

04 Design Excellence

04.2 Response to Education SEPP / GANSW design principles

1. Context, built form and landscape

- The new built environment respects the medium and low density scale and form of the neighbourhood.
- It does not interfere, respects and capitalises on the use and views into the bordering biodiversity preservation area, gently falling into the East boundary while making use of the central outdoor heart.
- The new built form takes up a simple language of monopitch metal deck roofs, masonry and light weight cladding that is familiar to the neighbourhood surrounds.
- The landscape design addresses views into the natural environment as well as including some aboriginal cultural heritage references in its design towards the biodiversity zone at the East

2. Sustainable, efficient and durable

- The new design is durable, resilient and adaptable, the open floor plates enable spaces to evolve to meet future requirements.
- Positive environmental measures have been considered in the new design including passive design principles, material choices, services efficiency and use of recycled and recyclable materials.
- An ESD report outlining GBCA targets met or to be met at design development stage forms part of the SEARS lodgement.

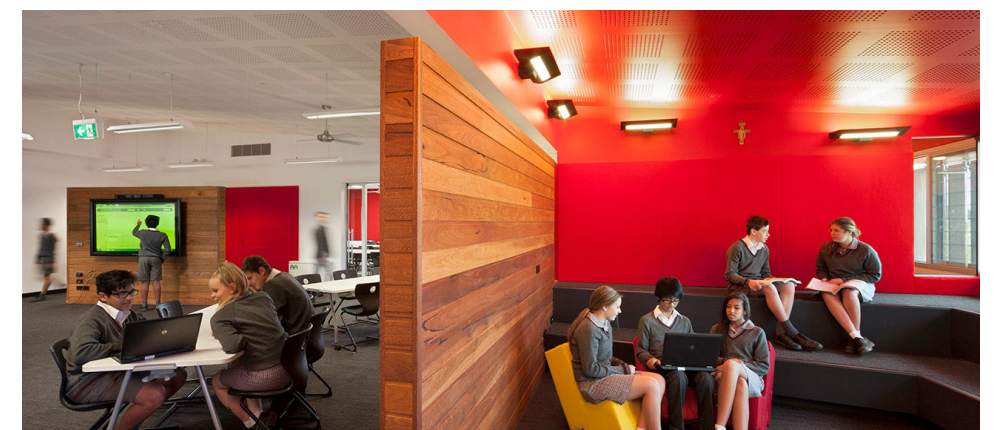
3. Accessible and inclusive

- Mainsbridge School is a school for Special Needs Education in which inclusion and accesibility are the key issues in the design and future functioning of the facility.
- Taking into account principles of equality and diversity, the model is based on adapted current mainstream learning models.
- A school for all, which any other student or staff from mainstream schools can use and share the facilities.
- Community inclusion and permeability is especially showcased in the Multipurpose, library hub, communal life skills area and a future Hydrotherapy pool at the frontage.
- The new shared school heart is adjacent to the central sports field and creates a core for integration of the PS, SSP and general community. A communal entry into this centrally integrated heart has also been provided

4. Health and safety

- Following DoE guidelines, a security plan has been designed to maintain a safe school with delimitation of boundaries, electronic devices, good massing of the design avoiding blind spots and general consideration during the design process.
- The School frontage provides a welcoming accessible environment while still keeping in mind safety and security considerations.

Hayball precedent images



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5. Amenity

- The residential character of the neighbourhood, adjacent recreational facilities and the surrounding natural settings were considered when planning the site to utalise the existing environment.
- Integration of staff and studnets with the existing Warwick Farm Public School was considered throughout the design consultation, proposing diverse design solutions to facilitate both integration and partial separation when required. The two schools on site can share the new heart, sports field, communal hall and life skills kitchen area.
- Access to sunlight and natural ventilation were drivers of the facade design with louvred glass windows utalised throughout the design
- Internal planning was careful to consider the specific needs of the Mainsbridge School's students, ensuring privacy and dignity is maintained.

6. Whole of life, flexible and adaptive

- Special Needs Education spaces cater for moderate to severe intellectually and physically challenged students from ages 5 to 17. Spatial arrangements are flexible and learning studio modes are reversible, mainly consisting of light partitions and sliding walls, that can easily adapt to future demands and changes in pedagogy.
- Multi purpose spaces are provided both within the learning neighbourhoods and the communal use areas.
- These spaces are easily adaptable to both different needs and diverse user groups including communal groups, parents and carers, benefactor associations, educational gatherings and student learning and social activities
- Community spaces such as the MPS-hall, library and special programs in the welcoming school frontage are easily identified, adaptable and integrated to meet different demands and user group needs..

7. Aesthetics

- The built form ranges from 1 to 2 storey massing, with monopitch shapes that relate to surrounding low density residential buildings.
- The landscape design adresses both the street frontage with recessed front gardens to the West and the natural preservation area towards the creek in the East
- The character of the neighbourhood is improved by providing a carefully designed frontage with communal use facilities which create a new needed sense of belonging and identity to the area.
- Carefully chosen material palettes relating to the adjacent built environment and the use of buildings as a learning tool are key principles of the design outcomes.

Hayball precedent images



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04.3

GANSW Design Process and Evaluation

1. Community integration

Mainsbridge and Warwick Farm Schools and community groups identified the need to promote interaction with the local community. Spaces which provide this potential are the new library hub, hall, sporting facilities and the special programs kitchen. The existing adjacent child care centre and Primary school provides the site with a new Learning Precinct character. The new development creates legibility, identity and intends to give a new landmark to the area.

2. Collaborative brief: Foster agreement from the school and community on the preferred pedagogical approach

The functional brief and education rationale was carefully developed through a collaborative design process, setting ambitions, goals and approach strategy. The design team, educator specialists, education policy makers, teachers, school executives, DoE area director, parents and carers representatives developed the design through a structured consultation process. The Local Community was also consulted in the process through info booths.

3. Participatory pedagogy: A strong brief with a clear set of values

Different pedagogical approaches for Special Needs Education where studied locally and internationally and discussions on pedagogical approach was an important part of the Consultation. Ultimately the School determined a most suitable and adaptable teaching and learning style for the demographics particular needs. Scholol staff liaised and visited DoE’s Lucas Gardens School, setting standards and lessons learnt that could be incorporated and improved in the new development. Spaces are designed to be easily adaptable to pedagogic, demographic and information technology changes.

4. Procurement: Set up a procurement process to appoint the best designers

Hayball Architects were appointed by the DoE based on their extensive experience in Educational architecture based on strong Education pedagogy principles. It was valuable to discuss pre-existing built assets in order to set out a basis to develop the brief and design goals. Hayball Architects together with all sub-consultancies, including Tract landscape have also been novated to continue developing the design, through the same consultation process with a new stakeholder: the subcontractor in charge of the building works. The intention is to deliver a cost-effective and long-term community asset.

5. Master Plan: Allow time for design, site planning and master planning in collaboration with the school and community

Several master planning options were discussed with the PRG, before a preferred option was developed in further detail along with the functional program brief. The master plan options addressed location, massing, urban fabric, infrastructure, demographics, transport , services opportunities and constraints. Educational rational and school specific needs and goals where also part of the consultation process at master planning stage.



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04.3 GANSW Design Process and evaluation

6. Design reviews

Design reviews were undertaken internally at all milestones including masterplan stage, concept design stage, approved concept design stage and tender. They benchmarked the design intent against the functional brief and educational expectations. These reviews included interdisciplinary staff from outside the project team.

Design reviews feedback and proposed changes and opportunities were further discussed and agreed upon with the Project Reference Group, DoE Project Management Office and the DoE technical stakeholder group.

7. Design champion

The Project Reference Group was set at the beginning of the consultation process, prior to the Masterplanning stage. A Parents and Carers representative, as well as the School Principal and Deputy Principal and different head teachers were included in the group. Their role was to set priorities and influence decisions as a reference to the State Government Client. The design champions are totally independent of the Design team and will follow through the design and procurement process .

8. Always complete a post-occupancy evaluation and continue to adapt the environment as things change

Hayball architects encourage stakeholders and DoE to obtain and keep records on objective outcomes of the design, efficiency, maintenance, fit for purpose functionality of the school.

The information becomes a benchmark for future project deliveries, impact on design outcomes, efficient use of space, community use, energy efficiency and any other matters that will benefit the future designs and stakeholders.



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04.4

Mainsbridge School Education Rationale

Mainsbridge School pedagogical rationale is based on:

- **Strong, caring and supportive** relationships between learners and their ‘home-base, studio’ teachers
- Developing a sense of **independence, security and belonging** as well as social and communication skills
- Developing living skills beyond school including working skills, **life-long learning**
- Ensuring the teaching and support is **suitable for the diversity of individual** learner needs
- **Collaboration, leadership and interaction** between professionals, parents, carers and the broad community

Mainsbridge School pedagogical rationale is supported by spaces that enable re-configuration as needed to facilitate:

- A **high degree of collaboration, support and interaction** between students and among teachers
- Learner **self-regulation, self-direction and self-management** when possible
- **Holistic, authentic** learning— purposeful, meaningful, personally significant, experiential, real projects
- **Connectedness**—with community, virtually locally and globally, within and across subjects
- Seamless **access to rich resources**—digital, information, equipment, interactive material.
- Developing **communication and social interaction** skills.
- Learning anytime, anywhere, with anyone. Learning **beyond school time**.
- Promoting **positive behavioural patterns**.

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04.5 Developing the Learning Brief

NSW EFSG General Education Principles

Education Principle 4: Provide contemporary, sustainable learning environments that:

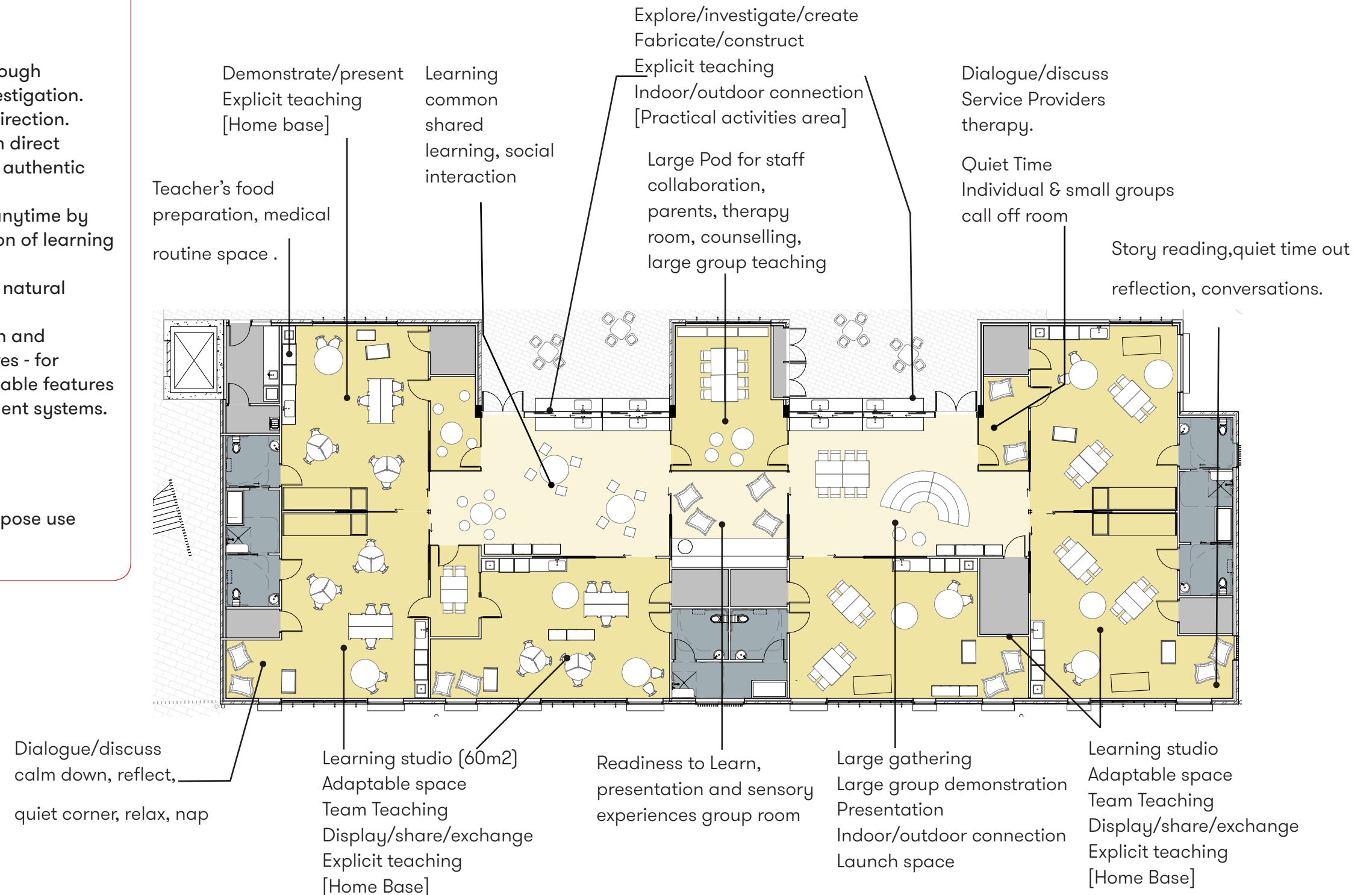
- Promote learning for students and teachers through collaboration, social interaction and active investigation.
- Encourage learner self-management and self-direction.
- Support a full range of teaching strategies from direct explicit instruction to facilitation of inquiry and authentic project and problem based learning.
- Facilitate learning and connection anywhere, anytime by providing seamless access to ICT and integration of learning resources throughout the learning spaces.
- Be integrated into, and maximise the use of the natural environment.
- Enable aspects of the buildings, building design and outdoor spaces to be learning tools in themselves - for example, learning from the ecologically sustainable features of the design and associated energy management systems.
- Are age, need, ability and stage appropriate

Education Principle 5: Embed the potential for reconfigurability, both in the present for multi-purpose use and over time for changing needs.

3 learning studios neighbourhood
(18-24 students)

6 learning studios community
(36-48 students)

Ground Floor





Learning

A purposeful, self-reflective, holistic approach to education

- Providing exceptional special education where students, staff and community are empowered to engage in collaborative communication and learning.

Implement equal learning opportunities

- Provide students with opportunities that celebrate their capabilities and promote skills acquisition in communication, self-care and curricular learning.

Provide a dignified learning environment

- Value each student as people and learners, strive to provide effective pedagogy programs, both on and off campus.

Utilise technology to enhance the educational process

- Establish digital connections within the school and the broader community, utilising technology as a daily teaching tool.

Prepare students for an independent life outside and beyond school

- Create stimulating learning landscapes which remove barriers between inside and out, for both learning and passive/active play.

- Foster positive behavioural patterns focussed on empowering students to reach their full potential.

Maximise outdoor and indoor learning opportunities

- Encourage active learning processes in a happy, active, changing atmosphere. Remove constraints hindering both indoor and outdoor learning experiences.
- Create a welcoming atmosphere which promotes wellbeing, aware of the differences between a “health facility” and a “learning environment”.

Promote excellence in teaching and leadership

- Ensure high performance and accountability, working effectively towards refining and calibrating practices. Pursue progressive approaches and innovation.



Environment

Promote an environmentally sustainable culture

- Utilise sustainability measures to reduce the ecological footprint of the school while acting as an educational tool. Educate through hands-on sustainable activities.

Reduce waste and encourage reuse

- Create a culture which continues into daily life outside school, creating responsible minds.

Be a good neighbour to natural surrounds

- Understand the natural environment in which the school sits, and in which we live, assuming a leadership by example.



Identity & Context

Embrace the school’s ethos

- “Special needs learning happens differently”. Create the school’s own identity while sharing and interacting with the existing primary school component.

A contemporary learning space in the neighbourhood

- Understand and acknowledge the natural and built surrounds, its demographics and diversity.

Capitalise on the history of the area, its present and aboriginal culture.



Community

Capitalise on the culturally diverse local community

- Encourage multiculturalism, acceptance and respect; integrating all diversities into the fabric of everyday life.

Share resources, develop rapport and create high levels of trust

- Parents/carers and teachers working cohesively to support student achievement. Share professional learning sessions with local schools. Encourage collegial discourse, information and skills sharing between SSP and local schools network. Foster relationships with corporates and benefactors and their involvement in the school’s progress.

Accessible to all

- Facilitate community permeability and foster connections through gatherings at school and beyond.