

DESIGN REPORT Masterplan Approach

MAJOR ALTERATIONS & ADDITIONS TO THE STEVENSON LIBRARY SSD 8922

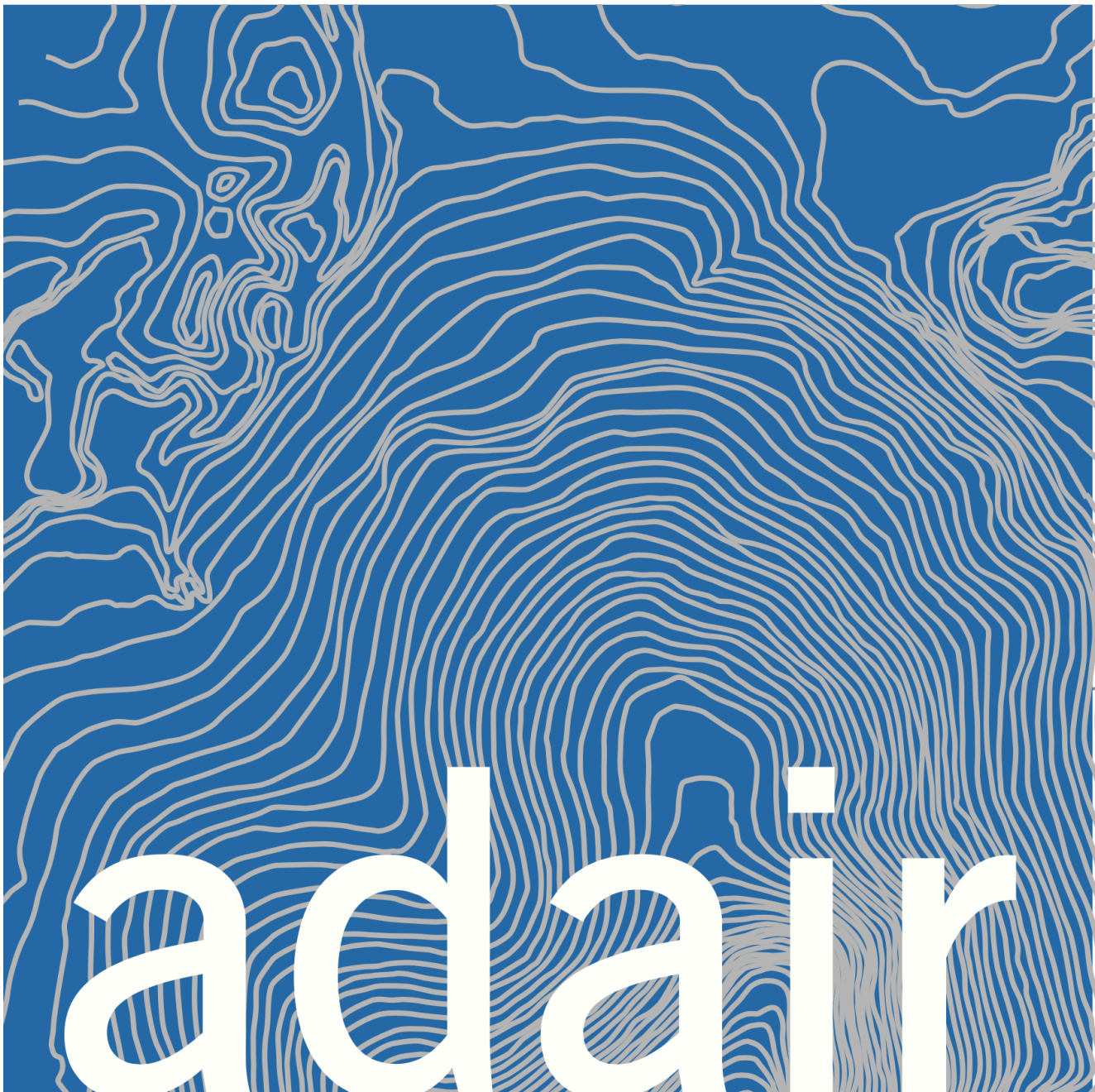
Prepared for: THE SCOTS COLLEGE

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The Scots College Masterplan

Response to the Education Design Quality Principles

With particular reference to the redevelopment of the Stevenson Library

The Education SEPP outlines the following Design Quality Principles:

1. Context, Built Form and Landscape
2. Sustainable, Efficient and Durable
3. Accessible and Inclusive
4. Health and Safety
5. Amenity
6. Whole of Life, Flexible and Adaptable
7. Aesthetics

The Scots College Masterplan is a review of the whole of the Bellevue Hill Senior School and Years 5 + 6 Campus. The Campus consists of two main precincts separated by Victoria Rd: Precinct A, to the east of Victoria Rd, generally bounded by Aston Gardens and an adjacent property in the north, by Cranbrook Lane to the east, by Cranbrook Rd to the south, and by Victoria Rd to the west. Precinct A accommodates the main Senior school infrastructure and Teaching /Learning spaces.

Precinct B, to the west of Victoria Rd, is generally bounded by an adjacent property boundary to the south and to the West, by Ginahgulla Rd to the north, and Victoria Rd to the east.

The Design Quality Principles form a platform upon which the masterplan is based and each is being addressed in detail as part of this process.

The Stevenson Library is a key element in the Masterplan strategy, as it is the heart of the school and a variety of levels and itself addresses all aspects of the Design Quality Principles.

The Masterplan

The TSC Masterplan is divided into two categories:

DA Drawings

P5 Parking, Multi-Purpose Hall, Black Box Spaces, Services + Infrastructure

P6 Car Park + Drop Off Entry / Exit

P7 New Internal Drop Off

S4 Aspinall Embankment

S9 Pool

S16 McIntyre Courts + Car Parking

S18 MSB Auditorium

S18A Convert Lower Level Classrooms

Stage Concept Masterplan

P1 Oval

P2 Courts

P3 New Yr 5/6 School

P4 Landmark Corner

P8 New Residential Facility

S2 Dining Hall

S3 Courtyard

S7 Centenary Basketball Courts

S10 Gym Refurbishment

S11 Gym Pavillion

S15 Kirkland Oval + Hall

S17 MSB Terrace

S19 Quadrangle Gallery

For locations of buildings – Refer SSD2.10/17-005

The Stevenson Library upgrade plays a vital role in facilitating the logistics of the TSC Masterplan, as it addresses the immediate need to reconcile all the information, pastoral care and student support services into one accessible location. It will add significant capacity in flexible space, as well as dining and toilet facilities needed to accommodate students. Importantly, this project prioritises the wellbeing of the students and addresses issues such as poor circulation, access and amenities. Without first renovating the Stevenson Library, it would be extremely difficult to continue operating the school during any future construction including on site parking or pick up and drop off zones. Changes to the Library will also create a new north-south access route through the school, allowing students to move between facilities internally, rather than via Victoria Road footpaths. Starting work on a building in the middle of the school grounds also offers respite to neighbours who have experienced recent development of the Business Studies Centre.

Furthermore, funding raised by the generosity of donors for the Stevenson Library has largely been provided on the condition that works commence as soon as possible. Key donors have expressed that timing is conditionally linked to funding. Additionally, donations have been provided specifically for this project, which separates the Stevenson Library from the TSC Masterplan, which is staged over time as funding is raised.

The renovation of the Stevenson Library shall have minimal implications to the function of the College, and shall also have no implication for student enrolment numbers.

Principle 1: **Context, Built Form and Landscape**

The built form of the College has evolved over the last century as a network of buildings were added to the land surrounding the grand Houses of the two original Estates separated by Victoria Rd.; Fairfax House anchors the western campus and, Aspinall House anchors the eastern campus to which both McIntyre House and Kirkland House were early additions, and the addition of the Middle School Building created a presence on both Victoria Rd and the sporting field. The topography is significant: the overall landfall from the western edge of the Fairfax Ginahgulla campus to Cranbrook Lane on the eastern edge of the main campus is over 35 metres. The College enjoys vistas to the harbour and surrounding environs. As the site itself has evolved over the century, so has the context with residential building, in a variety of forms, developing around the site, the school sits in a residential setting with those associated pressures, the nature of school activities, including arrivals and departures must be sensitive to this context. The evolved terraced landform contributes to the character of the landscape as does the street tree presentation at each of its frontages and the curtilage surrounding each of the Houses. The dominant landscape feature of both sections of the campus is the plateau of the sporting fields. The convergence of the two components of the campus on either side of Victoria Rd creates a character of the “Scots precinct” to that section of Victoria Rd that links the campus. In the ongoing development of the site, the masterplan seeks to take greater advantage of the opportunities afforded by the site in section as well as those in plan, in so doing it seeks to increase the amount of open space while increasing the actual built capacity, by actively using roof space integrated with the landform.

Principle 2: **Sustainable, Efficient and Durable**

The development of the campus over a century has informed the school of the balance required between permanence and adaptability, in its response to the evolving needs of what a school is, and the reflection of its character as a built form, forever subtly changing, and a balance is sought over time between adaption and replacement in response to social and curriculum requirements and physical condition. The masterplan creates facilities that while designed for a researched foreseeable future, are capable of continuing adaptation, as forms and structures optimise energy and resource consumption while contributing to the overall character of the campus.

Principle 3: **Accessible and Inclusive**

The nature of the campus site and its physical context requires and allows a level of permeability not limited to a single main entrance or street frontage, thus providing challenges to wayfinding that require multiple points of orientation and reference.

The College has a long history of community engagement and use of a variety of facilities by the broader community. The diversity of access points is a positive factor in enabling the effective use of facilities by generally distinct groups, while each of these facilities is a component in an overall network.

The multi-level terrain provides its own opportunities and challenges to all age groups and levels of physical ability. Accessibility is enhanced by a network of ramps, lifts and multiple vehicular drop off points to ensure all locations within the campus are available and “findable”.

Access to the College differs at times of the day, days of the week, and months of the year, however the greatest intensity of access is that of student arrivals and departures; typically students arrive and depart by bus both public and school specific, by car and on foot. The masterplan provides for a co-ordinated bus and vehicular drop-off and off street parking strategy designed to minimise impact on the surrounding residential community. Perimeter fencing is generally transparent allowing school buildings and distant vistas to be viewed from the public domain

Principle 4: **Health and Safety**

As noted above the College has multiple points of access from a variety of street frontages, each controlled as use dictates. Likewise, a range of facilities are available to the broader community and access is afforded to these locations. This permeability of multiple access is balanced with the ability for the school to promptly define and “lock down” its boundaries through physical constraint and management protocol to ensure the safety of those within its grounds, and to ensure the ability to escape in the event of a catastrophe, via readily identifiable locations. Access and egress protocols, an effective people based “hosting “ strategy, subtle and overt physical constraints, an active and passive security strategy, coupled with effective general and emergency wayfinding, will create the balance of a secure yet welcoming and accessible environment.

Principle 5: **Amenity**

The Scots legacy is a great range of facilities and activities for the diverse and evolving needs of students, staff and the broader community who use the campus. Curriculum and co-curricular offering, meeting, exhibition, performance, study, research, sport of all types, events and commemorative services, weddings, functions, site servicing , parking and storage. A balance of indoor and outdoor amenity has been provided for all aspects of school life. Appropriate acoustic treatment is to be undertaken to ensure that street noise does not detrimentally affect the school and similarly that noise generated by the school has minimum impact on neighbours.

The school is an educational, community and residential facility, the residential component refers to the presence on site of both student boarders and resident staff members, this residential amenity also a consideration of the masterplan.

A developed strategy for bus movements, drop-off and car parking has been incorporated within the masterplan to minimise the impact on neighbourhood amenity. Access to, and within, the College both pedestrian and vehicular to facilitate all related activities has been given consideration within the masterplan.

Principle 6: **Whole of Life, Flexible and Adaptive**

The masterplan seeks to address the foreseeable future needs of the school and to “future proof” for those factors that are not immediately evident, these maybe issues of curriculum, sport, administration, access, other facilities or community requirements. The key is to facilitate flexibility and adaptability within each building form, including the potential to modify and add services, also to enable flexibility in the relationship with adjacent facilities including access. Consideration has also be given to the potential for temporary or adapted accommodation while construction projects are undertaken within the campus. The masterplan is a document that must be periodically reviewed and adapted

Principle 7: **Aesthetics**

The school evolved and adapted around the presence of the two Houses on either side of Victoria Rd . Aspinal House on the eastern portion and Fairfax House on the western portion, and reference to both McIntyre House in the south and Kirkland House in the north; the recognisable character is that of the Main School Building with its presence on both Victoria Rd and the main Sports field. The Campus has developed as a series of linked individual buildings that have a respectful relationship to one another, this is a family of buildings that does not seek to create a single style. The cascading landform contributes to the character of the development and enables vistas from and into the school from multiple vantage points. Punctuated by sporting and recreational landscape uses, there is a diversity of external spaces both purposeful and passive that enjoy arrange of aspects and relationships to built forms and the activities within those buildings. There is a cognisance of the surrounding residential context that is itself diverse in both style and location on the topography, and therefore a sense of fit.

In summary

The Scots College Masterplan has acknowledged and addressed the Design Quality Principles of the Education SEPP as it seeks to evolve, adapt and improve the school environment through its resolution within the boundaries of the school site as well as the impact upon the surrounding residential community, with particular reference to access, drop-off and parking. The Stevenson Library fits within the Masterplan at the heart of the school and addresses these same principles. The Scottish Baronial style that the project embraces contributes strongly to the family of built forms and provides a symbolic thematic link to the reference cultural heritage of the College while the facilities and conceptual ideas, that are contained within the design, address contemporary concerns of teaching and learning, student and staff development, and the role of a flexible resource hub to the whole community.