

04 Design Excellence

04.7 Rationale for the Design - Design Principles



Welcome

- Create a safe, unencumbered and clearly defined pick-up and drop-off frontage
- Create a legible welcoming point of entry with an own identity and image
- Address the communal character of the front buildings in their language, character, position and permeability
- Create buffered soft areas at street frontage and integrate with neighbouring built environment
- Facilitate the sharing of communal facilities with the Primary school by locating them in a central zone



Enhanced learning

- Provide environments that facilitate collaboration, communication, self-care skills and interdisciplinary learning
- Create flexible and adaptable spaces which encourage outdoor and indoor learning interaction within school and with the primary school component
- Embrace new technologies that support current special needs pedagogy
- Provide enhanced amenity to all built and non-built spaces in terms of sustainability, natural light, air flow, acoustic and visual comfort qualities in scale and nature
- Create a happy, positive-feeling, active and changing atmosphere in both the interior and exteriors to avoid a 'health facility' feel



Interconnected landscape

- Use landscaping and sustainability measures that act as educational tools
- Provide spaces for hands-on sustainable activities, outdoor learning and passive/active play
- Facilitate access and outdoor spatial interaction between the two schools on campus
- Provide generous shaded spaces
- Facilitate the opportunities for subdividing areas per student needs
- Capitalise on the leafy views and canopies, making the areas among the accessible and usable
- Be mindful of equity in access
- Create outdoor areas that support life skills learning and broader community gatherings



Support & better integrate staff

- Provide contemporary, flexible staff and administration spaces that adapt to changes in numbers and nature of work
- Staff spaces will facilitate collaborative planning and research, supporting innovation
- Interconnect School staff with Primary School staff to capitalise on an interactive approach to the campus



Grow

- Allow room for predicted growth and create a strategy to support it
- Create adaptable buildings that allow for changes in demand, trends and technology



Environment

- Use sustainable construction techniques that have a reduced carbon footprint
 - Recycle, reduce and reuse wherever possible
- The built and non-built environment should act as a teaching tool, contributing to learning outcomes:
- ESD strategies must be tangible and visible
 - Utilise building fabrics that are sustainable in their fabrication and lifespan; that change, weather and age gracefully
 - Use tectonic building approaches to communicate how the building has been made

04

Design Excellence

04.8

Assessment of Design Criteria

After the establishment of Education Principles and Design Principles, all design options and developments proposed are charted and scored against the matrix of principles in order to achieve the best design outcomes for the school. This also ensures the final design embodies the first principles which we have established together with the school.

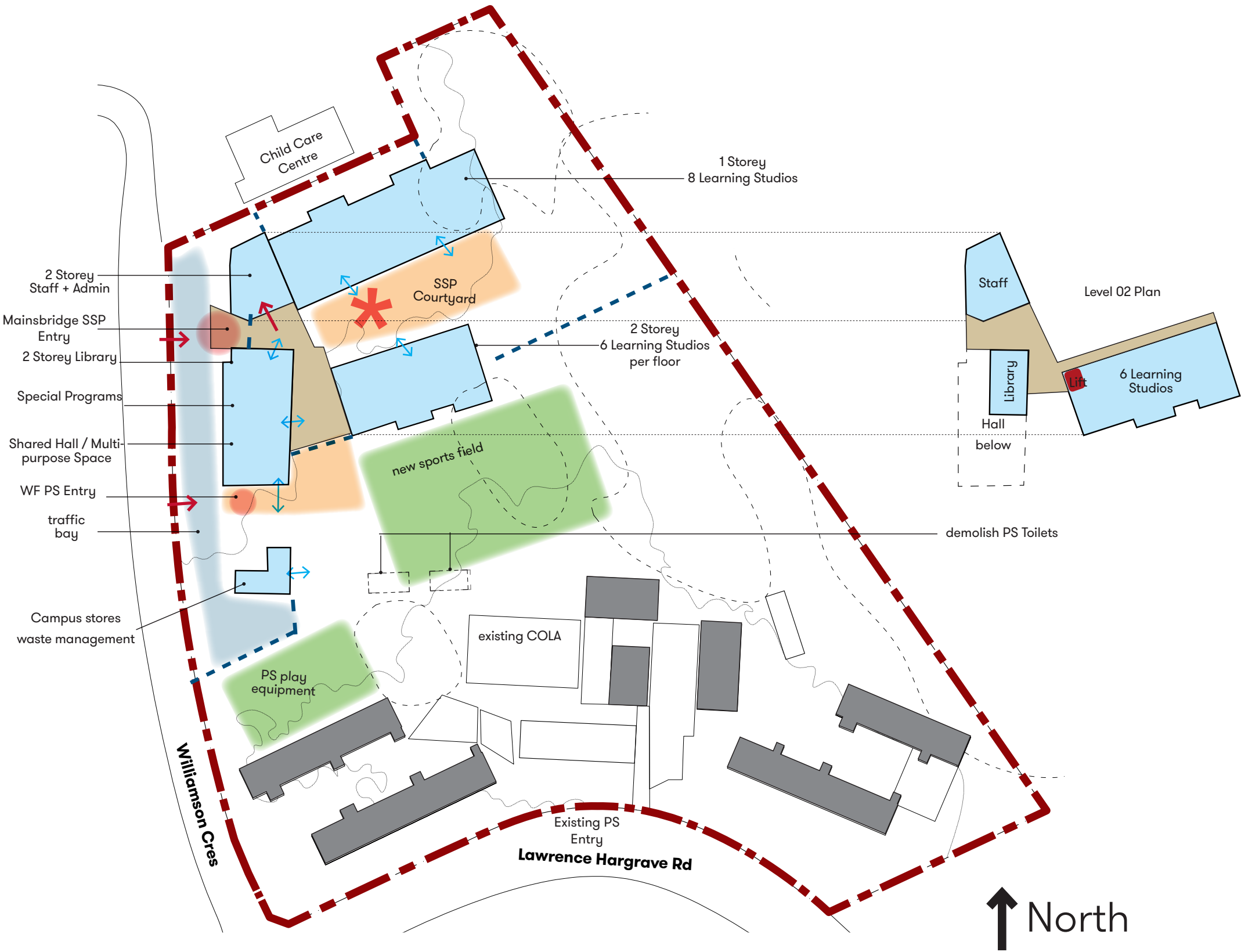
Criteria	Achieved
Welcome	
- Create a safe, unencumbered and clearly defined pick-up and drop-off frontage	✓
- Create a legible welcoming point of entry with an own identity and image	✓
- Address the communal character of the front buildings in their language, character, position and permeability	✓
- Create buffered soft areas at street frontage and integrate with neighbouring built environment	✓
- Facilitate the sharing of communal facilities with the Primary school by locating them in a central zone	✓
Enhanced Learning	
- Provide environments that facilitate collaboration, communication, self-care skills and interdisciplinary learning	✓
- Create flexible and adaptable spaces which encourage outdoor and indoor learning interaction within school and with the primary school component	✓
- Embrace new technologies that support current special needs pedagogy	✓
- Provide enhanced amenity to all built and non-built spaces in terms of sustainability, natural light, air flow, acoustic and visual comfort qualities in scale and nature	✓
- Create a happy, positive-feeling, active and changing atmosphere in both the interior and exteriors to avoid a ‘health facility’ feel	✓
Interconnected Landscape	
- Use landscaping and sustainability measures that act as educational tools	✓
- Provide spaces for hands-on sustainable activities, outdoor learning and passive/active play	✓
- Facilitate access and outdoor spatial interaction between the two schools on campus	✓
- Provide generous shaded spaces	✓
- Facilitate the opportunities for subdividing areas per student needs	✓
- Capitalise on the leafy views and canopies, making the areas among the accessible and usable	✓
- Be mindful of equity in access	✓
- Create outdoor areas that support life skills learning and broader community gatherings	✓
Support + better integrate staff	
- Provide contemporary, flexible staff and administration spaces that adapt to changes in numbers and nature of work	✓
- Staff spaces will facilitate collaborative planning and research, supporting innovation	✓
- Interconnect School staff with Primary School staff to capitalise on an interactive approach to the campus	✓
Growth	
- Allow room for predicted growth and create a strategy to support it	-
- Create adaptable buildings that allow for changes in demand, trends and technology	✓
Environment	
- Use sustainable construction techniques that have a reduced carbon footprint	-
- Recycle, reduce and reuse wherever possible	✓
- The built and non-built environment should act as a teaching tool, contributing to learning outcomes:	✓
Value	
- Overall projected construction cost	✓
- Spatial efficiency	✓

05

05.1

Concept Design Strategy

Site Layout Diagram



Summary of Brief:

- 20 new permanent teaching spaces
- Hydrotherapy Pool
- New Toilets for Warwick Farm

Open Space:

- Mainsbridge = 2370m2 + Shared Field
- Mainsbridge = 14.8m2/student + Shared Field
- Warwick Farm= 8088m2
- Warwick Farm= 32.2m2/student

NOTE: Includes shared sports field + area to North of Block C2

Waterplan Options:

- 4 options were originally developed with stakeholder input before the preferred option chosen.
- Preferred option was then refined along with the functional brief into the current masterplan shown.

- ↔ Internal/external connection
- Proposed pedestrian movement
- Interconnected external area
- Soft surface outdoor play
- Existing building
- Existing covered area
- Proposed covered area
- New build
- New gated fence

Scale 1:1000 @ A3
25 50m



