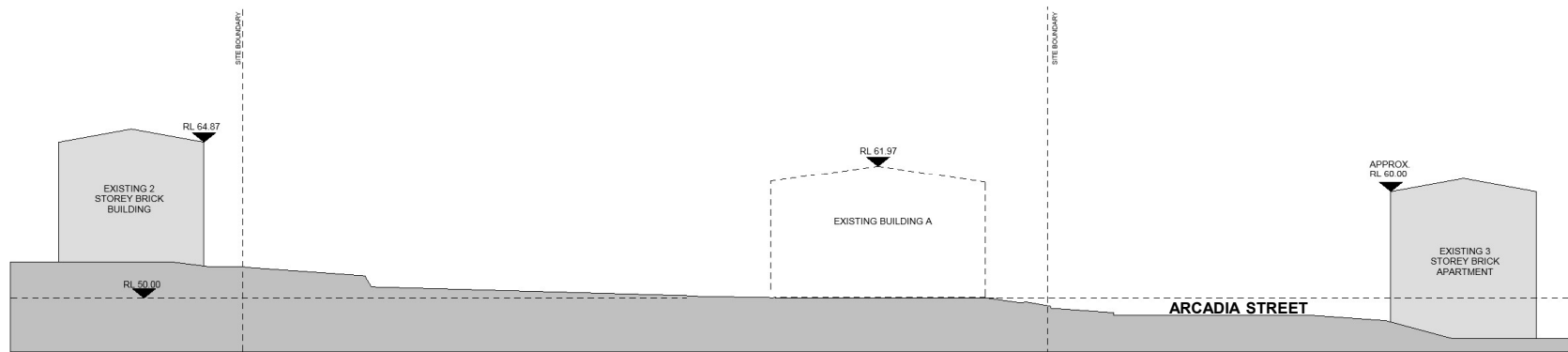
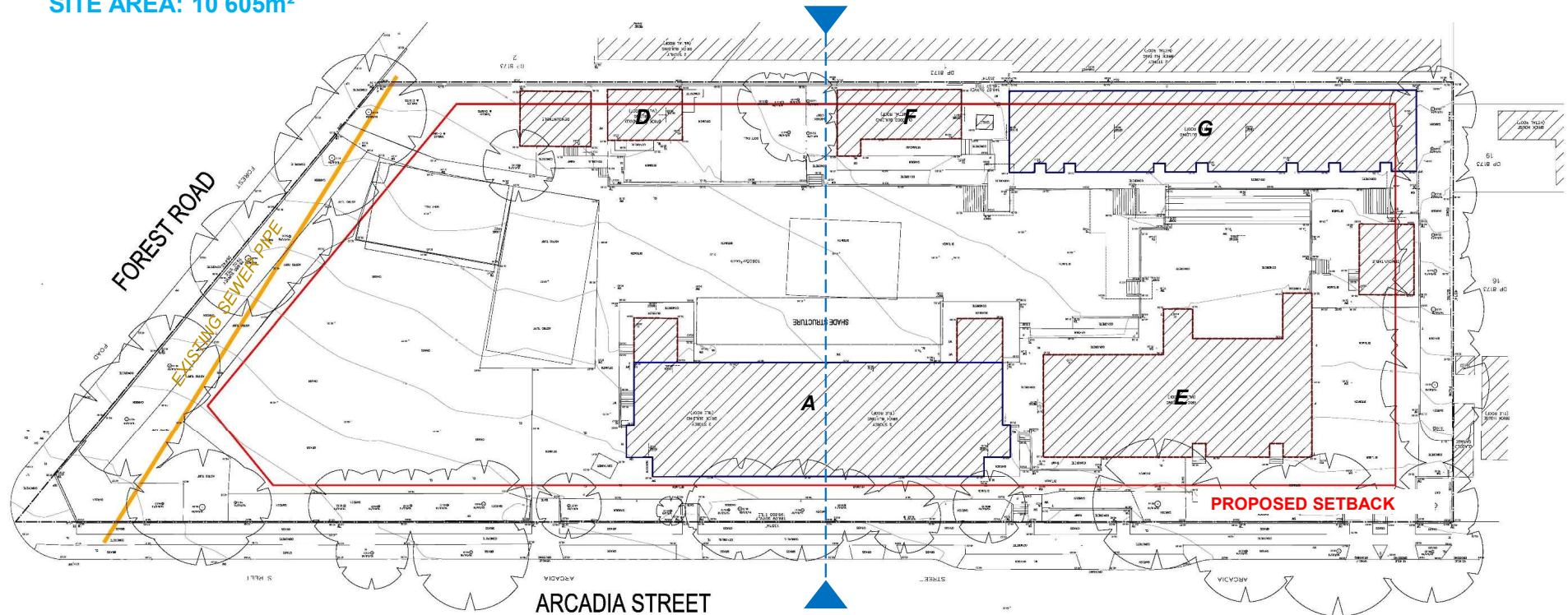


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3 SITE ANALYSIS , OPPORTUNITIES & CHALLENGES

SITE AREA: 10 605m²



TYPICAL SITE CROSS SECTION

NOT TO SCALE



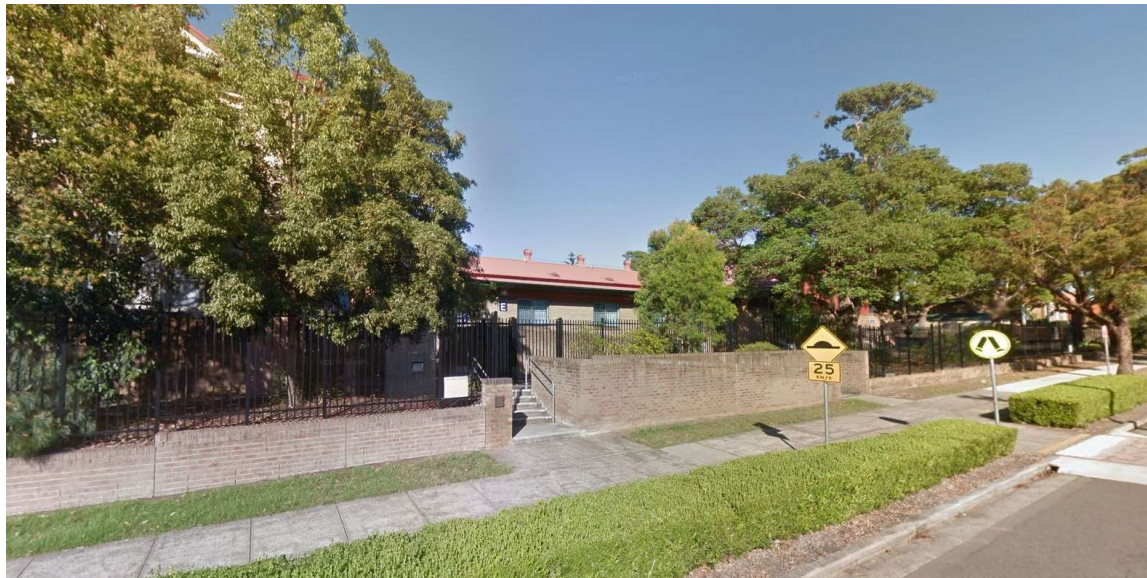
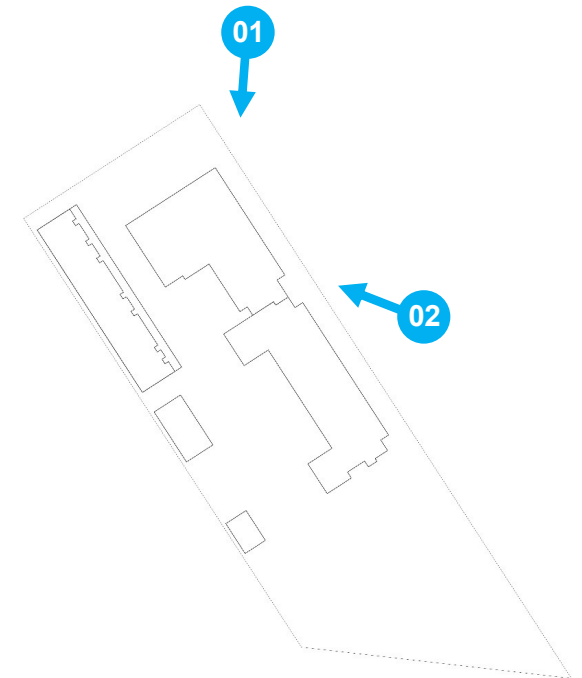
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4 SITE IMAGES



01.

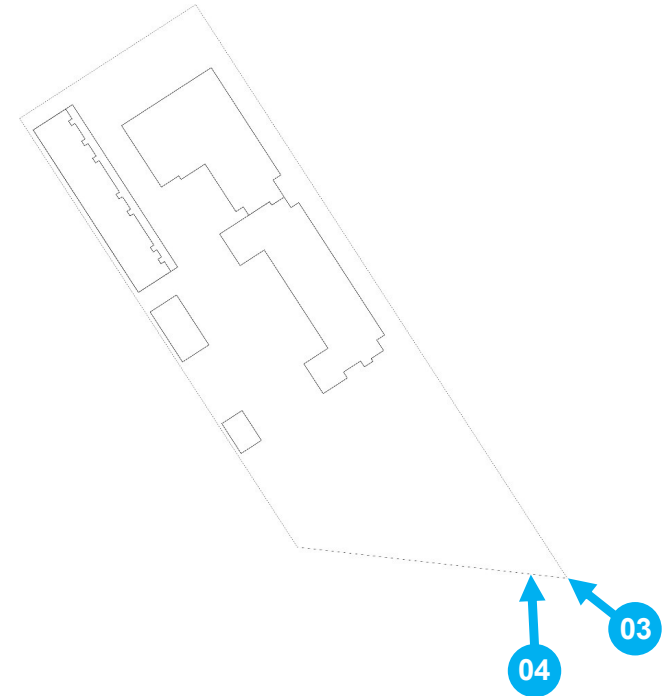


02.

4 SITE IMAGES



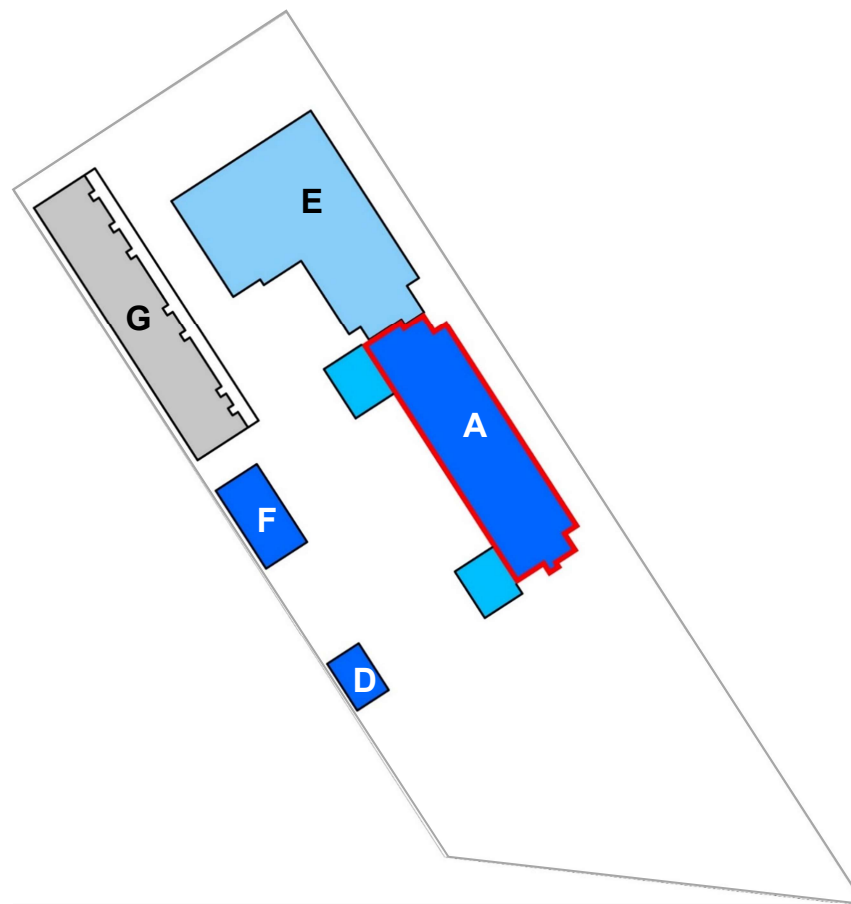
03.



04.

5 EXISTING BUILDINGS

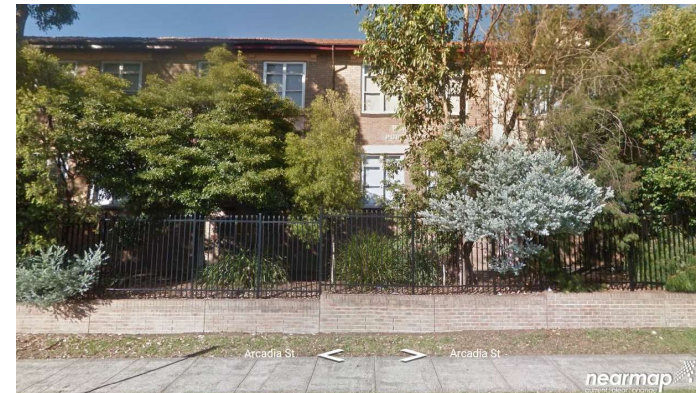
Date	Building	Description
1925	A	The school's first building with it's principal frontage to Arcadia Street, Building A is listed as a heritage item in the Hurstville LEP 2012. It is constructed of brickwork with rendered dressings and has a gabled tiled roof. The original windows have been replaced and modifications made to the roof.
	D&F	Buildings D and F were built at the same time as Building A. These ancillary structures do not have any heritage classification.
1980		Two external additions to Building A providing additional student amenities. Face brickwork and metal roofing.
1999	E	Hall and Administration. Face brickwork and metal roofing.
2010	G	Classrooms, built as part of the BER program. Face brickwork and metal roofing
		Heritage Item



5 EXISTING BUILDINGS

BUILDING A

General Learning /
Library



BUILDING E

Administration / Hall

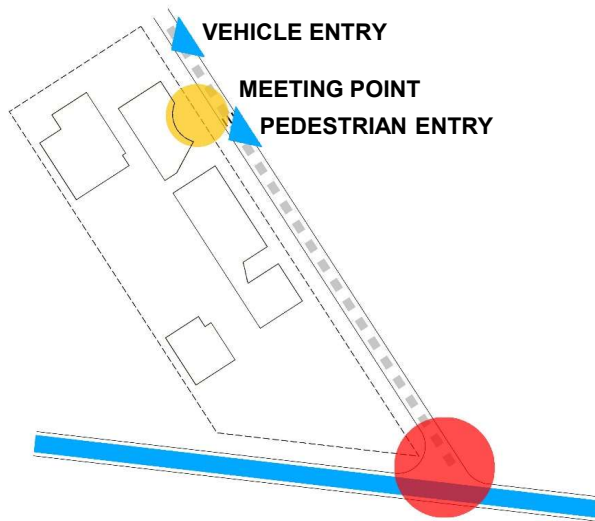


BUILDING G

General Learning



6 SITE STRATEGIES



ACCESS

Location

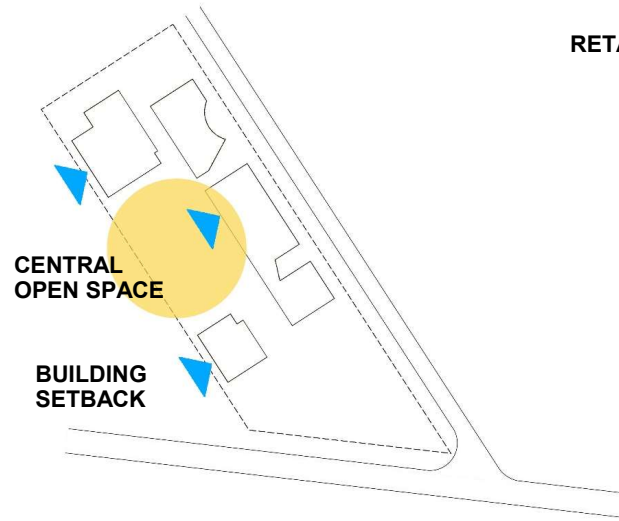
Existing entry points retained

Pedestrian

Clear and well defined pedestrian entry acts as a meeting point.

Vehicle

Vehicle entry distanced from intersection of Forest Road and Arcadia Street.



URBAN DESIGN

Building Setback

Building facades facing adjacent school minimised and setback from the boundary to reduce encroachment.

Open Space

Main new building volume aligned to the east, creating a central open play area.



TOPOGRAPHY

Site Levels

Utilise site contours to minimise earthworks.

Open Space

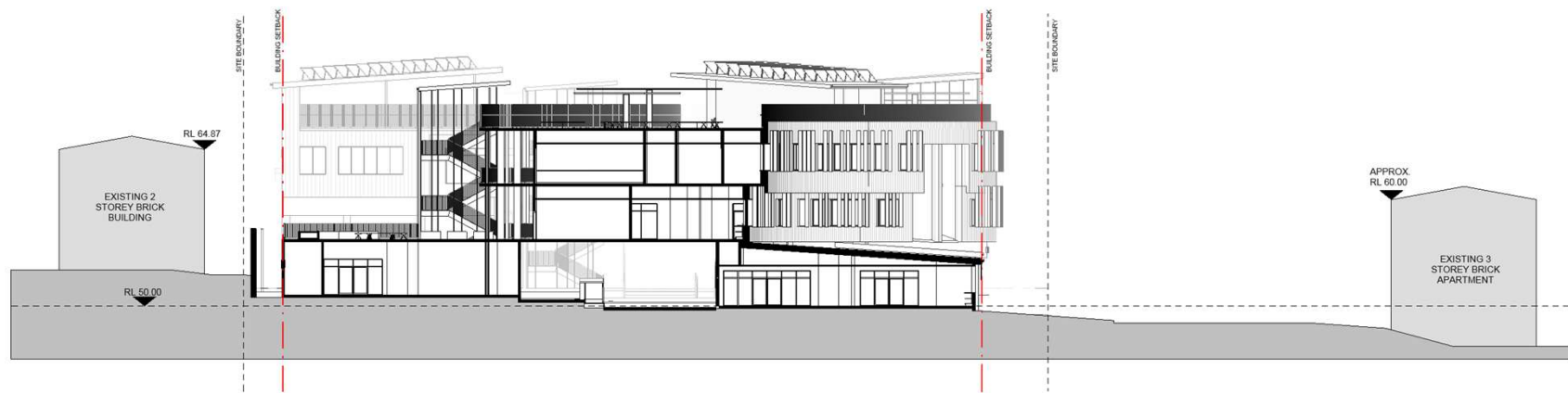
Maximise retained trees



Education



6 SITE STRATEGIES



URBAN DESIGN

Building Scale

To match existing streetscape and neighbouring school.

7. ARCHITECTURAL DESIGN STATEMENT

Penshurst Public School is located on Arcadia Street Penshurst. The surrounding area is generally residential, with a mix of detached and medium density (residential flat) dwellings. The immediate western neighbour is St Declans' Catholic School. South of the school site, on the opposite side of Forest Road, are commercial properties. Penshurst local commercial centre and train station are nearby.

The existing Penshurst Public School buildings are of diverse age and character, and are all proposed for demolition. The replacement school buildings will incorporate a full range of contemporary school facilities including learning spaces, hearing support unit, library, hall and outdoor learning and play spaces to accommodate up to 1,000 students.

The new school building will be a total of four storeys in height. Ground level elements are rectilinear in form, split into four separate parts and located at the site edges to create a central open space. These parts are connected by a three storey linear, sinuous form above.

The main school entry will be retained in the current location on Arcadia Street. The Library will be on the north side of the entry and the Administration areas on the south. The Hall and Canteen are located in the north-west quadrant, and Learning Spaces at the south. Learning Spaces are provided on Levels 1 and 2 above. The third, roof top, level is open to the sky, and will be used for active play.



7. ARCHITECTURAL DESIGN STATEMENT

Site and context



The overall site area is 10,605sqm. The site is broadly rectangular in shape, approximately 170m long and 60m wide. The long north-eastern boundary adjoins Arcadia Street, and access to the school is from this street. The southern boundary to Forest Road is angled. The site falls from north-west to the south-east, and the total change in level across the site is seven metres.

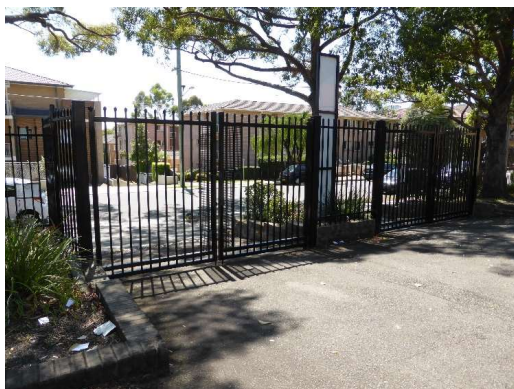
St Declans' Catholic School is located on the adjoining western property. The remainder of the surrounding area is principally residential. The northern neighbours are single storey detached residences and the buildings on the east side of Arcadia Street are three and four storey "walk-up" residential flat buildings. St Declans' school buildings adjoining the Penshurst Public School site are two storey, located approximately three metres from the shared boundary. Due to the topography, these buildings visually dominate the Penshurst PS site.

There are numerous mature trees around the perimeter of the school site which make a significant contribution to visual amenity of the neighbourhood, and the design for the new school preserves these positive elements.

Site setbacks have been determined through analysis of the site conditions, considering existing trees, neighbouring buildings and the noise impact of traffic on Forest Road.

Trees at the north of the site provide a landscape buffer between the school and the neighbouring residences. Trees at the south of the site provide a landscape buffer to Forest Road and contribute to the amenity of the School's outdoor play space. The north, east and south boundary setbacks make provision for the tree protection zone of the trees to be retained in those areas.

A number of existing trees on the Arcadia Street side will be adversely affected by construction works. The landscape design provides for the removal of those trees, and replacement with new trees. The southern portion of the site has been designated as open, naturalistic, informal play space.



The west boundary setback is three metres, as are the buildings of St Declans from the shared boundary. In combination these setbacks achieve a separation zone of minimum six metres between the neighbouring buildings. This strategy ensures that daylighting is not compromised and allows for openings in the external wall of the new building without the need for additional fire protection measures.

The principal pedestrian entry to the school will be retained at the current entry location on Arcadia Street. Vehicle access to the school and car parking will be retained in the current location at the north-east of the site. The car park area will provide separation between the new building and the northern residential neighbour.

Acoustic investigations identified that traffic noise from Forest Road has the potential to adversely affect functionality of learning spaces. Retaining the southern part of the school site as open space will reduce the effect of external noise sources on the new learning spaces.

These measures respect the existing views and vistas from neighbouring properties, and will ensure the new school design preserves and enhances the current landscape setting.



Education



7. ARCHITECTURAL DESIGN STATEMENT

Building form

The new Penshurst PS building relates appropriately to the immediate context through matching the scale of the existing streetscape and neighbouring school buildings. The form of the new building is articulated to reduce the perceived bulk and scale, complemented by variety of material and colour.

The design of the new building juxtaposes rectilinear forms at street level with a gently curved form above. The single storey ground floor elements are expressed as rectilinear volumes, fragmenting the building form and providing visual interest at street level. The sinuous upper levels appear to float above, the setback distance from the boundary varying along the street frontage. The primary convex curve aligns with the pedestrian entry, forming a sheltered entry zone and providing visual emphasis on the entry point to enable intuitive wayfinding. This is enhanced by the vertical extension of the entry space and use of bold colour on the inner surfaces.

The entry space extends vertically through the building to the rooftop play level. Visual connection between the ground and upper storeys is achieved via openings at Levels 1 and 2. At Level 3, a visual link with the ground level entry is achieved via glazing and a mirror on the roof soffit.

The design proposal includes diversity of forms, spaces, materials and colours, strongly associated with particular functional areas. This diversity will enable students, staff and visitors to experience variety and enjoyment as they move around the school.

The eastern, street, façade is conceived as a boundary between the school and the street, or public space. A variety of school functions are accommodated in the building adjacent to Arcadia Street, including Administration, Library and Learning spaces. These diverse functions are expressed in the building façade through form, materials, fenestration and sunshade blades, creating variety and interest to the streetscape.

The central ground level open space will be the major orientation point within the school. This space can be used for assembly, games and informal student activities.



The school buildings screen this space from Arcadia Street, creating a strong sense of place. On the north it is bounded by the COLA which connects directly with the Hall. At the east, steps and ramps connect this space with the school street and covered outdoor spaces at the north and south.

The “internal” school facades surrounding the central open space are designed with a generous, visually open façade and incorporate outdoor learning spaces. These attributes will support the creation of a cohesive school community.

The Hall will be located in the north-west corner of the site. This area will be excavated to align the Hall floor level with the central assembly and games area, mitigating the impact of the building volume on the northern and western neighbours. This approach will reduce the apparent height of the building, and the existing mature 10-16mH trees at the north will further ameliorate visual impact.

The overall bulk and scale of the building suits the scale of the street and is consistent with neighbouring buildings. The address to Arcadia Street is consistent with the residential flat buildings opposite. At the west side, the height of the new building aligns with the existing St Declans’ school buildings.



7. ARCHITECTURAL DESIGN STATEMENT

Access

The principal pedestrian school entry is located on Arcadia Street. The design of the entry provides a clear, generous and inviting address to the school as well as optimising orientation of the school towards Arcadia Street.

Vehicle access to the school site and car parking will be retained in the current location at the north-east of the site.

The pedestrian entry is designed with control points (gates) at the site boundary and at the point of access to the central open space. Administration is accessible from the pedestrian entry zone, and the Clerical Office has visual connection to both the entry and the school street. This arrangement will enable the School to manage the access of Students and others into and out of the School in a controlled manner.

The layout of the school allows for ease of connection and wayfinding to and through the site. The pedestrian entry leads to the main school “street” which runs parallel with Arcadia Street from the north to south of the site and connects directly to the central level area for assembly and games. The Hall and Canteen are located at the north-west, and learning spaces at the south. Circulation at all levels adjoins the central open space, designed with visual connectivity to support passive observation and personal safety.

Penshurst Public School has been designed for accessibility throughout. An accessible walkway connects the street level pedestrian entry to the internal school “street”, which in turn is connected to the various ground level spaces by accessible ramps. The entry zone has a visual connection to the central open space, enabling people to orient themselves when they arrive at the school. A centrally located lift connects all levels of the building. An accessible car space is included in the car park area, with direct pathway link to the north end of the main school “street”.

The Hall, Games court/assembly and Library area are located to facilitate access by the community.



7. ARCHITECTURAL DESIGN STATEMENT

Open space, Play space, Outdoor areas

The design solution integrates landscape and built elements in an urban design informed approach. Existing trees and new tree plantings at the site perimeter will form a permeable “green” screen, defining the boundary between public spaces and the “school only” spaces. Circulation routes and open spaces within the school site are highly permeable, creating both physical and visual connections.

A variety of outdoor learning and play areas have been incorporated in the school. These are designed as open, uncluttered spaces to optimise flexibility of use by different student cohorts over time and to support passive observation. Active play space is provided at Ground Level and on Level 3 (roof top). Amenities are provided at all levels, clearly identified through consistent cladding material and colour.

Buildings are located toward the site edges to create a consolidated central open space. At ground level, the building form subtly divides the open space to define two distinct active play zones, a paved central assembly and multi-purpose games court area and a more informal play space at the Forest Road end of the site. The whole of the open areas at ground level are able to be observed from a single point on the school street.

The central open space will have a strong sense of place and be the major orientation point within the school. Deciduous tree plantings are incorporated in this area, providing summer shade and variety through seasonal change. The levels 1, 2 and 3 facades surrounding the central open space are designed with a generous, visually open façade. Visually open stairs linking all levels are located at the north and south of the central open space with unencumbered vantage points to outdoor spaces. Visual connectivity between the central open space and the other areas of the school will enhance wayfinding for all school users.

The canteen is located on the school street at the north of the central open space. This location is convenient for deliveries and also to the COLA, which may be used as an informal outdoor “café” area.

The play areas at the Forest Road end of the site have an informal, naturalistic character. This area has a filtered outlook to Forest Road through the retained trees. The site topography directs overland flow of stormwater to the south east corner of the site, and the landscape design of this area is integrated with the stormwater water management arrangements.

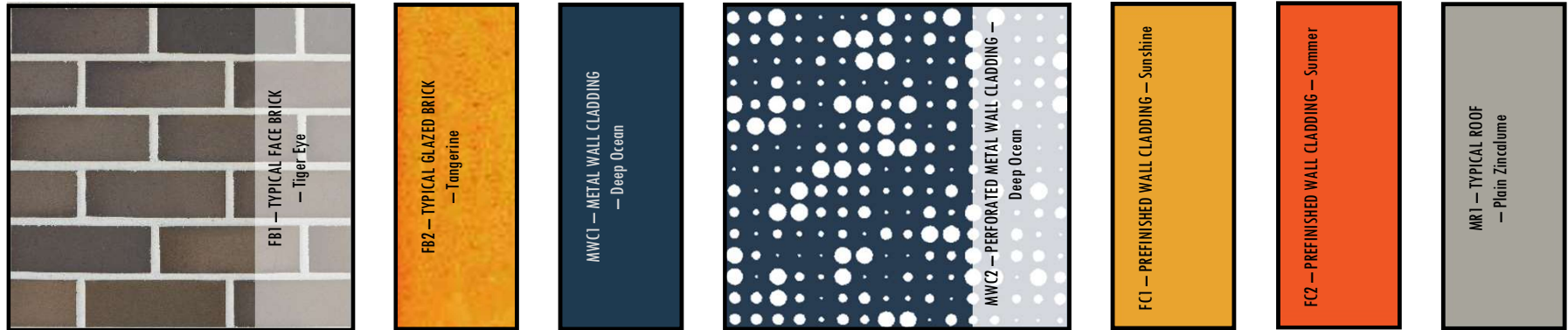
A vegetable garden is included at Level 1, sited for optimal solar access and with a Special Programs room nearby. The garden will be developed in a matrix of raised planters. From the vegetable garden there is outlook in two directions, to both the central open space and the south, informal play space. A planter adjacent to Stair 3 will support climbing plants on the stair screen.

Rooftop play is provided at Level 3. This area is designed for active play, incorporating a running track, soft fall area and deck structures at a variety of heights offering students a diverse range of active play options. A second COLA provides opportunity for activities to take place in all weather conditions. Shade structures on this level are designed to support climbing plants growing from a planter at the base. The rooftop play area offers distant outlook.



7. ARCHITECTURAL DESIGN STATEMENT

Building fabric, materials and colour



The proposed materials are robust and durable, with low maintenance requirements. The structural system is a reinforced concrete frame. Internal walls are non-loadbearing.

Ground level volumes are clad in brickwork, a visual reference to the existing school buildings and the typical material of the neighbourhood. The shape and forms of the ground level volumes are compatible with conventional brickwork, and this material provides robustness and durability for areas of intense student activity.

The upper storey is finished in metal wall cladding, adaptable to the curved form of the façade and providing contrast of colour and texture. The colour selection, Colorbond Deep Ocean, will provide a visually recessive backdrop to the perimeter tree canopy, enhancing the rich green foliage and harmonising with the broader landscape and sky scape.

Overlaid are vertical louvre blades providing sun shading and modulating the façade through texture and colour, visually fragmenting the scale of the building. The sunshades and cladding at the entry area are coloured rich yellow and orange, in contrast to the generally cool wall colours. The strong colour elements act as wayfinding devices leading to the principal entry. The entry space extends vertically through the building to the rooftop play level.



The proposed business identification sign, that is the School Sign, is embedded in the design. There are two proposed sign locations. One location is at the Arcadia Street entry, and the other is at high level on the façade facing Forest Road.

7. ARCHITECTURAL DESIGN STATEMENT

Learning spaces

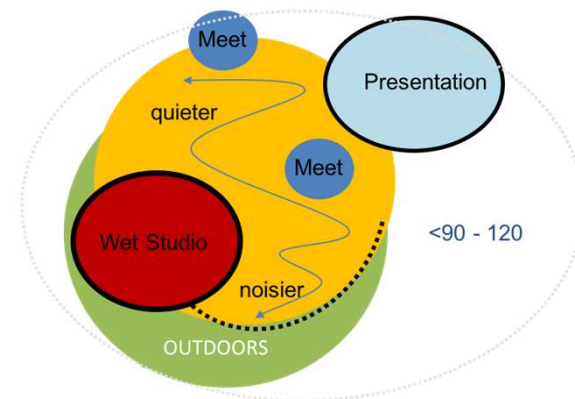
The school specific Educational Model was developed by the Educational Specialist, and this model informed and guided the design solution. The design provides for future focussed learning with flexible learning spaces designed to support collaboration.

Learning spaces are arranged to reflect a student's progression through the school. Kindergarten classes will be housed at ground level. These learning spaces have easy connection to the informal, naturalistic play areas at the Forest Road end of the site. Level 1 will house Years One to Three students and Years Four to Six will be housed on Level 2. Two 120 student learning spaces are located in the north end of Level 2, and it is anticipated that Year Six students will occupy these spaces.

Learning spaces are designed with optimal amenity. The design amalgamates learning spaces to accommodate a number of class groups in a large open area with shared supporting spaces. The room sizes and shapes create a range of internal zones of variable, flexible function. Windows on two sides provide good daylight penetration and outlook. Internal partitions incorporate glazing for light transmission and to support observation and visual connection within the learning spaces.

Learning spaces are designed with fully glazed walls and door connections to the adjoining multi-use circulation and outdoor learning spaces. This design feature provides seamless, direct visual and physical connection between internal and external areas generally, and learning spaces and play areas in particular.

Penshurst Public School has a Hearing Support Unit (HSU), established after the 1940-41 rubella outbreak. The HSU is fully integrated in the design proposal, with dedicated learning spaces on each level serving all age and stage groups. The HSU learning spaces will have enhanced noise reduction measures and hearing augmentation systems. The ground level HSU learning space has facilities for pre-school age children, including a dedicated outdoor play space. On levels 2 and 3, the HSU is connected to adjoining learning spaces to support integration and resource sharing. Visual cues are especially important for this student cohort, and the easily legible planning and circulation will assist the students to navigate their way around the school.



7. ARCHITECTURAL DESIGN STATEMENT

Sustainability and environment

Spatial planning arrangements, building fabric and the structural system have all been designed to enable future adaptation. The learning spaces embed the principle of multi-use, having the capability to be occupied and used in a variety of configurations. Internal walls are non-loadbearing, allowing for future reconfiguration as and when user requirements change over time.

Planning arrangements ensure daylight penetration for all habitable spaces.

The principal building volume is parallel with the main Arcadia Street frontage. Consequently the learning spaces are oriented with windows variously to the north, east and west. Heat gain is minimised through sun-shading of windows facing north and east, and the circulation / outdoor learning spaces on the west side of the building protect this façade from direct sun. On the Arcadia Street façade, performance glazing will complement external sun shading to achieve code compliance.

Thermal insulation will be incorporated in the building envelope. This will include floor slab insulation below Level 3 and to exposed soffits of habitable spaces. Due to acoustic design requirements the thickness of glazing will typically be nominally 10mm, which will contribute to the insulation of the façade.

A rainwater collection tank will be provided beneath the building, and the water can be used for irrigation and toilet flushing.

Roof mounted photovoltaic cells will contribute renewable energy for the school operation.

The vegetable garden at Level 1 will include composting facilities.



7. ARCHITECTURAL DESIGN STATEMENT

Health, safety and crime prevention through environmental design

The primary safety concern for the school is that of physical safety for the building users. This has been addressed through provision of clear sightlines in and around the building, clear delineation between publicly accessible areas and the student zone, and inclusion of appropriate barriers to prevent falls.

Security screening is provided at the principal entry, enabling teachers and Administration staff in the Clerical office to manage the entry of students and visitors into the school. The Administration staff also have observation of the public spaces, to assist with maintaining a safe environment.

The primary entrance of the School is located on Arcadia Street. Readily identifiable, the entrance has excellent visibility and 180 degree views. A pedestrian crossing is immediately adjacent, within sight of the entrance. Three alternative access / egress points are provided on Arcadia Street and Forest Road, facilitating safe evacuation from the site and/ or emergency access as required. The secondary entry points likewise have good passive observation. All entry points will have access control, managed by staff in the clerical office. A perimeter fence will be retained immediately on the site boundary, designed to avoid entrapment or hiding spots.

Planning arrangements within the school are designed to enable natural surveillance of outdoor areas and within all learning spaces. Clear sightlines are provided from the central open space to adjoining spaces. Alternative means of access / egress are provided for all spaces to minimise the possibility of entrapment. Student toilets are conveniently accessed from the circulation zones and the entrances are highly visible.

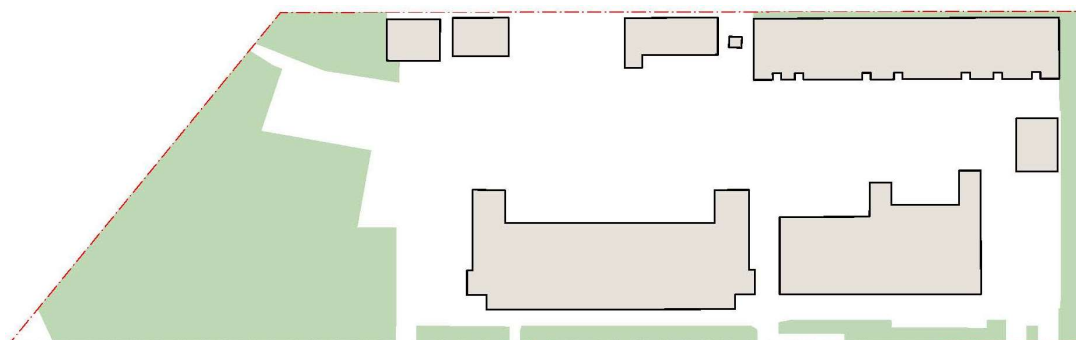
Balustrades and screens have been designed with appropriate height and form to provide a physically safe barrier and also provide transparency for observation.

Materials and finishes within the building achieve robustness and durability commensurate with the building purpose and function, minimising the opportunities for graffiti and vandalism. The site fence will provide an additional layer of physical security.

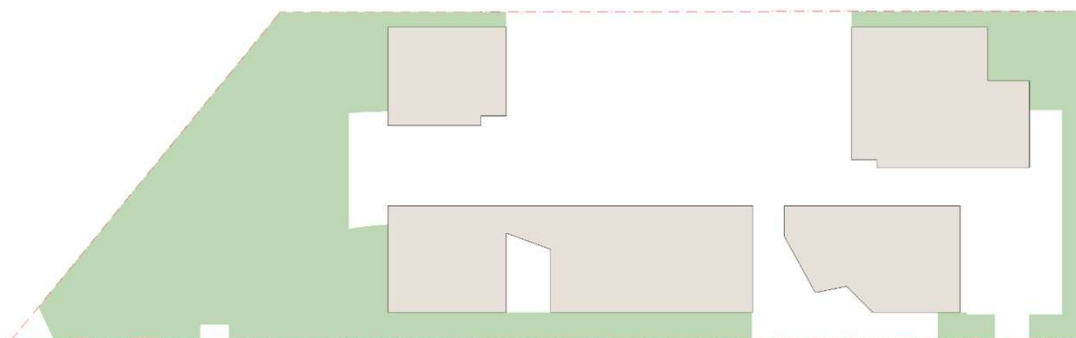
Major plant and equipment are discreetly located in the north of the site. Access to the plant zones will be managed by school staff. This will mitigate against unauthorised access.



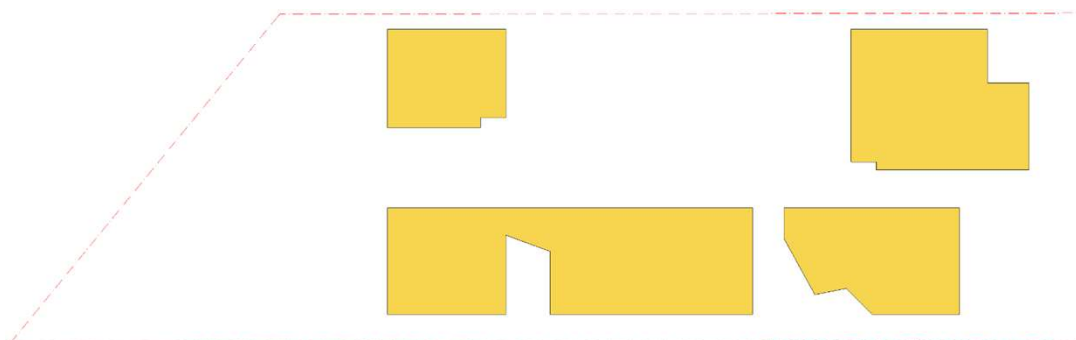
8 AREA CALCULATIONS



LANDSCAPING EXISTING



LANDSCAPING PROPOSED



SITE COVERAGE

LANDSCAPING EXISTING			
SITE AREA	10605 m ²		
EXISTING NON PERMEABLE AREAS	7527.26 m ²	70.98%	
EXISTING SOFT LANDSCAPE	3072.06 m ²	28.96%	

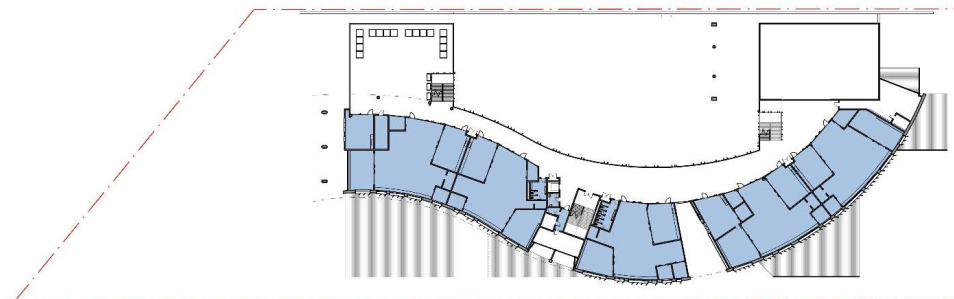
LANDSCAPING PROPOSED			
SITE AREA	10605 m ²		
PROPOSED NON PERMEABLE AREAS	2982.838 m ²	65.84%	
PROPOSED SOFT LANDSCAPE	3623.870 m ²	34.17%	

SITE COVERAGE			
SITE AREA	10605 m ²		
TOTAL PROPOSED SITE COVERAGE	2921.882 m ²	27.55%	

6 AREA CALCULATIONS



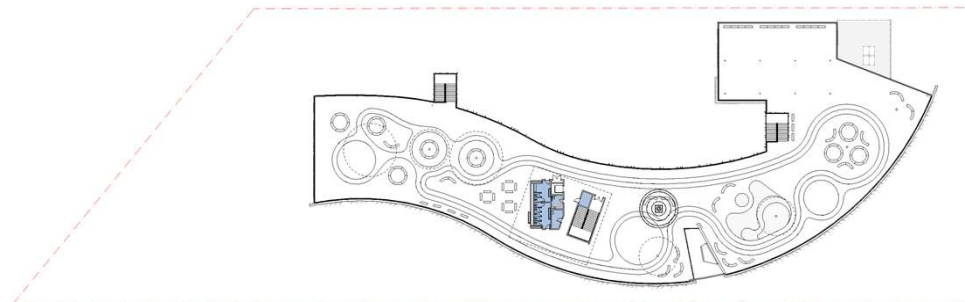
Level 0



Level 1



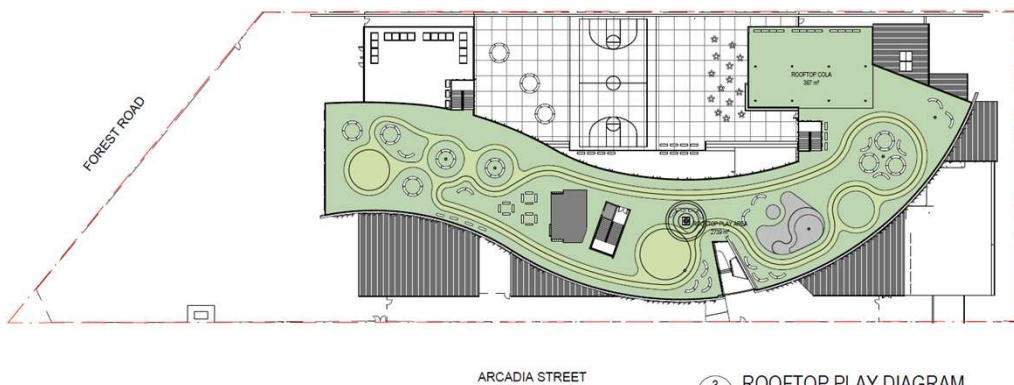
Level 2



Level 3

PENSHURST PUBLIC	
LEVEL 0	2545.722 m ²
LEVEL 1	1644.518 m ²
LEVEL 2	2369.102 m ²
LEVEL 3	58.469 m ²
TOTAL	6617.811 m²

8 AREA CALCULATIONS



07_Room Schedule_Outdoor Play Area

Name	Area
LEVEL 00 ADMIN@50.50	
COLA	299.82 m ²
STREET PLAY	889.27 m ²
ASSEMBLY / COURTYARD	1517.01 m ²
PLAY AREA / NATURAL	2721.41 m ²
LEVEL 00 ADMIN@50.50	5427.52 m ²
LEVEL 01	
VEGETABLE GARDEN	224.09 m ²
LEVEL 01	224.09 m ²
LEVEL 03	
ROOFTOP COLA	387.38 m ²
ROOFTOP PLAY AREA	2739.32 m ²
LEVEL 03	3126.69 m ²
TOTAL OUTDOOR PLAY AREA	8778.30 m ²
TOTAL INDOOR PLAY AREA (HALL)	273.18 m ²
TOTAL PLAY AREA	9051.48 m²

9 DESIGN STATEMENT - SEPP Educational Establishments and Child Care Facilities 2017

Design principle	Design response
Principle 1 — context, built form and landscape <i>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.</i>	• Preserving mature existing trees at the north and south of the site, to retain the positive qualities of the landscape setting and mitigate effects on neighbouring sites • Aligning the height of the new building with existing neighbouring buildings to ensure a fit within the streetscape. • Placing the new building at the site edges, creating central open space for games and assembly with a strong sense of place and visual connectivity within the school • Locating the Hall in the north-west corner of the site, excavated to align the Hall floor level with the central assembly and games area. • Designing the south part of the site as an informal, naturalistic play areas, preserving the existing open space and integrated with stormwater management.
Principle 2—sustainable, efficient and durable <i>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.</i>	• Consumption of energy is minimised by providing thermal insulation to the building envelope and sun shading on the façade • Roof mounted photovoltaic cells will contribute renewable energy for the school operation. • A rainwater collection tank will be provided beneath the building, • The waste collection area includes space to separate waste streams ie. Landfill and recyclables. The vegetable garden will include a composting area. • The proposed building materials are robust and durable, with low maintenance requirements. • The structural system is a reinforced concrete frame. Internal walls are non-loadbearing. This will enable future reconfiguration as and when user requirements change over time.
Principle 3—accessible and inclusive <i>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</i>	• Penshurst Public School has been designed for accessibility throughout, including pedestrian access into and through the school. Accessible parking is provided on site. • The school includes special provision for the Hearing Support Unit. • The layout of the school allows for ease of connection and wayfinding to and through the site. • The central open space will have a strong sense of place and be the major orientation point within the school, enhanced by visual connectivity with the other areas of the school. • The Hall, games court/assembly and Library area are located to facilitate access by the community.

9 DESIGN STATEMENT - SEPP Educational Establishments and Child Care Facilities 2017

Design principle	Design response
Principle 4—health and safety <i>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.</i>	• Clear sightlines in and around the building • Clear delineation between publicly accessible areas and the student zone • Inclusion of appropriate barriers to prevent falls. • Readily identifiable and welcoming principal entrance, with excellent visibility and 180 degree views for safety.
Principle 5—amenity <i>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.</i>	• A variety of outdoor learning and play areas have been incorporated throughout the school. • The central open space will have a strong sense of place and be the major orientation point within the school, enhanced by visual connectivity with the other areas of the school. • The design provides for future focussed learning with flexible learning spaces designed to support collaboration • Seamless, direct visual and physical connection between internal and external areas generally, and learning spaces and play areas in particular • The Hall, games court/assembly and Library area are located to facilitate access by the community.
Principle 6—whole of life, flexible and adaptive <i>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.</i>	• Environmental inclusions: robust and durable building materials with low maintenance requirements; thermal insulation and sunshading; photovoltaic cells; rainwater collection tank; provision for waste streaming; and, bicycle store. • The structural system is a reinforced concrete frame. Internal walls are non-loadbearing. This will enable future reconfiguration as and when user requirements change over time. • Multi-use: • Learning spaces embed the principle of multi-use, having the capability to be occupied and used in a variety of configurations. • Communal Hall may be used for a diverse range of activities, including learning, play, assembly, sport and community uses.

9 DESIGN STATEMENT - SEPP Educational Establishments and Child Care Facilities 2017

Design principle	Design response
Principle 7—aesthetics <i>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.</i>	• The new Penshurst PS building relates appropriately to the immediate context through matching the scale of the existing streetscape and neighbouring school buildings. • The design proposal includes diversity of forms, spaces, materials and colours, strongly associated with particular functional areas, enabling students, staff and visitors to experience variety and enjoyment as they move around the school. • The design solution integrates landscape and built elements in an urban design informed approach. • Context • Preserving mature existing trees at the north and south of the site, to retain the positive qualities of the landscape setting • Designing the south part of the site as an informal, naturalistic play areas, preserving the existing open space. • The overall bulk and scale of the building suits the scale of the street and is consistent with neighbouring buildings • Aligning the height of the new building with existing neighbouring buildings to ensure a fit within the streetscape. • Form - Juxtaposition of rectilinear forms at street level with a gently curved form above. • Materials • Brickwork cladding at ground level, referencing the existing school buildings and the neighbourhood. • Metal wall cladding to the upper storey, adaptable to the curved form of the façade and providing contrast of colour and texture. • Vertical louvre blades providing sun shading and modulating the façade through texture and colour • Colour • The metal wall cladding colour selection, Colorbond Deep Ocean, will provide a visually recessive backdrop to the perimeter tree canopy, enhancing the rich green foliage and harmonising with the broader landscape and sky scape. • The sunshades and cladding at the entry area are coloured rich yellow and orange, in contrast to the generally cool wall colours. The strong colour elements act as wayfinding devices leading to the principal entry.